

Acton Public and Acton-Boxborough Regional School Committees

March 22, 2012 at 7:00 p.m.

**AB Regional Executive Session at 7:00pm
APS and ABRSD School Choice Hearings at 7:20pm
followed by Joint APS/AB Regional SC Meeting,
followed by AB Regional, then APS School Committee
Meetings
at the R.J. Grey Junior High Library**

**ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS**

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

**March 22, 2012
7:00 pm ABRSC Executive Session
7:20 APS and ABRSD School Choice Hearings
followed by Joint SC Open Meeting
followed by AB, then APS Open Meetings**

AGENDA with addendum

- 1.0 AB REGIONAL SCHOOL COMMITTEE CALL TO ORDER (7:00)
- 2.0 AB EXECUTIVE SESSION – strategy with respect to litigation
- 3.0 APS SCHOOL COMMITTEE CALL TO ORDER (*Joint meeting begins – 7:10*)
- 4.0 CHAIRMAN’S INTRODUCTION: “*Surrogate Endpoints*”- John Petersen
- 5.0 STATEMENT of WARRANT
- 6.0 APPROVAL of MINUTES (7:15)
 - 6.1 Joint School Committee meeting 3/1/12 (*brought to meeting*)
- 7.0 PUBLIC PARTICIPATION
- 8.0 JOINT SCHOOL COMMITTEE BUSINESS
 - 8.1 SCHOOL CHOICE PUBLIC HEARINGS and VOTES (7:20)
 - 8.1.1 Participation in School Choice 2012-2013, Acton Public School District –
VOTE – Steve Mills
Motion: To approve the administration’s recommendation that the Acton Public Schools will not accept any School Choice students in academic year 2012-2013 because there is no available space for additional students.
 - 8.1.2 Participation in School Choice 2012-2013, Acton-Boxborough Regional School District – **VOTE** – Steve Mills
Motion: To approve the administration’s recommendation that the Acton-Boxborough Regional Schools participate in the state’s School Choice program from 2012-2013 by only accepting siblings of existing Acton-Boxborough Regional High School Choice students, and current 6th grade Choice students from the Blanchard School in Boxborough who will be entering R.J. Grey Junior High School in grade 7.
 - 8.1.3 School Choice data
 - 8.2 Presentation by APS/AB Nurses – Liza Huber, Diana McNicholas, Diane Spring (7:30)
 - 8.3 Regional School District Study Committee (RSDSC) Report – Xuan Kong (7:45)
 - 8.3.1 Recent/Upcoming Presentations and rubrics results from subcommittee
 - 8.3.2 Statement of Support from APS School Committee

- 8.3.3 Statement from Boxborough School Committee
- 8.3.3 Statement from ABR School Committee – **VOTE** (draft)
- 8.3.4 Warrant Article and Presentations for Town Meetings
- 8.3.5 Additional RSDSC materials found at:
<https://sites.google.com/site/abregionalstudycmt/>
 Video by Peter Ashton: http://www.actontv.org/vod_government.html
- 8.4 Policy Subcommittee Update (7:55)
 - 8.4.1 Remote Participation by Committee Members File: XX – **SECOND READING – VOTE** - *Brigid Bieber*
 - 8.4.2 Pregnant/Parenting Students File: JIE – **SECOND READING – VOTE** *Liza Huber*
 - 8.4.3 (AB) Graduation Requirements File: IKF – **FIRST READING – VOTE** *Brigid Bieber*
- 8.5 Superintendent Evaluation – *John Petersen, Marie Altieri* (8:10)
 - 8.5.1 Evaluation Process and Timeline
 - 8.5.2 Annual Superintendent of Schools Evaluation Form (new)
 (to be used with Rubrics and Implementation Guide found at:
<http://ab.mec.edu/hr/hreducatoreval.shtml>)
 - 8.5.3 Superintendent’s job description
 - 8.5.4 SMART Goals status report
 - 8.5.5 Previous year’s evaluation
 - 8.5.6 Aligning SMART Goals with New Standards for Superintendent Evaluation
- 8.6 EDCO Compliance with Pending Collaborative Legislation – *Steve Mills, Xuan Kong* (8:20)
- 8.7 Reports from Committees
 - 8.7.1 ALG Report – *John Petersen/Xuan Kong* (draft minutes of 3/8/12)
 - 8.7.2 BLF Report – *Brigid Bieber* (oral)
 - 8.7.3 Acton FinCom Report – *John Petersen/Xuan Kong* (oral)
 - 8.7.4 Acton Health Insurance Trust (HIT) Report – *John Petersen* (oral)
 - 8.7.4.1 **VOTE** to appoint HIT representative from APSC
 - 8.7.4.2 **VOTE** to appoint HIT representative from ABRSC
 - 8.7.5 Health Insurance Working Group Update - *Marie Altieri* (oral)
- 8.8 Draft School Committee Meetings 2012-2013 – *John Petersen*
- 8.9 Town Elections – *John Petersen* (oral)
 - Acton election is March 27th. 3 School Committee candidates running for 2 seats:
 Dennis Bruce, Adria Cohen, Deanne O’Sullivan
 - Boxborough deadline is April 2nd for filing nomination papers. Election is May 21.
 - League of Women Voters Forum is available at <http://www.actontv.org/> or cable channels 10 (Comcast) or 45 (Verizon)

APS SC is suspended. AB SC continues.

- 9.0 **AB SCHOOL COMMITTEE BUSINESS** (8:30)
 - 9.1 AB Assessment for Acton Town Meeting Warrant – *Steve Mills*
 - 9.1.1 Presentation for Acton and Boxborough Town Meetings (oral)
 - 9.1.2 Sped PAC Memo re Connections at ABRHS – *Nancy Sherburne, Bill Guthlein*
 - 9.1.3 ABRHS Special Education Programming, Proposed Re-allocation of Resources, *Alix Callen and Liza Huber*
 - 9.1.4 ABRSD Budget Book for Town Meeting
- Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>.

- 9.2 Lower Fields Project Update – *Steve Mills (8:45)*
 - 9.2.1 Ground Lease – DRAFT (*revision in addendum*)
 - 9.2.2 Field Use Application and License Agreement (*revision in addendum*)
 - 9.2.3 Acton and Boxborough Town Meeting Warrant Articles
 - 9.2.4 Memorandum of Understanding (MOU)
 - 9.2.5 FOLF Lower Field Programming Agreement
 - 9.2.6 The Lower Fields Project: Community, Productivity, Conservation & Leverage – a Partnership between the ABRSD and the Friends of Lower Fields (revised)
 - 9.2.7 Recommendation to Appropriate Funding for the Lower Fields Project – **VOTE** – *Steve Mills*
- 9.3 R.J. Grey Junior High Principal Search Committee and Timeline – *Marie Altieri (9:15)*
- 9.4 Recommendation to Approve Gift from ACES to ABRHS Library – **VOTE** – *Steve Mills*
- 9.5 Recommendation to Approve Gift from AB Basketball Boosters – **VOTE** – *Steve Mills*
- 9.6 Recommendation to Approve Gift from Regional PTSO to ABRHS Enrichment – **VOTE** – *Steve Mills (added to agenda 3/21)*

10.0 **FOR YOUR INFORMATION** (9:20)

- 10.1 ABRHS
 - 10.1.1 Discipline Report, March 1, 2012
 - 10.1.2 Spring Coaches
 - 10.1.3 Gift from Dunkin Donuts to ABRHS Window Seat
 - 10.1.4 Gift from John Holmes Lydon to Common Ground in honor of Robert Halloran, Class of 1972
- 10.2 RJ Grey Junior High
 - 10.2.1 Discipline Report, March 1, 2012
 - 10.2.2 Project Wellness, March 21, 2012
<http://ab.mec.edu/rjweb/projectwellness.shtml>
- 10.3 Pupil Services
 - 10.3.1 ELL Student Population, March 1, 2012 (*brought to meeting*)
 - 10.3.2 Youth Risk Behavior Survey done week of March 12th (*oral*)
 - 10.3.3 Community Resource Fair for Families of English Learners, 3/27/12 (*addendum*)
- 10.4 Monthly ABRSD Financial Reports (*next meeting*)
- 10.5 Monthly Enrollment Report – March 1, 2012
- 10.6 APS Budget and ABRSD Assessment Acton Town Meeting Warrant Articles
- 10.7 *Comprehensive Analysis of Benefits and Compensation of Teachers*, Gail M. Zeman, Past President of MASBO, 2/28/12 (*next meeting*)
- 10.8 Lamplighter, March 2012 (*brought to meeting*)
- 10.9 Back to School Night/Open House Schedule, Fall 2012
- 10.10 2012 Boston Globe Scholastics Art and Writing Awards
- 10.11 Pledge Case Update – *Steve Mills (if needed)*
- 10.12 Correspondence from the Community (*addendum*)
- 10.13 School Committee Invitation - All Staff Retirement Party, June 7th at 3PM
- 10.14 Students Exhibiting at Worcester Art Show (*addendum*)
- 10.15 *Toward a New Grand Bargain* presentation from EDCO meeting 3/8/12, Barry Bluestone Collaborative Approaches to Labor-Management Reform in Massachusetts (*addendum*)
- 10.16 Policy and Procedure for Regional School Committee Votes (*addendum*)
- 10.17 *Suburban Coalition Annual Legislative Breakfast: Staying Afloat in the Fiscal Future*, April 25, 2012, The Great Hall – The State House, Boston

AB Regional SC adjourns. APS SC is reconvened.

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>.

- 11.0 ACTON PUBLIC SCHOOL COMMITTEE BUSINESS (9:25)
- 11.1 Kindergarten Enrollment and Sections for FY13 (*addendum*)
Recommendation to Approve 14 Kindergarten Sections for FY13 – **VOTE** – *Steve Mills*
 - 11.2 Acton Town Meeting Presentation (*oral*)
 - 11.3 APS Budget Book for Town Meeting (*addendum*)
- 12.0 NEXT MEETINGS: (9:40)
- April 2 – 7:00 pm, Acton Town Meeting begins in the ABRHS Auditorium
APS School Budget/ABRSD Assessment is expected to be April 3
 - April 2,3,4 – 6:00 pm, JT SC meetings in ABRHS 102E (if needed)
 - May 3 – 7:30 pm, ABRSC meeting at RJ Grey JH Library
 - May 14 – Boxborough Town Meeting begins
 - May 17 – 7:00 pm, APS SC meeting at CONANT SCHOOL
- ADJOURN (9:45)

ABRSC March 22, 2012

Chairman's Opening Remarks will address the use of Surrogate Endpoints

Definition: sur-ro-gate transitive verb

:to put in the place of another:

Definition: Surrogate Endpoint

: In clinical trials, a **surrogate endpoint** (or **marker**) is a measure of effect of a certain treatment that may correlate with a real clinical endpoint but doesn't necessarily have a guaranteed relationship.

"Surrogate endpoints are useful when they can be measured earlier, more conveniently, or more frequently than the "true" endpoints of primary interest."

"The evaluation of surrogate endpoints" - 2005

BURZYKOWSKI, T., MOLENBERGHS, G., BUYSE, Marc

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(A)

**ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS (with Boxborough School Committee)**

Draft Minutes

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

**March 1, 2012
7:00 pm Joint APS, ABR and Boxborough SC Meeting
followed by Joint APS, ABR SC Meeting
followed by AB SC Meeting
followed by APS SC Meeting**

Members Present: Brigid Bieber, Dennis Bruce, Michael Coppolino, Xuan Kong, Kim McOsker (arrived 10:15 p.m.), Maria Neyland, John Petersen, Bruce Sabot (arrived 7:09 p.m.)
Members Absent: Paul Murphy
Others: Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr, Dorsey Yearly, Curtis Bates

The Acton Public and Acton-Boxborough Regional School Committees were called to order by Michael Coppolino and John Petersen, respective chairs, at 7:03 p.m.

CHAIRMAN'S INTRODUCTION

John Petersen read a statement regarding "local optimum".

STATEMENT of WARRANT

APS Warrant 201217 dated 2/21/12 in the amount of \$187,085.00 was signed by the Chair and circulated to the committee for signatures. AB warrant #12-016 dated 2/9/12 in the amount of \$1,490,606.46 and warrant #12-017 dated 2/23/12 in the amount of \$1,727,309.58 were signed by the chair and circulated to the committee for signatures.

APPROVAL of MINUTES

The Joint School Committee Budget Meeting minutes of January 28, 2012 were approved by both committees as amended. The Joint minutes of February 2, 2012 will be voted at the next meeting.

PUBLIC PARTICIPATION – none

BOXBOROUGH SCHOOL COMMITTEE CALLED TO ORDER

Vice Chair, Maria Neyland, called the Boxborough School Committee (Brigid Bieber, Mary Brolin, Maria Neyland) to order at 7:08 p.m. Bruce Sabot arrived at 7:09 p.m.

Mike Coppolino read a statement from Kim McOsker, explaining her absence from the meeting.

JOINT SCHOOL COMMITTEE BUSINESS

6.1 EDCO Discussion re Compliance with Pending Collaborative Legislation with AB Regional School Committee (SC), APS SC and Boxborough SC

Dr. Mills introduced Dorsey Yearley, EDCO Executive Director, and Dr. Curtis Bates, Boxborough Superintendent and Chairman of the EDCO Board of Directors. Ms. Yearly explained that collaborative law now requires that any collaborative that has an affiliated not-for-profit corporation must separate itself from that entity.

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>.

She appreciated the chance to discuss this issue prior to the Committees' voting at a future meeting. She was thanked for her very thorough memo in the packet. She said that the issue is a 2 step process. School Committees only vote on the dissolution of the private corporation (ECGB). As the School Committee rep to EDCO, Xuan posed a question to the APSC. He stated that to him as a School Committee member, he is really looking at whether EDCO should continue the two contracts with the private entity that do not benefit APS students. He feels these will be a future liability, like OPEB and other issues, although the dollar amount is not much. Xuan urged the APS SC to seriously consider whether to continue this liability. He will vote however the School Committee directs him. John Petersen asked if OPEB is a liability for EDCO and she responded that EDCO has a fully funded trust with a surplus.

John said that this issue will come back to the School Committees with a dissolution motion and request for a vote. Xuan stated that without direction, he is not comfortable voting anything that could add liability to APSC. He agrees with Dorsey's short term outlook, but emphasized the need to look long term as well. John asked the Committee if as an APS member, is the Committee better served by deciding, or delegating the decision to a representative (Xuan) to vote on the issue. Mike Coppolino prefers waiting for more information before deciding answering this question.

6.2 Regional School District Study Committee (RSDSC) Update

6.2.1 Upcoming Presentations

6.2.2 Warrant Article for Acton Town Meeting

6.2.3 Additional RSDSC materials found at:

<https://sites.google.com/site/abregionalstudycmt/>

Mary Brolin updated the Committees. The RSDSC is doing a number of public forums. The goal is to have people well educated for voting at the Town Meetings. When asked if the same text should be used in the Acton and Boxborough warrant articles, Bruce Sabot explained that the warrant question is a little different for Boxborough. Their warrant includes questions about continuing to explore further regionalization, continuing with job sharing, or not doing anything further. The Committee agreed on the basic regionalization text to be used. The Committee agreed that Mike and John would do the final version based on Peter Ashton's draft.

The Boards of Selectmen and Town Finance Committees will either recommend, not recommend, or defer their opinions on all warrant articles. Brigid Bieber will draft an opinion for the AB Regional School Committee to consider regarding support of the Regionalization Study going forward. Although the Committees agreed to continue the effort at their last meeting, it would be helpful to have a statement from each School Committee from their own perspective. This would be a consensus statement voted on by the ABRSC, even if everyone is not all in agreement.

Brigid reminded the Committee that a vote on whether members feel a new regional agreement is a good thing or not is not the goal, because the task is not done yet. A consensus from everyone is needed whether it is a good thing to move forward with the study or not. Bruce agreed stating that the various boards are being asked to give their opinions of whether the Regional Study Committee should continue their work. Dennis Bruce will draft a statement for the APS SC to consider at their next meeting.

Maria Neyland said she is unable to attend the 3/22/12 School Committee meeting. As a member of the Boxborough School Committee, she feels different than as an Acton-Boxborough Regional School Committee member about this issue. John emphasized that this is what he means that different people in different seats may have different opinions on regionalization and it is important to try to capture the different perspectives. He believes that the Committees need to decide if doing something will help kids, or not help kids.

Marie Altieri announced that a public form will be held on March 5th to present a possible new option of Acton kindergarteners attending Blanchard in September.

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>.

John Petersen stated that the first article on Tuesday night of Acton Town Meeting is the Acton2020 presentation followed by the APS Budget. He asked the Committee for their preferred order of the warrant. The Committees' preference is: 1. APS Budget 2. AB Regional Assessment 3. Lower Fields article 4. Regionalization article.

Boxborough School Committee adjourned at 8:05 p.m. Joint APS/AB Regional SC continues.

6.3 Policy Subcommittee Update

6.3.1 Use of Electronic Messaging by School Committee Members File: BHE – **SECOND READING**

Maria Neyland explained that this revision includes a change from School Committee members' First Class email addresses to ABSchools.org gmail addresses. All School Committee members will use their school gmail account for Committee business. This address will not be forwarded to any other email address to ensure that all Committee emails are archived in the new system. Xuan Kong moved that the revised policy be adopted and it was seconded. A friendly amendment was made and it was seconded that the new policy would be effective March 15th.

ABR SC VOTE:

It was moved, seconded and *unanimously*,

VOTED: to accept the revised policy BHE as amended.

APS SC VOTE:

It was moved, seconded and *unanimously*,

VOTED: to accept the revised policy BHE as amended

6.3.2 Remote Participation by Committee Members File: XX – **FIRST READING**

Brigid Bieber said that this new policy is a recently enacted law. Under minimum requirements, Xuan requested that (a) and (b) be switched to emphasize the importance of having a quorum. He also asked what the cost of adaptive technology would be if it was needed and if the Committee would be at risk if it was not available. Because there are so many different possible scenarios the Committee agreed not to speculate beyond the scope of the policy discussion.

6.3.3 Pregnant/Parenting Students File: JE – **FIRST READING**

Liza Huber stated that Federal law Title 9 applies to this policy and has been expanded to include pregnant students. Policy language in 10 other school districts was reviewed.

6.3.4 Fuel Efficient Vehicles File: DJ – text clarification **VOTE**

Brigid Bieber explained that this request is a slight revision to the technical reference contained in the current policy. The MA DOER Green Communities Grant Program, Fuel Efficient Vehicles Criteria 4, was revised on 10/17/11. The revision refers to this new document.

ABR SC VOTE:

It was moved, seconded and *unanimously*,

VOTED: to accept the revised policy DJ as amended to include the formal legal references

APS SC VOTE:

It was moved, seconded and *unanimously*,

VOTED: to accept the revised policy DJ as amended to include the formal legal references

6.4 AEA Coaching and Activities Stipend (Schedule B) revision – **VOTE**

John Petersen thanked Peter Montelbano for his significant work on this topic. Marie Altieri said that some of the stipends that were in the contracts were 15 years old. Stipends have been frozen at FY10 rates due to equity issues until the issue could be addressed. The School Committees discussed this in Executive Session on 2/2/12 and are now prepared to discuss in open session.

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>

Xuan Kong moved, "to accept the revised Compensation for Coaches & Activity Leaders, Schedule B, with categories and compensation as provided in Coaches and Activity Advisor Stipends, Attachment A and to authorize the Chairman to sign the Memorandum of Agreement, dated 3/1/12." It was noted that the side letter being approved would be in effect July 1. The motion was seconded by Bruce Sabot.

Brigid Bieber stated that it was a very thorough process with everyone involved, and excellent analysis. John referred to the comparables slide, drawing attention to how equity was achieved by increasing some positions and decreasing others. Saying he was very pleased, he called it "a major restructuring that was not always easy."

ABR SC VOTE:

It was moved, seconded and *unanimously*,

VOTED: to accept the revised Compensation for Coaches & Activity Leaders, Schedule B, with categories and compensation as provided in Coaches and Activity Advisor Stipends, Attachment A and to authorize the Chairman to sign the Memorandum of Agreement, dated 3/1/12.

APS SC VOTE:

It was moved, seconded and *unanimously*,

VOTED: to accept the revised Compensation for Coaches & Activity Leaders, Schedule B, with categories and compensation as provided in Coaches and Activity Advisor Stipends, Attachment A and to authorize the Chairman to sign the Memorandum of Agreement, dated 3/1/12.

6.5 New Massachusetts Educator Evaluation Process

Marie Altieri presented the new Educator Evaluation Process to the Committees for their use in negotiating teachers' contracts and doing the Superintendent's evaluation. The Districts would like to pilot these evaluations for some teachers next year, and use it for all teachers the next year. Dr. Mills would like it used for his evaluation this year as well. Marie asked the Committees to familiarize themselves with the materials and prepare to use it for Dr. Mill's evaluation. She asked the Committees to be prepared to vote new language on Evaluations before September. The AEA teacher's contract voted in March 2011, included a separate follow on process to review and update the APS/AB teacher evaluation process and tools.

The State is calling for use of SMART Goals as one of the tools, which the Districts already use. The School Committees will be asked to adopt temporary language for the 2012-2013 pilot program, and more extensive language for FY13. Model documents are provided that can be used. Brigid stated that while getting timely feedback seems like a very positive change for teachers, she is concerned about the amount of time that the process will take to do. Marie agreed that this will increase evaluators' time significantly. John stated that all growth is dependent on constructive criticism, even if it is hard to take at times. Dr. Mills thanked Marie for this important effort. He stated that this is a massive cultural change in the profession and that the first rule of leadership is modeling. High School student representative Jacob Johnson likes the new teacher evaluation process and asked what the role of the students will be. Marie replied that there is a piece for student input at the High School level, but she is not sure exactly what it will look like. She said there is lots of research about how valuable student input is. Jacob feels this is really important due to the subtle interactions between teachers and their students.

6.6 Superintendent Evaluation

Marie reminded the Committees that the Superintendent's Evaluation is read at the June meeting. She asked who would coordinate this activity given that John Petersen is retiring at the end of his term. Mike Coppelino stated that given that John has been a School Committee member for awhile, it seems logical that he be involved in the process and take on the leadership role. The process used in previous years states, "The evaluation process will be managed by the chairs then current as of the February meeting of the Regional Committee. Participants will include Committee members as of that meeting." Xuan echoed Mike's statement that John should lead the Superintendent's evaluation process. John is happy to lead the

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>.

evaluation process if the Committee would like him to do it. The Committees were in consensus that John should lead this process.

6.7 ALG Report

The draft minutes of the 2/16/12 and 1/30/12 meetings were reviewed. ALG is looking at revenues generally and trying to achieve the Finance Committee's objectives. The \$1.5 m use of reserves has now become \$1.7 m of reserves. Health care plan design change savings have really helped to close a gap. A long discussion of FY14 and FY15 took place and it is very difficult to estimate confidently. OPEB contributions continue to be a very large issue. ALG settled on numbers for FY14 and FY15 but they are soft and still under consideration.

6.8 BLF Report

Bruce Sabot reported that BLF met on Tuesday and reviewed the regional assessment. They are in the process of waiting to hear back from FEMA regarding grants for the Blanchard School and a well that could make Blanchard a shelter. The budget looks good right now.

6.9 Acton FinCom Report

John Petersen reported that FinCom spent a lot of time on municipal issues this week. They concluded that the School budgets have closed on target and are most concerned about what the Long Range Plan will look like. They are still looking for feedback from the School Committees on FinCom's Long Range Planning Model. John recommended that the Committee revisit it after Town Meeting, in May or June.

6.10 Acton Health Insurance Trust (HIT) Report

The Trust met twice in February to set insurance premium rates for FY13. John summarized information relevant to rate setting for the HMO plans – NetBlue and HPHC HMO offered by the Acton HIT for FY13. These HMO plans are expected to represent more than 95% of the contracts insured by the Trust in FY13. The HMO guidance is based on the HMO experience from FY09-FY12 disaggregated from the other insurance plans offered by the Trust. If plan design change had not happened, rates would have gone up 4%, but because change did occur, rates went down 7%. This was critical to success.

Xuan asked if Trust members had a sense going forwarding for setting rates. John said that there is no mechanism in place to say what process is required for setting rates. A question was asked about appropriate work for boards and volunteers to do compared to staff work. Understanding current resources, John feels that staff should do much of this work. Xuan asked about the additional 1% discount. John said that some calculations might get to a different number and the system is acceptable. The trustees did not have a common view on the 1%.

6.11 Health Insurance Working Group Update

Meeting minutes are found at: <http://www.acton-ma.gov/Archive.aspx?AMID=142&Type=&ADID=> Marie Altieri said that this work is coming to a conclusion. All 8 town and school unions have ratified the proposals. The savings estimates total over \$900,000 in the first year and growing. The Memorandum of Agreement is in the packet and Committee members were asked to sign it.

6.12 Other Postemployment Benefits (OPEB)

Don Aicardi presented on OPEB as outlined in MA General Laws, Ch. 32B: Section 20. The ABRSD is a separate legal entity and is responsible for payment of a portion of ABRSD retiree health insurance. The District has been meeting this obligation with a "pay-as-you-go" system. A vote to establish an OPEB trust fund would augment the current system. The proposed FY13 Table 6 includes the first installment of this trust fund. The Town of Acton set a goal of \$500,000 for their first OPEB contribution.

All of this is new so the District is proceeding with our attorney's advice. Don believes it will show up as a revenue source on Table 6. Payments must be used only to fund retirees' health insurance because it is an irrevocable trust.

The Regional School Committee will vote on two motions:

1. Acceptance of Section 20 establishing an OPEB Liability Trust Fund
2. Statutory language that the District is meeting all requirements of the law to authorize creation of the trust

Funding the trust occurs when the Regional School Committee votes the FY13 budget.

Brigid asked if this was the only way to fund the future liabilities and Don said that it was. Dennis asked about accounting methods and Don stated that there are many variables and that the Department of Revenue (DOR) is providing guidance. Xuan asked for more clarity on how money in the trust can be invested. Don said that there are still questions about specifics and things that the statute does not address. John said that the Segal Group will be engaged on an annual basis to do this reporting per new MA General Laws.

Amy Heddison spoke from the public. She stated that not enough is known yet about the details of this kind of trust. She asked, "What if we cannot touch it, with all the educational expenses that we now have?" John said that many of these questions will be answered once the trust is set up.

Dick Calendrella spoke from the audience saying that the amounts being discussed are a drop in the bucket for what the Town and School District will owe. He believes it will lead to an override, and advocated for putting \$2 million into the trust account.

ABRSC VOTE:

It was moved, seconded and unanimously,

VOTED: that the Regional School District accept the provisions of Section 20 of Chapter 32B of the Massachusetts General Laws providing for the establishment of an Other Post-Employment Benefits Liability Trust Fund.

ABRSC VOTE:

It was moved, seconded and unanimously,

VOTED: that an Other Post-Employment Benefits Liability Trust Fund be established as a segregated fund on the books of the District and administered in accordance with the requirements of and for the purposes of Section 20 of Chapter 32B, such fund to be in the form of an irrevocable trust or such other form as shall be determined by counsel as appropriate to meet the requirements of Section 20 and of Government Accounting Standards Board standard 45.

With the trust fund now established for the Region, Don stated that \$236,000 is shown as a contribution in our upcoming FY13 budget slides. A member stated that the liability is so huge, it seemed like any number would work or not work.

Don was asked if the number in the budget obligates the District to move that money to the trust. Given that the state budget isn't finalized yet, and numbers may change, he was asked if there would still be flexibility to address that question, if necessary. John Petersen cautioned that when the School Committees approve the budget, they expect that unless something radically changes, the Superintendent and staff will make good decisions. Once the trust fund is established, before money is transferred, he asked if the School Committee could be given another chance to get answers to these questions. Dick Calandrella asked if the \$500,000 recommended by the FinCom to be set aside for OPEB, includes the \$200,000. John said that it does and that the ALG vetted it and school budget numbers are in line with these ALG discussions.

6.13 Town Elections

The Acton election is March 27th. Three School Committee candidates are running for 2 seats: Dennis Bruce, Adria Cohen, and Deanne O'Sullivan. The Boxborough deadline is April 2nd for filing nomination papers. Boxborough election day is May 21. The League of Women Voters is taping a forum at the Acton TV studios to be shown on cable tv.

The APS SC was suspended at 9:53 p.m. The ABR SC continued.

7.0 AB SCHOOL COMMITTEE BUSINESS

7.1 FY12 Budget – 2nd Quarter Report

Finance Director, Don Aicardi, projected that the ABRSD ended the second quarter of FY12 with a \$251,405 projected year end fund balance. See memo for highlights. Don cautioned the Committee to be prepared that if the Lower Fields Project proceeds, there may be some additional expenses. E&D has still not been certified by the DOR. He will notify the Committee and Finance Committees of both towns when that happens.

7.2 Lower Fields Project Update – vote to be at 3/22/12 SC meeting

Steve Mills gave an update based on the recent presentation in Boxborough. A draft Memorandum of Understanding between the AB Regional School District and the Friends of the Lower Fields (FOLF), and a FOLF Lower Field Programming Agreement are in the packet. Language for the vote to be taken at the 3/22/12 School Committee meeting and Town Meeting Warrant text were distributed.

Dr. Mills said that the project changed when decision was made to proceed without CPA funding from the Town of Acton. FOLF is ready to donate \$200,000 and a one million dollar bank loan. Bond Counsel has said it will be a \$3 million bond (total). Director of Community Education, Erin Bettez has committed \$125,000 annually from Community Education. ABRSD would run and operate the concession stand. The level of details needs to be worked out before revenue generated can be estimated. Dr. Mills thanked Dave Wilson and Chip Orcut for being in the audience. This project is totally consistent with the recently approved Long Range Strategic Plan. An extensive presentation on the project will be done at the 3/22/12 School Committee meeting.

Dr. Mills said that he read Nancy Sherburne and Bill Guthlein's letter of concern about the project. He stated that there are important things that are not funded in this school budget but there are priorities and this particular chunk of money is an investment that should be made. Xuan asked if the High School and Junior High principals agreed with this decision. Dr. Mills affirmed that the two principals agreed with this and understood the tradeoffs made to finance the project.

(Kim McOsker arrived at this point, 10:15 p.m.)

Dr. Mills said that the District is partnering with FOLF on this project and that it is a risk to use some of the regional budget towards it. Xuan stated that in his opinion, this is not a risk, it is a choice that the District is making. He said that if the Administration chooses this as a priority, it would be reasonable for him to support it. When asked how this project would impact our future borrowing capability if we take out this loan, Don stated that unlike a town, there is no debt limit for a Regional School District. If we had to borrow for another project in the future, we could still do that. Marie Altieri added that major borrowing was done for the High School and Junior High School projects at \$50 million and that debt will be paid off soon. Dr. Mills emphasized that FOLF is giving the District such an income stream that it is a great opportunity for ABRSD, the students and the communities of Acton and Boxborough.

Maria Neyland said that she was initially opposed to this project but is happy at how it is turning out. She has concerns about the money but given the partnership, it is a great opportunity.

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>

Alex Horovitz spoke from the public. He initially was in support of the project when he thought most of the funds were coming from the private sector. Knowing that our schools lack important educational items like librarians and other simple things, he is opposed. He feels that the community could accomplish this project on their own, instead of borrowing money. Alex said that one way to support athletics would be to give athletes like football and lacrosse players credit for their 990 hour requirement, as band members are given.

Nancy Sherburne spoke from the public. She would support the project if the money was available but is against it because she believes that direct services are not being provided to students to pay for this project. Advocating for the needs of special education students at the High School who would benefit from a Connections program, she said that basic educational needs are critical. She stated that this project hampers the District for the next few years knowing how state aid and circuit breaker funding fluctuate. She asked if the District can afford to commit \$300,000 a year for this project and to weigh the educational needs of our students with these athletic enhancements.

Bill Guthlein spoke from the public asking if this is a fair deal for the schools, emphasizing that he feels the District is taking on \$3 million of risk. Commitments from the third party groups that will pay rental fees make the project work, but are still risky.

John Petersen stated that this is similar to the OPEB discussion in that a series of events has to occur for this to all actually happen. He described it as a gate that must be passed through with some firm things in place before the event will happen and that will reduce some of the risk. He believes there are some quite good estimates involved in the proposed project. Dave Wilson stressed that one lesson learned from the Leary Field Project is that it took a lot of little checks that added up to the total cost. He believes it would take 10 years to raise that amount in today's economy. There is a strong demand for this kind of field use. Not many projects have a net 0 balance. He stated that the school will get all of their money back. Xuan stated that Bill raised a valid concern and noted that the contract is silent on future rates to be charged.

Brigid reminded the School Committee that they will be asked to vote on the bond for this project at their meeting on March 22, 2012. Further questions and comments should be addressed to Steve Mills, Brigid Bieber, or anyone on the Committee.

7.3 FY'13 Budget Update

Don Aicardi presented the FY13 budget and recommendation to approve the revised FY'13 ABRSD Budget and Assessments. The FY13 ABRSD proposed budget totaled \$39,114,804. Don explained that slide 7 showed a Lower Fields amount of only \$125,000 because initial start up costs were covered in FY12. An updated split of ABRSD costs is used in Table 6, pertaining to a change in Boxborough population per the Regional Agreement.

Bruce Sabot read the motion found in attachment A and Xuan seconded it. It was unanimously,

VOTED: to approve the recommended FY'13 Acton-Boxborough Regional School District Budget and Assessment found in attachment A.

7.4 New Arts Graduation Requirement

Deborah Bookis, Director of Curriculum and Instruction, met with ABRHS Principal Alixe Callen, Performing Arts Director Mark Hickey and Visual Arts Director Diana Woodruff numerous times over the past year to consider an arts graduation requirement at ABRHS. It was determined that no additional staff, classes or space would be needed to satisfy this new requirement. 88% of our High School students in 2012 have taken an arts course at ABRHS. Twelve other districts were surveyed. They all have arts graduation requirements ranging from one semester to two years. Both the faculty and school council fully support an arts graduation requirement beginning with the class of 2016.

Materials for this meeting are posted at <http://ab.mec.edu/about/meetings.shtml>.

Alex Horvitz spoke from the audience saying that he worked for Steve Jobs and Steve always appreciated a computer person that had a good design eye. Alex said that anything we can do to expose students to more art like this is good. It was noted that if approved, the School Committee will need to revise their Graduation Requirements Policy.

It was moved, seconded and unanimously,

VOTED: to approve the addition of an arts graduation requirement at ABRHS of 2.5 credits in: Communication Arts, Industrial Arts, Performing Arts or Visual Arts beginning with the Class of 2016.

7.5 Recommendation to Approve ABRHS Exchange Trip to France, Fall 2012/Spring 2013

It was noted that this trip will be for current 10th and 11th graders. Mike Coppolino stated that he will vote in favor of the trip because it appears very cost effective. Dr. Callen said that it costs less because it is an exchange and students stay in homes. There are no lodging costs.

It was moved, seconded and unanimously

VOTED: to approve the ABRHS Exchange Trip to France in Fall 2012/Spring 2013

7.6 Recommendation to Approve ABRHS Community Service Learning Trip to Peru

Dr. Callen stated that this is a first time trip with lots of curricular follow up. The chance to travel with our teachers like this is wonderful and the start of a great service project. This trip is different from the China trip that the Committee did not approve because although it is still expensive, it is for seniors. The China trip was for 8th graders. Xuan asked if the school could help with subsidized cost. He feels it is a very valuable experience and doesn't want to shut students out due to cost.

It was agreed that the School Committee has had some underlying concerns about some trips and they have not articulated this to the staff making the proposals. This will be put on the Committee's Summer Workshop agenda.

It was moved, seconded and

VOTED: to approve the ABRHS Community Service Learning Trip to Peru
(YES: Bieber, Bruce, Kong, McOsker, Neyland, Petersen, Sabot
ABSTAINED: Coppolino)

8.0 **FOR YOUR INFORMATION**

8.1 ABRHS

8.1.2 ABRHS Child Development Preschool 2012-2013 posted at <http://ab.mec.edu/>

Dr. Callen explained that this program is connected to a class offered at the High School and they are trying to publicize registration for the fall so the class can continue. It is self-funded.

8.1.3 Concussion Information – John thanked Dr. Callen for this data.

8.7 Pledge Case Update – Steve Mills reported that there has been a lot of publicity, but no updates.

AB Regional SC adjourned at 11:25. APS SC reconvened.

9.0 **ACTON PUBLIC SCHOOL COMMITTEE BUSINESS**

9.1 Recommendation to Approve Revised FY13 APS Budget – **VOTE**

Don Aicardi reported that the proposed FY'12 to FY'13 annual increase is 1.72%.

Highlights include:

- Use of total reserves is lowered from \$1.853m in FY'12 to \$1.7m in FY'13
- Items from the LRSP have been addressed totaling \$385,000 from the Investment Budget
- OPEB Liability has begun to be addressed by allocating \$282,000 for Acton's Municipal & Elementary Schools in FY'13

Four new full time positions are added in this proposal, plus one for the Douglas special education position.

It was moved, seconded and unanimously,

VOTED: to approve the FY13 APS budget of \$26,562,103 as proposed.

NEXT MEETINGS:

March 15 – 7:00 pm, APS SC meeting at GATES SCHOOL
March 22 – 7:30 pm, JT/ABR/APS SC meeting at RJ Grey JH Library
April 2 – Acton Town Meeting begins
May 3 – 7:30 pm, ABRSC meeting at RJ Grey JH Library
May 14 – Boxborough Town Meeting begins
May 17 – 7:00 pm, APS SC meeting at CONANT SCHOOL

The Acton Public School Committee adjourned at 11:38 p.m.

Respectfully submitted,
Beth Petr

Attachment A: FY'13 Acton-Boxborough Regional School District Budget and Assessment dated 3/1/12

List of documents used: Agenda, Statement read by John Petersen, Attachment A

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

Approved
3/1/12
ABRSC mtg

TO: Acton-Boxborough Regional School Committee
FROM: Steve Mills, Superintendent
DATE: March 1, 2012
RE: Recommendation for FY'13 Acton-Boxborough Regional School District
Budget and Assessments

**Recommendation for FY'13 Acton-Boxborough Regional School District Budget
and Assessments**

Attached is a copy of the Analysis of Assessments for FY'13. The Administration recommends that the total appropriation for the Acton-Boxborough Regional School District for the fiscal year of July 1, 2012 through June 30, 2013 be set at \$39,114,804 and that member towns be assessed in accordance with the Education Reform Law and the terms of the Agreement and amendments thereto as follows: Acton \$25,193,314, Boxborough \$5,901,118, remainder to be accounted for by the Anticipated Chapter 70 Aid in the amount of \$6,616,437, Anticipated Charter School Aid in the amount of \$39,229, Transportation Aid, Chapter 71, Section 16C in the amount of \$594,048, a transfer from E&D Reserves in the amount of \$770,000, and a transfer from the Junior High School Project Premium on Loan in the amount of \$658.

CC: Donald Aicardi, Director of Finance
Marie Altieri, Director of Personnel

Local optimum is a term in applied mathematics and computer science.

A local optimum of a combinatorial optimization problem is a solution that is optimal (either maximal or minimal) within a neighboring set of solutions. This is in contrast to a global optimum, which is the optimal solution among all possible solutions.

For purposes of optimization, a function must be defined over the whole domain, and must have a range which is a totally ordered set, in order that the evaluations of distinct domain elements are comparable.

■ Wikipedia 3/1/12

“Are there heuristics to avoid falling into local optimum?”

“One possible method is to use the chaos mechanism.”

Tonight we will come closer to the final programs and budgets that we will bring before Acton and Boxborough Town Meetings. Each of these individual programs has been discussed, refined and debated, first by staff and then by the School Committee. The School Committee is chartered not only to review the programs for their individual merits but also to make sure that various programs are compared to each other. Finally the School Committee is charged to bring forward a plan that is globally optimized; a plan that lives within the resources of our communities and provides the best possible combination of educational experiences for our students. As Dr. Mills has said, our plans should reflect our values.

Our discussion tonight will not encompass every aspect of our budget or establish that we have reached a “global optimum”. Nonetheless, we know that finding that global solution is the work we have been elected to perform.

Let us begin.

John Petersen March 1, 2012

Acton-Boxborough Regional School District						
School Choice Projections						
FY08-FY13						
	FY08	FY09	FY10	FY11	FY12	FY13
# of Students *	70					
Grade 12		27	21	11	6	6
Grade 11		22	11	7	6	3
Grade 10		11	7	6	3	7
Grade 9		6	6	2	7	6
Total ABRHS Choice		66	45	26	22	22
Boxborough Choice Grade 8			0	2	6	5
Boxborough Choice Grade 7			2	6	5	4
Total Choice 7-12			47	34	33	31
(*) Per DOE Rept						
(**) Sibling Choice Projection Report						
(***) Choice:Boxborough						
Beginning Balance	\$ 205,578	\$ 363,802	\$ 340,733	\$ 207,018	\$ 44,442	\$ 5,967
Budget (*) Expenses	\$ (243,960)	\$ (368,249)	\$ (385,437)	\$ (380,036)	\$ (225,721)	\$ -171,014
Income from Choice	\$ 402,183	\$ 345,180	\$ 251,722	\$ 217,460	\$ 187,246	\$ 173,987
Proj Balance 6/30	\$ 363,801	\$ 340,733	\$ 207,018	\$ 44,442	\$ 5,967	\$ 8,940

**Acton Public Schools (APS)
Acton-Boxborough Regional School
District (ABRSD)**

**School Health Services Data
2010-2011 School Year**

**Massachusetts School Health
Services are Changing...**

- ▶ Number 1 priority is to keep students safe, healthy and ready to learn which hasn't changed, however the following has...
- ▶ 1. Increased bodies of research linking health to educational achievement
- ▶ 2. Improvement in medical technology and its usage in students
- ▶ 3. Increase in the number of students with special health care needs combined with an increase in severity of need
- ▶ 4. Laws requiring the inclusion of all students
- ▶ 5. Changes in family structure and patterns of employment
- ▶ 6. Rise in social morbidities such as substance abuse, depression, and violence among children
- ▶ 7. Impact of diverse cultural and linguistic groups

(MA DPH ESHS report '09-'10)

APS/ABRSD Nursing Staff '10-'11

- ▶ AB High School 2 FTE 1979 students
 - ▶ AB Jr. High 1 FTE 954 students
+ 0.25 FTE at Jr. High pd. by nursing grant
 - ▶ Conant 1 FTE 491 students
 - ▶ Douglas 1 FTE 489 students
 - ▶ Gates 1 FTE 486 students
 - ▶ McCarthy-T. 1 FTE 492 students
 - ▶ Merriam 1 FTE 560 students
- Nurse to Student ratio **APS**: 1:504; **AB**: 1:903
Nurse to Student ratio **MA** ESHS schools: 1: 412

Required Nurse Credentialing

- ▶ **Per the Department of Elementary and Secondary Education, what a nurse must do to work in MA Public Schools...**
- ▶ **For initial licensure:** Minimum B.S.N., minimum 2 years of experience, holding an R.N license with current continuing education requirements met; passing grade on the teacher's exam, "Communication and Literacy"; current certification in C.P.R./A.E.D
- ▶ **For Professional licensure:** All of the above plus 5 years working under the initial educator's license, passing grade on the National Board for Certification of School Nurses exam OR a master's degree; maintenance of all Cont. Ed. Req. for R.N. and Educator's licenses as well as for CPR/AED, NBCSN certifications.

AB/ABRSD School Health Services Activity

The overall goal is to provide high quality care to keep students healthy and ready to learn.

These activities are divided into the following categories of data that we track :

1. Health office encounters
2. Injury reports, early dismissals, ER referrals
3. Medication management
4. Medical procedures: (ie. Catheterizations, feeding tubes, diapering, blood sugar readings etc.)
5. Linkages to health care and insurance providers, health education, and nursing case management
6. Healthy child screenings and follow-up (for hearing, vision, BMI, postural)

**MA average return to class rate
is 92.2%**

**APS/ABRSD return to class rate
is 94.3%**

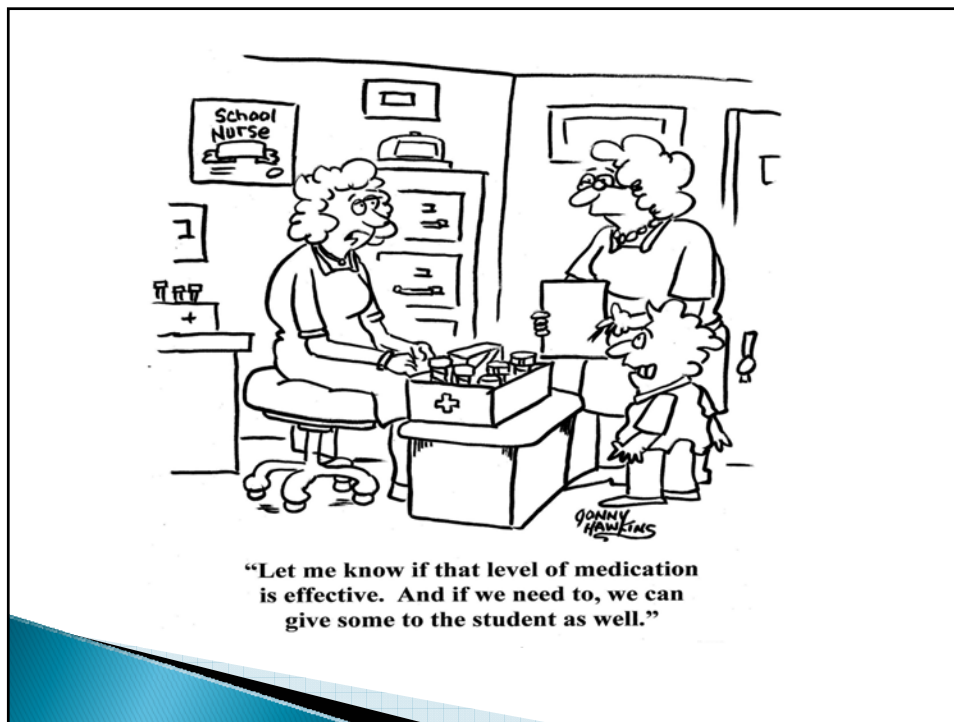
APS/ABRSD Health Office Visits– by students

- ▶ 38,137 illness assessments
- ▶ 10,332 injury/first aid
- ▶ 6,434 scheduled medication administration
- ▶ 6,182 scheduled medical procedures
- ▶ 683 mental/behavioral health support
- ▶ 1,452 other
- ▶ 75 individual health education
- ▶ *Total visits –63,295*

*** This yearly total has increased by 11,282 as compared to what it was three years ago*

APS/ABRSD Health Office Visits–staff

- ▶ 325 illness assessments
- ▶ 77 injury/first aid
- ▶ 3 mental/behavioral health support
- ▶ 9 other
- ▶ 4 individual health education
- ▶ *Total staff visits–418*
- ▶ *Although not counted here, nursing also administers flu vaccine to staff yearly (and to children too during key flu seasons like H1N1 season)*



APS/ABRSD Incidence of prevalent health issues

Life Threatening Food Allergies

State 4.3%

Our schools 8.2%

Asthma

State 12.5%

Our schools 13%

Diabetes

State 3%

Our schools 2%

Concussion incidence for 9-11 to 2-12

APS: 13 total; 4 of which sustained at school

ABRSD: 54 total; during school day (1 JHS, 1 HS)
interscholastic sports (1 JHS, 18 HS)
not school related (16 JHS, 17 HS)

APS/ABRSD Selected Nursing Assessments and Treatments

2010-2011

- ▶964 **Respiratory** (peak flow, auscultation, oxygen saturation, nebulizer)
- ▶6,777 **Diabetic** (blood glucose/ketone testing, carbohydrate/insulin calculation, pump care)
- ▶290 **Urinary** catheterizations
- ▶519 **Diapering/bathroom** assist



"My finger's stopped bleeding. I must
have run out of blood."

Essential School Health Services Grant Revenue to APS/ABRSD since '08

- ▶ '08-'09 \$85,000
- ▶ '09-'10 \$69,700
- ▶ '10-'11 \$69,700
- ▶ '11-'12 \$69,700
- ▶ '12-'13 \$69,700 anticipated

Total \$295,070

Due to State budget cuts after the first year of this Grant, we experienced a 31 % decrease in the originally anticipated \$425,000 revenue

Grant funds used to cover a percentage of the school nurse leader position; used to purchase equipment to modernize health offices: (SNAP computer health-record software and servers, BP cuffs, pulse oximeters, otoscopes, stethoscopes, scales, AED/CPR supplies, electronic thermometers, etc.); to pay for professional development conferences for nursing staff; data entry and additional nurse support during health screenings

APS/ABRSD Nursing Initiatives

- ▶ Researched, purchased and implemented SNAP health data tracking system '08-'09
- ▶ Researched, created, procured funding for and maintained Automated External Defibrillator Program in our schools implemented '09-'10
- ▶ Developed the Health and Nursing website '10-'11
- ▶ Developed the on-line, mandatory life-threatening allergy staff training program implemented Fall '11
- ▶ Provided key input to development of new Head Injury Policy '11-'12

Future Issues for APS/ABRSD Nursing

- ▶ Acuity of students' medical/psychological needs is growing; We will need to consider staffing/budget/model of care modifications to meet these needs
- ▶ How will we support growing budget requirements with likely loss of nursing grant revenue?
- ▶ Space to render health care in some of our smaller, older buildings is strained at best
- ▶ Methods for Nurse retention

Thank You!



Every Child Deserves a School Nurse

Presentation by the Regional School District Study Committee

1

Overview

- Charge of the Committee and Membership
- Governance Issues
- Educational Impacts
- Administrative Impacts
- Financial Analysis and Preliminary Results
- Draft Warrant Article for Town Meeting

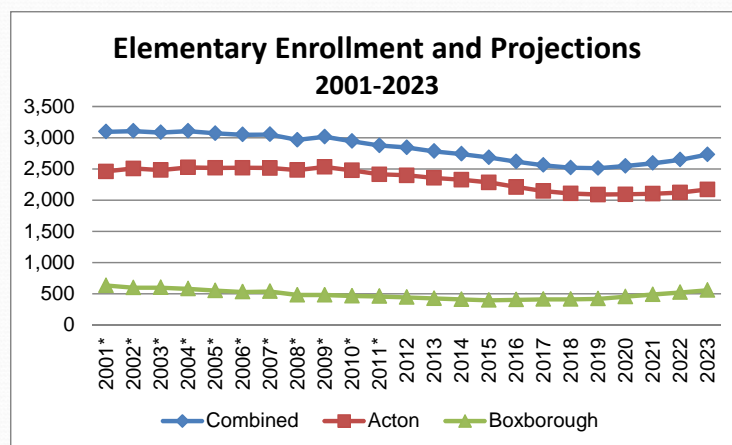
2

Charge of the Committee

- Membership:
 - Mac Reid and Peter Ashton (co-chairs)
 - Xuan Kong and Adria Cohen (Acton)
 - Mary Brolin and Kristin Hilberg (Boxborough)
- Consideration of the viability of expanding the current District to include grades pre-K through 12
- Research and evaluate possible amendments to the current Regional Agreement (with and without full regionalization)
- Input from stakeholders from both communities

3

Demographics



4

Governance Issues

- Budget/Assessments
 - Percentage of towns' budgets to schools
 - Allocation of transportation costs
 - Current debt

5

Governance Issues

- Regional Buy-In:
 - Current buildings
 - Debt
- Facilities
 - Own or lease
- Construction/Renovation Costs
 - Each town responsible for town buildings
 - Boxborough 5% discount

6

Governance Issues

- Location of Students
 - Guarantee of hometown school
 - Special Education
 - Special educational & extra-curricular programs
 - Parent options
 - Equal access in Acton
 - Transportation responsibility
- Community Education
 - Integration of Boxborough programs

7

Community Input: Analysis of Educational Impacts

- Interviewed administrators, teachers, union representatives
- Meetings with PTOs, others
- Perceived benefits of regionalization:
 - Shared curriculum efforts will reach more students
 - Enhanced professional development opportunities
 - Greater efficiency and enhanced services for special education in both towns

8

Community Input: Analysis of Educational Impacts

- Perceived benefits of regionalization (cont.):
 - Greater efficiency in obtaining resources (e.g., textbooks)
 - Expanded collaboration with administrative and instructional personnel
 - Increased flexibility, ability to maintain and enhance programs

9

Community Input: Analysis of Educational Impacts

- Perceived concerns with regard to regionalization:
 - Impact on individual school identities
 - Longer distances by bus to school for some
 - Possible changes to Blanchard's music, chorus, band programs
 - Possible changes in class sizes and number of specialists
 - Implications for contractual changes

10

Administrative: Current Structure

- Full regionalization will simplify governance and structure
 - Currently three school districts with three school committees
 - Distinct student record, human resource, and financial management systems
 - Duplicative regulatory reporting effort

11

Administrative: Full Regionalization

- Full Regionalization enables better service delivery in a more cost effective manner
 - Streamlined operations and organization
 - More coherent learning experience for students
 - More transparent financial reporting
 - More consistent benefit management for employees
 - Simplified inter-governmental relationship
 - Improved parent-guardian interaction with schools

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Administrative: Study Process

- Met with both superintendents to review current administrative structures
- Interviewed all department heads at district level
- Examined impact on elementary schools at building level
- Reviewed interview results with two superintendents together to receive further feedback
- Surveyed other regional school district organization structures
- Brainstormed with members of study committee

13

Administrative: Study Outcome

Summary of Impacts and Potential Savings with Full Regional Organization:

Department	Add FTE	Lose FTE	Net FTE
Superintendent	-	(2.40)	(2.40)
Curriculum	1.00	(0.20)	0.80
Finance*	0.25	(1.50)	(1.25)
Pupil Services	0.40	(0.50)	(0.10)
Educational Technology	0.50	-	0.50
Municipal Staff	-	(1.00)	(1.00)
Elementary Staff Support	1.50	-	1.50
Transportation	Contract savings nets out against additional bus lease costs		
Community Education	Integration of Boxborough with Acton could save 1 FTE		
TOTAL	3.65	(5.60)	(1.95)

* Budget analyst position included in FY13 and therefore not included here

14

Financial Analysis and Preliminary Results

- Analyzed two cases: “Base Case” – status quo
“Full Regionalization:” pre-K thru 12
- Difference between the two reflects potential savings
- Developed 5 year projections of budgets and revenues
- Analyzed FY11 and FY12 budget and revenue data; used FY13 as starting point for comparative analysis
- Base Case follows budgets and expected revenue amounts and calculates costs to Acton and Boxborough

15

Financial Analysis and Preliminary Results

- In the Regionalization case, we:
 - Identified savings from changed administrative structure (up to \$150,000)
 - Identified additional transportation revenues from the state using conservative assumptions (~\$520,000)
 - Identified savings in Acton municipal and Boxborough municipal budgets of certain administrative costs (~\$60,000)
 - Projected a decline in Boxborough choice revenue as program is assumed to be phased out over seven years (~\$25,000/yr.)
 - Projected a shift of APS retirees' HI costs from APS budget to municipal budget as required by law
 - Projected no change in current academic environment

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Financial Analysis and Preliminary Results

- Preliminary results have identified cost savings and potential additional revenue of approximately \$695,000 per year in the full regionalization case
- Further shift toward Acton of total enrollment (84% vs. 82% using three year average)
- Under current agreement regionalization leads to higher costs in Acton, very significant savings in Boxborough
- Based on our preliminary conclusions, if both communities are to participate in savings, some adjustment to the regional agreement would be necessary

17

Sense of Town Meeting – Warrant Article

It is the sense of Town Meeting that the Acton-Boxborough Regional School Committee direct the Regional School District Study Committee to draft a regional agreement between Acton and Boxborough that would include grades pre-kindergarten through 12 for approval at 2013 annual town meeting, or take any other action relative thereto.

The Regional School District Study Committee voted to recommend approval of this article

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A-B Regional Study Committee

- 5 = Highly Favorable
 4 = Favorable
 3 = Neutral
 2 = Unfavorable
 1 = Highly Unfavorable

The impact of pre-K – 12 regionalization of the Acton, Boxborough and A-B Regional Schools on the _____ is expected to be:

(Numbers below indicate the average 1 – 5 rating of the six Regional District Study Committee members)

4.2 of 5.0 Quality of Education

- Increased professional development opportunities for classroom teachers and specialists
- Greater ability to place students in best programs
- Facilitates pre-K to grade 12 curriculum articulation
- Creates potential for “savings” to be put back to sustain or improve programs
- Provides more educational choices for students and families

4.2 of 5.0 Cost of Education

- Improves efficiencies & increases savings
- Produces a significant increase in regional transportation reimbursement
- Creates greater ability to balance class sizes and staffing
- Creates need to find an appropriate way for Acton & Boxborough to share any savings

4.3 of 5.0 Diversity of Education (school identity & uniqueness)

- Provides increased options for students and families
- Helps preserve treasured elementary school identities
- Does not require any elementary school identity changes

4.4 of 5.0 Sustainability (how would new K-12 region meet A-B needs over time)

- Efficiencies can allow for excellent programs to continue in the face of continued economic stress

- Allows more flexibility with staff movement
- Forestalls program reductions until economy improves

4.8 of 5.0 Administration (effect on Supt, CO, building leadership)

- Allows reductions in Central Office staff due to greater efficiencies
- Creates a significant efficiency when three separate state reporting systems are reduced to one
- Streamlines administrative activities so that administrators can focus more on educational concerns

4.4 of 5.0 School Committee (focus or dilution of effort)

- Eliminates significant duplication – 3 School Committees → one
- Allows focused oversight of entire pre-k to 12 curriculum & program alignment
- Prevents duplication of discussions & wasted time/effort

4.8 of 5.0 Operational Efficiency (benefit/harm of larger organization)

- Allows a single Central Office administration
- Removes time & efforts from the Acton & Boxborough municipal staff
- Allows Central Office to oversee one set of books vs. three
- Requires one set of State reports vs. three
- Creates greater flexibility in grant preparation and implementation
- Provides greater curricular and special education support in Boxborough

3.1 of 5.0 Financial and Political Control

- Doubles the percent of each town's budget that is an assessment
- Gives Boxborough less political control of pre-K to 6
- Provides equivalent control to voters although less to individual Finance Committees and Boards of Selectmen

3.8 of 5.0 Overall

- Significant support for 8 of the 9 categories
- "Overall" rating reduced by some concern for "Financial & Political Control" in Boxborough
- Regional School District Study Committee voted on March 13, 2012
5 = yes, 0 = no, 1 = abstention to support the warrant article at the upcoming Annual Town Meetings

- Warrant article designed to ask voters whether the Study Committee should prepare a revised pre-k to 12 Regional Agreement to be voted on sometime during the following year [It will not be a vote on pre-k to grade 12 regionalization.]

Statement of Support for Pre-K to Grade 12 Regionalization of Acton and Boxborough

Acton Public School Committee

Michael Coppolino, Chairperson

3/15/12

The Acton Public School Committee is in full support of pre-K to 12 regionalization. By combining three separate school districts (Acton Public Schools, Boxborough Public Schools and Acton-Boxborough Regional Schools) into one, we believe the new, expanded K-12 Acton-Boxborough Regional School District will be able to expand upon the current high level of education we currently deliver in both towns, and also accomplish this in a more cost effective and efficient manner.

The Acton Public School Committee recognizes the concerns that some parents have regarding the potential loss of identity at each of the five current elementary schools. Every effort will be made to keep the uniqueness of each of these schools in place, as well as that of the Blanchard Memorial School in Boxborough. These efforts will likely include policies where pre-k to Grade 6 students from Acton will continue to benefit from School Choice and be guaranteed a spot in one of the five elementary schools located in Acton, if so desired.

Based upon the A-B Regionalization Study Committee's preliminary findings, the Acton Public School Committee believes that we can continue to deliver a world class education environment for all of our children, more efficiently and more effectively.

Statement of Support for Warrant Article Relating to Pre-K to Grade 12 Regionalization

Boxborough School Committee

3/19/12

The Boxborough School Committee supports the warrant article directing the Regional School Committee to draft a regional agreement between Acton and Boxborough to include grades pre-K through 12 for approval at future town meeting(s). (In favor 4, Against 0, Abstain 0)

By combining the Acton Public, Boxborough Public and Acton-Boxborough Regional School Districts into one, we believe the resulting Pre-K through Grade 12 Regional School District will have increased potential to deliver high-quality services to the students of both towns in a more efficient and cost-effective manner. This in turn has the potential to directly benefit the students in both towns. Regionalizing Pre-k through Grade 12 may allow for excellent programs to continue in the face of continued economic stress. The potential for increased opportunities for professional development among a larger population of educational professionals will directly benefit students. Furthermore, a larger district will provide greater flexibility balancing class size and staffing and provide greater choices for students and families in selecting the best programs for students having different educational needs.

We recognize that there have been concerns raised in Boxborough and in Acton surrounding the question of Pre-k through Grade 12 regionalization. Some of those same concerns are shared by the committee members at this table. Issues around maintaining individual school identity and programming, school choice and the ability to attend a local elementary school, as well as the challenges of weighted voting in a region consisting of towns of disparate size and a regional assessment making up approximately 2/3 of each town's budget will need to be hashed out over the next year. However, we also believe that given time, and a great deal of work by those tasked with this challenge, the opportunity exists for a regional agreement that will address these concerns and that ultimately will provide a great educational benefit to our students.

It will be the task of negotiating a Pre-K through Grade 12 Regional Agreement between Acton and Boxborough that fully vets these questions and results in a design for a new, expanded Pre-K through Grade 12 Regional School District. We believe this effort is worthwhile and that a combined Pre-K through Grade 12 Regional School District would provide tremendous opportunity to continue the excellence in education, with increased efficiency, that the communities of Acton and Boxborough have come to expect for their students.

Warrant Article Text:

It is the sense of Town Meeting that the Acton-Boxborough Regional School Committee direct the Regional School District Study Committee to draft a regional agreement between Acton and Boxborough that would include grades pre-kindergarten through 12 for approval at 2013 annual town meeting, or take any other action relative thereto.

DRAFT

8.3.3
(A)

Statement of Support for Warrant Article Relating to Pre-K to Grade 12 Regionalization

Acton-Boxborough Regional School Committee

3/22/12

The Acton Boxborough Regional School Committee supports the warrant article directing the Regional School Committee to draft a regional agreement between Acton and Boxborough to include grades pre-K through 12 for approval at future town meeting(s). [Indicate vote for, against, abstain]

By combining the Acton Public, Boxborough Public and Acton-Boxborough Regional School Districts into one, we believe the resulting Pre-K through Grade 12 Regional School District will have increased potential to deliver high-quality services to the students of both towns in a more efficient and cost-effective manner. This in turn has the potential to directly benefit the students in both towns. Regionalizing Pre-k through Grade 12 may allow for excellent programs to continue in the face of continued economic stress. The potential for increased opportunities for professional development among a larger population of educational professionals will directly benefit students. Furthermore, a larger district will provide greater flexibility balancing class size and staffing and provide greater choices for students and families in selecting the best programs for students having different educational needs.

We recognize that there have been concerns raised in Boxborough and in Acton surrounding the question of Pre-k through Grade 12 regionalization. Some of those same concerns are shared by the committee members at this table. Issues around maintaining individual school identity and programming, school choice and the ability to attend a local elementary school, as well as the challenges of weighted voting in a region consisting of towns of disparate size and a regional assessment making up approximately 2/3 of each town's budget will need to be hashed out over the next year. However, we also believe that given time, and a great deal of work by those tasked with this challenge, the opportunity exists for a regional agreement that will address these concerns and that ultimately will provide a great educational benefit to our students.

It will be the task of negotiating a Pre-K through Grade 12 Regional Agreement between Acton and Boxborough that fully vets these questions and results in a design for a new, expanded Pre-K through Grade 12 Regional School District. We believe this effort is worthwhile and that a combined Pre-K through Grade 12 Regional School District would provide tremendous opportunity to continue the excellence in education, with increased efficiency, that the communities of Acton and Boxborough have come to expect for their students.

Warrant Article Text:

It is the sense of Town Meeting that the Acton-Boxborough Regional School Committee direct the Regional School District Study Committee to draft a regional agreement between Acton and Boxborough that would include grades pre-kindergarten through 12 for approval at 2013 annual town meeting, or take any other action relative thereto.

ARTICLE 31
(Majority vote)

**SENSE OF THE MEETING - REGIONAL SCHOOL DISTRICT
STUDY COMMITTEE OF THE ACTON-BOXBOROUGH
REGIONAL SCHOOL COMMITTEE – DRAFTING OF A NEW
PRE-K TO GRADE 12 REGIONAL SCHOOL AGREEMENT**

To see if the Town will vote to adopt a resolution in substantially the following form:

It is the sense of Town Meeting that the Acton-Boxborough Regional School Committee direct the Regional School District Study Committee to draft a regional agreement between Acton and Boxborough that would include grades pre-kindergarten through 12 for approval at 2013 annual town meeting.

, or take any other action relative thereto.

SUMMARY

Last fall the Acton-Boxborough Regional School Committee formed the Regional School District Study Committee to consider the viability of expanding the current regional school district to include grades pre-K through 12. The Committee is composed of three members from Acton and three members from Boxborough and they have been meeting bi-weekly since October to identify whether there are benefits to regionalizing pre-K through grade 12 and whether the benefits outweigh any perceived costs. The Committee has analyzed the current operating and educational environment as well as changes that would occur with full regionalization. The Committee has also evaluated other pre-K to 12 districts, and identified educational, organizational, governance, and financial issues and implications of full regionalization and reported back to the Regional School Committee in early February with preliminary findings. The current, grade 7-12, regional school district serves about 3000 students and will have an FY13 budget of approximately \$40 million. The enlarged school district would serve about 6000 students and have an annual operating budget of approximately \$70 million. The committee report identified potential financial benefits in the range of \$700,000 annually or more, as well as other potential organizational and educational benefits resulting from an expansion of the regional school district.

The Regional School Committee has directed the Regional School District Study Committee to continue its work and bring a sense of town meeting resolution to both Acton and Boxborough town meetings this year. The purpose of this vote is to obtain a sense of each community's desire to proceed with full regionalization, understanding that the final Town Meeting vote to do so will not occur for up to one year or more while the issue is studied further and a revised regional agreement is drafted. Because significant work would need to be done to draft a new agreement and begin the planning of full regionalization, the School Committee believes that it is important to get a sense from both towns as to whether they should proceed at this point in time with the goal of bringing forward a new agreement by next year.

Direct inquiries to: Dr. Stephen Mills, Superintendent: smills@mail.ab.mec.edu / (978) 264-4700

Selectman assigned: Pamela Harting-Barrat: bos@acton-ma.gov / (978) 929-6611

Recommendations:

Board of Selectmen

Finance Committee

Deferred

REMOTE PARTICIPATION
(DRAFT 2/16/12)

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

SECOND READ
3/22/12

Minimum Requirements for Remote Participation.

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

Deleted: (a) Members who participate remotely and all persons present at the meeting location shall be clearly audible to each other;¶

Deleted: b

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

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

Technology.

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

discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred shall be noted in the meeting minutes.

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

Procedures for Remote Participation.

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

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

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

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

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

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

8.4.2

DRAFT

File: JIE

PREGNANT/PARENTING STUDENTS

Pregnant and parenting students have a right to equal educational opportunities and their rights are fully protected by a federal law known as Title IX. The Acton Public Schools and the Acton-Boxborough Regional School District encourage any students who may be pregnant or who are parenting a child to inform their school counselor, the school nurse, or another appropriate school official, who will assist them and who will help ensure that they have full access to the same academic and extracurricular programs available to all students.

Should a physician deem it inadvisable for a pregnant student to attend school for an extended period of time, all services granted to home bound students under School Committee policies shall be made available.

3/1/12
JTSC mty
FIRST READ

FIRST READ
3/22/12**GRADUATION REQUIREMENTS**
(proposed revision 3/8/12)

All Acton-Boxborough Regional High School students must meet the following minimum requirements to graduate and receive a diploma:

Passing grades in:

- Four years of English
- Three years of social studies (one of which must be U.S. History)
- Two years of science (one of which must be biology)
- Two years of mathematics
- Fitness for Living (1 year alternate days)
This course includes two terms of Health Education and two terms of physical education.
- Three semesters of physical education over the next three years (10, 11 & 12)
- Academic elective requirement - one additional year of English, social studies, math or science, or a third year of a world language.
- One semester of Communication Arts, Industrial Arts, Performing Arts or Visual Arts, beginning with the Class of 2016

All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests in order to qualify for a high school diploma. These tests are given at the high school beginning in the spring of sophomore year. Thereafter, they are administered at least twice a year.

All students new to the state of Massachusetts should contact their counselor as soon as possible for additional information and to be sure that they are signed up to take the MCAS tests at the next appropriate administration.

Credit Requirements

One hundred credits are required for graduation.

Deleted: Eighty

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

SUPERINTENDENT EVALUATION PROCESS - March 16, 2012

The Administrative Contract of Employment between the Superintendent of Schools and the School Committees states that the Superintendent will be evaluated on an annual basis. A written summary evaluation report will be distributed to all 2011-12 Committee members and the Superintendent. The Committees and Superintendent will meet within 30 days after the completion of the written report to discuss the evaluation.

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

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

To meet the School Committees' contractual obligation to evaluate the Superintendent annually, an evaluation timetable will be promulgated jointly by the then current chairs of the Acton Public and Acton-Boxborough Regional Committee and distributed at the February/March meeting of the Regional Committee. Attachment 1 is the draft schedule for 2012.

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

At June Joint School Committee meeting:

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

At July Joint School Committee workshop:

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

At October School Committee meetings:

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

At February School Committee meetings:

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

Attachment 1- Schedule
Superintendent's Evaluation Timetable for 2012

1. February 2012 School Committee meetings
 - Superintendent presents an interim report on the status of the current year's goals.
2. March 22, 2012 Joint School Committee meeting
 - The following evaluation documents are distributed to Committee members:
 - a. Superintendent Evaluation Process document (including evaluation timetable)
 - b. Form to be used for the annual evaluation of the Superintendent of Schools
 - c. Superintendent's job description
 - d. Status report on the current year's goals and objectives
 - e. Copy of previous year's evaluation (if applicable)
 - The chairs issue a general public request for input on Superintendent's performance
3. May 3, 2012 Regional School Committee meeting
 - The Superintendent reports on the status of the current year's goals.
 - The following evaluation document is distributed to Committee members:
 - a. Updated status report on the current year's goals and objectives
 - The chairs issue another general public request for input on Superintendent's performance
4. May 11, 2012
 - Completed evaluations are returned to outgoing Committee chairpersons and the School Committee secretary. Outgoing chairs will then draft a summary evaluation report.
 - Public input received.
5. May 18, 2012
 - Draft summary evaluation is returned to School Committee members for their comments and suggestions.
6. May 26, 2012
 - Evaluation summary is finalized by the outgoing Committee chairpersons based upon comments received.
7. June 7, 2012 Regional/Local/Joint School Committee meeting
 - Superintendent's summary evaluation is presented and voted.
 - Superintendent's salary is voted.

3/12/12

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

8.5.2

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Name	Signature	Date
------	-----------	------

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

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

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

Indicators

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

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

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory Needs Improvement Proficient Exemplary

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

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

Step 5: Add Evaluator Comments

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

Comments:

Superintendent's Performance Goals



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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

Overall Rating for Standard I
(Circle one.)

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback

- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: _____



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

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

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

Overall Rating for Standard II
(Circle one.)

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____



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

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

Overall Rating for Standard III (Circle one.)

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: _____



Superintendent's Performance Rating for Standard IV: Professional Culture

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

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

Overall Rating for Standard IV

(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

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

8.5.3
(A)

Acton Public Schools
Acton Boxborough Regional School District
Job Description

Job Title:

Superintendent of Schools

Qualifications:

Reviewed and adjusted by the School Committees as needed.

Responsible to:

School Committees

Representation Status: (check one)

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

Work Status:

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

Primary Functions:

Over sight and administration of all school district operations.

Major Responsibilities:

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

Details:

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

Acton Public Schools
Acton Boxborough Regional School District
Job Description

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

3.0 Identification and recommendation of school systems' policies.

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

4.0 Supervision and evaluation of personnel

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

5.0 School/Community relations

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

6.0 Special Projects

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

7.0 Other

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

S.M.A.R.T. Goals 2011-2012

1/27/12

JT SC Voted to Accept 10/6/11
Mid year update: 2/12
Final Update: 6/12

Specific
Measurable
Attainable
Related to Student Academic Outcomes
Time-bound

Goal #1. District-wide: Supporting High Quality Instruction in every school, every classroom, every day						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	February Update	
All schools in Acton and Acton-Boxborough provide learning environments in which students are empowered to apply what they've learned, to think critically, to communicate their ideas and to assess their learning. These skills and the content standards are taught through a variety of instructional materials and strategies. To those ends, we are committed to assessing the alignment of standards, articulating effective instructional practices, and providing our staff with a vibrant professional development program. In addition, developing a district-wide curricular plan creates an opportunity for coordinated intra- and inter- district efforts and curricular discussions.	<ol style="list-style-type: none">1. Identify/create learning goals and tools for all grades and disciplines.2. Implement priority outcomes of the 2011 Summer Leadership Institute, "It's Still All About Instruction: How Do We Know Students Are Learning?"3. Revise Professional Development Program4. Evaluate new MA ELA and Literacy Framework in light of Literacy goals	By June 2012	Superintendent , Director of Curriculum and Assessment	<ol style="list-style-type: none">1. Documentation of goals and tools2. Implementation<ul style="list-style-type: none">• Completion of Data Bank for Teacher-to-Teacher Program• Collaborative Learning Team Protocols Training3. Documents outlining the proposed changes4. Where needed, additions or changes to the Acton/AB curriculum	<p>Outcome 1. Documentation of goals and tools</p> <ul style="list-style-type: none">• PD Day to focus on learning goals, formative assessment and collaboration of teachers• Structures created to work towards goal (Collaborative Work Groups/ JH and HS late starts and early releases)• Two Grade Level meetings for mathematics and ELA• Special Education teachers attend grade level meetings and department meetings	

					<ul style="list-style-type: none"> Teaching and Learning Website for communication <p>Outcome 2. Implementation of 2011 Summer Leadership Institute</p> <ul style="list-style-type: none"> Program for Data Bank being created by ABRHS student 30 educators trained by NSRF <p>Outcome 3. Documents Outlining PL Re-vision</p> <ul style="list-style-type: none"> Sub-committees working for May/June sharing <p>Outcome 4. Possible changes to ELA Curriculum</p> <ul style="list-style-type: none"> Ongoing department and district grade level meetings 	
Goal #2. Pupil Services - Program Development and Fiscal Accountability						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
To address organizational and fiscal requirements that best meet changes in our student body, specifically, by reviewing Pupil Services needs and costs, making adjustments, potentially identifying new sources of revenue, while maintaining sound educational programming.	<ul style="list-style-type: none"> a. Analyze current CASE (ODP) transportation costs and initiate metrics to assess efficiencies. b. Develop programs (new and expansion thereof) which will reduce costs. c. Support in-district specialized programs that offer equivalent services to OOD. d. Develop/expand regular education service delivery to students at risk. e. Coordinate professional development in regular and special education. f. Examine cost saving strategies and program enhancements, including assistive technology and summer programming for special needs students. g. Systemic charting of building based 	By June 2012	Superintendent , Director of Pupil Services, Building Principals, Director of Finance, Director of Personnel	<ul style="list-style-type: none"> 1. Detailed analysis and plan for save costing methods in transportation. 2. Direct reduction in costs, specifically in out-of-district tuitions and indirect costs related to rate and frequency of referral. 3. Increased OOD transitions to in-district settings, thereby reducing costs. 4. Viable summer programs that will address social/emotional needs of at risk students in an integrative setting. 5. Reduced rate and frequency of referral to special education. 6. As evidenced by parent workshops on development and peer conflict, increased school/home partnerships and satisfaction. 	<ul style="list-style-type: none"> Co-presented analysis & costs of CASE services to school committee. Monitored 5-year trend analysis for OOD fiscal reduction; offered successful strategies to buildings for successful student return through design of continuum services. Implemented transition strategies leading to a 3-5 student return to in district per annum. Designed & equalized services at the elementary. Initiated program design for ESY summer 	

	personnel and programmatic needs.				<p>programming; collaborated with Community ED and Sped PAC to develop a cost-effective proposal, thereby reducing costs for higher prototypes of service delivery.</p> <ul style="list-style-type: none">• Emphasized teacher focused Professional Development; consistently monitored CSTs/SSTs; set high standards for supervision (feedback on evaluation & teacher performance for Pupil Services staff).• Collaborated with PAC (e.g., ESY proposal, parent handbook, budget process, etc.), thereby increasing trust & partnership. Launched preliminary ideas for 5-year parent satisfaction survey (June 2012)	
Goal #3. Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
The community places a high value on the preservation of an excellent education for its students and highly involved citizenry. In light of the current economic picture, identifying new sources of revenue, reviewing personnel needs and costs, as well as actively engaging in community forums and discussions will be required to manage what can only be described as a fiscal crisis for our schools. State revenues will be volatile due to the continuing recession and this will continue to be	<ol style="list-style-type: none">Define budget assumptions for FY13. Prepare budget calendar.Identify specific FY13 budget projections.Re-evaluate school choice opportunities.Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF).Facilitate a process that seeks input from the community, district staff and	Ongoing through the fiscal year	Superintendent , Director of Finance	<ol style="list-style-type: none">1. Prioritize personnel needs and costs as well as curriculum/program needs.2. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs3. Reduce the price per kilowatt of electricity by 5% for budget savings.4. Visit each school to learn how to maximize dollars in order to meet instructional goals.5. Prepare balanced budgets for approval by both town meetings that promote instructional goals.6. Perform quarterly review of budget status throughout the fiscal year for the School Committee.	<ul style="list-style-type: none">• Authored ALG spreadsheet and defined FY13 Budget Assumptions• Prepared and executed Budget Calendar for FY13• Concluded use of ARRA funds and plan to use EdJOBS money in FY13 budget• Presented detailed budget proposals at four School Committee meetings and	

monitored throughout the FY13 budget season.	faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough. f. Identify long-range needs and develop a rational capital management program. g. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related.			7. Provide monthly FY12 status data directly to cabinet and admin council members 8. Perform complete review of Finance team staff performance and assignments 9. Provide plan to make effective use of federal EdJobs during the upcoming FY13 budget season	Finance Committee meeting in December and January • Will complete FY13 budget process in 2 weeks	
Goal #4. Hire and retain high-quality Faculty and Staff						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
We actively promote collaborative relationships among staff and administration and the community. In addition, we are committed to initiating working partnerships with the Town, the business community, neighboring school districts, and organizations. Within this partnership, we view the classroom as the heart of the school system. To provide an appropriate learning environment in the classroom, we are committed to recruiting and retaining outstanding teachers, and providing those teachers with supervisory and evaluation procedures that are collegial, supportive and accountable.	a. Ensure that faculty and staff are of highest quality and are mentored, supervised, and supported to provide high quality instruction in every classroom every period of every day. b. Continue to mentor and support a strong and effective leadership team as the most of our principals and central office administrators complete their first few years in our districts. c. Lead Educator Evaluation task force to review the Massachusetts Standards for Educator Evaluation and recommend timelines and tools to implement at APS/AB for 2012-2013 school year. d. Facilitate negotiation of contract language changes for teacher evaluation. e. Reduce duplication of work/systems and reduce use of paper through improved automation of electronic programs.	By June 2012	Superintendent , Director of Personnel	1. Continue to maintain 100% highly qualified professional teaching staff as determined by the DESE through NCLB. 2. Ongoing support and mentoring of new administrators that were hired and began new roles over the last few years. 3. Survey staff in all schools to evaluate the efficacy of Principals and Central Office Administrators. 4. Recommend timelines and tools for new educator evaluation system. 5. Successfully negotiate new contract language for new educator evaluation system. 6. Each school, department, grade level, and discipline, create learning goals to show student learning over time and tools to measure student growth. Incorporate these multiple measures of student growth into new evaluation system. 7. Continue to automate human resources functions including automation of substitute placement; electronic pre-paying of school lunch; 70% reduction of use of paper for contracts and other HR documentation through effective use of school website.	• The Educator Evaluation Task Force has met regularly to review and adapt these models to APS and AB with a plan to pilot in Sept 2012, completely changing the process by which we evaluate teachers and administrators. • Health Insurance Working Group has completed the process to move more than one million dollars of plan design costs to the employees.	
Goal #5. Continue the established supporting role for the Facilities Department integrating into curriculum development energy conservation and education as well as contining the planning and development of						

facilities that support outstanding instruction.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
Utilize the Facilities Department and resources to continue to integrate in the Districts' over arching goal of supporting high level instruction, excellence in curriculum development, and a complete high level educational experience for all stakeholders.	a. Continue energy conservation and education curriculum supporting all schools and grade levels. b. Plan, advocate for, and design multiuse athletic facility..	To be completed by June 2012	Superintendent , Director of Facilities	1. Reduction in overall district energy consumption by 3% across APS / ABRSD from FY11 consumption baseline. 2. By June 2012 have in place a plan and design of a multiuse athletic facility ready for July/August construction.	<ul style="list-style-type: none"> Lower Fields Project proceeding on schedule Current energy use trending approximately 5% decrease from previous year 	
Goal #6. Create a teaching and learning environment that fosters opportunities for students to use technology in sophisticated ways to enhance learning						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
The district recognizes and values the importance of technology in our schools and administrative offices. The Educational Technology (EdTECH) department will build the foundation, vision, and district capacity needed to leverage the power of technology as a tool to enhance instruction, engage student learning, improve operational efficiencies, and inform decision making.	A. Increase access to technology for all students B. Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, ELE, etc. C. Determine what resources are necessary for students to fully meet designated learning outcomes D. Identify appropriate staffing levels E. Ensure all students learn Technology Skills F. Ensure that every student has an opportunity to participate in at least one online learning environment before graduation		Superintendent , Director of Technology	--Complete Network Analysis to determine baseline bandwidth statistics. --Complete 2 Wireless "stress test" – analyze results --BYOT (Bring-Your-Own Technology) Feasibility Study Group created, meet monthly. Will create recommendations for future needs. --100% of ABRHS students using Email --Have 25% of ABRHS staff using Google Apps for Ed as a learning tool/platform --Create ABRHS Student Tech Helpdesk --Create and facilitate tech-focused PD workshops aligned with tech initiatives and district goals --Update District Website	<ul style="list-style-type: none"> Network monitoring in place, complete documentation report expected in February from our vendor BYOT – HS staff members are identified, however infrastructure is not ready to support. We updated firmware of our 3 Aruba controllers and now have the ability to reconfigure access control lists to be role-based and designated by groups, continue to 	

	G Increase student-teacher interaction.				<ul style="list-style-type: none"> work on this setup. 100% of our ABRHS students use email 50% of ABRHS staff members are using ABSchools 8 student volunteers volunteer once a month supporting the ABSchools initiative We have been providing ongoing profession learning opportunities based on a numerous technology initiatives with positive teacher feedback. See training calendar at: http://ab.mec.edu/departments/technology/pro_development.shtml District web site is on hold until we have a better understanding of where we are in the regionalization process 	
Goal #7. Community Education: Improve Use of Facilities Reservation Process						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
As a small business, A-B Community Education must always improve customer service. Since all Extended Day students are APS students, much of the information we currently seek on paper forms (Emergency Card, Pick Up Release Form, Photographic Release) may already be available in PowerSchool or could be obtained from parents by adding a field or two to PowerSchool. Parents would essentially provide our information when they update their Powerschool entries, eliminating the need to fill out several of the Comm. Ed. forms. The Extended Day	Community Ed. will seek modifications to PowerSchool so that it captures necessary data.	Registration for 2012-2013 school year begins in January, 2012. Modifications to PowerSchool will need to be in place by that time.	Superintendent , Director of Community Education, Extended Day Coordinator, PowerSchool Administrator	Community Education intends to eliminate several forms and save people's time and effort for the 2012-2013 registration process.	<ul style="list-style-type: none"> Community Ed. Extended Day worked with Powerschool Administrator to create custom reports that produce attendance sheets, class rosters, and enrollment totals. School secretaries appreciate the ability to instantly find out which XD program their students attend (since some may stay in the building and others go to the Admin. Building 	

registration process will be much more convenient for the parents of the 377+/- students who attend our programs at the Administration Building, Conant School, Gates School and McCarthy-Towne School.					<p>program). Now re-enrolling current families for the 2012-2013 school year and have created pre-populated registration forms for parents with information drawn from Powerschool, saving time and minimizing errors with data entry.</p> <ul style="list-style-type: none">• New online forms have eliminated multiple registration forms formerly filled out by hand.• Going beyond our Goal, student data is now being exported from Powerschool to Quickbooks to be used in our new invoice system, allowing us to email monthly invoices to parents and create itemized statements.	
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**ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

**ANNUAL CONSOLIDATED EVALUATION
OF THE
SUPERINTENDENT OF SCHOOLS
REVISED June 2, 2011**

The School Committees would like to thank Dr. Mills for his excellent work on behalf of our students in the 2010-2011 school year. Dr. Mills has been consistently on message with his first SMART goal of supporting high quality instruction in every school, every classroom, every day. With this goal in mind, Dr. Mills accomplished a reorganization in the central office. A number of the School Committee members feel that this was a key accomplishment for Dr. Mills and that the Districts will continue to benefit from this in future years as the central office team develops and grows even more effective over time. The benefits to student learning in light of the new central office technology/curriculum development initiatives are particularly strategic. Another success that will continue to benefit the District in future years is the implementation of teacher-to-teacher initiatives and the Districts' Literacy Plan.

Dr. Mills has continued to lead the Districts with transparency. One School Committee member commented that Dr. Mills says what he believes, he communicates what he intends to do and then he does it. His policies and plans have shown a commitment to continuing the excellence of the school system while being sensitive to the financial health of the towns. Throughout the FY12 budget process, Dr. Mills carefully balanced student educational needs and fiscal responsibilities. He was able to accomplish the goal of maintaining level services in the Districts for FY12 through careful use of resources and improved operational efficiencies. Another School Committee member commented on Dr. Mills planning beyond the FY12 budget to focus the School Committees on the very real needs of the Districts that have gone unmet (textbooks and technology). Furthermore, with careful planning and a more favorable economic environment later in FY11, he developed a plan to at least partially address these unmet needs.

The goal of every performance evaluation should be to provide meaningful feedback to help the individual grow in his position. With that in mind, we hope that Dr. Mills will carefully consider the individual evaluations submitted from which this consolidated review was drafted. In particular, the several School Committee Members commented on our increasingly long meeting agendas and

addenda. One Member suggested that Dr. Mills could assist the School Committee by helping to focus the School Committee meeting agendas with the goal of better tying Committee discussions to instructional goals. Three School Committee Members requested that Dr. Mills assist the Committee in better understanding the intent of ALG recommendations and how those recommendations will impact the budgets. In particular, they noted that Dr. Mills could be more clear about his budget recommendations, particularly around issues such as changes in assessments.

Two School Committee members observed that central office administrators and staff tended to work extraordinary amounts of overtime during this past year. Two Committee Members suggested that Dr. Mills take an active role in assessing the level of administrative resource going forward.

Finally, we want to thank Dr. Mills for his strong leadership and we look forward to supporting his efforts to continue to provide an excellent education to the students of the Acton-Boxborough and Acton school systems.

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

TO: John Petersen, Chairperson, Acton-Boxborough Regional School Committee
FROM: Steve Mills
CC: Acton-Boxborough Regional School Committee, Marie Altieri
DATE: 3/19/12
RE: Aligning SMART Goals with New Standards for Superintendent Evaluation

As you know, the Massachusetts Department of Elementary and Secondary Education has begun a process to dramatically change how teachers, administrators, and superintendents are evaluated. The new process represents a very significant change for teacher evaluations. The new process is actually quite similar to the way the Superintendent has been evaluated in recent years. As you know, during my tenure I have submitted a series of SMART goals during the September and October School Committee meetings. I have given a progress report typically at the February meeting and then a final self assessment of my performance on the SMART Goals at the May meeting. The May report serves as my own self assessment and informs the Committees about their final summative evaluation of my performance in June. Although we are not required by law to use this new process this year, I would respectfully request that the School Committees use this process in my evaluation as I intend to use it to evaluate my administrators. Below, please consider what are referred to as a crosswalk document. By this, I mean applying the seven SMART goals to the four new performance standards for superintendents' evaluations. It is my hope that this document will inform your evaluation of my performance for this year.

Smart Goals	Standards			
	1	2	3	4
1	X			X
2			X	X
3		X	X	
4	X	X		X
5			X	
6	X			
7		X	X	

STANDARD #1 Instructional Leadership

SMART Goal #1: District-wide: Supporting High Quality Instruction in every school, every classroom, every day

Strategies:

1. Identify/create learning goals and tools for all grades and disciplines.
2. Implement priority outcomes of the 2011 Summer Leadership Institute, *"It's Still All About Instruction: How Do We Know Students Are Learning?"*
3. Revise Professional Development Program
4. Evaluate new MA ELA and Literacy Framework in light of Literacy goals

SMART Goal #4: Hire and retain high-quality Faculty and Staff

Strategies:

- a. Ensure that faculty and staff are of highest quality and are mentored, supervised, and supported to provide high quality instruction in every classroom every period of every day.
- b. Continue to mentor and support a strong and effective leadership team as the most of our principals and central office administrators complete their first few years in our districts.
- c. Lead Educator Evaluation task force to review the Massachusetts Standards for Educator Evaluation and recommend timelines and tools to implement at APS/AB for 2012-2013 school year.
- d. Facilitate negotiation of contract language changes for teacher evaluation.
- e. Reduce duplication of work/systems and reduce use of paper through improved automation of electronic programs.

SMART Goal #6: Create a teaching and learning environment that fosters opportunities for students to use technology in sophisticated ways to enhance learning

Strategy:

- A. Increase access to technology for all students

STANDARD #2 Management and Operations

SMART Goal #3: Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.

Strategies:

- a. Define budget assumptions for FY13. Prepare budget calendar.
- b. Identify specific FY13 budget projections.
- c. Re-evaluate school choice opportunities.

- d. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF).
- e. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough.
- f. Identify long-range needs and develop a rational capital management program.
- g. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related.

SMART Goal #4: Hire and retain high-quality Faculty and Staff

Strategies:

- d. Facilitate negotiation of contract language changes for teacher evaluation.
- e. Reduce duplication of work/systems and reduce use of paper through improved automation of electronic programs.

SMART Goal #7: Community Education: Improve Use of Facilities Reservation Process

Strategy:

- 1. Community Ed. will seek modifications to PowerSchool so that it captures necessary data.

STANDARD #3 Family and Community

SMART Goal #2: Pupil Services – Program Development and Fiscal Accountability

Strategies:

- c. Support in-district specialized programs that offer equivalent services to OOD.
- d. Develop/expand regular education service delivery to students at risk.
- f. Examine cost saving strategies and program enhancements, including assistive technology and summer programming for special needs students.

SMART Goal #3: Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.

Strategies:

- d. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF).
- e. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough.

SMART Goal #5: Continue the established supporting role for the Facilities Department integrating into curriculum development energy conservation and

education as well as continuing the planning and development of facilities that support outstanding instruction.

Strategies:

- a. Continue energy conservation and education curriculum supporting all schools and grade levels.
- b. Plan, advocate for, and design multiuse athletic facility.

SMART Goal #7: Community Education: Improve Use of Facilities Reservation Process

Strategy:

1. Community Ed. will seek modifications to PowerSchool so that it captures necessary data.

STANDARD #4 Professional Culture

SMART Goal #1: District-wide: Supporting High Quality Instruction in every school, every classroom, every day

Strategies:

1. Identify/create learning goals and tools for all grades and disciplines.
2. Implement priority outcomes of the 2011 Summer Leadership Institute, *“It’s Still All About Instruction: How Do We Know Students Are Learning?”*
3. Revise Professional Development Program

SMART Goal #2: Pupil Services - Program Development and Fiscal Accountability

Strategies:

- e. Coordinate professional development in regular and special education.
- g. Systemic charting of building based personnel and programmatic needs.

SMART Goal #4: Hire and retain high-quality Faculty and Staff

Strategies:

- a. Ensure that faculty and staff are of highest quality and are mentored, supervised, and supported to provide high quality instruction in every classroom every period of every day.
- b. Continue to mentor and support a strong and effective leadership team as the most of our principals and central office administrators complete their first few years in our districts.
- c. Lead Educator Evaluation task force to review the Massachusetts Standards for Educator Evaluation and recommend timelines and tools to implement at APS/AB for 2012-2013 school year.

In Conclusion

Throughout my career, I have believed in the concept of “teacher voice” in the discussion of the school leaders’ summative evaluations. Therefore, with the technical support of Marie Altieri, I administered a survey of teachers and support staff throughout the two districts. The results for individual administrators are between me and the individual. However, due to the very public nature of my own evaluation, I choose to share the survey results regarding the staff’s perceptions of my performance. Approximately 440 staff members, including 87% of all certified teachers, completed the survey. The summary of the results of my performance will be forthcoming. In addition to operating the two school districts on a daily basis and attempting to achieve the smart goals, this year has presented an inordinate amount of challenges. Among them, I would include OPEB, health insurance, Before/After School Programs, Lower Fields and the Pledge of Allegiance lawsuit. I look forward to continuing to work with you and leading the way to a new and improved method of evaluating teachers, administrators and my performance.

ALG minutes March 8, 2012

Present: Bart Wendell, facilitator; Mike Gowing, Pam Harting-Barrat, BoS; Pat Clifford, Doug Tindal, FC; John Petersen (when he left early he was replaced by Xuan) SC; Steve Ledoux, Steve Mills, John Murray & Don Aicardi, staff. Audience: Mary Ann Ashton, Clint Seward, FC; Janet Adachi, BoS; Charlie Kadlec, Allen Nitschelem & Bob Ingram, AVG.

Minutes were accepted

2. Review, discussion & outlying years of ALG plan

Extra Info: ALG spreadsheet; OPEB pay down options

JM: reported that there have been no changes on the ALG plan since last meeting. There were questions about what numbers should be put in for FY 14 & 15

Bart: we have assumptions needed for consensus—is there agreement in the revenue assumptions? The silence was taken for an assent. The same procedure was followed for the expenditure assumptions. The remaining assumption was for OPEB

Pat asked about the progress of the collective bargaining and the source of the revenue.

Steve L said the money would come from the operating budget

Doug noted that the FC was still concerned about the instability of the transportation budget—the experiment was to be for three years & then be self-sufficient. The nursing service needs a three-year plan and absent of any long-term approach there is discomfort—he will not vote against it.

The nursing service needs to be reconstructed—it has been done before. Those services that are provided by the private sector should stay private & we should not compete. “There have been lots of efforts to rationalize the numbers, that’s OK but we need a three-year plan.”

Mike said that transportation would never be self-funded

There was an agreement for the need to “flag” the nursing service and that there should be discussions on how to go forward with the service. It was suggested that the meetings take place after Town Meeting but before the closing of the schools. It was also agreed to accept the OPEB numbers as they appear on the sheet.

It was also agreed that the meetings of the board would look into the out years and the use of reserves for those years. There is concern on the part of the FC that the budget should not be balanced on reserve use year after year.

However the growth of the OPEB number was not resolved

**** Agreement that the ALG plan was accepted for printing in the warrant.

Discussion of OPEB numbers

JP noted that the number for AB was \$189k while that for the Town was \$311k

Mike suggested that the split between the town & schools be calculated outward just as the contribution number.

Bart asked if there was any chance that a schedule for OPEB payments could be accepted since there were three different schedules.

There was a general "feeling" that an agreement could not be reached without further discussion.

Doug noted that the \$500k set by the FC was a "political number" used to get people's attention. He noted that the number was not what was recommended but that there were limits on what could be contributed.

The schedules were: incremental increases of \$100k/year, proposed by the schools; a 50% increase starting with the \$500k and going \$750k; 1,125k; \$2.2M....proposed by the selectmen; the FC proposal started with the \$500k and increased by \$500k per year.

Bart reminded the group that each new ALG group set their own regulations and could not be tied to decisions made by the previous group with regard to future operations.

The discussion centered on the importance of getting an OPEB schedule settled and the best way to do that was to meet in a subcommittee structure and bring possible agreements back to the whole group. There was the feeling that the next ALG needed to take into account the decisions on OPEB funding as a given before they started their new sessions.

For the Town Meeting it was agreed that the lowest schedule would be accepted.

No dates were given for the sessions for making these decisions.

Public

Mr. Kadlec suggested that something be in the warrant that will explain the differences in the numbers for the outlying years of FY 14 & 15 and that a range of \$700k - \$2 M be published

Allen: was concerned that the recommendations of the Segal report were not being heeded and that rather than \$500k the number should be \$2.2M. He suggested that the starting point for the out years be the \$2.2M number.

At 8:30 Bart dissolved the ALG

Ann Chang

**ACTON and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS
2012-2013**

Meetings are held in the Junior High School Library unless otherwise indicated.

Acton-Boxborough Regional School Committee meetings are held on the first Thursday of the month;

Acton Public School Committee meetings are held on the third Thursday.

Meetings start at 7:30 p.m., unless otherwise noted and are posted online at <http://ab.mec.edu/about/meetings>.

July XX	Joint School Committee Annual Workshop - 6 pm, Sargent Library, Boxborough
August 2(?)	Acton-Boxborough Regional School Committee, followed by Acton School Committee Meetings
September 6	Acton-Boxborough Regional School Committee
September 20	Acton School Committee @ DOUGLAS
October 4	Acton-Boxborough Regional School Committee Meeting
October 18	Acton School Committee @ MCCARTHY-TOWNE
November 1	Acton-Boxborough Regional School Committee @ ABRHS
November 15	Acton School Committee @ MERRIAM
December 6	Acton-Boxborough Regional School Committee
December 20	Acton School Committee
January 3 (?), 2013	Acton-Boxborough Regional School Committee
January 17	Acton School Committee
February 7	Acton-Boxborough Regional School Committee (open budget hearing-required by law)
February 21(?)	Acton School Committee (open budget hearing-required by law)
March 7	Acton-Boxborough Regional School Committee
March 21	Acton School Committee @ GATES
March 28	Joint School Committee Meeting (serves as April meetings)
May 2	Acton-Boxborough Regional School Committee
May 16	Acton School Committee @ CONANT
June 6	Acton-Boxborough Regional School Committee
June 20	Acton School Committee

Note: Acton Town Meeting is the first week of April. Boxborough Town Meeting is mid-May.

3/20/12

<http://ab.mec.edu/about/schoolcommittee>



Cost Benefit Analysis of High School Connections Program

March 7, 2012

Introduction

This document presents the educational and financial rationale for building an in-district special education program, Connections IV, at the high school. We believe this is a critical educational program and one that needs to be developed in FY'13. Our financial analysis indicates that the savings achieved by avoiding out-of-district (OOD) tuition and transportation costs would pay for the staff necessary to develop this program.

What is the Connections IV Program?

The proposed Connections IV program at the high school is a continuation of the Connections programs the district has successfully implemented in grades K through 8 that serve students with a primary diagnosis of Autism Spectrum or Non Verbal Learning Disability. The targeted students often have secondary emotional or health related diagnoses that compound their educational needs. This program is designed to support students who have average to well above average intelligence who are fully mainstreamed in general education classrooms 80% or more of the school day. These students have some combination of the following needs: social pragmatic and/or theory of mind deficits (perspective taking), behavioral challenges brought on by social pragmatic and theory of mind weaknesses, executive functioning challenges (organization and planning), decreased ability to self-advocate for needs, anxiety related to disability and/or social/emotional needs, difficulty shifting tasks, less independent/mature social and academic skills, and significant post-high school transition needs. By and large this is a population of students who have the ability to go on to college following graduation when provided with effective post-high school transition planning beginning at age 14.

The Connections IV program would be comprised of a dedicated special educator and special education assistant who have specialized knowledge, training and experience in supporting students with Autism Spectrum and Non Verbal Learning Disabilities. The program would also include a staff member to support transition planning for these students, a .2 Speech/Language specialist to support social pragmatic and executive functioning needs, a .4 School Counselor to support the social and emotional needs of individual students and consultant time to provide training to staff.

At this time Pupil Services has identified 22 students at the high school who would be part of the proposed Connections program in FY'13. This includes two current out-of-district students who could be brought back in district in FY'13, as well as two 8th grade students anticipated to go out of district next year, two 7th grade students anticipated to go out of district in FY'14, two 6th grade students from the Supported Career Education program anticipated to go out-of-district in FY'15 and two students projected for FY'16 due to anticipated move-ins, student failure or crisis, etc.

Why Do We Need Connections IV?

Right now students on the Autism Spectrum are being served in a distributed manner across multiple general Learning Centers and Resource Rooms at the high school. The services and supports provided are variable based on individual special educator's knowledge and experience related to Autism Spectrum Disorders. The complexity of student needs in this student population requires special educators with a depth of specialized skills and training to ensure positive outcomes for students.

The Connections program would allow the district to:

- Hire staff at the high school with specialized expertise in Autism Spectrum Disorders which would dramatically increase the quality, consistency and effectiveness of services delivered
- Hire staff at the high school with specific expertise in vocational skills, employability and community based services to support students' post high school transition planning needs*
- Allow the efficient, coordinated provision of transition planning services for students on the Autism Spectrum
- Significantly decrease the number of expensive out-of-district placements for this growing population of students
- Reduce the high caseloads of special educators across the high school in keeping with NEASC recommendations
- Create an Autism Spectrum knowledge center/resource in the building for general education staff to access when they have questions about how to support students with these needs

* *Legal statutes require comprehensive, effective transition planning for all students with special needs beginning at age 14. Transition planning is currently being done on an inefficient, ad hoc basis. This particular population of students is underserved in this area; consequently the district is vulnerable to due process action.*

How Much Would it Cost to Develop the Connections IV Program?

To determine the cost to the District of developing the high school Connections program we have used the following formula: Total OOD costs (tuition + transportation) – Circuit Breaker reimbursement – Annual Cost of Connections Program = Net Cost of Connections to District. Our data suggests that the savings in OOD costs would pay for the Connections program.

Staffing

Table 1 shows the required staffing and applicable salaries for this program. Pupil Services is able to cover the costs of the .4 school counselor and consultant/training time by reallocating resources within special education. Consequently, the budget impact for FY'13 would be \$150,868 in additional staff cost offset by a reduction in OOD expenses (See Table 4 below).

Table 1: Proposed Staffing for Connections Program in FY' 13		
Staffing	FTE	FY' 13
Special Educator	1.0	\$70,000*
Sped Assistant	1.0	\$35,000*
Transitional Ass't.	1.0	\$35,000*
S/L Specialist	0.2	\$10,868
Additional Staff Budget Cost		\$150,868*
Reallocation of Current Staff:		
School Counselor	0.4 Reallocated Resources from FY'13	\$26,000
Training/Consultation	Reallocated Resources from FY'13	\$20,000/year
Annual Staff Cost of Program		\$196,868*

* *These figures include the cost of benefits for staff greater than .5 FTE.*

Projected Out-of-District Costs From FY'13 – FY'16

Table 2 shows the projected out-of-district cost savings over the next four years. This includes tuition and transportation costs associated with anticipated OOD placements. This projection includes:

Table 2: Projected Out-of-District Costs (Including 3.47% annual tuition increase)				
OOD Expenses	FY' 13	FY' 14	FY' 15	FY' 16
Tuitions \$ 77,000/year	\$154,000 (2)	\$239,016 (3)	\$329,746 (4)	\$426,485 (5)
\$ 66,000/year	\$66,000 (1)	\$136,580 (2)	\$211,979 (3)	\$292,446 (4)
\$54,961/year**	\$54,961 (1)			
Transportation \$20,000/student*	\$80,000	\$85,000	\$95,000	\$105,000
Total Cost per Year	\$354,961*	\$460,596*	\$636,725*	\$823,931*

Total Projected OOD Costs for FY'13-FY'16 = \$2,276,213

* Transportation costs are approximately \$20,000/student for the first two students riding the same bus to the same location and then approximately \$5,000/student for each additional student riding the same bus to the same location.

**\$54,961 is for a single student who requires a fifth year of transition planning services. This number includes OOD tuition of \$47,561 in a separate program plus contracted speech and language services of \$4,600/year and vocational training costs of \$2,800/year. This student would also incur \$20,000/year in transportation costs because there are no other students attending this school from our district.

This projection assumes that all future OOD students would be attending one of two specific programs that serve this student population. If that doesn't occur then transportation costs would likely increase (cost would be approximately \$20,000/student not \$5,000 for increased riders on same bus). If students attend other programs that don't include speech and language, counseling and transition services, then the district is responsible for providing these services in addition to paying OOD tuition.

Circuit Breaker Reimbursement Loss

Table 3 shows the Circuit Breaker reimbursement we would expect to receive for these OOD students. Calculations are based on a 55% Circuit Breaker reimbursement rate. If these students were brought in district they would no longer be eligible for Circuit Breaker so these monies would be lost to the district.

Table 3: Circuit Breaker Offsets (Based on 55% reimbursement rate for tuition in excess of \$38,916)				
	FY' 13	FY' 14	FY' 15	FY' 16
Circuit Breaker for \$77,000	\$41,892 (2)	\$67,247 (3)	\$95,805 (4)	\$127,548 (5)
\$66,000	\$14,896 (1)	\$32,312 (2)	\$52,377 (3)	\$75,230 (4)
\$54,961	\$8,825 (1)			
Total	\$65,613	\$99,559	\$148,182	\$202,778

For ease of reporting this chart shows Circuit Breaker offsets against the fiscal year in which they're incurred. We recognize that the District receives Circuit Breaker reimbursements from each year in the following fiscal year.

Net District Cost Savings for FY'13 – FY'16

Table 4 shows the anticipated savings to the district once Circuit Breaker reimbursement and annual Connections program costs have been subtracted from the projected Out-of-District savings. The projected net savings to the district over this 4-year period is **\$936,459**.

Table 4: Final Cost Analysis (based on 22 Students)				
	FY' 13	FY' 14	FY' 15	FY' 16
OOD Costs (Tuition & Transportation)	\$354,961	\$460,596	\$636,725	\$823,931
- Circuit Breaker	(\$65,613)	(\$99,559)	(\$148,182)	(\$202,778)
Final OOD Cost	\$289,348	\$361,037	\$488,543	\$621,153
- Connections Program Cost	(\$196,868)	(\$202,774)*	(\$208,857)*	(\$215,123)*
Savings per Year	\$92,480	\$158,263	\$279,686	\$406,030

Total Projected Cost Savings for FY'13-FY'16 = \$936,459

* Connections program costs for FY'14-FY'16 have been calculated including a 3% per year increase in benefits costs.

The staffing model proposed for Connections is based on a cap of 22 students. We anticipate that students graduating from the program will offset new students entering. However, if the number of students in the program increased beyond 22-24, it might be necessary to add another assistant.

What Happens If We Don't Build Connections IV?

If we don't build the Connections program at the high school we will:

- Continue to support this vulnerable student population in a distributed manner through a generalist rather than specialist model
- Continue to send students out-of-district who could be served by in-district programming
- Continue to see rising out-of-district costs for this student population
- Continue to deliver transition services in an ad hoc manner
- Increase our exposure to due process regarding delivery of transition services
- Continue to increase special educator caseloads at the high school

Summary

The Connections IV program is a critical program that we need in district to serve a growing population of students – witness the new class of preschool students on the Autism Spectrum who entered our school district this year. It is a program that will leverage and extend a needed set of specialist skills at the high school, reduce excessive caseloads for special educators (per NEASC recommendations), provide higher quality and more efficient services to students, provide knowledgeable, coordinated transition planning services (per statute), and save the district a considerable amount of out-of-district expense over the coming years. With gas and transportation costs on the rise and ever-climbing OOD tuition rates, this program is a good investment for students and for the district. The AB SpEd PAC has been advocating for this program for 5 years now. We believe strongly that the District needs to fund this essential program in FY'13. Next year alone there are four students who could be deterred from going to or returned from out-of-district placements. We believe that it is a prudent investment for the district and that it's the right thing to do for our students.

Appendix A – Potential Future Revenue From Connections Program

In the future if there were excess program capacity the district could tuition students in from surrounding school districts, which would help offset the long term costs of the program. However, this doesn't appear to be an option at this time.

Program Capacity: 22 students

Available Slots: None at this time

Proposed FY'13 Tuition Fee: \$36,500/student

Program Cost: ~\$22,000/student

Potential Income to District: \$14,500/student

To: Steve Mills
From: Liza Huber and Alixe Callen
Date: March 20, 2012
Re: ABRHS Special Education Programming – Proposed Re-allocation of Resources

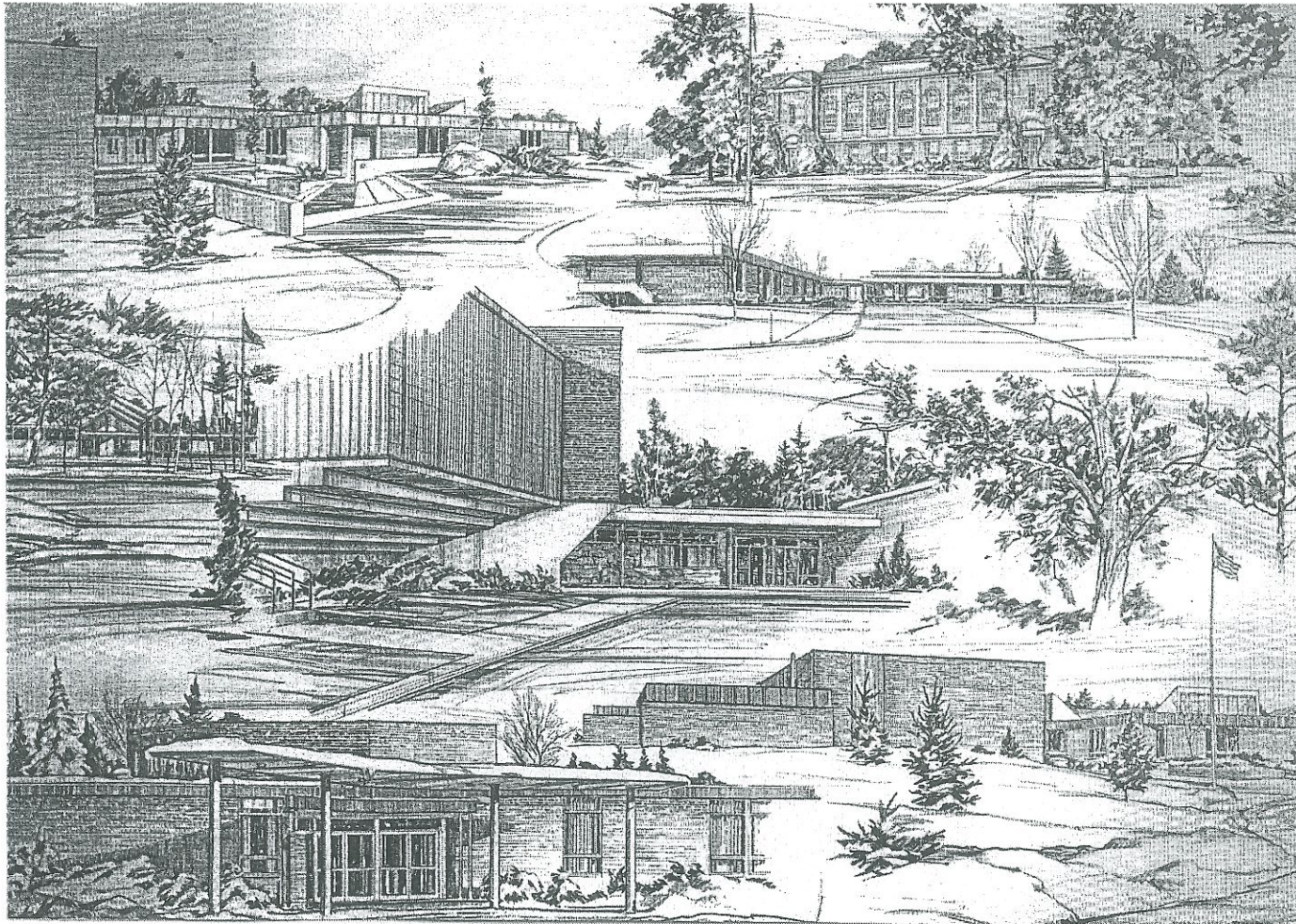
As discussed, over the course of the past two years, Pupil Services program design initiatives have identified three specific areas of need for future special education programming at the high school: (1) completion of the Hayward Center; (2) completion of Learning Center 5; and (3) implementation of the Connections IV Program. Through the community's generous increases in funding over the last two budget cycles and some revisions in staffing, we will be able to fully address the first two needs for the 2012-2013 school year. As a result, the current overpopulation of our learning centers will be reduced, resulting in increased support for all special education students. Moreover, we will fully staff the STAR center, the final piece of the Hayward Center, thus providing increased support for our most fragile students; those emerging from hospitalizations.

While Connections IV as a fully defined, coordinated, and separate program remains an unmet need, administrators, and high school specialists and clinicians have spent time examining re-allocation and re-alignment of current resources to enhance existing services and programming for students on the autism spectrum. In this regard, support will be increased for students in the areas of counseling (social pragmatics), on-site vocational training, and transitional planning. Specifically, we propose to assign .2 FTE of a school counselor to work with these identified students. In addition, we propose to re-assign one of our special education assistants to the position of transitional specialist. This staff person will work with the aforementioned counselor to find and coordinate vocational opportunities and other transitional services for students.

Finally, regional specialists and clinicians who currently work with this population of students have formed a committee to discuss expansion of these initiatives in coming years. Just as they have identified therapeutic support and transitional support and coordination as the most pressing need for next year, they will further prioritize needs going forward by observing specialized out-of-district programs, consult with experts, and keep parents and the larger community updated about their progress.

Our Coordinated Program Review last year proclaimed our special education program one of the best in the state. One of the strengths of a strong special education program like ours is the constant reflection and revision that occurs based on an assessment of needs, current research, and the student population. We, in collaboration with our very strong special education staff, feel strongly that this prioritization of needs best supports our students for FY'13.

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
ACTON, MASSACHUSETTS**



**PROPOSED BUDGET
Academic Year 2012-2013**

Spring 2012

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

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It's Still All About Instruction...

The Regional School Committee welcomes your attendance and participation at the upcoming Town Meetings. Currently, the proposed FY'13 operating budget for the Acton-Boxborough Regional School District (7-12) is \$39,114,804, up \$612,453, an increase of 1.59% over the FY'12 budget. My goal for this fiscal year for this budget was to a) maintain "level service"; b) keep the annual increase as low as possible; and c) fund "investment budget" items that are consistent with the vision laid out in our new Long Range Strategic Plan. The significant factors in the FY'13 budget are:

- 1) **Salaries:** Salaries and Retirement expenses show an increase of \$1,421,457; this increase includes changes in steps and lanes for union and non-union staff, with increases for all three collective bargaining units. FY'13 will represent the third and final year of the three-year collective agreement that was settled during the course of FY'11.
- 2) **Health Insurance:** Insurance and Benefit costs will go down by \$710,543. This decrease was made possible by the utilization of a federal "EdJobs" grant (\$473,982 for ABRSD) to help defray the health insurance costs of classroom-related employees. Other savings were generated by the design changes to current health insurance plans that were negotiated between the Regional School Committee and all of the collective bargaining units in the spirit of reducing costs.
- 3) **Other Costs:** A decrease is being projected in K-12 Special Education expenses of \$112,431 compared to the FY'12 budgets. This decrease is being achieved in part by a budgetary increase being assumed in state "circuit breaker" reimbursement to help school districts with the cost of special education. Also, through a combination of conservation measures and a favorable rate for natural gas and electricity, utilities savings are projected to decrease by \$69,722 from the FY'12 budgets.

Unlike the last several years, our proposed school budget for FY'13 assumes that state educational aid (Chapter 70) will be fully funded as proposed in the Governor's proposed budget (House 2). Just like last year, the complexities of balancing the state budget due to the severity of the recession make it unlikely that the final amount of state aid will be confirmed before the Acton and Boxborough Town Meetings.

We deeply appreciate the communities' support for our public schools. This, budget, as approved, will meet our stated goal of continuing to provide "level service" for our students for the upcoming year, with strategic investments in staff – no small feat due to the uncertain financial times. Cognizant of the financial pressure that is affecting households across the state, I am confident this budget contains sufficient resources so that the dedicated staff of the Acton-Boxborough Regional Schools can continue to provide a tremendous school experience for our students. I encourage you to review the extraordinary school highlights detailed for you on page 9. I am sure that you will agree that we have much to be proud of.

Thank you for your support.

Stephen E. Mills, Ed.D.
Superintendent of Schools

Acton-Boxborough Regional School District
Proposed FY'13 Budget Summary by Charater Code

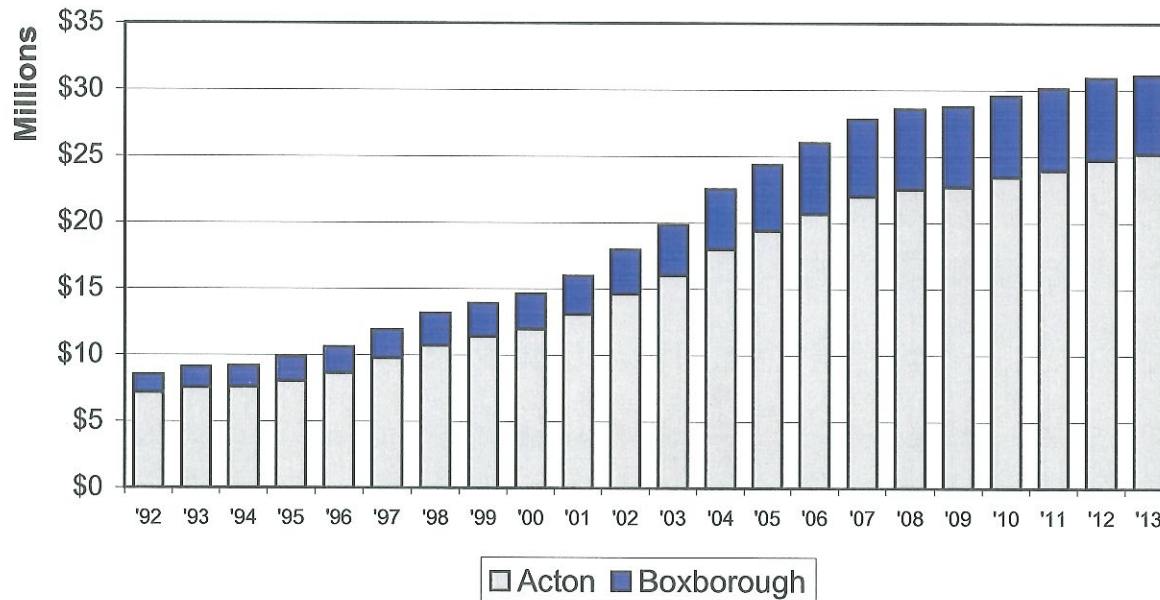
	FY10 Revised Budget	FY10 Expended	FY11 Budget	FY11 Expended	FY12 Budget	FY12 YTD thru 3/12/12	FY13 Recommended	\$ Diff 2012 Budget	% Increase FY12 to FY13
Salaries, Teaching - 01	15,376,039	15,373,505	15,863,388	15,204,580	16,006,402	16,118,808	16,848,363	841,961	5.26%
Salaries, Principals - 02	730,784	719,581	719,582	714,357	741,686	757,046	779,757	38,071	5.13%
Salaries, Cntrl Admn - 03	427,691	429,670	424,885	445,572	421,151	434,365	512,387	91,236	21.66%
Salaries, Supp Staff - 04	2,492,028	2,441,039	2,637,878	2,519,816	2,940,641	2,933,826	3,198,994	258,353	8.79%
Salaries, Athletics - 05	411,223	397,759	411,494	395,397	415,167	367,145	461,749	46,582	11.22%
Salaries, Buildings - 06	267,816	314,148	272,837	337,608	280,104	307,574	359,280	79,176	28.27%
Salaries, Custodial - 07	793,610	790,185	765,337	745,895	798,215	714,219	834,397	36,182	4.53%
Salaries, Home Instr - 08	7,354	9,295	7,133	15,379	7,133	18,124	16,000	8,867	124.31%
Salaries, Subs - 09	201,777	233,461	204,393	254,120	252,793	198,824	273,822	21,029	8.32%
Fringes, Course Reimb - 10	28,000	24,945	28,000	22,870	28,000	25,960	28,000	0	0.00%
Fringes, Health Insurance - 11	4,921,827	4,830,996	5,639,686	5,532,244	5,213,338	3,934,863	4,464,834	-748,504	-14.36%
Fringes, Other EE Ins. - 12	25,587	19,677	25,810	19,149	26,110	12,964	21,460	-4,650	-17.81%
Fringers, Unemployment - 13	27,000	39,199	27,000	97,302	27,000	49,160	40,000	13,000	48.15%
Fringes, Workers Comp. - 14	90,000	79,598	96,300	83,746	90,000	107,108	90,000	0	0.00%
Fringes, Pension - 15	869,986	865,477	842,449	842,449	938,823	929,256	968,434	29,611	3.15%
Instruction Supplies - 16	246,087	223,547	242,761	259,869	252,892	157,555	262,740	9,848	3.89%
Instruction Textbooks - 17	122,286	104,933	123,931	324,298	135,167	71,388	178,718	43,551	32.22%
Instructional, Library - 18	27,873	26,030	28,873	28,776	29,724	20,343	29,724	0	0.00%
Other, Capital Outlay - 19	349,493	340,562	305,113	562,637	317,206	156,368	317,107	-99	-0.03%
Other, Debt Service - 21	1,885,212	1,885,211	1,892,293	1,892,291	1,887,984	1,796,536	2,041,172	153,188	8.11%
Other, Property/Casualty - 22	92,040	91,488	96,062	33,352	100,865	63,968	35,000	-65,865	-65.30%
Other, Maint Bldgs/Grds - 23	344,817	331,062	344,694	488,465	359,880	295,606	335,970	-23,910	-6.64%
Other, Maint Equip - 24	196,815	175,974	196,048	212,150	200,242	166,781	197,542	-2,700	-1.35%
Other, Legal Service - 26	131,625	145,542	129,776	119,751	102,776	73,176	80,000	-22,776	-22.16%
Other, Admin Supplies - 27	537,002	463,413	569,615	457,209	584,087	454,489	571,949	-12,138	-2.08%
Other, Athletic Supp - 28	134,337	129,682	62,885	60,431	62,885	59,544	59,913	-2,972	-4.73%
Other, Custodl Supp - 29	62,859	75,149	62,859	77,620	72,409	73,493	72,409	0	0.00%
Other, Sped Transp - 30	728,036	729,516	583,635	712,286	788,332	777,779	865,301	76,969	9.76%
Other, Student Trans - 31	579,025	574,463	626,628	692,580	643,012	538,454	559,055	-83,957	-13.06%
Other, Travel - 32	23,614	22,771	23,934	29,373	26,313	16,711	25,863	-450	-1.71%
Other, Sped Tuition - 33	2,994,794	2,769,660	3,301,333	2,880,442	3,236,257	3,174,366	3,123,826	-112,431	-3.47%
Other, Utilities - 34	1,482,403	1,258,931	1,422,403	1,290,515	1,285,751	649,972	1,242,738	-43,013	-3.35%
Other, Sewer - 35	249,395	217,403	249,395	215,600	230,006	216,585	218,300	-11,706	-5.09%
GRAND TOTAL	36,858,435	36,133,871	38,228,410	37,568,128	38,502,351	35,672,356	39,114,804	612,453	1.59%

Table 6
ACTON-BOXBOROUGH RSD
Analysis of Assessments
Projected State Aid Numbers
School Year 2012-13

	GROSS BUDGET 2012-2013	ACTON 80.67%	BOXBOROUGH 19.33%
INSIDE DEBT LIMIT:			
OPERATING BUDGET	\$34,666,617	\$27,965,560	\$6,701,057
REGULAR TRANSPORTATION	\$1,328,994	\$1,097,509	\$231,485
OPEB TRUST CONTRIBUTION	\$236,000	\$190,381	\$45,619
LOWER FIELDS CONSTRUCTION	\$150,000	\$128,505	\$21,495
SPED TRANSPORTATION	\$842,021	\$679,258	\$162,763
TOTAL INSIDE DEBT LIMIT	\$37,223,632	\$30,061,214	\$7,162,418
OUTSIDE DEBT LIMIT:			
CONST DEBT SERVICE (JHS&SHS/OUTSIDE 2 1/2)			
JH CONSTRUCTION/RENOVATION	\$464,528	\$397,961	\$66,567
SH CONSTRUCTION/RENOVATION	\$1,426,644	\$1,222,206	\$204,438
TOTAL OUTSIDE DEBT LIMIT	\$1,891,172	\$1,620,167	\$271,005
GROSS BUDGET	\$39,114,804	\$31,681,381	\$7,433,423
DEFERRAL OF TEACHER SALARIES	\$0	\$0	\$0
TOTAL BUDGET INCLUDING DEFERRAL	\$39,114,804	\$31,681,381	\$7,433,423
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,969,133	\$5,622,000	\$1,347,133
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$352,696)	(\$284,520)	(\$68,176)
CHARTER SCHOOL AID	\$39,229	\$31,646	\$7,583
REGIONAL SCHOOL TRANSPORTATION (Cherry Sheet)	\$594,048	\$497,218	\$96,830
TRANSFER FROM PREMIUM ON LOAN-JHS	\$658	\$564	\$94
TRANSFER FROM RESERVES (E&D)	\$770,000	\$621,159	\$148,841
TOTAL OTHER FINANCING SOURCES	\$8,020,372.00	\$6,488,067	\$1,532,305
ASSESSMENTS	\$31,094,432	\$25,193,314	\$5,901,118

*Premium must be used to reduce debt service costs.

Regional Assessments



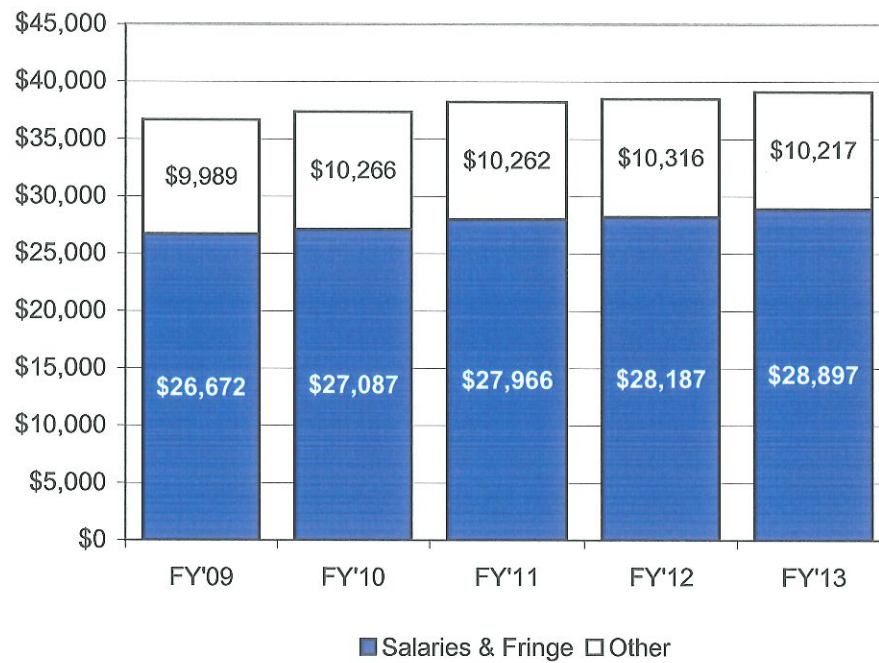
Please note Education Reform Act effective in FY '94

Chapter 70 State Aid

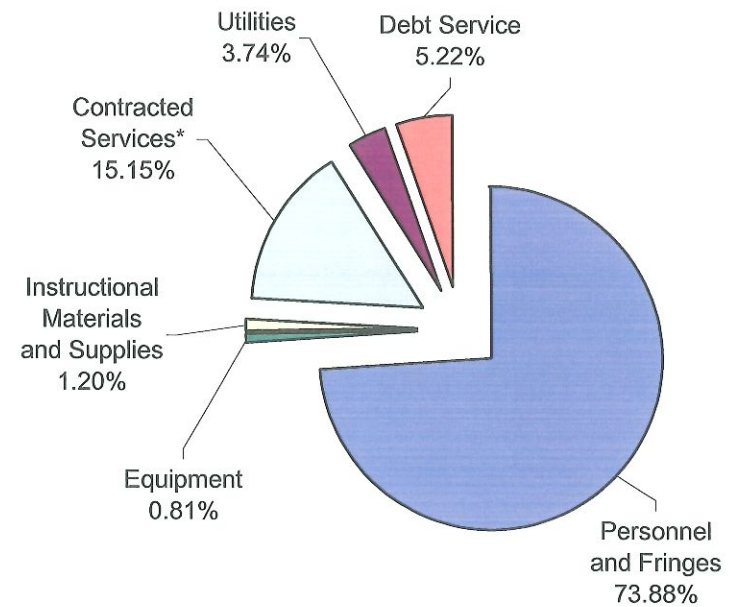
Acton-Boxborough	
FY '94	\$1,812,892
FY '95	\$1,854,317
FY '96	\$1,979,717
FY '97	\$2,110,517
FY '98	\$2,244,542
FY '99	\$2,431,843
FY '00	\$2,740,242
FY '01	\$3,124,017
FY '02	\$3,543,199
FY '03	\$3,543,199
FY '04	\$2,834,559
FY '05	\$2,896,694
FY '06	\$3,138,512
FY '07	\$4,715,036
FY '08	\$5,625,428
FY '09*	\$6,132,157
FY'10	\$6,715,773
FY'11	\$6,931,919
FY'12	\$6,969,133
FY'13 (Est.)	\$6,969,133
Total	\$78,312,829

*Federal ARRA SFSF funds of \$720,673 covered shortfall of Chapter 70 funds

AB History of Budget (thousands)

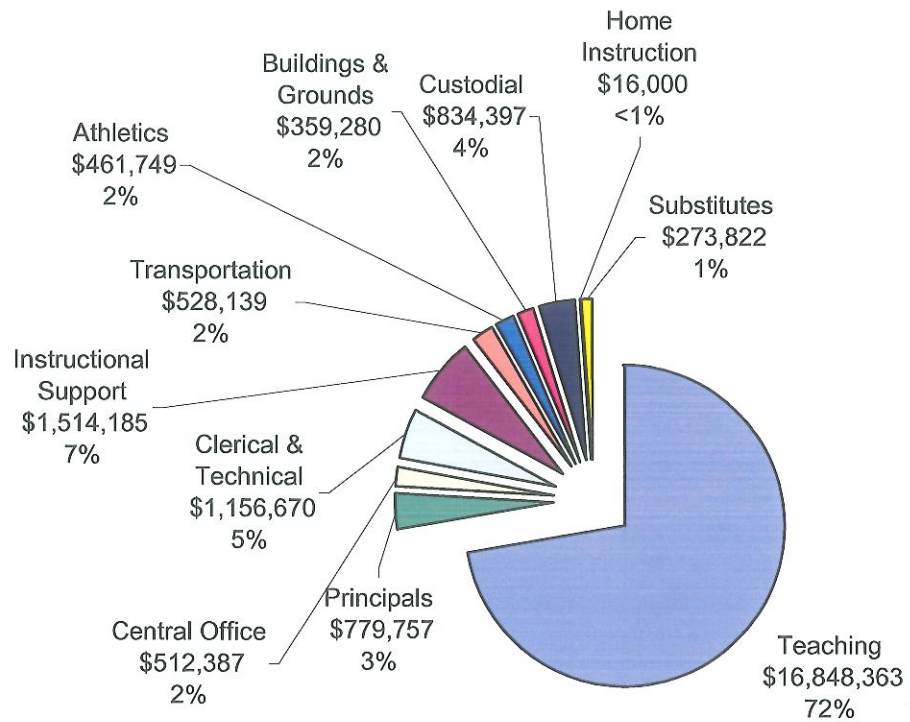


AB Budget Categories - FY '13

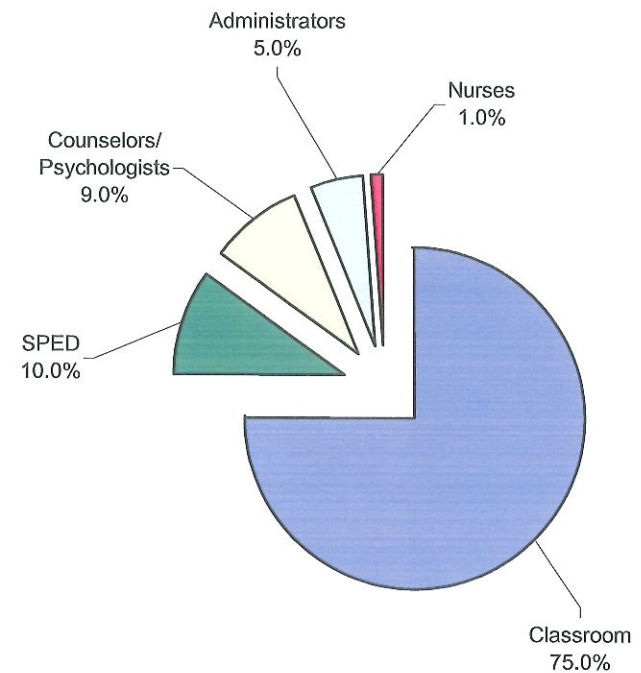


*Includes SPED tuition, student transportation, legal services, etc.

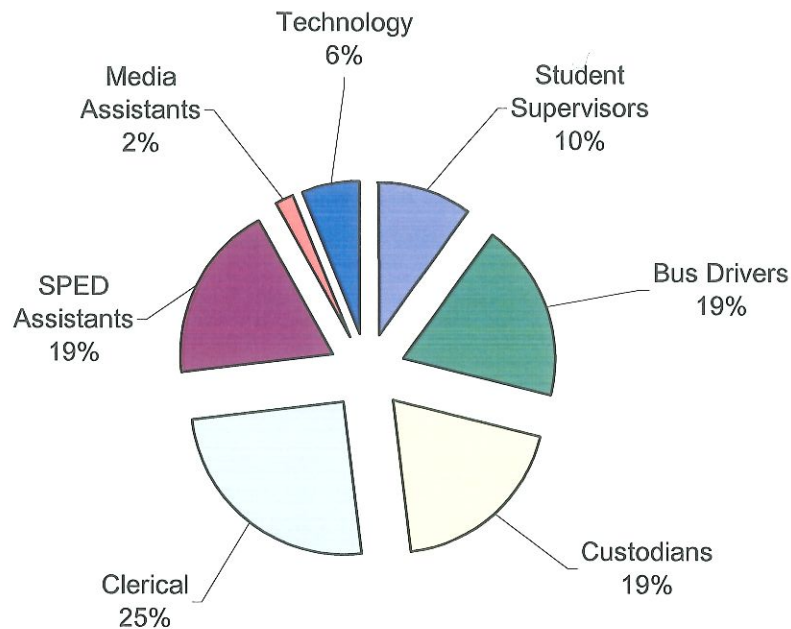
AB Personnel Breakdown by Dollars FY'13



Acton-Boxborough Regional Schools FTEs by Certified Positions 2012-13



**Acton-Boxborough Regional Schools
FTEs by Non-Certified Positions
2012-2013**



Per Pupil Expenditures*

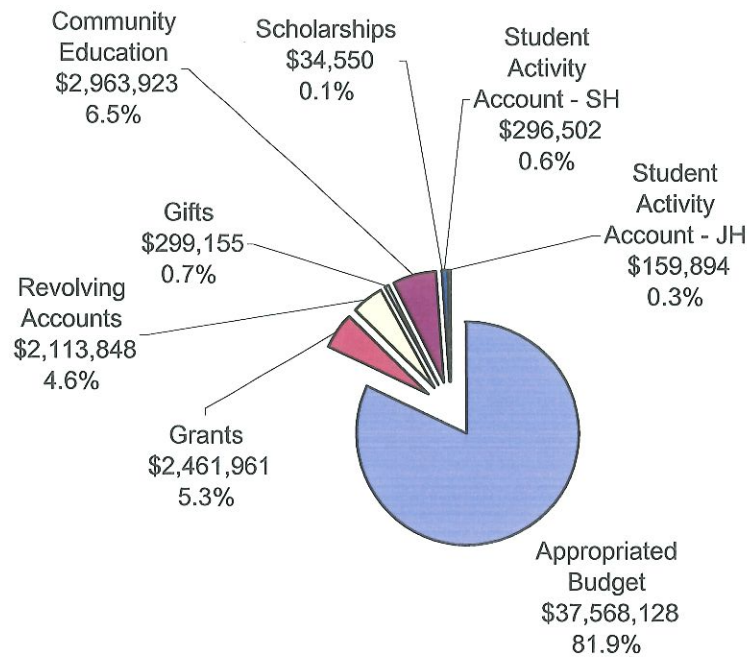
Lincoln	\$20,776
Concord-Carlisle	\$20,066
Concord	\$16,637
Lincoln-Sudbury	\$16,375
Carlisle	\$15,899
BOXBOROUGH	\$14,222
Harvard	\$13,476
Massachusetts Average	\$13,369
ACTON-BOXBOROUGH	\$13,182
Sudbury	\$12,358
AB/APS AVERAGE	\$12,331
ACTON	\$11,480
Lexington**	

**Based on all school operating expenditures for 2010-11, Mass. Dept. of Elementary and Secondary Education.*

***Lexington's 2010-11 per pupil expenditures were not posted as of 3/12/12; 2009-10 PPE was \$15,862.*

FY '11 Total ABRSD Expenditures

(This graph represents the total AB expenditures from appropriated and non-appropriated sources from the last complete fiscal year.)



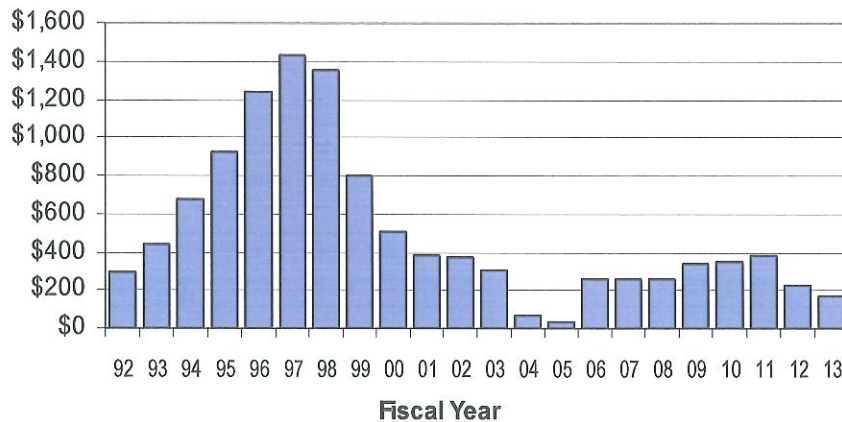
Total: \$45,897,961

Acton-Boxborough Regional Schools Grant Awards FY '12*

Grant #	FY '12 AB Grants	Amount	Funding Source
140	Title II-A: Improving Education Quality	\$25,695	Federal Entitlement
240	Federal SPED Entitlement	\$581,952	Federal Entitlement
274	SPED Program Improvement	\$34,576	Federal Entitlement
305	Title I	\$36,587	Federal Entitlement
632	Academic Support (School Year)	\$4,180	State Allocation
206	Education Jobs Grant	\$467,099	Federal Entitlement
	Essential School Health Services	\$69,700	Competitive
	Power Down Project	\$23,150	Competitive
	Total	\$1,242,939	

*Funding Period: September 2011 - August 2012

Acton-Boxborough Regional School District Choice Budget History (in thousands)



School Highlights

Acton-Boxborough Regional High School

- Community Service Awards were presented to 698 students in January, totaling over 67,000 hours of service performed during 2011.
- Twenty-four seniors were named semifinalists in the National Merit Scholarship Program, 20 of these went on to be named finalists. An additional 60 members of the Class of 2012 were named commended students in the National Merit Program.
- One hundred sixty-eight members of the classes of 2011 and 2012 were named AP Scholars by the College Board by virtue of their performance on Advanced Placement tests.
- As part of the Career Exploration Program, 44 students completed job shadowing experiences. The first two career speaker programs of the year drew almost 200 students each. Seventy-four seniors have applied for the three-week Senior Internship program which will take place in May.
- A-B's Trivia Team won their competition on Channel 2's High School Quiz Show in February. Their next appearance will be aired in April.

- Several students from the Speech & Debate Team won invitations to the National Forensic League and National Catholic Forensic League national events in May and June.
- The ABRHS Academic Decathlon team won the state championship for the 12th consecutive year. The team, which has also won 20 of the past 21 state championships, will now represent Massachusetts at the national championship in April in Albuquerque, NM.
- The Performing Arts Department hosted the annual winter concert in December with over 400 music students performing.
- The A-B Marching Band will be marching in the nationally televised Cherry Blossom Festival Parade on April 14th. Part of their tour will include a performance at the Jefferson Memorial.
- Nine students were accepted to the All-State Music Festival and performed at Boston Symphony Hall in March.

R.J. Grey Junior High School

- New "Pizza with the Principal" student recognition program is up and running with monthly pizza lunches with Principal Hardimon.
- The RJG Community celebrated Blue and Gold Day, with friendly staff "Olympics" organized by the Student Council and a surprise staff Flash Mob.
- Twenty one 7th and 8th grade students were accepted to the Junior District Music Festival, which took place in March.
- The MathCounts Team came in 1st place at the Chapter Competition, sending 5 students to compete in State Tournament in early March.
- The RJG Musical, "Guys and Dolls," included 6 amazing performances in March.
- Project Wellness, a one-day conference for all 7th Graders, took place on March 21st at Merrimack College.
- Trimester field trips included visits to: Peabody Essex Museum; Museum of Fine Arts; MIT Science Museum; Café Madrid, Chelmsford; Sandrine's Bistro, Cambridge; Solea Tapas, Waltham and Ixtapa in Lunenburg.
- The second annual team trivia contest was held for 7th and 8th graders.
- Teachers trained in new technology to create interactive online posters, book trailers and educational online avatars.

Acton-Boxborough Regional School District

Number of Students

Projected*

Grade	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
7	451	500	476	487	503	475	473	469	448
8	466	454	514	476	500	504	481	488	476
Other SPED	<u>18</u>	<u>22</u>	<u>21</u>	<u>23</u>	<u>20</u>	<u>19</u>	<u>14</u>	<u>12</u>	<u>13</u>
Totals	935	976	1011	986	1023	998	968	969	937
"School choice"/ tuition students included ->	3	8	9	5	2	2	8	16	11
9	463	502	470	517	478	505	514	471	486
10	442	463	501	468	521	477	497	527	474
11	438	450	477	499	465	512	475	493	523
12	382	434	439	478	495	459	508	464	489
Other SPED	<u>38</u>	<u>44</u>	<u>43</u>	<u>48</u>	<u>40</u>	<u>39</u>	<u>41</u>	<u>44</u>	<u>43</u>
Totals	1763	1893	1930	2010	1999	1992	2035	1999	2015
"School choice"/ tuition students included ->	18	56	77	71	69	47	26	25	27

* Enrollment Subcommittee Projections plus Choice

Number of Certified Staff

JH	73.50	67.90	68.30	68.50	69.80	74.50	74.10	75.10	75.30
HS	115.30	114.50	120.10	132.00	138.60	142.60	142.20	143.20	147.20
System Wide	<u>3.83</u>	<u>3.83</u>	<u>3.83</u>	<u>3.83</u>	<u>3.83</u>	<u>3.83</u>	<u>3.87</u>	<u>3.87</u>	<u>4.07</u>
Totals	192.63	186.23	192.23	204.33	212.23	220.93	220.17	222.17	226.57
Funded by "school choice" included ->			5.0 FTE	5.0 FTE	5.2 FTE	7.2 FTE	7 FTE	3.8 FTE	2.8 FTE

Average Teacher's Salary**

\$58,073	\$59,696	\$61,591	\$63,192	\$64,278	\$66,445	\$70,619	\$72,989
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** Actual 12-13 teacher's not available

Acton-Boxborough Regional School District (continued)

<u>Grade</u>	<u>Number of Certified Staff</u>								Projected
	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
JH	23.90	23.76	23.76	19.14	20.18	16.02	24.15	24.15	24.78
HS	44.38	38.46	40.86	43.29	47.49	41.05	42.83	42.83	44.59
System Wide	<u>31.39</u>	<u>33.64</u>	<u>33.56</u>	<u>33.64</u>	<u>35.51</u>	<u>32.87</u>	<u>34.02</u>	<u>34.52</u>	<u>36.02</u>
	99.67	95.86	98.18	96.07	103.18	89.94	101.00	101.50	105.39

Funded by
"school choice" 2.34 FTE
included ->

Class Size Information*

Class Size Average

JH	22.0	23.3	25.0	22.9	22.0	20.7	21.70	22.48
HS	25.2	24.8	23.2	23.2	22.1	21.8	22.10	21.60

Class Size Range

JH	15 to 30	16 to 30	18 to 33	13 to 35	11 to 33	15 to 25	14 to 28	14 to 29
HS	6 to 49	10 to 51	5 to 56	5 to 62	4 to 68	5 to 51	5 to 55	5 to 56

Number of Classes Below 20/Above 25

JH	27/37	14/37	7/53	29/46	20/25	29/0	40/20	40/28
HS	53/163	57/169	65/94	25/114	138/98	132/77	122/92	135/84

* Class size information for '12-13 can only be determined once students are assigned

2011-2012 Acton-Boxborough Regional School Committee

Brigid O. Bieber

Dennis Bruce

Michael Coppolino

Xuan Kong

Kim McOsker

Paul Murphy

Maria Neyland

John Petersen, Chairperson

Bruce Sabot

Central Administration

Stephen Mills, Superintendent

Donald Aicardi, Director of Finance

Marie Altieri, Director of Personnel and Administrative Services

Erin Bettez, Director of Community Education

Amy Bisiewicz, Director of Educational Technology

Deborah Bookis, Director of Curriculum and Assessment

J.D. Head, Director of Facilities

Liza Huber, Director of Pupil Services

School Administration

Craig Hardimon, Principal, R.J. Grey Junior High

Alexandra Callen, Principal, AB Regional High School

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Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec. 5 is directed to contact the Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton Public and Acton-Boxborough Regional School Districts to coordinate the Districts' efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.