

Acton Public, Acton-Boxborough Regional School Committees

June 7, 2012 at 7:00 p.m.

**Joint APS/AB School Committee Meeting,
including Executive Session,
followed by AB Regional SC Meeting**

at the R.J. Grey Junior High Library

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

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

**June 7, 2012
7:00 p.m. Joint SC Meeting
Including JT SC Executive Session
Followed by ABRSC Meeting**

AGENDA

- 1.0 **CALL TO ORDER** – AB Regional School Committee
- 1.1 Election of Acton-Boxborough Regional SC Officers for 2012-2013 (Policy BDA, BDB) –
VOTE – *Steve Mills*
- 1.1.1 Chairperson
 - 1.1.2 Vice Chairperson
 - 1.1.3 Secretary
- 1.2 **CALL TO ORDER** – Acton Public School Committee
JOINT SCHOOL COMMITTEE MEETING BEGINS
- 2.0 **CHAIRMAN’S INTRODUCTION**
- Thank you to Craig Hardimon, RJGJHS Principal
- 3.0 **APPROVAL of MINUTES and STATEMENT of WARRANT**
- 3.1 Minutes of 5/3/12 Joint/AB/APS SC meeting
- 4.0 **PUBLIC PARTICIPATION**
- 5.0 **JOINT SCHOOL COMMITTEE BUSINESS**
- 5.1 Superintendent’s Annual Evaluation – **VOTE** - *Xuan Kong*
- 5.1.1 Annual Consolidated Evaluation of the Superintendent of Schools
 - 5.1.2 School Committee Aggregated Summary
 - 5.1.3 Memo: Aligning SMART Goals with New Standards for Evaluation
- 5.2 JOINT SCHOOL COMMITTEE EXECUTIVE SESSION**
“to conduct strategy in preparation for negotiations with nonunion personnel”
- RETURN TO JOINT SCHOOL COMMITTEE OPEN MEETING**
- 5.3 Superintendent’s FY13 Contract – **VOTE** - *Xuan Kong*
- 5.4 Special Education Parents Advisory Council (SpEd PAC) Presentation – *Nancy Sherburn, Bill Guthlein*
- 5.4.1 Presentation slides
 - 5.4.2 On Team – *Liza Huber*
- 5.5 FY14 School Calendar: Religious Holidays – *Xuan Kong*
- 5.6 Update on Regionalization Study Committee – *Xuan Kong*
- 5.6.1 Upcoming Regional Agreement Revision Process and Timeline
- 5.7 Teacher Evaluation Pilot – *Marie Altieri*
- 5.7.1 Public Hearing: Change of Evaluation Standards

- 5.7.2 Recommendation to approve AEA Contract 2012-2013 Side Letter – **VOTE** –
Marie Altieri
- 5.8 ALG and Acton FinCom Report –*Xuan Kong (oral)*
- 5.9 BLF and Boxborough Town Meeting Report – *Maria Neyland (oral)*
- 5.10 Health Insurance Trust Report, *Kim McOsker (oral)*
- 5.11 Policy Subcommittee Update
 - 5.11.1 Student Conduct File: JIC – **SECOND READING – VOTE** - *Brigid Bieber*
 - 5.11.2 Assignment of Students from other Schools File: JCAC – **SECOND READING – VOTE** - *Marie Altieri*
- 5.12 Recommendation to Approve Non-Union Employee Benefits Manuals – **VOTE** – *Marie Altieri, manuals are posted at <http://ab.mec.edu/hr/hrcontracts.shtm>*

APS SC is adjourned. ABRSC continues.

6.0 **ABRSC BUSINESS**

- 6.1 Changes to ABRHS FY13 School Handbook – **VOTE** - *Alix Callen*
- 6.2 FY'12 and FY'13 Budget Update – *Steve Mills, Don Aicardi*
 - 6.2.1 AB FY'12 Year End Review and Expenditure Initiative, *Don Aicardi*
 - 6.2.2 Recommendation to Purchase New Computer Labs, *Amy Bisiewicz*
 - 6.2.3 FY'13 Budget: Tuition Rates – **VOTE** – *Don Aicardi*
- 6.3 Update on Lower Fields Project – *Steve Mills*
 - 6.3.1 Signed Ground Lease, 5/31/12
 - 6.3.2 Recommendation to Accept Gift from The Friends of Lower Fields (FOLF) –
VOTE – *Steve Mills (addendum)*
 - 6.3.3 Recommendation to Accept Gift from Acton Boxborough Youth Soccer (ABYS) –
VOTE – *Steve Mills (addendum)*
- 6.4 Exchange Students Policy File: JFABB – *Brigid Bieber*
 - 6.4.1 Letter from Rotary Club

Consent Calendar:

- 6.5 Recommendation to Approve Field Trip to Canada – **VOTE** – *Steve Mills*
- 6.6 FY'13 Danny's Place Lease – **VOTE** - *Steve Mills*

7.0 **FOR YOUR INFORMATION**

- 7.1 ABRHS
 - 7.1.1 Discipline Report – June 1, 2012
- 7.2 RJ Grey Junior High
 - 7.2.1 Discipline Report – June 1, 2012 (*addendum*)
- 7.3 Pupil Services
 - 7.3.1 ELL Student Population, June 1, 2012
- 7.4 Monthly ABRSD Financial Reports (*addendum*)
- 7.5 Art Student Exhibitions in Boston, Boxborough and Acton
- 7.6 Acton Food Pantry letter, Benefit Concert, June 15 at NARA
- 7.7 Pledge case update (if needed) – *Steve Mills*

8.0 **NEXT MEETINGS**

- June 21, 7:00 pm APS SC Meeting at RJGJHS Library
- June 28, 6:00 pm JT SC Annual Workshop at Blanchard School Library
- August 1 (Wednesday), 7:00 pm JT/AB/APS SC Meeting, JH Library

ADJOURN

**ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETING Draft Minutes**

Library
R.J. Grey Junior High School

May 3, 2012
7:00 p.m. Joint SC Meeting
Followed by ABRSC and APSC Meetings

<i>Members Present:</i>	Brigid Bieber, Dennis Bruce, Xuan Kong, Kim McOsker, Paul Murphy, Maria Neyland, Deanne O'Sullivan, Bruce Sabot (arrived 7:09 p.m.)
<i>Members Absent:</i>	Michael Coppolino
<i>Others:</i>	Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr

The Acton Public and Acton-Boxborough Regional School Committees were called to order by Kim McOsker and Xuan Kong, respective Acting Chairs, at 7:04 p.m.

CHAIRMAN'S INTRODUCTION

- Deanne O'Sullivan was welcomed as the new School Committee member from Acton. She and Dennis Bruce were congratulated on winning their positions in the recent town election.
- ABRHS School Committee student representatives Jacob Johnson, Tess Little, and Nikhil Manocha were thanked for their efforts this year. Xuan Kong showed a video emphasizing the importance of listening to what young people are saying.
- John Petersen was thanked for his 3 years on School Committee, most recently as ABRSC Chairman.

APPROVAL of MINUTES and STATEMENT of WARRANT

The minutes of the 3/22/12 Joint/AB School Committee meeting were approved as amended by the Acton-Boxborough Regional School Committee. Maria Neyland and Bruce Sabot abstained because they were absent. The minutes of the 3/22/12 Joint/APS School Committee meeting were approved as amended by the Acton Public School Committee.

The minutes of the 3/1/12 Joint/AB School Committee meeting were approved as amended by the Acton-Boxborough Regional School Committee. Deanne O'Sullivan and Paul Murphy abstained because they were absent. The minutes of the 3/1/12 Joint/APS School Committee meeting were approved as amended by the Acton Public School Committee. Deanne O'Sullivan and Paul Murphy abstained because they were absent.

AB Warrant #12-021 dated 4/5/12 in the amount of \$1,475,974.03, #12-022 dated 4/19/12 in the amount of \$1,799,983.71 and #12-023 dated 5/3/12 in the amount of \$1,234,791.13 were signed by the chair and circulated for signatures. APS Warrant #201220 dated 4/3/12 in the amount of \$198,881.70, #201221 dated 4/17/12 in the amount of \$167,498.32, and #201222 dated 5/1/12 in the amount of \$34,896.01 were signed by the chair and circulated for signatures.

PUBLIC PARTICIPATION - none

JOINT SCHOOL COMMITTEE BUSINESS

5.1 ALG and Acton FinCom Report

Xuan Kong reported that it would be beneficial for a small group of School Committee members to work with Don Aicardi to look at long term financial models.

5.2 Acton Town Meeting Report

Xuan reported that the school budgets/assessment passed at Acton Town Meeting, as well as the Regionalization and Lower Fields Project articles.

5.3 BLF and Boxborough Town Meeting Rep

Maria Neyland reported on the BLF and plans for Boxborough Town Meeting which begins on May 14th.

5.4 FY'12 and FY'13 Budget Update

5.4.1 FY'12 Status Report – 3rd Quarter

Don Aicardi projected that the ABRSD would end the 3rd quarter of FY12 with a \$573,714 projected year end fund balance. He highlighted observations regarding Teaching Salaries, Substitute Salaries, Health Insurance, Unemployment and Pension Fringes, Property/Casualty expenses, Utilities, Special Education Tuition, and Student Transportation. Don emphasized the importance of the establishment of an OPEB account and the option that it opens up now when extra funding is available. The Excess and Deficiency (E&D) amount as of July 1, 2011 for the Acton-Boxborough Regional School District has been certified by the DOR as \$2,238,394. This puts the District \$313,276 over the 5% statutory cap.

5.4.2 FY'13 Budget - Recommendation to Approve FY'13 TEC Bid

ABRSC VOTE

Bruce Sabot moved, Kim McOsker seconded and it was unanimously,

VOTED: to approve The Education Collaborative (TEC) bid as proposed.

APS VOTE

Xuan Kong moved, Paul Murphy seconded and it was unanimously,

VOTED: to approve The Education Collaborative (TEC) bid as proposed.

5.5 EDCO: Recommendation to dissolve the Education Collaborative for Greater Boston, Inc.

ABRSC VOTE

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

VOTED: that the ABRSC dissolve the Education Collaborative for Greater Boston, Inc. by June 30, 2012 or as soon as legally possible thereafter, and further that our representatives for the EDCO Collaborative and the Education Collaborative for Greater Boston, Inc. be authorized to take all necessary steps to transfer all programs, contracts and available assets, including the Seefurth Fund, from the Education Collaborative for Greater Boston, Inc. to the EDCO Collaborative by the close of the fiscal year on June 30, 2012, or as soon as legally possible thereafter.

APS VOTE

Dennis Bruce moved, Xuan Kong seconded and it was unanimously

VOTED: that the APSC dissolve the Education Collaborative for Greater Boston, Inc. by June 30, 2012 or as soon as legally possible thereafter, and further that our representatives for the EDCO Collaborative and the Education Collaborative for Greater Boston, Inc. be authorized to take all necessary steps to transfer all programs, contracts and available assets, including the Seefurth Fund, from the Education Collaborative for Greater Boston, Inc. to the EDCO Collaborative by the close of the fiscal year on June 30, 2012, or as soon as legally possible thereafter.

5.6 Health Insurance Trust Report

Kim McOsker reported on the 4/26/12 meeting. The Trust is projecting a loss of \$500,000 for the year, with approximately \$3.6 million in reserves. The contract with Borgatti Harrison was renewed. The Cook and Company contract will be reviewed next month. The Trustees agreed to request bids for the annual audit as well as a RFP for Stop Loss Insurance. Next meeting is May 24. Monthly meetings are held through the summer. John Petersen feels more secretarial report is required for HIT because of the

complicated nature of the topic, and the need for documentation. As a member of the public, he asked if the schools should provide secretarial support for the HIT. Xuan Kong stated that based on the number of school employees in the Trust, he felt someone from the schools should assist with the minutes. Kim will work with Dr. Mills to see what resources can be applied to this request.

5.7 Policy Subcommittee Update

5.7.1 Student Conduct File: JIC – **FIRST READING**

Liza Huber reviewed the proposed revision which combines the current JIC, JK-Student Discipline Guidelines and JK-R Suspension and Expulsion Procedures.

5.7.2 Assignment of Students from other Schools File: JCAC – **FIRST READING**

Marie Altieri reviewed the proposal saying that this a FIRST READING even though APSC looked at a earlier version that did not apply to students in grades 7 – 12

5.8 Superintendent's Evaluation

Xuan Kong reviewed the timeline and process. The School Committees evaluate the Superintendent every year. Public input is welcome by May 11. The public evaluation will be at the meeting on June 7. Steve's contract calls for the Committee to have an affirmative vote each year. An executive session will be scheduled for June 7th to decide the Superintendent's salary for next year, followed by an open meeting vote. Marie Altieri emphasized that the Districts are embracing this new evaluation method as a pilot this year. Evaluators will be in the classrooms much more often to do the evaluations. Evaluation Forms are at <http://ab.mec.edu/hr/hreducatoreval.shtml>. Dr. Mills urged the Committee to review his APS/ABRSD Staff Survey Results.

5.9 2011-2012 SMART Goals Update

Steve Mills reviewed the overall excellent progress made on this year's SMART Goals.

5.10 2012-2013 School Calendar revision (*JH/HS half days identified in addendum*)

ABRSC VOTE

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

VOTED: to approve the FY13 revised School Calendar as proposed.

APS VOTE

Xuan Kong moved, Dennis Bruce seconded and it was unanimously,

VOTED: to approve the FY13 revised School Calendar as proposed.

5.11 Religious Holidays re: School Calendar (FY14) Discussion – Decision at 6/7/12 meeting

Dr. Mills asked for the Committee's direction on these holidays before creating the FY14 calendar in the fall. He emphasized that the discussion is not about respecting people's religious beliefs, it is about managing the school. The Committee's concern is at what point does the absence of a large number of adults/staff create an inappropriate environment for school to be held?

Brigid Bieber stated that her personal preference is that religious holidays not be "no school days" on the calendar, but the school must be run appropriately. To her it is not a policy question but an administrative question about running the school. She wonders if the survey's absence responses were influenced by how the question was asked. Paul Murphy agreed with Brigid. He prefers not to have religious holidays on the calendar but knowing there are logistics involved, he can work with that. Dennis Bruce stated that he will put more consideration into this issue now but he urged that school start after Labor Day. Maria Neyland asked, "At what point does any large group end up with control that results in making us close the schools?" She continues to not support religious holidays being on the calendar. Bruce Sabot has always advocated for keeping schools closed on the holidays, but he now feels that they should be kept open. If school is open, he thinks more teachers will work despite how they responded to the survey. If schools are open on religious holidays, he felt very strongly that it be mandatory that every teacher understand the policy about tests and homework on these holidays for those who observe them. The Committee strongly agreed. Xuan Kong said that he wants a sustainable guideline, if not a policy, for the Materials for this meeting are posted on the schools' website at <http://ab.mec.edu/about/meetings.shtml>.

Administration to develop school calendars and close school on a particular day. He suggested that a regular survey be considered to see the pulse of how many staff/students might take a day off, not an annual survey.

Regarding starting school before or after Labor Day, Marie Altieri reported that 2/3 of the staff prefer starting before Labor Day based on the survey done 2 years ago. Parents were 50-50 on the Labor Day question. Marie feels it is important to start before Labor Day.

Xuan will work with Kim McOsker and Dr. Mills on a proposal for the next meeting regarding religious holidays and the school calendar.

5.12 School Committee Meeting Schedule, 2012-2013

The summer meetings will be decided at the next meeting. The meetings falling immediately after a school vacation week will be discussed at the workshop meeting. It is very difficult to collect meeting materials during a vacation week.

APS SC is suspended at 9:27 p.m.. ABRSC continues.

ABRSC BUSINESS

6.1 Proposed changes to ABRHS FY13 Student Handbook

Dr. Alixe Callen said that the Handbook Committee, chaired by Susan Atwater Rhodes, proposes a number of changes to the policies, as outlined in her memo. A new policy is proposed regarding students bringing in their own devices to use at school. The School Committee will revisit this item and vote on it at their June meeting.

6.2 Policy Subcommittee Update

6.2.1 Graduation Requirements File: IKF – **SECOND READING** – **VOTE**

Brigid Bieber explained that the packet includes information regarding increasing the math requirement that came up at the last meeting. The policy subcommittee does not recommend this and agreed with the staff that some students would be put at a disadvantage if more math was required, although most AB students already do take more. When asked why only 2 years of math is required, Dr. Callen responded that AB is by many measures a “#1 math school”. She believes it is much better developmentally to let young people choose to take more math classes than to mandate it. 100% of our ABRHS students passed the math MCAS last spring. Xuan Kong stated that graduation requirements are a statement of values. He asked Dr. Callen what her opinion is of online learning. She said that the High School offered online classes but not enough students signed up. Students like the connections to people in classes with a real teacher. AB has moved toward a hybrid model, and recognizes that more opportunities for this will come up.

The proposed Graduation Requirements policy includes a new addition of one semester of Art beginning with the Class of 2016, and an increase of credits required from 80 to 100. The change in credits was approved 1/4/07 but the policy was not changed.

Kim McOsker moved, Paul Murphy seconded and it was

VOTED: to approve the revised Graduation Requirements policy (File: IKF) as proposed.
(Yes: Bieber, Kong, McOsker, Murphy, Neyland, O’Sullivan, Sabot No: Bruce)

6.3 School Lunch Price Increase for 2012-2013 – **VOTE** –

Marie Altieri reported that the projected fund reports in the packet are very difficult to create due to all the uncertainty. Nutritional requirements change. Equipment needs repair or replacement. May and June are very volatile for food sales. Legally, the district must increase lunch prices by 10 cents.

Brigid Bieber moved, Bruce Sabot seconded and it was unanimously,

VOTED: to increase the lunch charge from \$2.10 to \$2.20 effective 8/27/12

6.4 Update on Lower Fields Project

Steve Mills reported that FOLF has secured two anchor leases for the project. JD Head is working very closely with the Town departments. All are looking forward to Boxborough's Town Meeting vote.

6.5 Update on Regionalization Study Committee

Xuan reported that the Committee is preparing for Boxborough's vote. Next meeting is May 16th.

6.6 Recommendation to Approve Gift from the Society for Science & the Public and Intel to ABRHS – Paul Murphy moved, it was seconded and unanimously,

VOTED: to accept this gift from the Society for Science and the Public and Intel with gratitude

6.7 Recommendation to Approve Gift in Memory of Mary Michelman and Carol Holley from Acton Citizens for Environmental Safety to RJGJHS Library

Bruce Sabot moved, Kim McOsker seconded and it was unanimously,

VOTED: to accept this gift from ACES to the RJGJHS Library in memory of Mary Michelman and Carol Holley with gratitude

FOR YOUR INFORMATION

7.1 ABRHS

7.1.3 Memo re Elimination of Italian 1 for next year

Principal Alixe Callen reported that a survey done a few years ago found that Italian and Latin were popular languages to offer. There was significant interest in Italian initially, but it has dropped. The small Italian classes now could not make up for the resulting larger classes for other languages. The school will continue to study what languages are popular, what best serve students and what they will sign up for.

Dr. Mills introduced Andrew Shen as the new R.J. Grey Junior High School Principal, effective July 1st.

ABRSC adjourned at 10:24 p.m. APS SC reconvenes.

Acton Public School Committee Business

8.1 Election of APS SC Officers for 2012-2013

Superintendent Steve Mills opened the floor for nominations.

Dennis Bruce nominated Kim McOsker for Chairperson of the APS SC for 2012-2013, Xuan Kong seconded the motion, and it was unanimously,

VOTED: that Kim McOsker would serve as Chairperson of the APS SC for 2012-2013

Xuan Kong nominated Dennis Bruce for Vice-Chairperson of the APS SC for 2012-2013, Paul Murphy seconded the motion, and it was unanimously,

VOTED: that Dennis Bruce would serve as Vice-Chairperson of the APS SC for 2012-2013

Xuan Kong nominated Beth Petr for Secretary of the APS SC for 2012-2013, Kim McOsker seconded the motion and it was unanimously,

VOTED: that Beth Petr would serve as Secretary of the APS SC for 2012-2013

The Acton Public School Committee adjourned at 10:28 p.m.

Respectfully submitted,
Beth Petr

List of documents used: agenda

Materials for this meeting are posted on the schools' website at <http://ab.mec.edu/about/meetings.shtml>.

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

**ANNUAL CONSOLIDATED EVALUATION
OF THE
SUPERINTENDENT OF SCHOOLS
June 7, 2012**

The School Committees would like to thank Dr. Mills for his third year of excellent work on behalf of our students and staff during the 2011-2012 school year.

This is the first year of a new format for the superintendent evaluation which follows the Massachusetts Model System for Superintendent Evaluation. The Model System for superintendents is very similar to the Administrator Evaluation System which Dr. Mills has used to evaluate his staff this year.

The Superintendent is rated in four areas: 1) Instructional Leadership, 2) Management and Operations, 3) Family and Community Engagement, and 4) Professional Culture. The School Committee members participating in this review are those who were on the Acton-Boxborough Regional School Committee and Acton Public School Committee for the 2011-2012 school year: Acton - Michael Coppolino, Dennis Bruce, Xuan Kong, Kim McOsker, Paul Murphy and John Petersen; Boxborough – Brigid Bieber, Maria Neyland and Bruce Sabot.

Dr. Mills' evaluation consists of four parts:

1. Consolidated School Committees (SC) ratings
2. Consolidated SC Comments
3. Consolidated Public Comments
4. Superintendent Survey Results – Summary of Survey February 2012

Attachments:

Memo: Steve Mills to SC, "Aligning SMART Goals with New Standards for Superintendent Evaluation" 3/9/12

MA DESE Superintendent End of Cycle Review Form – Aggregated School Committee Ratings 5/29/12

The ratings for the Superintendent's performance in various capacities and overall are shown in Table 1. The full aggregated school committee ratings are provided as an attachment. Dr. Mills was judged Proficient (meeting goals) in all categories, and in one, professional culture, the School Committee rated his performance Exemplary.

Table 1. End of Cycle Superintendent Evaluation - Ratings

	Overall	Total Met/ Proficient	Total Exceed/ Exemplary
Step 1 Progress Toward Goals			
Professional Practice Goals	Met	8	1
Student Learning Goals	Met	8	1
District Improvement Goals	Met	6	3
Step 2 Assess Performance on Standards			
Standard I Professional Practice	Proficient	7	2
Standard II Management and Operations	Proficient	6	3
Standard III Family and Community Engagement	Proficient	8	1
Standard IV Professional Culture	Exemplary	4	5
Step 3 Overall Summative Performance	Proficient	8	1
Step 4 Impact on Student Learning	Moderate	5	4

Step 1 Rating Categories for Progress Toward Goals:

Did not meet/Some progress/Significant Progress/Met/Exceeded

Step 2 & Step 3 Rating Categories:

Unsatisfactory/Needs Improvement/Proficient/Exemplary

Step 4 Rating Categories: Low/Moderate/High

Consolidated SC comments

The School Committees note three key aspects of Dr. Mills' performance as Superintendent of the Acton Public and Acton-Boxborough Regional Schools. First, Dr. Mills provides a unified vision – the Long Range Strategic Plan (LRSP), Smart Goals, Investment Budget – all tie together and all support improved professional development and improved instruction. Second, Dr. Mills has established a high standard for professional conduct and exemplifies this standard in his daily work. Third, Dr. Mills is willing to act in a timely manner, even when problems are complex and controversial.

The LRSP, which is both comprehensive and specific, was one of Dr. Mills' key accomplishments this year. Most importantly, Dr. Mills used this Plan to guide the development of the investment budget and the Smart Goals for the annual district improvement plan. This five year plan provides a shared vision for the School Committees and staff to focus their energies and to build future budgets.

Dr. Mills sets high standards for himself and consistently communicates the need for everyone in the schools to hold themselves to high standards. As noted last year, "Dr. Mills has continued to lead the Districts with transparency. ... he says what he believes, he communicates what he intends to do and then he does it." Dr. Mills' decision to survey the staff and publish the results perfectly exemplifies his commitment to transparency and self-improvement. The survey (84% participation rate) provides objective evidence of Dr. Mills' performance; more than 40% of the survey respondents strongly agreed and more than 75% agreed or strongly agreed with the statements that Dr. Mills:

- has high expectations of staff,
- makes difficult decisions,
- has high expectations of self,
- has a strong work ethic,
- actively pursues ways to improve the district, and
- maintains students as the center of work and goals.

His willingness to go above and beyond was visible in his decision to open the schools to residents twice in the Fall when large segments of Acton and Boxborough lost power, and citizens of both communities were adversely affected.

Dr. Mills made an early strategic decision to support the Lower Fields project while there was uncertainty about the financial impact, and even its feasibility. Through his willingness to commit early and to then modify plans as needed once more information became available, Dr. Mills played a critical role in shepherding this project through both Town Meetings. Dr. Mills also helped establish a key role for the schools and provided resources to support the Health Care Plan Design Working Group. From the perspective of the Acton Public Schools, funding sources for teaching assistants is a highly-charged and emotional topic. Nonetheless, Dr. Mills worked diligently to provide a better system for funding assistants and, where appropriate, standardizing some aspects of the billing, compensation and reporting processes.

The goal of every performance evaluation should be to provide meaningful feedback to help the individual grow in his performance. The SC looks forward to the Superintendent's report on the impact of the new budget analyst on work flow in the central office.

While the quality of problem analysis provided by Dr. Mills and his staff continues to improve, the SC expects to see more in depth analysis particularly with regard to CASE and in-district special education services.

Finally, "It's All About Instruction" must ultimately deliver improved education. The SC is fully aware of the challenges in measuring the quality of the education we provide to each student. We expect the Superintendent and staff to embrace these challenges whole-heartedly using the tools already in place, as well as through new performance measures the MA Department of Elementary and Secondary Education has made available.

While many districts have been plagued with brief tenures in the superintendent's position, we are very pleased that Dr. Mills is committed to continuing his service to Acton and Boxborough. Overall, the School Committees feel extremely fortunate to have such a dedicated and talented Superintendent, Dr. Stephen Mills.

Consolidated Public comments

The school committees solicited public comment on Dr. Mills' performance and received three responses. All three comments were highly supportive of Dr. Mills and his contributions to the Acton and Acton-Boxborough schools. In particular they noted his honesty and transparency, as well as his willingness to promptly address issues.

Superintendent Survey – Summary of responses

Question	Strongly Agree		Agree		Do Not Agree or		Disagree		Strongly Disagree		N/A		Rating Average	Response Count
Has high expectations of staff	164	45.9%	150	42.0%	24	6.7%	0	0.0%	0	0.00%	19	5.3%	4.41	357
Makes difficult decisions	160	45.1%	130	36.6%	30	8.5%	2	0.6%	0	0.00%	33	9.3%	4.39	355
Has high expectations of self	157	43.7%	128	35.7%	31	8.6%	1	0.3%	0	0.00%	42	11.7%	4.39	359
Has a strong work ethic	155	43.4%	124	34.7%	35	9.8%	1	0.3%	0	0.00%	42	11.8%	4.37	357
Actively pursues ways to improve the district	149	41.7%	156	43.7%	30	8.4%	2	0.6%	1	0.28%	19	5.3%	4.33	357
Maintains students as the center of work and goals	145	40.6%	136	38.1%	46	12.9%	1	0.3%	0	0.00%	29	8.1%	4.30	357
Understands and complies with state and federal laws, School Committee policies and contracts	141	39.6%	133	37.4%	33	9.3%	0	0.0%	0	0.00%	49	13.8%	4.35	356
Is approachable	134	37.3%	146	40.7%	46	12.8%	7	2.0%	1	0.28%	25	7.0%	4.21	359
Surrounds himself with a strong leadership team	132	37.2%	139	39.2%	40	11.3%	12	3.4%	3	0.85%	29	8.2%	4.18	355
Represents the districts well to the School Committee	132	36.9%	143	39.9%	40	11.2%	3	0.8%	0	0.00%	40	11.2%	4.27	358
Is a role model for others throughout the district	124	35.1%	146	41.4%	51	14.5%	9	2.6%	1	0.28%	22	6.2%	4.16	353
Represents the districts well in the community	125	34.8%	158	44.0%	43	12.0%	1	0.3%	0	0.00%	32	8.9%	4.24	359
Develops a budget that uses available resources to	123	34.6%	146	41.0%	37	10.4%	7	2.0%	3	0.84%	40	11.2%	4.20	356
Is willing to engage in difficult conversations	123	34.5%	120	33.6%	53	14.9%	3	0.8%	0	0.00%	58	16.3%	4.21	357
Fosters trust and mutual respect	123	34.3%	167	46.5%	44	12.3%	5	1.4%	1	0.28%	19	5.3%	4.19	359
Inspires others to learn and grow and to improve their	121	34.1%	155	43.7%	48	13.5%	7	2.0%	0	0.00%	24	6.8%	4.18	355
Has convictions in his ideals despite unpopular response	121	34.0%	150	42.1%	41	11.5%	0	0.0%	0	0.00%	44	12.4%	4.26	356
Works well with union leadership and helps resolve	120	33.8%	131	36.9%	33	9.3%	1	0.3%	0	0.00%	70	19.7%	4.30	355
Has appropriate budget priorities	116	33.5%	142	41.0%	39	11.3%	5	1.5%	1	0.29%	43	12.4%	4.21	346
District goals are well developed and focus on improving	118	33.2%	163	45.8%	41	11.5%	14	3.9%	0	0.00%	20	5.6%	4.15	356
Inspires confidence as a leader	113	31.6%	172	48.0%	42	11.7%	9	2.5%	4	1.12%	18	5.0%	4.12	358
Is effective in his role in the districts	108	30.1%	194	54.0%	33	9.2%	4	1.1%	0	0.00%	20	5.6%	4.20	359
Successfully engages all stakeholders in a shared	101	28.1%	125	34.8%	63	17.6%	9	2.5%	3	0.84%	58	16.2%	4.04	359
Addresses student health and safety	95	26.8%	145	41.0%	45	12.7%	2	0.6%	0	0.00%	67	18.9%	4.16	354
Has strong written and verbal communications skills	95	26.5%	142	39.7%	73	20.4%	13	3.6%	3	0.84%	32	8.9%	3.96	358
Is a clear and effective presenter	92	25.6%	156	43.3%	54	15.0%	38	10.6%	8	2.22%	12	3.3%	3.82	360
Reviews all options and effectively solves problems	90	25.2%	123	34.5%	64	17.9%	7	2.0%	0	0.00%	73	20.5%	4.04	357
Addresses the emotional and social needs of students	82	23.4%	120	34.3%	64	18.3%	5	1.4%	0	0.00%	79	22.6%	4.03	350
Develops strong and effective relationships with staff	83	23.1%	127	35.3%	90	25.0%	21	5.8%	3	0.83%	36	10.0%	3.82	360
Plans and leads well-run and engaging meetings	81	23.0%	118	33.4%	69	19.6%	9	2.6%	2	0.57%	74	21.0%	3.96	353
Is organized	79	22.2%	120	33.7%	66	18.5%	3	0.8%	0	0.00%	88	24.7%	4.03	356
Is an effective instructional leader	77	21.6%	149	41.7%	73	20.5%	6	1.7%	1	0.28%	51	14.3%	3.96	357
Is visible throughout the school district	70	19.6%	135	37.8%	81	22.7%	25	7.0%	8	2.24%	38	10.6%	3.73	357
Gets back to staff and parents in a timely manner	56	15.7%	73	20.5%	79	22.2%	4	1.1%	1	0.28%	143	40.2%	3.84	356
Works well with parents	47	13.0%	72	19.9%	95	26.3%	1	0.3%	0	0.00%	146	40.4%	3.77	361
Handles staff discipline effectively	41	11.6%	59	16.6%	96	27.0%	2	0.6%	1	0.28%	156	43.9%	3.69	355
Visits classrooms frequently	26	7.3%	82	22.9%	92	25.7%	58	16.2%	19	5.31%	81	22.6%	3.14	358

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

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	<u>Dr. Steven Mills</u>		
Evaluator:	<u>Acton, Acton-Boxborough School Committees</u>	<u>Aggregated Results from Nine School Committee Members</u>	<u>May 29, 2012</u>
	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"/>	X	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate <input checked="" type="checkbox"/>	High <input type="checkbox"/>
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Step 5: Add Evaluator Comments

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

Comments:

See consolidated School Committee Comments for narrative review

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	Move all Administrators to a performance based evaluation system using the new Massachusetts regulations for educator evaluation. Survey all staff for feedback about School Based and Central Office leadership to inform evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Student Learning						
2	Identify/Create Learning Goals for all grade levels and disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement						
3	Complete Long Range Strategic Plan that reflects vision, values and goals to guide the district over the next five years. Obtain approval for budget that supports the Long Range Strategic Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
4	Continue to hire and retain 100% highly qualified staff. Prepare to implement pilot for new teacher evaluation system, negotiate health insurance design changes, evaluation system and schedule B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other Goals (if any)						
5	Continue the supporting role of the facilities department by reducing energy costs and consumption, integrating strategies into the curriculum and obtaining grants and recognition for reducing carbon footprint. Bring forward and support Lower Fields project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
6	Increase access to technology for all students, including high school students' email and curricular access through abschools. Pilot abschools at ABRHS for staff and student email, Google applications and curricular support in preparation for K-12 rollout in FY '13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
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"/>	X	<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"/>	X	<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"/>	X	<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"/>	X	<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"/>	X	<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:

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

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



	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"/>	X	<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"/>	X	<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"/>	X	<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"/>	X	<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"/>	X	<input type="checkbox"/>

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

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ 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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:

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

Superintendent's Performance Rating for Standard IV: Professional Culture

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

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

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

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

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

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.



Spring Presentation to School Committee 2011-2012 School Year

Presented by





Our Thanks

- There are many folks we'd like to thank this evening.
 - School Committee members, particularly Paul Murphy & Mike Coppolino as PAC Liaisons this year
 - School staff and Administrators
 - AB SpEd PAC members & 2011-12 officers



2011-12 Deliverables

- Special Education Parent Handbook
- Special Education Parent/Guardian Survey Analysis
 - Improved parental perceptions particularly among families with students on the Autism Spectrum
- Launch of new AB SpEd PAC website
- Analysis of 2011 MCAS performance



Positive Outcomes

- Partnership between Pupil Services and Community Education - 2012 pilot summer program for Autism Spectrum students with social skills goals
- Group to explore how to better integrate regular and special education student progress reporting
- PAC partnership with Acton Recreation to explore offering more special education accessible programs/events in town



Regrets

- Special education spending cuts in the FY'13 level service budget
- Long lead time on full implementation of Connections IV program
 - Look forward to feedback on cost analysis
- Weak ELA student growth at R. J. Grey
- Surprise issues impacting special education students
 - Elimination of the half team at R. J. Grey
 - Decision to replace full-time special education staff with part-time staff
- Continued parent concerns regarding fear of reprisal from district if speak freely



Hopes

- Development of quality in-district programming to reduce OOD costs.
 - Connections IV at high school
 - Grade 4-6 special education services at Douglas for K-6 continuum of services
- Grow summer and extracurricular programming for special education students
- Increase stakeholder inclusion in decision making related to special education programs and services
- Better integration of regular and special education student progress reporting to families



Addendum

- A. Additional slides
- B. At our website – www.abspedpac.org you can find:
 - 2011 Special Education Parent Handbook
 - 2011 Parent/Guardian Survey Report
 - 2011 ABRSD & APS MCAS Reports (once completed)



Attachment A

The following slides provide additional detail not presented orally due to time constraints.



2011-12 AB SpEd PAC Officers

- Co-Chairs: Nancy Sherburne & Bill Guthlein
- Secretaries: Valerie Ryan & Cynthia Overman
- Past PAC Chair: Stephen Lowe

- School Committee Representatives: Paul Murphy & Mike Coppolino

- We want to thank Paul Murphy & Mike Coppolino for their invaluable support and guidance to the AB SpEd PAC.



Goal 1: Service to the Community

- Maintain online Parent-to-Parent support forum, general distribution list & PAC website:
www.abspedpac.org
 - Our site and distribution lists continue to provide regular information and support to families.
- Provide ongoing support to individual families
 - The PAC regularly supports individual families by phone, email, in person and through meeting support.
- Complete Special Education Parent Handbook
 - Released & distributed electronically in Dec. 2011.



Goal 1: Service to the Community

- Present and co-host community events and parent education speakers/ workshops
 - Dec. 9th, Family Pizza & Movie Night: “Rio”
 - Jan. 11th, “Turning 14: Planning for Adulthood”
 - Mar. 14th, “An IEP for My Child”
 - Dec. 9th, Family Pizza & Movie Night: “Rio”
 - Apr. 10th & 11th, Co-hosted with Pupil Services two Bullying Prevention Training sessions for Parents



Goal 2: Strengthening PAC-Pupil Services Relationship

- Continue regular monthly meetings between Liza Huber and PAC Chairs to facilitate communication and strengthen partnership between PAC & Pupil Services
- Continue quarterly meetings with Pupil Services and PAC Board to discuss district special education programs
- Increase parent opportunities to participate in on-going planning, development and evaluation of the district's special education programs (per MGL Ch. 71B Sec. 3)



Goal 3: 2011 Survey Key Findings

- Modest positive trend in parent satisfaction with special education programs and services
 - Increased satisfaction with bullying prevention and intervention strategies employed by district
 - Strong positive opinions about the IEP process and communication with the district
- Gap between Autism Spectrum & Specific Learning Disability parent satisfaction closed significantly since 2008



Goal 3: 2011 Survey Key Findings

- Significant decrease in parent satisfaction with progress reporting from 2008 - parents unable to understand student progress in relation to grade level curriculum standards
 - Nov./Dec. On Team dedicated to clarifying student progress reporting
 - Pupil Services creating small group of regular educators, special educators and parents to discuss reporting enhancements over summer. Recommendations will be embedded in Fall staff training



Goal 3: 2011 Survey Key Findings

- Continued parent concern regarding accessibility of before/after school and extended year/summer programming for students on the Autism Spectrum
 - Three-week, half-day pilot summer program this year for students with social skill IEP goals
- 23% of survey respondents continue to fear negative consequences if speak freely with the district – not special education specific feedback
- Material decline since 2008 in parents' belief that child's disability was considered prior to addressing behavior concerns at school



Goal 4: 2011 MCAS Key Findings

- 2011 Math SGP of all students including SpEd was terrific - top 10% in state
 - Special education SGP at R. J. Grey was 71.5 - 97% across the state – higher than both Lexington & Westford
- 2011 ELA student growth for 8th grade special ed. students was lower than aggregate - SGP of 38.5
 - This same group of students had a 2011 Math SGP of 63 so students appear capable of higher growth
- In aggregate R. J. Grey was 32nd percentile across state in ELA SGP. While growth was lower, achievement was high – in top 10% in state
 - However, average SGP of top 60 districts in state (R. J. Grey ranked 30th) was 61 while R.J. Grey was only 45 – other top performing districts grew students more



Goal 5: New PAC Website

- We launched our new, improved website in early February, 2012 - a big thanks to Karl Brace, our webmaster, for his work
- We've received positive feedback from parents, professionals and other districts regarding the new site



Goal 6: Parent Outreach

- We hosted a pizza and movie night for families in December
- We completed and released the Special Education Parent/Guardian Handbook mid-year, which is a wonderful new resource for families
- We held a couple of meetings during the school day to try to reach families unable to come out in the evenings



Massachusetts General Law

Chapter 71B Section 3

- “...The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee’s special education programs...”



May/June 2012

Dear Parents and Guardians,

The Acton-Boxborough Special Education Parents Advisory Council (AB SpEd PAC) completed its 2011 Parents Survey, Summary of Findings. I encourage you to read its report on the link:

http://www.abspedpac.org/Documents/2011_Survey_Report.pdf

With gratitude, the Pupil Services Department has accepted this report as one of many paths of hearing input from parents. During my tenure, Pupil Services has made great strides in listening to the concerns expressed by parents/guardians, as a group and as individuals. Every concern is always weighed objectively and fairly. In upholding these aforementioned principles, this newsletter is a platform for reflections, discussion and next steps.

The Pupil Services Department has taken the survey results verbatim and created some dialogue to address these issues and weigh them accordingly. Both school and home share this unity of discussion and openness in helping our children succeed now in school and later in life by providing them with life-time skills.

Highlighted Observations

Modest Positive Trend

PAC Survey 2011: Parents indicated increased satisfaction with bullying prevention and intervention strategies implemented by the district; the satisfaction gap between parents of students on the Autism Spectrum versus parents of students with Specific Learning Disabilities narrowed by more than half; parents continued to express strong positive opinions about the IEP process and communication with the district.

Discussion and Next Steps: We will continue with our safety and wellness initiatives. We have made great strides in our communication processes with parents/guardians. We will continue to review with our administrators and faculty the bullying requirements so that prompt and efficient action can take place wherever bullying is present (Question 40 in the PAC Survey). It goes without saying that we want to create an environment in which all students feel safe {from bullying}, everywhere – school, at lunch, hall and recess. We will review the data of incidents, especially in unstructured situations, continue to increase our supervision where needed and emphasize to our students that a core curriculum involves the acceptance of differences and mutual respect. These goals will be done through discussion, training, and charting of data to ensure compliance.

Every parent's opinion is important. We will study the data (2011 Parent Survey, school reports, anecdotes from parents, students, staff, faculty, administrators, etc.) to determine the depth of this concern. By teaching core values, (the acceptance of differences, respect for each other, integrity, etc.),

we hold these principles as part of the “educated child”. Supervisory issues and full implementation of our policies and procedures, highlighting the elimination of bullying and preventative steps in creating a safe environment for learning, will address these factors.

Key Observation #1

Progress Reporting

PAC Survey 2011: Parents’ satisfaction with progress reporting about their special needs child decreased materially from 2008, moving against the modestly positive overall survey trend... *(There is)* a common misconception about what information is contained in IEP progress reports versus report cards.

Discussion and Next Steps: Progress reports are instruments which ensure that the goals of the IEP determine that the child is making adequate gains, as outlined by the level of mastery which is defined for each child in his/her respective IEP. That said, when a child is integrated into regular education classes, it is important to apply the above statement to regular education and to document the interconnectedness between the IEP goal and how that goal is applied and implemented in regular education. In our November/December 2011 OnTeam newsletter, Pupil Services devoted the entire communiqué to progress reports as an initiative in this area of achievement. This summer 2012, several small group discussions will be scheduled to consider a common framework for sharing information regarding student progress. Potential enhancements would be embedded in our annual professional development training for staff.

Underlying the paper trail of progress reports is a critical mandate: improvement of regular education for all students. In inclusion, we concentrate on effective teaching practices and strategies that improve educational outcomes and achievement for both regular and special education students.

Key Observation #2

Before School, After School & Summer Programming

PAC Survey 2011: An analysis by primary disability showed that parents of children with Specific Learning Disabilities were very satisfied with extracurricular programming, whereas parents of children on the Autism Spectrum were very dissatisfied, while parents of all other primary disabilities (about half of survey respondents) were moderately dissatisfied.... No measurable progress has been made to resolve parent concerns regarding children’s access to before and after school programs or enhanced summer programs.

Discussion and Next Steps: This upcoming summer 2012, Pupil Services is partnering with Community Education to pilot a social skills program for students with intensive social skills goals in their IEP. The pilot program will run for three weeks, July 9 – July 27, 2012, through the Acton Escapades program offered by Community Education. A Special Educator will be on site to oversee the program and a Special Education Assistant will support each group of students. The district will be responsible for most of the expense of the pilot, but will ask families for a modest contribution of \$50/week per student or

\$125/ 3 weeks per student. Based upon financial hardship, a parent may request relief from the Director of Pupil Services.

Key Observation #3

Speaking Freely without Negative Consequences

PAC Survey 2011: In 2011 almost one in four parents (24 respondents, 23% of total respondents) expressed concern about retribution from speaking freely by “Disagreeing Somewhat or Strongly” with the statement “I feel I can speak freely with district staff and disagree with my child’s special education program or services without negative consequences for me or my child.”

Discussion and Next Steps: Every parent has the guaranteed right to express their opinions without fear of retribution or displacement of that retribution on his/her child. We will continue our efforts in being open with our discussions, seeking advice, and offering honest opinions of our approaches to solving problems. We believe in a collaborative model to resolve differences and this transparency encourages trust. The more communication we have with parents, the more opportunity we have to mutually bond in our thinking. That said, we will discuss with our principals possible new initiatives to create a parent environment in which mutual ideas continue to be respected. The outcome of all our efforts will yield a direct connection with our parents.

Other Observations

Parents Modestly More Satisfied

PAC Survey 2011: This trend was strongest in questions about bullying and communication with the school district regarding IEPs and pullout therapies.

Difference Narrowed between Specific Learning Disability and Autism Spectrum Disorder Families

PAC Survey 2011: The 2008 survey identified a wide disparity of satisfaction among parents of children with a Specific Learning Disability (SLD) who were highly satisfied with district programs and services and parents of children on the Autism Spectrum (ASD) who were highly dissatisfied with programs and services. In 2011 this disparity was still evident, but at a greatly diminished level, mostly as a result of autism parents expressing more favorable opinions....

Discussion and Next Steps: We will continue our efforts in reaching out to all parents irrespective of the disability of their child. It appears that Parents who have children with ASD are coming closer to the average in the 2011 survey. For the most part, the predominant concern is before and after school programming. This year, in collaboration with our principals, we will study and review options that children have before and after-school with particular emphasis on students with disabilities.

Bullying

PAC Survey 2011: In 2008 parents expressed dissatisfaction with the schools' bullying programs. This year parents expressed a more neutral opinion, which was an improvement over the 2008 results.

Class Size

PAC Survey 2011: Consistent with 2008 results, parents again strongly expressed the opinion that class sizes are having a detrimental impact on their child's progress.

Discussion and Next Steps: This has been a question on the forefront of the parent and school agendas. It is a complex question for parents, faculty, administrators, and school committee members. Pupil Services has shared these parent concerns with the higher administration.

Independent Evaluations

PAC Survey 2011: ... Parents continued to express concern about the consideration given to Independent Education Evaluations by the IEP Team. More than half the respondents (n=53) disagreed with a statement that equal weight and consideration was given to reports created by independent specialists.

Discussion and Next Steps: Whenever new data, for example, a new evaluation -- independent or in-school, is presented the Team is required to review the data objectively and fairly and share with Team members their opinions about the new data. The Team is a place where everyone has the opportunity to think through what makes sense for the child's educational program and how the Team will help through the IEP process. We will initiate a review with IEP school team members of how independent and in-school data are complementary and weighed for their value and worth in helping the child succeed in school.

Consideration of Disability re: Behavior

PAC Survey 2011: There was a material decline in parents' perceptions that their child's disability was considered before addressing any behavior problems.

Discussion and Next Steps: All circumstances must be weighed before consequences are assigned. To understand the antecedents of behavior (what triggered the behavior, the disability involved and how and if it affects the child, extenuating circumstances that may have an influence on the outcome {behavior}), is an important step, and a pre-requisite in the decision-making matrix of dealing with the child's behavior. Through our annual trainings with faculty and administration, we will reinforce regulatory requirements on this topic, and facilitate discussions accordingly.

Open-Ended Responses

PAC Survey 2011: We recommend that you read the included selection of thoughtful open-ended parent comments...of this report to gain a fuller understanding of parents' perspectives on special education in the Acton and Acton-Boxborough school districts.

Discussion and Next Steps: We will initiate discussions within our department and with principals on every open-ended comment that has been written by a parent in this survey. Moreover, principals have requested and received survey results. It is important that all parties have the opportunity to reflect on these comments and to prioritize them for further action.

Again, we thank the parents for their commitment to filling out the PAC initiated survey. The parent "voice" is important to us so that we may continue to excel and provide an exceptional experience in learning and achievement for students.

We continue to invite our parents to share their views with us through face-to-face interactions or writing. Together, we are united in our approach in providing better learning experiences for your children. With that conviction, we listen to your responses, prioritize them, and discuss them with you and the schools so that we may enhance our own learning as well.

During school year 2012-13, to reinforce our paths to listening and learning from parents, Pupil Services will conduct a survey to parents to complement the Parent Advisory Committee's work this year.

We hope you have a wonderful summer experience relaxing, enjoying your family, and learning in alternative environments. Have a safe summer.

Sincerely,

Liza Huber

Liza Huber
Director of Pupil Services



Co-Chair: Nancy Sherburne (978) 635-0968 nsherburne@mindspring.com
Co-Chair: Bill Guthlein (978) 263-0610 william.guthlein@verizon.net
AB SpEd PAC Website <http://www.abspedpac.org>

To: Dr. Stephen Mills, Superintendent of Schools
From: Xuan Kong and Kim McOsker
Chairs of ABR/APS School Committees
Subject: School Calendar: School Closings on Certain Religious Holidays
Date: June 7th, 2012

At the May 3rd Joint School Committee meeting, you requested that the School Committees provide you and your staff with guidance on developing future school year calendars, particularly on whether to continue the practice of closing schools on the three religious holidays currently on our school calendar.

It is the sense of the Acton Public School and Acton-Boxborough Regional School Committees that schools shall be in session unless the Superintendent of Schools determines that the essential education mission and student safety will be compromised due to the absence of a large number of staff observing the religious holidays of their faith.

The Acton Public School and Acton-Boxborough Regional School Committees would like to re-affirm its recognition that our community has diverse cultural, ethnic, religious and social traditions which should be understood through educational practice. We shall recognize and honor our differences. Students and staff will be encouraged to appreciate and accept ethnic and religious diversity. We shall be respectful of the beliefs and practices of others.

The Superintendent of Schools should ensure that all administrators and staff properly follow the attached School Committee Policy and Procedures on Observing Religious Holidays. The procedure stipulates the expectation on instructional practice, homework and test scheduling, and other aspects of accommodating and respecting religious beliefs and practices of our community members.

SCHOOL CEREMONIES AND RELIGIOUS HOLIDAY OBSERVANCES

The Acton Public Schools and the Acton-Boxborough Regional School Districts observe the establishment clause of the first amendment to the Constitution which guarantees both the separation of church and state and also the right of an individual to free speech. The School Committees understand that there can be a tension between these two parts of the first amendment. The schools must also respect the laws of the Commonwealth of Massachusetts.

In addition, we recognize that in any group there are diverse cultural, ethnic, religious and social traditions which should be understood through educational practice. We shall recognize and honor our differences, not ignore them. Students and staff will be encouraged to appreciate and accept ethnic and religious diversity. We shall be respectful of the beliefs and practices of others

LEGAL REF.: 603 CMR 26:05

SCHOOL CEREMONIES AND RELIGIOUS HOLIDAY OBSERVANCES

Instructional Practices

1. A good education acknowledges the importance of studying about religion. This study would include such learning activities as an analysis of the role of religion in culture and an appreciation of its importance in order to reach a balanced understanding of civilization and society.
2. The treatment of religion in the schools will meet the Supreme Court's constitutional boundaries set forth in the three-part test of Lemon v. Kurtzman: (1) the activity must have a secular purpose, (2) the principal or primary effect of the activity must be one that neither advances nor inhibits religion, (3) the activity avoids excessive governmental entanglement with religion.
3. Teachers will be sensitive and knowledgeable about the diversity of religious beliefs of the students in their classes. Instructional practices will balance religious beliefs so that all students will feel included; no student will be required to participate in class activities associated with religion if unwilling, or if a parent expresses unwillingness.
4. Community resources and personnel should be used whenever possible by the schools when activities related to religious holidays are planned and implemented.
5. The school system calendar will indicate religious holidays affecting a significant proportion of our population. The school system will indicate holidays that will have an impact upon student participation in school activities.
6. Students will be accommodated if they request of the teacher that they be excused from participating in activities involving religion and/or if they are unable to participate in regular activities due to religious observances. Written parent permission should accompany such student requests.
7. The school will use the standard grievance procedure to resolve differences resulting from the implementation of these guidelines (e.g., appeal to teacher, to principal, superintendent, to the school committee).

Homework and Tests

8. As stated in the School Committee policy, we recognize that our school community is comprised of individuals with diverse religious, ethnic, cultural, and social backgrounds. It is our intent to respect our differences and maintain a liberal view of others. Consistent with this, the school system accommodates individual differences in religious observance. Thus, if a student is affected by a religious holiday that is not observed with a school wide closing, that student will be allowed to have additional, reasonable time to complete assignments and assessments that conflict with their holiday observance even in the event that the student attends classes on that day.

Curriculum Content

9. As part of a study about the role religion plays in history, culture and the arts, teachers may use religious symbols, art, and music as well as literature drawn from a religious tradition.

Sports and Extra-Curricular Activities

10. School sports, tryouts and extra-curricular activities should be scheduled so that students will be accommodated if unable to participate due to their observance of a religious holiday.

Activities, Displays and Exhibits

11. Holiday displays and exhibits in classrooms and schools will be designed to help students appreciate the variety and value of religious traditions in the world. These displays shall not be solely focused on one or two specific holidays. Activities must have an instructional purpose. The principal effect of the activity must be one that neither advances nor inhibits religion.

Programs and Observances Related to a Religious Holiday

12. Programs (assemblies, plays or other activities) conducted during any religious holidays should be evaluated as to their purpose and effect. Their presentation, content, theme or timing must be secular/educational.

The Use of Religious Music

13. Music programs should be planned in accordance with the music curriculum objectives. (See also 2, 3, and 6 above.) Music instruction and performance will be designed to help students appreciate the variety and value of cultural and religious traditions in the world.

*Approved 10/7/94 and 10/13/94 by the Acton Public and Acton-Boxborough Regional School
Procedure #8 revised to reflect current practice on 6/25/07.*

To: Acton-Boxborough Regional School Committee
Fr: Regional School District Study Committee
Re: Revision of the Acton-Boxborough Regional Agreement

June 1, 2012

The Regional School District Study Committee recommends the following:

- That the Regional School Committee re-commission the current six member Study Committee to draft a revised Regional Agreement;
- That a member of the Acton Board of Selectmen, the Boxborough Board of Selectmen, the Acton Finance Committee, and the Boxborough Finance Committee, be appointed by their respective boards/committees as ex-officio members of the Regional School District Study Committee;
- That an Acton Public/Acton-Boxborough Regional Administrator and a Boxborough Administrator also be invited as ex-officio members of the Regional School District Study Committee;
- That the Regional School District Study Committee and Regional School Administration pursue grant funding to support the necessary legal, financial study, and transition costs;
- That a "preliminary draft" of a revised Regional Agreement be presented to the Acton-Boxborough Regional School Committee, public boards and members of the community in October 2012;
- That a "final draft" of a revised Regional Agreement be presented to the Acton-Boxborough Regional School Committee in January 2013;
- That the Regional School District Study Committee work with the Acton-Boxborough Regional School Committee to develop a revised Regional Agreement acceptable to the Regional School Committee;
- That the Regional School District Study Committee help communicate the changes in the revised Regional Agreement to the Boards of Selectmen and Finance Committees in addition to the members of the two communities; and
- That the Regional School District Study Committee provide whatever assistance is appropriate to the Acton-Boxborough Regional School Committee in preparation for, and at, the two Town Meetings, on the same night, in the spring of 2013.

The members of the Regional School District Study Committee have enjoyed the experience of getting this project to this point and would welcome the opportunity to continue to bring it to a successful conclusion.

Please advise.

June 1, 2012

Regional School District Study Committee Proposed Timeline and Milestones for Full Regionalization Process

June 2012	Regional School District Study Committee (RSDSC) develops timeline and identifies issues for discussion and decision-making re the revised agreement
Summer 2012	RSDSC meets with various stakeholders regarding key issues for a revised regional agreement
Summer 2012	RSDSC drafts a new regional agreement
Fall 2012 (October)	Preliminary draft agreement is circulated for input from RSC, local SCs, Selectmen and Fincom from each town as well as parents, teachers and others
Fall 2012	Legal and financial review by subject matter experts
Fall 2012	Public meetings to solicit input on preliminary draft agreement
Dec. 2012	Finalize draft regional agreement
Jan. 2013	Submit draft agreement to RSC for approval and to DESE for review/approval
Jan – April 2013	Public outreach
April 2013	Town Meeting votes on new regional agreement

Assuming both towns approve the new regional agreement:

May 2013	Submit the new regional agreement to DESE for Commissioner's approval
Spring/Summer 2013	Appoint/elect members for interim school committee for new regional district; three existing committees continue to operate the three districts
Fall/Winter 2013	Interim Regional School Committee develops FY15 budget for new region for town meeting approval; also develop policies and negotiates union contract
Spring 2014	Elect new permanent regional school committee members
Spring 2014	Town Meeting votes on new regional budget for FY15
July 2014	New regional school district becomes operational for FY15 and other local school districts cease operations

Personnel Office
Acton Public Schools
Acton-Boxborough Regional Schools

TO: Acton Public School Committee
Acton-Boxborough Regional School Committee

DATE: June 1, 2012

FROM: Marie Altieri

SUBJECT: Teacher Evaluation Pilot Letter of Agreement

Attached is a Letter of Agreement to be added to the AEA contract for the 2012-2013 Pilot of the new teachers' evaluation system. I have also included the slides that I presented at your March 1, 2012 School Committee meeting detailing the new Massachusetts Regulations for Educator Evaluation.

Our districts are required to implement the new system beginning in September of 2013. We have had a task force working since January 2011 to update our teacher evaluation system and integrate the new state regulations. We are using the new regulations this year (2010-2011) for the Superintendent, Principals, and Central Office Administrators. We are ready to pilot with teachers beginning in September 2012. Piloting with the teachers will provide a great deal of information that will enable us to fully implement the system with all teachers in September 2013 as required. The participation guidelines and process are outlined in the attached Letter of Agreement.

Since evaluation is defined in the AEA contract, we need to have this pilot contract language ratified by the AEA and voted by the School Committee. The AEA ratified the Letter of Agreement on Thursday May 31, 2012. We are also required by law to have an open hearing when changing standards for teacher evaluation. While we presented the details on March 1, 2012, tonight's meeting will serve as the public hearing.

If you would like any more information, please look at the posted March 1 School Committee packet at <http://ab.mec.edu/about/packets11-12/03-01-12-JT-SC-packet-addendum.pdf>, or go to the DESE website educator evaluation page at <http://www.doe.mass.edu/edeval/>.

We ask that you vote tonight to approve the letter of agreement for the 2012-2013 teacher evaluation pilot. I am happy to answer any questions that committee or the public may have.

Thank You,

Marie Altieri
Director of Personnel and Administrative Services

Letter of Agreement 2012-2013 Teacher Evaluation Pilot

As part of the *2010-2013 Agreement Between the Acton-Boxborough Regional School Committee and the School Committee of the Town of Acton and the Acton Education Association*, all parties appointed members to a committee to examine the current model of teacher evaluation, the new Massachusetts Regulations on Teacher Evaluation, and other models consistent with the new framework.

The parties agree to pilot a new evaluation model for the 2012-2013 school year with the following provisions:

Participation

1. All teachers who do not have Professional Status will be evaluated using the current contract language.
2. Professional Status teachers for whom 2012-2013 is an observation year will be observed and evaluated as part of the pilot group. Notes taken during these observations and the resulting evaluation will not be placed in the teacher's personnel file.
 - a. All supervisors have the right to identify any teacher(s) they would like to evaluate under the existing system, the results of which will be placed in the teacher's personnel file. Teachers who will continue to be evaluated under the current system must be informed by October 1, 2012.

Process

1. Teachers will complete self-reflections, as mandated by the state, and teachers and supervisors will meet to set one student learning goal and one professional practice goal. These meetings will take place by October 15 at the region and November 15 at the local.
2. The new evaluation model will consist of no fewer than seven observations of each teacher over the course of the school year; each observation will be at least ten minutes in length.
3. Classroom visits will be unannounced, although either party may request additional scheduled visits.
4. The evaluator and teacher will meet and engage in reflective conversations following each observation within three school days; both parties are encouraged to meet as soon as possible following each observation.
5. As soon as possible following each post-evaluation conversation, evaluators will provide to those evaluated a brief written summary of their conversation.
6. A rubric will be used to complete the summative evaluation at the end of the year and shared with the teacher. This rubric will not be placed in the teacher's personnel file.
7. An Evaluation Task Force will continue to meet during the 2012-2013 school year and will survey participants about the pilot and make necessary changes to be ratified.

Xuan Kong, AB School Comm Chair Date

Marc Lewis, AEA President Date

Kim McCosker, APS School Comm Chair Date

2016

New Massachusetts Frameworks for Educator Evaluation

Acton Public and Acton-Boxborough Regional School Committees
March 1, 2012

1

Outcome of Negotiations Process

- The AEA teacher's contract that was voted in March 2011 included a separate follow on process to review and update the APS/AB teacher evaluation process and tools. The current contractual evaluation process was developed in the early 1990s mirroring Ed Reform.
- A task force was formed with teachers and evaluators representing all schools. The task force has been meeting regularly since March, 2011.
- In June 2011 Massachusetts passed new regulations for the evaluation of all educators (teachers and administrators). These regulations must be implemented in our district by September 2013. Extensive documents and protocols have been created and are available on the DESE website. We plan to pilot this new system in September 2012 for full implementation in September 2013.
- We will need to negotiate some temporary language for the 2012-2013 pilot and more extensive language for FY '13.
- We are recommending that you authorize the administration to negotiate these language changes and bring them back to the committee for a vote.

2

Task Force: Diverse group of APS/AB Educators

Evaluators

Alix Callen, Principal ABRHS
 Ed Kaufman, Principal, Merriam
 David Krane, Principal McT
 Lynne Laramie, K-6 SpEd Coord
 Bill Noeth, Math RDL
 Jennifer Vacca, JH English Dept Ldr
 Todd Chicko, Counseling RDL

Teachers

Anne Littlefield, Douglas 2nd Gr Tchr
 Allison O'Leary, McT SpEd Tchr
 Cindy Holt, Gates 1st Gr Tchr
 Diane Cieno, HS Librarian
 Marc Lewis, AEA, JH Soc Stud Tchr
 Gabrielle Berberian, AEA, JH Tchr
 Chris Clinton, HS Science Tchr

Marie Altieri, Director Personnel
 Deborah Bookis, Director Curriculum & Assessment

3

APS/AB Evaluation Timeline

- **June 2011:** Present at Leadership Conference
- **September/October 2011:** Present at faculty meetings
- **2011-2012**
Each school, department, grade level, discipline, create *learning goals* to show student learning over time and tools to measure student growth
- **Jan 2012**
DESE releases model documents and protocols
- **June 2012**
Leadership Conference training and adoption of new system
- **September 2012**
Pilot new system
- **September 2013**
Fully implement new system

4

Task Force Consensus

- Our current system, which revolves around the traditional 45 minute formal observation is not reflective of the quality teaching and learning that happens every day throughout the year
- Our current evaluation system is not manageable for many evaluators. Seven standards, all narrative feedback.
Particularly true for elementary principals: One Evaluator: 25+ professional staff
- Not enough dialogue between teacher and evaluator
- Once every two years does not provide growth opportunities for teachers
- It is valuable to have administrators visit classrooms more often
- New Massachusetts Requirement:
Move evaluation systems from not just observations of *teacher behaviors*, but also multiple measures of *student learning*

5

New Massachusetts Model System for Educator Evaluation Timeline

- May 2010 - MA Taskforce established 40 members including Supts, SC, Teachers, MTA, DESE, MASPA, etc.
- August 2010 - March 2011 Meetings
- Report to MA Board of Ed March 22, 2011
- Commissioner recommendations to Board April 27, 2011
- Public Comment April 27 - June 10, 2011 "Our taskforce provided detailed feedback"
- Vote on new regulations June 28, 2011
- Implementation:
Sept 2011: Districts with Category 4 schools and voluntary "early adopters"
Sept 2012: Race to the Top Districts
Sept 2013: All other Districts

6

Key Features of the Educator Evaluation Framework

Why the DESE is doing this ...

- To reinforce that effective teachers & leaders matter
- To promote leaders' and teachers' growth and development
- To place student learning at the center of the process

Who does this apply to ...

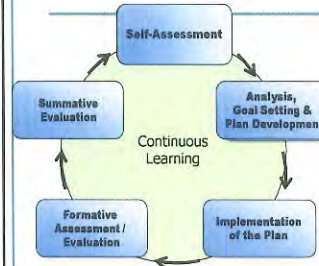
- All educators serving in a position that requires a license
- Separate Rubrics Developed for Superintendent and Central Office Administrators; School Based Administrators (Principals, Asst. Principals; Teachers and Caseload Educators (Counselors, Nurses, Special Educators, etc.)

"Current evaluation practices in the state are wobbly, at best. We are often stuck in place, unable to move beyond simple compliance with procedures. The Task Force and the Board of Education have a chance to break this logjam. We can create a more ambitious, focused and growth-oriented framework. I am hoping for a breakthrough."

Task Force Member, former Teacher and Principal

Massachusetts Department of Elementary and Secondary Education 7

5 Step Evaluation Cycle



Every educator is an active participant in an evaluation

Process promotes collaboration and continuous learning

Massachusetts Department of Elementary and Secondary Education 8

Four Standards → Indicators → Rubrics

Administrators	Teachers
Instructional Leadership	Curriculum, Planning & Assessment
Management & Operations	Teaching All Students
Family & Community Partnerships	Family & Community Engagement
Professional Culture	Professional Culture

9

Four Performance Ratings

Exemplary

Proficient

Needs Improvement

Unsatisfactory

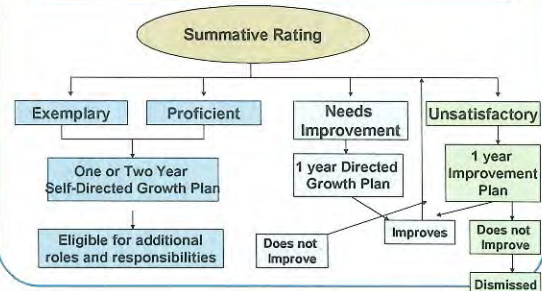
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Ratings Summary

- Summative rating
 - Rating on each of the Four Standards of Practice
 - Attainment of Goals
 - Other evidence
 - RTTT implementation in 2012/13
- Impact on Student Learning rating
 - Districts identify measures during 2012/13 and begin implementing during 2013/14
 - Two district-determined measures (MCAS where applicable)
 - ESE guidance on district-determined measures in June 2012
- Link to Ed Eval Overview on ESE website
<http://www.doe.mass.edu/edeval/model/>

Massachusetts Department of Elementary and Secondary Education 11

Decision Flow for Experienced Educators



12

Three Categories of Evidence

Multiple Measures of Student Learning

Judgments based on observations and artifacts of professional practice

Educator's Collection of Additional Evidence Relevant to One or More Standards

**Including feedback from staff, students and parents.*

13

Using Multiple Measures of Student Learning and Growth

- MCAS growth percentiles, when applicable
- MEPA growth scores, when applicable
- Other assessments comparable district-wide across grade or subject, including approved commercial assessments and district-developed pre/post unit and course assessments, portfolios, district determined student learning objectives, and capstone projects
- Teacher-developed assessments (individual and-or team)

14

Linking Student Learning and Educator Practice

Exemplary			
Proficient			
Needs Improvement			
Unsatisfactory			
Impact on Student Learning	Low	Moderate	High

15

Four Standards → Indicators → Rubrics

Administrators	Teachers
Instructional Leadership	Curriculum, Planning & Assessment
Management & Operations	Teaching All Students
Family & Community Partnerships	Family & Community Engagement
Professional Culture	Professional Culture

16

Curriculum, Planning and Assessment Standard

Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

- Curriculum and Planning
- Assessment
- Analysis

17

Teaching all Students Standard

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- Instruction
- Learning Environment
- Cultural Proficiency
- Expectations

18

Family and Community Engagement Standard

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- (a) Engagement
- (b) Collaboration
- (c) Communication

19

Professional Culture Standard

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

- (a) Reflection
- (b) Professional Growth
- (c) Collaboration
- (d) Decision-making
- (e) Shared Responsibility
- (f) Professional Responsibilities

20

Guide to Model Rubrics

- The power of rubrics
 - Create a shared understanding of proficient performance
 - Organize evidence
 - Inform professional judgments

Massachusetts Department of Elementary and Secondary Education 21

Guide to Model Rubrics

- Structure and design choices
 - Regulations define Standards and Indicators
 - *Proficient* is the rigorous, expected level of performance
 - Used to understand patterns in evidence gathered across multiple points in time

Standard II: Teaching All Students. The teacher promotes the learning . . .

Indicator II-A.	Instruction: Uses instructional practices that reflect high expect. . .			
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations for quality of work, and effort and/or	States high expectations for quality and effort, but provides few examples and makes limited progress.	Consistently defines high expectations for the quality of student work. and produces high-quality work. Is able to modify the extent.
II-A-2. Student Engagement	Uses instructional practices that leave most students disinterested and/or passive.	Uses instructional practices that motivate and engage some students but leaves others uninvolved and/or passive.	Consistently uses instructional practices that are likely to motivate . . .	Keeps independent and creative work. Is able to modify the extent.

Massachusetts Department of Elementary and Secondary Education 22

Evaluation Schedule

- Recent Events**
- December 2 Panel of Early Adopters (Franklin, Wachuset, Worcester)
 - December 15 MTA Presentation to Task Force
 - January 10 DESE Release of Model Documents - Webinar
 - January 25 Wayland DESE Training of Model System (Training specially designed for our 15 communities: AB, Concord-Carlisle, Wayland, Needham, Lexington, Weston, Brookline, Sudbury, Belmont, Newton)
 - Jan - May Task force meets every other week
- Task Force Subcommittees**
- Educator Reflection and Goal Setting Deborah Bookis
 - Rubrics for Teachers Jennifer Vacca
 - Rubrics for Caseload Educators Todd Chicks
 - (Counselors, Nurses, Special Educators, Librarians, Art, Music, P.E.)
 - Timelines: Number of Observations, Feedback, Data Collection Chris Clinton
 - Contract Language Gabrielle Barbarian, Bill Noth
- Implementation Timeline**
- Draft Temporary Contract Language May 2012
 - Pilot Sept 2012 - June 2013
 - Complete Contract Language Spring 2013
 - Full Implementation September 2013

23

What do we need School Committee to do?

- Scan through documents and become familiar with new system.
- Agree to move to use the new evaluation system for the Superintendent.
- Review Superintendent documents and determine timeline, process, etc at March 22 meeting.
- Tonight: Determine Chairs' roles.
- Be prepared to approve temporary language for Teachers' pilot next year.

Pupil Services Department
Acton Public Schools
Acton-Boxborough Regional School District
(978) 264-4700
<http://ab.mec.edu>

TO: Dr. Stephen Mills
FROM: Liza Huber
DATE: 5/1/12
RE: School Committee Draft Discipline Policy

The proposed Student Conduct Policy, File: JIC, combines several of the School Committees' current policies (JIC – Student Conduct; JK – Student Discipline Guidelines and JK-R Suspension and Expulsion Procedures). The language regarding disciplining for off-campus misconduct has been taken from the anti-bullying statute. Language has also been added about reporting criminal activity to local law enforcement as well as the reference regarding the Memorandum of Understanding (MOA) between the school district and the local police, File: KLGA. Finally, all elements of the proposed policy address current Massachusetts General Laws and regulations (37L, 37H and 37H1/2).

STUDENT CONDUCT

DRAFT 4/25/12

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each principal, in consultation with the school council, will develop guidelines ("Code of Conduct" within the Student Handbook) for disciplining students. Such guidelines are subject to the approval of the Superintendent and must include the following:

1. Notice of the types of conduct that are prohibited in the school setting and the range of potential discipline that may result;
2. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and
3. Standards and procedures for suspending or expelling students.

A student may be disciplined up to, and including, expulsion from the Acton Boxborough Regional School District for engaging in conduct at a location, activity, function, or program that is not-school related if the conduct creates a hostile environment at school, infringes on the rights of others at school, or materially and substantially disrupts the education process or the orderly operation of the school.

Moreover, it is the prerogative of school officials to impose discipline for violations of school rules and policies regardless of whether or not law enforcement or other authorities take action. Similarly, law enforcement and other authorities, rather than school officials, are responsible for making decisions as to the course of their investigative process and pursuit of criminal charges. A Memorandum of Understanding (MOU) exists between the School District and local Acton and Boxborough Police Departments.

M.G.L. Ch. 71, Section 37H authorizes a principal to expel a student for the following offenses that occur on school premises or at school-sponsored or school-related events:

- possession of a dangerous weapon, including, but not limited to, a gun or knife
- possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroine
- assault on educational staff

Any student who has been expelled under Section 37H has the right to appeal the principal's decision to the Superintendent of Schools.

M.G.L. Ch. 71, Section 37H1/2 authorizes a principal to suspend a student upon issuance of a felony criminal complaint if the principal determines that the student's continued presence in school would have "a substantial detrimental effect on the general welfare of the school." If a student is convicted of a felony or makes an admission in court of guilt with respect to a felony, the principal may expel the student upon determining that the student's continued presence in the school would have "a substantial detrimental effect on the general welfare of the school." Any student suspended and/or expelled under Section 37H1/2 has the right to appeal the principal's decision to the Superintendent of Schools.

A decision of the Superintendent of Schools made pursuant to Section 37H or Section 37H1/2 shall be the final decision of the school district. In the event the student wishes to challenge such decision, the student may bring the matter before the appropriate court or administrative agency.

Administrators at the building level may suspend students for all offenses in accordance with the school's student handbook. Unless the offense is one governed by M.G.L. Ch. 71, Sections 37H or 37H1/2 (see above), only the school committee may move to expel a student. Expulsion is defined as a student's permanent exclusion from the Acton Public Schools/Acton Boxborough Regional School District.

The School Committee shall consider the possible expulsion of a student as provided for in M.G.L. Ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools. The School Committee will adhere to the following procedures when considering expulsion of a student:

1. Prior to any School Committee decision to expel a student, the School Committee will provide the student with written notice of the following:
 - a. Reason for the student's possible expulsion, including a statement of the evidence against the student;
 - b. Date, time and location of the hearing;
 - c. Right at the hearing to be represented by legal counsel (at the student/parent's own expense), to present evidence and witnesses, and to cross-examine witnesses.
2. Hearings before the School Committee will be held in executive session unless the student or the parent requests that the hearing be open to the public. A stenographic or audiotape record of the hearing will be made.

3. Upon request, a student and/or parent may review the student's records in accordance with the Massachusetts Student Record Regulations or other applicable law.
4. The Committee's decision will be in writing and will state the controlling facts in sufficient detail to inform the parties of the reasons for the decision.
5. If the Committee decides to expel the student but will allow the student to apply for readmission in the future, the Committee's decision will state any conditions that the student must fulfill before applying for readmission as well as the permitted date of application.

LEGAL REF: M.G.L. 71:37H
M.G.L. 71:37H1/2
M.G.L. 71:370

Combines previous policies: JIC (Student Conduct), JK (Student Discipline Guidelines), JK-R (Suspension and Expulsion Procedures)

References: KLGA (Memorandum Of Understanding Between Acton Public And Acton-Boxborough Regional Schools And Acton And Boxborough Police Departments)

STUDENT CONDUCT

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at a school-sponsored or school-related event, including athletic games.

Any of the following actions may subject a student to suspension, expulsion, subject to School District action, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Using or copying the academic work of another and presenting it as his own without proper attribution.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

The administration reserves the right to discipline students who participate in off-campus activities that can reasonably be expected to result in retribution, causing vandalism, disruption and/or potentially dangerous situations at the high school.

LEGAL REF: M.G.L. 71:37H

5.11.2

File: JCAC

ASSIGNMENT OF STUDENTS FROM OTHER SCHOOLS

Draft: June 1, 2012

Students transferring from another school or district into the Acton Public or Acton-Boxborough Regional Schools will be placed in a grade based on their age on or before September 1 of the current school year.

A student enrolling who is five years old on or before September 1 of the current school year will be placed in Kindergarten.

A student enrolling who is six years old on or before September 1 of the current school year and who has completed kindergarten will be placed in first grade.

A student enrolling who is seven years old or older on or before September 1 of the current school year will be placed in the age appropriate grade unless the student has attended a different grade level in his or her previous school district. In this case, the student will be placed according to the building principal's evaluation for a grade placement.

Students enrolling in grades 7 through 12 will be placed based on placement testing and a review of records from the student's previous school(s).

Deleted: in on

Ref: JEB Kindergarten Entrance Policy
MGL Chapter 76 Section 1

Acton Public Schools and Acton-Boxborough Regional School District

Current policy

File: JCAC

ASSIGNMENT OF STUDENTS FROM OTHER SCHOOLS TO CLASSES

A student in any grade (K-6) who is currently successfully participating in an educational setting comparable to ours and moves to Acton after the start of school will be considered to enter the grade he/she is currently in. Parents must make such a request in writing as close to their arrival as possible.

(for reference)

File: JEB

KINDERGARTEN ENTRANCE POLICY

The policy and procedures are designed to reduce the age span and therefore, normally, the developmental span in a classroom in order to enable instruction more suitably tailored to the children in the class.

Children reaching the age of five on or before September 1 are eligible and expected to be enrolled in Kindergarten in September of that calendar year.

If a parent feels the child is not ready to enter Kindergarten at the age appropriate time, the parent must make formal written request to the Superintendent of Schools by March 1 of the same calendar year which will be reviewed by a standing review committee of staff. That review procedure may include testing by the school system at the parent's expense.

Children reaching the age of 6 by September 1 are eligible and must be enrolled in school by September of that calendar year.

APPROVED: 12/16/10

Acton Public Schools and Acton-Boxborough Regional School District

5.12

Personnel Office
Acton Public Schools
Acton-Boxborough Regional Schools

TO: Acton Public School Committee
Acton-Boxborough Regional School Committee

DATE: June 1, 2012

FROM: Marie Altieri

SUBJECT: Approval of Non-Union Employee Benefits Manuals

We have completed our annual update to the benefits manuals for the three non-union groups of employees: Administrators, Salaried Staff and Support Staff. The committee can review the 2012-2013 manuals on the schools' Human Resources Website at <http://ab.mec.edu/hr/hrcontracts.shtml>.

Article 1 of the Administrator's Benefits manual says that any changes require the approval of both School Committees. We don't actually have any changes to the Admin Benefits Manual except for the year on the front page. I have also listed the changes to each of the manuals. These changes are all clerical:

Administrator, Salaried and Support Staff manuals: Change front page to July 1, 2012

Salaried Staff Manual: Article 24 page 11 "Position List" add Financial Analyst to the list of positions.

Support Staff Manual: Page 15 replace 2011-2012 Salary Scale with 2012-2013 Salary Scale.

I am asking for you to vote to accept the 2012-2013 Administrator Benefits Manual tonight.

Thank You,

Marie Altieri
Director of Personnel and Administrative Services

To: Dr. Stephen Mills
Acton-Boxborough Regional School Committee
From: Alixe Callen
Date: April 27, 2012
Re: Changes to the 2012– 2013 ABRHS Student Handbook

It is my pleasure to present the following amendments to the ABRHS Student Handbook. Our handbook committee, convened by Assistant Principal Susan Atwater-Rhodes and comprised of students, teachers, parents and an administrator, has recommended the following changes. I support these changes wholeheartedly, particularly given the committee's representative and collaborative nature.

If you wish to view the context of these changes, please note that the 2011-2012 Student Handbook is available online (<http://ab.mec.edu/abrhs/pdf/files/handbook.pdf>). Those sections added or significantly changed are summarized below. Please note that anything underlined represents a change. Non-underlined text is not being revised.

Section I General Information

Advisories

Students will each be assigned to an advisory group, led by a staff member of the school. Advisories will meet twice during the six day cycle at appointed times. Students are expected to attend all advisory group meetings.

Campus Monitors

Monitors are paraprofessionals whose role is to provide an adult presence in large gathering areas, hallways and the immediate school grounds. Their primary function is to help ensure that students are safe and making safe choices. In addition, they provide support to the administration during emergency situations.

Student Handbook violations or any other incidents of concern that are observed by monitors are reported to the administration for follow-up.

Access from Directed Study

Due to space constraints, limited computers and textbooks, only content area teachers can sign a pass for students to come to the library during directed study. When asking for a pass, students should keep in mind the following guidelines:

- The reason for your visit may not be to use textbooks, computers or work on daily homework;
- You are encouraged to request a pass to use print resources or computers related to a research project that necessitates use of library materials, or to request assistance from the librarian;
- Please present your pass to one of the library staff upon arrival in the library.

Students who do not have access to a computer at home should speak with the librarian or their counselor to receive an exemption from these guidelines. Study hall teachers are not allowed to write a pass for students to the library.

Make-up Work

If, because of legitimate tardiness, you miss a test or quiz or fail to hand in assignments, you are expected to make up that work that day or to receive permission that day from your teacher for an alternative make-up date. Failure to do this will receive a zero.

If you miss a test or fail to hand in assignments due to participation in a field trip you are expected to notify your teacher in advance to arrange any make-up requirements.

School dances

No backpacks or outside beverages are allowed into dances.

Student Email--All students are issued an email account to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members and peers. Please check this account daily. Please note that emails are monitored for inappropriate language. See a librarian if you have difficulty accessing your account.

Cafeteria

The Food Service Department now uses a Point of Sale System for payment in the cafeteria. Each student is issued a 4 digit lunch id number upon enrollment that stays with them until they graduate. Students will enter their lunch id number at the register.

Parents have the ability to prepay for lunches. Please visit the Food Service Website for details. <http://www.ab.mec.edu/departments/food/food.shtml> or contact the Food Service Department at [978-264-4700x3221](tel:978-264-4700x3221) or lunchonline@mail.ab.mec.edu

There are two recycling stations in the cafeteria. Students are expected to dispose of all lunch materials as described at these stations.

Section III Course Requirements, Scheduling and Grades

Graduation Requirements Once voted, the new School Committee policy, including the arts requirement, will be included here.

Level change/grade change

1. Students who change levels during the first semester of the school year will have their grades raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, each test grade during this term, but prior to the change, will be affected in this way. If the change is made at the end of a term, this term grade will be affected in this way. In either case, all term grades prior to the change in level are to reflect the 7-point difference. Hence, the end of the year grade reflects the final.

2. Students who change to a lower level after the first semester schedule deadline will not have their grades raised. However, students who change to a higher level after this date, will have their grades lowered by seven (7) points.

Section IV Student Rights and Standards of Conduct

Truancy notices are now delivered via abschools email. It is the student's responsibility to correct any attendance errors immediately after they occur.

Smoking or Chewing Tobacco on School Property

Electric Cigarettes

Given the potential disruption, the use of electric cigarettes is prohibited in public areas in and around the high school.

The Acceptable Use Policy was substantially edited reducing redundancy with the District Policy, now Appendix 11, and addressing new expectations on the use of personal computers.

Personally-owned Equipment

Personally-owned computer equipment, smart phones or peripherals may be used in common areas of the school, including student centers, cafeteria and the library provided their use does not distract the student or others from academic study. Students may not use personally owned equipment, smart phones or peripherals in academic classrooms without the specific permission of the teacher. At this time students are unable to access the school's wireless network. Students bear responsibility for any damage, theft or loss of personal equipment brought into school.

2012-2013 Student Handbook Committee Members

Susan Atwater-Rhodes

Cheryl Simmons, Special Education

Janet Maxwell, mathematics, parent

Maura Champigny, social studies, parent

Diane Celino, Librarian

Arnav Roy, student

Megan Goodemote, student

Emily Purdom, student

Acton-Boxborough Regional
School District
Fiscal Year End Review
June 7, 2012

Superintendent's Introduction
Dr. Stephen Mills

1

FY'12 Year End Balances:
How should they be used?

- A. Allow FY'12 balances to flow into E & D (ABRSD) to maintain reserves at a prudent level?
- B. Purchase on a priority basis requests not included in the FY'13 budget?
- C. Review whether additional funds could be appropriated out of FY'12 balances into our recently created OPEB trust fund?

2

Acton-Boxborough Regional School
District
FY'12 Year End Expenditure Initiative
May 3, 2012

Don Aicardi, Finance Director

3



FY'12 Fund Balance

Acton Boxborough RSD

From Recurring Sources:	<u>\$394k*</u>
Current FY'12 Year End Estimate:	\$394k

* Due to its passage at both Acton and Boxborough Town Meetings, \$275k from FY'12 funds for the Lower Fields project has now been encumbered

Year End Balance As A Percentage
Created By Recurring Sources:
1% of \$38.5m budget

5

FY'12 Year End Balances:

What are the goals for using this capacity?

6

Highlight To Remember

No vote is “required” tonight to transfer funds; but, consistent with the desire of the SC to review any proposed year-end spending proposals, we are presenting a recommendation for your input and affirmation.

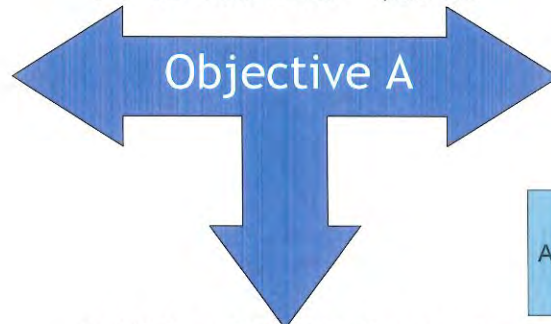
7

FY'12 Year End Dollars



FY'12 Year End Dollars – Objective A

FY'12 Year End = \$394K

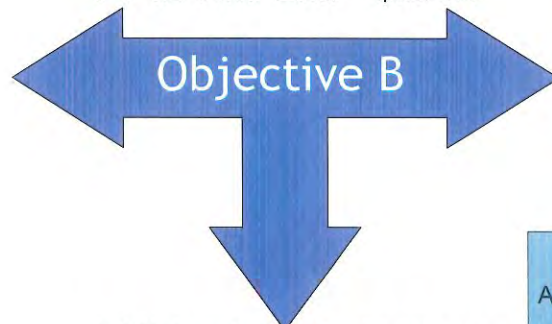


Additional FY'13 Requests
Computer Lab Replacement
\$71K

Surplus: \$394K
Add'tl Requests: **-\$71K**
Turnback Est.: \$323K

FY'12 Year End Dollars – Objective B

FY'12 Year End = \$394K



Additional FY'13 Requests
Computer Lab Replacement
\$71K

**OPEB
Increase
Trust
\$150K**

Surplus: \$394K
Add'tl Requests: **-\$71K**
OPEB: **-\$150K**
Turnback Est.: \$173K

OPEB for ABRSD

(from March 1, 2012 ABRSC meeting:)

How would an OPEB trust work in conjunction with the DOR's 5% cap?

- We have confirmed with the DOR that any funds that are placed in an OPEB fund would not count toward the 5% cap.

11

OPEB for ABRSD

(from March 1, 2012 ABRSC meeting)

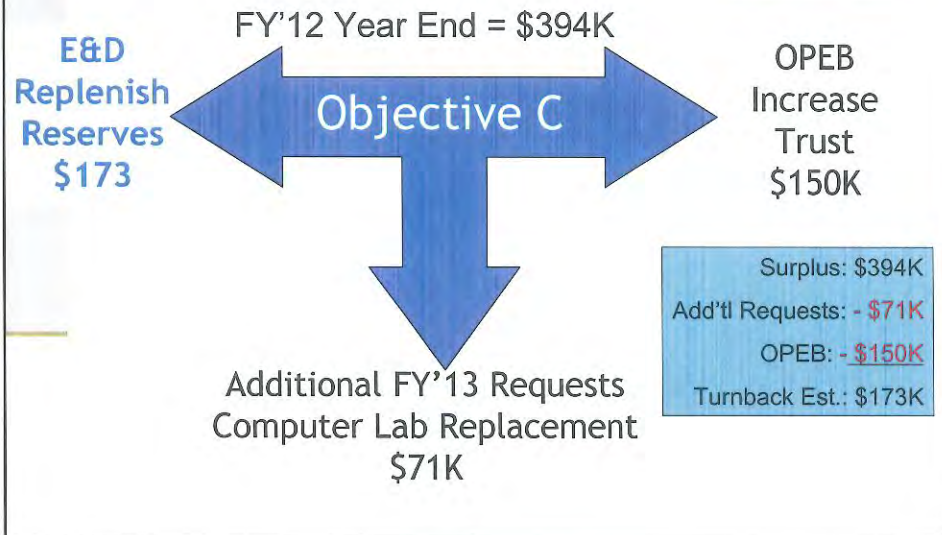
How does ABRSD transfer money to the trust?

M.G.L. Chapter 32B Section 20 does not provide a specific mechanism for funding the trust. There are three possibilities:

1. Annual regional budget process
2. **Fiscal Year end transfers**
3. Vote from E & D (once DOR certified).

12

FY'12 Year End Dollars – Objective C



TONIGHT'S PROPOSALS - Objective C

Allow \$173k from FY'12 balances to flow into E & D (ABRSD) to be re-certified by the Department of Revenue.

REMINDER: Existing reserves were used to support the FY'13 budget: \$770k from E & D

ABRSD Excess/Deficiency Balance: How will it be used in FY'13?

(from ABRSC December 1, 2011 meeting)

Based on assumption we will start the FY'13 budget process at the E & D 5% Cap of **\$1.9m**
(October 6, 2011 vote of ABRSD)

Start with 5% of Operating Budget E & D balance: (\$1.9m): 5%
2% of Operating Budget Used for FY'13 budget (\$770k): (2%)
 1% Operating Budget FY'12 Year End Turnback (\$385k): 1%
ESTIMATED FY'12 Year End E & D Bal (\$1.5m): 4%

ABRSD Excess/Deficiency Balance

We began the FY'13 budget season with our
E & D at the 5% Cap: **\$1.9m**

Our target for FY12 close was: **\$1.5m (4%)**

Our current FY'12 estimate is: **\$1.69m (4.3%)**

If we move ahead with our fiscal year spending
(Computer lab replacements & potential OPEB trust contribution),
the FY'12 close would be: **\$1.479m (3.8%)**

ABRSD Excess/Deficiency Balance: Where will be in the fall?

The FY'13 State Budget process now indicates that the final revenue numbers for the ABRSD will be higher than the estimates used last spring in the Table 6 chart.

final House numbers are \$224k higher;

Senate Ways and Means budget numbers are \$264k higher; final Senate numbers will soon be published.

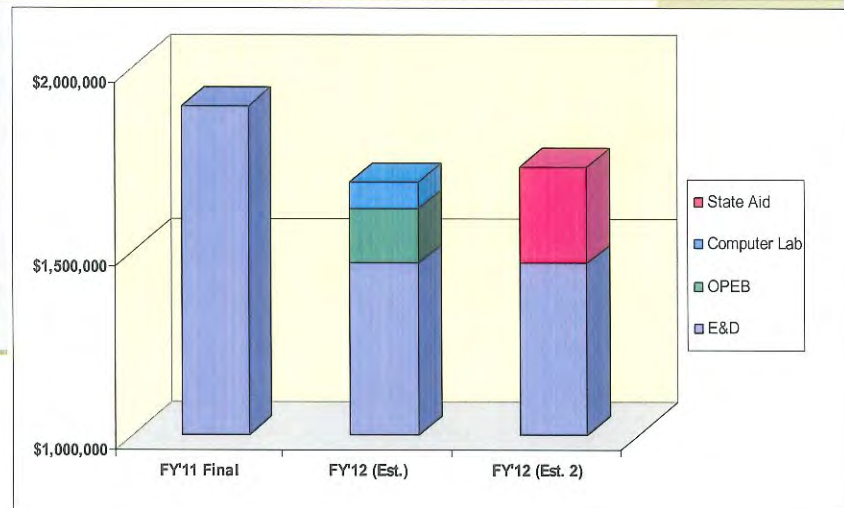
ABRSD Excess/Deficiency Balance: Where will be in the fall?

Since it now appears that the state revenue will be higher than the estimates used last spring, we can then revise the Table 6 this fall and lower the amount of E & D used to underwrite FY13 (from \$770k to ????)

If the amount of E & D were lowered by \$264k (for example), our E & D fund balance could then improve to \$1.743 million, or 4.5%.

This would be consistent with our E & D target from last December of \$1.5m (4%) and the ABRSC's desire to maintain a prudent level of reserves.

ABRSD Excess/Deficiency Balance: Where will be in the fall?



Acton-Boxborough Regional School District FY'12 Year End Expenditure Initiative June 7, 2012

Prepared By:
Amy Bisiewicz, Alixe Callen, Craig Hardimon

FY'12 Year End Expenditure Initiative

Item	Cost	Rationale
280W Industrial Technology Computer Lab Replacement (Senior High)	\$26,270	■ Computers in industrial technology lab date back to the building project; will not run current software.
Computer Lab Replacement & Library Redesign Material (Junior High)	\$44,450	■ Computers in language lab date back to the building project. Repair costs are rising. Critical to the world language curriculum that there be working hardware. (\$22,134 for Computer Lab; \$22,316 for Library design)
TOTAL	\$70,720	

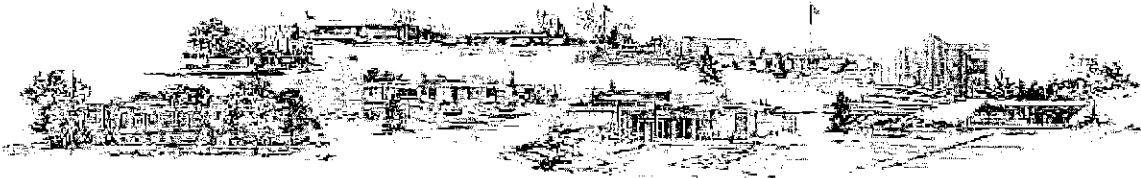
Superintendent Wrap Up

Thank you for your support of the ABRSD FY'12 budget.

We are happy to answer any questions that you may have.

Reminder

The recommended spending initiative plan for the Acton Public Schools will be presented at the June 21st meeting.



ACTON PUBLIC SCHOOLS / ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
 96 Hayward Road, Acton, Massachusetts 01720-2995 • (978) 264-4700 • Fax: (978) 266-2523

Interoffice Memorandum

To: Dr. Stephen Mills
 From: Amy Bisiewicz
 Date: 5/25/2012
 CC: Don Aicardi

Supporting the Long Range Strategic Plan, the Department of Educational Technology (EDTech) seeks to create a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning. One strategy to meet this goal is to provide each student access to technology when educationally appropriate. Currently, students from both the Acton-Boxborough Regional High School (ABRHS) and RJ Grey are able to access technology by using computers in the computer labs, the school library, mobile carts within the classroom, and support centers. In examining the current state of technology at our schools, there are two labs that are in desperate need of new computers, the Industrial Technology Lab at ABRHS and Computer Lab B at the RJ Grey.

RJ Grey Lab B:

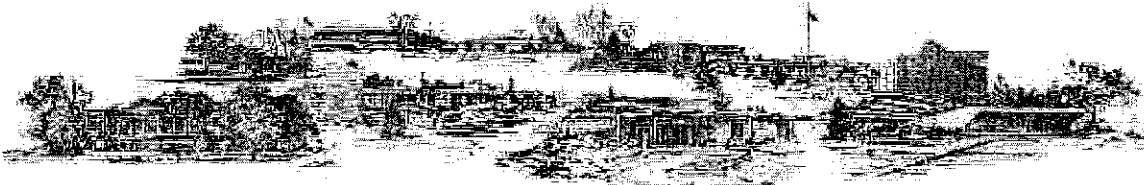
Purchase Date: 7/29/2002
 Manufacturer/Model: Compaq EVO D510
 Hard Drive: 20 Gb
 RAM: 512 Mb
 Processor: Pentium 4, 1.8 Ghz

ABRHS Industrial Technology Lab:

Purchase Date: 6/10/2003
 Manufacturer/Model: Gateway E4000
 Hard Drive: 40 Gb
 RAM: 1 Gb
 Processor: Pentium 4, 2.4 Ghz

As recognized from the purchase dates, these desktops have outlived their expected 7-year life cycle and have had increasing technology support needs. Further, students have been experiencing sluggish response times due to the low processing power of these machines and have struggled to complete expected tasks within the allotted reservation or class time. To meet the needs of our students, I recommend the district purchase new desktops using remaining FY12 funds to replace these aging computers. Expected costs associated with this recommendation are \$26,270.19 for the Industrial Technology Lab and \$22,134 for Computer Lab B.

Within RJ Grey, EDETech also committedly supports the redesign of the Clifford A. Card Library to a 21st century media center. By transforming our current library space, we will create a multi-dimensional and multi-purpose 21st Century media center that will support our current curriculum and potentially become a leading force in transforming the way we teach and learn in the future. Further, this re-design will help the library and EDETech better meet its learning goals which include encouraging the use of instructional technology to engage students, teaching students a full range of literacy skills (information, media, visual, digital, and technological literacy), and providing access to digital information resources for the entire learning community.



ACTON PUBLIC SCHOOLS / ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
 96 Hayward Road, Acton, Massachusetts 01720-2995 • (978) 264-4700 • Fax: (978) 266-2523

To: Acton Boxborough Regional School Committee
 From: Don Aicardi, Director of Finance *DA*
 Date: 6/7/2012
 CC: Dr. Stephen Mills

Background

School Committee policy (JFABA) notes that “any students from outside Acton or Boxborough who wish to enroll on a tuition basis” that the Regional School Committee “must approve such application on a space available basis”. The Policy also notes that the committee “shall set the rate for tuition each year in the spring upon the recommendation of the Superintendent. The tuition set pursuant to this policy shall be the average expense per pupil (including in such average both regular education costs and special education costs) for the Acton Public School District and the Acton-Boxborough Regional School District, respectively.”

Methodology

To the best of my knowledge, the potential non-resident tuition has been calculated for the ABRSD in two ways. The first way is simply to take the FY13 budget for ABRSD and divide it by the number of students used in the foundation enrollment calculation (as used by the DESE in the Chapter 70 calculation). This method has its virtues, but would not capture all fund expenditures, only those from the general fund appropriation.

Another method of determining the average expense per pupil would be to go to the DESE website where all expenditures from the previous fiscal years are posted. The DESE does this to “present Massachusetts school spending data in a way that is comprehensive, comparable, and transparent to the general public. These calculations show **all** school operating expenditures including those outside the general fund such as grants, private donations, and revolving accounts. They include payments for local resident pupils who are being educated in schools outside the district.”

The DESE website notes that “the following funding sources are all included in the functional expenditure per pupil measure:

- school committee appropriations
- municipal appropriations outside the school committee budget that affect schools
- federal grants
- state grants
- circuit breaker funds
- private grants and gifts
- school choice and other tuition revolving funds
- athletic funds
- school lunch funds
- other local receipts such as rentals and insurance receipts.”

If one uses the total expenditures from ABRSD from FY11 on the DESE website which lists total district expenditures, all funds, all functions (\$39,865,768) and then divides that number by the total average membership for that year (3,024), it is possible to perform an "average expense per pupil" calculation as required in the school committee policy. I believe that this second type of calculation is superior to the first method because it captures all expenditures from all funds from an unimpeachable source, the DESE website, and can be clearly understood by a third party.

Recommendation

Therefore, the administration recommends that the tuition rate for non-resident students in the Acton-Boxborough Regional School District be set at \$13,182 for the 2012-2013 school year.

LEASE

Acton-Boxborough Regional School District
TO
Friends of Leary Field, Inc. d/b/a Friends of the Lower Fields

1. Identifications

This LEASE is made and entered into as of May 31, 2012 by and between the Acton-Boxborough Regional School District (the "Landlord"), having an address at 16 Charter Road, Acton, Massachusetts 01720-2995 and Friends of Leary Field, Inc. d/b/a Friends of the Lower Fields, a not for profit corporation organized under the laws of the Commonwealth of Massachusetts (FOLF) (the "Tenant"), having an address at 13 Lincoln Drive, Acton, MA 01720.

2. Lease; Premises

In consideration of the Basic Rent, Additional Rent, and other payments and covenants of the Tenant hereinafter set forth and in accordance with the Tenant's response to the Request for Proposals issued by the Landlord under Massachusetts General Laws Chapter 30B, and upon the following terms and conditions, the Landlord hereby leases to the Tenant and the Tenant hereby leases from the Landlord approximately 168,000 square feet at the lower fields (the "Lower Fields") on the School District's Central Campus (the "Premises"), situated on that certain parcel of land (the "Property") known as and numbered F3-15 Town of Acton, Middlesex County, Massachusetts, as shown on Exhibit A attached hereto together with any and all improvements located on the Property as of the Term Commencement Date. The Premises are leased together with rights, in common with the Landlord and all others from time to time lawfully entitled thereto, to use (i) the entrance area(s) and (ii) the driveways, walkways, parking area and other common areas of the Property for their intended purposes. Tenant acknowledges that the Town of Acton has the right to use the parking area in connection with the use of the skate park.

The Premises are leased subject to the following

(i) Covenants, restrictions, easements, agreements, mortgages, reservations and other matters of record.

(ii) Present and future building restrictions and regulations and present and future zoning laws, ordinances, resolutions and regulations of the Town of Acton and all current and future laws, acts, rules, requirements, orders, directions, ordinances, codes, regulations, judgments, decrees or injunctions of or by any governmental authority, which may at any time be applicable to this Lease or the parties hereto or the Premises or any part thereof or to any condition or use thereof, and all licenses, permits and other governmental consents or approvals which are or may be required for the lawful use and occupancy of the Premises for the Permitted Uses as herein after defined.

(iii) The condition and state of repair of the Premises as the same may exist on the Term Commencement Date.

(iv) The right and easement of Landlord to enter upon the Property at any time with or without notice to use, maintain, inspect, repair, replace, reconstruct, connect to, and relocate any and all of the lines, pipes, wires, conduits, ducts, duct banks, mains, cables, and other appurtenant utility

equipment and structures located thereon, provided that the same does not unreasonably interfere with the Tenant's use of the Premises other than any temporary access by the Landlord in connection with making any emergency repairs. Such right and easement shall include the right to pass and re-pass on foot and by vehicle with men, equipment and materials as reasonably required to exercise the foregoing right and easement.

3. Construction by Landlord

The Landlord shall complete construction of two synthetic infill turf fields including the construction of lighting, a concessions' stand, restrooms, and parking areas at the Landlord's sole cost and expense (the "Tenant Improvements"). The Tenant Improvements shall be deemed to be "Substantially Complete" when, in the reasonable discretion of the Landlord, the Tenant Improvements are complete except only for items of work which would customarily be classified as "punch list" items, the delayed completion of which will not substantially interfere with the use of the Premises.

Upon delivery of possession of the Premises by the Landlord to the Tenant, the Tenant shall conclusively be deemed to have accepted the Premises in its then current "as-is" condition, subject to the Landlord's obligation to complete the Tenant Improvements, and to have acknowledged that (a) the Premises are in good condition and satisfactory to the Tenant in all respects, (b) the Landlord has no obligation to make any additional alterations or improvements to the Premises other than completing the "punch list" items, and (c) no representations or warranties have been made by the Landlord or anyone purporting to act on behalf of the Landlord as to the condition or repair of the Premises or any portion thereof.

4. Term

The term of this Lease (the "Term") shall commence on the date the Tenant Improvements are Substantially Complete as established in a written notice delivered by Landlord to Tenant (the "Term Commencement Date") and shall expire, unless earlier terminated in accordance with the terms hereof, at midnight on the last day of the sixtieth (60th) full calendar month following the Term Commencement Date.

5. Use of the Premises; Licenses and Permits

The Tenant's use of the Premises shall be restricted to the following purposes: using the Lower Fields as athletic facilities for soccer, lacrosse, football and cheerleading and other youth, recreational and sports activities, and for no other use or purpose without the written approval of Landlord, which approval may be withheld at Landlord's sole discretion (the "Permitted Uses"). The Tenant shall apply in its own name for and obtain at its own expense any and all licenses, permits and other approvals which may be required from any governmental authorities (other than the Landlord) in connection with any particular use of the Premises during the Term.

Tenant shall be responsible for the management, scheduling, collection of fees and use of the Lower Fields outside of hours reserved for use by the Landlord, as described in the attached Exhibit B (as such Exhibit B may be amended by agreement of the parties hereto from time to time).

6. Rent

- a. Basic Rent. The Tenant shall contribute \$1.00(the “Tenant Contribution”) to the cost of the Tenant Improvements, which Tenant Contribution shall be paid to the Landlord as Basic Rent on or before September 1.
- b. Additional Rent. The Tenant shall be responsible for paying fifty percent (50%), such amount not to exceed \$20,000 per annum (to be paid to Landlord within ten (10) days of demand as Additional Rent) of (i) the maintenance costs of the manufacturer’s annual turf maintenance program, the parking areas, restrooms, concessions stand area and trash removal, and (ii) Landlord’s cost of snow plowing the driveway(s) and parking area(s) of the Premises.
- c. Distribution of Field Usage Fees. Tenant shall distribute the field usage fees collected by Tenant for the use of the Lower Fields as follows

- | | |
|---------|--|
| First: | To Acton Boxborough Youth Soccer (ABYS) for ABYS to make payment due under the bank loan incurred by ABYS in connection with the Lower Fields.. |
| Second: | To itself for its general operating and administration expenses, including but not limited to the amounts due to Landlord as Additional Rent under this Lease. |
| Third: | To fund the contingency fund described in Paragraph 26 in an amount equal to \$115,000. |
| Fourth: | To off-set Landlord’s bond costs related to the Tenant Improvements and Tenant’s operating costs in an amount up to \$25,000 per annum. |
| Fifth: | Any remaining balance after the first four steps shall be retained by Tenant to reimburse the various youth sports groups for their capital contributions to the construction costs of the Lower Fields. |

7. Insurance; Waivers of Subrogation

The Tenant shall, at its own cost and expense, obtain and throughout the Term shall maintain, with companies qualified to do business in Massachusetts and reasonably acceptable to the Landlord, for the benefit as additional insureds of the Landlord, comprehensive general liability insurance (with contractual liability rider) against claims for bodily injury, death or property damage occurring to, upon or about the Premises in limits of \$1,000,000 for bodily injury or death and property damage occurring to, upon or about the Premises. The risk of loss to all contents of, and personal property located in, the Premises belonging to Tenant is upon the Tenant, and the Landlord shall have no liability with respect thereto. The risk of loss to all contents of, and personal property located in, the Premises belonging to Landlord is upon the Landlord, and the Tenant shall have no liability with respect thereto. Tenant shall require the various user groups of the Lower Fields to obtain appropriate insurance coverage covering their use of the Lower Fields and to provide evidence of such insurance including to the Landlord upon request.

The Landlord and the Tenant each hereby release the other from any liability for any loss or damage to the Property, the Premises or other property and for injury to or death of persons occurring on

the Property or the Premises or in any manner growing out of or connected with the Tenant's use and occupation of the Premises or the Property or the condition thereof, whether or not caused by the negligence or other fault of the Landlord, the Tenant or their respective agents, employees, subtenants, licensees, invitees or assignees; provided, however, that this release (i) shall apply notwithstanding the indemnities set forth in Paragraph 13, but only to the extent that such loss or damage to the Property, Premises or other property or injury to or death of persons is covered by insurance which protects the Landlord or the Tenant or both of them as the case may be; (ii) shall not be construed to impose any other or greater liability upon either the Landlord or the Tenant than would have existed in the absence hereof; and (iii) shall be in effect only to the extent and so long as the applicable insurance policies provide that this release shall not affect the right of the insureds to recover under such policies, which clauses shall be obtained by the parties hereto whenever available.

8. Utilities

The Landlord shall pay the utility costs for lighting the Premises and providing electricity, water and sewer to the concessions stand and the restrooms.

9. Maintenance and Repairs

From and after the commencement of and during the Term, the Landlord shall maintain the Premises in as good condition, order and repair as the same are at the commencement of the Term or thereafter may be put, reasonable wear and use and damage by fire or other casualty or Tenant's negligence or willful misconduct excepted.

10. Compliance with Laws and Regulations

During the Term and with respect to Tenant's use of the Premises, the Tenant shall comply, at its own cost and expense, with: all applicable laws, by-laws, ordinances, codes, rules, regulations, orders, and other lawful requirements of the governmental bodies having jurisdiction; the orders, rules and regulations of the National Board of Fire Underwriters, or any other body hereafter constituted exercising similar functions; and the requirements of all policies of public liability, fire and all other types of insurance at any time in force.

11. Alterations by Tenant

The Tenant shall erect no signs and shall make no alterations, additions or improvements in or to any portion of the Premises or any portion of the Property without the Landlord's prior written consent, which consent may be withheld in Landlord's sole discretion. Any consent to any alterations, additions and improvements may, if the Landlord so advises the Tenant as part of or by notice at the time of any such consent, be conditioned upon the Tenant's being obligated to remove the same at the expiration or termination of this Lease and to restore the Premises to their condition prior to such alterations, additions and improvements.

12. Landlord's Access

The Tenant agrees to permit the Landlord and its authorized representatives to enter the Premises (i) at all reasonable times for the purposes of inspecting the same, exercising such other rights as it or they may have hereunder or under any mortgages and exhibiting the same to other prospective tenants, purchasers or mortgagees and (ii) at any time in the event of emergency.

13. Indemnities.

During the Term and with respect to Tenant's use of the Premises, Tenant agrees to protect, defend (with counsel reasonably approved by the Landlord), indemnify and save the Landlord, any and all affiliates of the Landlord, and their respective representatives, officials, officers, directors, contractors, agents and employees (collectively, "Landlord Parties") harmless from and against any and all claims and liabilities arising: (i) from the conduct or management of or from any work or thing whatsoever done in or about the Premises and from any condition existing, or any injury to or death of persons or damage to property occurring or resulting from any occurrence, in or about the Premises on the part of the Tenant or any of its agents, employees, subtenants, licensees, invitees or assignees; and (ii) from any breach or default on the part of the Tenant in the performance of any covenant or agreement on the part of the Tenant to be performed pursuant to the terms of this Lease or from any negligent act or omission on the part of the Tenant or any of its agents, employees, subtenants, licensees, invitees or assignees. The Tenant further agrees to indemnify each of the Landlord Parties from and against all costs, expenses (including reasonable attorneys' fees) and other liabilities incurred in connection with any such indemnified claim or action or proceeding brought thereon, any and all of which, if reasonably suffered, paid or incurred by any of the Landlord Parties, the Tenant shall pay promptly upon demand to the Landlord as Additional Rent.

During the Term and with respect to Landlord's use of the Premises, Landlord agrees to protect, defend (with counsel reasonably approved by the Tenant), indemnify and save the Tenant, any and all affiliates of the Tenant, and their respective representatives, officials, officers, directors, contractors, agents and employees (collectively, "Tenant Parties") harmless from and against any and all claims and liabilities arising: (i) from the conduct or management of or from any work or thing whatsoever done in or about the Premises and from any condition existing, or any injury to or death of persons or damage to property occurring or resulting from any occurrence, in or about the Premises on the part of the Landlord or any of its agents, employees, subtenants, licensees, invitees or assignees; and (ii) from any breach or default on the part of the Landlord in the performance of any covenant or agreement on the part of the Landlord to be performed pursuant to the terms of this Lease or from any negligent act or omission on the part of the Landlord or any of its agents, employees, subtenants, licensees, invitees or assignees. The Landlord further agrees to indemnify each of the Tenant Parties from and against all costs, expenses (including reasonable attorneys' fees) and other liabilities incurred in connection with any such indemnified claim or action or proceeding brought thereon, any and all of which, if reasonably suffered, paid or incurred by any of the Tenant Parties, the Landlord shall pay promptly upon demand to the Tenant.

14. Casualty Damage

In the event of partial or total destruction of the Premises during the Term by fire or other casualty, the Landlord shall have the option to either (i) repair the damaged improvements to the Premises or (ii) terminate this Lease by providing Tenant with thirty (30) days prior written notice of such termination election. If Landlord elects to terminate the Lease Landlord shall make payment to Tenant of such amount as is necessary for Tenant to contribute to ABYS in order for ABYS to pay in full the bank loan incurred by ABYS in connection with the Lower Fields. If Landlord fails to repair the damaged improvements to the Premises reasonably promptly following such fire or other casualty, Tenant may terminate the Lease by providing the Landlord with thirty (30) days prior written notice of such termination election. If either party terminates the Lease as provided in this Paragraph 14, the Additional Rent due under this Lease shall be apportioned and paid to and as of such termination date, but there shall be no abatement of the Basic Rent due hereunder.

15. Condemnation.

If any portion of the Premises shall be taken by eminent domain or appropriated by public authority so that the Premises cannot be used for their intended purposes, either Landlord or Tenant may terminate this Lease by giving written notice to the other party within thirty (30) days after such taking or appropriation and Landlord shall make payment to Tenant of such amount as is necessary for Tenant to contribute to ABYS in order for ABYS to pay in full the bank loan incurred by ABYS in connection with the Lower Fields. In the event of such a termination, this Lease shall terminate as of the date the Tenant must surrender possession or, if later, the date the Tenant actually surrenders possession, and the Additional Rent due under this Lease shall be apportioned and paid to and as of such termination date, but there shall be no abatement of the Basic Rent due hereunder.

16. Tenant's Obligation to Quit

The Tenant shall, upon expiration of the Term or other termination of this Lease, leave and peaceably and quietly surrender and deliver to the Landlord the Premises and any replacements or renewals thereof and in the order, condition and repair required by Paragraph 9 hereof and the other provisions of this Lease, except, however, that the Tenant shall first remove any fixtures and equipment and any alterations, additions and improvements which the Landlord has required be removed pursuant to the terms of Paragraph 11 hereof, restoring the Premises in each case to their condition prior to the installation of such fixtures or the undertaking of such alterations, additions or improvements, as the case may be. If the Tenant shall fail to surrender and deliver the Premises as and when required hereunder, the Tenant shall become a tenant at sufferance only, subject to all of the terms, covenants and conditions herein specified. In addition, the Tenant shall indemnify, defend and hold the Landlord harmless from and against any and all direct and indirect loss, cost and damage (including, without limitation, reasonable attorneys' fees) that the Landlord may suffer by reason of any holdover by the Tenant. The provisions of this Paragraph 16 shall expressly survive the termination or expiration of this Lease.

17. Transfers of Tenant's Interest

The Tenant shall not assign or sublease or otherwise encumber all or any part of its interest in this Lease, the Premises, or the estate hereby created, without in each case first obtaining the prior written consent of the Landlord, provided that Tenant may allow the use of the Lower Fields by third parties in accordance with the terms of this Lease applicable to such third party usage. Any attempted assignment without the consent of the Landlord as contemplated hereby shall be void.

Subject to Landlord's approval, which approval shall not be unreasonably withheld, Tenant may grant one or more mortgages encumbering Tenant's leasehold estate or collaterally assign Tenant's leasehold interest in this Lease subject to the following provisions

(i) Each approved mortgage shall cover no interests in any real property other than Tenant's interest in the Premises.

(ii) Tenant or the holder of such approved mortgage (a "Permitted Mortgagee") shall promptly deliver to Landlord in the manner herein provided for the giving of notice to Landlord, a true copy of the approved mortgage and of any assignment thereof and shall notify Landlord of the address of the approved mortgagee to which notices may be sent.

(iii) Landlord and Tenant shall allow for the assignment of the Lease and rent and fees from use of the Premises as collateral to the Permitted Mortgagee.

18. Tenant's Default; Landlord's Remedies

If (i) the Tenant shall default in the payment when due of any Basic Rent or Additional Rent, and shall fail, within five (5) days after written notice of such default from the Landlord, to cure such default, except that the Landlord shall not be obligated to give the Tenant notice of such default if the Landlord has previously given two (2) or more such notices in the previous twelve (12) months; (ii) the Tenant shall default in the timely performance or observance of any of the other covenants contained in these presents and on the Tenant's part to be performed or observed, and shall fail, within thirty (30) days after written notice of such default from the Landlord to cure such default, provided that if such default is not reasonably susceptible of cure within said thirty (30) days, the Tenant shall have such additional time, not to exceed ninety (90) days after written notice of such default from the Landlord, as is reasonably necessary to effectuate a cure, so long as such efforts have been commenced within said thirty (30) days and are thereafter diligently prosecuted to completion; (iii) the estate hereby created shall be taken on execution, or by other process of law; (iv) the Tenant shall file any petition or answer seeking any reorganization, arrangement, liquidation, dissolution or similar relief for itself under the United States Bankruptcy Code, or if Tenant shall seek or consent to or acquiesce in the appointment of any trustee, receiver or liquidator of Tenant or shall make any general assignment for the benefit of creditors; or (v) if a petition shall be filed against Tenant seeking any reorganization, arrangement, liquidation, dissolution or similar relief under the United States Bankruptcy Code, and shall remain undismissed for ninety (90) days, or if any trustee, receiver or liquidator of Tenant shall be appointed without the consent or acquiescence of Tenant and such appointment shall remain unvacated or unstayed for ninety (90) days; then and in any of said cases, the Landlord may, to the extent permitted by law, immediately or at any time thereafter and without demand or notice, terminate this Lease and enter into and upon the Premises, or any part thereof in the name of the whole, and repossess the same as of the Landlord's former estate, and expel the Tenant and those claiming through or under the Tenant and remove its effects without being deemed guilty of any manner of trespass, and without prejudice to any remedies which might otherwise be used for arrears of rent or preceding breach of covenant.

No termination or repossession provided for in this Paragraph 18 shall relieve the Tenant of its liabilities and obligations under this Lease, all of which shall survive any such termination or repossession. In the event of any such termination or repossession, the Tenant shall pay to the Landlord either (i) in advance on the first day of each month, for what would have been the entire balance of the Term, one-twelfth (1/12) (and a pro rata portion thereof for any fraction of a month) of the Additional Rent and all other amounts for which the Tenant is obligated hereunder, less, in each case, the actual net receipts by the Landlord by reason of any reletting of the Premises after deducting the Landlord's reasonable expenses in connection with such reletting, including, without limitation, removal, storage and repair costs and attorneys' fees, or (ii) upon demand and at the option of the Landlord exercisable by the Landlord's giving notice to the Tenant at any time after any such termination, the present value (computed at a capitalization rate based upon the so-called "Prime Rate" then in effect at Bank of America or its successor) of the amount by which the payments of Additional Rent reasonably estimated to be payable for the balance of the Term after the date of the exercise of said option would exceed the payments reasonably estimated to be the fair rental value of the Premises on the terms and conditions of this Lease over such period, determined as of such date.

Without thereby affecting any other right or remedy of the Landlord hereunder, the Landlord may, at its option, cure for the Tenant's account any default by the Tenant hereunder which remains uncured

after said thirty (30) days' notice of default from the Landlord to the Tenant, and the cost to the Landlord of such cure shall be deemed to be Additional Rent and shall be paid to the Landlord by the Tenant within ten (10) days of demand.

19. Remedies Cumulative; Waivers

The specific remedies to which the Landlord may resort under the terms of this Lease are cumulative and are not intended to be exclusive of any other remedies or means of redress to which the Landlord may be lawfully entitled in any provision of this Lease or otherwise. The failure of the Landlord or the Tenant to insist in any one or more cases upon the strict performance of any of the covenants of this Lease, or to exercise any option herein contained, shall not be construed as a waiver or relinquishment for the future of such covenant or option. A receipt by the Landlord, or payment by the Tenant, of Basic Rent or Additional Rent with knowledge of the breach of any covenant hereof shall not be deemed a waiver of such breach, and no waiver, change, modification or discharge by the Landlord or the Tenant of any provision in this Lease shall be deemed to have been made or shall be effective unless expressed in writing and signed by an authorized representative of the Landlord or the Tenant as appropriate. In addition to the other remedies in this Lease provided, the Landlord shall be entitled to the restraint by injunction of the covenants, conditions or provisions of this Lease, or to a decree compelling performance of or compliance with any of such covenants, conditions or provisions.

20. Notices

Any notices, approvals, specifications, or consents required or permitted hereunder shall be in writing and mailed, postage prepaid, by registered or certified mail, return receipt requested, if to the Landlord or the Tenant at the address set forth herein in paragraph 1, and if to any Mortgagee at such address as it may specify by such notice to the Landlord and the Tenant, or at such other address as any of them may from time to time specify by like notice to the others. Any such notice shall be deemed given when mailed, except that if any time period commences hereunder with notice, such time period shall be deemed to commence when such notice is delivered or, if earlier, when postal records indicate delivery was first attempted.

21. Estoppel Certificates

The Tenant hereby agrees to from time to time, after not less than ten (10) days' prior written notice from the Landlord, execute, acknowledge and deliver, without charge, to the Landlord or any other person designated by the Landlord, a statement in writing certifying: that this Lease is unmodified and in full force and effect (or if there have been modifications, identifying the same by the date thereof and specifying the nature thereof); that to the Tenant's knowledge, there exist no defaults (or if there be any defaults, specifying the same); the amount of the Basic Rent, the dates to which the Basic Rent, Additional Rent and other sums and charges payable hereunder have been paid; and that to its knowledge, the Tenant has no claims against the Landlord hereunder except for the continuing obligations under this Lease (or if the Tenant has any such claims, specifying the same).

22. Bind and Inure; Limited Liability of Landlord

All of the covenants, agreements, stipulations, provisions, conditions and obligations herein expressed and set forth shall be considered as running with the land and shall extend to, bind and inure to the benefit of the Landlord and the Tenant, which terms as used in this Lease shall include their respective successors and assigns where the context hereof so admits, except that no violation of the provisions of

Paragraph 17 shall operate to vest any rights in any successor or assignee of the Tenant and provided further that the provisions of this Paragraph 22 shall not be construed as modifying any of the provisions of Paragraph 18.

The Landlord shall not have any individual or personal liability for the fulfillment of the covenants, agreements and obligations of the Landlord hereunder, the Tenant's recourse and the Landlord's liability hereunder being limited to the Property. The term "Landlord" as used in this Lease shall refer only to the owner or owners from time to time of the Property, it being understood that no such owner shall have any liability hereunder for matters arising from and after the date such owner ceases to have any interest in the Property.

In no event shall the Landlord be liable to the Tenant for any special or indirect damages, or claims for lost profits, suffered by the Tenant or any other person or entity by reason of a default by the Landlord under any provisions of this Lease.

23. Captions

The captions for the numbered Paragraphs of this Lease are provided for reference only and they do not constitute a part of this agreement or any indication of the intentions of the parties hereto.

24. Integration

The parties acknowledge that all prior written and oral agreements between them and all prior representations made by either party to the other have been incorporated in this instrument or otherwise satisfied prior to the execution hereof.

25. Severability; Choice of Law

If any provision of this Lease shall be declared to be void or unenforceable either by law or by a court of competent jurisdiction, the validity or enforceability of remaining provisions shall not thereby be affected.

This Lease is made under, and shall be construed in accordance with, the laws of The Commonwealth of Massachusetts.

26. Contingency Fund

Tenant shall establish and fund during the Term of the Lease a contingency fund to off-set operating costs and payments due in connection with the bank loan for the Lower Fields. Tenant shall hold the contingency fund in a separate interest bearing account. Any money remaining in the contingency fund upon the Expiration Date or earlier termination of this Lease shall be the property of Tenant.

27. Landlord's Policy Tenant shall use commercially reasonable efforts to ensure that the use of the Lower Fields by all participants shall at all times comply with Landlord's policies (as from time to time updated) with respect to alcohol and tobacco use, profanity, music and advertising.

28. Concessions Stand Landlord shall be in charge of the food, beverage and apparel sold at the Premises and all proceeds from such sales shall go to funding Landlord's maintenance and financing costs of the Premises.

29. Naming Rights Landlord shall have the right to negotiate any naming and/or advertising rights at the Lower Fields and shall retain the proceeds from the sale or leasing of such rights.

30. Tenant Certifications

Tenant hereby certifies under penalties of perjury as follows

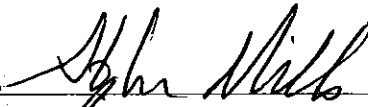
(i) Tenant has not given, offered or agreed to give any gift, contribution or offer of employment as an inducement for, or in connection with, the award of this Lease other than those gifts or contributions disclosed in the Tenant's response to the Request for Proposals that was issued for this Lease by the Landlord.

(ii) No person, corporation or other entity, other than a bona fide, full-time employee of the Tenant, if any, has been retained or hired to solicit for or in any way assist the Tenant in obtaining the Lease upon an agreement or understanding that such person, corporation or other entity be paid a fee or other consideration contingent upon the award of the Lease.

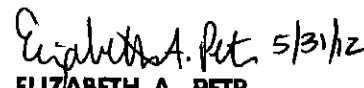
IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed in quadruplicate under seal as of the date first above written.

LANDLORD

Acton-Boxborough Regional School District

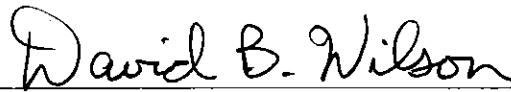
By: 
Name: Stephen E. Mills
Title: Superintendent



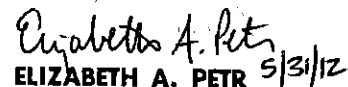
 5/31/12
ELIZABETH A. PETR
Notary Public
Commonwealth of Massachusetts
My Commission Expires
February 17, 2017

TENANT

Friends of Leary Field d/b/a Friends of the Lower Fields

By: 
Name: David B. Wilson
Title: President



 5/31/12
ELIZABETH A. PETR
Notary Public
Commonwealth of Massachusetts
My Commission Expires
February 17, 2017

Outline of Premises



Exhibit B – Turf Field Allocations (School Use, Folf/Rental Use)

Session	Start/End Description	Earliest	Latest	School Use (M-F)		Folf Use/Rentals (M-F)		Folf Use/Rentals (Sat/Sun)	
				Field 1	Field 2	Field 1	Field 2	Field 1	Field 2
Fall 1	second Thursday preceding Labor Day	21-Aug	27-Aug	7am-6pm	7am-6pm	6pm-10pm	6pm-10pm	7am-10pm	7am-10pm
	Friday following 1st Monday in November	5-Nov	11-Nov						
	Labor Day			8am-4pm	none	4pm-10pm	7am-10pm	7am-10pm	7am-10pm
	Columbus Day			8am-4pm	none	4pm-10pm	7am-10pm	7am-10pm	7am-10pm
Fall 2	Monday following last Friday above Friday (day after) Thanksgiving	8-Nov 23-Nov	14-Nov 29-Nov	7am-6pm	7am-2:30pm	6pm-10pm	2:30pm-10pm	7am-10pm	7am-10pm
Winter	Monday after Thanksgiving	27-Nov	3-Dec	7am-2:30pm	7am-4:30pm	2:30pm-10pm	4:30pm-10pm	7am-10pm	7am-10pm
	Friday of 2nd full week of March	12-Mar	18-Mar						
	Christmas recess			none	none	7am-10pm	7am-10pm	7am-10pm	7am-10pm
	Winter recess			none	none	7am-10pm	7am-10pm	7am-10pm	7am-10pm
Spring 1	3rd Monday in March	15-Mar	21-Mar	7am-6pm	7am-6pm	6pm-10pm	6pm-10pm	7am-10pm	7am-10pm
	Friday, Graduation Day	1-Jun	7-Jun						
	Spring recess			8am-6pm	none	6pm-10pm	7am-10pm	7am-10pm	7am-10pm
	Memorial Day			8am-4pm	none	4pm-10pm	7am-10pm	7am-10pm	7am-10pm
Spring 2	Monday after Graduation Day Friday of 3rd week of June	4-Jun 19-Jun	10-Jun 25-Jun	7am-6pm	7am-2:30pm	6pm-10pm	2:30pm-10pm	7am-10pm	7am-10pm
Summer	Monday of 4th week of June second Wednesday preceding Labor Day	22-Jun 20-Aug	28-Jun 26-Aug	none	none	7am-10pm	7am-10pm	7am-10pm	7am-10pm

File: JFABB

ADMISSION OF EXCHANGE STUDENTS

The District may accept, on a tuition free basis, with the approval of the building Principal and the Superintendent and on a space available basis, up to three exchange students total in grades 7 – 12 per year. The exchange student must:

- 1) Be sponsored by an officially recognized exchange student program.
- 2) Reside with a host family in one of the district towns.
- 3) Have a working knowledge of the English Language.
- 4) Hold a J1 Visa.

Students who are accepted and placed in grade 12 will be ineligible to receive a diploma, but may be awarded a certificate of attainment.

Verification of local residence and pertinent records must be provided by the student/organization to the District before approvals are issued.

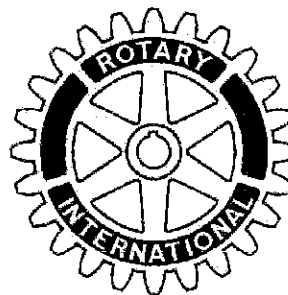
APPROVED 3/3/11

Acton Public Schools and Acton-Boxborough Regional School Districts

Acton-Boxborough Rotary

April 26, 2012

Michael Coppolino, chair, and members of the
Acton-Boxborough Regional Schools District Committee



Acton, MA 01720-6161

Dear Sir or Madam:

I am surprised and disappointed to hear the policy established by the school committee on exchange students. According to Dr Callen, the school is limited to three exchange students per year and those slots have been filled in advance for a couple of years.

Acton-Boxborough Rotary has been participating in an exchange program which I believe is of great value to the students. Next year we have two A-B students who will be studying abroad, Lea Love-Moore and Nicholas Hoefer. Rotary's Essex exchange program appears to be unlike other programs in that we try to send out one A-B student for every foreign student we accept. Under these circumstances there is no tuition burden placed on the school by educating additional students.

Our program is different than most primarily in its student costs. Other programs have been limited to wealthy students who can afford to pay all costs involved. The Rotary program burdens the student with travel and insurance costs, finds host families willing to provide room and board, provides an education on a student swap basis, and provides the student with a stipend during his stay. In addition, Rotary provides careful monitoring of the student's health, welfare, protection and education. The host families are carefully supervised and the entire club as well as the Essex program is involved with the student.

The policy adopted by the school committee offered to cover tuition for exchange students and this was probably the reason for limiting the admission of exchange students to three per year. Since Rotary's program based on exchange does not result in additional enrollment, we would hope the policy could be modified to permit additional students on this basis. I am requesting the school committee to consider such a policy modification.

We had been hoping to accept a student for the next school year. However, even though we have sent out more students than we have accepted, no openings are available. It appears Acton-Boxborough Rotary will have to withdraw from the exchange program and no longer offer exchange opportunities to your students. We appreciate the past cooperation we have had for the two exchange students we have had from Indonesia and Venezela. We will be informing the community our exchange program is unable to continue.

Sincerely,

A handwritten signature in cursive script that reads "Robert E. Johnson".

Robert Johnson
Youth Counselor
Acton-Boxborough Rotary
90 Coventry Wood Rd
Bolton, MA 01740

To: Acton-Boxborough Regional School Committee
From: Alixe Callen, Principal ABRHS
Re: Exchange Students 2012-2013
Date: May 1, 2012

Since the vote to accept exchange students in the district, we have received a number of inquiries from families and agencies hoping to enroll exchange students for next year. We have taken those requests on a first come, first served basis, with the first student enrolling early in the winter. In addition to the three students already enrolled, we also have two students currently on a waitlist. This does not include the request from the Rotary Club last week to enroll two students.

6.5

**ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
FIELD TRIP REQUEST FORM**

Day Trips: Please file at least two (2) weeks in advance

**** International Trips, Overnight and Out of State Trips**

 Please file at least four (4) weeks in advance for 1-3 day trips

 Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

Field trips should not be scheduled during the last week of the term or during the last three weeks of the school year.

Date and Time of Departure December 26, 2012

Date and Time of Return December 31, 2012

Destination Mt. Ste. Anne, Quebec, Canada

Address Mt. Ste. Anne; Chalets Montmorency, 1768 Abvenue Royale

Town Ste. Ferreol-les-
Neiges, Quebec GOA 3R0, Canada

Class _____ Number of students ABRHS Nordic Ski Team: 14

Number of buses 0

(If you need more than 1 bus, please meet with Lani DeRome on safety procedures.)

Number of Faculty Chaperones/ Supervisors 2

Number of Other Non-Faculty Chaperons (must be CORI checked) 4

Teacher Signature and Date: M. Paganini

Emergency Cell Phone number (s): 978-844-3695

Please forward to the appropriate Department Leader, Athletic Director or Student/ Faculty Support Coordinator for approval prior to forwarding to Susan Atwater-Rhodes, Assistant Principal

Department Leader, Athletic Director or Student Faculty Support Coordinator: _____

Approval and Date: _____

.....

Prior to your trip:

- Please be sure that all permission slips are signed
- Review medical issues/medications with school nurse.
- Turn in any money collected to the bookkeeper, Diane McSweeney
- Post List of students attending on ABRHS Folder

In addition, for Extended/Overnight, International Trips and Out of State** forward the following to the Assistant Principal prior to departure:

- Complete itinerary for trip
- Emergency notification procedures
- Emergency medical procedures

****REMEMBER School Committee Approval Is Required. Be sure that all School Committee approval forms have been filed and approved.**

Assistant Principal Approval and Date: _____

Acton Public Schools
Acton-Boxborough Regional School District
Acton, MA

**OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE
FIELD TRIP PERMISSION FORM**

Submit for Superintendent and School Committee approval

The first step in this process is to meet with Blake Lochrie-our International Field Trip Coordinator to go over initial details.

Please file at least four (4) weeks in advance for 1-3 day trips

Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

Please TYPE or use COMPUTER FORM

- Name of Teacher(s): Patricia Garrison
- School: Acton-Boxborough Regional High School
- # of Students going: 14 # of Chaperones (gender): 3 men; 2 women/
Separated into separate condos with men and boys in one condo; women and girls in
second condo

Names of Chaperones: Patricia Garrison; Gil Watt; Scott Gatley; Richard
Garrison; and Sarah Dawley
They are required to drive skiers back and forth to ski area; shop for food; prepare
healthy meals; help with organizing trip into Quebec to visit the National Museum
in the city.


Date(s) of Trip: 12/26/12 - 12/31/12 School Time Involved: vacation week

- Purpose of Trip/Destination: To train for the ski season for the Nordic Ski Team.
This Camp is carefully monitored, well-grounded nutritionally, and professionally
coached Nordic ski sessions developed with the skiers' expertise in mind. Each
athlete writes 2 goals prior to the trip and reflects on the trip after returning home. It
dovetails perfectly with the beginning of the Dual County Nordic Varsity Ski Racing
season that begins the first week of January. We race every winter, whether there is
snow or not. The Weston Ski Track makes snow for the 10-11 High School Ski teams
in the greater Boston area. Two leagues train daily and race weekly at the Weston Ski
Track. We regularly place in the top 5 out of 19 teams in the State of Massachusetts at
the State Championships. The training in Quebec is a wonderful opportunity for the
skiers to prepare for the rigors of the races.
- Have you taken this trip before? yes , with a ski club

- If so, have appropriate insurance forms been filled out? The forms will have been completed at least two months prior to the trip.

- _____ Approved _____ Not Approved

Date


Principal

5/14/12
Date

[Signature]
Superintendent

5/29/12
Date

_____ Approved _____ Not Approved

School Committee

Date

Revised 11/15/06

**Mt. Ste Anne Team Schedule
2012**

**Training Itinerary
Pre-trip meeting on 1st weekend of December**

Times listed for skiing are "skis on snow, ready to go". We will start each workout with a 10-minute warm-up loop on trail 37 (you will be given a trail map) to make sure all equipment and clothing is correct. I have put blocks of time on the schedule for classic waxing as a team. We will add some video sessions of technique to the schedule.

Naps are considered part of the training plan and are NOT optional.

Tues. 25 Dec

Completely pack for trip. (list will be emailed)
Wax skis with glide wax and scrape
Have classic skis ready to go!

Wed. 26 Dec

8:30 AM Cars Leave.
12 noon: Arrive at Lyndonville Diner for lunch.
6:30 PM Arrive Mont Ste Anne. Settle in. Eat dinner.
10:00 PM Lights out.

Thurs. 27 Dec

9:00 AM 2 hr skate ski on Mt Ste Anne trails.
11:30 AM Whole team meeting (coaches, parents, athletes) at Chalet Saint-Julien (base lodge)
1:00 PM Nap
2:15 PM Wax at Chalet Saint-Julien
2:45 PM Classic ski for 1+ hour.
10:00 PM Lights out

Fri. 28 Dec

9:00 AM Ready to wax at Chalets St. Julien (base lodge)
9:30 AM 2 hr classic ski
1:00 PM Nap
2:30 PM Skate Drills for 1+ hrs.
10:00 PM Lights out

Sat. 29 Dec

9:00 AM Ready to wax.
9:30 AM Start group warm-up.
10:30 AM Time Trial 5 km
2:00 PM Leave for Quebec City
2:30 PM Visit the National History Museum
4:00 PM Tour Old Quebec City. Wear very warm clothing!
6:30 PM Dinner together in a French speaking restaurant.
10:00 PM Lights out

Sun. 30 Dec

9:00 AM Ready to wax.

9:30 AM 2 hr classic ski with technique drills

1:00 PM Nap

2:30 PM Skate Drills and race trail tour

10:00 PM Lights out

Mon. 31 Dec

8:30 AM Clean condos and leave Quebec.

12 noon stop at Lyndonville Diner for lunch.

**Behavior Contract
Quebec Ski Trip
December 26 – December 31, 2012**

To ensure everyone has a safe experience, certain guidelines must be clearly understood and committed to.

_____ There will be absolutely no consumption of alcohol or illegal drugs by any students.

_____ There will be absolutely no sexual contact.

_____ There will be no carrying or purchasing of any weapons or fireworks.

_____ Breaking any of the above guidelines will lead to a student being sent home as soon as possible at the parent's expense.

While the above considerations are obvious, there are other safety and comfort concerns everyone should be aware of and expect to follow so we can all have the best trip possible. These include:

_____ No one may venture out on his or her own. The chaperones must know where everyone is at all times.

_____ Everyone is expected to train each day unless you are not feeling well. Communicate with Coach Garrison or Assistant Coach Jess to let us know the situation.

_____ Everyone will respect each other's need for rest in the condos. Quiet time is quiet time.

Very Important

Culturally and Socially:

- Respect is very important while in Quebec. Behave well, be polite, and obey the rules of the ski area. When in Quebec City, stay with the group, behave well, and represent the U.S. in a calm, mature manner.

Safety-wise:

- Always ski with a partner. NEVER ski alone.

DANNY'S PLACE LEASE
2013

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This Lease Contract is hereby entered into between the Acton-Boxborough Regional School District (hereinafter referred to as the Lessor) (with the approval of the Acton-Boxborough Regional School Committee pursuant to M.G.L. Chapter 40, Section 3) and Daniel James McCarthy Memorial Fund, Inc., a not-for-profit corporation (hereinafter referred to as the Lessee).

1. **PREMISES AND TERM.** For and in consideration of the rents herein reserved and of the covenants and agreements herein contained on the part of Lessee to be kept, observed, and performed, the Lessor has demised and leased, and do by these presents demise and lease unto the Lessee, the following-described real estate:

That portion of the former Florence A. Merriam Elementary School building located on Charter Road in Acton, Massachusetts, described as: a portion of the former Cafetorium and geographically outlined on Attachment One to this Lease, as well as the non-exclusive right to use the corridors and common areas not otherwise leased.

To have and to hold the above-described premises with all the rights, privileges, easements and appurtenances thereunto belong unto the Lessee for the term commencing on the 1st day of July 2012 and ending on the 30th day of June 2013, unless the term shall be sooner terminated as hereinafter set forth.

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2. **RENTALS.** (a) In consideration thereof, the Lessee hereby covenants and agrees to pay to Lessor as rental for the demised premises the sum of Twenty-Five Thousand Six Hundred and Twenty-Five dollars (\$25,625) as follows:

An annual rental of Twenty-Five Thousand Six Hundred and Twenty-Five dollars (\$25,625) in equal installments payable monthly in advance on or before the first day of each month. Furthermore, a payment of \$1,000 has been made, to be held by the Lessor in an interest bearing account as a security deposit. Said deposit to be refunded at the end of the rental term, except that such portion thereof as might be applied by the Lessor to remedy any breach of paragraph 4 hereof at any time during the lease period.

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(b) It is hereby covenanted and agreed that all of the payments shall be made at the office of the Lessor, or at such other place as they may from time to time designate in writing, and without any deduction whatever, and in legal tender of the United States of America.

3. **INTEREST.** It is further covenanted and agreed that should any installment or installments of rent or other charges provided for under the terms of this lease be not paid when due, the same shall bear interest at the rate of twelve percent (12%) per annum from the date the same shall become due as herein provided.
4. **USE AND CARE OF PREMISES.** It is further covenanted and agreed that Lessee will not permit or suffer the commission of waste; nor permit the premises of the buildings thereon to be used for any vicious or immoral purposes, or for any purpose that will substantially

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increase the rate of insurance thereon, or for any purpose in violation of the state laws, federal laws, or municipal ordinances, rules and regulations, now or hereafter in force and applicable thereto; and that Lessee shall keep and maintain the premises in a clean, safe, secure and wholesome condition; and that the Lessee shall keep the Lessor harmless and indemnified at all times against any loss, cost, damage or expense by reason of any accident, loss, casualty or damage resulting to any person or property through any use, misuse or nonuse of the premises, or by reason of any act or thing done or undone on, in or about the premises or in relation thereto. The Lessee further covenants and agrees that he will promptly, at his own expense, make and pay for any and all changes and alterations in or about the premises, buildings, improvements and fixtures necessary, during the term of this lease, for program certification by town or state; and to save the Lessor harmless and free from all cost, damage or annoyance in respect thereto. The Lessee further covenants and agrees that it will, during the demised term, at its own expense, keep the premises in the same reasonable condition as it is at the time of the commencement of the lease, reasonable wear and tear, and damage by fire excepted.

5. EXAMINATION AND INSPECTION OF PREMISES. The Lessee further covenants and agrees that the Lessor shall have the privilege at all reasonable times of entering upon the demised premises for the purpose of inspecting the property and determining whether all of the terms, agreements, covenants and conditions herein contained are being complied with by the Lessee.
6. TITLE TO FIXTURES AND IMPROVEMENTS. The Lessee further covenants and agrees to and with the Lessor that all improvements and additions thereto which shall be erected on the demised premises, together with all fixtures and appurtenances that may from time to time be installed in the premises, shall be and remain the property of the Lessor, and that at the expiration of this lease, or in the event of the termination of this lease at any time before the same would expire by lapse of time, because of default or breach on the part of Lessee of any of the terms, agreements, covenants or conditions of this lease, or by reason of an agreement of the parties, or of any other fact, condition or circumstance, the Lessee shall and will yield and surrender up the premises, and all of the improvements, fixtures and appurtenances then thereon or therein, in good condition and repair to the Lessor without any compensation whatever, and the same shall belong absolutely to the Lessor. There is excluded from this paragraph appliances, such as movable air conditioners and stoves, which the Lessee may remove from the premises at the termination of lease.
7. PROVISION FORBIDDING ALTERATION OR ADDITION. The Lessee further covenants and agrees that it will not, at any time during the term, without the license in writing of the Lessor, first obtained, make any alteration or addition whatsoever in or to the premises, either externally or internally. Notwithstanding the foregoing, Lessee may undertake the contemplated internal renovations to make the premises fit for its contemplated use provided however that such renovations shall be first subject to Lessor's prior written approval. Lessee shall be responsible to obtain at its own cost and expense any permits and licenses (i) needed for its use of the premises and (ii) needed for the contemplated alterations. Lessee shall be solely responsible of its own cost and expense for compliance with the American Disabilities Act and applicable state access requirements

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arising out of its use and/or alteration of the premises including any upgrade requirements that are required in other portions of the building because of Lessee's alterations.

All alterations and additions put in at the expense of the Lessee shall be the property of the Lessor and shall remain upon and be surrendered with the premises as part thereof at the termination of this lease.

8. PROVISION AGAINST ASSIGNMENT OR SUBLETTING. The Lessee further covenants and agrees that it will not assign or underlet the premises, or any part thereof, without the previous consent in writing of the Lessor.
9. PERMITTED USES. The Lessee covenants and agrees that the use of the premises by Lessee will be limited to: a youth center that operates a regular after-school schedule and special events on evenings and weekends shall be subject to Lessor's reasonable approval; unless the Lessor grants written license for other uses of the premises.
10. PROVISION FOR RIGHT OF ENTRY BY LESSOR TO REPAIR. The Lessor reserves the right from time to time at its own expense and by its officers, agents and contractors to make such renovations, repairs and changes in and about the leased premises as to the Lessor seems desirable, and the Lessee agrees to make no claim against the Lessor, its officers, agents and contractors for interference with their leasehold interests or for loss or damage to their business during such renovations, repairs and changes.
11. PROVISION PROHIBITING DEFACEMENT AND STORAGE OF EXPLOSIVES OR INFLAMMABLES. The Lessee will not injure, overload or deface or suffer to be injured, overloaded or defaced the premises or any part thereof. There shall not be kept or used on the premises any inflammable or explosive materials or liquids, save as may be necessary or appropriate for use in the business of the Lessee.
12. PROVISION FOR FURNISHING OF HEAT BY LESSOR. Lessor shall, at his expense, heat all of the rented premises Monday through Sunday during the normal heating season during normal working hours. In case it shall become necessary or proper at any time, as a result of accidents, or in order to improve the condition or operation of the heating apparatus, plumbing, boiler, machinery, or anything appertaining thereto, to suspend the operation of the heating apparatus or other service, until all necessary repairs or improvements shall have been made and completed, Lessor shall be at liberty to do the same without in any manner or respect affecting or modifying the obligations or covenants of the Lessee herein contained and without liability to the Lessee; provided however that such repairs and improvements shall be made and completed as expeditiously as possible, and shall be undertaken whenever possible outside of the heating season, and when this is not possible, with due regard to the necessity of the Lessee's maintenance of continuous operations.
13. PROVISION FOR FURNISHING OF WATER, ELECTRICITY AND OTHER UTILITIES. The Lessor covenants to pay any and all charges for water and other utilities used by the Lessee. However, to the extent that the Lessor's actual costs for providing services exceed the actual expense incurred by the Lessor to (heat) (provide water septic,

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electricity and other utilities) the Merriam building during the period July 1, 2012 through June 30, 2013, each lessee's rental will be increased in the proportion that each lessee's area bears to the total leased area in the building. Any such (heat, water, septic, electricity and other utility) escalator shall be calculated on June 30th of each rental year and applied to the following year's rental payment or proportion thereof. Lessee shall provide for its own telephone and internet services at its own cost and expense. PROVISION FOR SNOW AND ICE REMOVAL BY LESSOR. The Lessor covenants that he will keep clear of snow and ice all walks and stairways used by the Lessee in common with the Lessor or other tenants. MAINTENANCE OF EXTERIOR AND COMMON AREAS. The Lessor shall provide cleaning and maintenance services in the common or shared areas of the structure and the surrounding grounds. In addition, the Lessor will provide for normal trash removal from the leased premises, wax tile floors and vacuum rugs or carpeted areas. Unless otherwise specifically provided for in this instrument, the Lessor shall not provide any other cleaning or minor maintenance in the leased premises which shall be Lessee's responsibility. All communications with the Lessor in regard to maintenance or custodial matters should be directed to the Lessor's Director of Buildings and Grounds.

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16. PROVISION FOR CARE BY LESSEE, CERTAIN ACTS PROHIBITED. Not to drive nails, tacks, pins, screws and the like into the walls, partitions or woodwork of the premises, or the building, and to keep the premises at its own expense, during the continuance of this lease in as good repair, and at the expiration of the term, yield and deliver up the same in like condition as when taken, reasonable use and wear thereof excepted, and will replace or repair immediately at its own expense any broken glass in the windows, doors, walls or partitions, or any other damages in or to the doors, walls, locks, and other portions of the premises, unless such damage has been caused by vandalism of outside parties.

Subject to the duties of the Lessor as otherwise provided herein, the Lessee will keep all the premises in such repair as the same are at the commencement of the term or may be put in by the Lessor during the continuance thereof, damage due to reasonable wear and tear and damage by fire or other casualty excepted, and will promptly replace all glass broken during the term by other of the same size and quality, damage by fire or other casualty excepted.

17. PROVISION FOR RIGHT OF INSPECTION. That the Lessor, its legal representatives, successors or assigns may at any time cause the premises to be inspected, and, if any alterations or repairs be necessary to properly preserve the property, the Lessor, its agents, successors, assigns or legal representatives may enter the premises at any time for the purpose, and cause such repairs or alterations to be made, without hindrance or molestation on the part of the tenant, or other persons then in possession of the premises, or any part thereof.
18. PROVISION THAT PERSONAL PROPERTY OF LESSEE KEPT ON PREMISES AT RISK OF LESSEE. Any property of any kind of the Lessee that may be in the demised premises during the continuation of this lease or any extension thereof shall be at the sole risk of the Lessee.
19. PROVISION THAT LESSEE ACCEPTS PREMISES AS FOUND. Lessee has examined the premises prior to and as a condition precedent to his acceptance and the execution

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hereof, and is satisfied with the physical condition thereof, and his taking possession thereof shall be conclusive evidence of his receipt thereof in good order and repair (except as otherwise specified hereon), and agrees and admits that no representation as to the condition or repair thereof has been made by Lessor or his agent, which is not herein expressed, or indorsed hereon.

20. PARKING. The Lessee will direct its staff and clients to park in the areas assigned by the Lessor's Director of Buildings and Grounds. Lessor reserves the right to restrict parking.
21. TRAFFIC COORDINATION. In order that the ingress and egress of vehicles and personnel may be coordinated, the Lessee agrees to inform the Lessor's Director of Buildings and Grounds of its opening and closing times as well as any interim traffic peak periods and to make reasonable adjustments thereof if necessary to accommodate a coordinated ingress and egress plan.
22. SERVICE OF NOTICES. It is further agreed by the parties hereto that whenever it shall become necessary or desirable to serve notices upon one party by the other, that the notice shall be in writing or printing, and may be sent by certified mail, with full postage prepaid, to the last known post office address of the then Lessor or Lessee who is such of record; and notice to the then Lessor or Lessee of record shall, for all purposes, be deemed notice to each and every one of their predecessors in interest respectively, and to all persons holding under or through them, the predecessors and other persons hereby waiving further or different notice.
23. EARLY TERMINATION. The premises are part of the structure until recently used by the Town of Acton as the Florence A. Merriam Elementary School. In response to declining enrollments, portions of the structure have ceased to be used for mainstream elementary educational purposes, but are intended to be held in reserve for re-use for such purposes if enrollments expand again or there should be a major casualty involving another school building. Accordingly, the Lessor may terminate this lease, notwithstanding any other provision of this instrument, upon ninety (90) days notice in writing to the Lessees should a substantial portion of one of the buildings of the Acton or Acton-Boxborough schools be rendered functionally unuseable by fire or explosion or other similar event. And, in addition, the Lessor may also terminate this lease, notwithstanding any other provision of this instrument, upon 365 or more days notice in writing to the Lessee should the K-6 enrollment of the Acton elementary schools at any time exceed 2,800 students. Finally, the Lessor may terminate this lease, notwithstanding any other provision of this instrument, upon 90 days notice to the Lessee should all day kindergarten be made mandatory by state law or regulation or mandated by the Town of Acton or the Acton School Committee. The Lessee may terminate this lease, notwithstanding any other provision of this instrument, upon ninety (90) days notice, should the Lessee's activity no longer be compatible with the leased premises as a result of unanticipated growth or should the Lessee's projected source of revenue fail to materialize or continue.
24. CONTINGENCIES CONSTITUTING A BREACH HEREOF. In the event any levy, lien or attachment shall be made against the interest of the Lessee or the successors in interest in the leasehold interest hereby created on the premises, or if any other proceedings at law or

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in equity be instituted to subject the premises or any part thereof to the payment of any claim, debt, liability or damages of or against the Lessee, or if the Lessee shall become insolvent or bankrupt, or if proceedings for receivership or bankruptcy shall be instituted against him, or if he shall make an assignment for the benefit of creditors, or in any manner seeks, permits or suffers the leasehold interest hereby created to be transferred or encumbered by operation of law, or otherwise jeopardized, hypothecated or encumbered, then and in any such event, or otherwise jeopardized, hypothecated or encumbered, then and in any such event, or of any event of the same or similar legal or equitable consequence or effect, such event shall be deemed to constitute a breach of this lease, at the option of the Lessor, so as to terminate all rights, privileges and interest of Lessee herein and hereunder, unless however, the Lessee or his successor in interest hereunder, shall without the necessity of demand or notice from the Lessor, obtain and procure within 30 days after the same shall have been done, instituted, filed, or made or asserted, a discharge, release, cancellation or withdrawal thereof, or within like period bond the same off from the premises and leasehold interest and relieve the leasehold interest and the Lessor's interest herein and in the premises therefrom. The failure of the lessee to pay any of the rentals, in the manner and time hereinbefore provided or to keep, fulfill or perform any of the terms, provisions, agreements, covenants or conditions herein on his part to be kept, fulfilled and performed, time being of the essence hereof, shall likewise constitute a breach of this lease, at the option of the Lessor, so as to terminate all rights, privileges and interest of the lessee herein and hereunder.

In the event of a breach of this lease, the lessee will pay to the Lessor all costs, reasonable attorneys' fees, and other expenses which may be incurred by the Lessor in enforcing their rights hereunder and also such other actual damages as the Lessor may actually sustain by reason of the breach or default

25. DEFAULT. The Lessee further covenants and agrees to and with the Lessor that if default shall at any time be made by the Lessee in the payment of the rent after the same shall become due and payable, or if any default or breach shall be made or suffered by Lessee in any of the terms, provisions, agreements, covenants or conditions herein contained to be kept and performed by Lessee, and any such defaults or breach continuing for 30 days, then after the expiration of 30 days, it shall and may be lawful for the Lessor, at their option, to declare the term ended, and the demised premises or any part thereof, either with or without process of law, to re-enter, and the Lessee and every other person or persons occupying the same to expel, remove and put out, using such force as may be necessary in so doing, and the same premises again to repossess and enjoy as in their first and former estate, together with all improvements, fixtures and appurtenances thereon and therein; and also to distrain for any rent or moneys due to the Lessor hereunder upon any property belonging to the Lessee as stipulated damages for the nonfulfillment or breach hereof. All remedies, rights, privileges, options and advantages of the Lessor hereunder shall be cumulative, and in event of a breach hereof, the election or enforcement of one or more thereof by the Lessor shall not be deemed to be a waiver of any or all of the other remedies, rights, privileges, options and advantages of the Lessor hereunder, but the same may be pursued by them concurrently or successively in any order the Lessor may elect.

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26. PEACEABLE POSSESSION. The Lessor hereby covenants and agrees that if the Lessee shall pay and otherwise perform and do all the things and matters herein provided for to be kept and performed by the Lessee, that the Lessee shall peaceably and quietly have, hold, possess, sue, occupy and enjoy the leased premises and appurtenances, for and during the term aforesaid without any hindrance or molestation by the Lessor or by any other person or persons claiming to claim by, through, from or under them.
27. SURRENDER. The Lessee hereby covenants and agrees to and with the Lessor that upon any default on his part in the fulfillment of the terms, conditions and agreements in this lease on his part to be kept and performed, or the termination of this lease for any cause, condition or circumstance, he will at once peaceably surrender and deliver up to the Lessor the above-described premises, buildings, improvements and fixtures in good, safe and substantial repair and condition, ordinary wear and tear and damage by the elements excepted, and that the Lessee will also make such restoration to original condition as may be required under the preceding provisions hereof.
28. CASUALTY/TAKING. In the event of a casualty or taking by eminent domain of all or a portion of the premises or the building the Lessor may terminate this lease upon 30 days notice to Lessee.
29. INDEMNITY/INSURANCE. Lessee agrees to protect, defend (with counsel reasonably approved by Lessor), indemnify and save Lessor harmless from and against any and all claims and liabilities (other than claims and liabilities arising from any gross negligence or willful misconduct of Lessor), arising: (i) from the conduct or management of Lessee's use of the premises during the term, or its use of the premises during the term, resulting in any injury to or death of persons or damage to property; or (ii) from any negligent act or omission on the part of Lessee or any of its agents, contractors, employees, or others for whom Lessee is legally responsible. Lessee shall maintain general liability insurance, with Lessor named as an additional insured against claims for bodily injury, death or property damage occurring to, upon or about the building or the premises in limits of at least \$1,000,000 for bodily injury or death and for property damage. Lessee shall provide evidence of such insurance to Lessor at the commencement of the lease and upon any renewal.

Lessee shall bear all risk of loss to its materials and other personal property located in the premises and may insure the same against such loss and shall maintain such general liability insurance coverages as it so desires.

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Agreed to as of _____, 2012 by each of the undersigned.

LESSEE:

THE DANIEL JAMES MCCARTHY MEMORIAL
FUND, INC.

Date

By: _____
Name: _____
Title: _____

LESSOR:

ACTON-BOXBOROUGH REGIONAL SCHOOL
DISTRICT

Date

By: _____
Name: Stephen E. Mills
Title: Superintendent of Schools

Approved:

ACTON-BOXBOROUGH REGIONAL SCHOOL
COMMITTEE

By: _____
Name: Xuan Kong
Title: Chairperson

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To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for May
 Date: 6/1/2012

There were 30 discipline referrals to the administration during the month of May. This total is down from 50 last year. 18 students were suspended this month, while 17 students were suspended during May, 2011.

Suspensions

Infraction	2008	2009	2010	2011	2012
Abusive/Obscene Language					
Alcohol Use	1		4	11	5
Alcohol Possession					1
Disrespectful Behavior		2			
Disruptive/Uncooperative Behavior			2		
Drug Paraphernalia	1				
Marijuana Possession	1			1	1
Marijuana Use					5
Fighting				3	4
Harassment			3		
Insubordination	1				
Leaving School Grounds	2				1
Physical Aggression	2		1		
Physical Attack				1	
Sale of Alcohol				1	
Stealing	1				
Threatening					1
Truancy Issues	1		8		
Total	10	2	18	17	18

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

c: Alixe Callen

Other Infractions

Infraction	2008	2009	2010	2011	2012
Abusive/Obscene Language			1		
Academic Integrity		2		3	
Alcohol Possession					1
Alcohol use	1		4	11	5
Bullying				1	
Bus Discipline Issue		4			
Chem Health Alcohol					2
Chem Health Smoking				3	
Computer use Violation	4			3	
Disrespectful	2	3	3		
Disruptive/Uncooperative Behavior	5	2	7	4	3
Drug Paraphernalia	1				
Marijuana Possession	1			1	1
Marijuana Use					5
Fighting				3	4
Forgery		1		4	
Harassment		2	4	2	2
Leaving School Grounds	17	3	11	4	4
Non Compliance w/school rules			2		
Other	2	1	3	1	
Out of School Issue		2			
Physical Aggression	2		3		
Physical Attack				1	
Sale of Alcohol				1	
Stealing	1				
Tardy				1	
Teasing			1	4	1
Threatening					1
Truancy	6	1	14	3	1
Vandalism					1
Total	42	21	53	50	30

7.3.1

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
June 1, 2012

Category	Total as of 5/1/2011	Additions	Subtractions	Current Total as of 6/1/2012
RJG JHS	10	0	0	10
ABRHS	12	0	0	12
ABRSD TOTALS	22	0	0	22

5/31/12

“People”

*an exhibit of student artwork at the Sargent Memorial Library, Boxborough
April 26 through June 7, 2012*

Participating students:

ABRHS

Danny Bloom - Grade 9, Caroline Cao - Grade 9, Ty Cummings - Grade 9,
Simone Doncel - Grade 12, Amy Liu - Grade 9, Erika Peterson - Grade 9,
Charlotte Bendig - Grade 10, Tong Chaiyapetch - Grade 10,
Emanda Hau - Grade - 10, Alecia Reed - Grade - 10, Julia Whittle - Grade 10,
May Oo - Grade 11, Ruoyun “Susan” Xie - Grade 11, Clara Hong - Grade 12

RIG

Amanda Carotenuto - Grade 7, Shay Lukas - Grade 7, Sara Mitchell - Grade 7,
Nikhaar Shah- Grade 7, Milind Sundaram - Grade 7, Julia Friend- Grade 8,
Ryan McDowell - Grade 8, Carol Zhang - Grade 8

Conant

Emily Szelest - Grade 5, Justin Santoro - Grade 5, Chad Sullivan - Grade 5,
Tim Kuta - Grade 6, Emily Nottonson - Grade 6, Alice Ying - Grade 6

Douglas

Octavia Fernandez - Grade K, Maya Mathis - Grade 1,
Aidan O'Sullivan - Grade 1, Maya Ghose - Grade 2

Gates

Mitchell Henderlong - Grade 4, Irene Ji - Grade 4, Rohini Janji - Grade 5

McT

Elliot Dawson - Grade K, Mattheus Silva- Grade K, Julia Lee - Grade 5
Haisam Bashir -Grade 5 , Ana Ledeboer-Cid - Grade 5, Mattheus Silva- Grade K

Merriam

Caleb Finkelman - Grade 3, Teagan Smith - Grade 3, Sophie Cooke - Grade 3
Christopher Sousounis - Grade 3, Martin Azernikov - Grade 3,
Arthur Chigas - Grade 3, Devin Brown - Grade 3, Lauren Baum - Grade 3
Jing Yi Sze - Grade 3, Sonia Mulgund - Grade 3, Ruthie Zhang - Grade 3
Louis Brown - Grade 3, Jack Mersereau - Grade 5, Robby Frey - Grade 5
Shreya Voruganti - Grade 5, Jackson Clark - Grade 5, Erin McNeish - Grade 5

"Students Make Their Mark"

an exhibit of student artwork at the Acton Senior Center, May 2012

The following students' artwork was included in the show "Students Make their Mark" at the Acton Senior Center during the month of May. An opening reception was held on May 4.

ABRHS

Kevin Fang – Grade 9, Emma Graney - Grade 9, Katrina Greene - Grade 9,
Michaela Kendrick - Grade 9, Abhishek Kumar – Grade 9,
Emma Flowers - Grade 10, Lorrie He - Grade 10, Corinne Johnson – Grade 10,
Kristina Yamkovoy - Grade 10, Max Comjean – Grade 12, Lily Zhao - Grade 12,
Kelly Wang -Grade 12

RJC

Julia Badics – Grade 7, Isabella Joseph – Grade 7, Nina Olney – Grade 7,
Katya Murzin – Grade 8, Vikka Testarmata – Grade 8, Olivia Tyndall – Grade 8

Conant

Hayden Cody – Grade K, Noah Stegmeier - Grade K, Jacob Wang – Grade K,

Douglas

Maya Moreira – Grade K, Mia Ignazio – Grade 1, Evan Harting - Grade 2

Gates

Frank Rutten - Grade 5, Wyatt Moberg - Grade 6, Ethan Patel - Grade 6

McT

Srikar Bhuvan - Grade 2, Zhmonyal Yusufzai – Grade 3, Natalie Ward – Grade 5

Merriam

Isabel Heithoff-Veldpape – Grade K, Max Brown – Grade 3,
Cate Moore - Grade 3, Alex Zhang - Grade 4, Lily DePew - Grade 5,
Alex Movsesian - Grade 5

Elementary and Middle School Art Show – Boston

Sixteen APS students' artwork was exhibited in the Elementary and Middle School Art Show at the State Transportation Building in Boston, April 27 – May 18. Three hundred and sixty student works from districts across the state were chosen for this show. The exhibit was sponsored by the Massachusetts Art Education Association.

Douglas School

Hunter Whitbeck - Grade 5
Grace White - Grade 5
Harish Raman - Grade 5
Nicholas Wu - Grade 5
Bryan Gilman-Orozco - Grade 5
Rachel Kernicki - Grade 5
Cameron Friend - Grade 5

Merriam School

Nicole Leers – Grade 4
Katherine Gu – Grade 4
Emily Liu – Grade 4
Craig Jackson - Grade 5
Colin Lyman – Grade 5
Hanna Hewitt- Grade 5
Craig Jackson - Grade 5
Liam Brandwein - Grade 5
Spencer Follett – Grade 6

Acton Community Supper and Food Pantry



www.actoncommunitysupper.org

Board of Directors

Chairperson
Steve Rubner

**Vice-
Chairperson**
Nicole Burkel

Treasurer
Nancy Dinkel

**Assistant
Treasurer**
Melissa Cruz

Secretary
Donna Bottari

Pantry Director
Kathy Casaletto

**Volunteer
Coordinator**

Fundraising
Ellie Hertzberg

Dear Acton Food Pantry Supporter,

After a mild winter and a very warm spring, summer is fast approaching, promising hot, lazy days and a welcome change to the usual busy schedule. However, no matter the season or the weather, the number of clients seeking food assistance at the Acton Food Pantry remains constant. The change in the community's routine includes that annual summer vacation exodus from town which means less food donations in our collection bins. Serving 200 families each Wednesday quickly draws down our Pantry inventory during those summer months.

To help mitigate this food deficit, **our volunteers have planned a benefit concert for the evening of June 15 at Nara Park featuring the band, Time Flies.** Tickets may be purchased on our website at www.actoncommunitysupper.com. Food will be provided by the Acton Lions Club and if you combine all that with the perfect summer weather we ordered, the night promises to be a great success.

Please help us make this happen. **Support the Acton Food Pantry and our fundraising effort by sending a donation by June 1. Your name will be included in the Sponsor List in our concert program.**

Please mail your check to Acton Community Supper and Food Pantry, P.O. Box 2098, Acton, MA 01720 with a note as to how your name should be listed in our program.

Thank you and please plan to start off your summer at Nara Park on June 15. Your support will guarantee our Pantry shelves remain well-stocked for those families who rely on us every month of the year.

Sincerely,

Kathy Casaletto
Pantry Director