



Acton Public and Acton-Boxborough Regional School Committees

Joint and Regional School Committee Meetings

October 6, 2011

**7:30 p.m. Joint School Committee Meeting
followed by AB Regional SC Meeting**

at the R.J. Grey Junior High Library

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

Library
R.J. Grey Junior High

October 6, 2011
7:30 p.m. Joint SC Meeting
AB Regional Meeting to follow

AGENDA

1.0 CALL TO ORDER

2.0 CHAIRMAN'S INTRODUCTION

Welcome to Jacob Johnson, Tess Little, Nikhil Manocha – new ABRHS School
Committee representatives

CALL APS SC TO ORDER - JOINT MEETING

3.0 STATEMENT OF WARRANT

4.0 APPROVAL OF JOINT and ABRSC MINUTES (addendum)

5.0 PUBLIC PARTICIPATION

6.0 JOINT APS/AB SCHOOL COMMITTEE BUSINESS

- 6.1 SMART Goals, 2011-2012 – **VOTE** – *Steve Mills*
- 6.2 Long Range Strategic Plan update – *Steve Mills*
- 6.3 Discussion of possible Concord Area Special Education Collaborative (CASE)
presentation to School Committees – *Steve Mills*
 - 6.3.1 CASE Board of Directors, 2011-2012
 - 6.3.2 Continuum of Classes, 2011-2012
 - 6.3.3 FY12 Approved CASE Transportation Budget/Assessments
 - 6.3.4 Approved CASE Assessments for FY12 Program Budget
- 6.4 ALG Report /Acton FinCom Report - *Xuan Kong/John Petersen (oral)*
- 6.5 Health Insurance Trust Report – *John Petersen*
 - 6.5.1 Update from 9/29/11 meeting (addendum)
- 6.6 Recommendation to Accept Gift from TNT-Ventures, LLC– **VOTE** – *Steve Mills*

ADJOURN APS SC – AB MEETING RESUMES

7.0 AB SCHOOL COMMITTEE BUSINESS

- 7.1 Recommendation to Support the Lower Fields Project – **VOTE** – *Steve Mills*
 - 7.1.1 Inter Municipal Agreement (addendum)
 - 7.1.2 Memorandum of Understanding (MOU/ABRSD/FOLF) (addendum)
 - 7.1.3 Letter Regarding Enterprise Bank (addendum)
 - 7.1.4 Schedule of Field Use
 - 7.1.5 ABRSD Financial Commitments Memo
 - 7.1.6 Interest from Renters Memo (addendum)

- 7.1.7 Presentation Slides
- 7.2 MCAS Update – *Deborah Bookis*
- 7.3 BLF Report (oral) – *Maria Neyland*
- 7.4 FY'12 Budget – *Don Aicardi*
 - 7.4.1 Revised FY12 Table 6 Presentation Slides (*addendum*)
 - 7.4.2 Approval of Revised FY12 Table 6 – **VOTE** – *Steve Mills*
 - 7.4.3 Sense of the Committee on FY13 E&D Use (*oral*)
- 7.5 Recommendation to Appoint ABRSD Treasurer – **VOTE** - *Steve Mills*
- 7.6 Recommendation to Approve Disclosure of Financial Interest Form from Sharon Summers – **VOTE** – *Steve Mills*
- 7.7 Recommendation to Accept Gift from the Football Boosters to support the football Assistant Coaches – **VOTE** – *Steve Mills*
- 7.8 Recommendation to Appoint Stephen Mills as ABRSD Representative to CASE, 2011-12 – **VOTE** – *Steve Mills*
- 7.9 Recommendation to Appoint Stephen Mills as ABRSD Representative to EDCO as a Voting Board Member, 2011-2012 – **VOTE** – *Steve Mills*
- 7.10 Policy Subcommittee Update
 - 7.10.1 Use of Facilities (File: KF) – **FIRST READING** – *Brigid Bieber*
 - 7.10.2 Advertising in Schools (File: KHB) – **FIRST READING** – *Brigid Bieber*
- 7.11 Regional School District Study Committee (RSDSC) Update – *Xuan Kong (oral)*

8.0 FOR YOUR INFORMATION

- 8.1 ABRHS Info
 - 8.1.1 ABRHS Profile, 2010-11
 - 8.1.2 Discipline Report (*addendum*)
 - 8.1.3 Gift from Target Corporation's Take Charge of Education program
 - 8.1.4 The 2011 Association of Educational Publishers Distinguished Achievement Award - Michael Romano, ABRHS Science Teacher
 - 8.1.5 Linda Potter received the Leonidas Nickole Award by the New England Theater Conference as the Theater Educator of the Year in New England
- 8.2 RJ Grey Junior High Info
 - 8.2.1 Discipline Report
- 8.3 ABRSD ELL Student Population, October 2011
- 8.4 Monthly ABRSD Object Summary and SPED Financial Reports
- 8.5 October 1 Enrollment Report (*addendum*)
- 8.6 PIP Stemfest, Nov 10th, 6:00 – 8:30 p.m. at the High School
- 8.7 Town of Acton Open Meeting Law Training Session and Information is posted at <http://doc.acton-ma.gov/dsweb/Get/Document-33843>
- 8.8 State Ethics Training Sessions - Thursday, November 3 at 4:00 (Acton Town Hall) or 7:00 p.m. (RJGJHS Auditorium)
- 8.9 *Looking at Student Work* – Protocol Training, K-12, Oct 4,5,6 and Dec 6,7

9.0 FOR THE COMMITTEE

- ABRHS Proscenium Circus production of *Robin Hood*, Oct. 28, 29, 30, Nov 4, 5 – 1 complimentary ticket, see *Beth*

NEXT MEETINGS:

- October 20 - 7:30 p.m. APS SC Meeting at McCarthy-Towne School Library
- November 3 - 7:30 p.m. AB SC Meeting at Acton-Boxborough Regional High School Library

ADJOURNMENT

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

9/30/11

Mid year update: 2/12
Final Update: 6/12

Specific
Measurable
Attainable
Related to Student Academic Outcomes
Time-bound

Goal #1. District-wide: Supporting High Quality Instruction in every school, every classroom, every day						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	February Update	June Update
All schools in Acton and Acton-Boxborough provide learning environments in which students are empowered to apply what they've learned, to think critically, to communicate their ideas and to assess their learning. These skills and the content standards are taught through a variety of instructional materials and strategies. To those ends, we are committed to assessing the alignment of standards, articulating effective instructional practices, and providing our staff with a vibrant professional development program. In addition, developing a district-wide curricular plan creates an opportunity for coordinated intra- and inter- district efforts and curricular discussions.	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	By June 2012	Superintendent, Director of Curriculum and Assessment	1. Documentation of goals and tools 2. Implementation <ul style="list-style-type: none">Completion of Data Bank for Teacher-to-Teacher ProgramCollaborative Learning Team Protocols Training 3. Documents outlining the proposed changes 4. Where needed, additions or changes to the Acton/AB curriculum		

Goal #2. Pupil Services - Program Development and Fiscal Accountability						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
To address organizational and fiscal requirements that best meet changes in our student body, specifically, by reviewing Pupil Services needs and costs, making reductions, potentially identifying new sources of revenue, while maintaining sound educational programming.	<ul style="list-style-type: none"> a. Analyze current CASE (ODP) transportation costs and initiate metrics to assess efficiencies. b. Develop programs (new and expansion thereof) which will reduce costs. c. Support in-district specialized programs that offer equivalent services to OOD. d. Develop/expand regular education service delivery to students at risk. e. Coordinate professional development in regular and special education. f. Examine cost saving strategies and program enhancements, including assistive technology and summer programming for special needs students. g. Systemic charting of building based personnel and programmatic needs. 	By June 2012	Superintendent, Director of Pupil Services, Building Principals, Director of Finance, Director of Personnel	<ul style="list-style-type: none"> 1. Detailed analysis and plan for save costing methods in transportation. 2. Direct reduction in costs, specifically in out-of-district tuitions and indirect costs related to rate and frequency of referral. 3. Increased OOD transitions to in-district settings, thereby reducing costs. 4. Viable summer programs that will address social/emotional needs of at risk students in an integrative setting. 5. Reduced rate and frequency of referral to special education. 6. As evidenced by parent workshops on development and peer conflict, increased school/home partnerships and satisfaction. 		
Goal #3. Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
The community places a high value on the preservation of an excellent education for its students and highly involved citizenry. In light of the current economic picture, identifying new sources of revenue, reviewing personnel needs and costs, as well as actively engaging in community forums and discussions will be required to	<ul style="list-style-type: none"> 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) 	Ongoing through the fiscal year	Superintendent, Director of Finance	<ul style="list-style-type: none"> 1. Prioritize personnel needs and costs as well as curriculum/program needs. 2. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs 3. Reduce the price per kilowatt of electricity by 5% for budget savings. 4. Visit each school to learn how to maximize dollars in order to meet instructional goals. 		

manage what can only be described as a fiscal crisis for our schools. State revenues will be volatile due to the continuing recession and this will continue to be monitored throughout the FY13 budget season.	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 5. Prepare balanced budgets for approval by both town meetings that promote instructional goals. 6. Perform quarterly review of budget status throughout the fiscal year for the School Committee. 7. Provide monthly FY12 status data directly to cabinet and admin council members 8. Perform complete review of Finance team staff performance and assignments 9. Provide plan to make effective use of federal EdJobs during the upcoming FY13 budget season 		
Goal #4. Hire and retain high-quality Faculty and Staff						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
We actively promote collaborative relationships among staff and administration and the community. In addition, we are committed to initiating working partnerships with the Town, the business community, neighboring school districts, and organizations. Within this partnership, we view the classroom as the heart of the school system. To provide an appropriate learning environment in the classroom, we are committed to recruiting and retaining outstanding teachers, and providing those teachers with supervisory and evaluation procedures that are collegial, supportive and accountable.	<ul style="list-style-type: none"> a. Ensure that faculty and staff are of highest quality and are mentored, supervised, and supported to provide high quality instruction in every classroom every period of every day. b. Continue to mentor and support a strong and effective leadership team as the most of our principals and central office administrators complete their first few years in our districts. c. Lead Educator Evaluation task force to review the Massachusetts Standards for Educator Evaluation and recommend timelines and tools to implement at APS/AB for 2012-2013 school year. d. Facilitate negotiation of contract language changes for teacher evaluation. e. Reduce duplication of work/systems and reduce use of paper through improved automation of electronic programs. 	By June 2012	Superintendent, Director of Personnel	<ul style="list-style-type: none"> 1. Continue to maintain 100% highly qualified professional teaching staff as determined by the DESE through NCLB. 2. Ongoing support and mentoring of new administrators that were hired and began new roles over the last few years. 3. Survey staff in all schools to evaluate the efficacy of Principals and Central Office Administrators. 4. Recommend timelines and tools for new educator evaluation system. 5. Successfully negotiate new contract language for new educator evaluation system. 6. Each school, department, grade level, and discipline, create learning goals to show student learning over time and tools to measure student growth. Incorporate these multiple measures of student growth into new evaluation system. 7. Continue to automate human resources functions including automation of substitute placement; electronic pre-paying of school lunch; 70% reduction of use of paper for contracts and other HR documentation through effective use of school website. 		

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.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
Utilize the Facilities Department and resources to continue to integrate in the Districts' over arching goal of supporting high level instruction, excellence in curriculum development, and a complete high level educational experience for all stakeholders.	<ul style="list-style-type: none"> a. Continue energy conservation and education curriculum supporting all schools and grade levels. b. Plan, advocate for, and design multiuse athletic facility.. 	To be completed by June 2012	Superintendent, Director of Facilities	<ul style="list-style-type: none"> 1. Reduction in overall district energy consumption by 3% across APS / ABRSD from FY11 consumption baseline. 2. By June 2012 have in place a plan and design of a multiuse athletic facility ready for July/August construction. 		
Goal #6. Create a teaching and learning environment that fosters opportunities for students to use technology in sophisticated ways to enhance learning						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
The district recognizes and values the importance of technology in our schools and administrative offices. The Educational Technology (EdTECH) department will build the foundation, vision, and district capacity needed to leverage the power of technology	<ul style="list-style-type: none"> A. Increase access to technology for all students B. Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, ELE, etc. 		Superintendent, Director of Technology	<ul style="list-style-type: none"> --Complete Network Analysis to determine baseline bandwidth statistics. --Complete 2 Wireless "stress test" – analyze results --BYOT (Bring-Your-Own Technology) Feasibility Study Group created, meet monthly. Will create recommendations for future needs. --100% of ABRHS students using Email 		

as a tool to enhance instruction, engage student learning, improve operational efficiencies, and inform decision making.	C. Determine what resources are necessary for students to fully meet designated learning outcomes D. Identify appropriate staffing levels E. Ensure all students learn Technology Skills F. Ensure that every student has an opportunity to participate in at least one online learning environment before graduation G Increase student-teacher interaction.			--Have 25% of ABRHS staff using Google Apps for Ed as a learning tool/platform --Create ABRHS Student Tech Helpdesk --Create and facilitate tech-focused PD workshops aligned with tech initiatives and district goals --Update District Website		
Goal #7. Community Education: Improve Use of Facilities Reservation Process						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes		
As a small business, A-B Community Education must always improve customer service. Since all Extended Day students are APS students, much of the information we currently seek on paper forms (Emergency Card, Pick Up Release Form, Photographic Release) may already be available in PowerSchool or could be obtained from parents by adding a field or two to PowerSchool. Parents would essentially provide our information when they update their Powerschool entries, eliminating the need to fill out several of the Comm. Ed. forms. The Extended Day registration process will be much more convenient for the parents of the 377+/- students who attend our programs at the Administration Building, Conant School, Gates School and McCarthy-Towne School.	Community Ed. will seek modifications to PowerSchool so that it captures necessary data.	Registration for 2012-2013 school year begins in January, 2012. Modifications to PowerSchool will need to be in place by that time.	Superintendent, Director of Community Education, Extended Day Coordinator, PowerSchool Administrator	Community Education intends to eliminate several forms and save people's time and effort for the 2012-2013 registration process.		

***Long Range Strategic Plan
For the Acton Public and Acton-Boxborough Regional School Districts***

Mission

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

Values

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

VALUE #2 Excellent academic program that prepares all students to achieve their individual potential

VALUE #3 Diverse extracurricular opportunities accessible to all students that provide for student growth

VALUE #4 A community that welcomes and respects the differences among us.

VALUE #5 Literacy, communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

Proposed Goals

Goal #1

Meet the diverse needs of all students by promoting social development and emotional and physical well being through increased student-adult and student-student interactions

Values Addressed: 1-6

Strategies:

- Partner with community organizations to expand extra-curricular and intramural offerings for all students to encourage healthy behavior. Increase communication via website
- Examine and determine appropriate staffing and funding to provide diverse opportunities for all students
- Provide increased opportunities for safe and fun activities for students during off-school hours (7-12)
- Develop the lower fields to provide additional space for activities (7-12)
- Broaden and improve supervision of students during unstructured time (e.g. bus, recess) (PreK-6)
- Provide students with increased counseling services
- Create advisory program that provides every student with a one-on-one relationship with an adult (7-12)
- Fully implement social and emotional curricula at the elementary schools (PK-6)

Goal #2

Prepare students with the knowledge, skills and dispositions needed to continue their learning

Values Addressed: 1, 2, 5, 6

Strategies:

- Embed critical thinking skills into curriculum at all grade levels and disciplines
- Articulate what all students should know and be able to do at each grade level and create assessments to measure student growth
- Create a balanced assessment program at all schools that involves students in the evaluation of their own progress
- Modify instruction informed by student work and assessments.
- Align technology goals for students with other district curricular goals

Goal #3

Hire and retain high-quality educators and provide supervision, evaluation, and a systemic, focused plan for professional growth that improves student experiences

Values Addressed: 1, 2, 5, 6

Strategies:

- Develop human resource strategies to attract and retain the most talented teachers capable of meeting the needs of our learners
- Adopt and fully implement a new educator evaluation system
- Examine and update the supervision process for all staff, aligned to system priorities
- Create structures for faculty to work together to understand student learning and growth in light of teacher practice
- Revise professional development program to align with other district goals.

Goal #4

Create a teaching and learning environment that fosters opportunities for students to use technology in sophisticated ways to enhance learning.

Values Addressed: 1, 2, 5, 6

Strategies:

- Increase access to technology for all students
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, ELE, etc.
- Determine what resources are necessary for students to fully meet designated learning outcomes
- Identify appropriate staffing levels
- Ensure all students learn Technology Skills
- Ensure that every student has an opportunity to participate in at least one online learning environment before graduation
- Increase student-teacher interaction through student e-mail (9-12)

Goal #5


Adequately resource the two districts with budgets that grow 2% beyond level service each of the next four fiscal years to achieve all long-range strategic goals

Value Addressed: 6

Strategies:

- Examine the costs and benefits associated with regionalization
- Determine and operationalize staffing required to meet long-range goals
- Collaborate with town leadership to develop funding strategy to meet goals
- Examine how funds might be better allocated to increase services for students

From: ■ "Stephen Mills" <smills@mail.ab.mec.edu>

Tue, Sep 13, 2011 2:44:16 PM 

Subject: Important survey re Long Range Strategic Plan

To: ■ news@abschools.org

Bcc: ■ **Beth Petr**

Attachments: ■ Attach0.html

3K

Good Afternoon,

As I hope you know a lot of us have been working very hard to create a Long Range Strategic Plan (LRSP) for the school districts throughout the last 8 months. During my opening day speech, I referenced the steering committee and my cabinet. I mentioned on that Aug 29th morning that it is now your opportunity to weigh in. I fully understand that there is much on your plates already. To make this document more meaningful, we truly seek your input and concrete ideas for moving our districts forward over the course of the next five years. Please [click here](#) to take our quick online survey and respond by Friday, Sept 23.

Sincerely,

Steve Mills

Staff LRSP Survey

[Exit this survey](#)

LRSP Feedback

Based on the feedback that we received last spring, the LRSP committee has finalized the mission statement and values listed below. We are currently seeking your input on each of the proposed goals. As you take the survey, please read through each proposed goal and answer the questions that follow.

Mission:

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

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

VALUE #2 Excellent academic program that prepares all students to achieve their individual potential

VALUE #3 Diverse extracurricular opportunities accessible to all students that provide for student growth

VALUE #4 A community that welcomes and respects the differences among us.

VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

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Staff LRSP Survey

[Exit this survey](#)

Goal #1

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

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VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

PROPOSED GOAL #1:

Meet the diverse needs of all students by promoting social development and emotional and physical well-being through increased student-adult and student-student interactions.

Strategies:

- Partner with community organizations to expand extra-curricular and intramural offerings for all students to encourage healthy behavior. Increase communication via website
- Examine and determine appropriate staffing and funding to provide diverse opportunities for all students
- Provide increased opportunities for safe and fun activities for students during off-school hours (7-12)
- Develop the lower fields to provide additional space for activities (7-12)
- Broaden and improve supervision of students during unstructured time (e.g. bus, recess) (PreK-6)
- Provide students with increased counseling services
- Create advisory program that provides every student with a one-on-one relationship with an adult (7-12)
- Fully implement social and emotional curricula at the elementary schools (PK-6)

1. Does this goal support the mission statement and values?

Yes

No

Comments and/or Suggestions

2. Do the strategies proposed support the goal?

Yes

No

Comments and/or Suggestions

3. Are there additional strategies that support the goal?**4. What tools can we use to measure achievement of this goal?**

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Staff LRSP Survey[Exit this survey](#)**Goal #2**

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

VALUE #2 Excellent academic program that prepares all students to achieve their individual potential

VALUE #3 Diverse extracurricular opportunities accessible to all students that provide for student growth

VALUE #4 A community that welcomes and respects the differences among us.

VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

PROPOSED GOAL #2:

Prepare students with the knowledge, skills and dispositions needed to continue their learning

Strategies:

- Embed critical thinking skills into curriculum at all grade levels and disciplines
- Articulate what all students should know and be able to do at each grade level and create assessments to measure student growth
- Create a balanced assessment program at all schools that involves students in the evaluation of their own progress
- Modify instruction informed by student work and assessments.
- Align technology goals for students with other district curricular goals

1. Does this goal support the mission statement and values?

Yes

No

Comments and/or Suggestions

2. Do the strategies proposed support the goal?

Yes

No

Comments and/or Suggestions

3. Are there additional strategies that support the goal?

4. What tools can we use to measure achievement of this goal?

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Staff LRSP Survey[Exit this survey](#)**Goal #3**

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

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VALUE #4 A community that welcomes and respects the differences among us.

VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

PROPOSED GOAL #3:

Hire and retain high-quality educators and provide supervision, evaluation, and a systemic, focused plan for professional growth that improves student experiences

Strategies:

- Develop human resource strategies to attract and retain the most talented teachers capable of meeting the needs of our learners
- Adopt and fully implement a new educator evaluation system
- Examine and update the supervision process for all staff, aligned to system priorities
- Create structures for faculty to work together to understand student learning and growth in light of teacher practice
- Revise professional development program to align with other district goals.

1. Does this goal support the mission statement and values?

Yes

No

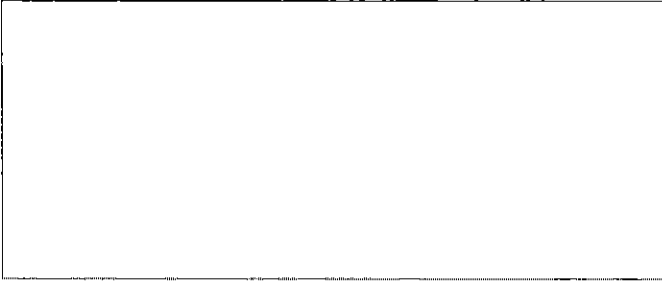
Comments and/or Suggestions

2. Do the strategies proposed support the goal?

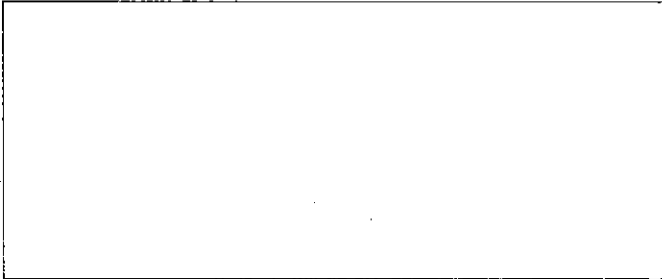
Yes

No

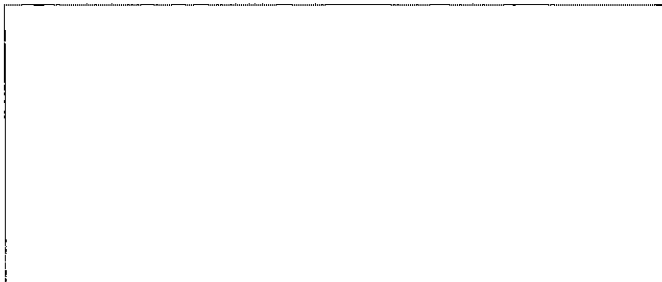
Comments and/or Suggestions



3. Are there additional strategies that support the goal?



4. What tools can we use to measure achievement of this goal?



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Staff LRSP Survey[Exit this survey](#)**Goal #4**

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

VALUE #2 Excellent academic program that prepares all students to achieve their individual potential

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VALUE #4 A community that welcomes and respects the differences among us.

VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

PROPOSED GOAL #4:

Create a teaching and learning environment that fosters opportunities for students to use technology in sophisticated ways to enhance learning.

Strategies:

- Increase access to technology for all students
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, ELE, etc.
- Determine what resources are necessary for students to fully meet designated learning outcomes
- Identify appropriate staffing levels
- Ensure all students learn Technology Skills
- Ensure that every student has an opportunity to participate in at least one online learning environment before graduation
- Increase student-teacher interaction through student e-mail (9-12)

1. Does this goal support the mission statement and values?

Yes

No

Comments and/or Suggestions

2. Do the strategies proposed support the goal?

Yes

No

Comments and/or Suggestions

3. Are there additional strategies that support the goal?

4. What tools can we use to measure achievement of this goal?

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Staff LRSP Survey[Exit this survey](#)**Goal #5**

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

VALUE #2 Excellent academic program that prepares all students to achieve their individual potential

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VALUE #4 A community that welcomes and respects the differences among us.

VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

PROPOSED GOAL #5:

Adequately resource the two districts with budgets that grow 2% beyond level service each of the next four fiscal years to achieve all long-range strategic goals

Value Addressed: 6

Strategies:

- Examine the costs and benefits associated with regionalization
- Determine and operationalize staffing required to meet long-range goals
- Collaborate with town leadership to develop funding strategy to meet goals
- Examine how funds might be better allocated to increase services for students

1. Does this goal support the mission statement and values?

Yes

No

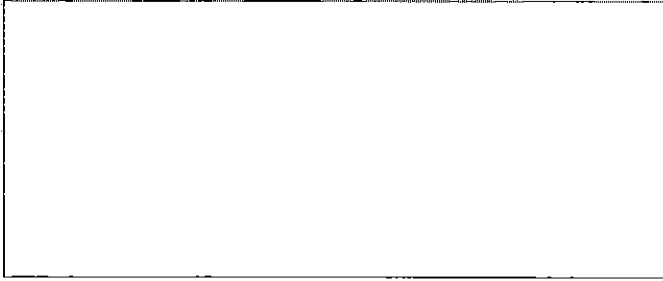
Comments and/or Suggestions

2. Do the strategies proposed support the goal?

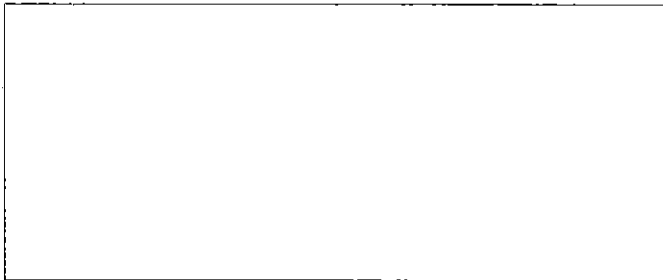
Yes

No

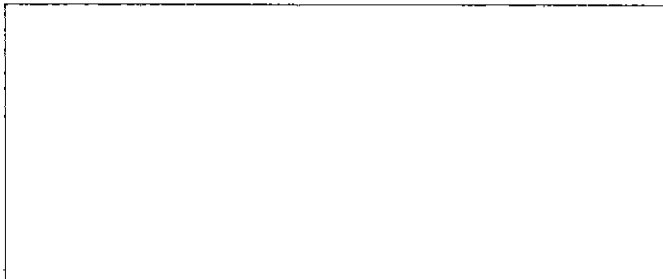
Comments and/or Suggestions



3. Are there additional strategies that support the goal?



4. What tools can we use to measure achievement of this goal?



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Staff LRSP Survey

[Exit this survey](#)

Final Comments

1. Is there anything that we have missed?

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[Done](#)

CASE Collaborative
Board of Directors
2011-2012

CURTIS BATES, Superintendent

Kathy Bower

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SCOTT CARPENTER, Superintendent

Toni Benhaim

Lincoln-Sudbury Regional School District
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Leona Palmaccio

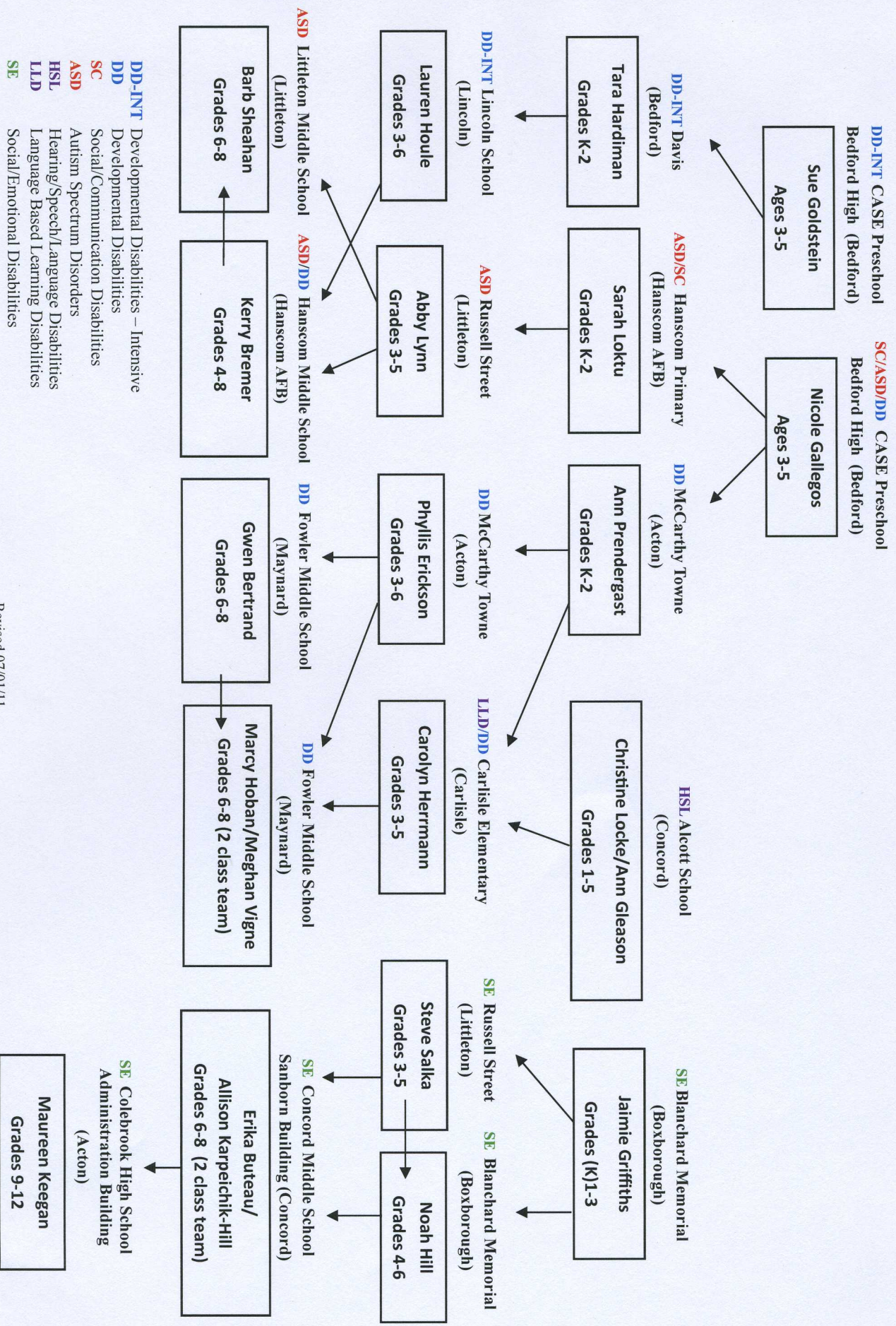
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CASE COLLABORATIVE CONTINUUM OF CLASSES 2011-2012



FY12 APPROVED CASE TRANSPORTATION BUDGET/ASSESSMENTS

SCHOOL DISTRICT	# OF STUDENTS (WEIGHTED FORMULA) TRANSPORTED DURING JUNE 2010	% OF STUDENTS (WEIGHTED FORMULA) TRANSPORTED DURING JUNE 2010	GROSS TRANSPORTATION ASSESSMENTS	CREDITS	TRANSPORTATION ASSESSMENTS	NET TRANSPORTATION ASSESSMENTS
Acton	86.3	10.0%	\$510,715			\$510,715
Acton/Boxborough	129.7	15.0%	\$767,552	-2,500 ⁽¹⁾		\$765,052
Bedford	158.0	18.3%	\$935,029			\$935,029
Boxborough	24.0	2.8%	\$142,030			\$142,030
Carlisle	10.2	1.2%	\$60,363			\$60,363
Concord	67.8	7.9%	\$401,234			\$401,234
Concord/Carlisle	89.0	10.3%	\$526,694			\$526,694
Harvard	48.0	5.6%	\$284,059			\$284,059
Lincoln	20.1	2.3%	\$118,950			\$118,950
Lincoln/Hanscom	12.8	1.5%	\$75,749			\$75,749
Littleton	78.2	9.1%	\$462,780			\$462,780
Maynard	38.2	4.4%	\$226,064			\$226,064
Sudbury	100.2	11.6%	\$592,973			\$592,973
SCHOOL DISTRICT ASSESME	862.5	100.0%	\$5,104,192	-2,500		\$5,101,692
BALANCE AND FUNDS FROM OTHER SOURCES			602,764			
TOTAL BUDGET			\$5,706,956			

⁽¹⁾ Rent credit

APPROVED CASE ASSESSMENTS FOR FY12 PROGRAM BUDGET

SCHOOL DISTRICT	1 MEMBERSHIP FEE	2 # STUDENTS IN CASE CLASSES FY10	3 % STUDENTS IN CASE CLASSES FY10	4 INSTRUCTIONAL ASSESSMENT	5 TOTALS COLUMN 1 & 4	6 CREDIT*	7 TOTAL INSTRUCTIONAL ASSESSMENT COLUMN 4 & 6	8 TOTAL CASE ASSESSMENTS FY12
ACTION	\$5,000	8.2	5.0%	\$423,215	\$428,215	-52,500	370,715	\$375,715
ACTION-BOXBOROUGH	5,000	17.2	10.5%	887,719	892,719		887,719	\$892,719
BEDFORD	5,000	27.0	16.5%	1,393,513	1,398,513	-22,500	1,371,013	\$1,376,013
BOXBOROUGH	5,000	4.4	2.7%	227,091	232,091	-15,000	212,091	\$217,091
CARLISLE	5,000	3.0	1.8%	154,835	159,835	-7,500	147,335	\$152,335
CONCORD	5,000	22.8	14.0%	1,176,744	1,181,744	-52,500	1,124,244	\$1,129,244
CONCORD-CARLISLE	5,000	0.8	0.5%	41,289	46,289		41,289	\$46,289
HARVARD	5,000	6.5	4.0%	335,475	340,475		335,475	\$340,475
LINCOLN	2,500	0.0	0.0%	0	2,500	-7,500	-7,500	-\$5,000
LINCOLN-HANSKOM	2,500	0.9	0.6%	46,450	48,950	-15,000	31,450	\$33,950
LINCOLN-SUDBURY	5,000	4.8	2.9%	247,736	252,736		247,736	\$252,736
LITTLETON	5,000	13.6	8.3%	701,917	706,917	-37,500	664,417	\$669,417
MAYNARD	5,000	2.0	1.2%	103,223	108,223	-22,500	80,723	\$85,723
SUDBURY	5,000	14.0	8.6%	722,562	727,562		722,562	\$727,562
OTHER TOWNS		38.2	23.4%	1,971,562	1,971,562		1,971,562	\$1,971,562
TOTAL BUDGET	\$65,000	163.4	100.0%	\$9,448,816	\$9,513,816			\$8,265,831
LESS FUNDS FROM OTHER SOURCES	0			1,015,485	\$1,015,485			
SCHOOL ASSESSMENT	\$65,000			\$8,433,331	\$8,498,331	(\$232,500)	\$8,200,831	\$8,265,831
*RENT CREDIT								

6.3.4

9/29/2011

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

TO: Acton Public and Acton-Boxborough Regional School Committees
FROM: Steve Mills
DATE: 9/30/11
RE: Acceptance of Gift of Used Furniture for Central Office

The Central Office was very fortunate to be the recipient of a large amount of used office furniture very generously donated by TNT-Ventures, LLC.

It is my recommendation that the Committees vote to accept, with gratitude, the following donation, valued at well over \$500:

- 6 large wood desks
- 2 metal desks
- 1 wood bookcase
- 1 round table
- 1 desk chair
- 17 office chairs
- 4 large framed pictures
- 5 small framed pictures
- 1 shredder
- 2 small and 2 large file cabinets
- 1 typewriter table

	Hours	1.5	7	4.5	1.5	2.5	1.5	2.5	1.5	2.5	1.5	2.5	1.5	2.5	2	2	1	3	6
	Month	Sun 9-10:30	Sun 10:30-5:30	Sun 5:30-10	Mon 6-7:30	Mon 7:30-10	Tue 6-7:30	Tue 7:30-10	Wed 6-7:30	Wed 7:30-10	Thu 6-7:30	Thu 7:30-10	Fri 6-7:30	Fri 7:30-10	Sat 8-10	Sat 10-12	Sat 12-1	Sat 1-4	Sat 4-10
Field 1	Jan	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Feb	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Mar	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Apr	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	ABYS	CommEd	LAX - B	Clubs
	May	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	ABYS	CommEd	LAX - B	Clubs
	Jun	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	Clubs	LAX - G	ABYS	CommEd	LAX - B	Clubs
	Jul	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Aug	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Sep	Clubs	ABYS	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	Clubs	Clubs	ABYS	ABYS	ABYS	ABYS	Clubs
	Oct	Clubs	ABYS	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	Clubs	Clubs	ABYS	ABYS	ABYS	ABYS	Clubs
	Nov	Clubs	ABYS	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	Clubs	Clubs	ABYS	ABYS	ABYS	ABYS	Clubs
	Dec	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs

Field 2	Jan	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	
	Feb	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	
	Mar	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	
	Apr	Clubs	LAX - B	Clubs	LAX - B	Clubs	LAX - B	Clubs	LAX - G	Clubs	LAX - B	Clubs	LAX - B	Clubs	ABYS	ABYS	ABYS	LAX - B	Clubs
	May	Clubs	LAX - B	Clubs	LAX - B	Clubs	LAX - B	Clubs	LAX - G	Clubs	LAX - B	Clubs	LAX - B	Clubs	ABYS	ABYS	ABYS	LAX - B	Clubs
	Jun	Clubs	LAX - B	Clubs	LAX - B	Clubs	LAX - B	Clubs	LAX - G	Clubs	LAX - B	Clubs	LAX - B	Clubs	ABYS	ABYS	ABYS	LAX - B	Clubs
	Jul	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Aug	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs
	Sep	Clubs	ABYS	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	Clubs	Clubs	LAX - B	ABYS	ABYS	ABYS	Clubs
	Oct	Clubs	ABYS	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	Clubs	Clubs	LAX - B	ABYS	ABYS	ABYS	Clubs
	Nov	Clubs	ABYS	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	ABYS - pr	Clubs	Clubs	Clubs	Clubs	ABYS	ABYS	ABYS	Clubs
	Dec	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs	Clubs

Total slots

LAX - G	0	21	0	4.5	0	4.5	0	9	0	4.5	0	4.5	0	6	0	0	0	0
LAX - B	0	21	0	4.5	0	4.5	0	0	0	4.5	0	4.5	0	4	0	0	18	0
ABYS	0	42	0	0	0	0	0	0	0	0	0	0	0	12	24	9	18	0
ABYS - pr	0	0	0	9	0	9	0	9	0	9	0	0	0	0	0	0	0	0
Clubs	36	84	108	18	60	18	60	18	60	18	60	27	60	26	24	12	36	144
CommEd	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0

	Total hrs	\$125/hr	\$150/hr	\$175/hr
LAX - G	226			
LAX - B	256			
ABYS	441			
ABYS - pr	151			
Clubs	3649	456125	547350	638575
CommEd	12			

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional School District
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<http://ab.mec.edu>

TO: Acton-Boxborough Regional School Committee
FROM: Steve Mills and JD Head
DATE: September 30, 2011
RE: ABRSD Financial Commitments Associated with the Proposed Lower Fields Project

In preparation for the ABRSD School Committee meeting on October 6th, we would like to outline what we believe the financial commitments will be for the ABRSD for FY 12 and FY 13, assuming the project moves forward. Please keep mind we have invested \$2,500 to date for a portion of the preliminary design and cost estimates expended in FY 11.

FY 12 - Engineering and Design total cost through project completion \$81,820

- To keep on the proposed construction schedule, Phase 1 of the engineering work has begun involving site survey / wetland delineation / and test pits. The total cost for phase 1 is \$14,375, to be split between ABRSD and ABYS. The remainder of the engineering cost for the project moving forward would cost \$67,445. ABYS has committed \$25,000 total for engineering (\$17,812.50 after phase 1). We are waiting to hear if the Lax groups (boys and girls) plan to commit funds as well. This would leave a not to exceed amount of \$56,820 (\$49,632.50 after phase 1) for ABRSD funds, which would come from the operating budget.

FY 13 - Project Construction

- Moving forward in FY 13 we would plan to carry a one time capital expense of not more than 10% of the total cost of the project. This is an estimate based on the preliminary design and conversations regarding what services we would expect the out building to offer (concessions, restrooms, changing facilities, etc). The exact mechanism for this funding would be decided as we prepare the FY 13 budget in the coming months. The exact amount would be determined in final design winter 2012.

Lower Fields Project ***10/6/2011***

Acton-Boxborough Regional School Committee **Meeting Presentations**

- May – Steve Mills & Brigid Bieber
- June - Dave Wilson from ABYS
- August – Steve Mills, PowerPoint received
Conceptual Approval
- October – Steve Mills, J.D. Head, Alixe Callen
PowerPoint Requesting Full Approval

1

Status Update

- Friends of Leary Field is in the process of changing their name to Friends of Lower Fields (FOLF); all are welcome to join.
- Agreement has been reached with Girls and Boys LAX about usage and involvement
- FOLF has met extensively with me and my Administration, including Facilities Director JD Head. Together, we have drafted a Memorandum of Understanding and seek your support.
- Tonight, we request full approval of the “Lower Fields” initiative from the School Committee so we can move forward to present to the Acton Community Preservation Act (CPA) Board next month.

2

The Opportunity



ABRSD gets
2 state of the art
fields,
additional
parking,
bathrooms and
concessions

3

Revenues:

■ Opportunity

- *If we can rent fields 42% of available hours (at \$125/\$135 per hour) Girls/Boys Lax and ABYS can use the fields at a minimal charge while paying off the loan.*

■ Annual Revenues

- *First used to pay monthly loan with a reserve to cover fluctuation in cash flow. Any excess could be used for:*
 - *Pay down loan ahead of schedule;*
 - *Pay ongoing maintenance costs;*
 - *Pay ABYS and Lax back their initial down payment*

4

Lower Fields **Many Challenges...**

- Currently not able to be used much of the year due to weather constraints



5

Lower Fields **Many Challenges...**

- **Increased likelihood of injury**
 - Uneven surface, ice, mud, dust, and hard pack
- **Grass annual maintenance costs**
 - The field needs to be mowed, irrigated, reseeded and chemically treated



6

Lower Fields Many Challenges...

- Contributes to shortage of active recreation space elsewhere in town

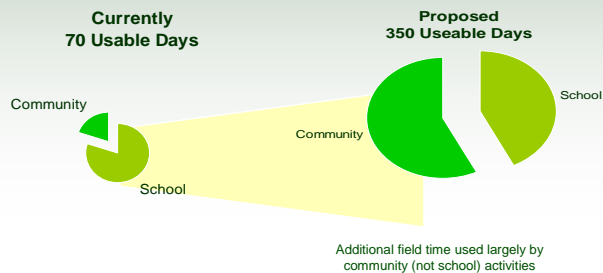


Concord Road Field 2004

7

The Opportunity Year-round Availability

- Available 350 days/year vs. current 70
- Like getting “8 Fields In 2”
- Designated open community time for users of all ages, area clubs and community groups



8

• **The Opportunity** Lower Fields, 2012 possible usage

SUN	MON	TUE	WED	THU	FRI	SAT
			1 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	2 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	3 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	4 Youth lax, soccer 8:00am 10:00pm
5 OHTL soccer and Youth lacrosse or soccer games All day	6 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	7 School practice/game 2:30-6pm Youth soccer or lax 6:00- 10:00pm	8 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	9 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	10 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	11 Youth lax, soccer 8:00am 10:00pm
12 OHTL soccer and Youth lacrosse or soccer games All day	13 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00-8:00pm	14 School practice/game 2:30-6pm Youth soccer or lax 6:00- 10:00pm	15 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00- 8:00pm	16 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	17 School practice or game 2:30- 6:00 pm Youth soccer or lax 6:00- 10:00pm	18 Youth lax, soccer 8:00am 10:00pm
19 OHTL soccer and Youth lacrosse or soccer games All day	20 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00-8:00pm	21 School practice/game 2:30-6pm Youth soccer or Lacrosse 6:00-8:00pm	22 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00- 8:00pm	23 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00-10:00pm	24 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00-10:00pm	25 Youth lax, soccer 8:00am 10:00pm
26 OHTL soccer and Youth lacrosse or soccer games All day	27 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00-10:00pm	28 School practice/game 2:30-6pm Youth soccer or Lacrosse 6:00-10:00pm	29 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00- 8:00pm	30 School practice or game 2:30- 6:00 pm Youth soccer or Lacrosse 6:00-8:00pm		

9

The Opportunity for the School District

- Improve quality of play;
 - Minimize cancellations;
 - Maximize scheduling
-
- 11 School teams in the fall
 - 6 School teams in the spring

10

Timetable

- 
- Apr ■ **Preliminary Engineering survey**
 - Funded by School and ABYS
 - Aug ■ **ABRSD vote to accept project in concept**
 - Sept ■ **Detailed Engineering Survey**
 - Oct ■ **ABRSD vote to move project forward**
 - Oct ■ **Bank Loan approval**
 - Nov ■ **CPA Application Due**
 - Dec ■ **Design Phase 2**
 - Jan ■ **Design Phase 3**
 - Feb ■ **CPC approval**
 - Mar ■ **Design Phase 4**
 - Apr ■ **Acton Town Meeting approval**
 - May ■ **Boxborough Town Meeting approval**
 - Jun ■ **Design Phase 5**
 - Jun ■ **Installation begins**
 - Sept ■ **Installation completed / fields available**

11

The Capital Plan

- **We have received a “first draft” engineering estimate, which we believe can be negotiated down for scope and cost.**
- **Total cost of installation: \$2.6M** (plus, if needed, allowable contingencies of up to \$588K)*
- **\$1.66M ABYS/\$757K CPA/\$214K ABRSD***
 - \$260K “equity” to be raised from ABYS and other private sources
 - \$1.4M of debt, amortized by field rental
 - \$757K to be financed via CPA funds
 - \$214K to be financed via capital funds from ABRSD

*Actual numbers will be supplied based on additional engineering and bidding.

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The Capital Plan

Capitalization	estimate of July 2011	
	'000s	Interest
Debt (ABYS and Lax)	\$1,400	7%
CPA (Acton)	\$757	No repayment
ABYS & Lax/private	\$260	0%
ABRSD	\$214	No repayment
Total	\$2,631	

- Debt Service (P&I): \$232K/year (7% interest, 8 year term)
- Based on “first draft” engineering estimate, which we believe can be negotiated down for scope and cost.
- **Total cost of installation: ~ \$2.6M** (plus, if needed, allowable contingencies of up to \$588K)*

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The Revenue Plan

Revenue	estimate of July 2011
	'000s
Rental	\$267
ABYS/teamwks	\$25
ABYS/Lax (fee)	\$15
Parking	\$10
Total	\$317

- Revenues – constant, no fee increases for 8 years
- Proposed rental rates are below market

14

Inter Municipal Agreement Details

1. Upgrade to T.J. O'Grady Skateboard Recreational Facility
2. Until note is paid off, all revenue will be used to maintain the new facility such as custodial and utility bills and pay down the note – No “profit”
3. When note is paid off, ABRSD schedules facility generating revenue
 - After expenses, profit will be split between Town of Acton and ABRSD consistent with the percent of contribution CPA monies were to the larger project... approximately 25 – 30%
4. Superintendent chairs “Lower Fields Committee” annually. Committee made up of Supt., ABRSD Facilities Director, Community ED Director, Acton Rec. Director, President FOLF
5. All profits must go to maintaining, enhancing Town or ABRSD Recreational / Athletic facilities and programs

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Inter Municipal Agreement Details (cont.)

6. Documents in progress

1. Inter Municipal Agreement - Draft
2. MOU / ABRSD / FOLF – Draft
3. Letter regarding Enterprise Bank
4. Schedule of Field Use
5. ABRSD Financial Commitments
6. Interest from Renters – Prospective Tenants

16

Interest is Growing

Interest in renting our new fields has been expressed by:

- Mass Premier Soccer (www.masspremiersoccer.com)
- Cape Ann Coalition (field hockey) (www.CapeAnnCoalition.com)
- FC Stars of Massachusetts, Inc. (www.starsofma.org)

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Summary

Superintendent requests authority to expend not more than 10% of total cost of project during fiscal 12 and/or 13. This is approximately \$260,000 – \$280,000.

Asking School Committee Approval to move ahead with FOLF on the C.P.A. Application, given November 14th deadline.

18

2010-2011

Acton-Boxborough Regional School District

Massachusetts Comprehensive Assessment System [*MCAS*] Report

Deborah Bookis
Report to the Acton-Boxborough Regional School Committee
October 6, 2011

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<ul style="list-style-type: none">• District Results<ul style="list-style-type: none">○ Seventh grade ELA and Mathematics○ Eighth grade ELA, Mathematics, and STE○ Tenth grade ELA, Mathematics, and STE• Four-Year Comparison Charts<ul style="list-style-type: none">○ Seventh grade ELA and Mathematics○ Eighth grade ELA, Mathematics, and STE○ Tenth grade ELA, Mathematics, and STE	

Introduction

Assessment helps us to understand how to improve student learning. As we all learned at this summer's leadership institute, "It's *Still* All About Instruction: How Do We Know Students are Learning?" in order to do that well, we need to employ different assessments for different purposes. Standardized testing, such as the MCAS, can help us identify strengths, weaknesses, and gaps in curriculum and instruction, fine-tune curriculum alignment with the statewide standards and at best can be used as a screening to identify students who may be struggling. It is, of course, also used as an accountability system for the district. However, it does not provide the timely, granular information that teachers and principals need to inform instruction. Our 2011-2012-district curriculum goal of learning goals and tools for all disciplines and grades with a focus on answering the question, "How Do We Know Students Are Learning?" will enable us to provide a more balanced assessment program. This approach relies on comparing the same student to the same student during the same year so that teachers and principals can make instructional and programmatic changes when needed. The emphasis on "all disciplines" is purposeful. We value all of our disciplines in the education of our students, not just those tested by MCAS or other standardized measures.

The purpose of this report is to:

- Summarize this year's spring 2011 performance and growth data
- Report trends and highlights within the data
- Outline action items and initiatives to address goals

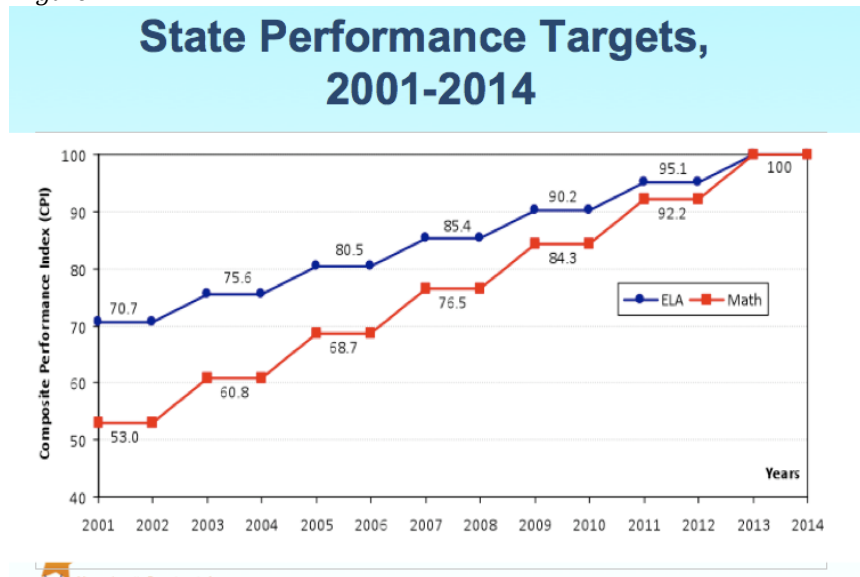
Following the summary, trends and highlights, and initiatives and action items, data is provided in charts and graphs on all tested grades and disciplines.

Performance and Growth Summary

Massachusetts Comprehensive Assessment System, MCAS, tests all students, grades three through ten in mathematics and English language arts. In ELA, the long composition is embedded in the total scores for grades four and seven, thereby making comparisons to the previous grades very challenging. Science, Technology and Engineering is tested in grades five and eight, and nine or ten (the majority of our students take the Biology test.) The state analyzes performance and growth data across aggregates and subgroups and monitors progress through Adequate Yearly Progress (AYP). A group must contain at least forty students to be counted as a subgroup.

A district, school or subgroup achieves AYP by meeting (A) a student participation requirement, either (B) the State's 2010 performance target for that subject known as CPI or Composite Performance Index or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement. The state's performance targets are displayed in *Figure 1.0*. The 2011 performance target for ELA is 95.1 and the performance target for mathematics is 92.2.

Figure 1.0



Recent State and Federal Statements on AYP and NCLB

Commissioner Chester stated that, “82 percent of all schools and 91 percent of all districts (in the Commonwealth) failed to meet Annual Yearly Progress (AYP) targets. That was up from the 67 percent of schools and 79 percent of districts that did not make AYP in 2010.”¹ This statement is not surprising given the 2011 state performance targets, which increased in 2011 for the last time before the goal of 100 percent proficiency in 2014. On Friday, September 23, 2011, President Obama, “invited states to reclaim the power to design their own school accountability and improvement systems, upending the centerpiece of the Bush-era [No Child Left Behind](#) law, a requirement that all students be proficient in math and reading by 2014.”² States will have the opportunity to apply for waivers; Massachusetts is in the optimal position to do so given its adoption of the Common Core standards (which have already become the new MA mathematics and ELA and Literacy Frameworks) and a new teacher and administrator evaluation system.

Class of 2012 Cohort Summary

The 2012 graduating class of Acton-Boxborough Regional High School achieved one of the goals of MCAS testing at a very high level: proficiency in English language arts, mathematics, and science, technology and engineering as illustrated in *Figures 1.1, 1.2 and 1.3*. Ninety-seven percent of our students achieved proficiency in ELA, 96 percent in mathematics, and 97 percent in STE. Less than 3 percent of students in all discipline areas assessed needed intervention and support to achieve proficiency in order to receive an ABRHS diploma. Ninety percent of all students graduating this year achieved advanced performance in mathematics. Also notable is the shift of performance

¹ The Associated Press. “MCAS scores up, but yearly progress lags in Mass.” *WHDH 7 News.com* 21 Sept. 2011. Web. 26 Sept. 2011.

² Dillon, Sam. “Obama Turns Some Powers of Education Back to States.” *New York Times* 23 Sept. 2011: Print.

over time as students progressed from grade four to grade ten. In mathematics the cohort grew from 45 percent in Advanced Performance to 90 percent in tenth grade. Similarly, the cohort grew from 34 percent in Advanced Performance in ELA to 55 percent and from 42 percent in STE to 59 percent. All three disciplines also achieved very small percentages of students in “Needs Improvement” with percentages decreasing significantly over time. This historical data of the 2012 ABRHS graduating class indicates that all students have learned the necessary knowledge and skills throughout their academic careers in both Acton and Acton Boxborough to achieve proficiency on the MCAS and become eligible for an ABRHS diploma.

Figure 1.1

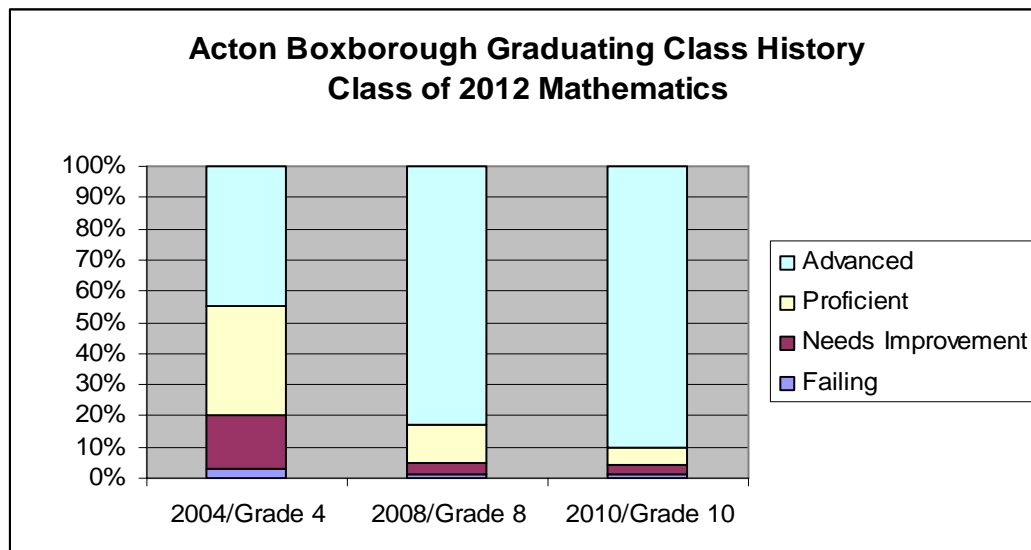


Figure 1.2

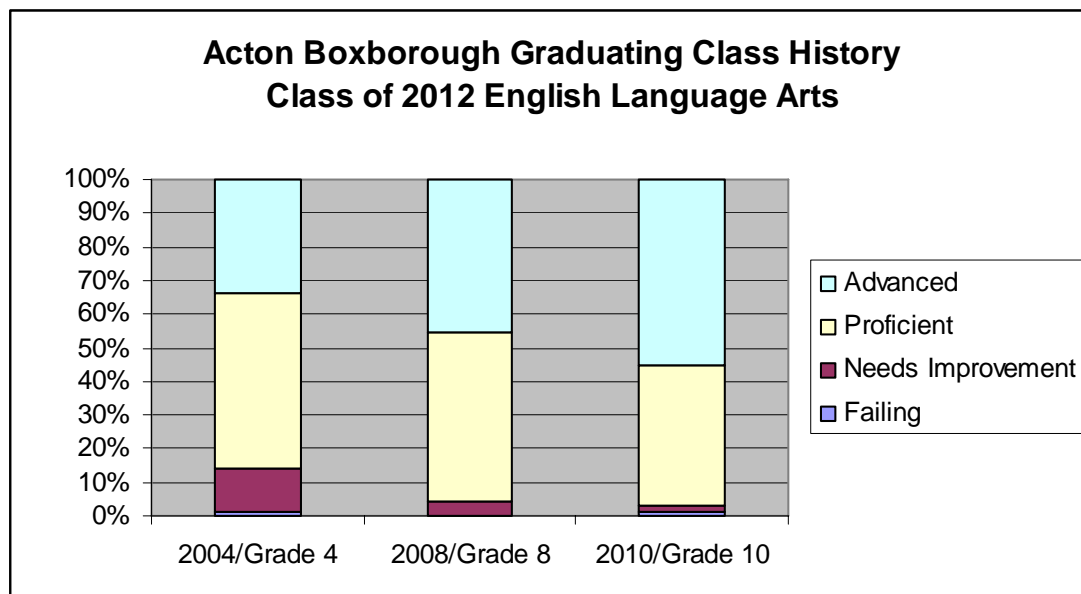
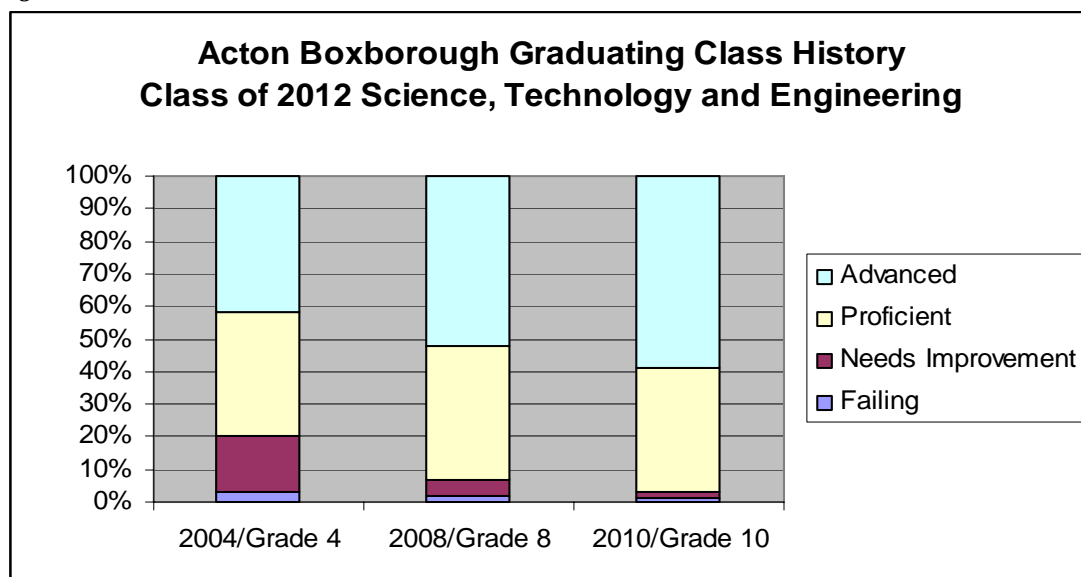


Figure 1.3



Summary of district performance and growth

The Acton-Boxborough Regional School District achieved AYP for the aggregate and for the subgroups in both grade spans six to eight and nine to twelve for ELA and mathematics. The NCLB Accountability Status is “no status” and the Performance Rating is “very high” for both disciplines. The 2011 MCAS aggregate scores (*Figure 1.4*) at RJ Grey and ABRHS indicate overall solid performances.

Figure 1.4

2011 MCAS Scores of Combined Advanced/Proficient:			
Grade	ELA	Mathematics	STE
7th	93%	89%	--
8th	94%	80%	70%
10th	96%	96%	94%

The combined seventh grade mathematics score contains growth in Advanced Performance from 36 percent in 2010 to 57 percent in 2011. While the combined score for STE in eighth grade is a bit lower, 70 percent proficiency is higher than many of our like communities.

The growth data for the district was equally strong. This is the third year that districts have received “Student Growth Percentiles” and the second year that parents have received this information. In slide 12 of the DESE PowerPoint, *Measuring Growth in Student Performance on MCAS: The Growth Model* it states:

The growth measure is really just a number from 1 to 99, with higher being better. There are no definitions or criteria that tell us definitively how much growth is high or low; it’s just our own professional judgment. (This differs from

MCAS performance levels, where professional educators have helped us define what it means to be proficient on each test.) That being said, our guidance is that growth percentiles between 40 and 60 are what we would call “typical.” Percentiles above 60 suggest high growth; percentiles below 40 suggest low growth.

In addition, DESE documents inform us that growth percentiles and student performance should be used together as the following three sets of tables and graphs, *Figures 1.5 and 1.6* indicate. For both ELA and mathematics at grades seven, eight and ten, the growth percentiles fell within the range of typical growth except for mathematics at grades seven and ten. At grade ten, the median growth percentile is sixty-five and at grade seven it is seventy-three. This information indicates that not only are our students achieving high performance levels, they are also continuing to grow at typical and high rates.

Figure 1.5

Acton-Boxborough - 2011 MCAS All Grades English Language Arts

	Median SGP	% Proficient or Higher	N Students (SGP)
Grade 07	45.0	93	455
Grade 08	46.0	94	467
Grade 10	52.0	96	463

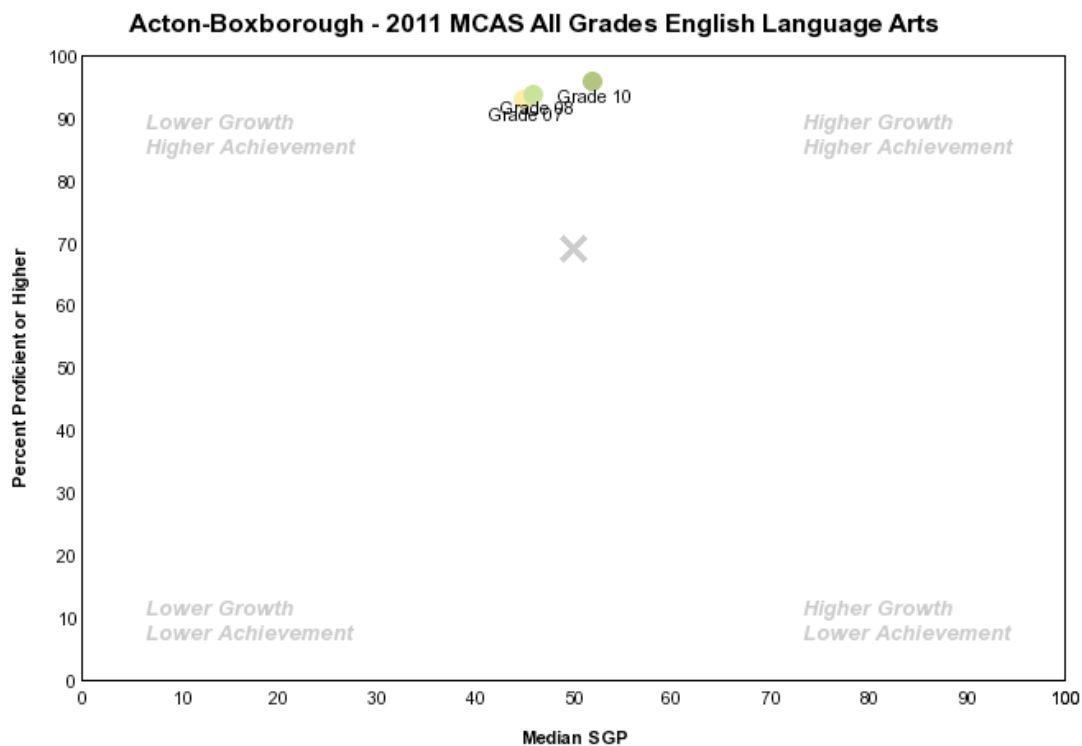
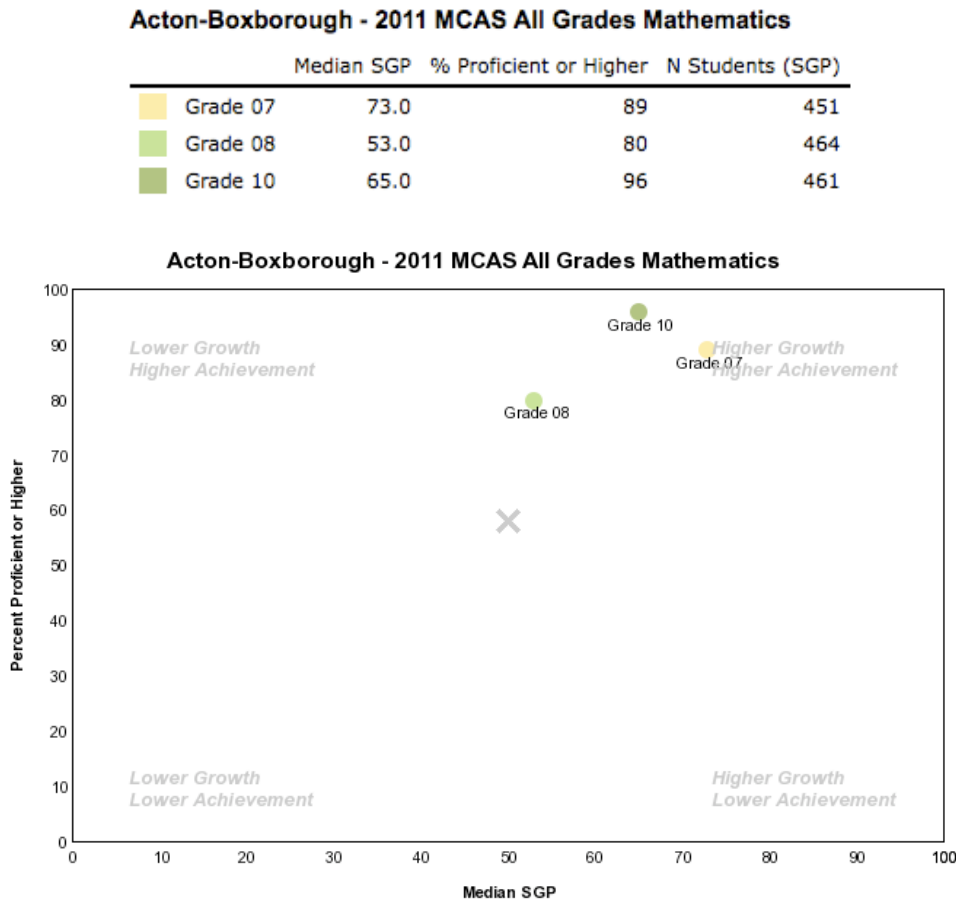


Figure 1.6



As previously mentioned, all subgroups at RJ Grey and ABRHS achieved AYP either by meeting the State's CPI (Composite Performance Index) or the subgroups' own performance target (calculated by dividing the difference between the subgroup's previous CPI score and one hundred by the number of years until 2014.). Subsequently, all of the subgroups achieved AYP for the district. Additionally, all subgroups achieved typical growth. There are two notable subgroup areas:

- The special education subgroup at RJ Grey raised its CPI from 87.5 to 90.3 (+4.6) in ELA and from 64.9 to 76.3 (+11.4) in mathematics. The mathematics CPI raised the seventh grade subgroup from thirty-first to fifth in the state rankings and the eighth grade subgroup from twenty-first to eleventh in the state rankings. This is the second year in a row that the special education ELA subgroup achieved AYP and the first year in the last five years the special education mathematics subgroup has achieved AYP. Doing so next year would remove the NCLB "Corrective Action" status for the school.
- The special education subgroup at ABRHS also made gains raising its CPI from 94.2 to 96.1 (+1.5 and achieving the state CPI of 95.1) in ELA and from 89.9 to 91.1 (+2.6) in mathematics.

Trends and Highlights

Patterns begin to emerge when we look at four or more years of data. The Regional School District Department Heads and the Junior High School Department Leaders analyze these patterns, determine possible underlying causes and make decisions regarding curriculum and instruction for their departments. While this report precludes an item analysis, there are several areas of note where patterns are emerging:

- Tenth grade ELA has shown an upward trend in Advanced Performance over the last three years:
2011 59%
2010 54%
2009 51%
2008 44%
- Seventh grade continued to decrease the percentage of students in the Needs Improvement and Warning/Failing categories for both ELA (*Figure 2.0*) and Mathematics (*Figure 2.1*) for the third year in a row:

Figure 2.0

ELA	2009	2010	2011
Needs Improvement	8	8	5
Warning/Failing	3	2	1

Figure 2.1

Mathematics	2009	2010	2011
Needs Improvement	15	11	9
Warning/Failing	8	5	3

- Tenth grade STE had 0 percent in the Warning/Failing category down from 2 percent the year before.
- Eighth grade STE has averaged 23 percent in Needs Improvement over the last four years. With new state science frameworks forthcoming and a review of science materials at the elementary grades, we will soon be able to better align instruction in all science strands in grades kindergarten through grade eight.
- Modest improvement in open-response questions was noted in grades eight and ten. Last year student open response scores ranged from 56 percent to 75 percent in eighth grade; this year that range is 67 percent to 80 percent. Student open response scores in tenth grade ranged from 63 percent to 79 percent in 2010; this year that range is 68 percent to 76 percent (with two questions receiving 76 percent). Last year's work with open response questions has had an impact.

Action Items and Initiatives

MCAS patterns and trends provide a range of information that schools and departments can use to set goals for specific cohorts and subgroups often resulting in instructional and curricular modifications. These goals, along with district-wide curricular initiatives and goals, result in continued strong classroom instruction for all students:

- Continuing Literacy work focused on reading comprehension and text structure at RJ Grey
- Continuing use of the new mathematics scope and sequence for students needing intervention at RJ Grey
- Continuing identification of students needing content, behavioral or motivational support in mathematics at RJ Grey
- Implementing co-teaching mathematics pilot at RJ Grey with the guidance of a consultant from *Teachers 21*
- Supporting Reading at RJ Grey
- Continued work with open response questions throughout the district
- Identifying learning goals and tools for all disciplines based on the new MA Mathematics and ELA and Literacy Frameworks
- Looking at student work as evidence of learning and as a collaborative tool for instructional planning-training by *National School Reform Faculty*

Conclusion

MCAS data provides one snapshot of whether our students are learning the state standards. Years of data illustrate trends and patterns to help us decide where to focus attention and perhaps refine curriculum and instruction.

Areas that need our continued attention are mathematics at RJ Grey and open response questions. An area that will require our attention in the near future is STE. That time line will be determined by the release of the new state STE Frameworks.

By all indications, the students of the Acton-Boxborough Regional School District continue to perform well on the Massachusetts Comprehensive Assessment System. It is through the hard work and dedication of our teachers, the support of the administration at each school and the support of the Acton-Boxborough community that our schools and students continue to learn and grow.

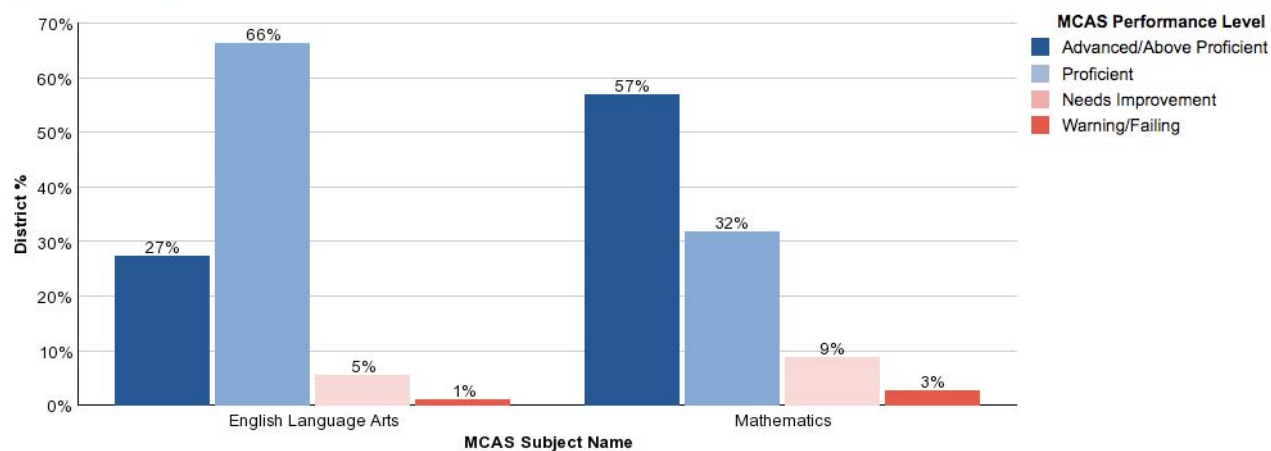
Data Section

District Results 2011: Grade 7



District Performance Distribution Acton-Boxborough - 2011 MCAS Grade 7 English Language Arts, Mathematics

Students Included: On or after Oct 1



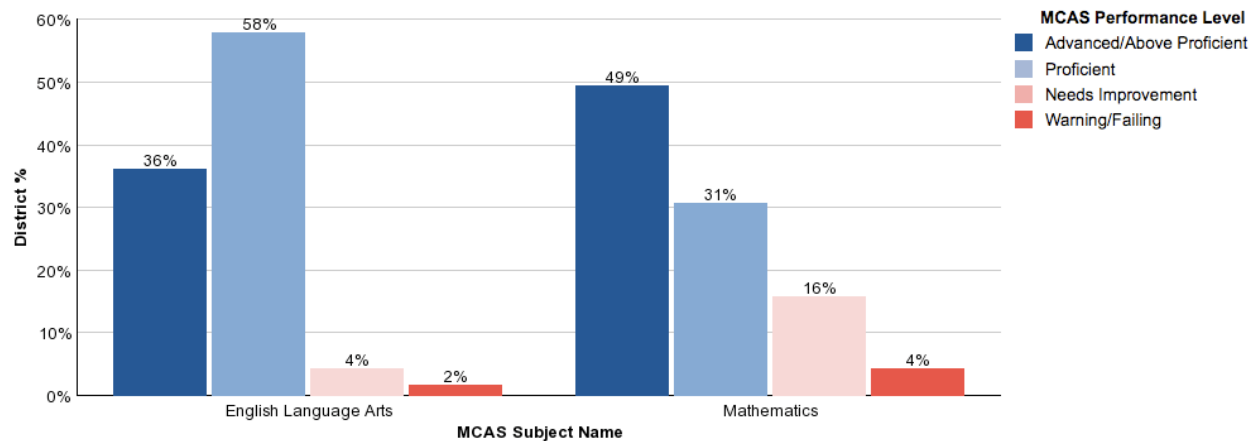
MCAS Subject Name	MCAS Performance Level	District #	District %	State %
English Language Arts	Advanced	131	27%	14%
	Proficient	317	66%	59%
	Needs Improvement	26	5%	21%
	Warning	4	1%	6%
English Language Arts		478		
Mathematics	Advanced	270	57%	19%
	Proficient	151	32%	32%
	Needs Improvement	41	9%	27%
	Warning	12	3%	22%
Mathematics		474		

District Results 2011: Grade 8



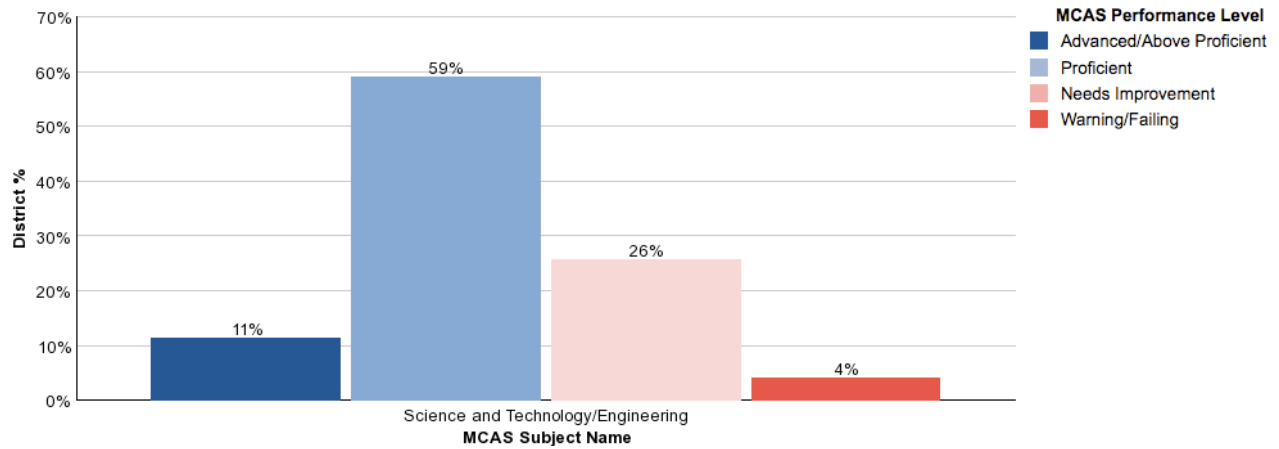
District Performance Distribution Acton-Boxborough - 2011 MCAS Grade 8 English Language Arts, Mathematics

Students Included: On or after Oct 1



MCAS Subject Name	MCAS Performance Level	District #	District %	State %
English Language Arts	Advanced	177	36%	20%
	Proficient	283	58%	59%
	Needs Improvement	21	4%	15%
	Warning	8	2%	6%
English Language Arts		489		
Mathematics	Advanced	240	49%	23%
	Proficient	149	31%	29%
	Needs Improvement	76	16%	27%
	Warning	21	4%	21%
Mathematics		486		

Students Included: On or after Oct 1



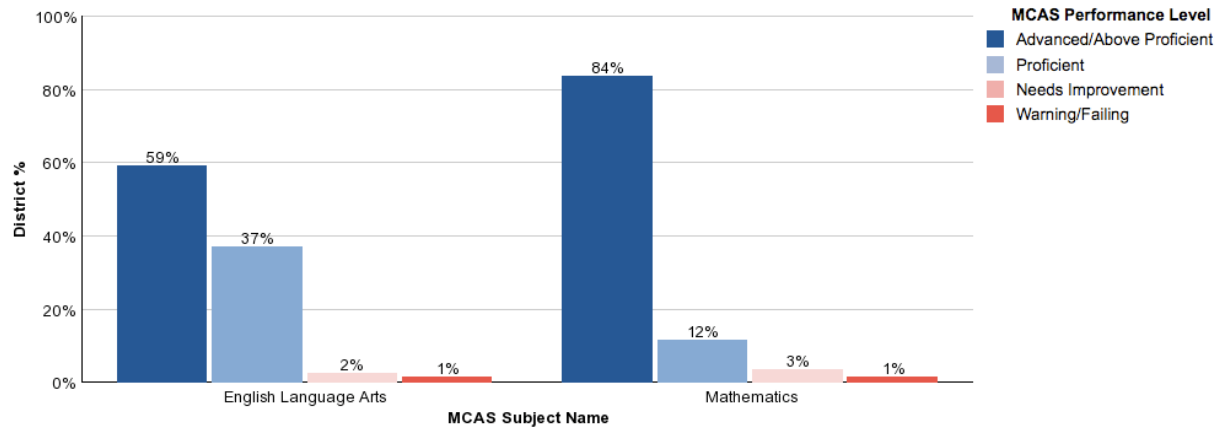
MCAS Subject Name	MCAS Performance Level	District #	District %	State %
Science and Technology/Engineering	Advanced	55	11%	4%
	Proficient	287	59%	35%
	Needs Improvement	125	26%	42%
	Warning	19	4%	19%
Science and Technology/Engineering		486		

District Results 2011: Grade 10



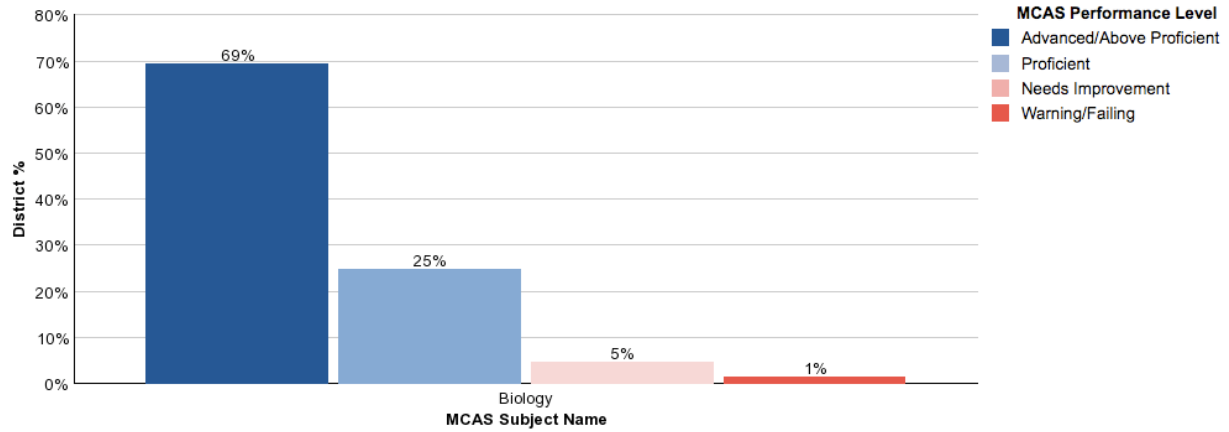
District Performance Distribution Acton-Boxborough - 2011 MCAS Grade 10 English Language Arts, Mathematics

Students Included: On or after Oct 1



MCAS Subject Name	MCAS Performance Level	District #	District %	State %
English Language Arts	Advanced	294	59%	33%
	Proficient	184	37%	51%
	Needs Improvement	12	2%	13%
	Failing	6	1%	3%
English Language Arts		496		
Mathematics	Advanced	414	84%	46%
	Proficient	57	12%	29%
	Needs Improvement	17	3%	18%
	Failing	7	1%	7%
Mathematics		495		

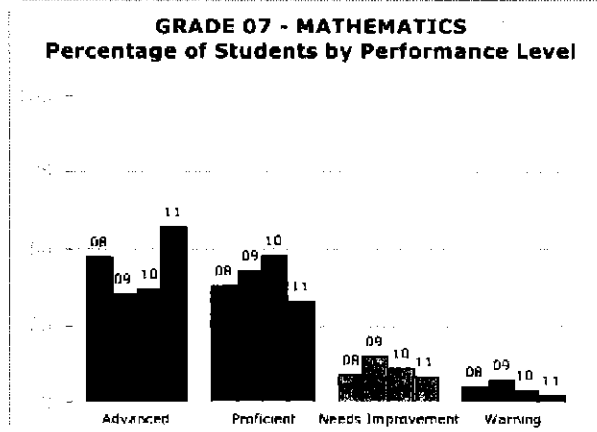
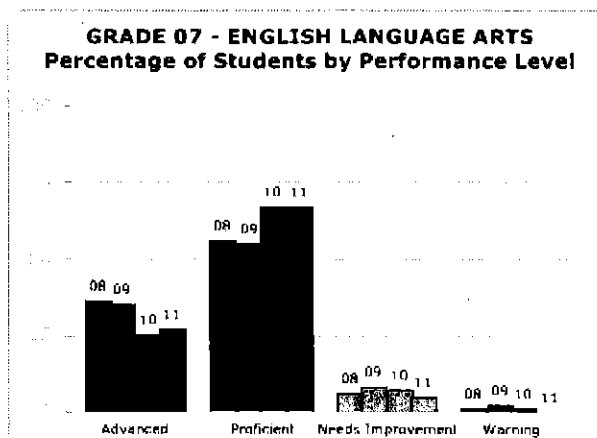
Students Included: On or after Oct 1



MCAS Subject Name	MCAS Performance Level	District #	District %	State %
Biology	Advanced	361	69%	25%
	Proficient	128	25%	46%
	Needs Improvement	24	5%	21%
	Warning	7	1%	9%
Biology		520		

GRADE 07 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	36	35	25	27
PROFICIENT	56	55	67	67
NEEDS IMPROVEMENT	6	8	7	5
WARNING	1	2	1	0

GRADE 07 - MATHEMATICS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	47	35	37	57
PROFICIENT	38	43	48	33
NEEDS IMPROVEMENT	9	15	11	8
WARNING	5	7	4	2

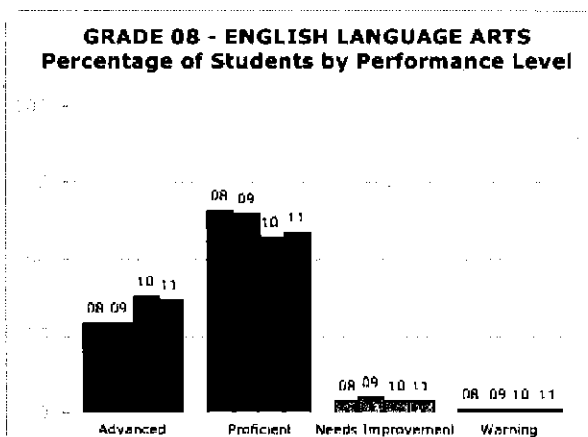


Massachusetts School and District Profiles Raymond J Grey Junior High

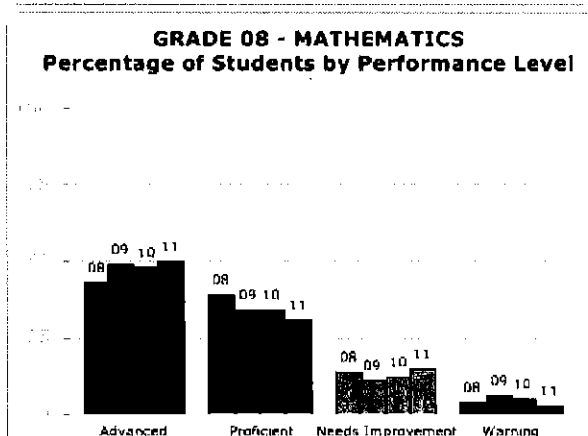
MCAS Annual Comparisons

* NOTE: Performance level percentages are not calculated if student group less than 10. Data Last Updated on September 14, 2010

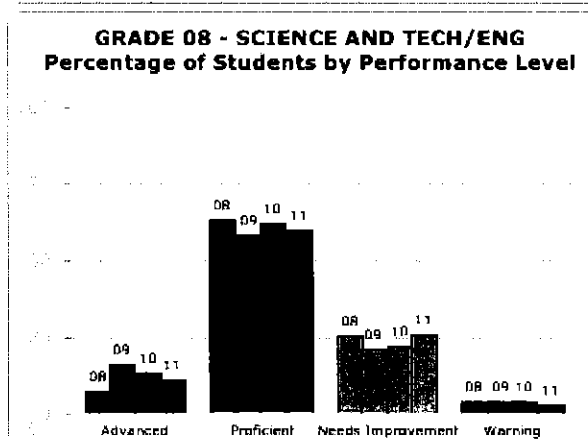
GRADE 08 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	29	29	38	37
PROFICIENT	66	65	57	59
NEEDS IMPROVEMENT	4	5	4	4
WARNING	1	1	1	1



GRADE 08 - MATHEMATICS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	43	49	48	50
PROFICIENT	39	34	34	31
NEEDS IMPROVEMENT	14	11	12	15
WARNING	4	6	5	3



GRADE 08 - SCIENCE AND TECH/ENG				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	7	16	13	11
PROFICIENT	63	58	62	60
NEEDS IMPROVEMENT	25	21	22	26
WARNING	4	4	4	3

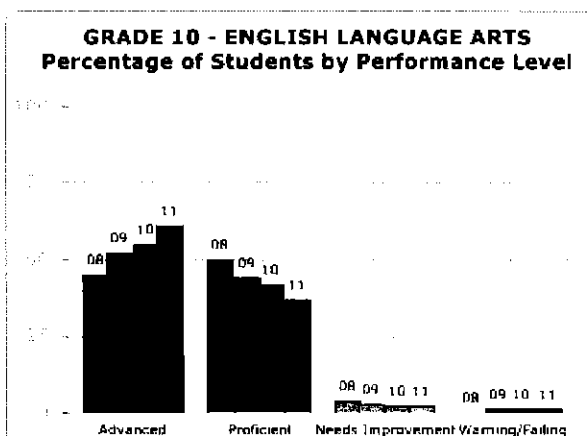


Massachusetts School and District Profiles Acton-Boxborough Regional High

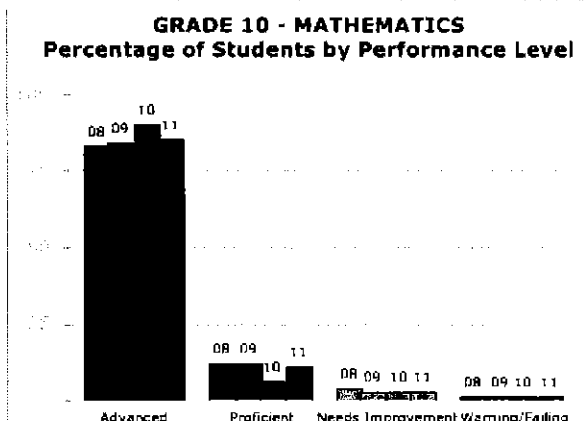
MCAS Annual Comparisons

* NOTE: Performance level percentages are not calculated if student group less than 10. Data Last Updated on September 14, 2010

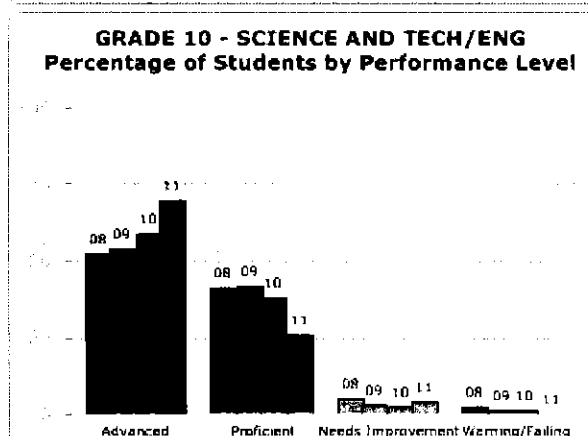
GRADE 10 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	45	52	55	61
PROFICIENT	50	44	42	37
NEEDS IMPROVEMENT	4	3	2	2
FAILING	0	1	1	1



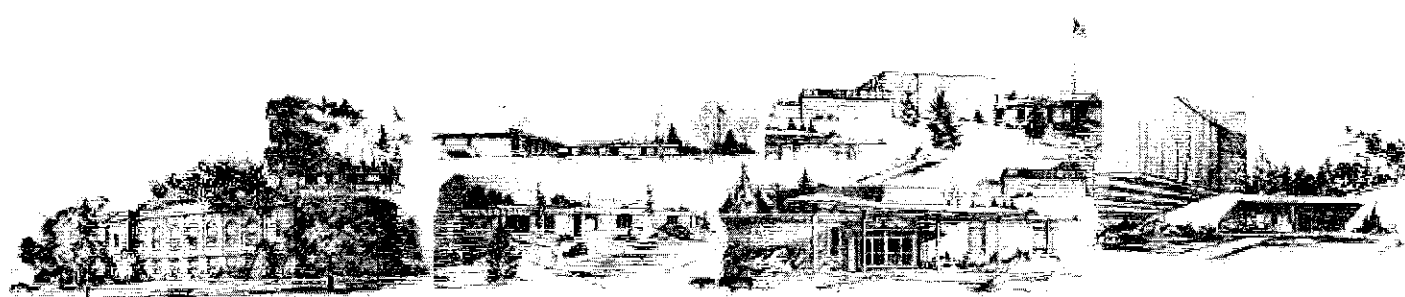
GRADE 10 - MATHEMATICS				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	83	84	90	85
PROFICIENT	12	12	6	11
NEEDS IMPROVEMENT	4	3	3	3
FAILING	1	1	1	1



GRADE 10 - SCIENCE AND TECH/ENG				
PERFORMANCE LEVEL	2008	2009	2010	2011
ADVANCED	52	54	59	70
PROFICIENT	41	42	38	26
NEEDS IMPROVEMENT	5	3	2	4
FAILING	2	1	1	0



7.4.2



Acton Public Schools ⊕ Acton-Boxborough Regional School District
 16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340
 E-mail: daicardi@mail.ab.mec.edu

Donald Aicardi
 Finance Director

TO: Superintendent Stephen Mills
 FROM: Don Aicardi, Director of Finance *DA*
 RE: FY12 Recommended Final Table 6 Regional School Assessment
 DATE: September 30, 2011

Please see an attached document that compares the original Table 6 Regional School Assessment that was approved last spring to a potential final Table 6 Regional School Assessment for consideration by the Acton-Boxborough Regional School Committee (ABRSC). There is no change whatsoever to the total ABRSD FY12 budget that was approved at either town meeting; those expenditures remain as approved by both town meetings at \$38,502,351. Two major events that have occurred since last spring require that the RSC approve a revised Table 6 Regional School Assessment.

Event #1: Finalization of FY12 Cherry Sheet Revenue

The FY12 Cherry Sheet Revenue notice from the Department of Revenue was received by the district on July 11, 2011. Revenue assumptions for these same categories were incorporated into the Table 6 Regional School Assessment approved last spring. The final amounts of Chapter 70 revenue, Choice/Charter Assessment and Charter School Aid were revealed to be \$187,422 greater than the revenue assumptions used at the Town Meetings last spring. A comparison of the revenues assumed at town meetings and the final Cherry Sheets is shown in Table 1 below.

Table 1-Cherry Sheet Revenues-Town Meeting Spring 2011 vs. Final, Variance

	FY12 Town Meeting Spring 2011	FY12 Final (Using Final FY12 Cherry Sheet & Reserves)	Variance
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,829,750	\$6,969,133	\$139,383
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$335,061)	(\$361,823)	(\$26,762)
CHARTER SCHOOL AID	\$37,267	\$42,819	\$5,552
TRANSPORTATION (Cherry Sheet)	\$564,346	\$633,595	\$69,249
TRANSFER FROM PREMIUM ON LOAN-JHS	\$658	\$658	\$0
TRANSFER FROM RESERVES	\$502,300	\$502,300	\$0
TOTAL OTHER FINANCING SOURCES	\$7,599,260	\$7,786,682	\$187,422

As described in the September 21, 2011 presentation to the regional school committee, the final amounts of Chapter 70 Revenue, Choice/Charter Assessment, and Charter School Aid are \$187,422 greater than the estimates used at the Acton and Boxborough Town Meetings last spring.

Event #2: Over DOR 5% Cap

The second event that has occurred since last spring is related to the required submittal to the Department of Revenue of the “excess and deficiency” (E & D) information by the close of October, 2011. The current estimate of the ABRSD’s “E&D” amount is \$2,050,985, \$125,867 over the statutory 5% (of the operating budget) cap limit.

Table 2-Calculation of E & D Above 5% Statutory Cap

Estimated Fund Balance	\$2,050,985
Less 5% Cap	<u>(\$1,925,118)</u>
Amount Over 5% Cap?	\$125,867

Because of these two events, a revised Table 6 Regional School Assessment should be approved. In order to give the ABRSC a range of options, three different Table 6 assessments will be prepared for next week’s vote. There are advantages and disadvantages for each option. It is important to remember that none of these options changes in any way the total ABRSD FY12 budget that was approved at either town meeting; the regional school budget remains as approved by both town meetings at \$38,502,351. As I mentioned last week, increasing the budget would require town meeting approvals.

Option #1: Reflect Final State Aid numbers by \$187k increase; decrease FY12 E & D use by \$187k; keep both Towns’ Assessments the same

This version would use all final FY12 revenue as identified on the cherry sheet. Due to its utilization, the amount approved from E&D can be reduced from \$502,300 to \$314,878. There would be no change in either the Acton assessment, or the Boxborough assessment.

Positives: Uses Final State Aid Numbers, as required by DOR, would use fewer E & D dollars to underwrite FY12 budget, helps ABRSD reserves. The amount of E & D over the 5% cap will ultimately be returned to Acton and Boxborough; each town would then determine the best use for these funds in their respective budget cycles.

Negatives: In a twist, the use of fewer reserves of E & D dollars to support the FY12 budget will, ironically, put the ABRSD even further “over” the DOR 5% cap for E & D. (Once the amount over the 5% cap is certified by DOR, that amount would be returned to both Acton and Boxborough by the close of FY12. Those “savings” could be factored in the certification of the FY12 “free cash” number for both Acton and Boxborough in time for the development of the FY14 budget season.) However, this option would also not decrease either towns’ FY12 assessments.

Option #2: Reflect Final State Aid numbers by \$187k increase; keep FY12 E & D the same as approved at \$502,300; lower assessment by \$187k (\$165k for Acton, \$22k for Boxborough.)

This option would also use all final FY12 revenue as identified on the cherry sheet. The amount approved from reserves could remain the same as approved last spring at \$502,300. By holding E & D

steady, and using the higher state aid number, this option produces a \$165,070 **decrease** in the Acton assessment and a \$22,353 **decrease** in the Boxborough assessment.

Positives: Uses Final State Aid Numbers as required by DOR, Would decrease towns' assessments.

Negatives: This option would still leave the ABRSD "over" the DOR 5% cap. (Once the amount over the 5% cap is certified by DOR, that amount would be returned to both Acton and Boxborough by the close of FY12. Those "savings" could be factored in the certification of the FY12 "free cash" number for both Acton and Boxborough in time for the development of the FY14 budget season.)

Option #3: Reflect Final State Aid numbers by \$187k increase; increase FY12 E & D use from \$502,300 to \$628,167; lower assessments by \$313k (\$275k for Acton, \$37k in for Boxborough.)

This option would also use all final FY12 revenue as required by the DOR. The amount of E & D use would increase from \$502,300 to \$628,167. To intentionally use more E & D would ensure that we will come under the 5% cap before the submittal to DOR. This option produces a \$275,926 **decrease** in the Acton assessment and a \$37,364 **decrease** in the Boxborough assessment.

Positives: Uses Final State Aid Numbers as required by DOR, would decrease towns' assessments; would successfully address 5% cap issue before sending to DOR.

Negatives: This option places a greater emphasis on lowering both town assessments for FY12, with the implicit trade-off being the de-emphasis of funds would have been available for use in FY14.

Conclusion

Since none of these three options increases the assessment of either one of the two towns, or increases the total amount of the FY12 budget in any way, the ABRSC can unilaterally approve a revised Table 6 Regional School Assessment on October 6, 2011; town meeting approvals are not required.

The amount of FY11 E & D, once reviewed and certified by the DOR in the next several months, would then become available for use in FY13 and beyond.

Table 3-ABRSD History of E & D

**ABRSD Certified Excess & Deficiency
FY07 to FY11**

FY07	\$1,415,970	
FY08	\$1,231,767	
FY09	\$1,545,953	
FY10	\$1,711,823	
FY11	\$2,050,985	EST

The final assessment, once approved by ABRSC, will be sent to officials in the towns of Acton and Boxborough. If approved on October 6th, these revised assessments would be shared with the leadership in both towns before the finalization of the FY12 recap documents. If there is any additional information I can provide you or the committee, please let me know.

Option #1

Table 6
ACTON-BOXBOROUGH RSD
Analysis of Assessments
Projected State Aid Numbers
School Year 2011-2012

	GROSS BUDGET 2011-2012	ACTON 79.81%	BOXBOROUGH 20.19%
INSIDE DEBT LIMIT:			
OPERATING BUDGET	\$34,472,956	\$27,512,866	\$6,960,090
REGULAR TRANSPORTATION	\$1,376,359	\$1,083,643	\$292,716
SPED TRANSPORTATION	\$765,052	\$610,588	\$154,464
TOTAL INSIDE DEBT LIMIT	\$36,614,367	\$29,207,098	\$7,407,269
OUTSIDE DEBT LIMIT:			
CONST DEBT SERVICE (JHS&SHS/OUTSIDE 2 1/2)			
JH CONSTRUCTION/RENOVATION	\$459,340	\$389,566	\$69,774
SH CONSTRUCTION/RENOVATION	\$1,428,644	\$1,211,633	\$217,011
TOTAL OUTSIDE DEBT LIMIT	\$1,887,984	\$1,601,199	\$286,785
GROSS BUDGET	\$38,502,351	\$30,808,297	\$7,694,054
DEFERRAL OF TEACHER SALARIES	\$0	\$0	\$0
TOTAL BUDGET INCLUDING DEFERRAL	\$38,502,351	\$30,808,297	\$7,694,054
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,969,133	\$5,562,065	\$1,407,068
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$361,823)	(\$288,771)	(\$73,052)
CHARTER SCHOOL AID	\$42,819	\$34,174	\$8,645
REGIONAL SCHOOL TRANSPORTATION (Cherry Sheet)	\$633,595	\$497,372	\$136,223
TRANSFER FROM PREMIUM ON LOAN-IHS	\$658	\$558	\$100
TRANSFER FROM RESERVES (E&D)	\$314,878	\$277,325	\$37,552
TOTAL OTHER FINANCING SOURCES	\$7,599,259.60	\$6,082,723	\$1,516,536
ASSESSMENTS	\$30,903,091	\$24,725,573	\$6,177,518

*Premium must be used to reduce debt service costs.

FY12 Spring Assessment	\$30,903,092	\$24,725,573	\$6,177,519
Variance	(\$1)	\$0	(\$1)
% Increase Final FY12 vs. Proposed FY12	0.00%	0.00%	0.00%

Optim #2

Table 6
ACTON-BOXBOROUGH RSD
 Analysis of Assessments
 Projected State Aid Numbers
 School Year 2011-2012

	GROSS BUDGET 2011-2012	ACTON 79.81%	BOXBOROUGH 20.19%
INSIDE DEBT LIMIT:			
OPERATING BUDGET	\$34,472,956	\$27,512,866	\$6,960,090
REGULAR TRANSPORTATION	\$1,376,359	\$1,083,643	\$292,716
SPED TRANSPORTATION	\$765,052	\$610,588	\$154,464
TOTAL INSIDE DEBT LIMIT	\$36,614,367	\$29,207,098	\$7,407,269
OUTSIDE DEBT LIMIT:			
CONST DEBT SERVICE (JHS&SHS/OUTSIDE 2 1/2)			
JH CONSTRUCTION/RENOVATION	\$459,340	\$389,566	\$69,774
SH CONSTRUCTION/RENOVATION	\$1,428,644	\$1,211,633	\$217,011
TOTAL OUTSIDE DEBT LIMIT	\$1,887,984	\$1,601,199	\$286,785
GROSS BUDGET	\$38,502,351	\$30,808,297	\$7,694,054
DEFERRAL OF TEACHER SALARIES	\$0	\$0	\$0
TOTAL BUDGET INCLUDING DEFERRAL	\$38,502,351	\$30,808,297	\$7,694,054
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,969,133	\$5,562,065	\$1,407,068
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$361,823)	(\$288,771)	(\$73,052)
CHARTER SCHOOL AID	\$42,819	\$34,174	\$8,645
REGIONAL SCHOOL TRANSPORTATION (Cherry Sheet)	\$633,595	\$497,372	\$136,223
TRANSFER FROM PREMIUM ON LOAN-JHS	\$658	\$558	\$100
TRANSFER FROM RESERVES (E&D)	\$502,300	\$442,396	\$59,904
TOTAL OTHER FINANCING SOURCES	\$7,786,682.00	\$6,247,794	\$1,538,888
ASSESSMENTS	\$30,715,669	\$24,560,503	\$6,155,166

*Premium must be used to reduce debt service costs.

FY12 Spring Assessment	\$30,903,092	\$24,725,573	\$6,177,519
Variance	(\$187,423)	(\$165,070)	(\$22,353)

Option #3

Table 6
 ACTON-BOXBOROUGH RSD
 Analysis of Assessments
 Projected State Aid Numbers
 School Year 2011-2012

	GROSS BUDGET 2011-2012	ACTON 79.81%	BOXBOROUGH 20.19%
INSIDE DEBT LIMIT:			
OPERATING BUDGET	\$34,472,956	\$27,512,866	\$6,960,090
REGULAR TRANSPORTATION	\$1,376,359	\$1,083,643	\$292,716
SPEED TRANSPORTATION	\$765,052	\$610,588	\$154,464
TOTAL INSIDE DEBT LIMIT	\$36,614,367	\$29,207,098	\$7,407,269
OUTSIDE DEBT LIMIT:			
CONST DEBT SERVICE (JHS&SHS/OUTSIDE 2 1/2)			
JH CONSTRUCTION/RENOVATION	\$459,340	\$389,566	\$69,774
SH CONSTRUCTION/RENOVATION	\$1,428,644	\$1,211,633	\$217,011
TOTAL OUTSIDE DEBT LIMIT	\$1,887,984	\$1,601,199	\$286,785
GROSS BUDGET	\$38,502,351	\$30,808,297	\$7,694,054
DEFERRAL OF TEACHER SALARIES	\$0	\$0	\$0
TOTAL BUDGET INCLUDING DEFERRAL	\$38,502,351	\$30,808,297	\$7,694,054
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,969,133	\$5,562,065	\$1,407,068
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$361,823)	(\$288,771)	(\$73,052)
CHARTER SCHOOL AID	\$42,819	\$34,174	\$8,645
REGIONAL SCHOOL TRANSPORTATION (Cherry Sheet)	\$633,595	\$497,372	\$136,223
TRANSFER FROM PREMIUM ON LOAN-JHS	\$658	\$558	\$100
TRANSFER FROM RESERVES (E&D)	\$628,167	\$553,252	\$74,915
TOTAL OTHER FINANCING SOURCES	\$7,912,549.00	\$6,358,650	\$1,553,899
ASSESSMENTS	\$30,589,802	\$24,449,647	\$6,140,155

*Premium must be used to reduce debt service costs.

FY12 Spring Assessment	\$30,903,092	\$24,725,573	\$6,177,519
Variance	(\$313,290)	(\$275,926)	(\$37,364)

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

TO: Acton-Boxborough Regional School Committee
FROM: Steve Mills
DATE: September 30, 2011
RE: **VOTE** to Appoint Sharon Summers as ABRSD Treasurer

In the spring of 2010, after a conversation with Stephen Hemmen, the Executive Director of the Massachusetts Regional School association (MARS), I became aware of a requirement under Massachusetts General Law that regional school districts cannot have their finance directors act as the treasurer of that same school district.

Chapter 71, Section 16B, states that "a business manager, assistant superintendent for business or employee with title of similar import with responsibilities similar to those of a town accountant shall be subject to section 52 of said chapter 41 and shall not hold the office of treasurer or assistant treasurer or hold any responsibility for the receipt or disbursement of money."

When Massachusetts general law was amended as part of Chapter 6 of the Acts of 2002, Mrs. Sharon Summers, then the Finance Director for the Acton-Boxborough Regional School District, separated her duties as Director of Finance from any collection of cash/receipts for the regional school district in order to comply with the spirit of the law. All the handling of money, daily deposits and handling of checks and the accounting for the regional district was separated from the day-to-day duties of the Director of Finance position from that point.

I became aware of Mrs. Summers' intention to retire during the summer of 2010 in early 2010. Due to her knowledge of the regional school finances, her certification as a treasurer, and her availability to work the part time hours required, I approached Mrs. Summers about serving the regional school district in a new capacity after her retirement as Finance Director for the regional district. Since last year, she has been serving in this capacity, assuming these duties as Treasurer for the regional school district completely separate from the duties of the Director of Finance, Donald Aicardi.

I request that you approve this re-appointment. I will be pleased to answer any questions that you might have.

Recommended Motion for the Vote:

Based on the recommendation of Superintendent Stephen Mills, the Acton-Boxborough Regional School Committee appoints Sharon Summers as the Treasurer of the Acton-Boxborough Regional School District.

TO: DR. STEVE MILLS, SUPERINTENDENT OF SCHOOLS
FROM: SHARON SUMMERS, TREASURER
SUBJECT: DISCLOSURE OF FINANCIAL INTEREST
DATE: 9/30/2011
CC: A-B REGIONAL SCHOOL COMMITTEE, DON AICARDI

I am hereby requesting that the school committee approve the enclosed Disclosure of Financial Interest Form as required by Mass General Laws Chapter 268A, Section 19 (copy enclosed). This approval is required in order to participate as Treasurer in the municipal health reform study submitted by Segal Corporation. It is because I am a subscriber of the region's health insurance plan, that I must seek your approval. With your approval, I will be allowed to participate in the discussion of this important legislation.

Attorney Peter Ebb was consulted in this matter, and he advised that an oral disclosure be made that I could not participate in the decision until the school committees have both made a determination. The oral disclosure was given at this morning's trustees meeting, and I was allowed to listen to the discussion with Segal Corporation and among the other trustees.

If you need any additional information in this matter, please let me know.

DISCLOSURE OF FINANCIAL INTEREST BY MUNICIPAL EMPLOYEE AND DETERMINATION BY APPOINTING AUTHORITY

AS REQUIRED BY G. L. c. 268A, §19

DISCLOSURE

To obtain an exemption pursuant to G.L. c. 268A, §19, municipal employees must submit a disclosure to their appointing official of the nature and circumstances of the particular matter and the financial interest.


Name:	Sharon Summers
Title or Position:	Treasurer
Agency/Department:	-
Municipality:	Acton-Boxborough Regional School District
Office Phone:	978-264-4700 x3210
Particular Matter Involved (Attach additional pages if necessary):	Disclosure of Financial Interest as Trustee of Acton Health Insurance Trust.
Financial Interest Involved (Attach additional pages if necessary):	Currently enrolled in regional school health plan as a retiree.
Employee Signature:	Sharon Summers
Date:	9/28/2011

DETERMINATION

As appointing official, as required by G.L. c. 268A, §19(b)(1), I have reviewed the matter and the financial interest described above and have determined that the interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.

Name and Title of Appointing Authority:	
Signature of Appointing Authority:	
Date:	
Comments (Attach additional pages if necessary):	

Attach additional pages if necessary.



THE 187TH GENERAL COURT OF
THE COMMONWEALTH OF MASSACHUSETTS

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CHAPTER 268A	CONDUCT OF PUBLIC OFFICIALS AND EMPLOYEES	PREV NEXT
Section 19	Municipal employees, relatives or associates; financial interest in particular matter	PREV NEXT

[Paragraph (a) effective until September 29, 2009. For text effective September 29, 2009, see below.]

Section 19. (a) Except as permitted by paragraph (b), a municipal employee who participates as such an employee in a particular matter in which to his knowledge he, his immediate family or partner, a business organization in which he is serving as officer, director, trustee, partner or employee, or any person or organization with whom he is negotiating or has any arrangement concerning prospective employment, has a financial interest, shall be punished by a fine of not more than three thousand dollars or by imprisonment for not more than two years, or both.

[Paragraph (a) as amended by 2009, 28, Sec. 78 effective September 29, 2009. For text effective until September 29, 2009, see above.]

(a) Except as permitted by paragraph (b), a municipal employee who participates as such an employee in a particular matter in which to his knowledge he, his immediate family or partner, a business organization in which he is serving as officer, director, trustee, partner or employee, or any person or organization with whom he is negotiating or has any arrangement concerning prospective employment, has a financial interest, shall be punished by a fine of not more than \$10,000, or by imprisonment in the state prison for not more than 5 years, or in a jail or house of correction for not more than 2 1/2 years, or both.

(b) It shall not be a violation of this section (1) if the municipal employee first advises the official responsible for appointment to his position of the nature and circumstances of the particular matter and makes full disclosure of such financial interest, and receives in advance a written determination made by that official that the interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee, or (2) if, in the case of an elected municipal official making demand bank deposits of municipal funds, said official first files, with the clerk of the city or town, a

statement making full disclosure of such financial interest, or (3) if the particular matter

involves a determination of general policy and the interest of the municipal employee or members of his immediate family is shared with a substantial segment of the population of the municipality.

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To: Stephen Mills
cc: Steve Desy
From: Alixe Callen
Date: 9/9/11
Subject: Donation

Please accept a donation from the *football boosters* in the amount of \$5000.00 which will support payment of football Assistant Coaches.

The funds will be deposited into Fund 319001.

Thank you.

File: KHB

Advertising in Schools

School-business relationships based on sound principles and community input can contribute to high quality education. However, the school districts must also protect the welfare of students and the integrity of the learning environment. Therefore, when working together, schools and businesses must ensure that educational values are not distorted in the process.

The School Committees will allow limited advertising consistent with the criteria and procedures set forth in the Advertising in Schools Procedures KHB-R. Final approval for specific advertising will be the responsibility of the Superintendent.

Advertising in Schools

The School Committee has a policy KHB which allows advertising in schools and on school properties on a limited basis. Such advertising must meet the criteria outlined below.

- a. Advertising is permitted in connection with courses of study which have specific lessons related to advertising. It will be up to each school to decide whether the lessons related to advertising are appropriate.
- b. Advertising is permitted in such supplementary classroom and library materials as newspapers, magazines, television, the Internet, and similar media where they are used in a class such as current events, or where they serve as an appropriate research tool.
- c. Paid advertising is permitted in yearbooks, school newspapers, theatrical productions, and event programs as long as such advertising meets the criteria listed below.
- d. Paid advertising is permitted on athletic fields, scoreboards, tennis courts, the swimming pool, auditoriums and gyms as long as such advertising meets the criteria listed below.

Advertising must meet the following criteria:

1. **Consistency with District and School Academic Standards and Goals.** All corporate support or activity shall be consistent with State, District, and school academic standards and goals. Commercial involvement must also be structured to meet identified educational needs, not commercial motives.
2. **Advertising shall not be used as part of the curriculum.** Advertising shall not be included as part of the curriculum, in classrooms or other specific academic settings, unless it is a specific lesson about advertising or in supplemental curricular materials such as magazines, newspapers or the internet.
3. **Consistency with District Policies and Age-Appropriateness.** All corporate support or activity must be consistent with District policies, prohibiting discrimination on the basis of race, color, national origin, gender, age, religion, sexual orientation, veteran status, limited English proficient, handicap, or homeless, and must be age-appropriate for the students involved.
4. **Certain Corporate Support or Activity Prohibited.** No corporate support or activity will be permitted in the District or in the schools that:
 - a. Promotes the use of illicit drugs, alcohol, tobacco, or firearms.
 - b. Promotes hostility, violence or disorder

- c. Attacks or demeans any ethnic, racial, or religious group.
- d. Is libelous.
- e. Promotes any specific religion.
- f. Promotes or opposes any particular political view, candidate or ballot question.
- g. Inhibits the functioning of any school.

DRAFT

**PROVIDING FUNDS FOR THE SCHOOLS
(Outside the appropriated budget)**

A. Funds from Friends of the School Systems

Gifts and donations, whether derived from direct contributions or from fundraising activities, are gratefully and generally accepted by the school districts for the benefit of students and of the school systems in their role as providers of educational services.

B. Funds from Friends of Individual Schools

The School Committees hold the position that PTOs and other parents/groups shall not supply funding for certified personnel positions. The same stipulation applies to materials which are considered essential for the health and safety of students.

Funds for other purposes are given to the School Committees which will then purchase or approve those expenditures. The entire amount must be available before the purchase or hire is made. Funds must cover the entire cost as determined by the Superintendent.

C. Other Gifts

An organization may decide to purchase and loan equipment for use by school groups. Such a decision requires prior approval by the Superintendent.

Corporations may give products or services to individual schools or the school districts with prior approval of the Superintendent.

**PROCEDURES FOR PROVIDING FUNDS FOR THE SCHOOLS
(Outside the appropriated budget)**

Any organization wishing to raise funds for individual schools or the school district under policy DDA must follow these procedures:

1. A representative of the fundraising organization must fill out the attached form and present it to the Principal before any targeted fundraising activity can begin.
2. The Principal must approve the request and submit it to the Superintendent for further approval before any such fundraising can begin.
3. Annual fundraising events for targeted purposes or events must be preceded by receipt of approval of the Principal and the Superintendent regarding projected use of the funds.
4. Any school related organization will submit a budget or financial plan to the appropriate principal in order to identify potential gifts which may need Superintendent approval and/or School Committee(s) acceptance.
5. The Superintendent will inform the School Committee(s) of all gifts and acknowledge receipt of these gifts.
6. Funds must cover the entire cost as determined by the Superintendent.
7. Funds are given to the School Committee(s) who will then direct the purchase or hire of the identified items/personnel.
8. The entire amount must be available before the purchase is made.

In addition, there is presently one mechanism (ABSAF) through which donors, gift-givers and fundraisers can contribute funds to be used by the school systems. All such monies will be disbursed for targets approved by the Superintendent.

Tax Deduction Status: All gifts and donations given to the schools, whether contributed individually or through other mechanisms, are eligible for consideration by the IRS for tax deduction.

Fundraising Activities: The School Committees do not place any restrictions on the nature of appropriate fundraising activities.

School Committee Approval: Any direct gifts or donations valued at more than \$500 require acceptance by the School Committee(s). Gifts between \$100 and \$500 must be documented to the Superintendent.

Acton-Boxborough Regional High School

Class of 2011
36 Charter Road
Acton, MA 01720
E.T.S. #222297



Telephone: (978) 264-4700 Fax: (978) 264-3346

Dr. Stephen E. Mills, Superintendent

Dr. Alixe Callen, Principal
 Mr. Todd Chicko, Chairperson, Counseling
 Ms. Jodi Chu, Counselor
 Mrs. Sara Clinton, Counselor
 Mrs. Shannon Dandridge, Counselor

Mrs. Jennifer Gabel, Counselor
 Mr. Stephen Hitzrot, Counselor
 Mrs. Wioletta Pawlowska, Counselor
 Mrs. Susan Root, Counselor
 Mrs. I'Esha Thomas, Counselor

The School

A four year comprehensive high school, Acton-Boxborough Regional High School serves students from the towns of Acton and Boxborough, located twenty-five miles west of Boston. The current population of Acton is 22,000; Boxborough's population is approximately 5,000. The school system is regional for Grades 7-12. There are five elementary schools in Acton and one in Boxborough.

Enrollment June 1, 2011

Grade 12	505
Grade 11	466
Grade 10	489
Grade 9	519
Total	1979

Faculty 2010-2011

Of the 140 staff members, 84% hold advanced degrees. The average length of experience is 12 years.

Accreditation

Acton-Boxborough Regional High School is accredited by the New England Association of Schools and Colleges (NEASC).

The Academic Program

The school provides a broad academic program for its students, 98% of whom pursue post-secondary education. In addition, a variety of courses are offered in visual arts, performing arts and industrial arts.

Graduation Requirements

All students, regardless of their post-high school objectives, must meet the following requirements for graduation:

- Four prepared subjects per year.
- Four years of English.
- Three years of Social Studies (of which one must be U.S. History and Government)
- Two years of Science (of which one must be Biology).
- Two years of Mathematics.
- Four semesters of Physical Education.
- One semester of Health Education.
- One academic elective (English, Math, Science, Social Studies, Foreign Language, et. al.).
- Satisfactory completion of the Massachusetts Comprehensive Assessment System test (MCAS).

Advanced Placement Courses

English IV	European History
US History II	Environmental Science
Psychology	Advanced Chemistry
French V	Advanced Biology
Spanish V	Statistics
Calculus	Latin IV: Vergil

Class of 2011 Profile

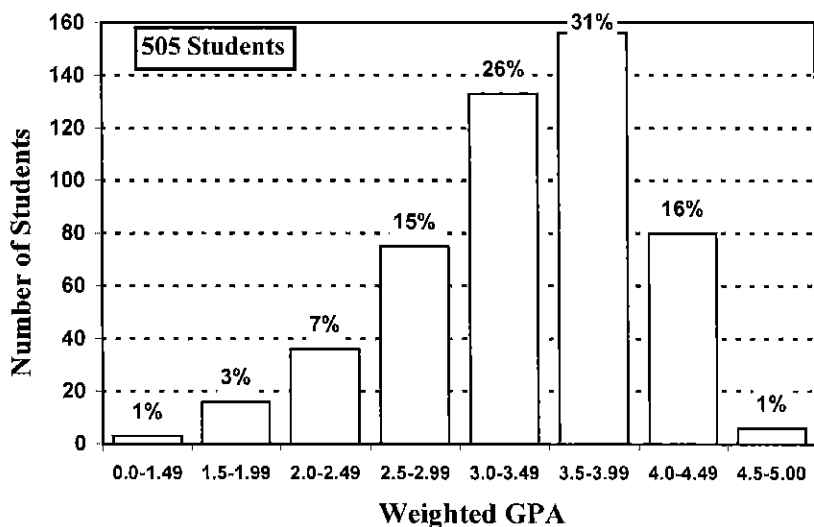
Weighted GPA Chart

Grade	Level			
	(H)	(A/E)	(CP)	(SP)
A+	5.00	4.50	4.00	3.50
A	4.75	4.25	3.75	3.25
A-	4.50	4.00	3.50	3.00
B+	4.25	3.75	3.25	2.75
B	4.00	3.50	3.00	2.50
B-	3.75	3.25	2.75	2.25
C+	3.50	3.00	2.50	2.00
C	3.25	2.75	2.25	1.75
C-	3.00	2.50	2.00	1.50
D+	2.75	2.25	1.75	1.25
D	2.50	2.00	1.50	1.00
D-	2.25	1.75	1.25	0.75
F	0	0	0	0

(H)=Honors (including A.P. courses)

(A/E)=Accelerated/Enriched

(CP)=College Prep (SP)=Standard Prep



(Percentage of class in each weighted GPA range is noted above graph bars)

The high school also offers many heterogeneous or non-leveled courses. Weighted GPA calculations do not incorporate grades from non-leveled courses.

SAT Reasoning Test Profile

Average Scores

	AB			Nation		
	CR	MATH	WR	CR	MATH	WR
2011	610	645	622	497	514	489
2010	615	648	625	501	516	492
2009	611	643	611	501	515	493

Last year 93% of the seniors at Acton-Boxborough took SATs as compared to 89% in Massachusetts.

SAT Subject Test Profile

Subject	No. of Students	Mean Score
Biology E	132	709
Biology M	23	728
Chemistry	86	690
English Literature	55	630
French	15	661
Math Level I	82	674
Math Level II	108	749
Spanish	29	696
US History	103	698
World History	4	750

Advanced Placement Test Scores

A total of 451 juniors and seniors took 928 exams in Biology, Calculus, Chemistry, Chinese, Computer Science, Economics, English Literature & Composition, Environmental Science, European History, French Language, German Language, Japanese Language, Latin: Vergil, Music Theory, Physics, Psychology, Spanish Language, Statistics, U.S. Government & Politics, and U.S. History.

Test Score	No. of Scores
5	516
4	295
3	86
2	25
1	6

Post-Secondary Education

	2011	2010	2009
Four-year Colleges	93%	92%	92%
Two-year Colleges	4%	4%	6%
Other Post-Secondary	1%	2%	0%

National Merit Scholarship Program

Semi-finalists	12
Commended Students	54

HIGHLIGHTS REPORT – CLASS OF 2011

The ABRHS Class of 2011 was comprised of 504 members, 497 of whom, (98%) are planning to pursue some sort of further education. Of the 98% attending post secondary schools, 93% will enroll in four year schools, while 5% will continue their education at two year colleges, prep and technical schools. These numbers are very consistent with those of previous graduating classes.

In the senior class, students filed 3,222 applications for an average of 6.9 applications per student, which is a slight increase from the 6.5 applications per student in last year's class. Removing the 63 seniors who applied to only one school under Early Decision the average number of applications per student is actually 7.5 which is a slight increase from the 7.0 for the class of 2010. This year's seniors, similar to students from previous years, continued to reach out to many different schools. The seniors in the Class of 2011 applied to 444 different schools and colleges. However, 154 of these schools had only one applicant each from AB. Students are definitely continuing to follow the national trend in applying to college earlier. This year, 340 seniors (68% of those applying) submitted Early Decision or Early Action applications, which is an increase from the 65% from last year's class. In fact, 92% of all applications were processed by the end of December.

As with previous graduating classes, college attendance is well distributed geographically. The seniors will be attending schools and colleges in 32 states, the District of Columbia and in Canada. However, 33% will remain in Massachusetts and 55% percent will pursue their education in New England, similar to the graduates of the last two years. 60% of this year's seniors will be attending private post secondary institutions, a decrease from the 63% who did so last year. 40% of the students pursuing higher education will attend public schools. Attendance at private institutions has steadily declined over the last decade and the Class of 2011 continues this trend.

Nationally, acceptance into colleges and universities has become increasingly competitive. Despite this, the graduates of ABRHS, Class of 2011 remained consistent with previous graduates with an overall acceptance rate of 63%. In fact, 50 colleges accepted 80-100% of the applicants from AB (when considering schools where at least five AB students applied). However, many colleges remain highly selective and some schools (18) accepted fewer than 20%, and in several cases (6), 0% of AB students. The overall acceptance rate at the six New England state universities was 74%, approximately the same as for last year's seniors. The acceptance rate at U Mass, Amherst was 71%, compared to the 69% accepted last year. This is a slight increase over last year but still represents a decrease from several years ago (2004) when the acceptance rate for AB graduates at University of Massachusetts, Amherst was 89%. The acceptance rate for this year's seniors at Ivy League institutions (11%) was identical to that for graduates of the Classes of 2009 and 2010. It has declined steadily since 2007 when 20% of AB applicants were accepted to Ivy League schools

In conclusion, the graduates of ABRHS, Class of 2011, are pursuing post secondary education in record high numbers. Despite increasing competition at all schools throughout the country, this year's seniors continued to enjoy a strong overall acceptance rate, consistent with that of their counterparts from the last two years. The acceptance rate at the New England state universities has remained steady, as it has for UMass, Amherst. Attendance at private sector colleges decreased for this year's seniors. Early application to college continues to be a strong trend. Nearly two thirds of this year's graduates applied under an Early Decision or Early Action program.

HIGHLIGHTS – CLASS OF 2011

- Students filed a total of **3222** applications for an average of **6.9** applications per student.
- Removing the students who applied to only one school under Early Decision or Early Action, the average number of applications per student rises to **7.5**.
- Of the total number of applications (**3222**) filed, 92% were processed by the end of December
- Of the total applications filed, **63%** resulted in an acceptance.
- 340 students (**68%**) filed one or more Early Decision/Early Action applications
- **42** students applied to just one school.
- **The Class of 2011** applied to **444** different schools
- **154** colleges had just one applicant from AB

- **14** schools (5 or more applicants) that accepted **100%** of our students:

Rochester Institute of Technology	15/15	Lesley University	14/14
Binghamton University	12/12	Champlain College	10/10
Purdue University	9/9	Miami University, Oxford	8/8
University of Colorado, Boulder	8/8	University of New England	8/8
Massachusetts College of Pharmacy	7/7	Wheaton College	7/7
University of California, LA	6/6	University of Toronto	6/6
Massachusetts College of Liberal Arts	5/5	Ursinus College	5/5

- **35** colleges (5 or more applicants) that accepted **80%** or more of our grads:

Franklin Pierce University	24/25	Drexel University	17/18
College of Charleston	10/11	Salve Regina University	10/11
University of Maine	29/32	Ithaca College	27/30
Colby-Sawyer College	9/10	Mount Holyoke College	9/10
Stony Brook University	9/10	Pennsylvania State University	16/18
University of South Carolina	8/9	Bryant University	15/17
Roger Williams University	42/48	Gordon College	7/8
School of the Art Institute of Chicago	7/8	University of IL at Urbana	19/22
University of MA, Dartmouth	33/39	Merrimack College	11/13
Union College	11/13	University of Hartford	10/12
Hofstra University	5/6	MA College Art and Design	5/6
University of MD, College Park	29/35	Assumption College	14/17

Southern NH University	9/11	University of RI	39/48
American University	20/25	Emmanuel College	8/10
University of Miami	8/10	Auburn University	4/5
Brigham Young University	4/5	Colorado State University	4/5
Fordham University	4/5	Hobart and William Smith Coll.	4/5
SUNY Albany	4/5		

- 23 schools (5 or more applicants) that accepted 20% or fewer:

Harvard University	3/15	McGill University	3/15
Bates College	1/5	Lafayette College	1/5
Stanford University	1/5	Cornell University	6/33
University of Virginia	2/11	Amherst College	2/12
University of Chicago	2/12	Emory University	1/6
University of NC, Chapel Hill	1/6	Dartmouth College	2/13
Bucknell University	1/7	Wellesley College	1/9
Williams College	1/10	Vassar College	1/11
Georgetown University	1/12	Johns Hopkins University	1/12
Columbia University	1/13	MA Institute of Technology	1/13
Wesleyan University	1/13	University of Pennsylvania	1/18
Brown University	1/25		

- 6 schools (5 or more applicants) that accepted no students from AB:

Bowdoin College	0/11
Yale University	0/9
Middlebury College	0/7
University of Notre Dame	0/6
Lehigh University	0/5
Swarthmore College	0/5

- The 30 most frequently applied to schools are:

University of MA, Amherst	218	Northeastern University	94
University of New Hampshire	82	University of Connecticut	77
University of Vermont	76	Boston University	65
Boston College	51	University of MA, Lowell	50
Roger Williams University	48	University of Rhode Island	48
Tufts University	43	University of MA, Dartmouth	39
University of MD, College Park	35	Quinnipiac University	35
Cornell University	33	University of Maine	32
Ithaca College	30	University of Michigan	30
Brandeis University	29	Syracuse University	28
Worcester Polytechnic Institute	27	Rensselaer Polytechnic Institute	26
Carnegie Mellon University	26	Franklin Pierce University	25
American University	25	Keene State University	25
Villanova University	25	Brown University	25
New York University	24	Suffolk University	23

- The most frequently applied to school outside of New England is **University of Maryland, College Park (35 applicants)**. University of Maryland, College Park was also the most frequently attended school outside of New England (10 students).

- The 15 most frequently attended schools are:

University of MA, Amherst	40	University of CT	13
Roger Williams University	10	University of MD, College Park	10
University of NH	9	University of MA, Lowell	9
Boston University	8	University of IL, Urbana	8
Boston College	7	Rensselaer Polytechnic Institute	7
Tufts University	6	Brandeis University	6
Lesley University	6	University of Toronto	6
University of Vermont	5		

To: Stephen Mills
From: Alixe Callen
Date: September 14, 2011
Subject: Donation

Please accept a donation of \$273.66 from Target Corporation's Take Charge of Education program.

The funds will be deposited into Fund 3308 – SH Gift/Other.

Thank you.

R.J. Grey Junior High School

To: Steve Mills
 From: Allison Warren and Andrew Shen
 Re: Discipline Report for September 2011
 Date: October 1, 2011

There were 13 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of September. There was 1 suspension this past month.

	<u>Sep-06</u>	<u>Sep-07</u>	<u>Sep-08</u>	<u>Sep-09</u>	<u>Sep-10</u>	<u>Sep-11</u>
<i>Total Discipline Referrals Reported</i>	30	24	21	19	14	13

	<u>Sep-06</u>	<u>Sep-07</u>	<u>Sep-08</u>	<u>Sep-09</u>	<u>Sep-10</u>	<u>Sep-11</u>
Total Suspensions	0	4	1	1	6	1
Disrespectful /inappropriate/disruptive behavior		2				1
Drug-related incident			1			
Fighting					2	
Physical aggression		1		1	1	
Threatening					3	
Truancy Issues		1				

	<u>Sep-06</u>	<u>Sep-07</u>	<u>Sep-08</u>	<u>Sep-09</u>	<u>Sep-10</u>	<u>Sep-11</u>
Total Other Infractions	30	20	20	18	25	12
Abusive language/profanity				1		
Bus discipline	3	1	3			
Class/school truancies	3	2	3			
Disruptive behavior (classroom, cafeteria, hallway)	16	9	13	13	19	
Disruptive/Uncooperative Behavior		1	1	1		8
Harassment/bullying/teasing	1	3		1		
Non-compliance with school rules	5	1		2	4	3
Physical aggression	1	2				1
Teasing					2	
Threatening		1				
Vandalism	1					

The referrals/concerns generally were quickly resolved and no further intervention was required.

R.J. Grey Junior High School

To: Steve Mills
 From: Allison Warren and Andrew Shen
 Re: Discipline Report for June 2011
 Date: July 1, 2011

There were 12 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of June. There was 1 suspension this past month.

	<u>Jun-07</u>	<u>Jun-08</u>	<u>Jun-09</u>	<u>Jun-10</u>	<u>Jun-11</u>
<i>Total Discipline Referrals Reported</i>	48	34	39	19	12

	<u>Jun-07</u>	<u>Jun-08</u>	<u>Jun-09</u>	<u>Jun-10</u>	<u>Jun-11</u>
Total Suspensions	9	2	5	3	1
drug-related incident	2				
fighting				2	
harassment (non-sexual)			1		
inappropriate/disruptive/disrespectful behavior	1		2		
non-compliance with school rules	2	1			
physical aggression	1	1	1	1	
possession/sale of illegal substance					
sexual harassment	2				1
stealing					
threatening	1		1		
Truancy					

	<u>Jun-07</u>	<u>Jun-08</u>	<u>Jun-09</u>	<u>Jun-10</u>	<u>Jun-11</u>
Total Other Infractions	39	32	34	16	11
abusive language/profanity	2	1			
bus discipline	1	1	2		
Academic integrity		1	2		
class/school truancies		6	1		1
computer violation	1				
dangerous behavior					
defacing property/vandalism					
disruptive behavior (classroom, cafeteria, hallway)	27	17	21	10	1

fighting					
harassment (non-sexual)/bullying/teasing	1		5		
non-compliance with school rules	2	5		4	1
out of school issue					
physical aggression					2
sexual harassment			1		
stealing					
threatening					
uncooperative/disrespectful behavior	5	1	2	2	6
other					

The referrals/concerns generally were quickly resolved and no further intervention was required.

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
October 1, 2011

Category	Total as of 9/1/2011	Additions	Subtractions	Current Total as of 10/1/2011
RJG JHS	7	+1	0	8
ABRHS	10	0	-1	9
ABRSD TOTALS	17	+1	-1	17

8.4

09/30/2011 14:52 | ACTON / BOXBOROUGH REGIONAL SCHOOLS
dkelly | FY12 BUDGET REPORT

PG 1
glytdbud

SEPTEMBER 30, 2011

FOR 2012 13

	ORIGINAL APPROP	TRANSFRS/ ADJUSTMS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND							

01 SALARIES, TEACHING	16,006,402	5,000	16,011,402	1,443,352.79	14,423,007.38	145,041.83	99.1%
02 SALARIES, PRINCIPALS	741,686	0	741,686	174,033.60	583,012.40	-15,360.00	102.1%
03 SALARIES, CNTRL ADMN	421,151	0	421,151	99,998.43	384,758.70	-63,606.13	115.1%
04 SALARIES, SUPP STAFF	2,940,641	0	2,940,641	415,234.99	2,619,730.92	-94,324.91	103.2%
05 SALARIES, ATHLETICS	415,167	0	415,167	55,663.80	218,620.67	140,882.53	66.1%
06 SALARIES, BUILDINGS	280,104	0	280,104	95,892.19	170,125.23	14,086.58	95.0%
07 SALARIES, CUSTODIAL	798,215	0	798,215	158,214.70	519,804.43	120,195.87	84.9%
08 SALARIES, HOME INSTR	7,133	0	7,133	5,100.75	.00	2,032.25	71.5%
09 SALARIES, SUBS	252,793	0	252,793	14,165.18	14,410.90	224,216.92	11.3%
10 FRINGES, COURSE REIM	28,000	0	28,000	15,124.00	.00	12,876.00	54.0%
11 FRINGES, HLTH INSUR	5,213,338	0	5,213,338	991,137.06	.00	4,222,200.94	19.0%
12 FRINGES, OTHR BE INS	26,110	0	26,110	3,880.29	.00	22,229.71	14.9%
13 FRINGES, UNEMPLMNT	27,000	0	27,000	28,591.81	.00	-1,591.81	105.9%
14 FRINGES, WORKRS COMP	90,000	0	90,000	99,543.45	.00	-9,543.45	110.6%
15 FRINGES, PENSION	938,823	0	938,823	924,659.00	.00	14,164.00	98.5%
16 INSTRUCT SUPPLIES	252,892	0	252,892	55,649.91	74,415.26	122,826.83	51.4%
17 INSTRUCT TEXTBOOKS	135,167	0	135,167	22,993.61	25,526.32	86,647.07	35.9%
18 INSTRUCTIONAL, LBY	29,724	0	29,724	7,756.24	4,794.82	17,172.94	42.2%
19 OTHER, CAP OUTLAY	317,206	0	317,206	91,793.80	15,467.15	209,945.05	33.8%
21 OTHER, DEBT SERVICE	1,887,984	0	1,887,984	325,487.51	.00	1,562,496.49	17.2%
22 OTHER, PROP/CASUALTY	100,865	0	100,865	63,968.00	.00	36,897.00	63.4%
23 OTHER, MAINT BLDG/GR	359,880	0	359,880	96,090.46	27,992.49	235,797.05	34.5%
24 OTHER, MAINT EQUIP	200,242	0	200,242	96,183.20	58,887.63	45,171.17	77.4%
26 OTHER, LEGAL SERVICE	102,776	0	102,776	15,365.00	5,625.00	81,786.00	20.4%
27 OTHER, ADMIN SUPP	584,087	-5,000	579,087	217,354.37	86,698.80	275,033.83	52.5%
28 OTHER, ATHLETIC SUPP	62,885	0	62,885	26,328.99	7,355.75	29,200.26	53.6%
29 OTHER, CUSTODL SUPP	72,409	0	72,409	39,470.34	12,713.42	20,225.24	72.1%
30 OTHER, SPED TRANSP	788,332	0	788,332	385,637.00	397,330.28	5,364.72	99.3%
31 OTHER, STUDENT TRANS	643,012	0	643,012	257,600.27	213,376.31	172,035.42	73.2%
32 OTHER, TRAVEL	26,313	0	26,313	2,699.58	2,120.00	21,493.42	18.3%
33 OTHER, SPED TUITION/	3,236,257	0	3,236,257	474,954.20	2,041,874.42	719,428.38	77.8%
34 OTHER, UTILITIES	1,285,751	0	1,285,751	147,987.83	.00	1,137,763.17	11.5%
35 OTHER, SEWER	230,006	0	230,006	155,514.20	61,071.00	13,420.80	94.2%
TOTAL GENERAL FUND	38,502,351	0	38,502,351	7,007,426.55	21,968,719.28	9,526,205.17	75.3%
GRAND TOTAL	38,502,351	0	38,502,351	7,007,426.55	21,968,719.28	9,526,205.17	75.3%

** END OF REPORT - Generated by Denise Kelly **

1043

09/30/2011 14:53 | ACTON / BOXBOROUGH REGIONAL SCHOOLS
 dkelly | FY12 SPED PROGRAMS

PG 1
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SEPTEMBER 30, 2011

FOR 2012 13

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND							

07 SPECIAL EDUCATION							

05040701 51404 SPED DIRECTOR	47,900	0	47,900	11,023.74	36,929.70	-53.44	100.1%
05040702 51502 PUPIL SVC SECRETARY	52,806	0	52,806	11,241.04	93,743.40	-52,178.44	198.8%
05050701 52430 SPED TRANSPORTATION	765,052	0	765,052	382,526.00	382,526.00	.00	100.0%
05050702 51502 SPED SECRETARY	1,499	0	1,499	2,291.52	.00	-792.52	152.9%
05050703 52402 SPED TRAVEL	3,500	0	3,500	52.72	.00	3,447.28	1.5%
05050703 52406 SPED POSTAGE	8,000	0	8,000	485.31	4,514.69	3,000.00	62.5%
05050703 52410 SPED DUES AND FEES	298	0	298	.00	348.00	-50.00	116.8%
05050704 51630 SPED SUMMER ASST	1,426	0	1,426	263.62	.00	1,162.38	18.5%
05050705 51424 SPED HOME INSTR	7,133	0	7,133	5,100.75	.00	2,032.25	71.5%
05050706 51409 TEACHER REFERRAL PR	50,000	0	50,000	334.49	.00	49,665.51	.7%
05050706 52443 REFER TO SPECIALIST	86,862	0	86,862	17,027.59	238,024.41	-168,190.00	293.6%
05050707 52409 SPED CONFERENCES	358	0	358	.00	135.00	223.00	37.7%
05050708 54301 SPED OFFICE SUPPLIE	1,586	0	1,586	.00	.00	1,586.00	.0%
05050709 58708 O/L INSTRUCT EQUIP	23,312	0	23,312	6,510.70	2,255.00	14,546.30	37.6%
05050710 52413 SPED MEDICAL SVCS	968	0	968	116.16	851.84	.00	100.0%
05050711 52484 SPED INDEP EVALUATI	3,873	0	3,873	.00	.00	3,873.00	.0%
05050713 52426 SPED PRIVATE DAY TU	1,930,305	0	1,930,305	232,113.17	1,126,843.71	571,348.12	70.4%
05050713 52428 SPED RESIDENTIAL TU	517,464	0	517,464	4,125.88	348,886.30	164,451.82	68.2%
05050713 52488 CIRCUIT BREAKER TUI	-711,761	0	-711,761	.00	.00	-711,761.00	.0%
05050714 52425 CASE SPED COLLAB TU	892,719	0	892,719	56,000.00	.00	836,719.00	6.3%
05050715 52401 SPED LEGAL SERVICES	52,776	0	52,776	4,375.00	5,625.00	42,776.00	18.9%
05050716 52470 SPED OFF EQUIP MNT	968	0	968	248.05	719.95	.00	100.0%
05050717 52471 SPED COPY EQUIP MNT	3,873	0	3,873	768.74	2,727.26	377.00	90.3%
05050718 51646 SPED MEDICAL AIDE	23,280	0	23,280	3,111.00	14,804.28	5,364.72	77.0%
05050719 52443 HOME TUTOR C/S	42,479	0	42,479	450.00	.00	42,029.00	1.1%
14040701 51411 SPED CHAIRPERSON	94,760	0	94,760	21,783.90	72,976.10	.00	100.0%
14040702 51409 SPED OUT OF DISTR S	65,139	0	65,139	14,974.38	50,164.12	.50	100.0%
14040702 51416 OCCUPATIONAL THERAP	63,204	0	63,204	5,145.12	58,059.22	-.34	100.0%
14040702 51417 PHYSICAL THERAPIST	32,419	0	32,419	2,493.76	29,925.24	.00	100.0%
14050701 51433 SPED SUMMER PROG SP	72,750	0	72,750	39,481.34	.00	33,268.66	54.3%
14050702 52443 SPED ADAPTIVE PHYS	7,130	0	7,130	.00	.00	7,130.00	.0%
14050703 52425 SPED OTHER COLLAB T	600,000	0	600,000	180,235.20	565,144.41	-146,379.61	124.4%
14050704 52402 OUT OF DISTRICT CAR	485	0	485	.00	.00	485.00	.0%
14050704 52407 TRANSLATION	10,000	0	10,000	.00	.00	10,000.00	.0%
14050705 51602 SPED ADAPTIVE PHYS	116	0	116	.00	.00	116.00	.0%
TOTAL SPECIAL EDUCATION	4,752,679	0	4,752,679	1,002,279.18	3,036,203.63	714,196.19	85.0%

28 SPECIAL EDUCATION/JH/SH

09/30/2011 14:53
dkelly

|ACTON / BOXBOROUGH REGIONAL SCHOOLS
|FY12 SPED PROGRAMS

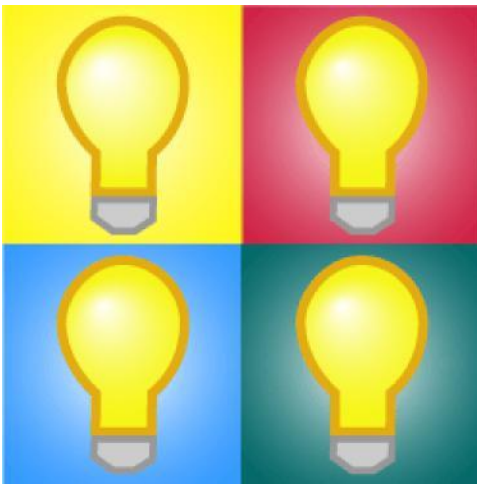
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SEPTEMBER 30, 2011

FOR 2012 13

	ORIGINAL APPROP	TRANFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
14052801 58708 INSTRUCTIONAL EQUIP	86	0	86	.00	.00	86.00	.0%
15042801 51425 PSYCHOLOGIST	210,967	0	210,967	20,652.08	247,824.92	-57,510.00	127.3%*
15042802 51408 SPED TEACHER	625,395	0	625,395	45,587.14	526,893.66	52,914.20	91.5%
15042803 51409 SPEECH/LANG TEACHER	86,377	0	86,377	8,226.38	78,150.62	.00	100.0%
15042804 51624 SPED EDUCATION ASST	177,566	0	177,566	8,876.29	127,417.61	41,272.10	75.8%
15052801 52417 SPED EVAL AND TRAIN	660	0	660	.00	185.00	475.00	28.0%
15052802 54305 SPED TEXTBOOKS	1,269	0	1,269	.00	210.00	1,059.00	16.5%
15052802 54334 SPEECH TEXTS	494	0	494	203.70	72.94	217.36	56.0%
15052803 54302 SPED EDUCATIONAL SU	1,254	0	1,254	955.77	297.94	.29	100.0%
16042801 51425 PSYCHOLOGIST	162,986	0	162,986	11,933.00	143,196.00	7,857.00	95.2%
16042802 51408 SPED TEACHER	440,578	0	440,578	40,394.90	484,738.89	-84,555.79	119.2%*
16042803 51408 SPEECH/LANG TEACHER	113,817	0	113,817	9,283.14	104,533.86	.00	100.0%
16042804 51624 SPED EDUCATION ASST	230,266	0	230,266	15,979.55	211,042.65	3,243.80	98.6%
16052801 54305 SPED TEXTBOOKS	1,325	0	1,325	.00	1,531.70	-206.70	115.6%*
16052801 54334 SPEECH TEXTBOOKS	497	0	497	38.96	275.24	182.80	63.2%
16052802 54302 SPED EDUC SUPPLIES	1,098	0	1,098	1,782.78	.00	-684.78	162.4%*
TOTAL SPECIAL EDUCATION/JH/SH	2,054,635	0	2,054,635	163,913.69	1,926,371.03	-35,649.72	101.7%
TOTAL GENERAL FUND	6,807,314	0	6,807,314	1,166,192.87	4,962,574.66	678,546.47	90.0%
TOTAL EXPENSES	6,807,314	0	6,807,314	1,166,192.87	4,962,574.66	678,546.47	
GRAND TOTAL	6,807,314	0	6,807,314	1,166,192.87	4,962,574.66	678,546.47	90.0%

** END OF REPORT - Generated by Denise Kelly **



Discover STEM2011

SCIENCE + TECHNOLOGY + ENGINEERING + MATH TECHNOLOGY SHOWCASE

Grades 7-12, parents and educators

Thursday, NOVEMBER 10, 2011

Open House 6:00-8:30pm (No School Friday)

Acton-Boxborough Regional High School

- ▶ Over 25 innovative technology exhibits.
- ▶ Interactive STEM activities.
- ▶ Student volunteers earn service credit.
- ▶ Talk to the pros.



More Information:

web site actonpip.org

email: actonpip@gmail.com

Hosted by AB PIP (Parent Involvement Project) supporting STEM Education K-12, Acton-Boxborough Schools, The Discovery Museums & The Middlesex West Chamber of Commerce School Business Partnership.

From: Mary deAlderete <mdealderete@acton-ma.gov> Fri, Sep 16, 2011 4:09:21 PM 

Subject: Open Meeting Law Training Session and Information

To: All Boards and Committees <AllBoardsandCommittees@acton.loc...
Manager Department <Manager@acton-ma.gov>

Cc: Eva Szkaradek <eszkaradek@acton-ma.gov>
Stephen Anderson <sanderson@andersonkreiger.com>
Nina Pickering Cook <npickeringcook@AndersonKreiger.com>

Attachments: Attach0.html 4K
Certificate of OML.pdf 13K

To All,

Town Counsel presented an update on Open Meeting Law last night at the Acton Boxborough High School Auditorium.

The informative session culminated in a presentation of what to do, what NOT to do, and a special section on the correct way to enter into an Executive Session.

The corresponding notes and data from the meeting can be found here:

<http://doc.acton-ma.gov/dsweb/Get/Document-33843>


We ask that ALL board/committee members familiarize themselves with the update and forward a copy of the signed "Certificate of Receipt" (attached) to the Clerk's Office as soon as possible via email (clerk@acton-ma.gov) or standard mail to:

Town Clerk's Office
472 Main Street
Acton, MA 01720

If upon reading the material, you have a particular question or concern, please feel contact the Clerk's Office for clarification. If further information is needed, we will contact Counsel.

We greatly appreciate the efforts of Steve Anderson and Nina Pickering-Cook in providing such a useful resource and ask that you consider utilizing the materials as soon as possible.

Sincerely,

From: Mary deAlderete <mdealderete@acton-ma.gov> Wed, Sep 28, 2011 11:40:50... 

Subject: State Ethics Training Session

To: All Town Departments <All@acton-ma.gov>
All Boards and Committees <AllBoardsandCommittees@acton.local>

Cc: Stephen Anderson <sanderson@andersonkreiger.com>

Attachments: Attach0.html 3K

To All,

The State Ethics Commission will be providing an opportunity to attend a training session with an update on the law and its requirements.

Mr. Ledoux has asked that all town employees, as well as all boards and committees, consider this training ***highly recommended***.

There will be two opportunities to attend this training, both on Thursday, November 3rd. The sessions are expected to run approximately 90 minutes. The choices are as follows:

Thursday, November 3rd - Room 204, Town Hall: 4:00 PM ✓
Thursday, November 3rd - Auditorium, RJ Grey Junior High School: 7:00 PM

As the Commission has a required minimum attendance in order to provide the training, we ask that you RSVP as soon as possible to our office (clerk@acton-ma.gov) your preference of training session.

Please feel free to contact us if you have any questions.

Building Collaborative Learning Communities Looking at Student Work Protocols

Over-Arching Goal: By the end of the five-day seminar, participating teachers, principals and school leaders will leave with the understanding and confidence to use protocols and professional readings for engaging staff in reflective conversations about student work, equity and democracy, and teaching practices to foster equitable student achievement outcomes. Protocols are structured ways (procedures and criteria) to work and communicate that promote adult growth and are directly linked to student learning.

Training Facilitated by National School Reform Faculty

<http://www.nsrffharmony.org/>

NSRF is a professional development initiative of the Harmony Education Center in Bloomington, Indiana. Begun in the fall of 1995 at the Annenberg Institute for School Reform at Brown University, the program relocated to Harmony in January of 2000.

The National School Reform Faculty offers intensive professional development to educators from pre-K to post secondary looking to initiate or extend adult professional collaboration. The program:

- provides a structure for school people to work together in "critical friendship," looking closely at one another's practice and helping to improve and adapt it;
- trains a facilitator/coach chosen by the local participants to help them learn to work together most effectively;
- begins with work on individual practice, then builds toward an understanding of whole-school/district culture and organization;
- provides on-going consultation and support for leaders;
- offers advanced learning opportunities for facilitators/coaches, school and district leaders, and school faculty;
- works with national school reform networks whose members use NSRF to accelerate their whole-school change efforts.

The NSRF program helps schools create what Stanford's Milbrey McLaughlin calls "learning communities," in which practitioners collaborate to deepen their knowledge of subject matter, examine their teaching practice with a critical eye, and consider issues of whole-school change that support improved classroom practice. The program emphasizes making one's practice public, continuously assessing teaching in relation to student learning, and routinely adapting teaching practices and school structures to meet the changing needs of today's students.

-Source: NSRF website

Dates: October 4th through the 6th, December 6th and 7th

Participants: Teachers K-12, Principals and Assistant Principals, Central Office Personnel