

Acton Public and Acton-Boxborough Regional School Committees

December 1, 2011

**7:00 p.m. Joint APS/AB School Committee Meeting
followed by AB Regional SC Meeting**

at the R.J. Grey Junior High Auditorium

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

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

**December 1, 2011
7:00 p.m. Joint School Committee Meeting
Followed by ABR School Committee Meeting**

AGENDA

1.0 JT APS/AB SC CALL TO ORDER (7:00)

- 1.1 APS SC Call to Order
 Election of APS School Committee Chair pro tem – *Beth Petr*
- 1.2 ABRSC Call to Order

2.0 CHAIRMAN'S INTRODUCTION

3.0 STATEMENT OF WARRANT

4.0 APPROVAL OF JOINT and ABRSC MINUTES

- 4.1 Joint SC November 3, 2011 (*brought to meeting*)
- 4.2 Joint SC October 6, 2011 (*addendum*)
- 4.3 AB SC September 1, 2011 (*brought to meeting*)

5.0 PUBLIC PARTICIPATION

6.0 PRESENTATION: CONCORD AREA SPECIAL EDUCATION PROGRAM (CASE)

– *Teresa Watts, CASE Executive Director, Liza Huber, APSD/ABRSD Director of Pupil Services (7:10)*

7.0 JOINT SCHOOL COMMITTEE BUSINESS (7:40)

- 7.1 Health Insurance Plan Design Collaborative Process – *John Petersen*
 - 7.1.1 Updates: Acton Board of Selectmen, Acton Education Association, Health Insurance Trust
 - 7.1.2 Formation of Joint SC and Town Study Committee
 - 7.1.3 ABRSC Participation in Process
- 7.2 Enrollment Projections – *Marie Altieri (7:55)*
- 7.3 Long Range Strategic Plan Update, 11/27/11 Draft – **VOTE** - *Steve Mills (8:05)*
- 7.4 FY'13 Budget – *Don Aicardi, Steve Mills (8:25)*
 - 7.4.1 Proposed FY'13 Budget Schedule
 - 7.4.2 FY'13 Operating Budget Assumptions/Key Decisions
 - 7.4.3 Presentation slides
- 7.5 Discussion of Potential Acton Public School Students Tuitioning into Blanchard School – *Bruce Sabot (8:55)*

APS SC ADJOURNS, AB SC MEETING CONTINUES

8.0 AB SCHOOL COMMITTEE BUSINESS

- 8.1 Regional School District Study Committee Update – *Xuan Kong (oral)* (9:05)
- 8.2 ALG Report – *Xuan Kong (oral)*
- 8.3 BLF Report – *Maria Neyland (oral)*
- 8.4 HIT Report on meetings of 11/22/11 and 11/30/11 –*John Petersen*
- 8.5 Policy Subcommittee Update (9:25)
 - 8.5.1 Use of School Facilities - *Brigid Bieber*
 - 8.5.1.1 Revised Policy (approved 10/6/11, AB and 11/17/11, APS)
 - 8.5.1.2 Draft Use of School Facilities Procedures & Fees (File: KF-R) (*addendum*)
 - 8.5.2 Advertising in Schools (File: KHB) – **SECOND READING** – *Brigid Bieber*
 - 8.5.2.1 Proposed New Policy
 - 8.5.2.2 Draft Advertising in Schools Procedures (File: KHB-R) (*revision in addendum*)
 - 8.5.2.3 Examples from other communities
- 8.6 Proposed 2012-2013 School Calendar – **VOTE** – *Steve Mills* (9:40)
- 8.7 Recommendation to Accept \$7,000 Gift from Friends of the Acton Libraries – **VOTE** – *Steve Mills*
- 8.8 Recommendation to Accept Gift of Treadmills from The Thoreau Club – **VOTE** – *Steve Mills*

9.0 FOR YOUR INFORMATION (9:50)

- 9.1 ABRHS Info
 - 9.1.1 12/1 Discipline Report (*next meeting*)
 - 9.1.2 Winter Athletic Coaches
- 9.2 RJ Grey Junior High Info
 - 9.2.1 12/1 Discipline Report (*next meeting*)
- 9.3 Professional Day Summary – 11/1/11, Deborah Bookis
- 9.4 ABRSD ELL Student Population, November 2011 (*next meeting*)
- 9.5 November 1 Enrollment Report
- 9.6 Chapter 69, Health Care Reform Letters
 - 9.6.1 Letter from J. Petersen, Chair ABRSC to M. Gowing, Chair Acton BOS dated 11/4/11
 - 9.6.2 Letter from P. Ashton, L. Rosenzweig-Morton, J. Chinitz, W. Foster to Acton Board of Selectmen dated 11/20/11
- 9.7 Correspondence from the Community

NEXT MEETINGS:

December 15 - 7:30 p.m. APS SC Meeting at RJG Jr High Library
January 5 – 7:30 p.m. ABR SC Meeting at RJG Jr High Library

ADJOURNMENT (10:00)

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

Library
R.J. Grey Junior High

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

Members Present: Brigid Bieber, Dennis Bruce, Michael Coppolino, Xuan Kong, Kim McOsker, Paul Murphy, Maria Neyland, John Petersen, Bruce Sabot
Members Absent: none
Others: Don Aicardi, Marie Altieri, Deborah Bookis, Curtis Bates, Steve Mills, Beth Petr, members of the public

The Joint School Committee meeting was called to order at 7:31 p.m. by John Petersen and Mike Coppolino, respective chairs.

CHAIRMAN'S INTRODUCTION

John Petersen welcomed the 2011-2012 ABRHS School Committee student representatives: Jacob Johnson, Tess Little and Nikhil Manocha.

John Petersen acknowledged yesterday's death of Steve Jobs and read an excerpt from Jobs' Stanford Commencement address of 2005 urging people to "follow your heart". (attachment A)

STATEMENT OF WARRANT

Warrant #12-006 dated 9/8/11 in the amount of \$1,887,313.16, warrant #12-006A dated 9/15/11 in the amount of \$43,660.82, warrant #12-007 dated 9/22/11 in the amount of \$2,384,317.64 and warrant #12-008 dated 10/6/11 in the amount of \$1,705,955.07 were signed by Chair John Petersen and circulated to the Committee for signatures.

Warrant 201206 dated 9/20/11 in the amount of \$328,978.78 and warrant #201207 dated 10/4/11 in the amount of \$205,393.04 were signed by Chair Michael Coppolino and circulated to the APS SC for signatures.

APPROVAL OF JOINT and ABRSC MINUTES

The minutes of the Joint APS/AB School Committee meeting of October 3, 2011 were moved, seconded and unanimously approved by the Acton-Boxborough Regional School Committee. The minutes of the Joint APS/AB School Committee meeting of October 3, 2011 were moved, seconded and unanimously approved by the Acton Public School Committee.

The minutes of the AB School Committee meeting of September 21, 2011 were moved, seconded and unanimously approved.

PUBLIC PARTICIPATION - none

JOINT APS/AB SCHOOL COMMITTEE BUSINESS

6.1 SMART Goals, 2011-2012

Steve Mills presented the SMART Goals for the year and asked for comment. He mentioned the Einstein quote, "what counts is not always counted, and what is counted, does not always count." Dr. Mills will share the year's progress on the goals with the School Committees in May or so and that information is part of what the Committee uses to evaluate his performance. One committee member encouraged the inclusion of student input on teacher evaluations. Another

member suggested that benchmarks and baselines be established for things like how much paper is being used and items for goals 2 and 6.

Acton-Boxborough Regional School Committee:

It was moved, seconded and unanimously,

VOTED: To accept the 2011-2012 SMART Goals as presented.

Acton Public School Committee:

It was moved, seconded and unanimously,

VOTED: To accept the 2011-2012 SMART Goals as presented.

6.2 Long Range Strategic Plan update

Goals are now in place for the Long Range Strategy Plan. A Staff survey has been done and 125 completed surveys were received. The volume and quality of work that has gone into this activity has been extensive. A discussion about the priority of the values, will take place at next month's meeting. The next meetings of the subcommittee will be on Oct 11 and 18. All are invited.

6.3 Discussion of possible Concord Area Special Education Collaborative (CASE) presentation to the School Committees

Dr. Mills referred the Committee to the CASE information found in the packet, including details on finances, transportation and program services. Both Acton and Boxborough are members of CASE and the region is a third member. The School Committees asked for a presentation from CASE Executive Director, Teresa Watts, at a future meeting. Boxborough Superintendent and Chair of the CASE Board of Directors, Dr. Curtis Bates, asked the Committee what kinds of question they would like to have addressed. Topics included:

- Why does Lincoln Sudbury as a region seem to be missing?
- Transportation numbers appear to be high and seems like we should have more benefit as a collaborative in that area.
- How are transportation fees determined, and can it be more efficient?
- Could the accounting system be changed so schools can be billed more appropriately for the services provided and then be able to tap into the circuit breaker funds as appropriate? (Dr. Bates said they are charged tuition two years back so this would be difficult.)
- Is there a way to normalize the numbers on a common basis so it's cost per child delivered or miles driven, or a way so issues can be more easily identified?

John asked the School Committee to send questions to Liza Huber and she will send them to Dr. Bates and Teresa Watts. John, Mike and Bruce (as chair of Boxborough SC) requested a premeeting with Teresa so Teresa will be able to respond to most of the school committee questions in her presentation. Don Aicardi would also like to attend.

When asked if other school districts are asking similar questions, Dr. Bates said that they are because of what happened with MEC. CASE sent letters to parents and the School Committee members to proactively address community concerns about the management of special education collaboratives.

6.4 ALG Report /Acton FinCom Report

The last time that ALG met, they talked about an APS FY11 turnback of \$170,000 and at AB, \$650,000. At the next meeting (October 13) they will discuss revenue assumptions for FY13. The AB School Committee should provide input to that process. The November meeting will be to discuss expenses in the budget as well as use of reserves. The School Committees need to think about their opinion of E&D before that meeting.

6.5 Health Insurance Trust Report

John Petersen gave an update from 9/29/11 meeting. He said the two topics were how the trust is doing and the Segal Report. The Segal report is the first step in the process required by the new legislation, Chapter 69 of the Acts of 2011. Trustees had many questions but they felt it was important to get a draft of the report out. Bob Evans is working with Segal to get a final report for HIT on Oct 20.

6.6 Joint School Committee meeting 10/3/11 Report

This special School Committee meeting was called to review Municipal Health Care Reform – the Acton Process and Intergovernmental Coordination. John Petersen wrote a summary memo found in the packet dated 10/2/11. The importance of coordinating the activity of the Acton-Boxborough Regional School Committee and the Acton Board of Selectmen was emphasized so that the health insurance benefits offered to regional school employees would remain the same as the health insurance benefits offered to local school employees. If the Town of Acton moves forward, they move with the elementary school employees when it comes to their health insurance benefits. Some feel that it appears that the Town was not taking into account that APS and AB employees are treated the same when it comes to benefits and that negotiations with the school unions are conducted with all school employees – no distinction between regional and local school employees. John thanked all who attended Monday night's meeting.

6.7 Acton Board of Selectmen meeting re Health Care Reform 10/3/11

John Petersen reported that the Board discussed whether the Segal Report would meet their needs, and decided to initiate their own independent study to be completed by end of this month. John feels the Segal Report will be accurate. The BOS agreed that there are certain things that the BOS and School Committees need to deal with jointly so they accepted John's request that they have a joint meeting. The School Committee agreed that John should invite the BOS to the beginning of the November 3 School Committee meeting.

Mike Coppolino thanked John Petersen on behalf of the School Committee for his tremendous amount of work on this very important issue, and for making the complex information more clear to all involved, including School Committee, staff and community members. John hopes people are now thinking of the consequences of how things move forward based on Monday night's meeting. It was noted that Boxborough is part of the Minuteman Nashoba Health Group, a health insurance purchasing collaborative. Xuan thanked the BOS for understanding that we are involved together in these important issues.

6.8 Recommendation to Accept Gift from TNT-Ventures, LLC

Acton-Boxborough Regional School Committee:

It was moved, seconded and unanimously

VOTED: to accept with gratitude, a very generous donation of office furniture from
TNT-Ventures, LLC

Acton Public School Committee:

It was moved, seconded and unanimously

VOTED: to accept with gratitude, a very generous donation of office furniture from
TNT-Ventures, LLC

Dr. Mills noted that this furniture was a significant improvement in the arrangement and decor of the Central Office, and that the staff was very grateful for the many new desks.

THE ACTON PUBLIC SCHOOL COMMITTEE ADJOURNED AT 8:35 p.m.

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE BUSINESS

7.1 Recommendation to Support the Lower Fields Project

Dr. Mills presented on the Lower Fields Initiative. He is asking for the School Committee's full support as part of a strong Community Preservation Act Funding application that Dave Wilson will submit next month. The Friends of the Leary Field is in the process of changing their name to Friends of Lower Fields (FOLF); all are welcome to join. FOLF, Superintendent Mills and Facilities Director J.D. Head have met extensively and drafted a Memorandum of Understanding (MOU) for the School Committee's consideration. See slides.

The Intermunicipal Agreement details on slide 15 are new information based on conversations with the Town. When the 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% after all bills are paid. All profits must go to maintaining, enhancing Town or ABRSD Recreational/Athletic facilities and programs. There is interest, in writing, from 3 major sports groups.

In summary, Dr. Mills requested authority to expend not more than 10% of the total cost of the project during fiscal 12 and /or 13, approximately \$260,000 – 280,000. He asked the School Committee for approval to move ahead with FOLF on the CPA application, given the November 14th deadline. He also asked the Committee to support JD Head with approximately \$50,000 for this year, plus what is in the motion.

ABRHS Principal, Dr. Alixe Callen and Facilities Director, JD Head spoke strongly in support of the project. Dave Wilson stated that the lacrosse organization and ABYS are taking risks as well, putting up \$30,000 of their money because they believe in this project. During the term of the loan, JD will manage the field operations with some FOLF volunteers who will be primarily responsible for scheduling use of the fields by outside organizations.

This vote was described as pivotal for the Regional School Committee. If the Committee elects to move forward, there will be some refining of details, but now is the time for questions and concerns to be expressed. When the note is paid off, John Petersen wants to stipulate that the School Committee will review the agreement again at that time.

Maria Neyland voiced concern about financing. She asked that it be clear to the parents of the district that if something should happen with the project, the \$250,000 will come out of the school operating budget. Although unlikely, this is a possibility. A key element of this project that is unusual is that the CPA process requires that the town receive some profit. In lieu of the hours that were given in the case of Leary Field, the schools could keep all of the hours, run the facility and then perhaps give money instead of hours. Maria feels this percentage is too high to give to the town. She suggested that parking revenue from the lot could be used to pay off the debt during the 8 years, but after that, she feels that money should stay in the district, not split with the town. She asked if we would be clear with the youth sports teams regarding subleasing with sports groups about any income coming in from that use. Dave said that after the loan is paid off, Community Education will handle this. Mike Coppolino agreed and would like Dr. Mills to see if the 30% could be renegotiated lower.

John Petersen reminded the Committee that this meeting's vote was to request funds in the FY 13 budget. The Committee will be asked to provide a level service budget, then expand it by 2%, then fund this 10% of the Lower Fields project for recreation. The second vote is to move forward with the CPC application. The Memorandum of Understanding (MOU) is not being voted on.

A Committee will be set up to oversee the project. Steve Mills is open to including a School Committee member.

JD was asked about the timeline for major renovation/replacement for these fields. Leary Field was expected to last 8-10 years without major renovation however our field is currently expected to last 12-15 years. New technology has made the life expectancy of turf fields approximately 18 years. Ideally we will set money aside annually to maintain the fields. Dave Wilson has met with potential renters and discussed potential renting rates. They are negotiating between \$100-135. Concession sales could also bring in funds to mitigate risk.

Maria wanted clarification. During the pay off phase, utilities were covered at the last meeting, see MOU #10. JD said that this is now being negotiated. Paul Murphy voiced support but wanted to be sure all students would benefit from the project. Erin Bettez pointed out that a group like the Miracle League may be able to use these fields. Brigid Bieber was also concerned about the 25 – 30 % figure, but advocated that it shouldn't stop the progress. She used Leary Field as an example of maximizing an asset that cannot be used to the fullest without significant investment, and noted that the support of such dedicated volunteers ready to help make this happen is critical.

Bruce Sabot stated that education is his top priority and responsibility as a School Committee member. He is concerned that this vote would instruct the superintendent to put this project in the budget and guarantee the 10% for it out of FY13 funding, even though the Committee cannot guarantee the 2% increase for next year.

Becky Neville, Boxborough BOS member, felt that 30% is a lot for the Town of Acton to get as a return on their investment. She suggested that some of the money go toward the Regional assessments.

Bill Guthlein spoke from the public asking for financial statements for the project. John Petersen said that different parties will do diligence on various parts of this activity, and that the bank is a significant gatekeeper. Kate Murray spoke from the audience asking what would not be funded in FY13 to pay for this project.

John stated that it is the job of the School Committee to check the balance of items and there is always a trade off of the issues when making a decision.

Mike Coppolino moved, and it was seconded by Brigid Bieber and,

VOTED: that the Acton-Boxborough Regional School Committee, instruct the Superintendent to include in the FY 13 budget, not more than 10% of the total cost of the Lower Fields project.

(YES: Bieber, Bruce, Coppolino, Kong, McOsker, Murphy, Petersen
NO: Neyland, Sabot)

Mike Coppolino moved, and it was seconded by Xuan Kong and, unanimously

VOTED: that the Acton-Boxborough Regional School Committee, support the Friends of the Lower Fields' (FOLF) Community Preservation Act application for the Lower Fields Initiative, due on 11/14/11.

Bruce and Marie are concerned that the Committee voted to commit 10% of the field cost in next year's budget in isolation. John stressed that the MOU is not final and encouraged thoughts and comments to be sent to Steve.

7.2 MCAS Update

Deborah Bookis reported on the letter from Measured Progress regarding the Revised 2011 Grade 10 Mathematics scores that resulted from an error in the reporting of student results. Mike suggested that Deb might consider giving EDCO and maybe even DESE a presentation of how such great results were achieved after last year's scores. Bill Guthlein described the progress in math in the special education group as marvelous. He is concerned about the English program at RJGJHS.

7.3 BLF Report

Maria Neyland reported that the BLF discussed the Lower Fields Project and she shared those comments earlier. Free cash has been certified. Budgeting is done very conservatively and there is no set target for Free Cash.

7.4 FY'12 Budget

Last Spring, the Acton and Boxborough Town Meetings approved the Regional School Committee's FY'12 budget and Table 6 analysis of the assessments. Due to the final amount of ABRSD State Aid (Cherry Sheets) now being known and ABRSD's undesignated fund balance now estimated to be \$2,050,000, the Administration asked the Regional School Committee to amend the Table 6 assessment. Of the 3 options presented (see slides), Dr. Mills recommended Option 1:

Reflect Final State Aid Numbers	+\$187k
Decrease FY12 E & D Use	-\$187k
Keep Both Towns' Assessments Same	

Xuan Kong moved, and it was seconded, that the AB Regional School Committee adopt Option 1 as presented. He stated that this would reduce the use of E&D, and keep both towns' assessments the same.

Charles Kadlec spoke from the public saying that Xuan's assumptions are contrary to Department of Revenue (DOR) advice and asked for an explanation. Don Aicardi said that with option 1, the DOR will be sent all documentation and they will instruct the Administration to return the surplus amount to Acton and Boxborough. We will lower their bills every month to pay it off. That money would flow back into the towns' fund balance. The FY13 budget season would have passed, so those funds will be certified and spent in FY14 by the towns. It is correct that it does not go back to the region. Charlie stated that the town may decide to use the surplus to lower the tax bills, and not keep it. The regional E&D is capped so money that exists over that amount is out of the control of the regional school committee.

**The Acton-Boxborough Regional School Committee unanimously
VOTED: to approve Option 1 as presented.**

It was the sense of the Committee that it was reasonable for Don to assume a level service plus 2% commitment plus the amount committed to Lower Fields for FY13. A goal of 4% appears sustainable. Although it is difficult to make these decisions without seeing the entire budget, it is part of the process. The Committee felt that this was a place for Don to start.

7.5 Recommendation to Appoint ABRSD Treasurer

It was moved, seconded and unanimously

VOTED: based on the recommendation of Superintendent Stephen Mills, that the ABRSC appoint Sharon Summers as the Treasurer of the Acton-Boxborough Regional School District.

7.6 Recommendation to Approve Disclosure of Financial Interest Form from S. Summers

It was moved, seconded and unanimously

VOTED: to approve the enclosed Disclosure of Financial Interest Form as required by Mass General Laws Chapter 268A, Section 19.

7.7 Recommendation to Accept Gift from the Football Boosters

It was moved, seconded and unanimously

VOTED: to accept the gift of \$5000 from the Football Boosters to support payment of football Assistant Coaches.

7.8 Recommendation to Appoint Stephen Mills as ABRSD Rep to CASE, 2011-12

It was moved, seconded and unanimously

VOTED: to appoint Stephen Mills as ABRSD Representative to CASE for 2011-2012

7.9 Recommendation to Appoint Stephen Mills as ABRSD Rep to EDCO

It was moved, seconded and unanimously

VOTED: to Appoint Stephen Mills as ABRSD Representative to EDCO as a Voting Board Member for 2011-2012

7.10 Policy Subcommittee Update

7.10.1 Use of School Facilities (File: KF) – SECOND READING

Brigid Bieber explained that the policy has been shortened but extensive procedures and fees have been added. Insurance information will be added. She reminded the School Committee that they vote on the policy only.

Dick Calendrella spoke from the audience asking if this subcommittee includes any members of the community. Brigid replied that meetings are all open and posted. The subcommittee has recently invited people from major groups who use the facilities to come in and speak with them. Dick represents the Acton Chinese Language School and said that they had not been invited to speak with the subcommittee yet. Brigid said a meeting would be arranged.

Several members did not want to vote on the policy yet due to it being so pared down and the late hour, with not enough time to review the extensive new procedures. One member noted that while the Committee wants Community Education to be a revenue source, they must also balance its value as a service organization. Erin Bettez would like the policy set soon because gyms will be scheduled soon. It was suggested that the policy could be approved and the procedures reviewed at the next meeting.

It was moved, seconded and

VOTED: to approve the proposed policy on Use of School Facilities
(Yes: Bieber, Bruce, McOsker, Murphy, Neyland, Petersen, Sabot
No: Kong Abstained: Coppolino)

7.10.2 Advertising in Schools (File: KHB) – FIRST READING

Due to the late hour, this was postponed to the next meeting.

7.11 Regional School District Study Committee (RSDSC) Update

Xuan is setting up this Committee's first meeting. An email shell has been created.

7.4 FY'12 Budget

It was requested that the Table 6 Formal motion (7.4.2) be fully read for the record. Xuan Kong read the "Recommendation for FY'12 Acton-Boxborough Regional School District Budget and Assessment" (Attachment B)

It was moved, seconded and unanimously

VOTED: to approve the recommendation for FY'12 Acton-Boxborough Regional School District Budget and Assessment as read and voted earlier in the evening.

8.0 FOR YOUR INFORMATION

Dr. Mills congratulated Michael Romano, ABRHS Science Teacher, who recently won the 2011 Association of Educational Publishers Distinguished Achievement Award. He also congratulated AB Drama Director Linda Potter who received the Leonidas Nickole Award from the New England Theater Conference as the Theater Educator of the Year in New England. John Petersen highlighted the PIP Stemfest, Nov 10th, 6:00 – 8:30 p.m. at the High School.

Dr. Mills highlighted *Looking at Student Work* – Protocol Training for K-12, to be held here on Oct 4,5,6 and Dec 6,7. He also thanked all involved with the very interesting visit from our Distinguished Guest Teachers/Principals from Xi'an, China on October 3 & 4.

9.0 FOR THE COMMITTEE

ABRHS Proscenium Circus production of *Robin Hood*, Oct. 28, 29, 30, Nov 4, 5 – 1 For 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

The meeting was adjourned at 11:27 p.m.

Respectfully submitted,
Beth Petr

Documents Used:

See agenda attached

Attachment A: Statement read by John Petersen

Attachment B: Recommendation for FY'12 Acton-Boxborough Regional School District Budget and Assessment

**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 with addendum

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

- 4.1 Joint SC October 3, 2011 (*addendum*)
- 4.2 AB SC September 21, 2011 (*addendum*)

5.0 PUBLIC PARTICIPATION

6.0 JOINT APS/AB SCHOOL COMMITTEE BUSINESS

- 6.1 SMART Goals, 2011-2012 – **VOTE** – *Steve Mills (7:40)*
- 6.2 Long Range Strategic Plan update – *Steve Mills (7:50)*
- 6.3 Discussion of possible Concord Area Special Education Collaborative (CASE)
presentation to School Committees – *Steve Mills (8:00)*
 - 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) (8:10)*
- 6.5 Health Insurance Trust Report – *John Petersen (8:20)*
 - 6.5.1 Update from 9/29/11 meeting (*oral*)
- 6.6 Joint School Committee meeting 10/3/11 Report – *John Petersen, Mike Coppolino*
 - 6.6.1 Municipal Health Care Reform – Acton Process, Intergovernmental
Coordination, Petersen memo to APS SC and ABR SC dated 10/2/11
- 6.7 Acton Board of Selectmen meeting re Health Care Reform 10/3/11 – *John Petersen*
- 6.8 Recommendation to Accept Gift from TNT-Ventures, LLC– **VOTE** – *Steve Mills*

ADJOURN APS SC – AB MEETING RESUMES (8:45)

7.0 AB SCHOOL COMMITTEE BUSINESS

- 7.1 Recommendation to Support the Lower Fields Project – **VOTE** – *Steve Mills (8:45)*
 - 7.1.1 Inter Municipal Agreement (*in progress*)
 - 7.1.2 Draft Memorandum of Understanding (MOU/ABRSD/FOLF) (*addendum*)
 - 7.1.3 Draft Letter to Request Bank Financing (*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
 - 7.1.8 Letter of Support from Dr. Alixe Callen, Principal ABRHS (*addendum*)
- 7.2 MCAS Update – *Deborah Bookis (9:15)*
 - 7.2.1 Letter from Measured Progress re Revised 2011 Grade 10 Mathematics (*addendum*)
- 7.3 BLF Report (oral) – *Maria Neyland (9:20)*
- 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 (9:30)*
- 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 (*9:40*)
 - 7.10.1 Use of School Facilities (File: KF) – **SECOND READING** – **VOTE** – *Brigid Bieber*
 - 7.10.1.1 Proposed Policy Revision (*addendum*)
 - 7.10.1.2 Current Policy (*addendum*)
 - 7.10.1.3 Draft Use of School Facilities Procedures & Fees (File: KF-R) (*addendum*)
 - 7.10.2 Advertising in Schools (File: KHB) – **FIRST READING** – *Brigid Bieber*
- 7.11 Regional School District Study Committee (RSDSC) Update – *Xuan Kong (oral) (9:50)*

8.0 FOR YOUR INFORMATION (*9:55*)

- 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 (*brought to meeting*)
- 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
- 8.10 Visit from Distinguished Guests from Xi'an, China on October 3 & 4, 2011
- 8.11 APS/AB Food Services implements *ParentOnLine* on October 7th
for more info, see <http://ab.mec.edu/departments/food/food.shtml>
- 8.12 Correspondence from the Community

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 (10:00)

Steve Jobs died yesterday. Most people don't like to talk about death but Steve Jobs was a different kind of person.

In 1993 he said, "Being the richest man in the cemetery doesn't matter to me.... Going to bed at night saying we've done something wonderful—that's what matters to me.—*CNNMoney/Fortune, May 25, 1993*

In 2005 Jobs spoke at the Stanford Commencement and said:

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

As we begin tonight's school committee meeting, I hope we will do something wonderful; I hope we will follow our hearts; I hope we will try to be "insanely great".

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

Attachment B.
10/6/11 SC mtg

TO: Acton-Boxborough Regional School Committee
FROM: Steve Mills, Superintendent
DATE: October 6, 2011
RE: Recommendation for FY'12 Acton-Boxborough Regional School District
Budget and Assessments

Recommendation for FY'12 Acton-Boxborough Regional School District Budget and Assessments

Attached is a copy of the Analysis of Assessments for FY'12. The Administration recommends that the total appropriation for the Acton-Boxborough Regional School District for the fiscal year of July 1, 2011 through June 30, 2012 be set at \$38,502,351 and that member towns be assessed in accordance with the Education Reform Law and the terms of the Agreement and amendments thereto as follows: Acton \$24,725,573, Boxborough \$6,177,518, remainder to be accounted for by the Anticipated Chapter 70 Aid in the amount of \$6,607,310, Anticipated Charter School Aid in the amount of \$42,819, Transportation Aid, Chapter 71, Section 16C in the amount of \$633,595, a transfer from E&D Reserves in the amount of \$314,878, and a transfer from the Junior High School Project Premium on Loan in the amount of \$658.

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

**Mid-cycle Report of SpEd Task Force
Highlighting
CASE Instructional Programs & Transportation**

*Liza Huber, Director of Pupil Services
December 2011*

Background

The Report of the Special Education Financial Task Force II (December 2008) recommended potential ways of reducing costs in special education and opportunities for streamlining efficiency and effectiveness of special education procedures and processes. Specifically highlighted for this memorandum are the CASE programs and transportation costs. Page 2 of this task force report captures the highly recommended issues:

The Districts, as well as all CASE member towns, should re-examine the cost accounting strategy and methods used for the overall CASE program, as well as for individual programs. In light of the State's circuit breaker reimbursement program, actual costs should be assigned to each special education program, rather than using a gross average across all programs. Analyses demonstrate that differential cost structures would optimize the reimbursement opportunities for all member districts. In addition, actual cost accounting will identify inefficiencies within the Collaborative, and encourage member districts to provide needed resources (such as space for new programs, and associated maintenance and utilities) with fair value credited to those districts.

In addition, CASE members districts should hold the collaborative more accountable for the effectiveness of its transportation services by analyzing fully its current practices, and instituting measurable metrics to assess efficiencies on an on-going basis. This is a very important component, as CASE transportation provides services for all special education students in these and other districts, not only those who participate in programs offered by the CASE Collaborative.

Consequently, several actions plans were developed as working documents to address all areas that were earmarked in the fiscal cost driver report.

It is important to note that aggregate CASE tuitions (presently \$49,695, plus \$4,000 for summer extended school year programs) now meet the circuit breaker threshold for state reimbursement and circuit breaker monies due on this threshold are reimbursed directly to our school district. By developing a dual approach, addressing internal and external factors, we are better able to control costs. If these efforts were not in place, that is, the aforementioned internal interventions, our OOD costs, including CASE, would be astronomically higher.

Modus operandi:

In order to comprehensively review the CASE instructional programs, its cost accounting on various programs and the costs of transportation, we addressed many factors, which directly or indirectly, affected CASE. Pupil Services planned out objectives to advance effective reforms by:

- yearly action plans that enhanced educational growth through data systems, developed cost-effective programs, and
- realigned our resources, both in personnel and in educational programs.

Consequently, we continued to develop in-district programs that offered equivalent services to OOD. Recently, our Connections program, both at the upper elementary and junior high levels, documented this effort. We streamlined the Team meeting process through retraining of our staff in pinpointing issues, setting an agenda, efficiently using time, brainstorming strategies, and following-up procedures.

The aforementioned examples are the internal interventions that we have put into place along with our other action plans from the special education cost driver task force results. Internal interventions are critical to prevent referrals to OOD. The key to financial reductions (and survival) is a carefully crafted and thoughtful plan to train staff, assist them through supervision and consultation, and develop and re-align programs that meet the needs of an ever-changing population in special education. Critically important is the development and sustainment of a continuum of programs (for example, the forthcoming recommendations to build a Connections program at the HS level and an Academic Support Center at APS) so that the schools can capitalize on these academic, social, and behavioral gains it has made with these students and potentially prevent requests for out of district placements.

In summary, the district has placed great emphasis on creating action plans that dually address the recommendations in the task force. That said, we have examined our placements outside the school district. We have created a substantial OOD action plan in which we have scrutinized not only the internal factors that lead up to the recommendation of OOD, but also examined the external factors which prevent a student from returning.

Nonetheless, CASE programs are governed by several fixed assumptions:

1. CASE assessments and its formulas at the present time are unmovable. The tuitions have a 2-year delay and transportation has a 1-year delay for assessment charges by head count. In other words, we are charged for tuitioned students 2 years after the fact, etc.
2. The Superintendents' Board* determines the assessment rates (and support) to the CASE organization and its programs. There is a conviction that the organization is viable, provides needed services, especially for students who

have low incidence disabilities, and is available to assist schools with these programmatic challenges.

**We have 2 votes for the Acton and Acton-Boxborough districts (Additionally, Boxborough has an individual vote).*

3. Within this conviction, the Directors of Student Services of the 13 member towns feel supported by CASE's willingness to create specialized programs as needs arise and are likewise reluctant to move to significantly alter the CASE organization.
4. Comparatively, the level of professional expertise (and experience) at CASE in addressing the needs of this highly specialized population is by in large not present in current private OOD placements.

From our district's point of view, we developed critical questions that address fiscal considerations:

1. If we alter our relationship with CASE, do we risk isolation from other districts? Both at the Superintendents' and Directors' levels, we will be isolated from our ability to collaborate, negotiate, and brainstorm with other neighboring districts (fiscally – economy of scale; see below for further explanation).
2. If we remove ourselves from CASE, can we appropriate sufficient funds to replicate programs in our district? As you will review below, replication of CASE programs will be more costly. The principle behind this view is one established in business – *economy of scale*. Simply stated, we do not have the frequency of incidence to justify creating several unique programs for our students. Yet, from history, when we had sufficient numbers of students (critical mass over time), we created and re-aligned programs to keep students with their home community or return them from out of district placements. Good examples of these developed programs are our APS pre-school, elementary, and JH programs for students on the autism spectrum. It should also be noted that because collaborative programs are located within public settings, there is a greater likelihood that students will return to an in-district program which satisfy principles of responsible fiscal accounting and the federal mandate of "least restrictive environment".
3. If we establish programs in our district, will we be able to cover fiscally the educational, social, behavioral, medical, family, and community needs for each child? We do not have the systemic flexibility in appropriating monies for these students when needs arise, despite the planning through the IEP process. Students with severe needs who require multi-leveled and multi-disciplined services to be successful, including, but not limited to, medical

interventions, must be addressed. For some students, the public setting is not appropriate.

4. Will we be able to save costs on transportation or will it potentially produce higher costs for the district? From our analysis, it would be more costly to provide our own transportation, as described below. There is no state reimbursement for special education transportation.
5. Will our dissolution of CASE require higher tuition costs for us when we need such collaboration (surcharge for non-CASE districts on a space available basis)? Some districts look at the CASE assessments and formulas for tuitions and transportation as a planned system for placement of children in a cost-effective way. A reciprocal in-kind contribution (space, electricity, supervision, etc.) is expected from hosting districts. If our district opts out of CASE, we would be able to access their programs, but only at an increased (typical private OOD) rate.
6. Will our parents be able to shift from the relationships that have been established through CASE teachers effectively, despite the legal clout that the district has in the placement of students? We have spent several years establishing solid relationships with our parents and guardians and by working closely with the PAC. By doing so, we have become more effective partners in our decision-making and have reduced costs in litigation (Legal Budget, Trends, Initiatives, outcomes, May 2010). Although the district may have the right to determine the location of the placement (CASE vs. in-district program), parents are guaranteed the right to due process regarding the equality of services. We know that parents primarily become upset when there is inadequacy of services. Secondly, that feeling is exacerbated by the lack of continuity and lack of connectedness to staff members with whom parents have had a long-standing relationship.

Analysis

Out-of-district tuitions for private placements have a similar outcome, even with circuit breaker and costs for programs average \$70,000 annually. In studying a sampling of our CASE students, the following elements are required:

1. Facilities - needs include large classroom spaces (i.e. 2 classrooms), separate toileting facilities, easy access for transportation, and accessible buildings.
2. Classroom – needs include furnishings, specialized equipment, curriculum, and technology
3. Service Delivery
 - Consultation SLP
 - Consultation OT
 - Consultation PT
 - Consultation social worker

Inclusion support (aide)
Language Therapy
Occupational Therapy
Adaptive PE/Phys Therapy
Classroom – functional academics
Teacher of the Visually Impaired
Therapeutic Support
After school services (extension to school day)
Summer Programming

In-district Staffing needs:

Intensive Needs Special Educator
Special Education assistants
Speech Language Pathologist
Occupational Therapist
Physical Therapist
Nurse
Social Worker
Program supervisor

Although we have several students with similar needs placed in CASE, the age difference and the specific nature of the disabilities being addressed would require us to build approximately 5 different programs just at the local level to meet the varying needs of the 10 students currently placed at APS. Our combined CASE tuition for the student above is \$53,695.00; 10 tuitions would be more than a half million dollars (\$536,950.00). If the district were to replicate the programs, we would need approximately five programs including an intensive special education teacher and several assistants for each program. The total cost for each program would be more than >\$150,000.00, or aggregately, slightly over three quarters of a million dollars (>\$750,000.00). We have not accounted for other services connected to the program, as it did not appear to be cost-effective, even if we applied circuit breaker, case by case. Moreover, the related services would outweigh consideration for building these programs, as each program would require another full-time equivalent for each program (FTE: 1.0).

Regarding the alternative of having the district coordinate and provide transportation using local vans, we established questions, which helped us through the process to determine fiscal feasibility:

1. By providing our own transportation, will we be able to have on-time access to educational programs?
2. Will the cost of vehicles for lease or purchase during this austere economic environment be feasible? Prohibitive?
3. How many drivers will be needed to transport on-time delivery?
4. What would be the cost of liability insurance?

5. What would be the cost of repairs and maintenance of these vans?
6. What would be the cost of licensing drivers and vehicles?
7. What would be the cost of annual training of the drivers?

Our preliminary review of the FY12 approved Acton and Acton-Boxborough approved budget is as follows:

CASE FY12 Approved Budget

	Transport	Programs	Net	%
Acton	\$ 510,715	\$ 375,715	\$ 886,430	6.6%
A-B	\$ 765,052	\$ 892,719	\$ 765,052	5.7%
Total	\$1,275,767	\$1,268,434	\$1,651,482	12.3%

To recreate the transportation services of CASE, we would need a minimum of 39 routes, and 39 vans: 34 vans plus 5 more that are wheelchair accessible. Issues indicate that costs may be prohibitive as we inherit the hidden costs (purchasing, leasing, liability, employment issues, liability, fringe benefits, etc.) Access to programs (*at home pick-up and on-time delivery*) will require several additional drivers and vans. This does not include transportation and related costs for the Occupational Development Program and the APS Integrated Preschool.

However, if the Districts chose to transport ODP and APS Integrated Preschool students only using the June 2011 matrix and the FY12 assessments, the cost reductions in CASE assessments would yield:

APS Integrated Preschool (21 students)

- \$86,729 reduction in assessment if CASE did not transport at all.

Occupational Development Program (15 students)

- \$61,730 reduction in assessment if CASE did not transport at all, and a \$32,651 reduction in assessment if CASE only transported to and from school.
- A/B% of the budget for transportation is 15.08%, as such, omitting the ODP work transportation, lowers the assessment to 14.44%.
- Many of these students were transported to and from school as well. If CASE did none of the transportation for ODP students, i.e., to school or to work, the A/B% would reduce to 13.87%.

Moreover, 15 ODP students were transported to school as well as various work locations during the summer for extended year programs; therefore, the transportation needs for these students extend beyond the 180 school year. CASE transports one student to work every day, never to school. **The fluid geography**

and various time commitments of the above programs preclude consideration of running our programs, despite the potential savings.

Vehicle costs:

Vans (Ford E-250 8 passenger van)	$\$28000 \times 34 = \$ 952,000$
Wheelchair Van	$\$38000 \times 5 = \$ 190,000$
	Total = \$1,142,000.

Keeping in mind that vehicles are kept an average of 5 years, an alternative to purchase price is a leasing option.

The additional costs for maintenance, gas, inspections, property liability insurance is as follows:

Insurance:	\$1200
Yearly Maintenance:	\$1700 (oil changes, repairs, inspection stickers, new tires as needed etc.)
Gasoline:	\$5,500 (estimate 1700 gals x \$3.25/gallon)
Total per vehicle:	$\$8,400 \times 39 \text{ vehicles} = \$327,600 \text{ per year}$

Administrative oversight requires:

1 FTE	CASE Transportation Administrator	\$94,671
1FTE	CASE Dispatcher	\$47,741
1FTE	Fleet Manager	\$44,033
1FTE	Other Support (Payroll, Accounts Payable secretarial,purchasing)	\$109,285

CASE currently has 99 drivers who average 32 hours per week (considered full time) transporting more than 500 students with special needs. The Districts' share of the drivers is 39. As such, driver costs would minimally average \$936,000/year (\$24,000 average salary), excluding benefits.

Synthesis:

There are several considerations when reviewing interventions that lead to cost savings methods. Factors, both internal and external, are necessary to consider. The training of staff, the efficacy of the Child Study teams, the IEP process, the reduction of referrals, the inclusive practices and support in the regular education classrooms, and the coordination with the finance team, are all important strategies in moving forward with a reasonable budget. Equally important is the feasibility study of our OOD programs, including CASE. There are several reasons for wanting to remain part of a collaborative setting, mainly the ability to place low incidence students into effective programs. Diplomatic considerations, that is, our ability to work with and

collaborate with other Superintendents, Directors, and most of all, our parents and guardians, are salient to our subscription to CASE. Costs for programs and transportation are reasonable given the alternative of building unique programs for a few of our students, in-district, and fulfilling our obligations for structural changes to some of our buildings (separate bathroom facilities). The economy of scale does not get materialized. Actually, the rapid increase of programs and the inherited costs can produce the opposite effect: *the diseconomy of scale*. On the other hand, shared ridership through the CASE transportation program gives us a unique opportunity to yield potential savings.

Conclusions:

We have worked on the action plans from the fiscal cost drivers task force over the last two years and now have a clear understanding of the internal and external considerations that are needed to decide on CASE instructional programs and transportation. For us, CASE serves as a viable and collaborative program, which is competitively priced. It offers local programs for students who are best served within the public setting and functions as an extension of our public school; the least restrictive option. It serves as an “insurance” policy to ensure that students have placements, which are less restrictive, but cost effective. To replicate the transportation needs for the District may offer some internal benefits (local control and long range planning for transportation costs); however, the disadvantages outweigh these benefits, because of the complexities of transporting student with unique time requirements to school, work, school and work programs and lack of opportunity for shared ridership among other communities associated with CASE. **In summary, the cost of drivers, the on-going costs for vehicles, as well as the potential administrative oversight, far exceed the current assessment costs for CASE transportation.**

Responses to Questions Posed by the Joint School Committees School Committee Meeting of December 1, 2011

CASE TRANSPORTATION

Lincoln Sudbury Participation in CASE

Lincoln Sudbury Regional School District is a member of CASE and participates in CASE programs and activities. It does not and has not used CASE transportation. It is the only CASE member district at this point that does not use CASE transportation.

Transportation Assessment Formula

See attachment A

Transportation Value From a Cost Perspective

Special education transportation is individualized, as is special education instruction. Therefore, there is not an industry standard by which we measure its efficiency. Consequently, we look at a variety of data sources as indicators. Ultimately, the most compelling data comes from CASE districts' analysis of their required services and the cost to the district to provide those services independent of CASE.

One indicator of efficiency is a review of routes that demonstrates economies of scale utilizing a single vehicle and driver for students from multiple school districts. A few examples are listed in the section below.

Another data source is the independent analysis included in the Future Management System report of February 22, 2011 (William Barr, Lead Consultant). Regarding special education transportation, it states, "A typical stand alone district spends approximately \$12,000-\$15,000 per student." Using this measure as the basis for comparison, the FY11 CASE transportation assessments save CASE districts in the range of 20-50%, using \$12,000 and \$15,000 respectively.

Finally, there are the CASE district studies. The last CASE district to conduct its own internal analysis of special education transportation costs was Sudbury. Following that analysis, the district requested that CASE transportation, which already transported the Sudbury special education students who attend school outside of Sudbury, transport the students with special education programs within Sudbury as well. They reported in March of 2009 that the savings from this incremental increase in CASE transportation would save the district between \$135,000 and \$140,000 in FY10.

This year your administrators have completed their own study of comparative costs. They will comment on that analysis.

Examples of Transportation Efficiency

Only one vehicle/driver is used in transporting to each of these programs:

<u>Program</u>	<u>Students /District</u>
Arlington School, Belmont	1/Acton - 1/Bedford
Beacon, Watertown	1/Acton -- 2/Concord
Dearborn, Arlington	1/Acton -- 3/Bedford
Franklin Perkins, Lancaster	1/Acton -- 1/Concord
Learning Center for Deaf, Framingham	1/Acton -- 1/Sudbury
MEC, Chelmsford	1/Acton -- 1/Maynard -- 1/Littleton
Melmark, Andover	2/Acton -- 1/Boxborough
NECC, Southboro	1/Acton -- 2/Bedford
Perkins, Watertown	1/Acton -- 1/Concord
Milestones, Waltham	2/Acton -- 1/Littleton -- 1/Maynard
SEEM, Stoneham	1/Acton -- 1/Lincoln
Sterling Nursery, Sterling	1/Acton -- 2/Boxborough -- 1/Littleton

CASE PROGRAMS

Circuit Breaker Reimbursement

CASE program per pupil assessments are eligible for Circuit Breaker claims. Circuit Breaker reimbursement applies only to tuitions, not to transportation. A change of policy whereby different CASE classes are assessed at different rates would not provide additional Circuit Breaker benefit to the districts.

Program Assessment Formula

See Attachment B

Increases in Per Pupil Cost in Recent Years

The current average SY CASE district per pupil cost is \$49,695 as compared with \$49,795 in FY11, and \$50,126 in FY10.

Program Value From a Cost Perspective, Comparative Data by Class

As with transportation, there is no pure measure of value. Therefore, a couple independent comparisons are included.

The DESE has suggested that the Regional Educational Service Centers, RESCs, in Connecticut, may be a model worthy of consideration. This would suggest that the current 28 collaboratives regionalize and become 6-8 education collaboratives across the state. The RESCFY12 ASD programs cost Connecticut districts between \$84,000 and \$125,000 per pupil. The most recent published information for per pupil expenditures by state from the "U.S. Department of Education Revenues and Expenditures for Elementary and Secondary Education: School Year 2008-2009 (Fiscal Year 2009)" NCES 2011-329, published June 2011, lists Massachusetts at \$14,540 and Connecticut at \$15,353 average per pupil spending. The Connecticut costs, 5.6% above the Massachusetts per pupil expenditures, do not explain the significantly higher ASD program costs in Connecticut.

Attachment C provides a detailed comparison of CASE classes and the costs of other special education placements considered by the special education Teams for students placed in each CASE program.

Yearly Schedule of CASE Board of Directors Meetings

This year there are six meetings scheduled, the next of which is scheduled for tomorrow at 12:30 p.m. in Concord. One of the meetings is scheduled with the intent that it may be canceled if it is not required to conduct CASE business. Typically, the budget assumptions are discussed in September with a goal of approving final CASE budgets in December to accommodate those districts with early budget cycles. The rest of the year meetings address new mandates and initiatives, planning, and other CASE business.

Evidence of CASE Program Population Increases in Intensity of Need

Cost containment is particularly challenging given the change in the CASE population to students with more intensive needs. Reference Attachment D for an illustration of this trend.

CONCORD AREA SPECIAL EDUCATION COLLABORATIVE

120 Meriam Road, Concord, Massachusetts 01742
Telephone: 978-318-1534 Fax: 978-371-6992

TRANSPORTATION ASSESSMENTS

CASE Transportation Assessments are based upon an assessment formula, similar in concept to the CASE Program Assessments. The computation is as follows.

WEIGHTED TRANSPORTATION ASSESSMENT FORMULA

1. For transportation assessments, the student base formula for the next fiscal year is determined by a weighted formula that counts all students enrolled in CASE transportation at least five days in the period from May 5th through June 5th in the school year prior to the year in which the budget is approved. This base student count, by district, is used to determine the weighted base and district transportation assessments.
2. Each student counted in the base period will be weighted according to his/her drop off destination by multiplying by the following:
 - Students transported within the home district receive a weight of 1.0
 - Students transported to another CASE district receive a weight of 2.0
 - Students transported outside of the CASE Community districts receive a weight of 3.0
3. When multiple students from the same district are transported to and from the same program location at the same time, the weighting above is adjusted as follows:
 - For 2 – 3 students from the district, the weighted base is multiplied by 0.8
 - For 4 or more students from the district, the weighted base is multiplied by 0.7
4. The assessment ratio is computed based upon the district, weighted total as a percent of the total CASE transportation weighted FTE.
5. District base transportation assessments are the district percent of the total CASE transportation assessment required to fund the approved transportation budget.

Approved by the Board of Directors January 17, 1997
Revised: September 10, 2010

CONCORD AREA SPECIAL EDUCATION COLLABORATIVE

120 Meriam Road, Concord, Massachusetts 01742
 Telephone: 978-318-1534 Fax: 978-371-6992

CASE ASSESSMENTS FOR CASE DISTRICT PROGRAM BUDGET

CASE Program Assessments are comprised of an annual collaborative membership fee and an instructional assessment, offset by credits provided to districts based upon space/services provided to support CASE programs. The annual collaborative membership fee is \$5,000 per CASE district. The instructional assessment for each district is computed according to the following CASE Instructional Assessment Formula.

CASE INSTRUCTIONAL ASSESSMENT FORMULA

District's student FTE* based
 upon enrollments during the
 school year prior to the year in
 which the budget is approved

X

Total student FTEs for all CASE
 Programs during the school year
 prior to the year in which the
 budget is approved

Local funds required for
 the total approved CASE
 Program Budget (total budget
 minus applied Funds from Other
 Sources**), reduced by the
 total Membership Fees

* Student FTEs are calculated for CASE school programs as well as CASE ABA programs. For school programs, a student enrolled for one or more days in a month, September through June, yields a .1 FTE for each month enrolled. ABA FTEs are computed based upon the four types of service provided and are additive for a single child who participates in more than one of these ABA program services. The ABA FTEs include:

1. 0.1 FTE for ABA Extended Early Release, i.e., students who stay at school for 2-2.5 hours of ABA once a week, on the day the school has as a regular early release day.
2. 0.05 FTE for each ABA Intersession, i.e., 2-5 days of programming after the end of the school year or before the school year begins.
3. 0.1 FTE for Home Services providing approximately 2 hours of ABA program services per week, including Parent Training, during school hours or until 5:00 p.m. weekdays.
4. 0.2 FTE for students not enrolled in a CASE class who receive ABA program services in their local school during the school day, usually 5-10 hours per week.

ATTACHMENT B

** Funds from Other Sources include the following from the fiscal year prior to the year in which the budget is approved: any surplus from non-CASE tuitions reduced by any "excess costs" payments, interest and miscellaneous revenue, and any unexpended balance from the Program Budget.

Approved by the Board of Directors November 2, 1979

Revised: December 12, 1986

Revised: September 10, 2010

SUMMARY OF CASE PROGRAM ALTERNATIVE COMPARISONS

Alternative to Bedford PS 1 (DD-INT)

"Equalized" average total tuition (non-CASE programs)-205 days	\$93,115.14
CASE Collaborative	\$53,965.00

Alternative to Davis (DD-INT)

"Equalized" average total tuition (non-CASE programs)-205 days	\$93,115.14
CASE Collaborative	\$53,965.00

Alternative to Lincoln (DD-INT)

"Equalized" average total tuition (non-CASE programs)-205 days	\$93,115.14
CASE Collaborative	\$53,965.00

Alternative to Hanscom MS (ASD/DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$75,767.17
CASE Collaborative	\$53,965.00

Alternative to Bedford PS 2 (SC/DD/ASD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$67,975.08
CASE Collaborative	\$53,965.00

Alternative to Hanscom PS (ASD/SC)

"Equalized" average total tuition (non-CASE programs)-205 days	\$71,318.89
CASE Collaborative	\$53,965.00

Alternative to Russell Street (ASD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$71,318.89
CASE Collaborative	\$53,965.00

Alternative to Littleton MS (ASD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$73,518.47
CASE Collaborative	\$53,965.00

Alternative to McCarthy-Towne 1 (DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$83,349.62
CASE Collaborative	\$53,965.00

Alternative to McCarthy-Towne 2 (DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$68,841.12
CASE Collaborative	\$53,965.00

Alternative to Carlisle (LLD/DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$65,106.03
CASE Collaborative	\$53,965.00

Alternative to Fowler I (DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$76,573.38
CASE Collaborative	\$53,965.00

Alternative to Fowler M 1 (DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$65,249.53
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SUMMARY OF CASE PROGRAM ALTERNATIVE COMPARISONS

CASE Collaborative	\$53,965.00
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Alternative to Fowler M 2 (DD)

"Equalized" average total tuition (non-CASE programs)-205 days	\$65,249.53
CASE Collaborative	\$53,965.00

Alternative to Alcott (HSL)

"Equalized" average total tuition (non-CASE programs)-180 days	\$56,270.98
CASE Collaborative	\$49,965.00

Alternative to Blanchard 1 (SE)

"Equalized" average total tuition (non-CASE programs)-205 days	\$69,523.00
CASE Collaborative	\$53,965.00

Alternative to Russell Street (SE)

"Equalized" average total tuition (non-CASE programs)-205 days	\$69,523.00
CASE Collaborative	\$53,965.00

Alternative to Blanchard 2 (SE)

"Equalized" average total tuition (non-CASE programs)-205 days	\$69,523.00
CASE Collaborative	\$53,965.00

Alternative to Sanborn 1 (SE)

"Equalized" average total tuition (non-CASE programs) - 209 days	\$67,953.86
CASE Collaborative	\$53,965.00

Alternative to Sanborn 2 (SE)

"Equalized" average total tuition (non-CASE programs) - 209 days	\$67,953.86
CASE Collaborative	\$53,965.00

Alternative to Colebrook (SE)

"Equalized" average total tuition (non-CASE programs) - 195 days	\$61,500.96
CASE Collaborative	\$53,965.00

CONCORD AREA SPECIAL EDUCATION COLLABORATIVE

120 Meriam Road, Concord, Massachusetts 01742
 Telephone: (978) 318-1535 Fax: (978) 371-7858

LEVEL OF SERVICES PER REQUIREMENTS OF STUDENT IEPs

One CASE administrator, who oversees the majority of CASE students, has a twenty-five year history with the collaborative. He compiled the following information to illustrate the increasing level of student need in CASE programs over time.

The single factor that most determines the cost of educating a CASE student is the number of adults who deliver services to that student. Twenty-five years ago CASE had three program administrators and one executive director in the CASE office. Today it still has three program administrators and one executive director. Administration has not grown over the years, but the number of people delivering services to CASE students has.

CASE classes require staffing in several categories. While CASE still has but one teacher per class, we have had to increase the number of specialists per student, aides per class, and nurses per class. CASE has also seen the addition of after-school programming, intersession (programming that extends summer services), and the introduction of new services, such as Applied Behavior Analysis, Floortime, and Deaf-Blind Services. Two elements would appear to be driving the expansion of specialist services, the introduction of new services, and the extension of services to after-school and intersession. Those elements reflect (1) the level of complexity of the students that CASE is being asked to serve, and (2) "competition" from private schools – particularly private schools serving students with autism.

The student and staff count in the DD programs indicate a trend:

School Year	# of CASE DD Students	# of Teachers	# of TAs	# of ABA Staff	# of RNs
1991-92	93	14	27	- 0 -	1
1996-97	90	12	30	- 0 -	1
2001-02	94	13	33	3	1
2005-06	95	13	37	4	2
2008-09	96	13	38	8	3
2010-11	88	14	39	11	4

These data displayed per student illustrate the impact even more clearly:

School Year	Teachers per Student	TAs per student	ABA Staff per Student	RNs per student
1991-92	0.15	0.29	- 0 -	.01
1996-97	0.13	0.33	- 0 -	.01
2001-02	0.14	0.35	.03	.01
2005-06	0.14	0.39	.04	.02
2008-09	0.14	0.40	.08	.03
2010-11	0.16	0.44	.13	.04

As the figures above indicate, the average class size for CASE DD programs has remained steady at approximately seven students per class, but the number of teaching assistants, ABA tutors, and nurses per student has increased dramatically.

During this time period, CASE has closed a number of classes due to low enrollment, and started a number of classes that previously were not needed. The classes closed served higher functioning students; the classes started serve students with more intensive needs. Specifically, from our member districts, CASE is receiving more students who present with behavioral challenges (hence the need for more TAs per class), autism (hence the need for more ABA tutors and BCBA supervision), and intensive medical needs (hence the need for more nurses). The growth in medically needy students has also required an increase in services for visually impaired students, as well as deaf-blind students as indicated in the chart that follows.

School Year	# of Classes for Students with ASD	# of Classes for Medically Needy Students	# of Students Receiving Vision Services	# of Students Receiving Deaf-Blind Services
2001-02	0	0	2	0
2005-06	2	1	8	0
2008-09	3	2	12	1
2010-11	4	3	15	3

In summary, CASE programs are more costly today than they were five or ten years ago, because member districts do a better job of keeping children with moderate disabilities in local programs. To be sustainable and cost effective, this requires a stable local population of sufficient size to maintain such a program over time.

In years past, the students with moderate needs came to CASE. Today's CASE students are more behavioral, more autistic, more medically needy, and more visually impaired. CASE expects to continue to see the closing of CASE classes that serve less needy students and a corresponding expansion of programs serving low incidence students with greater needs and associated costs. CASE's rising per pupil cost is actually a money-saving indicator. If this were not occurring at CASE, we could expect that the collaborative would cease to be an option for member districts and more of their most expensive students would have to be tuitioned out to private schools at greater expense to their districts.

School Enrollment Projections Regional Update 2011

December 1, 2011

Enrollment as Predicted is Declining

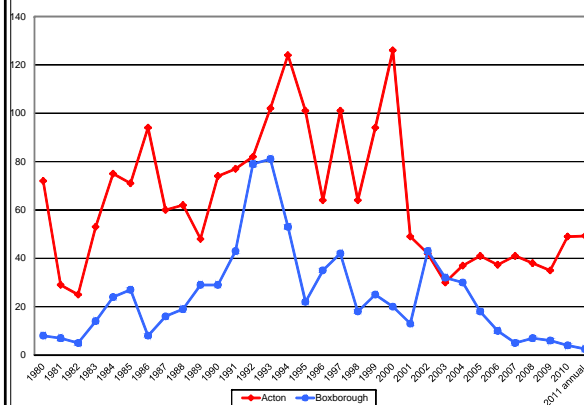
- Enrollment this year is down significantly from last year
 - APS enrollment declined by 63 students (2.5%) from last year
 - Boxborough elementary down by 7 students (1.5%)
 - At Region, JHS increased by 1 student and at HS decreased by 34 students
 - Net overall decline in enrollment = **(103) (-1.8%)**
- This is more than what we projected last year
 - 30 less at APS than projected
 - 9 less at the Region than projected

Regional Enrollment

	JHS	ABRHS	Total	Difference
2008-2009	1001	1892	2893	+44
2009-2010	972	1906	2878	-15
2010-2011	940	1964	2904	+26
2011-2012	941	1930	2871	-33
2012-2013	913	1943	2856	-16
2013-2014	898	1921	2818	-38
2014-2015	882	1847	2729	-89
2015-2016	875	1835	2710	-19

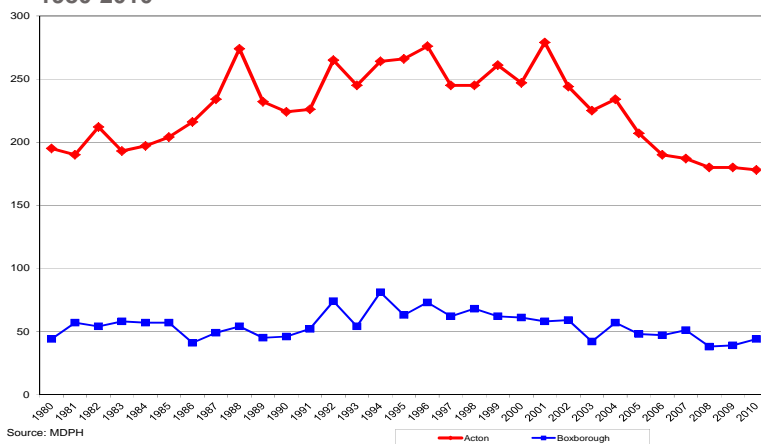
Building Permits by Town

SF Building Permits:



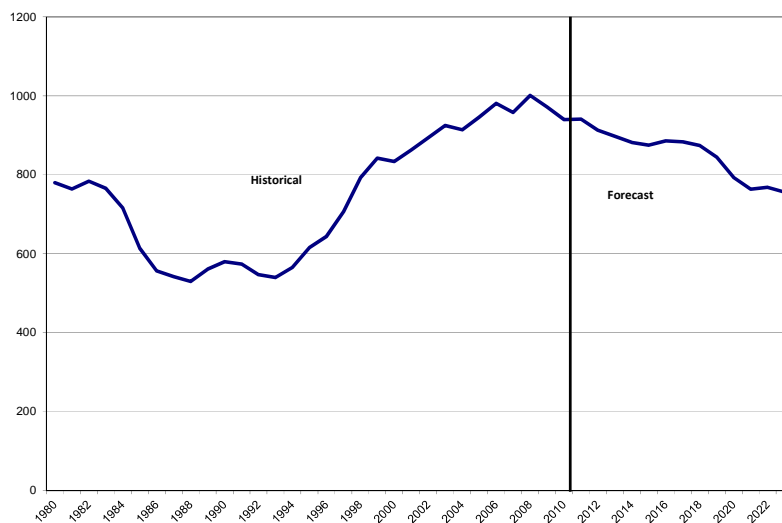
- Number of single family permits in Acton has been declining for the last several years; slight increase in last two years
- Boxborough housing permits have been declining since 2002

Births in Acton and Boxborough 1980-2010

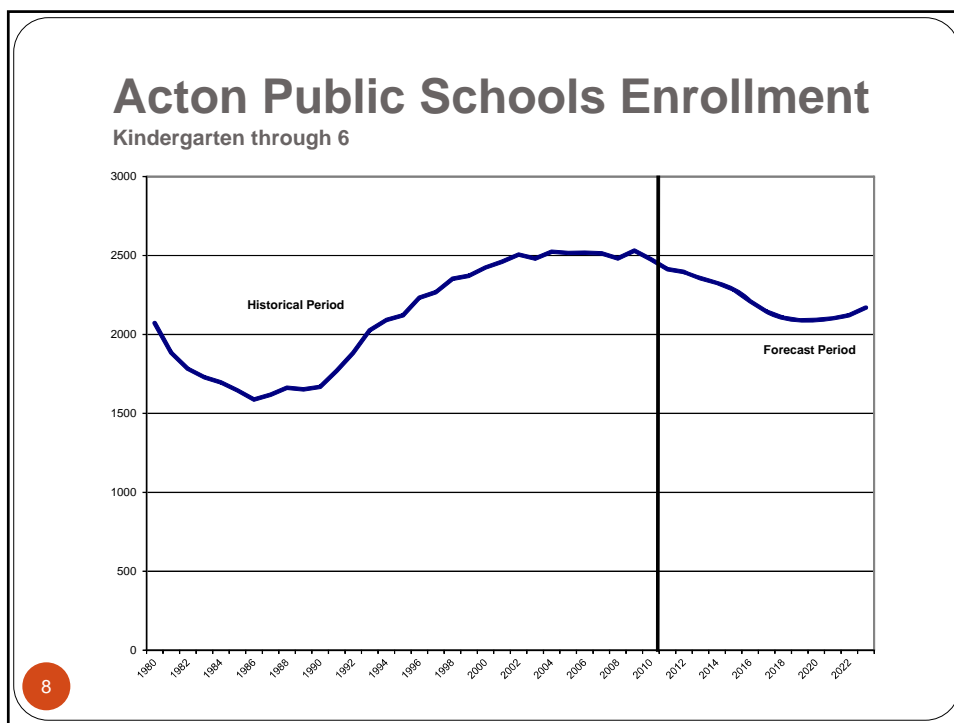
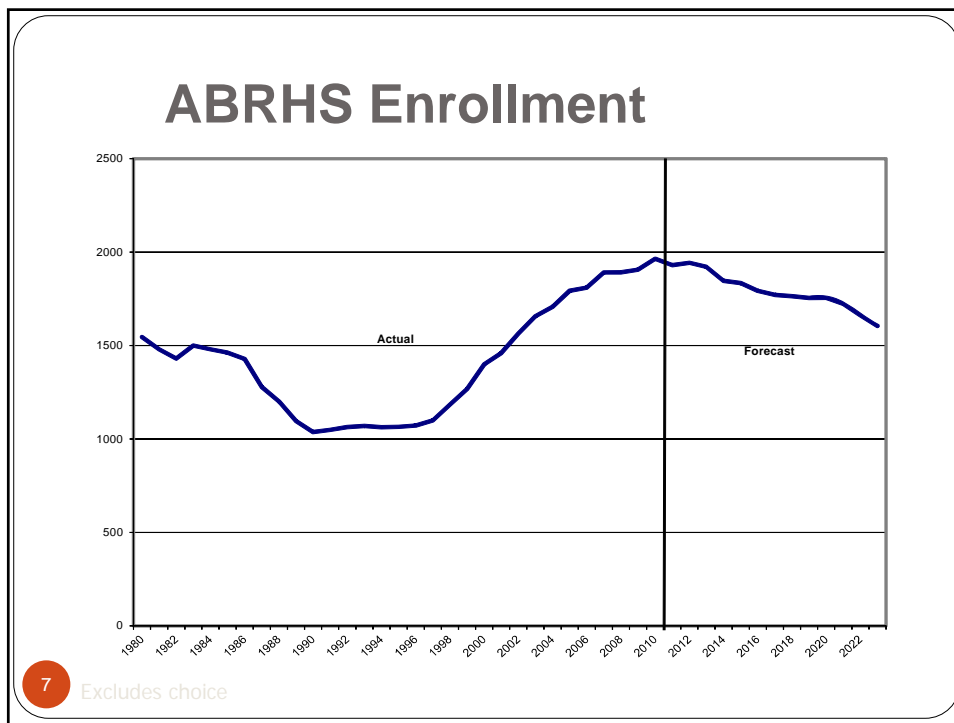


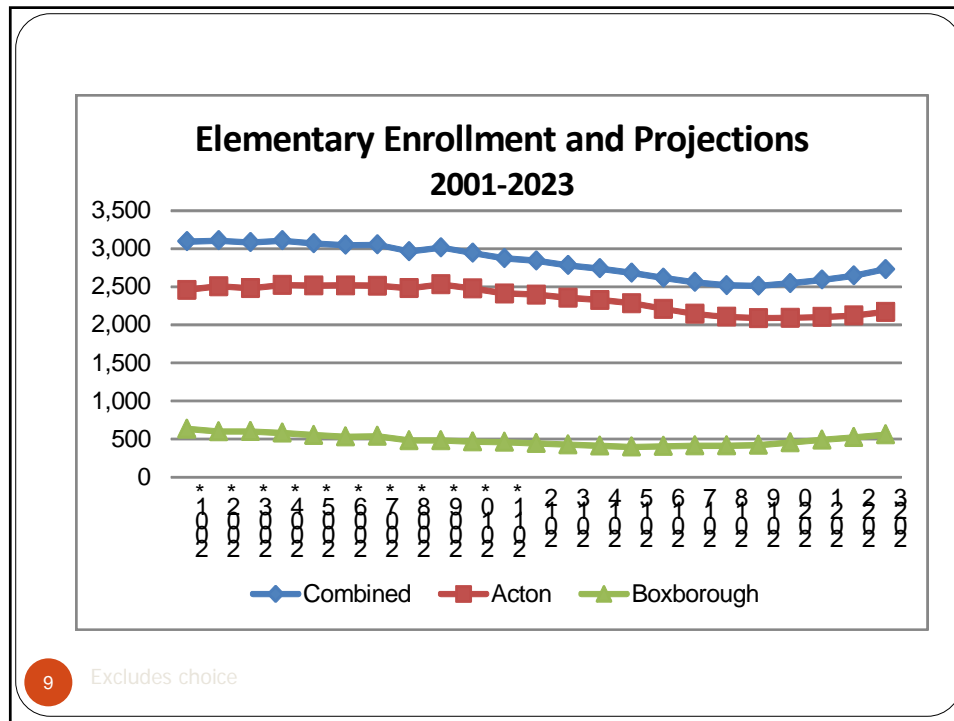
- Acton and Boxborough births declining since 2002
- Reflects larger demographic trend, lower turnover rates

Junior High Enrollment



6 includes choice





Chapter 70 Projections

- Chapter 70 Aid is based on several factors including enrollment
- Year to year decrease will lower Chapter 70 Aid
- FY '11 – FY '12 ABRSD = 33 Student Decrease
- State translates our enrollment to “Foundation Enrollment” including Special Ed, Out of District, etc.
State Chapter 70 Foundation Enrollment
FY '11 – FY '12 ABRSD current estimate =
27 Student Decrease.

Boxborough – Acton Enrollment Shift

- Assessments based on three year rolling average as of October 1 prior year
- FY '12 Budget
Three year average = Boxborough 20.19%
- FY '13 Budget
Three year average = Boxborough 19.33%

2011 Enrollment Projections

PUBLIC SCHOOL ENROLLMENT PROJECTIONS									
Elementary School									
Acton, MA: 2001-2022									
Year	K-12	K	1	2	3	4	5	6	Total
2001*	4,307	338	345	351	360	335	364	367	2,460
2002*	4,450	361	361	350	353	357	343	381	2,506
2003*	4,517	334	348	369	360	355	365	349	2,480
2004*	4,575	328	352	363	376	365	361	379	2,524
2005*	4,654	308	352	359	372	380	375	370	2,516
2006*	4,712	305	315	371	375	375	387	390	2,518
2007*	4,762	292	320	340	389	394	382	397	2,514
2008*	4,773	301	326	336	349	381	404	384	2,481
2009*	4,830	334	333	349	358	359	391	407	2,531
2010*	4,815	320	347	342	344	369	360	394	2,476
2011*	4,760	294	333	354	351	351	369	361	2,413
2012	4,735	280	315	349	365	359	356	373	2,396
2013	4,677	269	299	330	360	373	364	360	2,355
2014	4,594	269	288	314	340	368	378	368	2,326
2015	4,537	266	288	303	324	348	373	382	2,284
2016	4,445	250	285	303	312	331	353	377	2,210
2017	4,367	256	267	299	312	319	336	356	2,145
2018	4,323	262	274	281	308	319	323	339	2,105
2019	4,273	268	280	287	289	315	323	326	2,089
2020	4,242	274	287	294	296	296	320	326	2,092
2021	4,210	280	293	301	303	303	300	323	2,102
2022	4,171	286	299	308	310	310	307	303	2,122
2023	4,145	292	306	314	317	317	314	310	2,170

PUBLIC SCHOOL ENROLLMENT PROJECTIONS			
Junior School			
Acton, MA: 2001-2022			
Year	7	8	Total
2001*	335	333	668
2002*	352	348	700
2003*	375	354	729
2004*	351	368	719
2005*	391	351	742
2006*	382	400	782
2007*	395	381	776
2008*	402	407	809
2009*	393	402	795
2010*	395	401	796
2011*	391	408	799
2012	362	397	759
2013	373	368	741
2014	360	380	740
2015	368	366	735
2016	383	374	757
2017	378	389	767
2018	357	384	741
2019	340	363	703
2020	327	345	673
2021	327	332	660
2022	324	332	656
2023	304	329	632

PUBLIC SCHOOL ENROLLMENT PROJECTIONS					
High School					
Acton, MA: 2001-2022					
Year	9	10	11	12	Total
2001*	323	324	276	256	1179
2002*	325	320	322	277	1244
2003*	343	328	315	322	1308
2004*	362	338	332	300	1332
2005*	368	361	341	326	1396
2006*	345	364	369	334	1412
2007*	391	345	366	370	1472
2008*	385	394	342	362	1483
2009*	402	382	383	337	1504
2010*	402	390	370	381	1543
2011*	385	415	387	361	1548
2012	403	385	409	383	1580
2013	392	403	380	405	1580
2014	363	392	397	376	1529
2015	375	363	387	393	1518
2016	362	375	358	383	1477
2017	370	362	370	354	1455
2018	384	370	357	366	1476
2019	379	384	365	353	1481
2020	358	379	379	361	1477
2021	341	358	374	375	1448
2022	328	341	353	370	1393
2023	328	328	336	350	1343

2011 Enrollment Projections

PUBLIC SCHOOL ENROLLMENT PROJECTIONS									
Elementary School									
Boxborough, MA: 2001-2023									
Year	K-12	K	1	2	3	4	5	6	Total
2001*	1,109	77	83	85	105	94	89	100	633
2002*	1,113	55	82	87	82	109	95	89	599
2003*	1,146	66	68	91	87	86	108	95	601
2004*	1,151	66	70	74	98	79	85	109	581
2005*	1,152	67	74	67	75	96	84	88	551
2006*	1,126	60	67	76	68	76	95	87	529
2007*	1,138	61	71	76	78	73	83	95	537
2008*	1,082	58	57	72	71	71	74	78	481
2009*	1,061	46	61	67	69	81	79	79	482
2010*	1,031	49	55	68	68	71	80	75	466
2011*	983	59	53	54	68	66	75	84	459
2012	962	56	64	57	53	70	69	75	445
2013	923	42	61	70	57	55	73	70	426
2014	872	43	45	66	69	58	57	73	412
2015	855	48	46	49	65	70	61	58	398
2016	849	52	52	50	48	67	74	61	405
2017	846	56	57	57	50	50	70	74	414
2018	834	61	61	61	56	51	52	70	413
2019	837	65	66	67	61	58	54	52	421
2020	852	69	70	72	66	62	61	54	453
2021	867	73	75	76	71	67	65	61	489
2022	905	78	80	81	75	72	71	65	523
2023	944	82	85	87	80	77	76	71	558

PUBLIC SCHOOL ENROLLMENT PROJECTIONS			
Junior High			
Boxborough, MA: 2001-2023			
Year	7	8	Total
2001*	91	104	195
2002*	99	95	194
2003*	97	99	196
2004*	99	96	195
2005*	103	101	204
2006*	91	108	199
2007*	90	92	182
2008*	99	93	192
2009*	77	100	177
2010*	69	75	144
2011*	71	71	142
2012	82	72	154
2013	73	83	156
2014	68	74	142
2015	72	69	140
2016	56	73	129
2017	60	57	117
2018	73	61	133
2019	69	73	142
2020	51	69	121
2021	52	52	104
2022	59	53	112
2023	64	60	124

PUBLIC SCHOOL ENROLLMENT PROJECTIONS					
High School					
Boxborough, MA: 2001-2023					
Year	9	10	11	12	Total
2001*	70	79	65	67	281
2002*	100	73	79	68	320
2003*	97	100	74	78	349
2004*	97	102	101	75	375
2005*	103	91	101	102	397
2006*	100	104	96	98	398
2007*	116	100	106	97	419
2008*	87	116	100	106	409
2009*	97	88	116	101	402
2010*	108	101	97	115	421
2011*	78	109	99	96	382
2012	74	79	111	99	363
2013	74	75	81	111	341
2014	86	75	76	81	318
2015	77	87	77	76	317
2016	71	78	89	77	315
2017	75	72	79	89	316
2018	59	76	74	79	288
2019	63	60	78	74	274
2020	76	63	61	78	278
2021	72	77	65	61	275
2022	54	73	79	65	270
2023	55	54	74	79	262

2011 Enrollment Projections

Hypothetical Regional Enrollment Acton/Boxborough Elementary School									
Year	K-12	K	1	2	3	4	5	6	Total
2001*	5,416	415	428	436	465	429	453	467	3,093
2002*	5,563	416	443	437	435	466	438	470	3,105
2003*	5,663	400	416	460	447	441	473	444	3,081
2004*	5,726	394	422	437	474	444	446	488	3,105
2005*	5,806	375	426	426	447	476	459	458	3,067
2006*	5,842	365	382	447	443	451	482	477	3,047
2007*	5,896	353	391	416	467	467	465	492	3,051
2008*	5,855	359	383	408	420	452	478	462	2,962
2009*	5,913	380	394	416	427	440	470	486	3,013
2010*	5,860	369	402	410	412	440	440	469	2,942
2011*	5,784	353	386	408	419	417	444	445	2,872
2012	5,704	336	379	407	418	428	426	448	2,841
2013	5,619	311	360	400	417	427	437	429	2,782
2014	5,503	312	334	380	409	426	436	441	2,738
2015	5,395	314	335	352	389	418	435	440	2,682
2016	5,307	302	338	353	360	398	427	438	2,615
2017	5,224	312	324	356	361	368	406	431	2,559
2018	5,168	323	335	342	364	370	376	409	2,519
2019	5,116	332	346	354	350	373	377	379	2,511
2020	5,111	343	357	366	362	358	380	380	2,545
2021	5,097	353	368	377	374	370	365	383	2,591
2022	5,073	363	379	389	385	382	378	368	2,645
2023	5,085	374	391	401	397	394	391	381	2,728

2011 Enrollment Projections

Regional Enrollment						
Year	JHS Boxborough	JHS Combined	SHS Boxborough	SHS Combined	Region Total	Boxborough Share
2001*	195	863	281	1460	2323	20.5%
2002*	194	894	320	1564	2458	20.9%
2003*	196	925	349	1657	2582	21.1%
2004*	195	914	375	1707	2621	21.7%
2005*	204	946	397	1793	2739	21.9%
2006*	199	981	398	1810	2791	21.4%
2007*	182	958	419	1891	2849	21.1%
2008*	192	1001	409	1892	2893	20.8%
2009*	177	972	402	1906	2878	20.1%
2010*	144	940	421	1964	2904	19.5%
2011*	142	941	382	1930	2871	18.3%
2012	154	913	363	1943	2856	18.1%
2013	156	898	341	1921	2818	17.6%
2014	142	882	318	1847	2729	16.9%
2015	140	875	317	1835	2710	16.9%
2016	129	886	315	1792	2678	16.6%
2017	117	884	316	1771	2655	16.3%
2018	133	874	288	1764	2639	16.0%
2019	142	845	274	1755	2599	16.0%
2020	121	793	278	1755	2548	15.6%
2021	104	764	275	1723	2487	15.2%
2022	112	768	270	1663	2431	15.7%
2023	124	756	262	1605	2361	16.3%

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2011-2012 ACADEMIC YEAR

Oct-11

	Sept. 1	Oct. 1	Nov. 1	Dec. 1	Jan. 1	Feb. 1	Mar. 1	Apr. 1	May 1	Jun. 1
Levels	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot	A B U I Tot
K	287 59 5 302	294 58 7 301	0	0	0	0	0	0	0	0
1	333 53 5 338	333 53 8 341	0	0	0	0	0	0	0	0
2	355 54 7 362	354 54 7 361	0	0	0	0	0	0	0	0
3	351 68 2 353	351 68 2 353	0	0	0	0	0	0	0	0
4	351 56 2 353	351 56 2 353	0	0	0	0	0	0	0	0
5	370 75 5 375	369 75 5 374	0	0	0	0	0	0	0	0
6	359 85 4 363	361 84 4 365	0	0	0	0	0	0	0	0
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0
In D. Presch.	37 6 0 37	38 6 0 38	0	0	0	0	0	0	0	0
O.D. Presch.	2 0 0 2	2 0 0 2	0	0	0	0	0	0	0	0
O.D. SPED K-6	12 4 0 12	13 4 0 13	0	0	0	0	0	0	0	0
A.P.S. Total	2467 472 30 2497	2455 474 35 2501	0	0	0	0	0	0	0	0
7	391 71 7 469	391 71 7 469	0	0	0	0	0	0	0	0
8	404 71 9 484	408 71 9 488	0	0	0	0	0	0	0	0
J.H.S. Total	785 142 16 953	799 142 16 957	0	0	0	0	0	0	0	0
9	384 77 8 479	385 78 8 471	0	0	0	0	0	0	0	0
10	414 106 3 523	415 109 3 527	0	0	0	0	0	0	0	0
11	367 100 7 474	387 99 7 493	0	0	0	0	0	0	0	0
12	362 94 9 465	361 96 7 464	0	0	0	0	0	0	0	0
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0
P.S.	0	0	0	0	0	0	0	0	0	0
H.S. Total	1557 879 27 1963	1548 882 25 1955	0	0	0	0	0	0	0	0
Total JHS & HS	2352 521 43 2916	2347 524 41 2912	0	0	0	0	0	0	0	0
O.D. SPED 7-12	44 13 0 57	44 12 0 56	0	0	0	0	0	0	0	0
Reg. Total	2396 534 43 2973	2391 536 41 2968	0	0	0	0	0	0	0	0
A.P.S. Total	2467 472 30 2497	2455 474 35 2501	0	0	0	0	0	0	0	0
Reg. Total	2396 534 43 2973	2391 536 41 2968	0	0	0	0	0	0	0	0
Grand Total	4863 534 73 5470	4857 536 76 5469	0	0	0	0	0	0	0	0

A = ACTON
 B = BOXBOROUGH
 C = Choice/Staff/Tuition In
 Pre-School = SPED
 P.G. = Post Graduates
 Ungr. = Ungraded
 O.D. = SPED Out of District
 Distribution:
 In D. = In District
 C. Bates
 D. Alcardi
 A. Blawitz
 K. Nelson
 E. Weiner
 S. Mills
 M. Alteri
 D. Bookis
 L. Huber
 All Principals (2)

Students other than Choice counted under column C:
 Staff Students -
 Tuition In Students -
 SPED Tuition In Students

1 of 10

5 of 20

Staff Children

Case []

CAD, DAD, GAD, TAD, and MAD - ALL DAY PROGRAMS

Actual

Acton Public Schools

2011 - 2012

October 1, 2011

10/4/11

3:48 PM

Grade VOG	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne				Total	Merriman			Total	#Sec	Avg. Sz					
	Rm	CAD	CC		DAD	DB	DC		GAD	GB	GC		Coast +	TAD	TB	TC		H124	MAD	MB				MC				
K-24		20	20	60	21	19	20	60	20	21	18	59	21	20	21	61	20	20	21	61	301	15	20.1					
	Rm 3	4	5		3	4	5		2	3	8	24	113	317	312	1212	135	231	321	334	84							
													Coast +	23	20	21	64											
Gr. 1-23		22	21	64	22	22	22	66	21	22	22	65	21	20	21	62	21	21	21	84	341	16	21.5					
	Rm 6	7	8	14	5	7	8	14	5	6	10	14	114	301	302	1413	224	234	322	323	74							
													Coast +	21	24	24	69											
Gr. 2-22		24	23	70	23	22	23	68	23	22	23	68	21	22	22	65	22	23	23	90	361	16	22.6					
	Rm 9	20	17		9	10	11		7	9	17	14	232	213	314	121	230	330	331	14	24							
													Coast +	26	24	23	73											
Gr. 3-21		24	23	70	24	23	24	71	24	24	24	72	24	24	23	71	23	23	23	69	353	15	23.5					
	Rm 18	19	20		12	13	14		18	19	20		115	210	310	14114	222	233	332	14	24							
													Coast +	26	24	23	73											
Gr. 4-20		24	23	70	24	23	23	70	23	24	24	71	23	23	23	69	24	24	25	73	333	15	23.5					
	Rm 14	15	16		19	20	21		14	15	16	14	211	303	319	141	232	324	333	44	54							
													Coast +	27	24	26	77											
Gr. 5-19		25	25	75	25	25	25	75	25	25	26	76	25	24	24	73	25	25	25	75	374	15	24.9					
	Rm 11	12	13		15	16	17	14	11	12	13		112	214	215		223	235	335	34	44							
Gr. 6-18		24	24	72	24	25	24	73	25	24	24	73	26	24	25	75	24	24	24	72	365	15	24.3					
	Total Staff	14			24			74			84			354			174			354								
Total	21 Sec.	Average		22.9	481	21 Sec.	Average		23.0	483	21 Sec.	Average		23.0	484	21 Sec.	Average		22.7	476	21 Sec.	Average		22.8	524	2048	107	27.9
Range	20	25			19	25			18	26			20	26			20	25			18	26			26			

October 1, 2011
Column C Breakdown

<i>Grade</i>	<i>Staff Free</i>	<i>Choice</i>	<i>Tuition In</i>	<i>Sped Tuition</i>	<i>Total</i>
K	7	0	0	0	7
1	8	0	0	0	8
2	7	0	0	0	7
3	2	0	0	0	2
4	2	0	0	0	2
5	5	0	0	0	5
6	4	0	0	0	4
APS Total	35	0	0	0	35
Out District	0	0	0	0	0
Total	35	0	0	0	35
7	2	5	0	0	7
8	3	6	0	0	9
Sub Total	5	11	0	0	16
9	0	8	0	0	8
10	0	3	0	0	3
11	0	6	0	1	7
12	0	6	0	1	7
UG	0	0	0	0	0
Sub Total	0	23	0	2	25
Out District	0	0	0	0	0
Region Total	5	34	0	2	41
					0
Grand Total	40	34	0	2	76

Acton Public School and Blanchard School K-6

October 1, 2011

Grade	Acton	*Non - Residents Acton	Acton SchoolsTotal	Boxborough	*Non - Residents Boxborough	Boxborough SchoolsTotal
K	294	7	301	51	8	59
1	333	8	341	49	4	53
2	354	7	361	53	1	54
3	351	2	353	66	2	68
4	351	2	353	60	6	66
5	369	5	374	72	3	75
6	361	4	365	77	7	84
Ungraded	0	0	0	0	0	0
Post-Grads	0	0	0	0	0	0
Sped Out of District	13	0	13	4	0	4
Other	0	0	0	0	0	0
Total	2426	35	2461	432	31	463
Acton Enrollment	2426					
Boxborough Enrollment	432					
Total Acton /Boxborough	2858					
Acton %	84.88%					
Boxborough %	15.12%					
Total Percentage	100.00%					
Acton Preschool	40					
Boxborough Preschool	8					

*Non-Residents include Staff Children & School Choice

Acton-Boxborough Regional School District

October 1, 2011

Grade	Acton	Boxborough	*Non-Residents	Total
7	391	71	7	469
8	408	71	9	488
9	385	78	8	471
10	415	109	3	527
11	387	99	7	493
12	361	96	7	464
Ungraded	0	0	0	0
Post-Grads	0	0	0	0
Sped Out of District	44	12	0	56
Other	0	0	0	0
Total	2391	536	41	2968
Acton Enrollment	2391			
Boxborough Enrollment	536			
Total Acton / Boxborough	2927			
Acton %	81.69%			
Boxborough %	18.31%			
Total Percentage	100.00%			

*Non-Residents include: Choice, Staff Children and Sped Tuition-in

Three Year Comparison

Year -->	2009	2010	2011	Total of 3 Yrs	Avg. of 3 Yrs
Acton Enrollment	2343	2381	2391	7115	2371.67
Boxborough Enrollment	593	576	536	1705	568.33
Total	2936	2957	2927	8820	2940.00
Acton %	79.80%	80.52%	81.69%	242.01%	80.67%
Boxborough %	20.20%	19.48%	18.31%	57.99%	19.33%
Total	100.00%	100.00%	100.00%	300.00%	100.00%

October 1, 2011
Comparison of Enrollment Projections

	ALL STUDENTS*	ASHTON'S	NESDEC	ONLY A & A/B
Levels	Actual	Projection	Projection	APS & A/B ACTUAL
K	301	288	257	294
1	341	341	299	333
2	361	366	388	354
3	353	354	372	351
4	353	351	372	351
5	374	376	374	369
6	365	366	372	361
A.P.S. Total	2448	2442	2434	2413
7	469	473	479	462
8	488	471	494	479
J.H.S. Total	957	944	973	941
9	471	475	474	463
10	527	508	501	524
11	493	492	496	486
12	464	463	465	457
H.S. Total	1955	1938	1936	1930
Reg. Total	2912	2882	2909	2871
Grand Total	5360	5324	5343	5284

*Includes Choice, staff students and tuitioned in students

Count Comparison 2009-2011

Levels	Oct. 1, 2009				Oct. 1, 2010				Oct. 1, 2011				Difference			
	A		B(1)		A		B(1)		A		B(1)		A		B(1)	
	Tot	C	Tot	C	Tot	C	Tot	C	Tot	C	Tot	C	Tot	C	Tot	C
K	334	46	6	340	320	49	8	328	294	59	7	301	-26	10	-1	-27
1	333	61	3	336	347	55	6	353	333	53	8	341	-14	-2	2	-12
2	349	67	2	351	342	68	2	344	354	54	7	361	12	-14	5	17
3	358	69	5	363	344	68	2	346	351	68	2	353	7	0	0	7
4	359	81	2	361	369	71	5	374	351	66	2	353	-18	-5	-3	-21
5	391	79	1	392	360	60	4	364	369	75	5	374	9	15	1	10
6	407	79	1	408	394	75	1	395	361	84	4	365	-33	9	3	-30
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In D.Pre-sch.	49	4	0	49	41	7	0	41	38	8	0	38	-3	1	0	-3
O.D. Pre-sch.	9	4	0	9	5	3	0	5	2	3	0	2	-3	0	0	-3
O.D. SPED K-6	14	5	0	14	13	4	0	13	13	4	0	13	0	0	0	0
A.P.S. Total	2603	495	20	2623	2535	495	28	2563	2466	474	35	2501	-69	-21	7	-62
7	393	77	5	475	395	69	9	473	391	71	7	469	-4	2	-2	-4
8	402	100	2	504	401	75	5	481	408	71	9	488	7	-4	4	7
J.H.S. Total	795	177	7	979	796	144	14	954	799	142	16	957	3	-2	2	3
9	402	97	6	505	402	108	4	514	385	78	8	471	-17	-30	4	-43
10	382	88	7	477	390	101	6	497	415	109	3	527	25	8	-3	30
11	383	116	13	512	370	97	8	475	387	99	7	493	17	2	-1	18
12	337	101	21	459	381	115	12	508	361	96	7	464	-20	-19	-5	-44
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1504	402	47	1953	1543	421	30	1994	1548	382	25	1955	5	-39	-5	-39
Total JHS & HS	2299	579	54	2932	2339	565	44	2948	2347	524	41	2912	8	-41	-3	-36
O.D. SPED 7-12	44	14	0	58	42	11	0	53	44	12	0	56	2	1	0	3
Reg. Total	2343	593	54	2990	2381	576	44	3001	2391	536	41	2968	10	-40	-3	-33
A.P.S. Total	2603	495	20	2623	2535	495	28	2563	2466	474	35	2501	-69	-21	7	-62
Reg. Total	2343	593	54	2990	2381	576	44	3001	2391	536	41	2968	10	-40	-3	-33
Grand Total	4946	593	74	5613	4916	576	72	5564	4857	536	76	5469	-59	-40	4	-95

Enrollment by Race October 1, 2011

	Low Income	Asian/Pacific		African-		American			Percent Minority	Percent Asian	Total
		Islander	American	Caucasian	Hispanic	Indian	Minority				
School											
Conant	14	245	5	230	1	0	251	52.18%	50.94%	481	
Douglas	20	140	6	331	6	0	152	31.47%	28.99%	483	
Gates	20	180	7	293	1	3	191	39.46%	37.19%	484	
McCarthy-Towne	29	60	18	371	27	0	105	22.06%	12.61%	476	
Merriam	16	134	7	371	10	2	153	29.20%	25.57%	524	
Total	99	759	43	1596	45	5	852	34.80%	31.00%	2448	
% of Total APS	4.04%	31.00%	1.76%	65.20%	1.84%	0.20%	34.80%				
JHS	43	245	10	675	25	2	282	29.47%	25.60%	957	
SHS	67	456	19	1421	58	1	534	27.31%	23.32%	1955	
Total	110	701	29	2096	83	3	816	28.02%	24.07%	2912	
% of Total A/B	3.78%	24.07%	1.00%	71.98%	2.85%	0.10%	28.02%				
Grand Total	209	1460	72	3692	128	8	1668	31.12%	27.24%	5360	
% of Grand Total	3.90%	27.24%	1.34%	68.88%	2.39%	0.15%	31.12%				

Minuteman School of Applied Arts and Sciences October 1, 2011

GRADE	10/94	10/95	10/96	10/97	10/98	10/99	10/00	10/01	10/02	10/03	10/04	10/05	10/06	10/07	10/08	10/09	10/10	10/11
9	2	7	4	7	7	8	12	8	9	12	6	11	3	8	7	2	7	10
10	2	4	4	4	11	8	10	8	6	11	11	8	11	4	6	9	2	7
11	9	1	4	3	3	7	11	9	6	7	9	9	10	10	2	7	9	1
12	11	9	2	3	2	3	8	8	13	6	6	9	9	9	9	1	5	7
PG	13	17	7	7	4	7	6	9	4	2	2	0	4	1	4	3	0	0
ACTON																		
TOTAL	37	38	21	24	27	33	47	42	38	38	34	37	37	32	28	22	23	25
9	3	0	1	3	2	1	2	3	1	5	4	2	3	2	6	1	2	0
10	1	2	0	1	2	2	1	4	2	2	6	4	2	3	2	7	1	1
11	4	2	2	0	1	2	1	1	2	2	1	4	4	2	3	2	7	1
12	2	3	2	2	0	0	2	2	1	2	2	1	3	4	2	4	2	5
PG	2	1	1	3	0	3	0	0	2	3	1	3	0	0	0	0	0	0
BOXBOROUGH																		
TOTAL	12	8	6	9	5	8	6	10	8	14	14	14	12	11	13	14	12	7
GRAND																		
TOTAL	49	46	27	33	32	41	53	52	46	52	48	51	49	43	41	36	35	32

Long Range Strategic Plan
Acton Public Schools
Acton-Boxborough Regional Schools

This plan was spearheaded by a committee of stakeholders (educators, parents, citizens of Acton and Boxborough, and school committee members) between the fall of 2010 and the fall of 2011. Significant effort was made to collect input and feedback from the larger school community.

The ultimate plan lays out the districts' mission and values, as defined by our larger community, as well as a series of goals intended to help the districts meet those ideals. Over the next five years, the districts will strive to meet these goals in order to fully prepare our students to be life-long learners, critical thinkers, and productive citizens.

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

As a community, we value:

- An environment that promotes social development and emotional and physical well-being for the entire school community.
- An excellent academic program that prepares all students to achieve their individual potential.
- Diverse extracurricular opportunities accessible to all students that provide for student growth.
- A community that welcomes and respects the differences among us.
- Literacy, communication and technology skills for life long learning.
- Educational policy and resource decisions informed by research and evidence.

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, 2, 3, 4, 5, 6

Strategies:

- Provide students with increased counseling services.
- Create an advisory program at the secondary level that provides every student with a one-on-one relationship with an adult.
- Fully implement social and emotional curricula at the elementary schools.
- Partner with community organizations to expand extra-curricular and intramural offerings for all students.
- Increase communication about community offerings for youth by expanding school and district websites.
- Examine and determine appropriate staffing and funding to provide diverse opportunities for all students.
- Provide increased opportunities for safe and fun activities for adolescent students during off-school hours.
- Maximize use of facilities and grounds to provide additional space for activities.
- Broaden and improve supervision of elementary students during unstructured time (e.g. bus, recess).

Measurable Outcomes:

Year 1

- Determine baseline numbers of student participation in community-based and school-based extracurricular activities.
- Use existing Senior Survey to document baseline satisfaction with school climate.
- Inventory and publish on website community-based opportunities for students.
- Through budgeting process, advocate for additional counseling personnel at the secondary level.
- Develop plan and conduct staff training for implementation of advisory program at the high school in fall 2012.
- Conduct feasibility study of lower fields for expansion of space, including cost.

Year 2

- Implement advisory program at the high school.
- Identify, through building-based approaches, areas of concern in unstructured time at the elementary level.
- Partner with the community to offer additional extra-curricular opportunities for students during after-school and unstructured time.
- Create a matrix of the social/emotional curricula at the elementary schools detailing progress towards full implementation, as defined by each school.

Years 3-5

- Use existing Senior Survey to document satisfaction with school climate after introduction of initiatives.
- Collect data regarding effectiveness of increased after-school activities for students.
- Re-allocate resources to meet school-determined needs regarding unstructured time.

- Determine creative approaches to meet counseling needs of students

Connection of Goal to Value:

At the core of students' educational experiences are the relationships they form with adults and with each other. As a school district, it is our responsibility to provide the time and resources to ensure that each student has the opportunity to develop those relationships and be provided with a variety of activities to encourage their overall academic, social, and emotional development.

Goal 2

Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

Values Addressed: 1, 2, 4, 5, 6

Strategies:

- Review and articulate what all students should know and be able to do at each grade level.
- Determine classroom-based authentic assessments of student learning.
- Create opportunities for students to monitor their own progress.
- Expand learning approaches by creatively leveraging resources from students' families and local communities.
- Promote the development of a deep and multifaceted understanding of global issues.

Measurable Outcomes:

Year 1

- Communicate to the school community the learning goals specific to disciplines, courses, and grades.
- Develop and/or identify tools to assess students' progress towards learning goals.
- Review present internship program and make recommendations for continued growth of the program to enrich student's learning experience outside classrooms.

Year 2

- Implement assessment tools to inform educators about the progress of individual students.
- Explore possibilities for students to monitor their own progress.
- Broaden internship opportunities for high school students.
- Develop international exchange activities accessible to all students from in-classroom internet-based activities to international field trips.

Year 3

- Assemble expert panels (external to immediate school community) to provide critical feedback to students.
- Review current family and community involvement and recommend activities that continue to build and sustain a comprehensive program of partnerships.
- Refine curriculum to promote better understanding of ourselves and others.

Year 4 and 5

- Implement activities that engage families in nurturing emotional intelligence of students.

- Enable student-led activities to address matters related to ethical global issues.

Connection of Goal to Values:

By achieving this goal, we will provide students with a learning environment that promotes emotional, social and intellectual development. With well-articulated learning goals and authentic assessment of progress, we can realize our value of promoting academic excellence that allows all students to achieve their individual potentials. Refining curriculum to promote better understanding of ourselves and others will further strengthen recognize and honor the differences among us. Partnership with local community and participation in international exchange programs afford our students first-hand knowledge and experience of today's workplace and global society.

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:

- Attract and retain the staff most capable of meeting the needs of our learners.
- Adopt and implement a new educator evaluation system, which provides all educators with valuable feedback to improve practice.
- 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.

Measurable Outcomes:

Year 1

- Ensure that 100% of our educators are determined to be highly qualified by the Massachusetts Department of Elementary and Secondary Education.
- Develop rubrics, timelines, and process for teacher and administrator evaluations consistent with Massachusetts Standards for Educator Evaluation.
- Survey staff about the efficacy of principals and administrators. Continue to evaluate administrators annually.
- Identify reasons for teachers leaving and other trends by reviewing five year list of teacher retention rates.
- Develop tools to measure student growth over time in each department/grade level.
- Explore new structures for teachers to meet and collaborate.

Years 2-5

- Ensure that 100% of our educators are determined to be highly qualified by the Massachusetts Department of Elementary and Secondary Education.
- Maintain 95% or better teacher retention rate (excluding retirements).
- Implement new evaluation system in all schools and departments.
- Incorporate multiple measures of student growth over time into teachers' evaluations.
- Supervisors will see all professional staff in classrooms several times throughout the year.

- Develop individual professional development plans and goals based on system goals and self-reflection for each teacher and administrator.
- Every educator will belong to a collaborative group that meets regularly to review student work and discuss instructional practices.
- Survey faculty to provide data about teacher satisfaction, work load and the efficacy of the new evaluation system and the professional development program.

Connection of Goal to Value:

Hiring and retaining high quality educators will contribute to an environment that promotes social, emotional, and physical well-being, an excellent academic program, literacy and critical thinking skills and researched based decision making about the allocation of resources. A valuable teacher evaluation system and professional development opportunities that provide growth for educators lead to high quality instruction.

Goal 4

Create a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning

Values Addressed: 1, 2, 5, 6

Strategies:

- Develop a plan that would allow each student access to technology when educationally appropriate.
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, english language learners, or those with other issues.
- Integrate technology learning goals with academic goals across the curriculum.
- Identify staffing levels to provide appropriate technical and instructional support for students and teachers.
- Provide training for teachers to incorporate online interaction into their curricula.

Measurable Outcomes:

Year 1

- Issue students district-owned email accounts at the High School to enhance communication amongst peers and teachers while giving students the opportunity to learn and utilize a professional email account
- Pilot "Google Apps for Education" at the High School to explore the benefits of the online communication/collaboration platform
- Complete network assessment to identify elements that are in need of an upgrade or replacement to fulfill service and growth needs
- Begin planning process to update district website and online technology resources
- Create student-led Technology Help Desk to provide more support for teachers and students using technology and equip students with life skills in technical support, troubleshooting, and listening to others

- Implement ongoing technology-related professional development that builds capacity for technical skills and provides teachers with opportunities to practice, share ideas, and discuss technology in meaningful ways
- Create set of K-12 technology learning goals that support the Massachusetts Technology Literacy and Information Fluency Standards and Benchmarks and communicate to the school community
- Pilot new help desk ticketing system to track and manage support metrics, resolve performance issues of the current proprietary system, and provide exceptional customer support

Year 2

- Enter into a 4 year lease of MacBook Pro laptops to provide Acton Public School teachers with a powerful and familiar instructional tool that features new educational components and applications.
- Implement Storage Area Network (SAN) and cloud data storage to begin consolidation of aging hardware platforms, meet storage demands of our end-users, and reduce hardware and operating costs
- Implement new help desk ticketing system district-wide
- Release new district website
- Explore equitable and consistent technologies in the classroom that support K-12 technology learning goals
- Identify issues with students, teachers, and administration that may need to be addressed through policy measures
- Continue technology-based professional development program for teachers aligned with common learning goals for students

Year 3

- Upgrade wireless infrastructure at High School/Junior High to meet projected demands
- Execute server virtualization to further reduce operation and hardware costs and improve disaster recovery
- Implement assessment tools to inform educators about the progress of individual students technology skills
- Develop policies that ensure equitable access to technology to all students

Year 4-5

- Implement plan that allows all students access to technology when they need it
- Ensure a sustainable professional development plan for teachers that can meet K-12 technology learning goals
- Utilize faculty and student surveys to assess their experiences in technology use

Connection of Goal to Value:

In order to fully achieve their potential in the 21st century, all students must have multiple opportunities to develop technological skills.

Goal 5

Adequately resource the two districts with investment budgets that grow 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 re-allocated to increase services for students.

Measurable Outcomes:

- Calculate investment growth number and add to budgets for fiscal years 2013-2016.
- Accept biannual report of regionalization study committee.
- Report to School Committee biannually on collaboration with town leadership groups for consensus on investment budget solution.
- Perform external audits every other year to determine additional efficiencies in operations.

Connection of Goal to Value:

Educational practices and policies must be determined based on the best available research and evidence. However, in these economic times, decisions and policies are often stifled by budgetary considerations. Careful planning, in combination with ongoing measurement of outcomes, allows for educational programming that reflects best practices.

Office of the Superintendent
 Acton Public Schools
 Acton-Boxborough Regional School District
 Acton, MA 01720

Proposed FY'13 Budget Schedule for the Schools

9/23/11 Budget packets (appropriated and revolving budgets) distributed to all administrators, including budget schedule.

10/7/11 All completed "level service" budgets turned in to Central Office

10/28/11 All completed requests for program expansion/additional staff/small capital budgets turned in to Central Office

11/03/11 AB Regional School Committee meeting, Draft Budget Schedule distributed

11/17/11 APS School Committee meeting, Draft Budget Schedule distributed

12/1/11 APS/AB/possible Joint School Committees' budget discussion begins

12/15/11 APS School Committee budget discussion begins

12/31/11 Acton Town Meeting warrant closes

1/5/12 Presentation of preliminary budgets to APS and AB Regional School Committees (overview/issues)

1/19/12 Continue discussion of preliminary budget with APS School Committee

1/21/12 All-Day Saturday Budget Meeting Joint School Committee meeting with presentations by school leaders (Selectmen / Finance Committee / public at large encouraged to attend)

1/25/12 Governor's FY13 State Budget ("House 1") unveiled to Great and General Court

2/2/12 AB Regional School Committee budget hearing (required by law) - *Possible Budget Vote*

2/16/12 APS School Committee budget hearing (required by law) - *Possible Budget Vote*
 Possible Joint School Committee meeting if vote needed on Regional budget/assessments
 (2/17/12 is deadline to vote according to Regional Agreement)

cont.

3/1/12 AB SC Meeting

3/15/12 APS School Committee Meeting

3/22/12 Public Hearing for Acton Budgets (coordinated with Finance Committee)

TBD Boxborough warrant goes to printer

3/22/12 Joint Acton/Acton-Boxborough SC Meetings

4/2/12 Acton Town Meeting begins

5/14/12 Boxborough Town Meeting begins

Acton Public Schools
Acton-Boxborough Regional School District
Acton, MA 01720

APS/ABRSD FY'13 Operating Budget Assumptions/Key Decisions

=====

The following budget assumptions/key decisions are not listed in priority order.

1. Work with both towns to determine the revenues (e.g., state, local, including reserves, etc.) that will be available for the FY'13 operating budget(s), including circuit breaker reimbursement.
2. Coordinate with the Town of Acton/health insurance trust the FY'13 health insurance premiums/rates this fall.
3. Develop plan on how best to use federal EdJobs grant in FY13 that does not harm either district in FY14.
4. Determine whether the APS Capital Plan (e.g., continuation of Phase II – Roof replacement) should go forward and, if so, what funding mechanism (e.g., debt inside Proposition 2 1/2, debt exclusion override, one-time revenue, etc.) should be used. Maximize any opportunities for SBAB reimbursement.
5. Key decisions that need to be resolved:
 - Decide on the appropriate number of sections at elementary grade levels.
 - Review/determine elementary (K-6) classroom assistant staffing levels.
 - Review/determine appropriate staffing levels at Senior and Junior High Schools.
 - Review/determine K-12 staffing (e.g., counselors, nurses, custodians, monitors, etc.) needs.
 - Review/determine funding for annual textbook replacement
 - Review/determine funding for annual support for professional development for teachers and staff
 - Review/determine funding for annual support for building principals expenses
 - Review/determine ELL staffing as recommended in the Coordinated Program Review.
 - Review staffing requirements for SPED subgroups based on AYP performance.
6. Determine how the Long Range plan will affect the preparation of the FY13 budget.
7. Develop level service budget and then review program expansion/additional staff/small capital requests during November & December for potential inclusion in FY13 budget in January, 2012.
8. Discuss use of both town-wide reserves and school reserves in supporting both the FY13 budget and future budgets.
9. Discuss use of year end balances towards current and future fiscal policy.
10. Discuss and articulate underlying philosophical assumptions regarding all budget reductions (e.g. programs, class size, etc.)

Acton-Boxborough Regional and Acton Public School Districts

School Committee Meeting
December 1, 2011

1

APS/ABRSD FY'13 Operating Budget

Superintendent's Introduction

2

Introduction

Creating a Public School District budget must be:

- A) A Statement of Values
- B) Teamwork
- C) Transparent

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Introduction

1. Long Range Strategic Plan
2. Investment Budget
3. Sound Financial Management

4

APS/ABRSD FY'13 Operating Budget

FY'13 Financial Overview: What's On The Horizon?

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APS/ABRSD FY'13 Operating Budget Assumptions/Key Decisions

The following budget assumptions/key decisions are not listed in priority order.

1. Work with both towns to determine the revenues (e.g., state, local, including reserves, etc.) that will be available for the FY'13 operating budget(s), including circuit breaker reimbursement.
2. Coordinate with the Health Insurance Trust on the FY'13 health insurance premiums/rates this fall.
3. Develop plan on how best to use federal EdJobs grant in FY'13 with an eye on how it will affect both districts in FY'14.
4. Examine our current ABRSD & APS capital budget needs and weigh whether any projects should go forward and, if so, what funding mechanism (e.g., debt inside Proposition 2 1/2, debt exclusion override, one-time revenue, etc.) should be used. Discuss Drop off in APS debt for FY'13. Potential SBAB/Green Program reimbursement? **NOTE: December 31, 2011 deadline for articles**

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APS/ABRSD FY'13 Operating Budget Assumptions/Key Decisions (cont.)

5. Key decisions that need to be resolved:

- Decide on the appropriate number of sections at elementary grade levels.
- Review/determine elementary (K-6) classroom assistant staffing levels.
- Review/determine appropriate staffing levels at senior and junior high schools.
- Review/determine K-12 staffing (e.g., central office, curriculum, counselors, nurses, custodians, monitors, etc.) needs.
- Review/determine funding for textbook replacement, professional development, supporting building principals (K-12).
- Review/recommend any CPA requests for funding.
- Review/determine ELL staffing as recommended in the Coordinated Program Review.

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APS/ABRSD FY'13 Operating Budget Assumptions/Key Decisions (cont.)

6. Determine how Long Range Strategic Plan will influence the development of the FY'13 budget.
7. Develop "investment budget."
8. Discuss use of both town-wide reserves and school reserves in supporting both the FY'13 budget and future budgets.
9. Discuss the effect of tightening budgets on annual year end balances.
10. Discuss and articulate underlying philosophical assumptions regarding all budget decisions (e.g. programs, class size, etc.)

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ABRSD/APS Level Service Estimate (in thousands)

	APS	AB	K-12
FY'12 Final	\$26,113	\$38,502	\$64,615
FY'13 Level Service Requests	\$26,918	\$39,836	\$66,754
\$ Change from Final FY'12	\$804	\$1,334	\$2,139
% Change from Final FY'12	3.1%	3.46%	3.3%

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Current FY'13 ABRSD Level Service Estimate

- Using rates from collective bargaining agreements
- 3% COLA for Administrators
- Health Insurance: HMO 75/25%, Indemnity 50%/50%
- Moves current FY'12 staff forward into FY'13
- Accounts for any loss in grants used to support FY'12 Budget (IDEA, Title 2A)
- Health Insurance estimate 4% rate increase (recommended by Health Insurance Trust)
- Continuing "Realistic" budgeting whenever possible to reflect actual trends and to improve analysis
- Assumes no SPED tuition shift from FY'13 to FY'12 - will bear full freight in FY'13 (reminder: \$244k was shifted from FY'12 to FY'11)

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Current FY'13 ABRSD Level Service Estimate (Continued)

- Unemployment Insurance up to \$60,000 from \$27,000
- Middlesex retirement (for ABRSD non-teacher staff) annual assessment is estimated to increase by 12%
- Includes \$275,000 for Lower Fields Construction
- Updated all ABRSD debt service
- Circuit Breaker reimbursement assumed at final FY'12 level of 65% (from \$771k to \$1.1 million)
- Assumes continuing trends of lower energy usage (while hopeful for electricity savings derived from new price)
- Split of ABRSD costs based on enrollment shift:
Boxborough 19.33%, Acton 80.67% (from 20.19% and 79.81% in FY'12)

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ABRSD Level Service Estimate (in thousands)

	AB	AB w/o Lower Fields
FY '12 Final	\$38,502	\$38,502
FY '13 Level Service Requests	\$39,836	\$39,561
\$ Change from Final FY '12	\$1,334	\$1,059
% Change from Final FY '12	3.46%	2.75%

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Current FY'13 ABRSD Level Service Estimate

Based on our **current level service numbers** and our **current state aid estimates**; and using **updated split** of ABRSD costs based on the updated three year enrollment percentages per our current regional agreement (Boxborough 19.33%, Acton 80.67%):

Town Assessments increase from \$30,903,091 in FY'12 to \$32,192,824 in FY'13 - a \$1,289,733 increase, or:

Acton	\$1,393,112	increase (5.6%)
Boxborough (\$103,379)		decrease (-1.7%)

— Before any “investment budget” dollars are added

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The Foundation Budget

FY'13 Chapter 70 Estimates

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The Foundation Budget

Each district's Foundation Budget is updated annually to reflect:

- A. Inflation Factor (Last year's was estimated at 1.85%; current FY'13 estimate is 2.50%)
- B. Changes in Foundation Enrollment
- C. Wage Adjustment Factor (23 zones in state)
- D. Municipal Revenue Growth Factor (MRGF) is also calculated for local contribution

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The Foundation Budget

Based on October 1, 2011 data, we are assuming:

36 Foundation Enrollment Decrease for APS

27 Foundation Enrollment Decrease for ABRSD

\$45k APS Chapter 70 Increase FY'12 to FY'13

\$230k ABRSD Chapter 70 Increase FY'12 to FY'13

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Example of FY'13 ABRSD Level Service

Health Insurance from FY'12 to FY'13:

Employee Health Insurance Reimbursement -
FY'12 (\$1,200/\$600) to FY'13 (\$600/\$300):

(\$173k) savings

FY'12 Budget to FY'13 Post-Open Enrollment
Estimate Due To Plan Migration:

(\$149k) savings

Current FY'13 Rate Increase (4%):

\$164k increase

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Current FY'13 ABRSD Level Service Estimate

What are some of other important
elements to review tonight?

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Remaining Grant Balances: How will they be used for both districts in FY'13?

Ed Jobs (Federal Grant)

\$353k for APS; \$467k for ABRSD - must be used by
the end of September 2012 for expenses directly
related to the classroom
(was awarded August 2010)

Current recommendation:

100% Use for FY'13 Budget

Ideally: would use this in a way that does not create a
revenue hole in FY'14 budget

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

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

Start with 5% E & D balance: (\$1.9m):	5%
Use 2% to help support FY'13 budget (\$770k):	(2%)
Assumes FY'12 Year End Turnback (\$385k):	<u>1%</u>
ESTIMATED FY'12 Year End E & D Balance	
(\$1.5m):	4%

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ABRSD FY'13 "Investment Budget"

Where do things stand for the ABRSD
FY'13 "Investment Budget"?

We have received **\$2.97 million** in new staff
requests, capital items, and program
expansions

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ABRSD "Investment Budget" FY'13 Estimate

Initial ABRSD Level Service	3.4%
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Example: Recommendations	<u>2.0%</u>
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ESTIMATE - FY'13 ABRSD	5.4%
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Example: A 2% increase would add \$770k

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APS FY'13 "Investment Budget"

Where do things stand for the APS
FY'13 "Investment Budget"?

We have received **\$2.48 million** in new staff
requests, capital items, and program
expansions

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APS "Investment Budget" FY'13 Estimate

Initial ABRSD Level Service	3.1%
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Example: Recommendations	<u>2.0%</u>
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ESTIMATE - FY'13 APS	5.1%
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Example: A 2% increase would add \$522k

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ABRSD & APS FY'13 "Investment Budget"

Internal budget meetings will be scheduled over the next several weeks to determine what requests will be added to FY'13 level service budget

1/5/12 FY'13 Preliminary Budgets Presented to School Committees

"Budget Saturday" targeted for late January 2012

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FY'13 ABRSD & APS Budget Items

What will we be monitoring over the next several months for both districts?

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FY'13 ABRSD & APS Budget Items To Be Closely Monitored In Coming Months

- Chapter 70: Currently Assuming full Foundation Budget
- Current Assumption: State Aid based on final FY'12 Cherry Sheet **(APS & ABRSD)** and final FY'12 Local Receipts **(APS)**
- Circuit Breaker Reimbursement? **(APS \$459k, ABRSD \$1.1)** (currently estimated at FY'12 rate of 65%)
- ABRSD Regional Transportation Reimbursement? **(\$633k)** (could it be affected by state budget crisis?)
- Health Insurance Trust/Rates for FY'13 (currently at **4%**)?
- Hard Look at Unemployment Insurance Estimate?
- Energy Savings-Decreasing Usage & Electricity Price Savings?
- Health Insurance Budgetary Savings From Possible Plan Design Changes?
- Final Reserves Number Used To Support Both Budgets?
- OPEB Fund Needs to Be Evaluated Whether to Create One and How to Fund? **(ABRSD)**
- "Untangling The Wires" Effect On Classroom Assistant Funding? **(APS)**

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School Committee FY'13 Budget Schedule

Upcoming Schedule

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Balance of School Committee FY'13 Budget Schedule

12/1/11	APS/ABRSD Joint School Committees' budget discussion continues
12/15/11	APS School Committee budget discussion continues
12/31/11	Acton Town Meeting warrant closes
1/5/12	Presentation of preliminary budgets to APS and AB Regional School Committees (overview/issues)
1/19/12	Discussion of preliminary budget with APS School Committee
1/21/12	Joint School Committee Saturday All-Day Session with presentations by school leaders; Selectmen / Finance Committee / public at large all encouraged to attend
2/2/12	AB Regional School Committee budget hearing (required by law) - <i>Possible Budget Vote</i> & Acton and Boxborough Finance Committees / Review / Comments to School
2/16/12	APS School Committee budget hearing (required by law) - <i>Possible Budget Vote</i> Possible Joint School Committee meeting if vote needed on Regional budget/assessments (2/18/11 is deadline to vote according to Regional Agreement)

Balance of School Committee FY'13 Budget Schedule

3/1/12	AB SC Meeting
3/22/12	Public Hearing for Acton Budgets (coordinated by Finance Committee)
3/15/12	APS School Committee Meeting
TBD	Boxborough warrant goes to printer
3/22/12	Joint Acton/Acton-Boxborough SC Meetings
4/2/12	Acton Town Meeting begins
5/14/12	Boxborough Town Meeting begins

Acton Health Insurance Trust Report

John Petersen

The Trust met on November 22nd, 2011

- Draft Audit Findings for FY11
 - Expenses were \$14.4 million; revenues were \$15.1 million.
 - The trust increased unrestricted assets by \$0.65 million to \$3.6 million as of July 31st, 2011.
 - Unrestricted assets are over 25% of the annual expense of the Trust.
- Cook & Co. FY12 Cash Flow Report (Dec, mid-year, cash flow report) shows that the trust has a negative cash flow of \$0.35 million ytd, -2% (this is net of amounts that are due from reinsurance).
- The HIT is preparing a submission for the Town of Acton annual report.
- The trust scheduled a special meeting to discuss the roll of the HIT in the informal town and school union/BOS/ABRSC collaborative process of modifying health insurance plan design

Next Meeting: November 30th, 2011 at 8 a.m.

File: KF**USE OF SCHOOL FACILITIES***(policy approved by ABRSC 10/6/11, APS 11/17/11)*

The Acton-Boxborough Regional and Acton Public School Districts are the caretakers of the Districts' properties and facilities for the towns of Acton and Boxborough. The School Committees are pleased to have public facilities enjoyed by Acton and Boxborough community members when the property is not in use by the schools.

The Superintendent's office, through Community Education, shall schedule and manage the use of the Districts' properties according to the procedures attached to this policy as they may be amended from time to time.

USE OF SCHOOL FACILITIES PROCEDURES (Revised November 22, 2011)

A variety of school facilities are available for rental by school and community groups and individuals. Acton-Boxborough Community Education will schedule all school facilities week days after 5:00 p.m., on weekends and holidays. Facility usage at other times is based on availability and is at the discretion of the building principal. Applications for facility rental should be made no later than *two weeks* in advance of the requested date. Applications for facility rental may be obtained at the Community Education Office in the Administration Building, 15 Charter Road in Acton. The phone number is (978) 266-2525. The application can be downloaded from the A-B Community Ed. website: <http://comed.ab.mec.edu>.

All in-school groups will have until July 31st to make requests for the next school year. As of August 1st, non-school groups may request rentals on a first come, first served basis. Rentals of school district grass fields occur two times per year. Tennis Court rentals occur once per year. Please see page 4 for more information.

Please note: School activities supersede all non-school rentals. Renters may be bumped at the last minute if the school needs a space that has been rented. Every effort will be made to find the user a similar space or reschedule the event for another date.

CLASSIFICATIONS

Rental fees are based on user classification as follows:

CLASS 1 - School Sponsored Groups

- Events authorized and signed by a school faculty member
- Events for varsity sports and parent booster groups
- Community Education programs
- Recognized School related organizations, such as ABSAF, SADD, etc.

Class 1 users do not pay rental fees, only costs of personnel who work at the event (custodian, A/V, kitchen staff).

CLASS 2 - Community Service Organizations

This class represents Acton-Boxborough groups/individuals whose main purpose is social, educational, cultural or recreational and NOT business related. Examples include social clubs and youth and adult sport groups. Scout groups are charged \$10 a year for regular weekly meetings but assessed Class 2 fees for special events such as a Pinewood Derby.

Deleted: condo associations

FEES: Rental fees will be charged for all events, in accordance with the district's published fees. A deposit is required at the time of application and is non-refundable unless the request for school facilities is denied. Class 2 renters will receive an invoice after the event, with the total reduced by the amount of the deposit.

CLASS 3 - Events for Personal or Commercial Benefit of an Organization or Individual

Groups in this category include condominium associations, businesses, private tutors and all others utilizing the buildings for personal or commercial benefit.

FEES: Rental fees will be charged for all events, in accordance with the district's published fees.. A deposit is required at the time of application and is non-refundable unless the request for school facilities is denied. Class 2 renters will receive an invoice after the event, with the total reduced by the amount of the deposit.

FREQUENT USER DISCOUNT

Rental fees of users who rent school facilities 15-25 times per school year will be reduced by 10%.
Rental fees of users who rent school facilities 26+ times per school year will be reduced by 20%.

There are no discounts for personnel costs (custodial/kitchen/AV) associated with rentals.

FACILITY USE AND REGULATION

IMPORTANT NOTICES:

PARKER DAMON BUILDING: You may not bring latex products of any kind into this building (e.g. latex balloons or gloves).

RAYMOND J. GREY JUNIOR HIGH: You may not bring citrus products of any kind into this building.

In order to reduce the risk of allergic reactions, users are asked to not bring any of the following into the school buildings: peanuts, tree nuts, milk, dairy products, eggs, soy, wheat, fish and shellfish.

SUPERVISION

The applicant is held responsible for the preservation of order and the protection of school property. When attendance or other conditions require the use of police, firemen or parking attendants, the user shall assume full responsibility for their assignments and pay for their services.

In the case of large events (i.e. ones that use more than 50% of a school building) the district may require that a Senior School District Administrator be present to ensure that the facility is well managed, organizers and attendees have a positive and safe experience, and the facility is left in appropriate condition for a smooth transition to school activities to follow. Costs for this Senior Administrator will be charged to the user. If the event is a school function, such as an Ice Cream Social, and a Senior Administrator will be present, he or she may volunteer to oversee the event and no charges will be assessed.

RESTRICTIONS

Renting groups shall be responsible for enforcing the following restrictions:

a. Smoking: Smoking is NOT permitted in any school building or on school grounds.

b. Intoxicants: Alcoholic beverages are forbidden on school property at all times.

c. Food or Beverage: Food or beverage may not be served in any area outside the cafeteria. Groups of 25 or more serving food in the cafeteria will be required to have a custodian. Community Education, in consultation with Facilities staff, will make the final determination as to the need for a custodian. Groups serving food must obtain a temporary food service permit from the Board of Health. Groups utilizing the kitchen for any reason other than using the sink to draw water, must have a kitchen supervisor.

d. Care of Property/Decorations: The renting organization shall be liable for any damages to school property occurring at the time of rental and as a result of the rental. Plans for mounting decorations must be approved in advance by the building principal. Tape may be used as long as it does not damage school property and that it is removed by the user at the completion of the activity. No scenery or props belonging to the users may be stored in school buildings. Wax is not to be applied to floors. Furniture or equipment may not be removed and should be replaced to its original location at the completion of the activity.

e. Fire Prevention: All local and state fire safety regulations will be observed. No open flames may be used. All materials used for decorations must be approved in advance by school officials and the fire chief. Electric fixtures, line extensions, equipment, and appliances may be connected under the direct supervision of a custodian only.

f. Use of Facilities: Rental use will be limited to the facilities and equipment specified in the usage agreement and will, under no circumstances, extend to other rooms, areas or use of equipment. Groups using the school facilities will not be permitted to promote or manage any form of chance, gambling, lotteries, raffles, bingo or other unlawful activities. Groups of children or minors shall NOT have access or use of facilities unless accompanied by an adult supervisor. The school system will remain impartial toward programs of a political nature and strive to give equal opportunity for use of school property to all political parties. School building will not be available for private functions such as birthday parties, family events, celebrations, individual recitals, dinners, etc.

g. Keys: Keys will not be issued to any group/individual. A custodian will be assigned (minimum 3 hours) to open and secure the building when the building is not usually open.

h. Concessions: The right of concession and sale of food and drink remains with the school and control rests with school officials. Organizations using the school cafeteria and kitchen facilities for the service or sale of food to the general public must receive a temporary food service permit from the Acton Board of Health.

i. Dances: Dances will be limited to the High School lower gym and to the school cafeterias. Proper footwear must be used for all activities in the gym.

All programs, performances and usage of the school buildings must conclude before 11:00 p.m. Events which would end later than 11:00 p.m.(e.g. Project Graduation) may occur at the discretion of the Superintendent and the Community Education Director.

LIABILITY FOR INJURY AND RECOVERY OF DAMAGES

• The user agrees to save and hold harmless the Acton Public Schools and/or the Acton-Boxborough Regional School District and agrees to assume responsibility for all liabilities arising from incident to the use, it being understood and agreed that the School District assumes no obligations respecting the use of such premises. *Depending upon the size and scope of a particular event, the renter(s) will be required to provide a Certificate of Insurance affording the following coverages:*

- General Liability of at least \$1,000,000 Bodily Injury and Property Damage Liability, Combined Single Limit with a \$3,000,000 Annual Aggregate Limit. The Acton-Boxborough Regional School District should be named as an Additional Insured Party.
- Workers' Compensation Insurance as required by law.

Deleted: Town

Umbrella Liability of at least \$2,000,000/ occurrence, \$2,000,000/aggregate. The Acton-Boxborough Regional School District should be named as an Additional Insured Party.

Deleted: Town

Deleted: Insured

USE OF CAFETERIA/KITCHEN

Groups using the kitchen areas for anything more than the acquisition of water, must employ a kitchen manager at the rate of \$40/hour. Kitchen equipment will not be available for use by renting groups.

USE OF GYMNASIUMS

Groups/individuals renting the gymnasiums must wear sneakers and conduct athletic activities in a safe and supervised manner. Due to liability issues, gyms will not be rented to individuals for children's birthday parties.

USE OF THE SWIMMING POOL

The High School pool may be rented to a group of 15 to 50 people. One currently certified lifeguard will be required for each group of 15-25 people. Two lifeguards will be required for groups of 26-50 people. The names(s) and certification(s) (CPR, first aid and lifeguard training) of the lifeguard(s) must be submitted with the application. A custodian will be required for any group using the High School pool.

USE OF GRASS FIELDS

Field requests are submitted to Community Ed. in January for spring and summer use and in July for fall use.

USE OF ED LEARY FIELD

All requests for Ed Leary Field usage must be approved by the Community Education Director. All approved evening events must conclude by 10:00 p.m. and the sound system turned off. Stadium lights must be turned off by 10:30 p.m. and the parking lot cleared at that time. There is a \$30/hour charge for the lights. An event may go beyond that time in the event of overtime.

USE OF TENNIS COURTS

Given the heavy use of district courts by our schools and members of the Acton-Boxborough community, a limited number of rental hours are available. These hours occur for 10 weeks in the spring (from April through mid-June) and the fall (September through mid-November). The schedule of available hours will be posted on the A-B Community Ed. website (<http://comed.ab/mec/edu>). Interested parties should submit a request for use of tennis courts to Community Education by January 15.

USE OF AUDIO VISUAL EQUIPMENT

Renting groups should indicate the need for audiovisual equipment on the application form. For events to be held at Acton-Boxborough Regional High School, call Brendan Hearn at (978) 264-4700 x3425. For events to be held at Raymond J. Grey Junior High, call Jeanne Goulet at (978) 264-4700 x 3395.

CANCELLATION OF EVENTS

In the event that school is canceled due to inclement weather or other emergencies, outside rentals will also be canceled. Renters will be notified by the Community Education office if this has occurred,

SPECIAL EVENTS

Occasionally, requests for large group activities or activities of an unusual nature may necessitate specific precautionary measures before permission is granted. In order to protect the health and safety of participants as well as protect school property, activities where attendance is expected to exceed 500 are required to hire a police officer. Proof of adequate insurance may also be required. The following procedure will be followed before the use of facility request is approved where extenuating circumstances would cause danger to persons or property:

a. A representative of the renting group will submit an application to Community Education. A meeting may be necessary to clarify the request.

b. The reservation is contingent upon:

1. Written approval from the Acton Board of Selectmen that the police and fire protection will be adequate.
2. The Superintendent is satisfied that the insurance coverage is adequate.
3. The School Committee approves with a majority vote.

Deleted: ion

The use of school facilities is a privilege. Acton-Boxborough Community Education, Acton Public Schools and the Acton-Boxborough Regional School Committees reserve the right to deny or restrict usage of the school facilities.

PAYMENT OF FEES

Class 2 and Class 3 users will pay a deposit at the time of application. All other costs are billed to the user after the event. Checks should be made payable to: "**Acton-Boxborough Community Education**" and sent to:

Acton-Boxborough Community Education
Administration Building
15 Charter Road
Acton, MA 01720

Use of Facilities Fees
Propos Revision 11/22/2011

Class	Deposit	Classroom	Gym or Cafeteria (no kitchen)	Conf. Rm or Library	Ed Leary Field	Tennis Courts	HS Pool	Custodian	Kitchen Staff
1	NONE	No fee	No fee	No fee	No fee	No fee	No fee	\$40/hr/ Mon-Sat \$50/hr Sun/Holiday	\$40/hr supervisor \$35/hr staffer

2	\$25	\$25/use	\$50/use	\$50/use	\$200/use plus \$30/hr lights	\$8/use	\$50/use	Same as above	Same as above
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Class	Deposit	Classroom	Any Cafeteria (no kitchen)	Elementary Library	Elementary Gym	Elementary Kitchen	JH/HS Library	JH Gym	JH/HS Auditorium
3	\$50	\$25/hr	\$75/hr	\$50/hr	\$100/hour	\$75/hr	\$75/hr	\$100/hr	\$200/hr (+ \$300 deposit)
Class	HS Lower Gym	HS Upper Gym	Tennis Courts	HS Pool	Ed Leary Field	Custodian	Kitchen Staff	A/V Staff	A/V Equip.
3	\$100/hr	\$150/hr	\$12/hr	\$100/hr	\$250/hr plus \$30/hr lights	\$40/hr/ Mon-Sat \$50/hr Sun/Holiday	\$40/hr supervisor \$35/hr staffer	\$30/hr supervisor \$15/hr student	Tier 1: \$10 Tier 2: \$25 Tier 3: \$50 per use

AV Staff	AV Equip.	Senior Administrator
\$30/hr supervisor \$15/hr student	No Fee	\$75/hour

Same as above	Tier 1: \$10 Tier 2: \$25 Tier 3: \$50 per use	\$75/hour
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JH/HS Kitchen	Senior Administrator
\$40/hr supervisor \$35/hr staffer	\$75/hour

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.

File: KHB-R

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.

5. Advertising Materials and Placement. To ensure uniformity, the Superintendent or his designee, will be responsible for producing and placing all advertising material.

The Superintendent will report at least once a year to the School Committee on all advertising in the schools.

**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 (ABSAP) 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.

Date: Tue, 25 Jan 2011 12:39:24 -0500

From: Kevin McKenzie <KMckenzie@nashoba.tec.ma.us>

Subject: Re: [mascinfo] Advertising on School Property

To: "MASC List Serve" <mascinfo@lists.masc.org>

Cc: "juitt.family@comcast.net" <juitt.family@comcast.net>

Mark ,

At Nashoba Valley Tech we encourage our Business partners to utilize our school sign which is directly on Rt 110 in Westford , Ma.

The schools name is on the upper most portion of the sign and under that are two large panels approx 48" W X 24" H - one facing eastbound, the other westbound traffic, on which a local businesses partner can advertise yearly. Like local Auto dealerships. Below that are three (3) smaller panels approx 16"W X 18"H. Each has a business partner as well.

This generates a very good revenue source to the district.

Also The sign has an electronic crawl for District announcements, including the ability to issue Amber alerts as a PSA .

Our policy is related more towards Business Partnership relationships, and not a specific advertising policy.

Hope this helps.

Kevin McKenzie
NVTTHS School Committee (Town of Groton)

COMMUNITY RELATIONS

1000

COMMUNICATIONS WITH THE PUBLIC

1100

ADVERTISING IN THE SCHOOLS

1102

The purpose of this policy is to limit advertising in the schools and the use of schools to distribute commercial and promotional material. The goal is that both the superintendent and the building principal approve all such material in advance of any use.

To advance this general policy, the following specific restrictions on the presence of advertising in the schools and use of schools to disseminate material are adopted.

Public school material and announcements made by the city may be distributed to parents through the school system with no advance approval required. Such announcements include, for example, notices of recycling programs, civic functions, and the like. All such announcements and/or material must be distributed in both English and Spanish. Political announcements may not be distributed through the school system.

Use of school property for advertising purposes is prohibited except when approved by the building principal and the School Committee. Such approval will only be granted when there is a demonstrated educational benefit derived from the use. An example would be a set of bulletin boards placed and maintained by a private company to present uplifting and educationally useful information. Space is reserved on those boards for advertisements and this is permissible if the building principal approved of each advertisement and retains the right to remove those that are not consonant with school policy. If there is any question about appropriateness of any such use of school property, the matter should be referred to the superintendent's office. The superintendent will refer to the School Committee any matters of major import.

Any distribution instigated by a private party shall be marked as such as to distinguish it from an official school department correspondence. All such materials must be presented through the superintendent's office and then to the building principal for approval.

there may be allocated special bulletin boards placed in schools on which public notices may be freely posted. space on these boards will be on a first come first served basis with priority granted to students in the school. others may post notices with the permission of the principal clearly marked on the notice. these notices are limited to job offers and information of interest to the school community at large such as club meetings and other public organizations. the school may charge a fee for the placement of any advertising on its property, but no such fee-generating ads will be placed without express

Salem, MA

COMMUNITY RELATIONS 1000

COMMUNICATIONS WITH THE PUBLIC 1100

ADVERTISING IN THE SCHOOLS 1102

approval of the school committee. This includes all use of school property including parking lots. no ads will be placed within or attached to school buildings with the exception of gymnasiums used for interscholastic sporting events. it is recognized that any advertisements used in conjunction with sporting events may be removed or covered when that event is not occurring.

If an outside company wishes to use students for an experiment such as piloting a television program, and wishes to solicit interested parties through the system, permission of each and every parent must be obtained, and permission must be granted by the School Committee for such a solicitation. Governmental surveys and educational inquiries (doctoral dissertations etc.) need superintendent's approval only.

Through each school's student handbook, parents are to be made aware that students may be photographed or have their pictures otherwise used by local newspapers, cable access television and/or other such media outlets. Parents will have the opportunity to deny access to their child's pictures for the aforementioned use.

Approved: 12/03/07

Date: Tue, 25 Jan 2011 22:29:09 +0000 (UTC)

From: readspeak@comcast.net

Subject: Re: [mascinfo] Advertising on School Property

To: Daniel Lieber <dlieber@iui.com>

Cc: mascinfo@lists.masc.org, juitt family <juitt.family@comcast.net>

Salem policy (quite restrictive) is attached. We have had discussions about allowing ads on bus sides, but nothing yet.

Brendan Walsh

Salem

----- Original Message -----

From: "Daniel Lieber" <dlieber@iui.com>

To: mascinfo@lists.masc.org

Cc: "juitt family" <juitt.family@comcast.net>

Sent: Tuesday, January 25, 2011 4:14:04 PM

Subject: Re: [mascinfo] Advertising on School Property

In Wakefield, the School Committee implemented a policy after significant research and discussion with various stakeholders. The educational mission of the schools is the first and foremost priority and thus the attached policy was not to promote advertising, but to recognize donors who donate funds or items of value for the benefit of the children. These donations are often directed toward third-party booster organizations whose mission is to help the children. Of course, this is often "sold" as "advertising" by the selling organizations.

The Wakefield School Committee recently approved placards for seats at the newly opened center for the performing arts in the high school. With this policy (or a similar one adapted to your district), you may find yourself in a similar situation to Wakefield where the Chairman invoked the Rule of Necessity to as a quorum of the members declared appearance of conflict of interest as they had direct involvement as donors.

I hope this helps!

Sincerely,

--Daniel Lieber
Wakefield

mascinfo mailing list

mascinfo@lists.masc.org

<http://lists.masc.org/mailman/listinfo/mascinfo>

Attachment: ADS POLICY.docx (210k bytes)

Dear ssmcmanus@rcn.com,

nolsen@masc.org has sent you this "Admission of Exchange and Foreign Students", "Admission of Foreign Exchange Students", "Foreign Exchange Students", "ADMISSION OF NONRESIDENT STUDENTS", "Commercial Activities (Advertising in Schools)", "Advertising, Promotion and Commercial Activities", "Foreign Exchange Students" policy from the NSBA Online Sample Policies collection:

Dear Sharon and Beth,

Attached are some sample policies from the NSBA policy database, which may be of use to you. Some deal with exchange students and some deal with Advertising in the Schools.

I will look for policies on tuition for nonresident students and send you anything I find on that subject as well.

Nanette

TITLE:	Commercial Activities (Advertising in Schools)	NEPN:	KHB
STATE:	Oregon	DATE:	December 11, 2002
DISTRICT:	Eugene School District 4J (Eugene, OR)		

The Board of Directors recognizes that public schools provide a potential market for commercial activities.

Therefore, it is important that the district protect students and parents from exploitation and ensure that commercial activities do not interfere with the educational program. Except for instruction relating to advertising, students shall not be required to listen to, read, or be subjected to commercial advertising in the classroom or in school-provided materials in curriculum-related activities, except as provided by this policy.

Definitions

1. ?Advertisement?: Any payment of money or other economic benefit to a school or to the district that requires visual, audio, or video placement of a name, slogan, or product message on a school district property, publication, or broadcast. The term advertisement does not include traditional fundraising activities such as jog-a-thons or magazine sales, and underwriting for the district's radio stations, nor does it apply to outright gifts to which no

5 of 15
1 of 11

quid pro quo is attached.

2. ?Sponsorship?: Any payment of money or other economic benefit to a school or to the district in exchange for recognition.

3. ?Exclusive Rights Contracts?: Any payment of a premium or provision of some economic benefit to a school or the district for the right to be a sole provider of a service or product. This term includes limited exclusive rights contracts where more than one provider may supply the same or similar service or product.

4. ?Purchase of Goods and Services?: Purchase of services or goods by the district for a product or service required by the district.

Advertisements

No advertisement, as defined by this policy, shall be allowed unless it fits one or more of the following categories, and is approved by the building principal and/or program manager:

1. Paid advertisements in a high school student newspaper or other district publication;
2. Instructional aids furnished by private sources when the advertising is reasonable, nonintrusive, and not inherent to the content. Such instructional aids must be used in a manner that is consistent with the district's policies and practices related to curriculum and instruction, controversial issues, and the use of district property;
3. Signs on athletic fields that meet the city's sign code;
4. Advertising in the program for an extracurricular activity;

5. A pro-school advertisement for an organization approved by the Board of Directors;

6. The display of product names on vending machines that have been placed in the school for the use of students, staff, and the public at secondary schools and other district facilities (vending machines with product names may only be placed in staff rooms at elementary schools);

7. Incidental advertisements that appear when students are using various Internet services.

Sponsorships

The board encourages district staff to seek sponsorships to help support district programs and services, but no sponsorship agreement shall require that the district's programs and services be delivered in a specific manner.

A sponsor may be acknowledged in school district publications or broadcasts and on school premises. The acknowledgment should be tasteful and not minimize or take away from the district's role or responsibility for the activity or service.

Exclusive Rights Contracts

The Board of Directors may from time-to-time consider the approval of an exclusive rights contract if it will result in substantial benefit to the district, its schools, and their respective students, and is consistent with the district's mission, policies, and goals. The board's consideration of such benefit may include, but is not limited to, the impact on students as well as the amount of funds that will be generated, how the funds will be used, and what alternative sources of funding are available.

All such contracts must be issued to conform with purchasing procedures established by law and school board policy. No site will be required to be a party to an exclusive rights contract unless it has agreed in advance or unless the Board of Directors determines that there is an overriding interest by the district for all schools or a specific set of school to participate.

Exclusive rights contracts shall not include provisions that would allow marketing activities, including advertising, to take place in district classrooms, hallways, or lunchrooms, except that vending machines at secondary schools may display product names.

Prior to approving an exclusive rights contract, the board shall, after conducting a public hearing, determine whether the substantial benefit of the contract justifies the required advertising, sale of products, or other contract provision.

Purchase of Goods and Services

From time to time the district may contract for goods and services, particularly in its food service program, where the display of product names is necessary. Such arrangements shall be issued to conform with purchasing procedures established by law and school board policy, and be necessary to the economical use of the good or service, and shall not include provisions that would allow marketing activities, including advertising, to take place in district facilities other than where the product is being utilized.

Prohibited Commercial Activities

The above policy notwithstanding, no commercial activity as defined or allowed by this policy shall be associated with tobacco, alcohol, illegal drugs or weapons; contain vulgar and plainly offensive, obscene, or sexually explicit language; advocate the violation of law or district policy; advance any religious or political organization; promote, favor, or oppose a candidate for elected office or a ballot measures; be associated with any company or individual whose actions are inconsistent with the district's mission and goals or community values; or otherwise be in violation of law.

The district shall provide no personally identifiable data about a student to the sponsor of a commercial activity without the consent of a parent, unless approved by the superintendent or his or her designee, as provided in OAR 581-021-0340. Likewise, no student, in order to participate in a school program or school sponsored activity, shall be required to provide personally identifiable data to the sponsor of a commercial activity without the consent of a parent, unless approved by the superintendent or his or her designee, as provided in OAR 581-021-0340.

Students shall not be required to complete any survey or questionnaire that is designed to provide marketing information to a vendor or business about their interests and preferences

for a particular vendor, business, or product.

Any commercial activity allowed by this policy shall be respectful of all people without regard to their disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics.

END OF POLICY

Legal Reference(s):

ORS 279.015 (2)(a)

ORS 332.107


DISCLAIMER

Sample policies, regulations, and exhibits are distributed for resource purposes only. Contents do not reflect official NSBA policy, represent NSBA legal advice or service, and are not intended for exact replication.

TITLE:	Advertising, Promotion and Commercial Activities	NEPN:	KGF
STATE:	Connecticut	DATE:	April 1, 2007
DISTRICT:	Connecticut Association of Boards of Education		

It is the policy of the Board of Education to significantly restrict commercial advertising on or


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within District operated property. Corporate support that maintains the integrity of the learning environment is encouraged.

School-business relationships based on sound principles and community input can contribute to high quality education. However, compulsory attendance creates an obligation for the school district to 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. Positive school-business relationships should be ethical and structured in accordance with the following principles:

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. Consistency with District Non-Discrimination 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, religion, sex, sexual orientation, disability, or age, and must be age-appropriate for the students involved.

3. 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, disorder, or violence.
- c. Attacks or demeans any ethnic, racial, or religious group.
- d. Is libelous.

e. Promotes any specific religion.

f. Promotes or opposes any political candidate or ballot proposition.

g. Inhibits the functioning of any school.

4. District/School Must Control the Curriculum. District/school personnel must retain the discretion on how or whether to integrate commercially sponsored or provided material or programs into the curriculum. Also, school activities shall not be about a commercial sponsor, e.g., students shall not be required to make art projects or write essays primarily about sponsors.

5. Parents Should Be Consulted. Parents and community members shall be consulted in the decision-making process, and be well-informed about the nature and extent of commercial activity in the schools. Information can be via letter and public announcements in newspapers, school and PTA newsletters, school websites, etc.

Specific Limitations on District and School Based Advertising

1. Students Shall Not Be Required To View Advertising. Students shall not be required to observe, listen to or read commercial advertising in the school-building except as follows:

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 yearbooks, school newspapers, and event programs.

c. 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.

d. Information concerning educational activities or opportunities of interest to students and others in the school community, such as flyers and brochures regarding such things as sports camps, music lessons, and tutors, shall be permitted, provided that the Principal or designee reviews the material in advance.

2. Limits on Promotional Information in Curriculum Materials. Neither the District nor any school shall purchase or use any sponsored educational materials that contain promotional information about a product, service, company, or industry that is inappropriate to the lesson being taught in the content of the curriculum.

3. Advertising Not Permitted on Scoreboards, Reader-boards, Buildings, or District Athletic Fields. Advertising will not be permitted on scoreboards, reader-boards, building facades, walls, or floors, or in District athletic fields/stadiums. No advertising is permitted in the school buses operated by the District's contract transportation providers.

4. Students Shall Not Be Required To Advertise. No corporate relationship shall be permitted which requires students to advertise a product, service, company, or industry. This prohibition on student advertising includes athletic uniforms and equipment, although uniforms and equipment may display the name or logo of the uniform and equipment manufacturer or supplier. Specific limitations on the use of logos are set forth in this policy.

5. Limits on Collecting Personal Information. Neither the District nor any school shall require students to complete surveys to provide marketing information to vendors, or distribute to vendors any personal information of students, including, but not limited to names, addresses, and telephone numbers, except as may be required by law. In addition, neither the District nor any school shall enter into any contract for products or services, including electronic media services, where personal information will be collected from the students by the providers of the services in question. Personal information includes, but is not limited to, the student's name, telephone number, E-mail address and home address.

Logos and Sponsorship

1. Logos for Identification Only. All company logos appearing on District property,

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including logos on materials, supplies, or equipment purchased, rented, or leased by or donated to the District, shall be for product or sponsor identification purposes only. Logos for sponsor identification purposes shall not be permitted on District property, materials, supplies, or equipment for the purpose of advertising to students. School-based personnel shall be the primary decision-makers in the schools regarding whether a sponsor identification logo is for identification or advertising purposes. In determining whether the logo is for identification or advertising, the following criteria should be used: the size and location of the logo, the attention drawn to the logo compared with the intended use of the material, and the age of the students who will view it.

Vending machine facades shall not be used for advertising. The name and logo of product manufacturers, such as the soft drink makers, can appear if they are for identification purposes only.

2. Sponsor Recognition. It is appropriate that corporate sponsors and donors receive recognition for their support. Such recognition can be in the form of the corporate name or a logo for identification purposes on the product or materials provided, or a written acknowledgment in an appropriate school publication. In some unique cases, the corporate name can attach to a program. In such cases, the Superintendent's approval will be required.

Prohibited Contracts

Exclusive "pouring rights" contracts with bottling companies are prohibited. Contracts for sales of foods or beverages shall not permit the distribution of free products or vendor related advertising and promotional materials or events.

Definitions

Advertising is an oral, written or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use, or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos or tags for product or service identification purposes are not considered advertising. Also, nothing in this policy is intended to limit announcements, information, or logos of school-related non-profit corporations, such as the PTA or other Parent Teacher Organizations.

Sponsorship is an agreement between a school district, an individual school, or a site-based or parent-based group with an individual group, company or community-based organization in which the sponsor provides financial or resource support in exchange for recognition.

Partnership is an agreement between a school or school district and a private entity, wherein the basis and the terms of the relationship are set by the school district, and agreed upon by the private entity, or reached mutually. Frequently a partnership is less formal than a contractual relationship. The school or school district should not be required by the partnership to sell products to students, expose students to advertisements during school time, or place advertising on school property. Partnerships should be of a non-exclusive nature, and should not adversely affect or distract from the instructional mission of the school.

Sponsored Educational Materials are educational materials and programs developed and/or funded by commercial enterprises, trade organizations, or non-profit organizations with significant corporate backing. These materials are intended for use or distribution at schools, and can be intended for use as either primary or supplemental curriculum.

Electronic Media is any type of instruction that happens during school time, or any program shown during school time that requires the use of electronic equipment, such as televisions, video equipment, computers, movie projectors, etc.

(cf. 1260 - Educational Foundations)

(cf. 1314 - Soliciting Funds from and by School Personnel)

(cf. 1324 - Soliciting Funds from and by Students)

(cf. 1660 - School-Business Partnerships)

(cf. 3280 - Gifts, Grants and Bequests)

(cf. 3281.1 - Business/Industry/Corporate Involvement in Education)

(cf. 7551 - Naming of Facilities)

Legal Reference:

Connecticut General Statutes

7-194 Powers.

10-9 Bequests for educational purposes.

10-21a Accredited courses offered by employers.

10-21b Programs offered jointly by boards of education and business firms; neighborhood assistance.

Title IX of the Educational Amendments of 1972.

Policy adopted:

cps 4/07

DISCLAIMER

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Acton Public Schools

Acton-Boxborough Regional School District
DRAFT SCHOOL CALENDAR, 2012-2013
Bold Underlined Dates = No School Days

DRAFT 11/14/11

Aug. Sept.	M 27 <u>3</u> 10 <u>17</u> 24	T 28 4 11 18 25	W 29 5 12 19 <u>26</u>	T 30 6 13 20 27	F <u>31</u> 7 14 21 28	Teachers' mtg. - Aug. 27 Schools Open - Aug. 28 No School - Aug. 31 Labor Day - Sept. 3 HS Late Start - Sept. TBD Rosh Hashanah - Sept. 17 Yom Kippur - Sept. 26 School Days - 20	Jan.	M	T	W	T	F	Schools Open - Jan. 2 JH AND HS Early Dis. - Jan. TBD Martin Luther King Day - Jan. 21 Kindergarten Change-over - Jan. 22 School Days - 21
Oct.	M 1 <u>8</u> 15 22 29	T 2 9 16 23 30	W 3 10 17 24 31	T 4 11 18 25	F 5 12 19 26	Columbus Day - Oct. 8 Elem Early Dismissal - Oct 30 School Days - 22	Feb.	M	T	W	T	F	JH AND HS Late Start - Feb. TBD Presidents' Day - Feb. 18 Winter Recess - Feb. 18-22 School Days - 15
Nov.	M 5 <u>12</u> 19 26	T 6 13 20 27	W 7 14 21 28	T 8 15 22 29	F 9 16 23 30	Prof. Day - Nov. 6 (no school/students) Elem Early Dismissal - Nov 14 Veterans Day - Nov. 11 (holiday-Nov 12) Half Day - Nov. 21 Thanksgiving Recess - Nov. 22-23 School Days - 18	Mar.	M	T	W	T	F	JH AND HS Late Start - March TBD Good Friday - March 29 School Days - 20
Dec.	M 3 10 17 <u>24</u> <u>31</u>	T 4 11 18 <u>25</u>	W 5 12 19 <u>26</u> <u>31</u>	T 6 13 20 <u>27</u>	F 7 14 21 <u>28</u>	Jr. High. Early Dis. - Dec. TBD Winter Recess - Dec. 24 - Jan. 1 School Days - 15	Apr.	M	T	W	T	F	Spring Recess - April 15 - 19 Patriots Day - April 15 School Days - 17
<hr/>							May	M	T	W	T	F	Memorial Day - May 27 School Days - 22
<hr/>							June	M	T	W	T	F	Graduation - June 7 Last day - June 14 - 21 (depending on snow days) School Days - 10 Total Days = 180 - 185

No School and Delayed Opening Announcements air on: <http://ab.mec.edu>

TV Channels 4, 5, & 7 and radio stations WBZ, WEIM

Delayed Opening - delayed starting time.

School Committee Meetings:

A-B Regional - 1st Thursday, JHS Library - 7:30 PM;

APS Local - 3rd Thursday, JHS Library - 7:30 PM (exceptions: Oct.-Mar. @ Elem.

Schools). Check website postings as locations may change.

November 2011						
S	M	T	W	T	F	S
30	31	<u>1</u>	<u>2</u>	<u>3</u>	4	5
6	7	8	<u>9</u>	<u>10</u>	<u>11</u>	12
13	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	18	19
20	21	22	23	<u>24</u>	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10



Holiday Observances in Massachusetts

(Statewide Legal Holidays are in Bold)

This list does not include all religious holidays observed by each faith. State and federal law require schools to make reasonable accommodation to the religious needs of students and employees in observance of holy days. For information on other religious holidays observed by members of religions represented in your school community, please contact local clergy. School vacations are determined by school districts and charter schools. Contact the local school administration office for details. View contact information for Massachusetts Schools and Districts.

	2011-2012 School Yr.	2012-2013 School Yr.	2013-2014 School Yr.
Eid al-Fitr**	Wed., Aug. 31	Sun., Aug. 19	Thurs., Aug. 8
Labor Day	Mon., Sept. 5	Mon., Sept. 3	Mon., Sept. 2
Rosh Hashanah*	Sept. 29-Sept. 30	Sept. 17-Sept. 18	Sept. 5-Sept. 6
Yom Kippur*	Sat., Oct. 8	Wed., Sept. 26	Sat., Sept. 14
Sukkot*	Thurs., Oct. 13	Mon., Oct. 1	Thurs., Sept. 19
Columbus Day	Mon., Oct. 10	Mon., Oct. 8	Mon., Oct. 14
Ramadan**	Aug. 1-Aug. 30	July 20-Aug. 18	July 9-Aug. 7
Veterans' Day	Fri., Nov. 11	Sun., Nov. 11****	Mon., Nov. 11
Thanksgiving	Thurs., Nov. 24	Thurs., Nov. 22	Thurs., Nov. 28
Eid al-Adha**	Sun., Nov. 6	Sat., Oct. 26	Tues., Oct. 15
Chanukah*	Wed., Dec. 21	Sun., Dec. 9	Thurs., Nov. 28
Christmas Day	Sun., Dec. 25****	Tues., Dec. 25	Wed., Dec. 25
Kwanzaa	Mon., Dec. 26	Wed., Dec. 26	Thurs., Dec. 26
New Year's Day	Sun., Jan. 1****	Tues., Jan. 1	Wed., Jan. 1
Martin Luther King, Jr. Day	Mon., Jan. 16	Mon., Jan. 21	Mon., Jan. 20
Presidents' Day	Mon., Feb. 20	Mon., Feb. 18	Mon., Feb. 17
Ash Wednesday	Wed., Feb. 22	Wed., Feb. 13	Wed., Mar. 5
Vernal Equinox	Tues., Mar. 20	Wed., Mar. 20	Thurs., Mar. 20
Evacuation Day*****	Sat., Mar. 17	Sun., Mar. 17	Mon., Mar. 17
Palm Sunday	Sun., April 1	Sun., Mar. 24	Sun., April 13
Passover *	Sat., April 7	Tues., Mar. 26	Tues., April 15
Good Friday	Fri., April 6	Fri., Mar. 29	Fri., April 18
Easter	Sun., April 8	Sun., Mar. 31	Sun., April 20

Orthodox Easter	Sun., April 15	Sun., May 5	Sun., April 20
Patriots' Day	Mon., April 16	Mon., April 15	Mon., April 21
Memorial Day	Mon., May 28	Mon., May 27	Mon., May 26
Shavuot*	Sun., May 27	Wed., May 15	Wed., June 4
Bunker Hill Day*****	Sun., June 17	Mon., June 17	Tues., June 17
Independence Day	Wed., July 4	Thurs., July 4	Fri., July 4

*

According to the Massachusetts Lawyers Diary and Manual, "In addition to dates noted, observant Jews celebrate the second, seventh and eighth days of Passover; the second, eighth and ninth days of Sukkot; and two days of Shavuot. All Jewish holidays begin at sundown, the evening prior to the day of the holiday."

** Due to the lunar calendar these are only approximate dates.

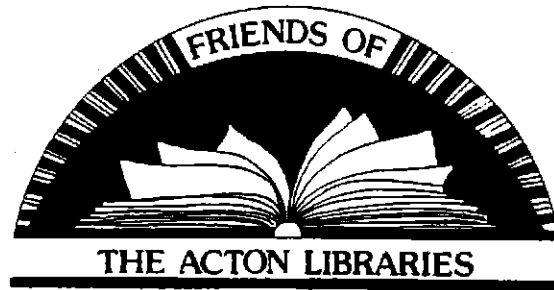
*** Under G.L. c. 4, § 7, cl. 18, legal holidays that fall on a Saturday are observed on that day.

**** Under G.L. c. 4, § 7, cl. 18, a legal holiday shall be observed the day following when said holiday shall occur on Sunday.

***** Legal holidays in Suffolk County but all state and municipal offices are to be "open for business and appropriately staffed."

*Massachusetts Department of
Elementary & Secondary Education*

[Print Now | Close Window]



8.7

November 14, 2011

Dr. Steven Mills
Acton Public and Regional Schools
16 Charter Road
Acton, MA 01720

Dear Dr. Mills:

The Friends of the Acton Libraries are pleased to request your permission to give the following annual gifts to the regional school libraries:

Acton Boxborough Regional	\$4,500
R. J. Grey Regional	\$2,500

These sums represent hundreds of hours of work by a host of dedicated volunteers who take pride in supporting our school and town libraries.

While we prefer the money be used for books or database subscriptions, we are happy to see the money go for other pressing needs of each library.

To accept these gifts, you may reply to me at 978-263-2046; cdomblewski@gmail.com, or 10 Thoreau Road, Acton, MA 01720.

With kind regards,

A handwritten signature in cursive script that reads "Carol Domblewski".

Carol Domblewski, President
Friends of the Acton Libraries

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

36 Charter Road, Acton, Massachusetts 01720

8.8

Together we promote respect for self, others, and learning.

To: Stephen Mills, Superintendent
School Committee

From: Alexandra Callen, Principal

cc: Bruce Oetinger

Date: October 28, 2011

Subject: Donation

The Thoreau Club in Concord would like to donate five 9100R Life Fitness treadmills to the school district. Their value is \$500 each.

We plan to put 3 in the SHS Fitness Center, one in the junior high school, and one will be provided to Mr. Cacciola for the purpose of athletic rehabilitation.

We request that you approve this very generous gift.

Thank you.

Winter Athletic Coaches 2011-12

Rick Kilpatrick	Varsity Boys Basketball
Patrick Grucela	JV Boys Basketball
Tony Ammendolia	9 th Grade Boys Basketball

Kimberly Landry	Varsity Girls Basketball
Elizabeth Marcotte	JV Girls Basketball
Henry Morris	9 th Grade Girls Basketball

Bill Maver	8 th Grade Boys Basketball
Jon Duclos	8 th Grade Girls Basketball
Shelly Fowler	7 th Grade Girls Basketball
John Flannery	7 th Grade Boys Basketball

Julie Erickson	Co-Varsity Cheerleading
Jessica Sands	Co-Varsity Cheerleading
Amanda Cence	JHS Cheerleading

Eric Meninger	Alpine Skiing
Peter Colby	.6 Assistant Alpine Ski
Pat Garrison	Nordic Skiing

Susan Alex	Varsity Gymnastics
Bill Kane	Assistant Gymnastics

Dan Goldner	Varsity Girls Indoor Track
Brian Crossman	Varsity Boys Indoor Track
Stephen Hitzrot	Assistant Indoor Track
Lisa Owen	.5 Assistant Indoor Track
Kerrin Stewart	.5 Assistant Indoor Track
TBA	.5 Assistant Coach

Jeff Johnson
TBA

Boys Varsity Swimming
Assistant Swim Coach

Eric Desmond
Adam Dowling

Varsity Wrestling
Asst. Wrestling

Brian Fontas
Jeff Vaughan
Bob Lavin
Matt Rodgers
Marc Currier

Varsity Girls Hockey
Asst. Girls Hockey
Varsity Boys Hockey
Asst. Boys Hockey
JV Boys Hockey

November 17, 2011



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-264-3340 Email: dbookis@mail.ab.mec.edu

Deborah Bookis
Director of Curriculum
and Assessment

November 23, 2011

TO: Stephen Mills

FROM: Deborah Bookis

RE: Report on Professional Development Day, November 1, 2011

The district curriculum goal to identify or create learning goals and tools for all grades and disciplines was the focus of Professional Development Day 2011 for the majority of schools and departments. "A learning goal is a measurable, reportable, clearly-written expectation of student learning. It is course-specific, and the collective learning goals for a course encompass the core understandings and skills that students need to learn and develop in the class." ¹

Depending on the structures in place throughout the year for this work to be accomplished, some schools chose to spend the day building the knowledge base for learning goals and formative assessment, while others were ready to begin the work of articulating department learning goals. Formative assessment was discussed, since it informs teacher instruction and is a means to provide feedback to students as they work toward the learning goals. Two schools had outside presenters, and some of the elementary schools combined their staffs for the day.

Below are Professional Development Day summaries from the schools and departments of the Acton Public Schools and the Acton-Boxborough Regional School District.

Extended Day: Submitted by Erin Bettez

A successful day was had by all of the Extended Day teachers. It began with an update on Community Education's efforts to link our registration system with PowerSchool and how doing so will reduce the overall paperwork required for every child, improve accuracy, and save on postage.

The major focus of the day was a review of Emergency Procedures. Extended Day does not have the same resources that are available during the school day and, therefore, review and fine-tuning of emergency plans for the after-school hours is critical. We

¹ Hudder, D. (2011). Chapter 1: Learning Goals. Book unpublished

spent time defining exactly how teachers need to respond to a variety of different events, such as General Evacuation instructions, an Intruder Alert, a Bomb Scare and Threat, In Place Sheltering, a Terrorist and Hostage Situation, Fallen Aircraft, and Weather-Related Situations. Various scenarios were discussed in small breakout groups by staff working at each program (Administration Building, Conant, Gates and McCarthy-Towne), and then all staff joined back together to share their results. The day proved immensely valuable and informative, and we are now updating our plans and procedures to capture the great ideas generated by this professional development opportunity.

Early Childhood – APS Preschool: Submitted by Carol Huebner

Given the very young ages of our students, our staff interfaces very closely with their families. The past few years have brought an ever-growing diversity to the APS Preschool, both in terms of ethnicity and the diagnosed special needs presenting in our students. Given our relationship with families, it is important that we recognize and honor their culture and traditions so that we can build respectful, trusting relationships. Equally important is our awareness and sensitivity to the unique challenges faced by families of children with special needs.

On Professional Day the staff considered the evolution of the Preschool and the expansion of the ethnicities being included. We studied the family structures and educational expectations of three of the largest groups. We were joined by a panel of three parents who wonderfully described such things as the structure and expectations of their family of origin, their educational path, and their expectations for their own children.

In the afternoon, Dr. Kent Rude, Licensed Psychologist Provider, Certified School Psychologist, led us in a discussion of the impact on a family that includes a child with significant special needs. Again we were joined by a panel of parents who openly shared their experiences, stressors, and expectations for their children and their children's teachers.

We so appreciate the input of all of the parents and move forward with greater awareness, sensitivity and understanding for all of our students and their families.

Conant and Gates: Submitted by Damian Sugrue, Lynne Newman and Priscilla Kotyk

The Gates and Conant schools' faculties met together on this year's professional development day. Mrs. Newman, Dr. Kotyk, Mr. Sugrue and Abigail Dressler facilitated the day's activities. The work in the morning focused on formative assessment. Teachers worked in grade level groups to discuss topics, carryout protocols, and delve deeply into the topic of formative assessment. Teachers had excellent discussions and shared ideas and best practices in formative assessment.

NOTE: Special educators in the elementary schools participated in the activities at their respective schools for the entire day.

The afternoon work focused on learning goals. Teachers reviewed an article about learning goals and then used several protocols to discuss the topic. Since much of the morning work took place in grade level groups, teachers worked heterogeneously during the afternoon. Again the discussions were very strong, and both faculties walked away with a stronger understanding of the type of work they will be doing in their grade level groups.

Combining both faculties is an idea that was very well received, as expressed on the PD Day evaluations. The teachers enjoyed working with colleagues from another school and felt that the sharing of ideas was richer with different viewpoints shared. Teachers are well poised to participate in the learning goals development at APS grade level meetings. We will continue to look for opportunities to collaborate with faculties from other schools, as we look deeper into these important topics.

Douglas School: Submitted by Chris Whitbeck

The Douglas staff worked in three areas during Professional Day. The day began with a protocol that our team learned from the NSRF training. The compass protocol looks at different ways that each staff member has of making decisions and then group behaviors. It was wonderful for helping each of the staff members understand how these preferences affect our group work. The entire K-6 staff then had a protocol-structured discussion of a chapter in Robert Marzano's book, Formative Assessment & Standards – Based Grading. We listed arguments and agreements that we had with the author. Most importantly, we agreed on aspirations that the staff had in regards to the author's work. This work provides the basis for our continued work on assessment. In the afternoon, the staff worked in grade level teams to match assessment tools to the new Common Core standards in writing.

McCarthy-Towne and Merriam Schools: Submitted by Ed Kaufman, David Krane, and Matt McDowell

The two schools at the Parker Damon Building collaborated in the learning activities for Professional Development Day. The central theme of the day was around formative assessment, specifically for reading instruction and early literacy, Grades K-6. The collaborative conversation between the two schools was a sharing of the thinking about the instruction that follows the assessment, across the grade levels. The idea that formative assessment drives instruction was the foundation for the conversations that followed all of the activities that looked at student learning. Using videos of students reading, teachers engaged in rich conversation about the possibilities for the instruction that would follow after using a variety of assessment tools. All of the morning and afternoon activities were preceded by team-building and collaboration exercises with both schools participating.

The afternoon activities included using the Tuning Protocols to look at student work. This is another valuable assessment tool that informs instruction and allows the teacher a greater understanding of the student through conversation with peers. Breaking into six groups of educators from both schools, teacher volunteers presented student work with a specific purpose: how to tune the teaching to better meet the needs of not only an individual child, but for the whole class, as well.

Judging from the evaluation responses returned by the teachers and conversations, the day was a great success, with teachers eager to try out a variety of new ideas.

Elementary Counseling and Psychological Services: Submitted by Ginny Conway

Presented by Nora Rushford, L.I.C.S.W.
Deputy Director of Walker Partnerships

Elementary Counselors and Psychologists attended an EDCO workshop entitled "Solution Focused Therapy." This therapeutic approach helps students recognize their personal strengths and past successes. Goals are developed around the student's expressed need for changes; the assumption is that the student is the "expert of the problem," which reduces resistance and increases motivation to change. Ultimately, the focus is on finding, amplifying, and measuring client progress.

It was a very good workshop, and all of us learned something to bring back to our work with children. Thank you for this opportunity.

R. J. Grey Junior High: Submitted by Craig Hardimon

This year's Professional Day allowed RJG staff the opportunity to have thoughtful discussion regarding Learning Goals and Formative Assessment. During the morning session, teachers attended a presentation by Mr. Ken Brooke, history teacher at Needham High School, which focused on understanding the importance of clearly articulated learning goals to enhance effective feedback for students and developing/creating/modifying learning goals for courses.

During the afternoon sessions, teachers met by department to discuss and articulate the learning goals for each of their specific courses. Mr. Brooke exchanged ideas with each department to provide additional information about his presentation, to answer questions, and to offer advice and suggestions regarding student performance and how to apply common formative assessment strategies to the process.

Ultimately, great progress was made toward (the goal of) creating clearly articulated learning goals and corresponding evaluation criteria for each course.

Acton-Boxborough Regional High School: Submitted by Alixe Callen

The high school faculty spent the day developing learning goals for each of our core courses. We began the day in the auditorium with a follow-up presentation by Dan Hudder, an English teacher from Needham High School who has developed a process

for developing learning goals. Dan had originally come to ABRHS during a late-start morning in September. At that time he described his own practice, explaining how he utilizes learning goals in his classroom. On Professional Day, he presented a process by which our teachers could begin to develop learning goals for their own courses. Teachers spent the remainder of the day working in course-specific groups developing their learning goals and determining the criteria necessary to meet the learning goals.

Regional Counseling and Psychological Services: Submitted by Todd Chicko

Presented by Andrea Bell
Stoneman, Chandler & Miller, LLP

The Counseling and Psychology Departments met in the morning with our Director of Pupil Services and one of the school lawyers to discuss legal issues that pertain to our roles as counselors and psychologists. Topics such as search and seizure, mandated reporting and 51 As, transitional issues between schools, and the legal and ethical expectations when advising students around college and private school applications were covered. Counselors and psychologists report that this was a very beneficial meeting and valued the time receiving legal consultation and input.

In the afternoon, counselors and psychologists met to review changes to the 504 plans and to review our plan to complete 504s through ESPED. This meeting was coordinated and directed by our 504 Coordinator, Susan Root, and was also attended by all junior high and high school counselors and psychologists.

Special Educators, Grades 7-12: Submitted by Mary Emmons

Special educators at the junior high and the high school participated in the morning activities with their respective schools.

From 1:00–2:30 in the afternoon, the special educators met with Mary Emmons to discuss program development.

Health and Nursing: Submitted by Diana McNicholas

The nurses attended the 2011 Diabetes and Pump Education Program for School Nurses on Saturday, November 5 at the Joslin Diabetes Center in Boston, MA. The program ran from 8:30 a.m. until 4:30 p.m. and was designed by the pediatric staff at the Joslin Diabetes Center. The purpose of the program was to provide school nurses with a greater understanding of diabetes management using insulin pumps for children and adolescents.

The following learning objectives were completed:

- Better understanding of insulin pump therapy
- Overall view of insulin pump therapy in school settings and common issues that arise during the school day

- Learned about new glucose monitoring technology
- Better understanding of the characteristics associated with successful pump therapy for children

The afternoon breakout session included:

- Insulin pump basics and hands-on training for three different pumps that are on the market today.
- Reasons that insulin pump therapy improves clinical outcomes.
- Management of insulin pump when the child is exercising.

The learning objectives were achieved by interactive lectures, hands-on manipulation of technology, networking with providers and other school nurses, review of numerous case studies and practice calculations.

Performing Arts Department: Submitted by Mark Hickey

After attending the high school meeting first thing in the morning about the construction of learning goals, the K-12 music department worked on a series of department learning goals.

During the morning we were able to outline learning goals with criteria for K, 1, and 2 elementary music. After lunch, we used an hour to continue our workshop sessions on the music and dance of Ghana. We then continued to design learning goals and criteria for Grade 7 chorus and high school concert choir.

Visual Arts Department: Submitted by Diana Woodruff

AM Session

Art teachers for grades K-6 and 9-12 attended the presentation at the high school by Dan Hudder: Learning Goals

Art teachers for grades 7-8 attended a presentation at the junior high by Ken Brooke: Formative Assessment

PM Session:

Diana Woodruff facilitated a discussion about K-12 Visual Arts Learning Goals. The art teachers collaboratively developed eight K-12 Visual Arts Learning Goals.

Educational Technology: Submitted by Amy Bisiewicz

Our Systems Administrator and Senior Desktop Support Technician attended an EDCO workshop regarding the deployment of iPads. Our EDTech Operations began looking at our new Helpdesk System, hoping to deploy a new service to the staff in the upcoming months. Our EDTech Academics showcased a new website with online resources looking to be made live in the upcoming months.

Paraprofessional Workshop, K-12: Submitted by Lynne Laramie and Mary Emmons

Presented by Dina Traniello Ed.D
Educational Consultant and Senior Staff Consultant,
Walker Partnerships

This workshop provided an overview of paraprofessional roles and responsibilities when working with students and staff, as well as an introduction to disabilities and strategies for effective instruction and behavior management. It focused on the following Massachusetts disability categories: Autism, Emotional Impairment, Specific Learning Disability, Developmental Delay/Intellectual Impairment and Health Impairment. The presenter provided instructional and behavior management strategies for working with students in multiple settings. She also provided instruction on collecting data to help report progress in all areas. Assistants left this workshop with user-friendly materials that could be duplicated and used for instruction in their respected schools.

Administrative and Office Support Staff: Submitted by Marie Altieri

The central office offered workshops to administrative and office staff. In the morning, we brought in Excel trainer Elaine Cidzik, who presented intermediate and advanced Excel skills to fourteen staff members. In the afternoon, Denise Kelly led a Munis workshop for nine staff members. Both sessions were very informative and helped administrative staff resolve questions that have come up throughout the year. After these workshops and the school-based activities, a Health Insurance update was provided to all staff members in two sessions.

MONTHLY ENROLLMENT
ACTION PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2011-2012 ACADEMIC YEAR

Nov-11

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun. 1		
	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot			
K	297	59	5	294	59	7	293	58	7	300																				
1	333	53	5	333	53	5	334	51	8	342																				
2	355	54	7	362	54	7	361	55	54	7	362																			
3	351	68	2	353	68	2	353	67	2	354																				
4	351	66	2	353	66	2	353	66	2	357																				
5	370	75	5	375	75	5	374	75	5	376																				
6	359	85	4	363	84	4	365	84	4	365																				
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0																				
In D. Pre-sch.	37	8	0	37	8	0	38	42	8	0	42																			
O.D. Pre-sch.	2	0	0	2	3	0	2	3	0	2																				
O.D. SPED K-6	12	4	0	12	13	4	0	13	4	0	13																			
A.P.S. Total	2467	472	30	2466	474	35	2501	2478	470	35	2513																			
7	391	71	7	391	71	7	390	71	7	390																				
8	404	71	9	404	71	9	408	409	71	9	489																			
J.H.S. Total	795	142	16	793	142	16	797	799	142	16	937																			
9	394	77	8	395	78	8	398	78	8	398																				
10	414	108	3	415	109	3	415	109	3	527																				
11	387	100	7	387	99	7	386	99	7	492																				
12	362	94	9	361	96	7	364	362	96	7	465																			
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0																				
P.G.	1557	379	27	1548	382	25	1555	1551	382	25	1958																			
H.S. Total	2352	521	43	2347	524	41	2312	2350	524	41	2915																			
Total JHS & HS	44	13	0	44	12	0	56	43	12	0																				
O.D. SPED 7-12	2396	534	43	2393	536	41	2368	2393	536	41	2915																			
Reg. Total	2467	472	30	2466	474	35	2501	2478	470	35	2513																			
A.P.S. Total	2396	534	43	2393	536	41	2368	2393	536	41	2915																			
Reg. Total	4863	534	73	4870	536	76	5469	4871	536	76	5478																			

A = ACTON
 B = BOXBOROUGH
 C = Choice/Staff/Tuition In
 Pre-School = SPED
 P.G. = Post Graduates
 Ungr. = Ungraded
 O.D. = SPED Out of District
 Distribution:
 In D. = In District
 S. Mills
 M. Altieri
 D. Bookis
 L. Huber
 D. Alcardi
 A. Bisewicz
 K. Nelson
 E. Weiner
 C. Bates
 All Principals (2)

Students other than Choice counted under column C:
 Staff Students -
 Tuition In Students -
 Sped Tuition in Students

Acton Public School Committee
Acton-Boxborough Regional School Committee
<http://ab.mec.edu/>

November 4, 2011

Mike Gowing
Chair, Acton Board of Selectmen
472 Main St
Acton, MA 01720

Dear Mr. Gowing,

Thank you and the Acton Board of Selectmen for joining the Acton-Boxborough Regional School Committee (ABRSC) and the Acton Public School Committee last night so that we could hear Robert Evans' presentation of the findings of Segal and Company with respect to Municipal Health Care Reform, health insurance plan design and so that we could benefit from public comment.

In the ABRSC/APSC meeting which followed the meeting with the Acton BOS, the school committees agreed that the topic of health insurance and the cost of that insurance is very important. However, the school committees believe that more time is required to determine what plan modifications might be desirable and, if desired, how plan modifications might best be achieved with respect to all our employees – union and non-union. The school committees remain concerned that a course of action which results in different health insurance benefits for employees of the ABRSD and APS is undesirable. The committees noted that we have a number of employees who are both employees of the regional and local schools and receive approximately half of their compensation from each entity. At the conclusion of this discussion the ABRSC voted eight ayes with one abstention:

“The Acton-Boxborough Regional School Committee recognizes that health care reform is a very important issue and there is still a lot of unclear information around the question of adopting Chapter 69. We believe that it is not prudent to move forward without good information and we respectfully request that the Acton Board of Selectmen seriously consider not beginning the process of adopting Chapter 69 at their meeting on Monday night.”

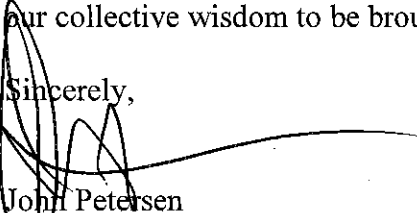
The school committees also discussed the value of a second joint meeting with the Acton Board of Selectmen to more broadly discuss the issue of health care plan design and voted unanimously:

"The School Committees request that a joint meeting of the Acton Board of Selectmen and the two School Committees be scheduled for discussion of municipal health care reform."

I understand that there are potential legal concerns related to cooperative action of the boards with respect to an issue that may be subject to collective bargaining. I have asked Peter Ebb, school counsel, to investigate this issue. I also request that Mr. Ebb be allowed to meet with Town Counsel to determine whether or not a common view of any limitations that might need to be placed on the topics that could be discussed in a joint meeting can be established.

The School Committees are deeply appreciative of the Selectmen's willingness to meet in joint session last evening. I hope that we will be able to develop a mechanism to allow our collective wisdom to be brought to the question of health care plan design.

Sincerely,



John Petersen

Chair, Acton-Boxborough Regional School Committee

cc: ABRSC, APSC, BOS, Stephen Mills, Steve Ledoux, Peter Ebb, Steve Anderson

November 20, 2011

Board of Selectmen
Town of Acton
Main St.
Acton, MA 01720

Dear Board Members:

We are deeply concerned about the course of action that you appear ready to embark upon with regard to enacting Chapter 69 of the Acts of 2011. Collectively we have over 30 years' experience working on town, school, and financial affairs and during our tenure, we worked hard to establish a strong, cooperative relationship among the various town boards, particularly between the Selectmen and the School Committee. In addition, we worked to negotiate fair and reasonable collective bargaining agreements with our unions, which, while at times difficult, nevertheless were based on mutual respect, understanding of each other's objectives, and timely, clear, honest information exchange without needless rhetoric or inflammatory language.

At this juncture, we see no need to push passage of Chapter 69 this year, when so few other cities and towns have done so, and there is ample opportunity to do so next year after it has been fully vetted, considered and discussed among all affected groups. Rather than enacting Chapter 69 this evening, we would strongly recommend that the Selectmen form a working group to study this issue and determine the right course of action, including whether or not to accept Chapter 69. This working group should be composed of members of the Board of Selectmen, School Committee, town and school administrators, our unions and the Health Insurance Trust. There is a prior model for this recommendation which demonstrates how we used to do business in this town. In 2005, when it became apparent that the burden of health insurance on town and school budgets could not be sustained, we formed a working group which included a Selectman, a School Committee representative (both of whom were members of the Health Insurance Trust) and union representatives. We met with the unions informally to discuss the myriad of issues related to health insurance and exchange information which eased the consequent process of bargaining changes to health insurance coverage. This same model can and should be used again, and we urge the Selectmen not to vote on Chapter 69, but instead take a deep breath and embrace a collaborative approach to solving this problem. Clearly if this proposal does not work within the next few months, then the Selectmen still have the option to enact Chapter 69.

Over the course of the last 8 weeks, we have witnessed a distinct erosion in the relationships and the spirit of cooperation which we worked so diligently to build and nourish. Indeed the final regulations upon which Chapter 69 will be implemented were issued a scant 10 working days ago. How can one suggest the time is ripe to act on this proposal? No issue is so compelling that it should be rushed to judgment or vote without a proper discussion among all parties. While the vagaries of this law empower the Selectmen with the ability to take unilateral action affecting not only the town's employees but the school's as well, that is not the way we have done business in this town, and we do not believe it would serve the best interests of the town to do so now. We have built a strong tradition of governing this town through cooperation and a spirit of community, including a strong sense that we are all in this together, and *together* is the best way to solve our problems.

Yes, we understand that the fiscal times are uncertain and we have ongoing budget issues, but these issues are no worse than what we have faced in the past, and in those difficult times, we solved such issues successfully through cooperation not confrontation, dialogue not discord, and with respect not rancor. Please pause and consider our recommendation as we believe it would be in everyone's best interests.

We thank you for your service to the town.

Respectfully,



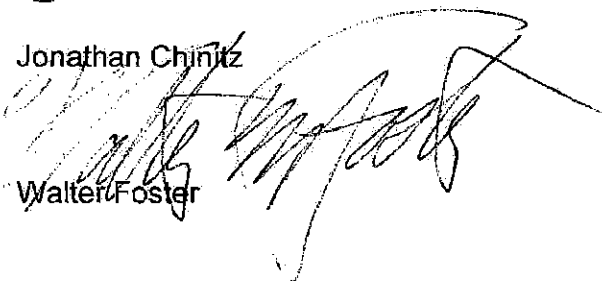
Peter Ashton





Lauren Rosenzweig-Morton




Jonathan Chinitz






Walter Foster

From:  "Allen Nitschelm" <allen@thehomesteader.com> Mon, Nov 21, 2011 2:37:45 ... 

Subject: Beacon's Letters this past Thursday

To:  <bos@acton-ma.gov>

Cc:  <fincom@acton-ma.gov>  APS School Committee

Attachments:  Attach0.html 3K

Dear Selectmen,

The Beacon printed several letters on Thursday, 11/17/11, urging the Board of Selectmen to reject any changes to the health insurance offerings for town and school employees. As you are probably aware based on the attendance at your last meeting, the teacher's union appears to be attempting to influence your vote based on what is personally best for their members and not necessarily what is best for taxpayers or the Town of Acton.

Three of the four letters were written by teachers in the Acton school system. None of these writers identified themselves as teachers, union members, or recipients of the health insurance. All sought to influence public opinion but failed to disclose their conflict of interest.

Savings of a million dollars a year are well worth pursuing, given Acton's unfunded liability which requires an annual \$5 million investment to fund. I would recommend swift passage of these changes. Should teacher's union members appear at your next meeting to continue their lobbying efforts, you might want to ask them why their union felt justified in bargaining for raises during their last negotiation when other town employees accepted "net zero" contracts.

Allen Nitschelm
Acton Forum