Class Sizes and Elementary Assistant Principals

Class sizes do make a difference. The research is robust and while interpretations differ, even the most critical analysis identifies a correlation between class size and student achievement. One important consideration, however, is that these class size studies show that they are beneficial in specific circumstances.

The most well know research is the Tennessee Student/Teacher Achievement Ratio, or STAR, which tracked the performance of students placed in classes of 13 to 17, from kindergarten through third grade, comparing them to students in larger classes. The study found that children in the smaller classes not only experienced bigger improvements in early learning but also performed better in the long term. Minority and low income students saw the biggest benefit.

This and many other studies prove that small class sizes are effective at affecting achievement growth for specific groups of students, subject matters, and teachers. Critics point out how specific these groups are and the difficulty generalizing these results across populations and districts. Although the critical effect differs across groups, the most common conclusions suggest that resources are optimally allocated if they were targeted toward those students who benefit the most.

Class size reduction is very expensive, and little or no consideration is given to alternative and more productive uses of those resources. Unfortunately, there is no research from the U.S. that directly compares class size investments to specific alternative investments. The comparison condition for all studies has been business as usual rather than, for example, a comparison of investment in smaller classes vs. investment in alternative curriculum. Studies can be found showing short-term rates of return for computer-aided instruction, cross-age tutoring, early childhood programs, and increases in instructional time that are all greater than those for small class sizes.

In today's environment of fiscal austerity educators must look for the most effective ways to boost student performance with limited funding. The costs and benefits of class-size mandates need to be carefully weighed against alternatives when difficult decisions must be made.

The Acton Public and Blanchard School have made important decreases in class size either by maintaining or adding sections or through attrition. Acton realized its peak population in 2010 with 2551 students and an average class size of 23.6. Projections to 2019 show population decreases to potentially 2022 students. If sections are decreased to current guidelines, average class size will decrease by two students per class to 21.7 students in grade K-6. If sections remain at 104 (the number of sections expected in 2015), average class sizes would be 19.5 students or a decrease of four students per class.

A similar longitudinal look at class size at Acton Boxborough Regional High School finds high class size peaking at 1990 in 2011 and a decline as the population moves from the elementary programs dropping to 1808 in 2019. With a commitment to not reducing the number of teachers, a trend of class size reduction similar to the elementary schools would be seen at the

Jr. High and and High schools.

We must continue to balance investments to decreasing class size as enrollment drops with alternative investments that will boost student performance. How do we do this? To paraphrase Abraham Lincoln, we must think anew. We must *disenthrall* ourselves of the ideals of education that we hold dear but which do not prepare our children to compete and create. We must disenthrall ourselves of the notion of administrative personnel as middle management and understand that our administrative positions provide direct support to students who are most in need.

Elementary assistant principals in Acton-Boxborough are not clerks completing DESE paperwork. They are facilitators of team discussions of a child's behavior that prevents her from accessing classroom curriculum. They are master teachers who work with classroom teachers to design curriculum accommodations for struggling students. They are coaches who guide a struggling teacher, and they are counselors to parents whose child struggles with the demands of first grade. They are providing services so that our high quality teachers can focus on the academic needs of all of their students. They are part of a team that enhances the educational experience and the academic growth of each child. Without this assistance, simple reduction in class size by two, three or even four students will not provide for the academic needs of the most fragile child. A teacher requires help and that is the role of our principals and assistant principals.

An investment in elementary assistant principals, combined with a mindfulness toward maintaining a reasonably affordable class size is a sustainable and effective investment. The best investment that we can make as a school system is an investment in people who make a difference in the lives of the greatest number of our children.

Acton Boxborough Regional School District
Job Description

10.b.

Job Title:
Elementary Assistant Principal

Qualifications:
Massachusetts License as Principal/Assistant Principal

Responsible To:
Principal

Representation Status: (check one)
_____AEA _____OSA _____AFSCME _x__Administrator _____Support Staff
_____Transportation _____Unrepresented _____Salaried Employee

Work Status:
____Full Time (12 months) __x___Full Time/School Year + (195 days)
_____Full Time/School Year + 5 weeks _____Part Time _____Other

Primary Functions:
Along with the Principal, serves as an instructional leader and provides direct service to students and families in all aspects of leading a 400 - 500 student elementary school and supervising 75 - 90 faculty and staff.

Major Responsibilities:
1.0 Direct Service to Students
- Works to enhance the educational experience and academic growth of each child.
- Visits classrooms and participates in small group and individual student instruction.
- Assists students struggling with social or emotional issues. Works with students and parents to resolve issues.
- Resolves student behavioral issues, keeping parents and staff informed. Meet with students and parents regularly.
- Reviews student assessments, individual, classroom and school-wide data to advise teachers of next steps academically.
- Member of crisis team, responding to all immediate student situations that need assistance.
- Member of child-study team reviewing needs of struggling students.
- Monitor attendance trends including overseeing truancy and tardiness interventions.
- Work with bus drivers to ensure student safety on school buses and to respond to any issues.
- Provides for student safety through supervision, investigating incidents, meeting with students and parents, etc.

2.0 Instructional Leadership
- Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions amongst teachers and staff and working with the Principal and District personnel to plan professional development.
- Leads curriculum committees, reviews standards, and works with teachers to implement curriculum K-6.
- Works with teachers (individuals and groups) to development assessments, review of student work, analysis of student data, etc. Strategically plans next steps for students at all levels.
- Attends Special Education TEAM meetings to work with parents and faculty to best design

Individual Education Plans for students.

- Facilitates team discussions about the best way to help students access curriculum.
- Assists teachers in performance reports to parents, preparation for conferences, and other ways to communicate student progress to families.
- Assists Principal in leading school implementation of state and federal changes to curriculum, assessment, and evaluation.
- Assists in the scheduling and administration of state and federal standardized testing.

3.0 Supervision and Evaluation

- Responsible for evaluation of 12 - 15 educators, including 7 - 10 observations, follow-up conversation and written feedback for each educator.
- Goal setting with individuals and teams of educators throughout the school.
- Participation in hiring committees, interviews, reference calls for 70 - 90 staff members.
- Mentoring and orientation for new teachers.
- Coaches struggling teachers and modeling of high quality instruction.

4.0 Administration/ Community Outreach

- Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols.
- Assists Principal in oversight of physical plant.
- Serves as Principal when Principal is out of building or attending district meetings.
- Ensures compliance with state and federal laws and School Committee policies.
- Responds to inquiries from parents and community members, writes articles for newsletters, etc.
- Attends school events and participates in various school committees which might include School Council, Parent-Teacher Organizations, etc.
- Participates in district-wide committees including curriculum, leadership institute, technology, etc.
- Collaborate with Principal and faculty to develop master schedules. Plan, schedule and coordinate school projects.

5.0 Other Duties as Assigned by Principal

Acton Boxborough Regional School District
Job Description

Job Title:
Elementary School Psychologist

Qualifications:
Massachusetts License as School Psychologist

Responsible To:
Chairperson of Counseling and Psychological Services and Building Principal

Representation Status: (check one)
__x___AEA _____OSA _____AFSCME ___Administrator _____Support Staff
_____Transportation _____Unrepresented _____Salaried Employee

Work Status:
____Full Time (12 months) _____Full Time/School Year (180 days)
_____Full Time/School Year + 5 weeks __x___Part Time _____Other

Primary Functions:
The School Psychologist, in this position, will perform student testing and evaluation and present findings of this testing and evaluations at TEAM meetings, occasionally chairing such meetings.

Major Responsibilities:
Testing and Evaluation

Details:
1.0 Evaluation
- Administers assessments to individual students in order to gain information about emotional, social, intellectual and academic functioning
- Completes psychological testing or screening and chairs Team meetings as assigned -writes Individual Educational Plans or "Finding of No Special Needs" recommendations when chairperson of Team meeting
- Meets with parents, teachers, and administrators to interpret and integrate testing results, teacher reports, and home information in order to help formulate recommendations for educational programming

2.0 Consultation and Evaluation
- Evaluates presenting problem/crisis and recommends appropriate supportive action, intervention and resources

3.0 Referral, as a result of Testing and Evaluation
- Provides information and consultation to parents/students/staff when referral to community agencies is indicated for student
- Refers students to Child Study Team or Student Assistance Team when warranted

4.0 General

- Attends regularly scheduled Counseling/Psychological Services Department meetings and elementary school faculty meetings
- Assumes any other appropriate responsibilities assigned by the Counseling Department Chairperson, Director of Pupil Services, and Principal

5.0 Other Duties as Assigned

This proposed O.6 FTE Testing and Evaluation position at the Parker Damon Building would permit the current 1.0 FTE to focus exclusively on direct service to students at both the Merriam School and the McCarthy-Towne School. Additionally, this new position could potentially allow each of the School Counselors at the Merriam School and the McCarthy-Towne School to provide increased direct service to Regular Education students on their respective caseloads if relieved of some of the current testing responsibilities.

 # Staff Children (38) Municipal Agreement (1)
Case [ ]

Actual
Acton Public Schools
2013-2014
October 1, 2013

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1 of 2

Grade YOG	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne				Total	Merriam					Total	# Sec.	Avg. Size
Rm	CAD	CAM	CPM	2#	DAD1	DAD2	DAM			GAD	GAM	1#		TAD1	TAD2	TAM	[1]3#		MAD	MAM	MPM	1#	7#		
													Case +	22	21	21	64								
K-26	20	21	21	62	20	21	20	61		21	20	41		21	21	21	63		20	20	21	61	288	14	20.6
Rm	3	4	5	1#	3	4	5	2#		3	5			310	311	312	[1]2#		133	231	334	1#	6#		
													Case +	23	22	23	68								
Gr. 1-25	21	22	22	65	22	22	23	67		22	22	44		22	22	23	67		22	22	21	65	308	14	22.0
Rm	6	7	8		6	7	8		6	8	10	3#		301	302	303	[1]1#		224	234	323	2#	6#		
													Case +	23	22	22	67								
Gr. 2-24	22	21	20	63	22	20	22	64	21	21	21	63		23	21	22	66		22	22	22	66	322	15	21.5
Rm	9	10	20		9	10	11		17	7	9	3#		313	314	315	[4]2#	230	324	330	331	4#	9#		
													Case +	24	25	26	75								
Gr. 3-23	24	24	23	71	23	24	23	70	23	23	24	70		24	24	23	71	23	23	24	22	92	374	16	23.4
Rm	17	18	19	1#	12	13	14	2#	18	19	20	1#		213	214	215	[3]3#	233	321	322	332		7#		
													Case +	26	23	24	73								
Gr. 4-22	24	24	24	72	25	24	23	72	25	23	24	72		23	23	24	70	24	24	24	24	96	382	16	23.9
Rm	14	15	16		19	20	21		13	15	16	1#		210	211	212	[3]		135	232	333	1#	2#		
													Case +	24	27	24	75								
Gr. 5-21	24	24	24	72	23	25	25	73	23	24	24	71		24	24	24	72		23	23	23	69	357	15	23.8
Rm	11	12	13		15	16	17		11	12	14			113	114	115	1#		223	235	335	1#	2#		
Gr. 6-20	23	24	24	71	24	23	24	71	24	24	24	72		24	24	25	73		25	24	24	73	360	15	24.0
Total Staff				4#				4#				9#					12#					10#	39#		
													Case+	[13]	Average	23.8	499								
Total	21 Sec.	Average	22.7	476	21 Sec.	Average	22.8	478	19 Sec.	Average	22.8	433		21 Sec.	Average	23.0	482		23 Sec	Averag	22.7	522	2391	105	22.8
Range	20	24			20	25			20	25				21	25					20	25			20	25

ALL DAY K - CAD, DAD1, DAD2, GAD, TAD1, TAD2, and MAD

10.d.
1 of 2

 # Staff Children
Case [ ]
CAD, DAD, DBD. GAD, TAD, and MAD
- ALL DAY PROGRAMS

Actual
Boxborough Public Schools
2013 - 2014
October 1, 2013

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Grade YOG	Blanchard				*Total*		Total BPS	Choice Munc Agrmt	#Sec.	Avg. Size	Total APS	Staff/Munc Agrmt	#Sec.	Avg. Size		APS & BPS Combined	Total Choice/ Staff	#Sec.	Avg. Size
Rm			*276*	*218*															
K-26			19	20	39		39	4	*2*	*19.5*	288	*7*	*14*	*20.6*		327	11	*16*	*20.4*
Rm		*211*	*213*	*215*															
Gr. 1-25		18	16	17	51		51	8	*3*	*17.0*	308	*6*	*14*	*22.0*		359	14	*17*	*21.1*
Rm		*219*	*221*	*227*															
Gr. 2-24		20	20	20	60		60	7	*3*	*20.0*	322	*6*	*15*	*21.5*		382	13	*18*	*21.2*
Rm		*226*	*229*	*231*															
Gr. 3-23		19	20	20	59		59	4	*3*	*19.7*	374	*9*	*16*	*23.4*		433	13	*19*	*22.8*
Rm		*243*	*245*	*247*															
Gr. 4-22		19	19	19	57		57	0	*3*	*19.0*	382	*7*	*16*	*23.9*		439	7	*19*	*23.1*
Rm		*118*	*128*	*130*															
Gr. 5-21		24	24	23	71		71	2	*3*	*23.7*	357	*2*	*15*	*23.8*		428	4	*18*	*23.8*
Rm	*108*	*110*	*112*	*114*															
Gr. 6-20	17	17	17	18	69		69	5	*4*	*17.3*	360	*2*	*15*	*24.0*		429	7	*19*	*22.6*
					3#														
Total	*21 Sec*	*Averag*	*19.3*		406		406	30	*21*	*19.3*	2391	*39*	*105*	*22.7*		2797	69	*126*	*22.1*
Range	*16*	*24*							*16*	*24*	*Range*	*20*	*25*	*39*				*0*	*69*

Grade level totals correct
Distribution by Room not complete

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RJ GREY ACTUAL AND PROJECTED ENROLLMENTS

School Year	7th	8th	Choice 7th	Choice 8th	Original Project Total	Actual
2008-2009*	501	500	2			1003
2009-2010*	470	502	7			979
2010-2011*	464	476	9			949
2011-2012*	462	479	7	5		953
2012-2013*	449	468	11	7		935
2013-2014*	461	454	8	11		934
2014-2015	*425*	*467*	*7*	*8*	*907*	
2015-2016	*430*	*431*	*4*	*7*	*872*	
2016-2017	*443*	*436*	*8*	*4*	*891*	
2017-2018	*442*	*450*	*11*	*8*	*911*	
2018-2019	*406*	*448*	*15*	*11*	*880*	

Notes: *Enrollment numbers in italics are projections based on Ashton report and District enrollment figures for choice students*

Choice numbers by grade for 2008-2010 were not immediately available, so a total figure was inserted

The "original project total" indicates the projected class sizes - sum of projected 7 and 8 plus projected choice; the "Actual" column indicates actual enrollment based on Oct 1 data for that school year

	Projections for Full Team and Class Size					
	Grade 7With 4 Teams		Grade 7 With 4 1/2 Teams#		Grade 8	
	Team Size	Class Size	Team Size	Class Size	Team Size	Class Size
2008-2009*	126	25	115	23	126	25
2009-2010*	121	24	110	22	129	26
2010-2011*	121	24	109	22	124	25
2011-2012*	117	23	106	21	121	24
2012-2013*	115	23			119	24
2013-2014*	**117**	**23**			**116**	**23**
2014-2015	*108*	*22*			*119*	*24*
2015-2016	*109*	*22*			*110*	*22*
2016-2017	*113*	*23*			*110*	*22*
2017-2018	*113*	*23*			*115*	*23*
2018-2019	*105*	*21*			*115*	*23*

Notes: *RJG had a "1/2 team" from 2008 thru 2012; the middle column indicates the actual average team sizes for those years. The left column indicates what average team sizes would have been during those four years if there were only 4 teams in 7th grade (figures shaded in grey); Beginning in 2012-2013, with 4 teams in 7th grade, the left column now indicates actual team size average (for 12-13 & 13-14) and projected team sizes for future years. The size of the 1/2 team was approximately 45 students.*

Grade 8 only requires one column to indicate trends in team sizes as there has been no shift in the number of 8th grade teams

Numbers in italics indicate again projections based on District enrollment figures

	Exploratory Projected Class Sizes		
	7th Sizes with 4 Exploratories	**8th Sizes with 5 Exploratories**	**8th Sizes with 4 Exploratories**
2008-2009*	29	25	*32*
2009-2010*	28	26	*32*
2010-2011*	27	25	*31*
2011-2012*	27	24	*30*
2012-2013*	29	24	*30*
2013-2014*	**29**	*24*	**29**
2014-2015	*27*	*23.4*	*30*
2015-2016	*27*	*22*	*27*
2016-2017	*28*	*22*	*28*
2017-2018	*28*	*23*	*29*
2018-2019	*26*	*22.4*	*29*

Notes:

This chart illustrates actual and projected class sizes for JH exploratory classes (Music, Minuteman Tech, Art, etc.); Through 2012-2013, there were 5 exploratory programs in 8th grade and 4 exploratory programs in 7th grade; in 2013-2014, Life Skills (8th Exploratory) joined the Physical Education rotation for two reasons: (1) to provide better curricular alignment with Physical Education and Health; (2) to address class size concerns in PE and Health - where some classes were at or above 31-32 students, creating supervision and safety concerns. This means that starting in 13-14, there are now 4 Exploratories in 8th grade (also increasing the number of class meetings each Exploratory has with students)

Acton-Boxborough Regional High School Class Count Summary

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	October 1	2010 - 2011 Actual			2011-2012 Actual			2012-2013 Actual			2013-2014 Actual				2013-2014 January			
	Enrollment	N = 1994			N = 1956			N = 1980			N=1960				N=1962			
Course #	yr/sem Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	range	Sect.	Total #	Ave.	range
111	English I -H	3	80	26.67	3	69	23.00	4	85	21.25	4	87	21.75	19-25	4	86	21.50	19-25
112	English I	19	391	20.58	19	369	19.42	19	369	19.42	16	341	21.31	18-28	16	338	21.13	18-26
151	English I SP (Trans)	1	16	16.00	1	9	9.00	1	14	14.00	1	14	14.00	NA	1	14	14.00	NA
115	English (Ind)	1	17	17.00	1	12	12.00	1	15	15.00	1	15	15.00	NA	1	15	15.00	NA
	Total English I	**24**	**504**	**21.00**	**24**	**459**	**19.13**	**25**	**483**	**19.32**	**22**	**457**	**20.77**		**22**	**453**	**20.59**	
201	American Studies	5	115	23.00	4	99	24.75	2	41	20.50	3	70	23.33	19-29	3	69	23.00	18-29
121	English II - H	4	95	23.75	4	93	23.25	4	89	22.25	5	129	25.80	20-29	5	130	26.00	20-29
122	English II - A/E	9	186	20.67	9	194	21.56	10	219	21.90	8	172	21.50	20-24	8	170	21.25	20-23
123	English II - CP	4	74	18.50	5	111	22.20	6	105	17.50	4	93	23.25	20-25	4	91	22.75	20-25
126	English II (Ind)	1	15	15.00	1	17	17.00	1	10	10.00	1	11	11.00	NA	1	10	10.00	NA
	Total English II	**23**	**485**	**21.09**	**23**	**514**	**22.35**	**23**	**464**	**20.17**	**21**	**475**	**22.62**		**21**	**470**	**22.38**	
131	English III - H	4	108	27.00	4	83	20.75	5	116	23.20	4	107	26.75	22-31	4	104	26.00	22-28
132	English III - AE	11	261	23.73	12	298	24.83	13	280	21.54	11	254	23.09	20-27	11	262	23.82	18-28
133	English III - CP	4	81	20.25	4	86	21.50	5	103	20.60	5	97	19.40	14-24	5	100	20.00	14-25
134	English III - SP	1	10	10.00	1	12	12.00	1	12	12.00	1	10	10.00	NA	1	11	11.00	NA
	Total English III	**20**	**460**	**23.00**	**21**	**479**	**22.81**	**24**	**511**	**21.29**	**21**	**468**	**22.29**		**21**	**477**	**22.71**	
141	English IV - H	3	69	23.00	3	58	19.33	2	41	20.50	3	59	19.67	17-25	3	56	18.67	17-21
	English IV - AE	11	249	22.64	8	214	26.75	0	0	0.00	0	0	0.00		0	0	0.00	
146	English IV - Project	4	96	24.00	5	95	19.00	3	54	18.00	4	84	21.00	19-22	4	85	21.25	20-23
	English IV - CP	3	75	25.00	4	78	19.50	0	0	0.00	0	0	0.00		0	0	0.00	
154-159	sem Senior Sem Electives	0	0	0.00	0	0	0.00	18.5	363.5	19.65	15	344.5	22.97	19-27	15	344	22.93	17-27
144	English IV - SP	1	7	7.00	1	8	8.00	1	13	13.00	1	18	18.00	NA	1	17	17.00	NA
	Total English IV	**22**	**496**	**22.55**	**21**	**453**	**21.57**	**24.5**	**471.5**	**19.24**	**23**	**505.5**	**21.98**		**23**	**502**	**21.83**	
486;490	MAP I & II	2	11	5.50	2	14	7.00	2	10	5.00	2	7	3.50	3-4	2	10	5.00	5
895	sem Pub. Speak. Deb.	1	16	16.00	1	11	11.00	1	16	16.00	0.5	8.5	17.00	NA	0.5	8	16.00	NA
149;150	sem Creative Writing I &II	1	29	29.00	1	20	20.00	1	18.5	18.50	0	0	0.00		0	0	0.00	
	Writing Workshop	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Total	**4**	**56**	**14.00**	**4**	**45**	**11.25**	**4**	**44.5**	**11.13**	**2.5**	**15.5**	**6.20**		**2.5**	**18**	**7.20**	
	Grand Total English	**93**	**2001**	**21.52**	**93**	**1950**	**20.97**	**101**	**1974**	**19.64**	**89.5**	**1921**	**21.46**		**89.5**	**1920**	**21.45**	

10.f.

Acton-Boxborough Regional High School Class Count Summary

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			2010 - 2011 Actual			2011-2012 Actual			2012-2013 Actual			2013-2014 Actual				2013-2014 January			
		Enrollment	N = 1994			N = 1956			N = 1980			N=1960				N=1962			
		Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	range	Sect.	Total #	Ave.	range
211		W. History - H	2	61	30.50	3	52	17.33	3	63	21.00	2	49	24.50	21-28	2	41	20.50	17-24
212		W. History - AE	14	326	23.29	13	315	24.23	13	312	24.00	15	298	19.87	14-25	15	301	20.07	13-28
213		W. History - CP	6	101	16.83	5	84	16.80	5	99	19.80	5	100	20.00	15-25	5	100	20.00	13-26
285		W. History SP	1	16	16.00	1	9	9.00	1	14	14.00	1	14	14.00	NA	1	14	14.00	NA
		W. History Total	**23**	**504**	**21.91**	**22**	**460**	**20.91**	**22**	**488**	**22.18**	**23**	**461**	**20.04**		**23**	**456**	**19.83**	
202		American Studies	5	115	23.00	4	99	24.75	2	41	20.50	3	70	23.33	19-29	3	69	23.00	18-29
221		USH/GOV I -H	4	83	20.75	4	96	24.00	3	73	24.33	4	90	22.50	21-24	4	85	21.25	18-23
222		USH/GOV I -AE	9	206	22.89	9	214	23.78	11	275	25.00	9	230	25.56	23-28	9	235	26.11	20-29
223		USH/GOV I - CP	3	74	24.67	4	85	21.25	4	67	16.75	4	85	21.25	20-23	4	82	20.50	19-23
286		USH/GOV I - SP	0	0	0.00	1	21	21.00	1	13	13.00	1	12	12.00	NA	1	12	12.00	NA
		Total USH/GOV I	**21**	**478**	**22.76**	**22**	**515**	**23.41**	**21**	**469**	**22.33**	**21**	**487**	**23.19**		**21**	**483**	**23.00**	
231		USH/GOV II -H	4	101	25.25	5	111	22.20	5	111	22.20	4	104	26.00	23-29	4	98	24.50	22-28
232		USH/GOV II _AE	12	278	23.17	12	286	23.83	12	288	24.00	12	276	23.00	19-28	12	284	23.67	20-30
233		USH/GOV II -CP	4	81	20.25	4	79	19.75	5	104	20.80	4	85	21.25	18-27	4	84	21.00	17-26
		Total USH/GOV II	**20**	**460**	**23.00**	**21**	**476**	**22.67**	**22**	**503**	**22.86**	**20**	**465**	**23.25**		**20**	**466**	**23.30**	
251		Psych - H	3	163	54.33	3	161	53.67	3	158	52.67	3	167	55.67	55-56	3	167	55.67	55-56
252		Psych -AE	7	153	21.86	5	129	25.80	6	138	23.00	7	158	22.57	18-27	7	155	22.14	16-28
253		Psych - CP	2	42	21.00	3	50	16.67	2	42	21.00	3	53	17.67	16-20	3	49	16.33	16-17
		Total Psych	**12**	**358**	**29.83**	**11**	**340**	**30.91**	**11**	**338**	**30.73**	**13**	**378**	**29.08**		**13**	**371**	**28.54**	
276	sem	Sociology	3	63.5	21.17	3	52	17.33	4	68	17.00	2	48.5	24.25	21-28	2	50	25.00	22-28
262	sem	Facing History	0	0	0.00	1.5	22.5	15.00	1	16.5	16.50	0.5	12	24.00	NA	0.5	12	24.00	NA
282	sem	You and the Law	1.5	29	19.33	1.5	34.5	23.00	2	42	21.00	1	24.5	24.50	24-25	1	26.5	26.50	25-28
284		European Hist-H/AP	2	55	27.50	3	56	18.67	2	48	24.00	2	57	28.50	24-33	2	57	28.50	24-33
236		Economics	2	46	23.00	3	70	23.33	4	82	20.50	5	113	22.60	20-28	5	109	21.80	18-27
241		International Relations	2	51	25.50	2	60	30.00	3	88	29.33	3	67	22.33	20-26	3	66	22.00	19-26
272	sem	Political Science	1	26	26.00	1	16	16.00	1.5	29	19.33	1	14.5	14.50	14-15	1	13.5	13.50	13-14
274	sem	Current Events	1	17	17.0	1	23.5	23.5	2.5	53	21.2	1.5	29.5	19.67	15-22	1.5	28.5	19.00	15-21
94;489;491;482		MAP I & II, WH	2	11	5.50	2	10	5.00	2	7	3.50	2	5	2.50	2-3	2	5	2.50	2-3
		Misc. SS Totals	**14.5**	**298.5**	**20.59**	**18**	**344.5**	**19.14**	**22**	**433.5**	**19.70**	**18**	**371**	**20.61**		**18**	**367.5**	**20.42**	
		Grand Total Soc. St.	**90.5**	**2098.5**	**23.19**	**94**	**2136**	**22.72**	**98**	**2232**	**22.77**	**95**	**2162**	**22.76**		**95**	**2144**	**22.56**	

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			2010 - 2011 Actual			2011-2012 Actual			2012-2013 Actual			2013-2014 Actual				2013-2014 January			
		Enrollment	N = 1994			N = 1956			N = 1980			N=1960				N=1962			
		Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	range	Sect.	Total #	Ave.	range
316		Elem.Algebra I - SP-1	2	31	15.50	2	34	17.00	2	19	9.50	2	24	12.00	11-13	2	28	14.00	12-16
360		Elem. Algebra 1 -1 TR	1	16	16.00	1	7	7.00	1	13	13.00	1	10	10.00	NA	1	10	10.00	NA
326		Elem.Algebra I -SP-2	2	45	22.50	2	50	25.00	3	59	19.67	2	48	24.00	22-26	2	47	23.50	22-25
310		Algebra I - H	1	31	31.00	2	45	22.50	2	34	17.00	2	41	20.50	19-22	2	39	19.50	19-20
312		Algebra I - AE	7	163	23.29	7	152	21.71	7	147	21.00	7	164	23.43	18-28	7	139	19.86	13-24
313		Algebra I - CP	5	101	20.20	6	129	21.50	6	124	20.67	5	114	22.80	18-26	5	135	27.00	24-29
924		Math Fundamentals	1	11	11.00	1	7	7.00	1	6	6.00	1	11	11.00	NA	1	9	9.00	NA
		Total Algebra	**19**	**398**	**20.95**	**21**	**424**	**20.19**	**22**	**402**	**18.27**	**20**	**412**	**20.60**		**20**	**407**	**20.35**	
324		Geometry SP	1	10	10.00	1	17	17.00	1	29	29.00	1	23	23.00	NA	1	27	27.00	NA
311		Geometry - H	3	96	32.00	3	87	29.00	3	95	31.67	3	88	29.33	25-32	3	71	23.67	18-28
322		Geometry - AE	10	264	26.40	8	206	25.75	9	223	24.78	8	177	22.13	17-27	8	171	21.38	14-27
323		Geometry - CP	6	126	21.00	7	124	17.71	7	156	22.29	8	157	19.63	15-23	8	173	21.63	18-24
		Total Geometry	**20**	**496**	**24.80**	**19**	**434**	**22.84**	**20**	**503**	**25.15**	**20**	**445**	**22.25**		**20**	**442**	**22.10**	
321		Algebra II - H	3	92	30.67	3	94	31.33	3	94	31.33	3	96	32.00	31-33	3	86	28.67	25-32
332		Algebra II - AE	8	184	23.00	9	223	24.78	7	191	27.29	8	197	24.63	22-30	8	203	25.38	20-30
		Algebra II - CP	8	163	20.38	8	164	20.50	0	0	0.00	0	0	0.00		0	0	0.00	
333;334		Algebra II - CP/SP	0	0	0.00	0	0	0.00	8	158	19.75	9	198	22.00	16-27	9	196	21.78	15-27
		Total Algebra II	**19**	**439**	**23.11**	**20**	**481**	**24.05**	**18**	**443**	**24.61**	**20**	**491**	**24.55**		**20**	**485**	**24.25**	
331		Precalc/Intro Calc H	2	72	36.00	2	66	33.00	2	68	34.00	2	66	33.00	32-34	2	65	32.50	32-33
352		Precalc/Intro Calc AE	8	197	24.63	7	167	23.86	7	186	26.57	7	178	25.43	22-28	7	165	23.57	19-27
353		Precalculus CP	8	168	21.00	7	153	21.86	7	173	24.71	8	173	21.63	19-24	8	185	23.13	19-28
		Total Trigonometry	**18**	**437**	**24.28**	**16**	**386**	**24.13**	**16**	**427**	**26.69**	**17**	**417**	**24.53**		**17**	**415**	**24.41**	
343		Calculus AE	0	0	0.00	1	19	19.00	1	15	15.00	1	19	19.00	NA	1	22	22.00	NA
341		BC Calc-H/AP	1	37	37.00	1	39	39.00	1	37	37.00	1	41	41.00	NA	1	38	38.00	NA
342		AB Calc - AE/AP	4	101	25.25	4	95	23.75	4	98	24.50	4	111	27.75	26-30	4	110	27.50	25-30
		Total Calculus	**5**	**138**	**27.60**	**6**	**153**	**25.50**	**6**	**150**	**25.00**	**6**	**171**	**28.50**		**6**	**170**	**28.33**	
357	sem	JAVA Prog	0.5	15	30.00	1	16	16.00	1	23	23.00	1.5	32	21.33	19-24	1.5	25.5	17.00	15-21
483;488		MAP I & II	2	9	4.50	2	8	4.00	2	9	4.50	2	2	1.00	1	2	5	2.50	2-3
		Int C Prog H/AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
346	sem	Prob/Stat	1	28	28.00	1	35	35.00	1.5	43	28.67	1.5	44.5	29.67	26-35	1.5	41	27.33	24-30
623		Accounting	2	53	26.50	2	39	19.50	2	35	17.50	1	27	27.00	NA	1	24	24.00	NA
347	sem	STATS I H/AP	1	24.5	24.50	1	32.5	32.50	1.5	39.5	26.33	1.5	42	28.00	18-35	1.5	39.5	26.33	17-31
358	sem	Intro to JAVA	0.5	12.5	25.00	1	25.5	25.50	1	26	26.00	1.5	38	25.33	23-28	1.5	31.5	21.00	18-25
		Misc. Math Totals	7	142	20.29	8	156	19.50	9	175.5	19.50	9	185.5	20.61		9	166.5	18.50	
		Grand Total Math	**88**	**2050**	**23.30**	**90**	**2034**	**22.60**	**91**	**2101**	**23.08**	**92**	**2122**	**23.06**		**92**	**2086**	**22.67**	

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		Enrollment	N = 1994			N = 1956			N = 1980			N=1960				N=1962			
		Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	range	Sect.	Total #	Ave.	range
411		Earth Science - H	5	112	22.40	4	89	22.25	5	123	24.60	4	87	21.75	20-24	4	87	21.75	21-22
412		Earth Science - AE	8	174	21.75	8	195	24.38	6	148	24.67	7	180	25.71	22-27	7	173	24.71	21-32
413		Earth Science - CP	4	83	20.75	5	75	15.00	5	85	17.00	5	84	16.80	13-19	5	88	17.60	14-21
485		Earth Science SP	1	16	16.00	1	9	9.00	1	14	14.00	1	14	14.00	NA	1	14	14.00	NA
		Total Earth Science	**18**	**385**	**21.39**	**18**	**368**	**20.44**	**17**	**370**	**21.76**	**17**	**365**	**21.47**		**17**	**362**	**21.29**	
421		Biology - H	7	208	29.71	7	173	24.71	6	185	30.83	6	182	30.33	27-33	6	180	30.00	28-32
422		Biology - AE	9	193	21.44	8	188	23.50	8	181	22.63	6	160	26.67	24-28	6	163	27.17	26-28
423		Biology - CP	5	79	15.80	5	90	18.00	5	102	20.40	5	90	18.00	16-21	5	83	16.60	13-21
460		Biology - SP	2	31	15.50	3	39	13.00	2	16	8.00	2	30	15.00	11-19	2	35	17.50	16-19
		Total Biology	**23**	**511**	**22.22**	**23**	**490**	**21.30**	**21**	**484**	**23.05**	**19**	**462**	**24.32**		**19**	**461**	**24.26**	
431		Chemistry-H	5	130	26.00	6	157	26.17	5	133	26.60	4	115	28.75	27-31	4	105	26.25	20-30
432		Chemistry-AE	8	184	23.00	8	204	25.50	9	191	21.22	8	170	21.25	13-27	8	161	20.13	15-26
433		Chemistry-CP	6	119	19.83	6	120	20.00	7	126	18.00	9	175	19.44	16-24	9	186	20.67	13-30
		Total Chemistry	**19**	**433**	**22.79**	**20**	**481**	**24.05**	**21**	**450**	**21.43**	**21**	**460**	**21.90**		**21**	**452**	**21.52**	
441		Physics - H	3	80	26.67	3	92	30.67	3	88	29.33	4	101	25.25	21-31	4	83	20.75	14-26
442		Physics - AE	6	144	24.00	7	147	21.00	6	141	23.50	7	169	24.14	21-28	7	180	25.71	20-30
443		Physics - CP	6	121	20.17	6	112	18.67	7	149	21.29	7	150	21.43	19-23	7	152	21.71	18-26
		Total Physics	**15**	**345**	**23.00**	**16**	**351**	**21.94**	**16**	**378**	**23.63**	**18**	**420**	**23.33**		**18**	**415**	**23.06**	
467;468;469		Fundamentals	1	10	10.00	1	5	5.00	1	8	8.00	2	17	8.50	3-14	2	16	8.00	4-12
459		Env. Sci.-H/AP	2	52	26.00	2	49	24.50	3	69	23.00	2	52	26.00	25-27	2	52	26.00	26
439		Adv. Chem. - H	3	61	20.33	3	54	18.00	3	66	22.00	3	56	18.67	18-20	3	56	18.67	18-19
451		Adv. Bio - H	3	89	29.67	4	89	22.25	4	98	24.50	4	95	23.75	20-27	4	94	23.50	21-27
452		Sci Tech	0	0	0.00	1	19	19.00	0	0	0.00	2	26	13.00	12-14	2	29	14.50	13-16
462	sem	Human Body SP	0.5	7.5	15.00	0	0	0.00	1	16	0.00	0	0	0.00		0	0	0.00	
453	sem	Bioethics	0.5	15	30.00	0	0	0.00	0.5	7	0.00	1	23.5	23.50	19-28	1	23.5	23.50	19-28
436	sem	Anat/Phys	2	43	21.50	1.5	35.5	23.67	1.5	37	24.67	1.5	39	26.00	23-30	1.5	40.5	27.00	23-30
463		Physical Science	1	22	22.00	1	19	19.00	2	38	19.00	1	29	29.00	NA	1	29	29.00	NA
458		Environ Sci. (on-line)	1	17	0.00	1	23	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
461	sem	Sci. & Environment	0.5	8	16.00	0	0	0.00	1	16.5	0.00	0	0	0.00		0	0	0.00	
466	sem	Oceanography	3	75.5	25.17	1.5	39	26.00	1	18.5	18.50	1.5	37	24.67	24-26	1.5	37.5	25.00	21-28
465	sem	Engineering	1	23	23.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
454	sem	Bioethics on-line	0.5	6.5	13.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
487;493		MAP I & II	1	9	9.00	2	13	6.50	2	6	3.00	1	4	4.00	NA	1	4	4.00	NA
		Misc. Science Totals	**20**	**438.5**	**21.93**	**18**	**345.5**	**19.19**	**20**	**380**	**19.00**	**19**	**378.5**	**19.92**		**19**	**381.5**	**20.08**	
		Grand Total Science	**95**	**2112.5**	**22.24**	**95**	**2036**	**21.43**	**95**	**2062**	**21.71**	**94**	**2086**	**22.19**		**94**	**2072**	**22.04**	

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510	French I	1	18	18.00	1	16	16.00	1	19	19.00	1	21	21.00	NA	1	20	20.00	NA
511	French II - H	1	29	29.00	2	48	24.00	1	37	37.00	2	35	17.50	16-19	2	35	17.50	16-19
512	French II - AE	0	0	0.00	0	0	0.00	2	45	22.50	2	52	26.00	25-27	2	49	24.50	22-27
	French II - AE/CP	2	47	23.50	3	60	20.00	0	0	0.00	0	0	0.00		0	0	0.00	
513	French II - CP	1	18	18.00	0	0	0.00	2	27	13.50	1	19	19.00	NA	1	20	20.00	NA
	Total French I&II	**5**	**112**	**22.40**	**6**	**124**	**20.67**	**6**	**128**	**21.33**	**6**	**127**	**21.17**		**6**	**124**	**20.67**	
521	French III -H	2	48	24.00	1	28	28.00	2	50	25.00	2	37	18.50	15-22	2	36	18.00	14-22
	French III - AE/IV-CP	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
522	French III - AE	2	43	21.50	2	44	22.00	2	42	21.00	2	39	19.50	19-20	2	39	19.50	19-20
523	French III - CP	1	20	20.00	1	17	17.00	0	0	0.00	1	24	24.00	NA	1	24	24.00	NA
523;533	French III-CP/IV-CP	0	0	0.00	0	0	0.00	2	20	10.00	0	0	0.00		0	0	0.00	
	Total French III	**5**	**111**	**22.20**	**4**	**89**	**22.25**	**6**	**112**	**18.67**	**5**	**100**	**20.00**		**5**	**99**	**19.80**	
533	French IV-CP	1	13	13.00	1	14	14.00	0	0	0.00	1	10	10.00	NA	1	10	10.00	NA
531;542	French IV - H/V AE	2	57	28.50	2	48	24.00	1	26	26.00	2	47	23.50	21-26	2	46	23.00	20-26
532;543	French IV - AE/V-CP	2	24	12.00	2	34	17.00	2	37	18.50	2	36	18.00	18	2	36	18.00	18
	Total French IV	**5**	**94**	**18.80**	**5**	**96**	**19.20**	**3**	**63**	**21.00**	**5**	**93**	**18.60**		**5**	**92**	**18.40**	
541	French V - H /AP	1	21	21.00	1	22	22.00	1	32	32.00	1	19	19.00	NA	1	19	19.00	NA
542	French V - AE	1	18	18.00	1	14	14.00	1	11	11.00	0	0	0.00		0	0	0.00	
	Total French V	**2**	**39**	**19.50**	**2**	**36**	**18.00**	**2**	**43**	**21.50**	**1**	**19**	**19.00**		**1**	**19**	**19.00**	
	Grand Total French	**17**	**356**	**20.94**	**17**	**345**	**20.29**	**17**	**346**	**20.35**	**17**	**339**	**19.94**		**17**	**334**	**19.65**	
554	Spanish I Part 1	2	44	22.00	2	46	23.00	3	49	16.33	2	25	12.50	11-14	2	24	12.00	11-13
555	Spanish I Part 2	2	45	22.50	2	38	19.00	3	41	13.67	3	46	15.33	12-17	3	45	15.00	12-17
552	Spanish I - AE	1	22	22.00	1	21	21.00	1	25	25.00	1	21	21.00	NA	1	20	20.00	NA
	Spanish I - CP	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Total Spanish I	**5**	**111**	**22.20**	**5**	**105**	**21.00**	**7**	**115**	**16.43**	**6**	**92**	**15.33**		**6**	**89**	**14.83**	
563	Spanish II-CP	5	89	17.80	4	89	22.25	5	89	17.80	4	94	23.50	21-26	4	97	24.25	21-27
561	Spanish II -H	4	113	28.25	4	90	22.50	3	82	27.33	4	94	23.50	22-26	4	96	24.00	22-25
562	Spanish II - AE	8	159	19.88	7	144	20.57	6	139	23.17	6	123	20.50	13-25	6	127	21.17	13-28
	Total Spanish II	**17**	**361**	**21.24**	**15**	**323**	**21.53**	**14**	**310**	**22.14**	**14**	**311**	**22.21**		**14**	**320**	**22.86**	
573	Spanish III - CP	3	50	16.67	4	87	21.75	5	90	18.00	4	83	20.75	19-25	4	81	20.25	18-23
572	Spanish III- AE	0	0	0.00	0	0	0.00	6	133	22.17	6	124	20.67	17-24	6	122	20.33	17-25
571	Spanish III - H	3	80	26.67	3	83	27.67	2	67	33.50	3	66	22.00	19-24	3	65	21.67	19-24
	Spanish III AE / IV CP	7	155	22.14	6	144	24.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Spanish III CP / IVCPc	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Total Spanish III	**13**	**285**	**21.92**	**13**	**314**	**24.15**	**13**	**290**	**22.31**	**13**	**273**	**21.00**		**13**	**268**	**20.62**	

Acton-Boxborough Regional High School Class Count Summary

kpk/clv
5:18 PM
1/24/2014

		2010 - 2011 Actual			2011-2012 Actual			2012-2013 Actual			2013-2014 Actual				2013-2014 January			
	Enrollment	N = 1994			N = 1956			N = 1980			N=1960				N=1962			
Course #	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	range	Sect.	Total #	Ave.	range
581	Spanish IV - H	2	61	30.50	3	73	24.33	3	69	23.00	3	60	20.00	16-21	3	58	19.33	14-23
	Spanish IV - AE	4	106	26.50	5	110	22.00	0	0	0.00	0	0	0.00		0	0	0.00	
583	Spanish IV - CP	3	44	14.67	3	38	12.67	4	72	18.00	3	54	18.00	12-23	3	51	17.00	8-23
582;593	Spanish IV-AE/V-CP	0	0	0.00	0	0	0.00	4	104	26.00	4	98	24.50	20-27	4	94	23.50	20-26
	Total Spanish IV	**9**	**211**	**23.44**	**11**	**221**	**20.09**	**11**	**245**	**22.27**	**10**	**212**	**21.20**		**10**	**203**	**20.30**	
591	Spanish V - H/AP	2	31	15.50	1	28	28.00	1	30	30.00	2	25	12.50	12-13	2	23	11.50	11-12
592	Spanish V - AE	2	38	19.00	2	28	14.00	1	32	32.00	2	38	19.00	18-20	2	38	19.00	17-21
	Sp. V CP	0	0	0.00	1	5	5.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Total Spanish V	**4**	**69**	**17.25**	**4**	**61**	**15.25**	**2**	**62**	**31.00**	**4**	**63**	**15.75**		**4**	**61**	**15.25**	
	Grand Total Spanish	**48**	**1037**	**21.60**	**48**	**1024**	**21.33**	**47**	**1022**	**21.74**	**47**	**951**	**20.23**		**47**	**941**	**20.02**	
500	Latin I	2	47	23.50	3	50	16.67	2	47	23.50	1	31	31.00	NA	1	27	27.00	NA
506	Latin I H	0	0	0.00	0	0	0.00	1	21	21.00	1	21	21.00	NA	1	20	20.00	NA
	Latin I AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
520	Latin II	0	0	0.00	0	0	0.00	0	0	0.00	1	27	27.00	NA	1	25	25.00	NA
502	Latin II AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
501;502	Latin II AE/H	1	29	29.00	1	24	24.00	1	20	20.00	1	15	15.00	NA	1	12	12.00	NA
0	Latin III AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
508;503	Latin III AE/H	1	14	14.00	1	16	16.00	1	16	16.00	0	0	0.00		0	0	0.00	
525	Latin IV Vergil AE/H	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
03;508;524;525	Latin III/IV AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	12	12.00	NA	1	12	12.00	NA
527	Italian I	2	38	19.00	2	50	25.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Italian I /Italian I H	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Italian I H	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
	Italian II AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
528;529	Italian II AE/H	2	32	16.00	1	25	25.00	1	23	23.00	0	0	0.00		0	0	0.00	
0	Italian III AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00		0	0	0.00	
0	Italian III AE/H	1	17	17.00	1	16	16.00	0	0	0.00	0	0	0.00		0	0	0.00	
534;535;536	Italian III/IV AE/H	0	0	0.00	0	0	0.00	1	10	10.00	1	16	16.00	NA	1	15	15.00	NA
546	Chinese I	1	19	19.00	1	16	16.00	1	27	27.00	1	15	15.00	NA	1	15	15.00	NA
547	Chinese II AE	1	16	16.00	1	18	18.00	1	17	17.00	1	24	24.00	NA	1	24	24.00	NA
548;549	Chinese III AE/H	1	16	16.00	1	15	15.00	1	14	14.00	1	17	17.00	NA	1	17	17.00	NA
557	Chinese IV H	0	0	0.00	0	0	0.00	0	0	0.00	1	11	11.00	NA	1	10	10.00	NA
	Total Other WL	**12**	**228**	**19.00**	**12**	**230**	**19.17**	**10**	**195**	**19.50**	**10**	**189**	**18.90**		**10**	**177**	**17.70**	
	Grand Total W. Lang.	**77**	**1621**	**21.05**	**77**	**1599**	**20.77**	**74**	**1563**	**21.12**	**74**	**1479**	**19.99**		**74**	**1452**	**19.62**	

Combined Acton and Boxborough Section Planning

Acton Enrollment

2013-2014							2014-2015					
		Oct 1 Actual	Staff	Total Enrolled Oct 1	Sections	Class Size			Staff	Total Project Oct 1	Sectns	Class Size
K	261	281	7	288	14	20.6	K	272	6	278	14	19.9
1	286	302	6	308	14	22.0	1	302	7	309	14	22.1
2	325	316	6	322	15	21.5	2	313	6	319	14	22.8
3	361	365	9	374	16	23.4	3	329	8	337	15	22.5
4	387	375	7	382	16	23.9	4	370	8	378	16	23.6
5	358	355	2	357	15	23.8	5	378	8	386	16	24.1
6	358	358	2	360	15	24.0	6	360	2	362	15	24.1
	2336	2352	39	2391	105	22.8		2324	45	2369	104	22.8

Boxborough Enrollment

2013-2014							2014-2015					
	Oct 1 Proj	Oct 1 Actual	Choice	Total Enrolled Oct 1	Sections	Class Size		Oct 1 Proj	Choice	Total Project Oct 1		Class Size
K	40	35	4	39	2	19.5	K	39	0	39	2	19.5
1	45	43	8	51	3	17.0	1	37	4	41	2	20.5
2	63	53	7	60	3	20.0	2	45	8	53	3	17.7
3	53	55	4	59	3	19.7	3	53	7	60	3	20.0
4	53	57	0	57	3	19.0	4	56	4	60	3	20.0
5	68	69	2	71	3	23.7	5	60	3	63	3	21.0
6	70	64	5	69	4	17.3	6	69	2	71	3	23.7
	392	376	30	406	21	19.3		359	28	387	19	20.4

Combined Acton and Boxborough Enrollment

2013-2014							2014-2015					
		Oct 1 Actual	Staff	Total Enrolled Oct 1	Sections	Class Size		Oct 1 Proj	Choice / Staff	Total Project Oct 1	Sectns	Class Size
K		316	11	327	16	20.4	K	311	6	317	16	19.8
1		345	14	359	17	21.1	1	339	11	350	16	21.9
2		369	13	382	18	21.2	2	358	14	372	17	21.9
3		420	13	433	19	22.8	3	382	15	397	18	22.1
4		432	7	439	19	23.1	4	426	12	438	19	23.1
5		424	4	428	18	23.8	5	438	11	449	19	23.6
6		422	7	429	19	22.6	6	429	4	433	18	24.1
		2728	69	2797	126	22.2		2683	73	2756	123	22.4

Updated January 24, 2014

Acton Elementary Enrollment and Class Size History and Projections FY '09 - FY '20

2008-2009						2009-2010							2010-2011						
Grade	Oct 1	Staff	Total Oct 1	Sections	Class Sizes		Oct 1	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge		Oct 1	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge
K	301	3	304	15	20.3	K	334	6	340	16	21.3	36	K	320	8	328	16	20.5	-12
1	326	2	328	15	21.9	1	333	3	336	15	22.4	8	1	347	6	353	16	22.1	17
2	336	5	341	15	22.7	2	349	2	351	15	23.4	10	2	342	2	344	15	22.9	-7
3	349	2	351	15	23.4	3	358	5	363	15	24.2	12	3	344	2	346	15	23.1	-17
4	381	1	382	16	23.9	4	359	2	361	15	24.1	-21	4	369	5	374	15	24.9	13
5	404	0	404	16	25.3	5	391	1	392	16	24.5	-12	5	360	4	364	15	24.3	-28
6	384	2	386	16	24.1	6	407	1	408	16	25.5	22	6	394	1	395	16	24.7	-13
Totals	2481	15	2496	108	23.1		2531	20	2551	108	23.6	70		2476	28	2504	108	23.2	-47

January, 2014

Acton Elementary Enrollment and Class Size History and Projections FY '09 - FY '20

2011-2012							2012-2013							2013-2014						
	Oct 1	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Change		Oct 1	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge		Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge
K	294	7	301	15	20.1	-27	K	267	6	273	14	19.5	-28	K	281	7	288	14	20.6	15
1	333	8	341	16	21.3	-12	1	312	8	320	15	21.3	-21	1	302	6	308	14	22.0	-12
2	353	8	361	16	22.6	17	2	348	8	356	16	22.3	-5	2	316	6	322	15	21.5	-34
3	351	2	353	15	23.5	7	3	382	8	390	16	24.4	37	3	365	9	374	16	23.4	-16
4	351	2	353	15	23.5	-21	4	354	2	356	15	23.7	3	4	375	7	382	16	23.9	26
5	369	5	374	15	24.9	10	5	354	2	356	15	23.7	-18	5	355	2	357	15	23.8	1
6	361	4	365	15	24.3	-30	6	382	5	387	15	25.8	22	6	358	2	360	15	24.0	-27
	2412	36	2448	107	22.9	-56		2399	39	2438	106	23.0	-10		2352	39	2391	105	22.8	-47

Acton Elementary Enrollment and Class Size History and Projections FY '09 - FY '20

2014-2015							2015-2016							2016-2017						
	Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge		Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge		Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge
K	269	7	276	14	19.7	-12	K	268	6	274	14	19.6	-2	K	238	6	244	13	18.8	-30
1	302	7	309	14	22.1	1	1	290	6	296	14	21.1	-13	1	288	6	294	14	21.0	-2
2	313	6	319	14	22.8	-3	2	313	7	320	14	22.9	1	2	300	6	306	14	21.9	-14
3	329	8	337	15	22.5	-37	3	325	6	331	14	23.6	-6	3	326	7	333	14	23.8	2
4	370	8	378	16	23.6	-4	4	334	8	342	15	22.8	-36	4	330	6	336	14	24.0	-6
5	378	8	386	16	24.1	29	5	373	8	381	16	23.8	-5	5	336	8	344	15	22.9	-37
6	360	2	362	15	24.1	2	6	383	8	391	16	24.4	29	6	378	8	386	16	24.1	-5
	2321	46	2367	104	22.8	-24		2286	49	2335	103	22.7	-32		2196	47	2243	100	22.4	-92

Acton Elementary Enrollment and Class Size History and Projections FY '09 - FY '20

2017-2018							2018-2019							2019-2020						
	Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge		Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge		Oct 1 Proj	Staff	Total Enrolled Oct 1	Sections	Class Size	Year to Year Chnge
K	230	6	236	12	19.7	-8	K	244	6	250	14	17.9	14	K	257	6	263	14	18.8	13
1	256	6	262	13	20.2	-32	1	248	6	249	12	20.8	-13	1	262	6	268	14	19.1	19
2	298	6	304	14	21.7	-2	2	265	6	271	13	20.8	-33	2	256	6	262	12	21.8	-9
3	312	6	318	14	22.7	-15	3	310	6	316	14	22.6	-2	3	276	6	282	13	21.7	-34
4	330	7	337	14	24.1	1	4	316	6	322	14	23.0	-15	4	315	6	321	14	22.9	-1
5	333	6	339	14	24.2	-5	5	333	7	340	14	24.3	1	5	319	6	325	14	23.2	-15
6	341	8	349	15	23.3	-37	6	337	6	343	14	24.5	-6	6	337	7	344	14	24.6	1
	2100	45	2145	96	22.3	-98		2053	43	2091	95	22.0	-54		2022	43	2065	95	21.7	-26

Oct-13

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2013-2014 ACADEMIC YEAR

	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1				May 1				Jun 1			
Levels	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot
K	281	39	7	288	281	39	7	288				0				0				0				0				0				0				0				0
1	302	51	6	308	302	51	6	308				0				0				0				0				0				0				0				0
2	316	60	6	322	316	60	6	322				0				0				0				0				0				0				0				0
3	366	59	8	374	365	59	9	374				0				0				0				0				0				0				0				0
4	373	57	7	380	375	57	7	382				0				0				0				0				0				0				0				0
5	355	71	2	357	355	71	2	357				0				0				0				0				0				0				0				0
6	358	71	2	360	358	69	2	360				0				0				0				0				0				0				0				0
In D.Pre-sch. Clrm	55	22	0	55	41	22	0	41				0				0				0				0				0				0				0				0
In D.Pre-sch. Itnt	0	2	0	0	8	2	0	8				0				0				0				0				0				0				0				0
OOD Pre-sch	2	2	0	2	0	2	0	0				0				0				0				0				0				0				0				0
O.D. SPED K-6	22	7	0	22	24	7	0	24				0				0				0				0				0				0				0				0
A.P.S. Total	2430	441	38	2468	2425	439	39	2464	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	391	71	7	469	389	72	7	468				0				0				0				0				0				0				0				0
8	374	77	9	460	376	78	9	463				0				0				0				0				0				0				0				0
J.H.S. Total	765	148	16	929	765	150	16	931	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	398	71	9	478	394	72	9	475				0				0				0				0				0				0				0				0
10	403	72	9	484	404	73	9	486				0				0				0				0				0				0				0				0
11	396	78	8	482	393	81	8	482				0				0				0				0				0				0				0				0
12	411	108	5	524	405	106	6	517				0				0				0				0				0				0				0				0
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	1608	329	31	1968	1596	332	32	1960	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total JHS & HS	2373	477	47	2897	2361	482	48	2891	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
O.D. SPED 7-12	43	8	0	51	43	8	1	52				0				0				0				0				0				0				0				0
Reg. Total	2416	485	47	2948	2404	490	49	2943	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A.P.S. Total	2430	441	38	2468	2425	439	39	2464	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reg. Total	2416	485	47	2948	2404	490	49	2943	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	4846	485	85	5416	4829	490	88	5407	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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

In D. = In District

Distribution:

S. Mills
M. Altieri ✓
D. Bookis
L. Huber
D. Alcardi
A. Bisewicz
K. Nelson
E. Weiner
R. Cvitkovich
C. Bates
All Principals (2)

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

Actual
Acton Public Schools
2013-2014
October 1, 2013

Grade YOG	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne			Total	Merriam				Total	# Sec.	Avg. Size
Rm	CAD	CAM	CPM	2#	DAD1	DAD2	DAM			GAD	GAM	1#		TAD1	TAD2	TAM	[1]3#		MAD	MAM	MPM	1#	7#		
													Case +	22	21	21	64							
K-26	20	21	21	62	20	21	20	61		21	20	41		21	21	21	63		20	20	21	61	288	14	20.6
Rm	3	4	5	1#	3	4	5	2#		3	5			310	311	312	[1]2#		133	231	334	1#	6#		
													Case +	23	22	23	68							
Gr. 1-25	21	22	22	65	22	22	23	67		22	22	44		22	22	23	67		22	22	21	65	308	14	22.0
Rm	6	7	8		6	7	8		6	8	10	3#		301	302	303	[1]1#		224	234	323	2#	6#		
													Case +	23	22	22	67							
Gr. 2-24	22	21	20	63	22	20	22	64	21	21	21	63		23	21	22	66		22	22	22	66	322	15	21.5
Rm	9	10	20		9	10	11		17	7	9	3#		313	314	315	[4]2#	230	324	330	331	4#	9#		
													Case +	24	25	26	75							
Gr. 3-23	24	24	23	71	23	24	23	70	23	23	24	70		24	24	23	71	23	23	24	22	92	374	16	23.4
Rm	17	18	19	1#	12	13	14	2#	18	19	20	1#		213	214	215	[3]3#	233	321	322	332		7#		
													Case +	26	23	24	73							
Gr. 4-22	24	24	24	72	25	24	23	72	25	23	24	72		23	23	24	70	24	24	24	24	96	382	16	23.9
Rm	14	15	16		19	20	21		13	15	16	1#		210	211	212	[3]		135	232	333	1#	2#		
													Case +	24	27	24	75							
Gr. 5-21	24	24	24	72	23	25	25	73	23	24	24	71		24	24	24	72		23	23	23	69	357	15	23.8
Rm	11	12	13		15	16	17		11	12	14			113	114	115	1#		223	235	335	1#	2#		
Gr. 6-20	23	24	24	71	24	23	24	71	24	24	24	72		24	24	25	73		25	24	24	73	360	15	24.0
Total Staff				4#				4#				9#					12#					10#	39#		
													Case+	[13]	Averag	23.8	499							
Total	21 Sec.	Average	22.7	476	21 Sec.	Averag	22.8	478	19 Sec.	Average	22.8	433		21 Sec.	Average	23.0	482		23 Sec	Averag	22.7	522	2391	105	22.8
Range	20	24			20	25			20	25				21	25					20	25			20	25

ALL DAY K - CAD, DAD1, DAD2, GAD, TAD1, TAD2, and MAD

 # Staff Children
Case [ ]
CAD, DAD, DBD. GAD, TAD, and MAD
- ALL DAY PROGRAMS

Actual
Boxborough Public Schools
2013 - 2014
October 1, 2013

10/8/2013
12:12 PM

Grade YOG	Blanchard				Total		Total BPS	Choice Munc Agrmt	#Sec.	Avg. Size	Total APS	Staff/Munc Agrmt	#Sec.	Avg. Size		APS & BPS Combined	Total Choice/ Staff	#Sec.	Avg. Size
Rm			*276*	*218*															
K-26			19	20	39		39	4	*2*	*19.5*	288	*7*	*14*	*20.6*		327	11	*16*	*20.4*
Rm		*211*	*213*	*215*															
Gr. 1-25		18	16	17	51		51	8	*3*	*17.0*	308	*6*	*14*	*22.0*		359	14	*17*	*21.1*
Rm		*219*	*221*	*227*															
Gr. 2-24		20	20	20	60		60	7	*3*	*20.0*	322	*6*	*15*	*21.5*		382	13	*18*	*21.2*
Rm		*226*	*229*	*231*															
Gr. 3-23		19	20	20	59		59	4	*3*	*19.7*	374	*9*	*16*	*23.4*		433	13	*19*	*22.8*
Rm		*243*	*245*	*247*															
Gr. 4-22		19	19	19	57		57	0	*3*	*19.0*	382	*7*	*16*	*23.9*		439	7	*19*	*23.1*
Rm		*118*	*128*	*130*															
Gr. 5-21		24	24	23	71		71	2	*3*	*23.7*	357	*2*	*15*	*23.8*		428	4	*18*	*23.8*
Rm	*108*	*110*	*112*	*114*															
Gr. 6-20	17	17	17	18	69		69	5	*4*	*17.3*	360	*2*	*15*	*24.0*		429	7	*19*	*22.6*
					3#														
Total	*21 Sec*	*Averag*	*19.3*		406		406	30	*21*	*19.3*	2391	*39*	*105*	*22.7*		2797	69	*126*	*22.1*
Range	*16*	*24*							*16*	*24*	*Range*	*20*	*25*	*39*				*0*	*69*

Grade level totals correct
Distribution by Room not complete

October 1, 2013
Column C Breakdown

Grade	Staff Free	Choice	Tuition In	Sped Tuition	Municipal Agreement	Total
K	7	0	0	0	0	7
1	6	0	0	0	0	6
2	6	0	0	0	0	6
3	8	0	0	0	1	9
4	7	0	0	0	0	7
5	2	0	0	0	0	2
6	2	0	0	0	0	2
APS Total	38	0	0	0	0	38
Out District	0	0	0	0	0	0
Total	38	0	0	0	1	39
7	0	7	0	0	0	7
8	0	9	0	0	0	9
Sub Total	0	16	0	0	0	16
9	0	8	0	1	0	9
10	0	9	0	0	0	9
11	0	8	0	0	0	8
12	0	6	0	0	0	6
UG	0	0	0	0	0	0
Sub Total	0	31	0	1	0	32
Out District	0	0	0	1	0	1
Region Total	0	47	0	2	0	49
Grand Total	38	47	0	2	1	88

Acton-Boxborough Regional School District

October 1, 2013

Grade	Acton	Boxborough	*Non-Residents	Total
7	389	72	7	468
8	376	78	9	463
9	394	72	9	475
10	404	73	9	486
11	393	81	8	482
12	405	106	6	517
Ungraded	0	0	0	0
Post-Grads	0	0	0	0
Sped Out of District	43	8	1	52
Other	0	0	0	0
Total	2404	490	49	2943

Acton Enrollment	2404
Boxborough Enrollment	490
Total Acton /Boxborough	2894
Acton %	83.07%
Boxborough %	16.93%
Total Percentage	100.00%

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

Acton Public School and Blanchard School K-6

October 1, 2013

Grade	Acton	*Non - Residents Acton	Acton SchoolsTotal	Boxborough	*Non - Residents Boxborough	Boxborough SchoolsTotal
K	281	7	288	35	4	39
1	302	6	308	43	8	51
2	316	6	322	53	7	60
3	365	9	374	55	4	59
4	375	7	382	57	0	57
5	355	2	357	69	2	71
6	358	2	360	64	5	69
Ungraded	0	0	0	0	0	0
Post-Grads	0	0	0	0	0	0
Sped Out of District	24	0	24	7	0	7
Other	0	0	0	0	0	0
Total	2376	39	2415	383	30	413

Acton Enrollment	2376
Boxborough Enrollment	383
Total Acton /Boxborough	2759
Acton %	86.12%
Boxborough %	13.88%
Total Percentage	100.00%

Acton Preschool	41
Boxborough Preschool	7

Acton Non-Resident Staff (38) and Municipal Agreement (1)
Boxborough Non-Residents include Staff Children (2), School Choice (27) and Municipal Agreemen(1)

Three Year Comparison
K through 12

Year -->	*2011*	*2012*	*2013*	*Total of 3 Yrs*	*Avg. of 3 Yrs*
Acton Enrollment	4817	4833	4780	14430	4810.00
Boxborough Enrollment	968	913	873	2754	918.00
Total	5785	5746	5653	17184	5728.00
Acton %	83.27%	84.11%	84.56%	83.97%	83.97%
Boxborough %	16.73%	15.89%	15.44%	16.03%	16.03%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Three Year Comparison
7 through 12

Year -->	*2011*	*2012*	*2013*	*Total of 3 Yrs*	*Avg. of 3 Yrs*
Acton Enrollment	2391	2414	2404	7209	2403.00
Boxborough Enrollment	536	507	490	1533	511.00
Total	2927	2921	2894	8742	2914.00
Acton %	81.69%	82.64%	83.07%	82.46%	82.46%
Boxborough %	18.31%	17.36%	16.93%	17.54%	17.54%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

October 1, 2013
Comparison of Enrollment Projections

	ALL STUDENTS*	ASHTON'S	NESDEC	ONLY A & A/B
Levels	Actual	Projection	Projection	APS & A/B ACTUAL
K	288	261	269	281
1	308	286	280	302
2	322	325	322	316
3	374	361	359	365
4	382	387	390	375
5	357	358	355	355
6	360	358	359	358
A.P.S. Total	2391	2336	2334	2352
7	468	456	454	461
8	463	457	458	454
J.H.S. Total	931	913	912	915
9	475	467	466	466
10	486	481	482	477
11	482	462	464	474
12	517	520	519	511
H.S. Total	1960	1930	1931	1928
Reg. Total	2891	2843	2843	2843
Grand Total	5282	5179	5177	5195

*Includes Choice, staff students and tuitioned in students

Count Comparison 2011-2013

	Oct. 1, 2011				Oct. 1, 2012				Oct. 1, 2013				Difference Oct 1, 2013 (-) Oct 1, 2012			
Levels	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B (1)	C	Total
K	294	59	7	301	267	43	6	273	281	39	7	288	14	-4	1	15
1	333	53	8	341	312	59	8	320	302	51	6	308	-10	-8	-2	-12
2	354	54	7	361	348	54	8	356	316	60	6	322	-32	6	-2	-34
3	351	68	2	353	382	53	8	390	365	59	9	374	-17	6	1	-16
4	351	66	2	353	354	65	2	356	375	57	7	382	21	-8	5	26
5	369	75	5	374	354	70	2	356	355	71	2	357	1	1	0	1
6	361	84	4	365	382	75	5	387	358	69	2	360	-24	-6	-3	-27
K-6 Ungr.	0	0	0	0	0	0	0	0	0	22	0	0	0	22	0	0
In D.Pre-sch.	38	8	0	38	37	5	0	37	41	0	0	41	4	-5	0	4
In D Pre-sch Itnt	0	0	0	0	0	0	0	0	8	2	0	8	8	2	0	8
O.D. Pre-sch.	2	3	0	2	3	2	0	3	0	2	0	0	-3	0	0	-3
O.D. SPED K-6	13	4	0	13	20	7	0	20	24	7	0	24	4	0	0	4
A.P.S. Total	2466	474	35	2501	2459	433	39	2498	2425	439	39	2464	-34	6	0	-34
7	391	71	7	469	375	74	11	460	389	72	7	468	14	-2	-4	8
8	408	71	9	488	396	72	7	475	376	78	9	463	-20	6	2	-12
J.H.S. Total	799	142	16	957	771	146	18	935	765	150	16	931	-6	4	-2	-4
9	385	78	8	471	408	71	12	491	394	72	9	475	-14	1	-3	-16
10	415	109	3	527	392	74	7	473	404	73	9	486	12	-1	2	13
11	387	99	7	493	419	107	4	530	393	81	8	482	-26	-26	4	-48
12	361	96	7	464	379	100	7	486	405	106	6	517	26	6	-1	31
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	1548	382	25	1955	1598	352	30	1980	1596	332	32	1960	-2	-20	2	-20
Total JHS & HS	2347	524	41	2912	2369	498	48	2915	2361	482	48	2891	-8	-16	0	-24
O.D. SPED 7-12	44	12	0	56	45	9	0	54	43	8	1	52	-2	-1	1	-2
Reg. Total	2391	536	41	2968	2414	507	48	2969	2404	490	49	2943	-10	-17	1	-26
A.P.S. Total	2466	474	35	2501	2459	433	39	2498	2425	439	39	2464	-34	6	0	-34
Reg. Total	2391	536	41	2968	2414	507	48	2969	2404	490	49	2943	-10	-17	1	-26
Grand Total	4857	536	76	5469	4873	940	87	5467	4829	929	88	5407	-44	-11	1	-60

Enrollment by Race
October 1, 2013

School	Low Income	Asian/Pacific Islander	African-American	Caucasian	Hispanic	American Indian	Minority	Percent Minority	Percent Asian	Total
Conant	20	290	6	171	9	0	305	64.08%	60.92%	476
Douglas	33	144	7	317	8	2	161	33.68%	30.13%	478
Gates	28	173	13	238	6	3	195	45.03%	39.95%	433
McCarthy-Towne	36	89	15	346	27	5	136	28.22%	18.46%	482
Merriam	23	128	13	366	15	0	156	29.89%	24.52%	522
Total	140	824	54	1438	58	10	946	39.57%	34.46%	2391
% of Total APS	5.86%	34.46%	2.26%	60.14%	2.43%	0.42%	39.57%			
JHS	44	288	15	609	18	1	322	34.59%	30.93%	931
SHS	84	492	31	1377	57	3	583	29.74%	25.10%	1960
Total	128	780	46	1986	75	4	905	31.30%	26.98%	2891
% of Total A/B	4.43%	26.98%	1.59%	68.70%	2.59%	0.14%	31.30%			
Grand Total	268	1604	100	3424	133	14	1851	35.04%	30.37%	5282
% of Grand Total	5.07%	30.37%	1.89%	64.82%	2.52%	0.27%	35.04%			
Blanchard	12	131	10	253	6	6	153	37.68%	32.27%	406

Minuteman School of Applied Arts and Sciences
October 1, 2013

GRADE	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	10/12	10/13
9	4	7	7	8	12	8	9	12	6	11	3	8	7	2	7	10	3	6
10	4	4	11	8	10	8	6	11	11	8	11	4	6	9	2	7	10	2
11	4	3	3	7	11	9	6	7	9	9	10	10	2	7	9	1	5	10
12	2	3	2	3	8	8	13	6	6	9	9	9	9	1	5	7	0	7
PG	7	7	4	7	6	9	4	2	2	0	4	1	4	3	0	0	0	0
ACTON TOTAL	21	24	27	33	47	42	38	38	34	37	37	32	28	22	23	25	18	25
9	1	3	2	1	2	3	1	5	4	2	3	2	6	1	2	0	3	0
10	0	1	2	2	1	4	2	2	6	4	2	3	2	7	1	1	0	3
11	2	0	1	2	1	1	2	2	1	4	4	2	3	2	7	1	1	0
12	2	2	0	0	2	2	1	2	2	1	3	4	2	4	2	5	1	1
PG	1	3	0	3	0	0	2	3	1	3	0	0	0	0	0	0	0	0
BOXBOROUGH TOTAL	6	9	5	8	6	10	8	14	14	14	12	11	13	14	12	7	5	4
GRAND TOTAL	27	33	32	41	53	52	46	52	48	51	49	43	41	36	35	32	23	29

Revised Enrollment Projections - 11/13

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
Elementary School
Acton, MA: 2003-2025

Year	K-12	K	1	2	3	4	5	6	Total
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*	4,768	267	312	348	382	354	354	382	2,399
2013*	4,713	281	302	316	365	375	355	358	2,352
2014	4,627	269	302	313	329	370	378	360	2,321
2015	4,557	268	290	313	325	334	373	383	2,285
2016	4,451	238	288	300	326	330	336	378	2,195
2017	4,344	230	256	298	312	330	333	341	2,100
2018	4,270	244	248	265	310	316	333	337	2,053
2019	4,191	257	262	256	276	315	319	337	2,022
2020	4,152	271	277	271	267	279	317	323	2,006
2021	4,127	284	291	286	283	271	282	321	2,018
2022	4,086	289	306	301	298	287	273	285	2,039
2023	4,047	293	310	316	314	302	289	276	2,101
2024	4,075	296	315	321	329	318	305	293	2,178
2025	4,112	301	319	326	335	334	321	309	2,243

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
Junior High School
Acton, MA: 2003-2025

Year	7	8	Total
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*	375	396	771
2013*	389	376	765
2014	361	394	755
2015	363	366	729
2016	386	368	754
2017	381	392	773
2018	344	386	730
2019	340	348	688
2020	340	345	685
2021	326	345	671
2022	324	330	654
2023	279	329	607
2024	295	283	578
2025	311	299	611

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
High School
Acton, MA: 2003-2025

Year	9	10	11	12	Total
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*	408	392	419	379	1598
2013*	394	404	393	405	1596
2014	372	394	400	385	1551
2015	390	372	390	392	1543
2016	362	390	368	382	1502
2017	363	362	386	361	1472
2018	387	364	358	378	1487
2019	382	387	360	351	1480
2020	344	382	383	353	1462
2021	341	345	378	376	1439
2022	341	341	341	371	1393
2023	327	341	337	334	1339
2024	325	327	337	330	1319
2025	279	325	323	331	1258

Excludes choice
* Actual data

Sources: Acton-Boxborough School System
Acton Town Clerk & Building Commissioner
Mass. Department of Public Health

NOTE: This scenario is a result of utilizing 5 year average for grade to grade ratios and for kindergarten to birth ratio

12-4-13

Revised Enrollment Projections - 11/13

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
Elementary School
Boxborough, MA: 2003-2025

Year	K-12	K	1	2	3	4	5	6	Total
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*	1,102	54	70	69	72	68	76	95	504
2008*	1,078	58	57	72	71	70	72	77	477
2009*	1,030	45	59	60	66	74	74	73	451
2010*	1,005	48	54	66	61	68	73	70	440
2011*	952	51	49	53	66	60	72	77	428
2012*	897	43	52	51	53	63	65	72	399
2013*	858	35	43	53	55	57	69	64	376
2014	804	39	37	45	53	56	60	69	359
2015	774	38	41	38	45	54	59	60	336
2016	743	31	40	43	38	46	57	59	314
2017	713	33	33	42	43	39	48	57	295
2018	685	45	35	34	42	44	41	48	289
2019	665	47	47	36	34	42	46	41	294
2020	659	51	49	49	36	35	45	46	311
2021	651	54	54	52	49	37	37	45	327
2022	656	58	57	56	52	50	39	37	348
2023	665	60	61	59	56	53	53	39	381
2024	680	63	63	64	59	57	55	53	414
2025	705	64	66	66	64	60	60	55	436

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
Junior High School
Boxborough, MA: 2003-2025

Year	7	8	Total
2003*	97	99	196
2004*	99	96	195
2005*	103	101	204
2006*	91	108	199
2007*	87	92	179
2008*	99	93	192
2009*	77	100	177
2010*	69	75	144
2011*	71	71	142
2012*	74	72	146
2013*	72	78	150
2014	63	73	136
2015	68	64	132
2016	59	69	128
2017	58	60	118
2018	56	59	115
2019	48	57	105
2020	41	48	89
2021	45	41	87
2022	44	46	90
2023	36	45	81
2024	38	37	75
2025	52	39	91

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
High School
Boxborough, MA: 2003-2025

Year	9	10	11	12	Total
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*	71	74	107	100	352
2013*	72	73	81	106	332
2014	81	73	75	81	309
2015	76	81	75	75	307
2016	66	76	84	75	301
2017	71	67	79	84	300
2018	62	72	69	78	281
2019	61	63	74	69	266
2020	59	61	65	74	259
2021	50	59	63	65	237
2022	43	50	61	63	218
2023	48	43	52	61	204
2024	46	48	44	52	190
2025	38	47	49	44	178

Excludes choice

* Actual data

NOTE: This scenario is a result of utilizing 5 year average for grade to grade ratios and 6 yr ratio for kindergarten to birth ratio

Sources: Acton-Boxborough School System
Boxborough Town Clerk
Mass. Department of Public Health

12-4-13

Regional Enrollment Acton/Boxborough
Elementary Schools

Year	K-12 total	K	1	2	3	4	5	6	Total	Boxborough Share of K-6	Boxborough Share of Total Region
2003*	5663	400	416	460	447	441	473	444	3081		
2004*	5726	394	422	437	474	444	446	488	3105		
2005*	5806	375	426	426	447	476	459	458	3067		
2006*	5838	365	382	447	443	451	482	477	3047		
2007*	5864	346	390	409	461	462	458	492	3018		
2008*	5851	359	383	408	420	451	476	461	2958		
2009*	5860	379	392	409	424	433	465	480	2982		
2010*	5820	368	401	408	405	437	433	464	2916	15.09%	17.27%
2011*	5712	345	382	407	417	411	441	438	2841	15.07%	16.67%
2012*	5665	310	364	399	435	417	419	454	2798	14.26%	15.83%
2013*	5571	316	345	369	420	432	424	422	2728	13.78%	15.40%
2014	5431	308	339	357	382	426	438	429	2680	13.39%	14.81%
2015	5332	306	331	351	370	388	432	443	2621	12.81%	14.52%
2016	5194	269	328	342	364	376	393	437	2509	12.51%	14.30%
2017	5057	263	288	340	355	369	381	398	2394	12.30%	14.10%
2018	4955	289	282	299	352	360	374	385	2341	12.32%	13.82%
2019	4856	304	310	293	310	357	365	379	2317	12.70%	13.70%
2020	4812	322	326	321	303	314	362	369	2317	13.44%	13.70%
2021	4778	338	345	338	332	308	318	366	2345	13.94%	13.62%
2022	4742	347	362	357	350	337	312	322	2387	14.58%	13.83%
2023	4712	353	371	376	370	355	342	315	2482	15.34%	14.11%
2024	4754	359	378	385	389	375	360	346	2592	15.99%	14.29%
2025	4817	365	385	392	398	394	381	364	2679	16.26%	14.63%

12-4-13

JH & HS Regional Enrollment

Year	JHS Boxborough	JHS Combined	SHS Boxborough	SHS Combined	Region Total	Boxborough Share
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*	179	955	419	1891	2846	21.0%
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*	146	917	352	1950	2867	17.4%
2013*	150	915	332	1928	2843	17.0%
2014	136	892	309	1860	2752	16.2%
2015	132	861	307	1850	2711	16.2%
2016	128	882	301	1803	2685	16.0%
2017	118	891	300	1772	2663	15.7%
2018	115	845	281	1768	2613	15.2%
2019	105	793	266	1746	2539	14.6%
2020	89	774	259	1721	2495	13.9%
2021	87	757	237	1676	2433	13.3%
2022	90	745	218	1611	2355	13.1%
2023	81	688	204	1542	2230	12.7%
2024	75	653	190	1510	2162	12.3%
2025	91	702	178	1436	2138	12.6%

12-4-13

Update on School Enrollment Projections
2013

Peter K. Ashton
Mary Ann Ashton
Innovation & Information Consultants, Inc.
Concord, MA

December 5, 2013

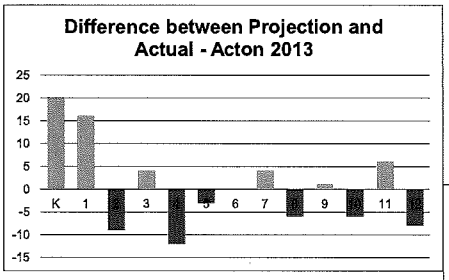
Enrollment Continues to Decline

- Enrollment this year is down in both towns
  - Acton elementary enrollment declined by 47 students (-2%) from last year
  - Boxborough elementary down by 23 students (-6%)
  - At current region, JHS decreased by 2 students and at HS decreased by 22 students
  - Net overall decline in enrollment = (84) (-1.7%)

2

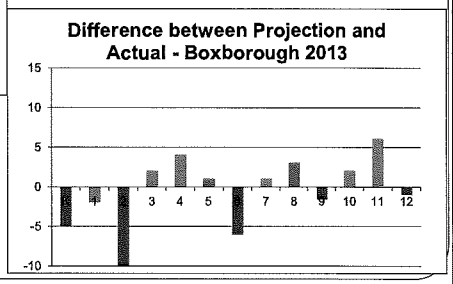
Difference between Projection and Actual for 2013

This is where we attempt to show how good we are at predicting the future. Of course this is only one year out, but overall we predicted correctly the total number of kids enrolled in Acton and Boxborough (5,571) – of course there are variations from grade to grade



Looking back 7 years we were only off by about 4% in predicting this year's total enrollment.

Blue means we over predicted, red means we under predicted



3

What is the Cohort Survival Method?

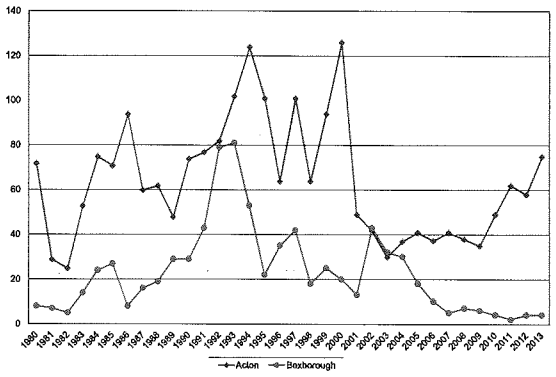
- Computes the ratio of children in one grade compared to the number who "survive" to the next grade
  - Starting point is birth to kindergarten ratio
    - based on relationship between kindergarten enrollments and live births five years earlier
  - Grade progression ratios follow the number of children who advance from one grade to the next
  - Relies on birth data and birth projections
  - Captures effects of net migration, population changes, retention rates, housing trends
    - Assumes history is a reasonable predictor of the future
- Use 5 year average of historical trends

4

6 of 11

Building Permits by Town

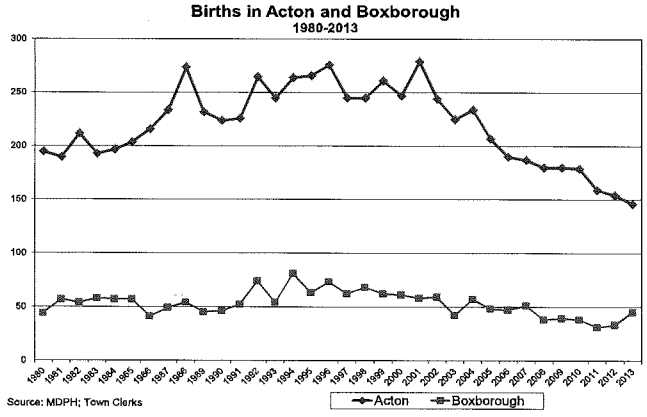
SF Building Permits:



- The number of single family permits in Acton is increasing again after a decade long decline
- Boxborough housing permits have been declining since 2002

5

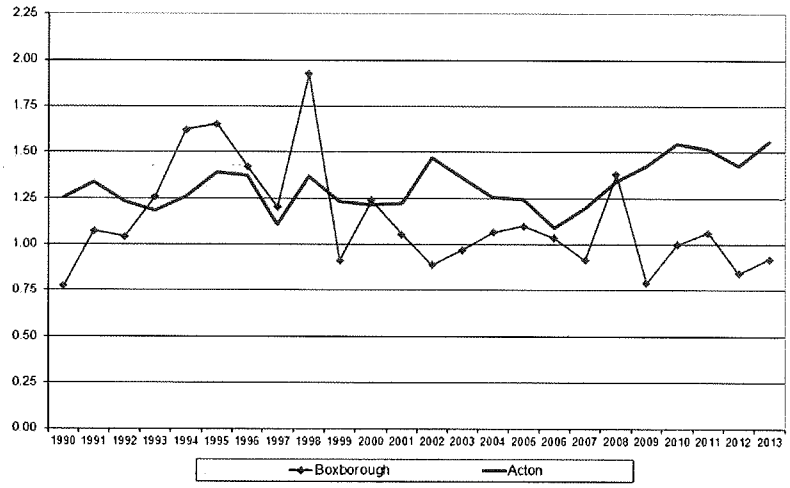
Births in Acton and Boxborough



- Acton and Boxborough births declining since 2002; slight increase in Boxborough
- Reflects a state-wide trend

6

Comparison of Birth to Kindergarten Ratios



7 Most volatile of the predictors of enrollment; spreads out by third grade

Enrollment Projections

- Projections developed using "standard" model (excludes "choice")
- Residential development on the wane in both towns
- Turnover has slowed, but picking up as housing market recovers
- Enrollment continues to decline for next 6 years at elementary and for the foreseeable future at grades 7 through 12
- Birth projections have been revised which suggest continued low enrollment in Boxborough
  - Increase doesn't begin until 2019
  - Total region enrollment declines through 2023, then starts upward climb again

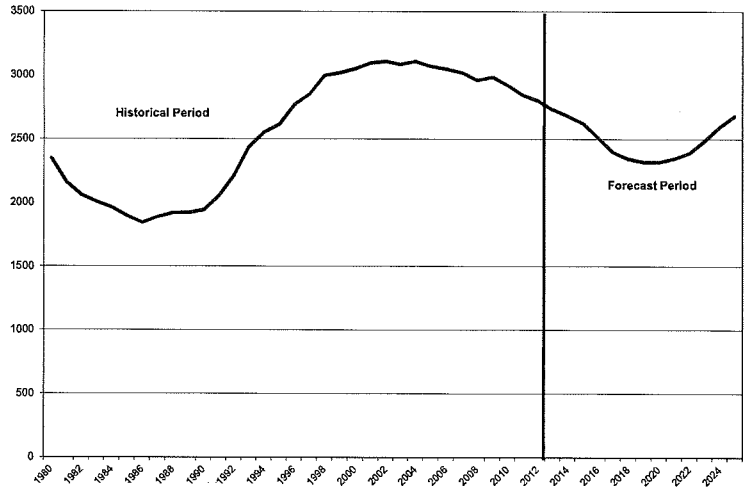
8

Enrollment Projections

- Decline in births and low new construction lead to decrease in enrollment over the next decade
  - Regional elementary enrollment drops by about 400 students between now and 2020; then increases back almost to today's level by 2025.
  - JHS/SHS both continue to drop; total decline is 700 students between now and 2025.
- Acton's share of total regional enrollment continues to increase until 2021, then Boxborough's share slowly increases but remains at about 15% by 2025

9

Regional K-6 Enrollment



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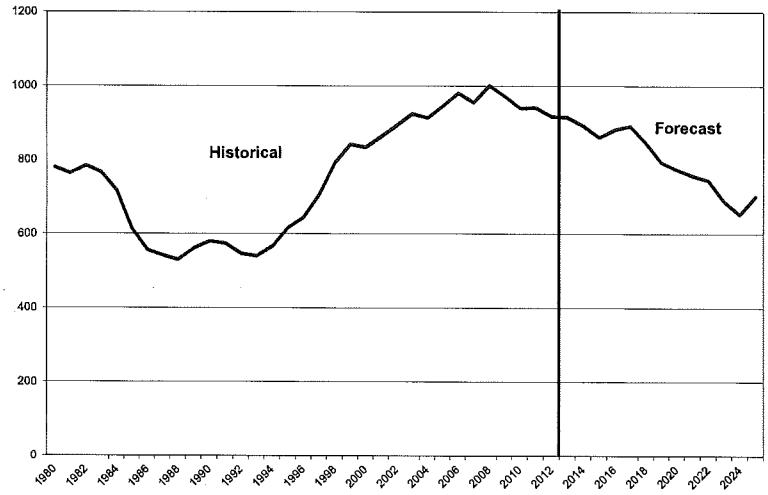
Junior High Enrollment



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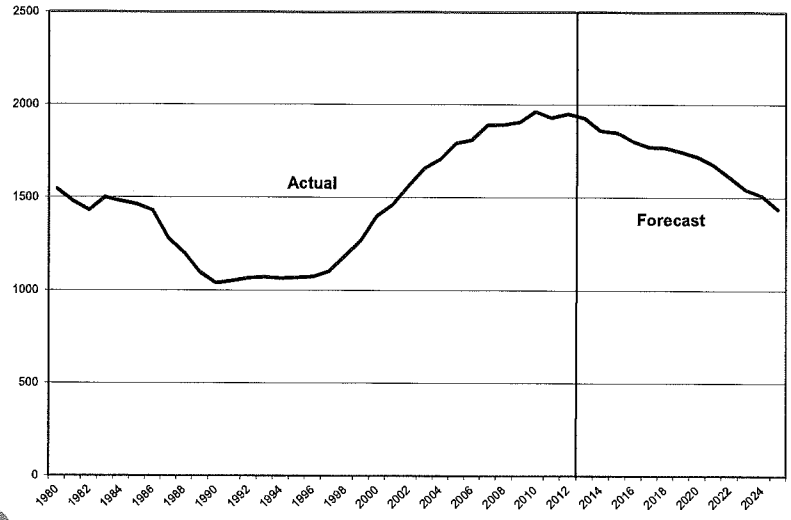
ABRHS Enrollment



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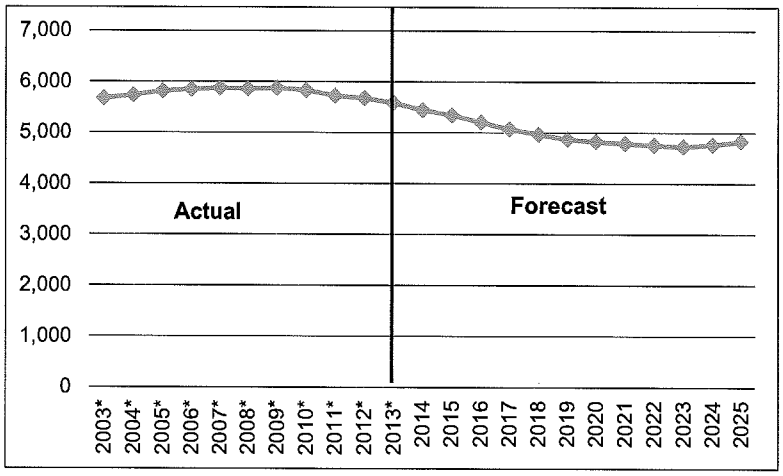
Total Regional Enrollment



13

Per Pupil Expenditures 2011-2012

State Average	$13,636
Acton	$11,669
Acton-Boxborough	$13,697
Boxborough	$15,527
Bedford	$16,600
Canton	$13,153
Concord	$16,893
Dedham	$16,040
Hingham	$11,415
Milton	$12,816
Sudbury	$12,899
Westborough	$14,545
Westford	$11,499
Westwood	$14,197
Wilmington	$13,321
Winchester	$11,954

2013-2014 School Year

Acton and Acton-Boxborough Regional School District

Special Education Programs and Services

The Acton and Acton-Boxborough Regional School District offers a continuum of specialized services from the preschool level to the age of 22. Learning Center programs, specialized programs, and related services are provided to meet the needs of individual learners. While descriptions of programs are provided, adjustments are made as needed to address individual student needs. All programs emphasize skill development and skill remediation along with the development of self-advocacy skills for greater independence and responsibility for learning.

Early Childhood

Early Childhood Services

- Pre-referral observations, consultations and screenings
- Systematic transition from Early Intervention Services starting when children are 2 1/2 years old
- Special Education Evaluations
- Direct service to meet the therapeutic needs of individual children
- Comprehensive Integrated Preschool Program
- In-house program serving students with Autism Spectrum Disorders
- Preparation and assistance with transition to Acton Public School Programs
- Consultation with parents and staff working with children in area preschools and daycares
- Collaboration with others serving young children and their families through the Acton/Boxborough/Littleton/Harvard Early Childhood Advisory Council, First Connections and Minute Man Early Intervention
- Referral and consultation with other agencies providing services to young children with special needs as necessary

Acton Public Schools Preschool

Program Descriptions

The APS Preschool consists of two programs, the Integrated Preschool (IPS) and the Preschool Applied Behavioral Analysis (ABA) Program. The Integrated Preschool provides services to students who are developing typically and students with delays across the developmental spectrum through use of an integrated therapy model. The curriculum follows the MA Early Learning Guidelines. The Preschool ABA Program provides a continuum of programming for students diagnosed on the Autism Spectrum. Students in the ABA Program are also enrolled in the IPS classes to provide opportunity for social/pragmatic skill development.

<u>Integrated Preschool</u>

* Four half-day sessions/two full-day session
* Currently serving 80 students (34 w/special needs)

* Related Services: (both groups)
  Speech/Language Therapy
  Occupational Therapy
  Physical Therapy
  Audiological/Educational Specialist S/L
* Ongoing support and consultation with families

<u>Preschool ABA Program</u>

* 2:1 or 1:1 instruction
* Consultation/supervision by Board Certified Behavioral Analyst (BCBA)
* Extensive support to families through daily home logs, and individual monthly clinics

2013-2014 School Year

Acton and Acton-Boxborough Regional School District

General Definitions For Special Education Program and Services

Learning Centers

Learning Center programs at the elementary and secondary levels provide services to students whose primary disability is typically in the areas of learning, communication, and/or executive functioning. The majority of students are fully enrolled in regular education classes but small group instruction is available to address individual needs. Accommodations are provided as needed for students to access the general education curriculum. Some students require support within the general education classroom. All students are assigned a school counselor.

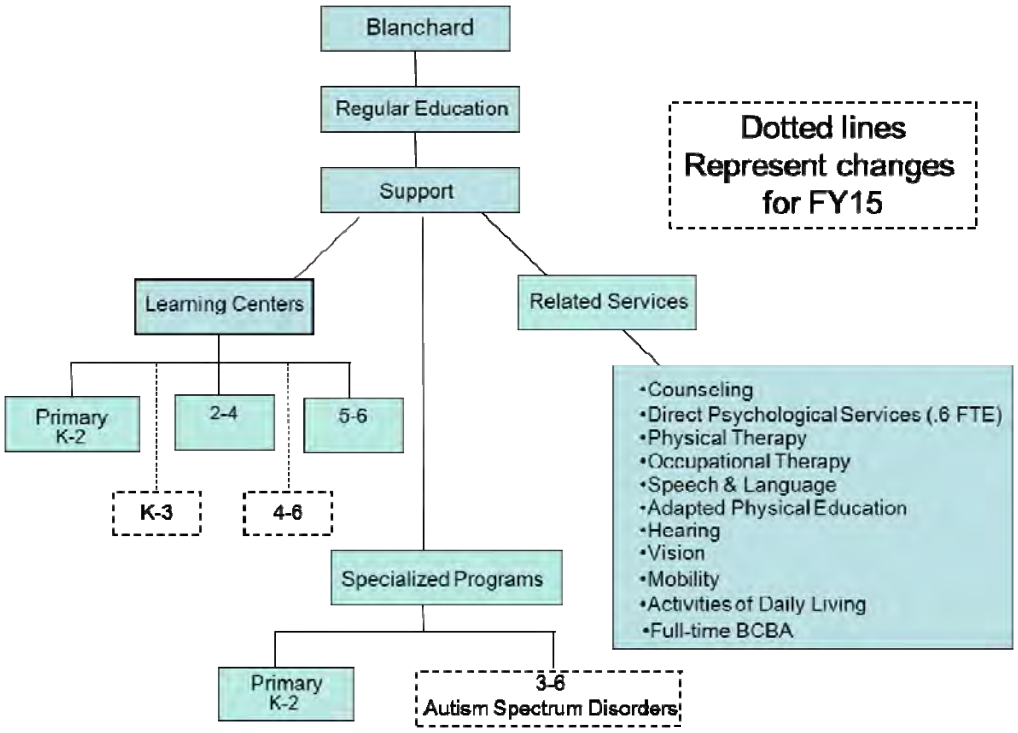
Specialized Programs

Specialized programs generally have a smaller number of students. Students in specialized programs require additional supports within the general education classroom and/or accommodations or modifications to the classroom curriculum. Students may be provided with individual and/or small group academic instruction, as needed to address individual needs. All specialized programs within the elementary schools emphasize development of self-advocacy skills, greater independence and responsibility for learning. Students from the primary specialized programs (Grades K-3) who continue to require intensive support can transition to intermediate level specialized programs (Grades 4-6) where they can continue to be supported within our public school community with their typical peers.

Related Services

Acton-Boxborough Regional School Districts offers a wide range of identification, educational and therapeutic support services. Related services include:

- Speech and Language services
- Psychological and Counseling Services
- Occupational Therapy
- Physical Therapy
- Mobility Services
- Vision Services
- Deaf and Hard of Hearing Services
- Adapted Physical Education
- ADL, Life Skills, Employability, and Community based services



Specialized Program Description

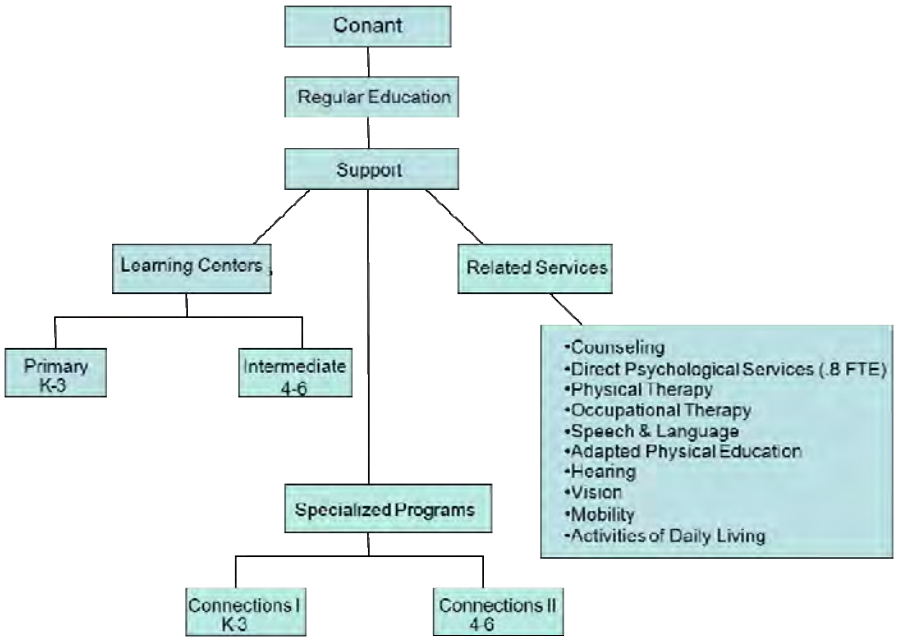
The Specialized Primary Program (K-2) and Intermediate Program (3-6) at Blanchard provide intensive support and instruction for students diagnosed on the Autism Spectrum, with secondary learning and therapeutic issues. These programs offer a systematic, structured behavioral teaching approach in addition to academic instruction, social pragmatics and behavioral support for students.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing issues
- Executive functioning and self-regulation deficits
- Sensory integration issues
- Significant difficulties with social/peer interactions
- Hyper-focused patterns of interest

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within inclusive experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop social language skills
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)



Specialized Program Description

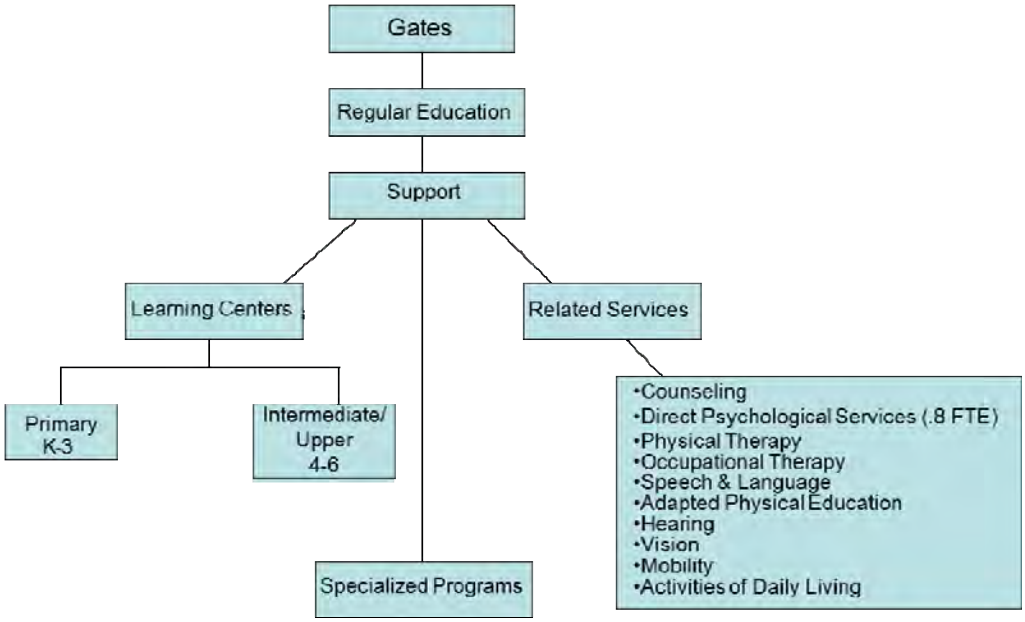
The Connections Program at the Conant provides a continuum of programming for students diagnosed on the Autism Spectrum K-6. "Connections" offers a systematic, structured behavior based teaching approach for students who have successfully transitioned from the District's Integrated Preschool Program.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with social/peer interaction
- Significant difficulty in interpreting verbal and nonverbal communication
- Hyper-focused patterns of interest

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Small social skills groups to develop social pragmatic skills
- Supported mainstream inclusion opportunities to provide peer modeling
- Program support to parents/staff by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce academic skills
- Speech and Language services to develop language and social pragmatic skills



Specialized Program Description

The Specialized Program at Gates (K-3) provides intensive therapeutic support and instruction for students with learning and therapeutic issues. This program provides academic, social pragmatics and behavioral support for students who have significant needs.

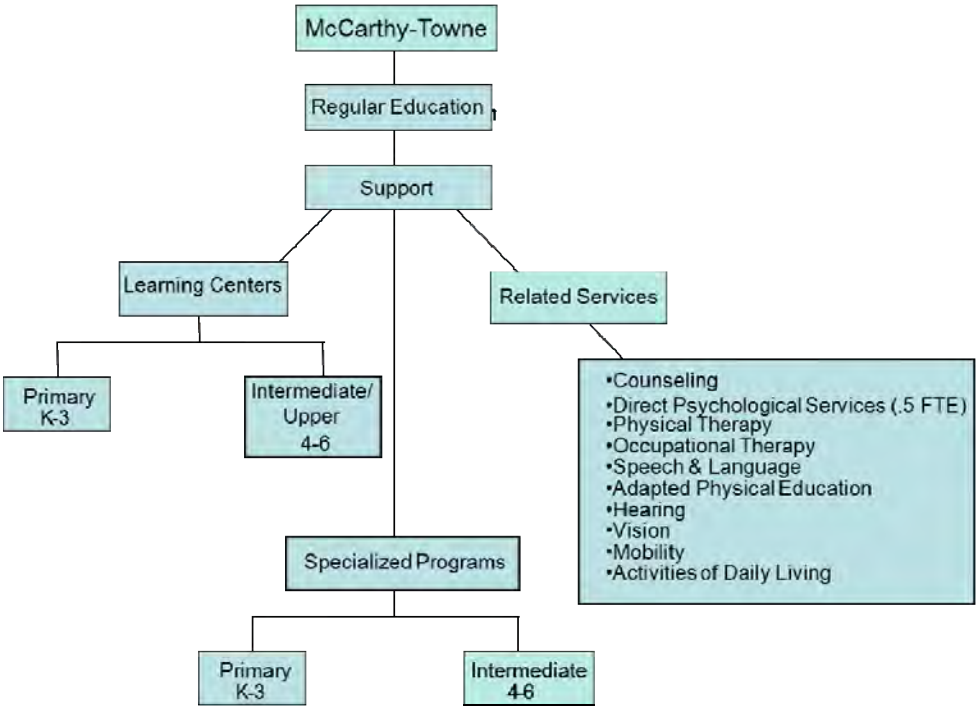
Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Small social skills groups to develop social pragmatic skills
- Supported inclusive opportunities to provide peer modeling
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce academic skills
- Speech and Language services to develop language and social pragmatic skills
- Individual or small group counseling
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues

The McCarthy-Towne School



Specialized Program Description

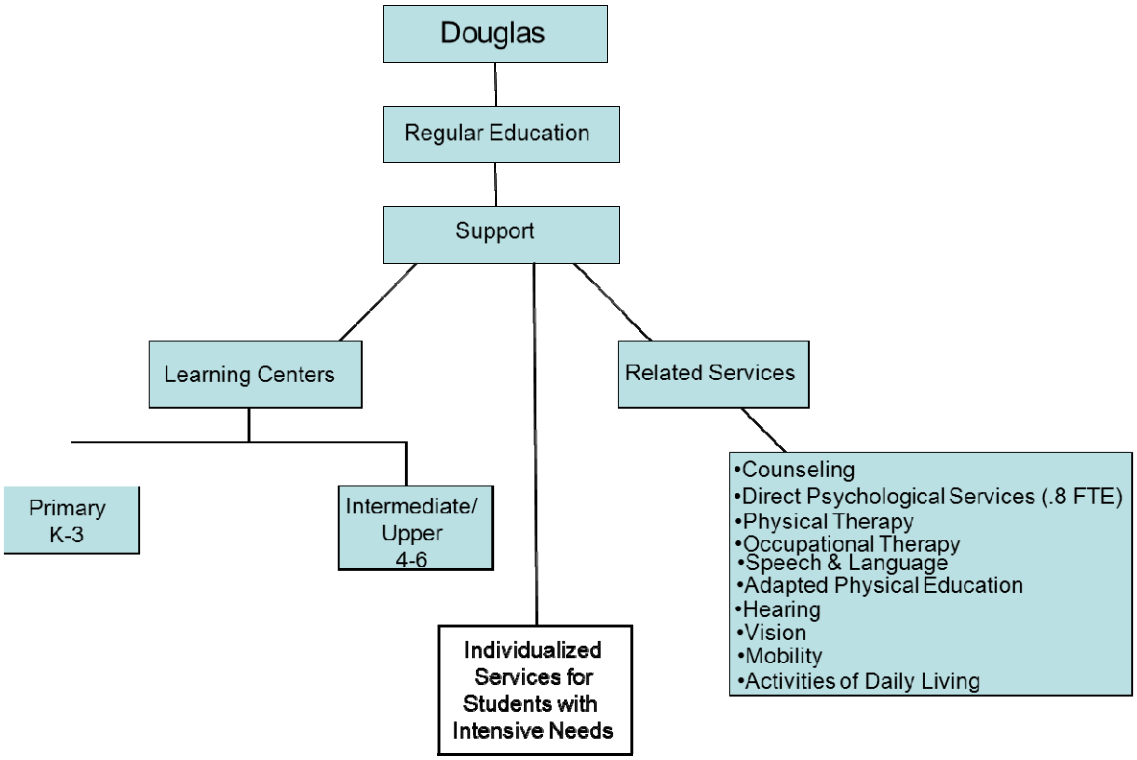
The McCarthy-Towne School provides a continuum of services for students who require intensive support and instruction for students with learning and therapeutic issues. A continuum of services is provided (K-3 and 4-6). This program provides academic, social pragmatic and behavioral support for students.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

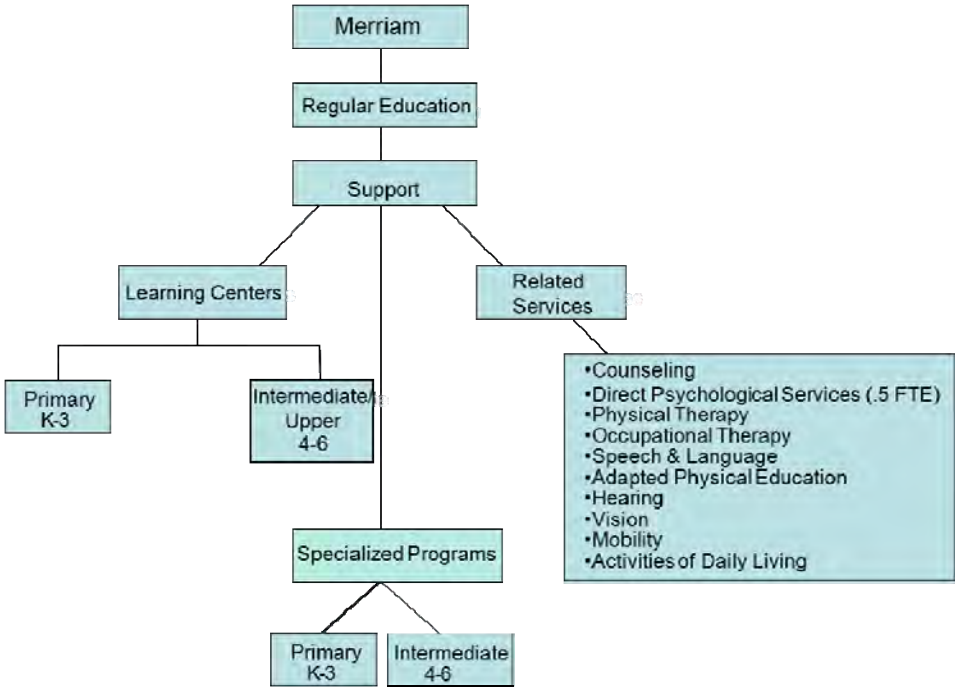
- Structured behavioral teaching approach
- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within mainstream experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)



Learning Centers

Learning Center programs at the elementary and secondary levels provide services to students whose primary disability is typically in the areas of learning, communication, and/or executive functioning. The majority of students are fully enrolled in regular education classes but small group instruction is available to address individual needs. Accommodations are provided as needed for students to access the general education curriculum. Some students require support within the general education classroom.

Until 2007 the Douglas School offered a continuum of specialized services for students who required intensive support and instruction with learning and therapeutic issues. The program provided academic, social pragmatic and behavioral support for students. As students' needs shifted, adjustments were made to address individual student needs. Specifically, resources from the Douglas School program were reallocated to enhance service delivery at the Merriam School. At this time, specialized programs for primary and intermediate students with disabilities are designed on an individual case-by-case basis and provided in an integrated model.



Specialized Program Description

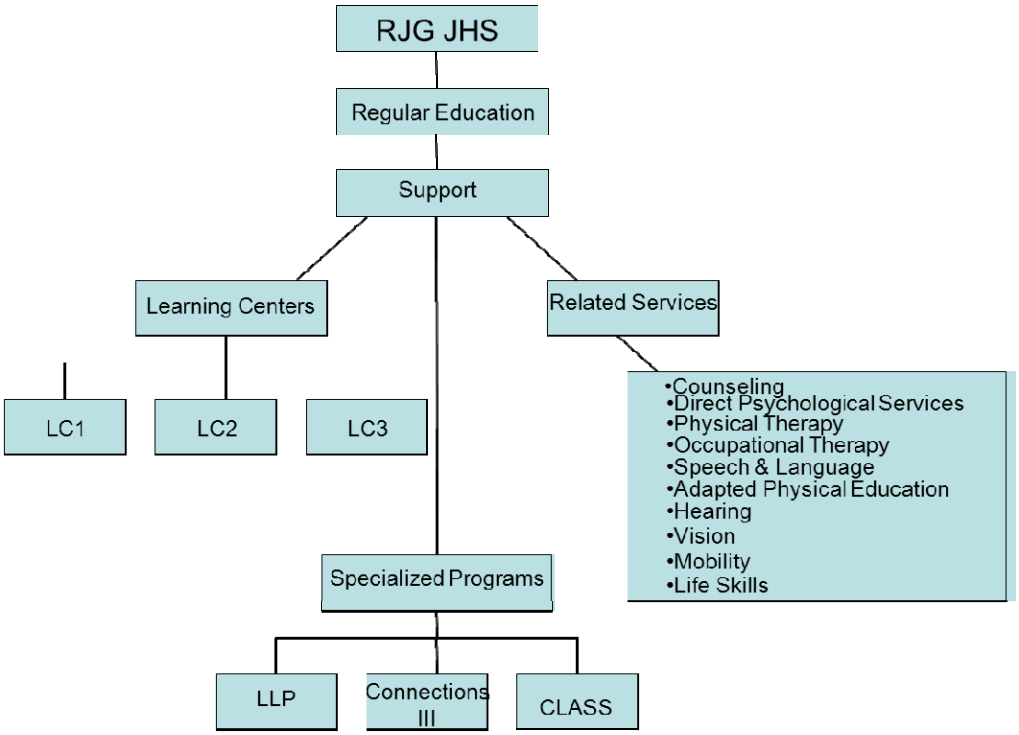
The Specialized Primary Program (K-3) and Intermediate Program (4-6) at Merriam provide intensive support and instruction for students with learning and therapeutic issues. These programs provide academic, social pragmatics and behavioral support for students.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within inclusive experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)



Specialized Program Descriptions

At this time there are three specialized programs at the junior high school. All specialized programs are attached to a 7th and 8th grade regular education team.

The Language Learning Program (LLP)

Students in LLP typically have moderate to severe language based learning and/or communication disabilities and may exhibit one or more of the following characteristics:

- Difficulties with oral and written expression
- Difficulties with reading acquisition and/or reading comprehension
- Difficulties with math computation and applications
- Possible anxiety (related to learning issues), distractibility and/or focusing/attentional issues, executive functioning deficits
- Significant difficulties with all aspects of organization and academic production
- May be functioning below grade level in one or more basic academic areas

The Connections Program (Connections III)

The Connections Program offers an inclusive education to students who may be diagnosed with one or more of the following disabilities that impacts social functioning:

- Asperger Syndrome
- Pervasive Development Disorder, NOS
- Communication Disorders
- Non-Verbal Learning Disability (NVLD)

Students in this program are generally able to access grade level curriculum within the regular education classroom, but may require flexibility in their schedule to allow for periods of less inclusion. Specific services within the program may include:

- Small group academic instruction
- Supported regular education classes
- Executive Functioning support and instruction
- Social pragmatic support and instruction
- Sensory diet accommodations
- Therapeutic and behavioral support
- Consultation by Board Certified Behavioral Analyst (BCBA)
- Psychological supports

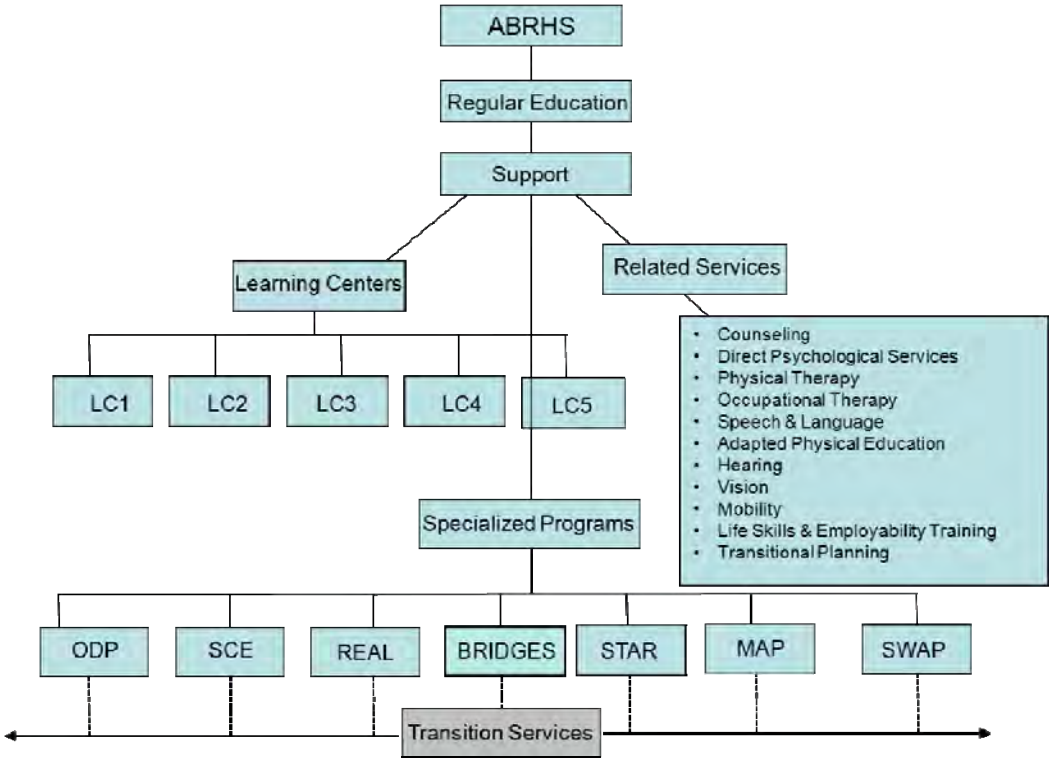
The Center for Learning and Student Services (CLASS)

The CLASS program offers a therapeutic model to students who face emotional challenges. Students in CLASS may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning deficits

Specific services provided in the program may include:

- Peer modeling within inclusive experiences
- Small group academic instruction
- Supported regular education classes
- Individual and small group counseling
- Most students participate in outside counseling with an opportunity to coordinate strategies to support the student's emotional growth
- Behavioral programming and reinforcement
- Consultation by Board Certified Behavioral Analyst (BCBA) and/or Behavioral Psychologist
- Psychological supports



Specialized Program Descriptions

All specialized programs within the high school community emphasize the development of self-advocacy skills with greater independence and responsibility for learning. Students are encouraged to pursue a course of study to prepare for post-secondary opportunities. Starting at the age of 14, all students are encouraged to be part of the IEP process and to be actively involved in transitional planning to address post-secondary goals.

The Occupational Development Program (ODP)

The ODP program provides appropriate functional and inclusive education for students with moderate to intensive special needs. Highly individualized instruction is provided and the following interventions and supports:

Aspects of the program and student needs may include the following:

- Inclusive opportunities within the general education program as appropriate
- Small group instruction with remediation of basic skills as appropriate to meet individual needs
- Most students are in ODP are working toward a Certificate of Completion and typically attend school until age 22
- Some students participate in small group special education classes outside of the ODP classroom. These courses fulfill graduation credit requirements and provide MCAS preparation.
- Schedules based on employability and academic needs
- Community based learning
- Employability training with opportunities within the school and town community
- Work behaviors are taught, practiced, reinforced, and generalized
- Small group and individual counseling
- Support with transition to post-secondary opportunities and adult agency involvement

Supported Career Education Program (SCE)

SCE is a highly structured program for students who need close monitoring and a high degree of staff/student involvement. For specific students, the program offers small group academic instruction in all four major academic subjects, for high school credit.

Students placed in the SCE program may be diagnosed with Asperger's Syndrome, Pervasive Developmental Disorders, significant Learning Disabilities, and Non-Verbal Learning Disabilities. While students in this program are generally able to access the general curriculum, significant flexibility may be required and students generally exhibit one or more of the following characteristics:

- Difficulty with oral and/or written expression
- Difficulty with reading and/or comprehension
- Difficulty with math computation and applications
- High levels of anxiety, distractibility and/or focusing/attentional issues
- Significant difficulties with all aspects of organization and academic production
- Social Language Weaknesses

Aspects of the program and student needs may include the following:

- Small group credit-based academic classes
- Supported regular education classes
- Sensory diet accommodations
- Employability and life skill training that focuses on independence building
- Social Pragmatic Groups
- Emphasis on transitional programming for post-secondary educational opportunities and vocational training
- Social Language Support

The REAL Program (Relational/Emotional/Academic Learning)

The REAL program offers a therapeutic model to students who face emotional disabilities. These students are often "at risk" with behavioral, social and/or emotional needs. Typically, students in REAL have experienced difficulty in school. All students are capable of performing grade level academic work and are capable of earning a high school diploma. Students in REAL may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of academic production
- Executive functioning deficits
- Significant anxiety (related to social/emotional diagnosis)
- Significant focusing/attentional difficulties

Specific services provided within REAL may include:

- Supported classes
- Individual and/or small group counseling with the school psychologist
- Individual and/or small group tutorial during crisis points (STAR)
- Outside counseling and communication between home and school
- Therapeutic support provided throughout the day as needed
- Behavioral programming and reinforcement for academic attendance
- Transitional planning
- Psychological & therapeutic support

The Bridges Program

Building on the Connections III program, we offer a program at the high school, BRIDGES, a continuum for students with social and cognitive challenges. These students may be diagnosed with one or more of the following disabilities:

- Asperger Syndrome
- Pervasive Development Disorder, NOS
- Communication Disorders
- Non-Verbal Learning Disability (NVLD)

The focus of the program equips these students with a set of skills, academically and socially, that will help them to become independent members of their community. Furthermore, these skills will help them to successfully make a transition into the world of work, beyond the high school setting or give them additional opportunities, based upon their individual strengths. Students enrolled in the Bridges program access the general curriculum offered at ABRHS within the mainstream setting with support, as needed. Additionally, students receive individual and small group support while accessing services provided by specialized staff.

There is one teacher/liaison to the program and an assistant for support. Additionally, a speech and language specialist, a school psychologist, and a board certified behavior analyst supplement the program.

Implicit and Explicit instructional approaches that are individualized to each student's challenges/strengths are used in the Bridges Program. Students are taught in a small group setting through a fluid and dynamic approach that focuses on both individual and group goals. Students in the Bridges Program participate in credit bearing specialized classes that teach social pragmatics and functional life skills. These classes focus on an understanding and development of:

- Social Awareness
- Expected Behaviors
- Self-Advocacy Skills
- Self-Awareness
- Social Thinking
- Metacognitive Skills (knowledge/awareness, regulation, experiences)
- Transitional Planning and employability skills

Alternative Programs at ABRHS

Alternative programs provide programming to both regular and special education students in a less traditional school model.

STAR Center

- A tutorial service for students struggling with a medical or social/emotional issue requiring stabilization.
- Students are referred by a counselor, special educator, or school administrator.
- Duration of tutoring program may be short-term or year-long depending on the needs of the student.

Merriam Alternative Program/MAP

- Students in grades 9 through 12 who are struggling to participate in a large classroom setting
- Students are provided grade level academics and opportunities to participate at the high school in small group classes
- A special educator is an integral part of the program and provides direct support for curricular mastery
- Individual and/or small group counseling with the School Psychologist

School to Work Alternative Program (SWAP)

- School to work alternative program for 11th and 12th grade students
- Academics taught two nights per week at ABRHS
- Students must have a job
- Students must be motivated, and be able to maintain employment independently
- Special Education students receive academic supports as outlined in the IEP

Transitions

- Grade 9 students, referred by JHS staff, who require a continuation of the "team concept" offered at the JHS
- For student on IEPs, a Special Educator is available for academic support and an assistant is part of the classroom design for reinforcement of academic skills, organization, and self-advocacy strategies
- Monitoring of class size

Special Education Budgetary Planning
FY'15
Questions and Practical Answers
February 2014

Question 1: *What steps should Pupil Services consider to ensure equality of program, equity of resources, and synergy of schools during our first year of our unified school system: Acton-Boxborough?*

Whenever there are changes, in this case, an approval for regionalization, there is an opportunity for all of us to embrace basically two major concepts: equality and synergy. Although these words are often used in many settings, for us as a school district and a family of families, they become a value system as well a way of ensuring the rights of every student and family who participate in our schools. We welcome all from the Towns of Acton and Boxborough.

There are several principles that I would like to discuss in striving towards equality and synergy.

Communication: In order that we continue our practice of open communication and transparency, in talk and in action, we must recognize that discussion and processing are ways to reaching consensus and resolving differences. If we hold this principle in our heads and in our hearts, we recognize that we appreciate differences, respect them, and accept them.

Integration: In accepting these differences, we reflect on the principle of integration. Our schools recognize that when we come together, we are a collection of talents and ideas, with individual cultures within each school. Our school district prides itself in this individualization. Our now six elementary schools are held in high esteem by their own culture, a "macro" issue for us. But, we are one school district, Acton and Boxborough. We come together with one mission: to help students learn and achieve to their maximum ability so that they can compete in a global society, become live long learners, and live the core values of citizenship that are taught in our schools with the lead from our parents and guardians. This approach is far different from "adapting" or "assimilating" to our schools. Integration is weaved through our fabric and continues to be part of our makeup. All of us, those of us who have been here a while and those of us who are new, will have new experiences which will complement our growth as we move forward in excelling.

Synergy: In a spirit of cooperation, we begin the process of evaluating our resources, talents, and skills of students and faculty to ensure a thoughtful school experience and culture in learning. It is natural, and quite expected, that when there are fluid pieces to a school plan (of regionalization), there is a period of stress and sometimes internal conflict, which results in state of disequilibrium. Any organization goes through this period of confusion, questioning, avoidance, etc. Our task in Acton and Boxborough is a progressive, not regressive, endeavor to minimize the psychological underpinnings and emphasize the growth potential by open communication, a respect for individual cultures, integrative experiences and acceptance, and a cooperative spirit in thought, action, resources, as one team. In a sense, we want additive synergy!

Getting there…
But, with the aforementioned principles upheld, we must have a practical plan to get there. Below you will find a "work in progress" that Pupil Services will implement to make this synergy additive.

Similarly mentioned in my Q & A FY '14, that if we do not control spending in special education, there would be a cyclical event that would change the landscape of our school and programs. There would be less money to spend in regular education, because special education is a mandated program. Class size could be jeopardized by having larger class sizes, controlled by budgetary reasons rather than based upon research-evidenced studies. Students could face hurdles by not meeting the curriculum standards and subsequently, could be referred for an evaluation to determine eligibility in special education.

Thoughtful planning and careful execution are guiding principles that assist Pupil Services in reaching its goals for equality of program, equity of resources, and synergy of schools. Therefore, based upon our effective execution of the action plans that were written as part of The Report of the Special Education Financial Task Force II (December 2008), Pupil Services will modify those plans to ensure that we have identified potential ways of reducing costs, streamlining special education procedures and processes, and recommending continuum programs and staff reconfigurations to meet those challenges.

Why are action plans so important? Action plans for Pupil Services are **ways of making our vision concrete and practical**. They describe in measurable terms how each step will contribute to the overall objective. When I consider these steps and objectives, I ask myself if the outcomes of these action plans lead to new opportunities as I consider the risks and benefits of each action. They also serve as mechanisms for accountability.

Coupled with our recent programmatic and fiscal evaluation through Futures Education, Inc., I intend to revisit (and modify) the following action plans for a fully regionalized school district:

Out of District: We will assess our OOD population to provide appropriate transitions for selected students from out-of-district to in-district placements. An analysis of all elementary (6 schools) and secondary (2 schools) patterns of IEP development, programs within each school, continuum programs, and location of programs (space utilization, cost of transportation, etc.) will be investigated.

IEP Process: We will review for all schools the effectiveness and efficiency of the IEP process, especially through timely communications of parents.

CASE programs and transportation: With the pressure of a CASE re-definition of the assessment formula, and an increase in the subscription to our collaborative, we will evaluate each child in each program in CASE and determine if some of the identified needs can be translated into existing (expanding) or newly created programs that are cost effective, both in program and transportation.

Child Study Teams: We will once again re-evaluate the CSTs' effectiveness of regular education interventions. We will note any disparities among teams and reach consensus on how teams may be enhanced.

Program Development: In tandem with out-of-district outcomes, we will build programs (expansion; new; continuums) to meet the needs of returning students and those students who are at risk within our schools.

In history, there have been commissioned reports in special education to study the process, cost drivers, and cross-school data analysis of special education in our school system (October 2003; December 2008). We have also received a Coordinated Program Review (CPR) from the Department of Secondary and Elementary Education (DESE) and an independent programmatic and fiscal evaluation from Futures Education, Inc., last year. We may be due for the 6-year cycle investigation of the cost drivers evaluation in December 2014.

For FY15 budget, we have aggregately created a unified budget for the Towns of Acton and Boxborough. Over the last six years as Director, I have been able to establish a baseline in year one, followed by a close analysis of trends and patterns. With that compiled data, we were able to formulate action plans, supported by internal and external reports for fiscal drivers and efficacy of programs. Consequently, we were able to adjust fiscal concerns and efficiencies in program development. We intend to follow the same steps in our unified school district's FY15 budget.

Lastly, regionalization has given us the opportunity to take the initiative, on the ground floor, to re-examine our programs, resources, and integrate all of our talents, skills, cultures, and successes together and share them through tight budget processes. We are unified in our thinking, in our planning, and our teaching of our students. I believe that our synergetic endeavors in regionalization will yield effects greater than the separate sums of our accomplishments of our school districts.

[a version of this document will be published as an OnTeam newsletter in September 2014]

Special Education Budgetary Planning
FY'14
Questions and Practical Answers
January 2013

Question 1: *What is the impact and anticipated outcomes both financially and programmatically, of increased Special Education costs?*

If spending were not controlled in special education, there would be a cyclical event that would change the fiscal landscape of our schools. Special education is a mandated program under IDEA and Chapter 766 in which eligible students receive specialized instruction through services that would assist them in their skill building.

But, what would happen if spending was out of control? The immediate impact would be less money to fund regular education services because special education is a mandated program. It would also affect the percentage of integration of students with special education needs because, often times, integration has built in classroom support. Those supports would be less.

If there were less money in regular education, class size would be jeopardized by having larger classes. If there were larger classes, it would be more difficult to address student needs, despite our heroic efforts of our teachers and paraprofessionals.

Additionally, students could face additional challenges by not meeting the curriculum standards and subsequently, could be referred for an evaluation to determine special education eligibility because they were not making effective progress.

Whether or not the eligibility would be the final outcome, the costs of referral and evaluations are prohibitive (staff costs). The aforementioned students, if found eligible, predictably would have mild special needs. The rolls in special education would increase.

If these special education numbers increased, there would be significantly heavier caseloads, which could violate student education guidelines and recommendations. As we burst at the seams in this scenario, there would potentially be more out of district referrals and consequently, requests for more moneys for tuitions. The end result would be less money for regular education as we work our way through the same or similar cycle.

Question 2: *To what degree have efficiencies in program design, development and staffing, complemented student success in an environment of fiscal responsibility and accountability that leads to a cap on Special Education expenditures?*

During my tenure, I have emphasized that every dollar spent must be connected to a child in a special education program, from support in the regular education classroom to the most restrictive programs that we offer. Complementing our own initiatives, we have had school committee task forces that identified and studied fiscal drivers in special education to audits of compliance through the Department of Elementary and Secondary Education (DESE). We have also has a MASBO financial review and we currently have just completed Phase I* of the Futures Education, Inc. programmatic, transportation, and fiscal review of our expenditures.

Throughout these various types of reviews, we have developed action plans from recommendations, suggestions, or our own self-study and connected them with our internal goals and SMART goals of the Superintendent. All data from all reports have been studied to yield "efficiencies" in program design, development and staffing by realignment, restructuring, and redesigning our resources to meet the ever-changing needs of our special education student body without changing the integrity or the quality of our programs.

To enforce these principles of fiscal accountability and responsibility on our design in developing programs help us to cap spending by reasonably requesting a budget that meets the needs of students. Over the last few years, we spent a great deal of time on fiscal data and did the "true up" for expenditures; we continue with "true up" accounting. We concurrently dealt with the principles of efficacy and efficiency to ascertain the validity of programs and costs respectively.

Our preliminary data from Futures Education confirms these efficiencies in staffing, program development and design. My recommendations and requests for budget this year will be based on those efficiencies (program continuums {ABRHS Bridges; APS psychology model -- to identify two areas}).

* Phase I has just been completed in December 2012 and covered the regional schools, grades 7-12. Phase II will begin in March 2013 and study the elementary schools. We anticipate that Futures Education will report its complete findings by the end of this school year.

Historical Perspective
Questions and Practical Answers
From FY13 (January 2012)

Question 1: *How are the three indices (realistic budgeting, underfunded and unfunded mandates) interconnected in creating a Pupil Services Budget?*

Practical Answer:

The Individual with Disabilities Education Act (IDEA), designed to address the needs of students with identified disabilities is a federal grant program, usually reauthorized every five years. Although Congress tried to simplify some of the rigid procedural requirements of the statute, Congress was unsuccessful. Instead, Congress attempted to align IDEA with the NCLB (achievement accountability – AYP, etc.). Funding for the IDEA is contingent on compliance and grant programs, which are state administered.

Specifically, funds are distributed to states and contain formulas. But, it also mandates requirements to receive funding, determines the nature, location and type of services to eligible students, lists rights for parents and students and establishes a system for due process. Schools must identify, evaluate, determine eligibility, cooperatively write an IEP within the TEAM process, including the parent or guardian, and make placement decisions. Evaluations, eligibility for IDEA services must be conducted to ensure compliance.

Additionally, it is essential to understand that school districts, under the Civil Rights Act (1964), are mandated to guarantee the rights of all students with a physical or mental impairment, which substantially limits one or more life activities, or is *regarded to have such an impairment*. These cover a general, but wide range of impairments from neurological, musculoskeletal, respiratory, cardiovascular, digestive, etc. to any mental or psychological impairment.

The IDEA has been a natural development and growth from the Civil Rights Act (1964) and the Elementary and Secondary Act of 1965, a grant program to assist states with educating students who had been denied educational opportunities. However, the development of these laws has conceptually moved the education of targeted student populations forward but moneys did not match the regulatory requirements. Simply put, the programs are **underfunded**, yet mandated. For example, all students who are eligible in special education through IDEA are protected under the Office for Civil Rights (OCR) but not vice versa. Yet, any assessment in OCR, plan, or services deemed necessary to meet the criteria are not reimbursed, an **unfunded** mandate. OCR evaluation for eligibility, developed OCR plans, and services, if applicable, are not part of a special education delivery system; they are a regular education service, but budgeted and supervised under Pupil Services.

In 2002, the Commission of Excellence in Special Education was a basis for a major reform in the reauthorization, among a list of other findings, and concluded that students with disabilities required highly qualified teachers. Reauthorization requires states to increase accountability, reduce paperwork, improve early intervention, reduce over identification or misidentification, support general and special education teachers, reduce litigation, increase flexibility of educational programs, and enhance safety of schools. The emphasis is on prevention rather than intervention upon failure; the priorities of the reauthorization inspire progress.

It is critical to recognize is that Pupil Services budget line items cover aspects of services that are considered regular education as noted above. The aforementioned regular education services, its unfunded mandate coupled with the underfunded mandate of IDEA from the federal or state governments to implement programs, create havoc on school budgeting as school systems have had little say in the development of these mandates, lack lead time for planning for compliance with the new requirements, etc. In these situations, school districts are put in the unfortunate position of "robbing Peter to pay Paul" so to speak, even though we continuously re-align and re-allocate resources to compensate for these deficits. It is a daunting task to plan ahead, predict what an ordinary expense is, or to plan for unpredictable situations in a child's or family's life. In the final analysis, Pupil Services creates a budget, a realistic one, knowing that there are underfunded and unfunded mandates with a historical knowledge from data that there are unexpected, sudden, and unpredicted changes in service delivery and placement in a given year.

Question 2: *How does the Pupil Services Department deal with an unpredicted and/or unencumbered expenditure*

From a YOU-Tube video, (incorporated in the budget slides from Pupil Services at the SC meeting, 1-28-12), you will see a grocery man stacking up 12 cans, neatly and with pyramidical precision. He planned his activity, unboxed the cans, and stacked them uniformly. Suddenly, quite unexpectedly, a customer grabbed one of the cans, and all the cans were jolted and fell. It happened several times. In desperation, the grocery man tells the last customer, "don't touch (kick) the cans!" The customer selected cans from a different pyramid and chaos occurred, except in the area in which the original cans were not touched or taken.

In the schools, we create a realistic budget, year to year, through cooperative planning and foresight, based upon previous trends and patterns. Inherent in this budget process is a firm commitment to the principles of responsibility and accountability.

But, similar to the grocery man stacking his cans, we create a budget that has appropriations that are accurate but lean. The pyramid of line items looks precise and "on target." But, schools do not have the luxury of touching, removing, or replacing one of the cans when a crisis occurs. If so, other programs may be jeopardized.

Question 2: *How does the Pupil Services Department deal with an unpredicted and/or unencumbered expenditure?*

School budgets are approved on a yearly basis; there is little opportunity to encumber additional funds.

In Pupil Services, there are situations that are unpredictable, urgent, and sometimes crisis oriented. Let's consider three examples from FY12 (September –December):

1. In-flux of summer move-ins created the necessity of adding a pre-school integrated classroom, despite our coordination with the Department of Public Health, and the Department of Developmental Services, our outreach Massachusetts agencies in early interventions notifications, and our knowledge of previous trends and patterns.
   FY12 expenditure:

0.2 FTE Speech/Language Specialist	$16,261
0.8 FTE Special Educator/BCBA	$34,047
25 hour/week ABA Trainer	$21,125
14 hour/week SPED Assistant	$ 6,665
Space Rental	$ 9,100
Total	$87,198

2. A student is psychiatrically hospitalized, due to factors outside the school. The student is guaranteed an education as the process of eligibility, goals and objectives, and possible placement, based upon diagnosis and factors of fragility begin. Estimated range of program during FY12: $70,000.

3. A student, who is suspended or expelled even though protections differ in regular and special education, must be educated. Estimated range of program during FY12: $25,000-50,000.

If we could predict that the schools would encounter three scenarios described above on a yearly basis, we could predict a realistic budget. But, we cannot. Sometimes, there are 4-6 scenarios per year. There are no savings, investments, placeholder, or "war chest". We re-allocate, re-align, and design programs creatively to meet the needs. If the cans in pyramidical fashion are kicked, we must punt, reasonably and creatively, re-allocating and re-aligning (the cans).

Historical Perspective
Questions and Practical Answers
From FY12 (January 2011)

Question 1: *What are the identified cost drivers in special education; three years later? What are the potential cost drivers over the next three years?*	
Practical Answers	The Report of the Special Education Financial Task Force II (December 2008) identified potential ways of reducing costs and recommending opportunities for streamlining special education procedures and processes. Subsequently, Pupil Services developed action plans to address each identified area. But over the last three years, additional fiscal pockets were identified: 1) contracted services/related services and 2) translation line time. Over a five-year period, we have seen related services rise exponentially. Due to the nature of our obligation to translate documents into several languages, as required by regulations, we have found that costs are prohibitive. We have also identified fast moving targets in the budget. For example, we have seen an increase of referrals to the Student Support Teams at the high school level (N=200+) in dealing with adolescent challenges of mental health, eating disorders, and substance abuse. (More) individual and group interventions, both on prevention and treatment levels, are necessary to dissipate these challenges and focus on achievement. The development of specialized programs (completion/continuation of the Hayward Center and the development of a high school Connections program respectively) as well as responding to Learning Center education caseloads are interconnected aspects of these potential cost drivers. Finally, a system wide requirement of a FTE 0.2 ELL certified teacher is needed to coordinate services, based upon our recent Coordinated Program Review (CPR) by the Department of Elementary and Secondary Education (DESE). In summary, we identified over the last three years: A) An increase in contracted services/related services B) An increase in translations into several languages (required) We predict that these expenses, listed below, will increase: C) Referrals to Student Assistance Teams for mental health issues D) Continuation/completion of specialized programs at both the junior and senior high levels E) CPR requirement: FTE 0.2 ELL certified teacher

Question 2: *What are the next steps for the cost drivers identified over the last and next three years?*	
Practical Answers	As you probably know, Pupil Services has also taken many initiatives to reduce costs while applying its own litmus test for efficiency and efficacy of these re-alignments. Our contracted service vendors have a special skill set that is usually not found in the faculty. Training in "safety" assessments and the ability to conduct those intensive evaluations are critical to the survival of some of our students. Others have a unique perspective, that is, they have been trained in systemic intervention, including program design, and strategic planning which help move this school system in a cost efficient way, without sacrificing quality of our services. Periodically through the year, through the Team meeting process, we access the quality, necessity, and expense of these services and adjust service delivery where necessary and/or appropriate. All contracted service providers have a direct impact on students and high academic achievement through assessment, service delivery, program design and development, or systemic intervention and strategies. Our goal centers on the efficient use of contracted services and the realignment of those services wherever possible. Moreover, to continue our initiatives for the reduction of special education referrals, we must address organizational requirements that best meet the changes in our student body. At the high school level, an additional FTE 3.0 (FTE 1.0 each in the areas of school psychologist, school counselor, and special educator) is required to more effectively handle our SAT mental health referrals through the school psychologist. We would include a school counselor not only to partially reduce case-loads (currently 1:230) but also, to expand group interventions for students identified in the SAT, and specialized programs. Finally, in order to complete the remaining pieces of the Hayward Center and reduce our learning center case loads (N=47), an additional special education teacher at both the junior and senior high schools (FTE: 2.0) is required.

Question 3: *What are the factors that influence fiscal change in special education?*	
Practical Answers	In order to influence changes in special education, a systems approach for collecting data (hard and soft), analyzing the data, synthesizing the results, creating action plans, allowing for input from the school and community are necessary steps in instituting and owning change. Complementing this systems approach, vision assists in understanding the two axes for influencing change: external and internal factors. By developing this dual approach, by addressing concurrently both factors, we are better able to control costs. Internal controls are based upon the development of yearly action plans that enhance growth through data systems and development of phased-in cost effective programs and the realignment of resources, both in personnel and in educational programs. These action plans are based upon the intensive review of the special education financial task force of December 2008 in which cost drivers were highlighted for study. Consequently, we examined cost saving strategies and programmatic improvements in the following areas: monitoring finances, OOD study and transitions back to in-district settings, IEP process, CASE programs and transportation, child study teams, communications, personnel distribution, legal trends and fees, early intervention, and program development. The external factors are principally centered around our OOD population (CASE and approved private schools). 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 factors which prevent a student from returning. If we subscribe to a systems approach, with vision to concurrently look at internal and external factors, complex as they may be, that influence rising costs, we have a grand opportunity through the collection of data, analyzing and synthesizing that data, to predict outcomes which lead to solid program and budget building. Both sound educational programming and fiscal accountability are reciprocal elements to running a school system that is characterized by excellence and quality. It's a blueprint for accountability.

Question 4: *Are collaboratives effective both programmatically and fiscally?*	
Practical Answers	Collaboratives are designed to meet the needs of a subset of the special education student body whose needs are so unique and severe that creating a program for them in district would be prohibitively expensive. Low incidence (low numbers) and type of disability are better met in pooled resources, shared among several participating school systems (economy of scale) rather than developing in district programs by one school district which may escalate costs because of the few numbers and special resources needed (diseconomy of scale).

Question 5: *Based upon the analysis of data, what are the Pupil Services initiatives for FY12 and why?*	
Practical Answers	We continue to develop systematic changes through our action plans (SPED Task Force, December 2008) which keep our costs "in check". But, through our analysis we have found that there are particular spikes in creating the FY12 budget (contracted service, translation line item, and personnel requests at the high school and junior high levels). But, our goal is efficiency in programming which requires both the consolidation of services and realignment of resources. We are also investigating ways to reduce costs in non-personnel line items, e.g., paper, copying costs, postage, etc. We will be asking DESE for clarification of the paper requirements and seek technical help for such reduction, including but not limited to technological consultation. Finally, to further reduce referrals to special education, closer collaboration with curriculum and instruction will be initiated to support the recommendation to hire math and literacy coaches. Our expectation is that these recommendations will help to support our most at risk students.

Historical Perspective
Practical Questions and Answers
From FY11 (January 2010)

Question 1: *Are there opportunities to gather information that leads to efficiencies in delivering services, which result in cost savings?*	
Practical Answers	There are many sources from which to gather information: forums, PAC brainstorming, task forces, collaboration among administrators, department leaders, open dialogue with families, open dialogue with staff in which all ideas are discussed, weighed and examined for cost effective strategies and efficiencies. The recent PAC memo that addresses cost savings strategies is an example of how Pupil Services gathers information reflectively. Additionally, through a systematic and systemic analysis, PS decision-making rubrics are examined consistently and thoroughly for cost effective strategies to reduce and stabilize the budget.

Question 2: *What are the identified cost drivers in special education?*	
Practical Answers	A little history….. The cost of special education is the responsibility of the district where a child resides, supported by four main funding streams: Chapter 70, Circuit Breaker, IDEA and Medicaid. In these severe economic times, fiscal responsibility and accountability are primary objectives for the schools as well as Pupil Services. Every dollar that we spend in our department goes directly or indirectly to the development of programs of our children; directly, by implementing cost-effective programs and indirectly by maintaining close supervision and teacher development for that all children, especially those connected with special education, can succeed in school and become productive citizens for our community and in society at large.

Question 2: *What are the identified cost drivers in special education? – [continued]*	
Practical Answers	The response….. Spirited by the December 2008 Sped Financial Task Force II, major issues were identified that may lead to the acceleration of the budget. The Task Force recommended: monitoring and collaboration between the PS and Finance Directors, especially regarding the out of district placements, streamlining the efficiencies of the effectiveness of the IEP process through expanded use of technology and timely communication with parents, the examination of the cost accounting strategy for CASE programs and transportation, the examination of the Child Study Team for its effectiveness in the referral process, improving the communication system between parents and regular education teachers, studying the hiring practices and use of outside consultants in lieu of hiring permanent staff, examining the legal fees and consolidation of those fees among school communities, proving that early intervention practices are cost effective, and concentrating on in-district program development. Each area from the Task Force was dissected and an action plan was created for each area. Those action plans have either been completed or are in process.

Question 3: *How are substantive budget decisions made in Pupil Services?*	
Practical Answers	The following questions are asked: does this dollar help this child? Can we improve services and still have the same services for this dollar? Is every dollar connected to the program? Is every child connected to the program? Can we have high standards and optimal performance for our children and yet be cost effective? More sequentially, PS applies rubrics to making decisions about the budget. The first major consideration begs the question, "Does our action benefit the child?" As partners with our families, we consider the "disability" itself by investigating the degree of disability (multi-diagnosis), the severity of that disability, and the chronic nature of that disability. The second major consideration in budget building is the "frequency of incidence". Systemically, we want to group students in ways that make sense for their learning and achievement. Inclusion, pull asides, pull out models are considered. The third major consideration is building of in-school district programs to meet the needs of those students, both programmatically and fiscally. The fourth major consideration is developing major blocks of services school-wide or providing services outside (Acton, Acton-Boxborough, CASE or another collaborative setting, out-of district setting).

Question 3: *How are substantive budget decisions made in Pupil Services? – [continued]*	
Practical Answers	These four steps are the rubrics that are used in understanding the child, his/her needs, grouping children, creating programs for them at the school district or providing education elsewhere. When these steps are completed, PS assesses and reassesses each step and starts over to ensure that we have met two standards: The child's educational needs are comprehensively met and the fiduciary responsibilities are recognized, completed, and executed. PS recognizes its accountability in both of these areas.

Question 4: *How would Pupil Services specifically advance effective reforms?*	
Practical Answers	Over the last recent fiscal years, Pupil Services has thoughtfully planned out objectives to advance effective reforms by yearly action plans that enhance educational growth through data systems, developing cost-effective programs, and realigning our resources, both in personnel and in educational programs. Specific examples include: • Continuing to develop in-district programs that offer equivalent services to OOD. Keep students in their home communities while addressing their complex needs (Connections, etc.). • Streamlining the efficiency and effectiveness of the Team meeting process through expanded use of technology (reduce staff time, reduce parent frustration, etc.). • Re-examining the cost accounting strategies for CASE programs and transportation. Effective reform must also be focused on regular education initiatives that will ultimately reduce special education costs: • Consistent retraining of Child Study and Student Assistance teams • Reducing team/class size • Developing/expanding regular education Academic Support Centers • Coordinating professional development in regular and special education

Question 5: *How do we meet the needs of students to avoid special education?*	
Practical Answers	PS has a long history in its development of mandated Child Study Teams (CST), which influence the direction of strategies for the classroom teacher and assistant. The CST is a child-centered team whose major mission equips the classroom teacher and assistant with measurable strategies, which are used in the classroom. Additionally, "drop-in" consultation, a check and balance system, provides teachers with immediate support from our specialists. Systemically, materials and effective practices are shared events between special and regular education. At the elementary level, we will begin to study common planning time to enhance this endeavor. There is a high priority in training teachers in special education strategies through professional development. In a coordinated view, as we give teachers a new set of skills, including strategies and materials, with common planning time, we can envision that there would be a reduction of referrals to special education, which can be measured. The CST offers another avenue for the teacher to equip herself/himself with the latest strategies for the child. We have revamped how we operate the CST for efficiency and effectiveness and will continue to evaluate, through random observations, CST meetings. At the administrative level, we discuss ways to help our teachers with regular education classroom issues by identifying problems, having solutions to those problems and measuring the outcomes of our intervention. These efforts include PS administrators, building principals, and superintendent's council. And most importantly, meeting the needs of our students by involving our parents, as partners, in identifying problems early, thinking and brainstorming with them about possible solutions, and implementing them with home support, will help dissipate referrals to special education, at least in some cases.

Historical Perspective
Practical Questions and Answers
From FY10 (January 2009)

Question: *What is the definition and formula of Circuit Breaker?*	
Practical Answer	Circuit breaker is a system of reimbursement for extraordinary costs of a student's program. When the tuitions exceed $35,408 (this was the FY08 figure), the school district becomes eligible for circuit breaker. The in-district tuition reimbursement formula is based upon the range of services provided and is determined by the previous fiscal year's costs (FY09 costs will determine FY10 reimbursement. FY08 costs determined FY09 reimbursement). The reimbursement for this year is calculated at 72%. When we began the budgetary process this year, we planned for 65%, but we believe that the reimbursement rate may be the same for FY10, i.e., at 72%.

Question: *What can CASE programs do and not do for us?*	
Practical Answers	Our CASE programs are both exemplary and meet many of our students needs. Because of the complexity and needs of some eligible students, CASE may not have the needed programs or services; therefore, in those circumstances, students may be placed in another collaborative setting. In general, other collaborative placements are less restrictive and less expensive than a day placement, but could easily cost more than a CASE program.

Question: *Based upon the Task Force recommendations, would CASE differentiated tuitions help decrease the costs of the projected students?*	
Practical Answers	Under usual circumstances, to have a differentiated tuition rate (pay for services of the actual program rather than an average rate for all programs) may be advantageous, but at APS, two out of the four students projected for out of district are multi-involved preschoolers. The differentiated rate, i.e., the actual cost of the program, would actually work against us since the tuition based upon the average rate, the current formula for CASE, is presently less than the actual cost of the program.

Question: *What can out-of-district placements do that can't be done in-district?*	
Practical Answers	Out-of-district placements exclusively focus on the actual disability. Many of our students' placements emphasize behavioral goals, even at the expense of achieving in a rigorous academic environment. (That's why students, who return back to our schools, offer a special challenge because there may be gaps in their skills). Programming is the key element that differentiates an out-of-district from in-district but this difference is also heightened by the therapeutic milieu and a lower student/staff ratio that are offered. And, whether it is a residential or a day placement, these placements offer structure 24/7 or all-day respectively. When we think about Acton's education, we think about students having choices in academic learning and making these choices with the gentle guide of a teacher. In turn, these choices generate excitement in learning and encourage inquisitive minds. The difference between OOD and in-district is the degree of structure that is offered (and imposed) on the student learning process.

Question: *Why is there such a range of tuition rates and what is the impact on school districts?*	
Practical Answers	The specialty of the school itself, the services provided, and the length of the school year all impact tuition rates. Depending on the needs of a specific student and their specialized services, the student may be placed in a more expensive day or residential program that adequately meets his/her needs and meets the requirement of a Free and Appropriate Public Education (FAPE), in the Least Restrictive Environment (LRE) so that the student can make measurable educational gains. This is our obligation. Students are placed based upon their individual needs and accepted IEP. Depending upon those needs, placements could include: a 24 hour therapeutic setting, specialized services in individualized programs, low student/teacher ratios, a range of supervisors/teachers (academic, social, behavioral, medical), length of school year, extensive family/home connections, and the use of assistive technology. Those are all the factors that will affect the range of tuition rates. The aforementioned examples affect the range of tuition rates. The more involved students mean higher specialized placements. The more involved a student is, the more likely is a higher and more costly specialized program.

Acton-Boxborough Regional High School
Class of 2013

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

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

Dr. Stephen E. Mills, Superintendent

Dr. JoAnn Campbell, Principal
Mr. Todd Chicko, Chairperson, Counseling
Ms. Jodi Chu, Counselor
Mrs. Sara Clinton, Counselor
Mrs. Shannon Dandridge, Counselor
Mrs. I'Esha Thomas, Counselor
Ms. Jennifer Gavett, Counselor
Mr. Stephen Hitzrot, Counselor
Mrs. Wioletta Pawlowska, Counselor
Mrs. Susan Root, Counselor
Mrs. Jennifer Gabel, Counselor

The School

A four year comprehensive high school, Acton-Boxborough Regional High School serves students from the towns of Acton and Boxborough, located twenty-five miles west of Boston. The current population of Acton is 21,234; Boxborough's population is approximately 5,000. The school system is regional for Grades 7–12. There are five elementary schools in Acton and one in Boxborough.

Enrollment June 1, 2013

Grade 12	479
Grade 11	527
Grade 10	471
Grade 9	487
Total	1965

Faculty 2012-2013

Of the 139 staff members, 84% hold advanced degrees. The average length of experience is 12 years.

Accreditation

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

The Academic Program

The school provides a broad academic program for its students, 97% of whom pursue post-secondary education. In addition, a variety of courses are offered in visual arts, performing arts and industrial arts.

Graduation Requirements

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

- Four prepared subjects per year.
- Four years of English.
- Three years of Social Studies (of which one must be U.S. History)
- Two years of Science (of which one must be Biology).
- Two years of Mathematics.
- Three semesters of Physical Education.
- Two semesters of Fitness for Living, an integrated health and physical education course.
- One semester of Fine Arts
- One academic elective (English, Math, Science, Social Studies, Foreign Language, et. al.).
- Satisfactory completion of the Massachusetts Comprehensive Assessment System test (MCAS).

Advanced Placement Courses

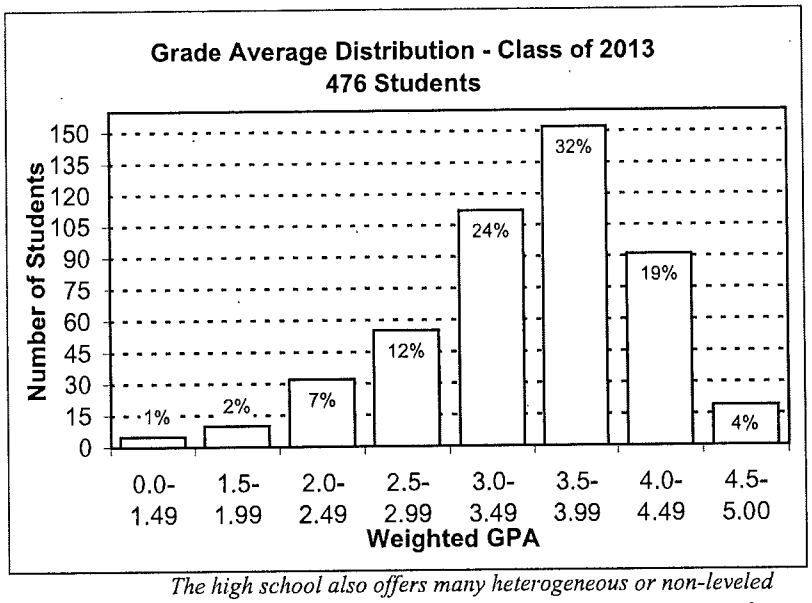
English IV	European History
US History II	Environmental Science
Psychology	Advanced Chemistry
French V	Advanced Biology
Spanish V	Statistics
Calculus	Latin IV: Virgil

Class of 2013 Profile

Weighted GPA Chart

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

(H)=Honors (including A.P. courses)
(A/E)=Accelerated/Enriched
(CP)=College Prep (SP)=Standard Prep



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

SAT Reasoning Test Profile

Average Scores

	AB			Nation		
	CR	MATH	WR	CR	MATH	WR
2013	622	661	630	496	514	488
2012	624	662	626	496	514	488
2011	610	645	622	497	514	489

Last year 96% of the seniors at Acton-Boxborough took SATs as compared to 79% in Massachusetts.

SAT Subject Test Profile

Subject	No. of Students	Mean Score
Biology E	181	709
Biology M	19	711
Chemistry	105	714
English Literature	27	664
French	23	692
Math Level I	75	675
Math Level II	131	755
Spanish	27	680
US History	98	712
World History	2	615
Latin	7	691

Advanced Placement Test Scores

A total of 459 juniors and seniors took 1,005 exams in Biology, Calculus, Chemistry, Chinese, Computer Science, Economics, English Literature & Composition, Environmental Science, European History, French Language, German Language, Japanese Language, Latin: Vergil, Music Theory, Physics, Psychology, Spanish Language, Statistics, U.S. Government & Politics, and U.S. History.

Test Score	No. of Scores
5	622
4	287
3	74
2	15
1	7

Post-Secondary Education

	2013	2012	2011
Four-year Colleges	91%	92%	93%
Two-year Colleges	4%	3%	4%
Other Post-Secondary	2%	1%	1%

National Merit Scholarship Program

Semi-finalists	17
Commended Students	59

*** MEMO ***

TO: Acton Boxborough Transitional School Committee

FROM: J.D. Head, Director of Facilities and Transportation

RE: Capital Planning

DATE: 1/30/14

In preparation for the ABRSD Budget meeting February 1, 2014 I have prepared a draft PreK – 12 ABRSD capital plan. Please consider this document as a discussion starter and an attempt to begin conversations geared towards identifying highest need District capital priorities. Before this plan truly becomes a guiding document for the District at large work still needs to go into becoming more aware of the Blanchard School capital history and current needs, as well as reconciling other stakeholder priorities within subcategories. I look forward to discussing this and other topics at length on Saturday.

Term	Definition	Guiding Principles
District Priority	Priority ranking of the project compared to all PreK - 12 ABRSD capital projects. Priority score of 1 = highest priority, 2 = very high priority, 3 = high priority, 4 = medium priority, 5 = priority we need to be aware of	The most difficult task from a macro perspective in capital planning is having the discipline to make difficult decisions in classifying high priority projects from the two sub priority categories into one comprehensive district wide ranking profile. There will need to be guidelines as to how many actual projects can have a 1 priority. Projects that have a priority ranking of 1 in this category could be large drivers in annual spending / budget preparation. (As a discussion starter) There never should be more than three projects in this category at one given time, there should never be more than five projects in category 2 at one given time, there should never be more than ten projects in category 3, there should never be more than 15 projects in category 4, and category 5 is literally all other projects. Understand that fluidity can and should be expected in this category, district project priority can and should be affected by all other factors that fall below, and projects should only move out of category one because it has been completed or is in process or a priority 2 project has become a higher priority.
Building Based Priority	Priority ranking of the project compared to all other building capital projects. Priority score of 1 = highest priority, 2 = very high priority, 3 = high priority, 4 = medium priority, 5 = priority we need to be aware of	See above (District Priority guiding principles), similar guidelines apply but on a much more of a school building based micro level.
Infrastructure Priority	Infrastructure can be defined as a systemic utility or operation that has district wide impact or impact over multiple buildings or grounds sub-categories, examples include but are not limited to campus power supply, IT network, telecommunication, transportation, etc. Priority ranking of the project compared to all PreK - 12 ABRSD Infrastructure based capital projects. Priority score of 1 = highest priority, 2 = very high priority, 3 = high priority, 4 = medium priority, 5 = priority we need to be aware of	See above (District Priority guiding principles), similar guidelines apply specific to grounds, athletic fields, district wide operations or utilities.
Energy Efficiency Rating	Many capital projects offer financial return on investment through deferred expenses via savings in utilities or other nondiscretional spending line items. Rating of 1 = highest rating, 2 = high rating, 3 = medium rating, 4 = cost neutral rating, and 5 rating would be a negative impact on nondiscretional spending.	Rating of 1 means the capital project would "pay for itself" in three years or less, rating of 2 would net a return in less than 5 years, rating of 3 would net a return in less than 7 years, rating of 4 is a project that is expense neutral (meaning spending in project related budgetary line items will not go up or down due to specific project completion), and a rating of 5 defines a project that would cost the district more in spending in project related budgetary line items.

Cost	Cost is the total cost of a project including but not limited to, design, management, legal expenses, in house labor, and implementation cost. Cost rating of 1 is a project that in total would be less than 20K, cost rating of 2 is a project that would contain cost that range from 20K - 50K, cost rating of 3 is a project that would contain cost that range from 50K - 100K, cost rating of 4 is a project that would contain cost that range from 100K - 200K, cost rating of 5 is a project that would contain cost that range from 200K - 400K, cost rating of 6 is a project that would contain cost that range from 400K - 800K, cost rating of 7 is a project that would contain cost that range from 800K - 1.6K, cost rating of 8 is a project that would contain cost that range from 1.6K - 3.2K, cost rating of 9 is a project that would contain cost that range from 3.2K and above.	Understanding where projects fall within price ranges is an essential function of capital planning. Cost estimating can also be time consuming and generate expenses in and of itself. Obviously as project priorities are defined, certainly at the district level, then that should be a guideline as to how many resources (personnel and financial) go into zeroing in on the specific project Cost. Projects with a District Priority of 1 should have cost defined within a 10% contingency, projects with a District Priority of 2 should have cost defined within a 15% contingency, projects with a District Priority of 3 should have cost defined within a 20% contingency, and so on and so forth.
Cost Share	Cost Share rating of 1 means a project is most likely to have an alternative funding source outside of the ABRSD appropriated budget, Cost Share rating of 2 means a project is likely to have an alternative funding source outside of the ABRSD appropriated budget, and Cost Share rating of 3 means a project is not likely to have an alternative funding source outside of the ABRSD appropriated budget.	Important to note that ABRSD may or may not choose to pursue cost sharing opportunities. Also Cost Sharing can come in many forms including but not limited to, private sector, fed or state grants, community preservation, or possibly other related District revolving accounts.
Finance	Finance rating of 1 means a project could most likely be funded through the ABRSD appropriated budget, Finance rating of 2 means a project would most likely need to be partially funded through a bond, special warrant article, and/or other cost sharing opportunities.	Obviously this is not a "black or white" category, but we need to be aware if a project is so large that it MAY require bonding which would trigger other political necessities, for example Town Meeting votes in Acton and Boxborough. This could be thought of a projects' difficulty to accomplish based on various challenges and complications around financing.
Public Safety	Rating of 1 means there would be a positive impact on public safety or risk mitigation through completing the capital project, rating of 2 simply refers to a project where public safety is not really an issue or outcome.	This is simply a means of putting a numerical value on the question, Does completing this specific capital project offer a benefit that would have a positive impact on public safety or some risk mitigation factor.
Public Benefit	Rating of 1 means there would be a positive impact on the greater good via public recreation / education through completing the capital project, rating of 2 simply refers to a project where public benefit is not really an issue or outcome.	This is simply a means of putting a numerical value on the question, Does completing this specific capital project offer a benefit that would have a positive impact on some other public benefit, for example health, recreation, or education.
Code Compliance	Rating of 1 means there would be a positive impact in an area where ABRSD would become more or completely code compliant through completing the capital project, rating of 2 simply refers to a project where code compliance is not really an issue or outcome.	This is simply a means of putting a numerical value on the question, Does completing this specific capital project offer a benefit that would have a positive impact on the Districts commitment to meeting various areas code compliance. Compliance areas include but are not limited to ADA, AHERA, IAQ, or other areas meant to accommodate for protective classes or other civil rights issues.

District - Future Projects									
Project	District Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Campus Master Plan	1	7	4	1	2	1	1	1	Biggest District safety issue Could phase project

High School - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Front walkway concrete	1	2	4	2	1	1	2	1	Tripping hazard and opportunity to increase access
HS Cameras	1	2	4	2	1	1	1	2	Cameras need to be brought up to date
HS Access Control	1	2	4	2	1	1	1	2	Expand access control to the HS
Bottle filling stations	2	1	2	2	1	2	1	2	
Door replacement plan	2	1	4	2	1	2	2	2	Hollow doors are not holding up to the use
Auditorium House lighting	2	2	1	1	1	2	2	2	Some of the last incandescent in district
Additional Lighting	2	2	2	1	1	2	1	2	Phase 2 of the Nstar project
Pool heat separate boiler/solar hot water	3	1	1	1	1	2	1	2	Partner with the utility
Three way valve	3	1	1	2	1	2	1	2	Would reduce thermal shock
Re-insulate ductwork	3	1	2	1	1	2	1	2	
Auditorium Plaster roof	3	2	4	2	1	2	2	2	Issue that goes back to the fire
Auditorium Stage Floor	3	2	4	1	1	2	1	2	May be a higher priority
Auditorium Curtain	3	2	4	1	1	2	2	2	
HS Rooftop refrigerant r-22	5	3	4	2	1	2	2	1	refers to code change
Replace 1998 Jackson Church Rooftop units (10 units)	5	4	3	1	2	2	2	2	Oldest units at the HS
Roof	5	6	4	1	2	2	2	2	Just keeping it on the radar big ticket 2024

Jr High School - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
CO2 Monitoring Gym	1	1	1	1	1	2	2	2	Partner with utility
Gym Floor	1	4	4	1	2	1	1	2	ABYB has expressed interest
Generator	1	2	5	2	1	1	1	2	Needed for tech back-up and emergency planning
Boilers	2	5	2	1	2	2	2	2	Partner with utility
Interior Door locking re-key	2	2	4	2	1	1	2	2	Allow Classrooms to lock easily during lockdown
Wood rot Gym window frames	2	4	4	2	2	2	2	2	Wood window frames rotting out gym / roof
Controls upgrade	2	2	3	2	1	2	2	2	Partner with utility
Kitchen On demand hot water	2	1	1	2	1	2	2	2	Partner with utility
Weatherization	2	2	2	1	1	2	2	2	Partner with utility
Control exhaust fans	2	2	2	2	1	2	2	2	Point the exhaust fans to the building controls
Water Heaters	3	3	2	1	1	2	2	2	Partner with utility
Auditorium Lights	3	2	1	1	1	2	2	2	Partner with utility
Lighting Retrofit	3	3	2	1	1	2	2	2	Partner with utility
Re-insulate ductwork	3	2	2	1	1	2	2	2	Partner with utility
Seal mechanical penthouse	3	2	3	2	1	2	2	2	
compartmentalize the boiler room	3	2	4	2	1	2	2	2	
Acoustics Three classes and Café	3	2	4	2	1	2	2	1	High decibel readings border non-compliance
Courtyards	5	2	4	2	1	2	2	1	No specific plans exist to date
Roof	5	6	4	1	2	2	2	2	Out several years MSBA possible
AC Unit services Admin	5	3	5	2	2	2	2	2	
Other Security Measures	3	2	5	2	1	1	2	2	Could expand on district security projects

PDB - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Café Tables and Chairs	1	2	4	2	1	2	2	2	Need to replace heavy chairs and tables
Carpets	1	2	4	2	1	2	2	2	replacement plan could handle this need
Exterior Facing Mold and Mortar	2	2	4	2	1	2	2	2	Mold growth and water intrusion
Co2 Monitoring Large Spaces	2	1	1	1	1	2	2	2	
Pumps	3	2	2	2	1	2	2	2	
Other Security Measures	3	2	5	2	1	1	2	2	Could expand on district security projects
Lighting retro-fit	4	2	2	1	1	2	2	2	
Boilers	4	4	3	1	2	2	2	2	Tube transition to condensing
Hot water heaters	4	3	2	1	1	2	2	2	
Playgrounds	5	3	4	2	1	2	1	2	
Roof	5	6	4	1	2	2	2	2	

Douglas - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Nurse ADA bathroom	1	2	4	2	1	2	1	1	Nurse restroom lacks ADA compliance
IAQ Code for rooms	1	2	5	2	1	2	1	1	Could reorganize space or add ventilation
Building Access ADA	1	4	5	2	2	2	1	1	Needs a lift and other significant ADA improvement
Two new lower restrooms	2	2	5	2	1	2	1	1	Additional staff restrooms necessary
Other AFD Compliance	2	2	5	2	1	1	2	1	AFD would like to see changes made per fire code
Pole lighting	3	2	2	1	1	2	2	2	
Roof drain piping	3	2	4	2	1	2	2	2	
Other Security Measures	3	2	5	2	1	1	2	2	Could expand on district security projects
Two new gas RTU mods	4	1	3	1	1	2	2	2	
New urinals lower level	4	1	4	2	1	2	2	2	fixtures need to be updated
Playground equipment	5	2	4	1	1	2	1	2	

Conant - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Admin pneumatic upgrade	1	1	2	1	1	2	2	2	Needed to advance controls
Roof	2	5	4	1	2	2	2	2	beyond life but functional
Café air handler	2	2	3	2	1	2	2	2	
Kitchen air handler	2	2	3	2	1	2	2	2	
Kitchen exhaust	2	2	3	2	1	2	2	2	
Pole lighting	3	2	2	1	1	2	2	2	
Girls bathroom stalls	3	2	4	2	1	2	2	2	
Other Security Measures	3	2	5	2	1	1	2	2	Could expand on district security projects
Mortar pointing	3	3	4	2	2	2	2	2	Brick and mortar failure
Water heater	4	1	2	1	1	2	2	2	
Playground equipment	5	2	4	1	1	2	1	2	
Windows	5	5	4	2	2	1	2	2	single pane floor to ceiling sliders

Blanchard - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Water-proofing	1	2	4	2	1	2	2	1	
Drinking Water	1	1	4	2	1	1	1	1	
Cell Repeater	1	1	4	2	1	1	2	2	
Phone System	1	1	4	2	1	1	2	2	
Boilers	2	4	3	1	2	2	1	2	
HVAC Controls	2	2	2	1	1	2	1	2	
Windows	3	4	4	2	2	2	2	2	
Restrooms (Gym)	3	2	4	2	1	2	2	2	
Playground Equipment	3	2	4	2	1	2	1	2	
Plumbing Fixtures	4	1	4	2	1	2	2	2	
Roofing	5	6	4	1	2	2	2	2	

Gates - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Kitchen Make-up air unit	1	2	2	1	1	2	2	2	efficiency upgrade
Finish pneumatic change over	1	2	2	1	1	2	2	2	efficiency upgrade
Music Room	1	1	4	2	1	2	2	2	classroom transition
Roof	2	5	4	1	2	2	2	2	end of life but functional
Co2 controls large spaces	2	2	2	1	1	2	2	2	
Stage lighting	2	1	2	1	1	2	2	2	
Pole lighting	3	2	2	2	1	2	2	2	
Other Security Measures	3	2	5	2	1	1	2	2	Could expand on district security projects
Girls bathroom stalls	4	2	4	1	1	2	2	2	
windows	5	6	4	2	2	1	2	2	flior to ceiling single pane sliders
Playground equipment	5	2	4	1	1	2	1	2	

Athletic Fields - Future Projects									
Project	Infrastructure Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Well Pump Enclosures	1	2	4	2	1	1	2	2	Need block enclosures
Lower Field Goal Pockets	1	2	4	1	1	1	1	2	Safety issue partner with FOLF
Lower Field Lighting	1	2	5	1	1	1	1	1	Safety issue partner with FOLF
Leary Turf	2	6	4	1	2	2	1	2	Will need to be replaced in 3 yrs
Leary Lights	2	5	2	1	2	2	1	2	Should couple with turf major eff improvement
Lower Field Access	2	2	4	1	1	1	1	1	Safety and access issue partner with FOLF
Varsity Softball	2	1	4	1	1	2	1	2	Infill and regrade
Gates Softball Field	3	1	4	2	1	2	1	2	Infill and regrade
Douglas Tball Field	3	1	4	2	1	2	1	2	Infill and regrade
Rt 111 Tball field	3	1	4	2	1	2	1	2	Infill and regrade
Leary Sewer	4	2	5	2	1	2	1	2	Could tie into campus sewer and build Leary Restrooms
Softball Lights	4	3	5	1	2	2	1	2	Could come off of tennis

Grounds - Future Projects									
Project	Infrastructure Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Campus Master Plan	1	7	4	1	2	1	1	1	Biggest District safety issue Could phase project
Conant walk from Minot	2	1	4	2	1	1	1	1	
Mtnc Shed	2	6	5	2	2	2	2	2	Item will move up or down based on transportation
Gates back drive and playground paving	3	2	4	2	1	2	1	1	
Admin Circle Paving	3	2	4	2	1	2	2	2	
Campus Curbing	3	1	4	2	1	2	2	2	Granite curbing
Douglas Front half parking lot	3	2	4	2	1	2	2	2	
Paving Blanchard	3	2	4	2	1	2	2	2	

Administration - Future Projects									
Project	Building Priority	Cost	Energy Eff Rating	Cost Share	Finance	Public Safety	Public Benefit	Code Compliance	Notes
Roof	1	3	4	2	1	2	2	2	Needs to be completed
ADA Compliance	1	4	4	2	2	2	1	1	ADA building compliance should be a priority
Demo Modular	1	2	2	2	1	2	2	2	Unsustainable
Interior Space Re-config	2	4	4	2	2	2	1	1	Occupancy TBD
Boiler	2	2	1	1	1	2	2	2	
Other Security Measures	2	2	5	2	1	1	2	2	Occupancy needs to be decided first
Lower Air handling units	3	3	4	2	2	2	2	2	
Lighting Retrofit	3	2	2	1	1	2	2	2	
Weatherization / Windows	3	4	4	1	2	2	2	2	Insulation and sealing
AC Roof-top old office spaces	4	2	4	2	1	2	2	2	
Asbestos Hallway floor tiles	4	4	4	2	2	2	2	2	VAT tiles in halls
Bathrooms and Sinks	4	2	4	2	1	2	2	2	