

Acton-Boxborough Regional
School Committee Meeting

February 26, 2015

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

February 26, 2015
7:00 p.m.

AGENDA

1. **Call to Order (7:00)**
2. **Chairmen's Introduction** – ABRHS students from Speech and Debate Team
3. **Statement of Warrant and Approval of Minutes**
 1. Minutes of School Committee Meetings on: 1/31/15, 1/22/15, 1/8/15, 12/11/14, 10/16/14, 9/18/14 and 9/4/14
4. **Public Participation**
5. **State Representative Jennifer Benson Presentation**
 1. Chapter 70 Funding Formula including Implications for Special Education Funding
6. **K-12 Mathematics Presentation** – Heather Haines, Phil Stameris, Bill Noeth, Jess Janus, Deborah Bookis
 1. Slides and handout of slides #18 and #19
7. **Superintendent Entry Plan Report** – *Glenn Brand*
8. **Leadership Search Update** – Marie Altieri
 1. Athletic Director
 2. Pupil Services Director
9. **Recommendation to Approve ABRHS Trip to Spain, April 2016** – **VOTE** – *Glenn Brand*
10. **ABRSD FY16 Budget Update**– *Glenn Brand*
 1. FY16 Table 6, Final Assessment voted 2/12/15
 2. ALG and BLF Update (*oral*)
 3. Health Insurance Rates (*oral*)
 4. Presentation to Boxborough Selectmen and Finance Committee 2/23/15
11. **Review of New England Association of School (NEASC) Response** – *Glenn Brand*
 1. Memo from Dr. Brand, 2/23/15
 2. Background including letter from ABRSD and others, 3/8/13
12. **Subcommittee Updates**
 1. **Negotiations** – Approval of new member – **VOTE** – *Kristina Rychlik*
 2. **Budget** – *Dennis Bruce (oral)*
 3. **Policy** –
 - i. Curriculum and Instructional Material, File: IGA - FIRST READING – Maria Neyland (combining policies IGA, IGD, IJ, IJJ and IJK)

13. School Committee Member Reports (oral)

1. Acton Leadership Group (ALG)
2. Boxborough Leadership Forum (BLF)
3. Health Insurance Trust (HIT)– *Mary Brolin*
4. Other Post Employment Benefits (OPEB) Task Force– *Dennis Bruce*
5. Acton Finance Committee – *Dennis Bruce*
6. Acton Board of Selectmen - *Paul Murphy*
7. Acton-Boxborough SpedPAC – *Paul Murphy*
8. Boxborough Finance Committee- *Maria Neyland*
9. Boxborough Board of Selectmen – *Brigid Bieber*
10. Joint PTO/PTSO/PTF Co-Chairs – *Deanne O’Sullivan*

14. Acton and Boxborough Local Elections – *Kristina Rychlik*

15. Superintendent’s Report – *Glenn Brand (oral)*

16. FOR YOUR INFORMATION

1. Monthly Student Enrollment – 2/1/15
2. Special Revenue Accounts, Year to Date 1/31/15
3. Town of Acton Public Forum on SMART PAYT, 3/4/15 at 7 p.m. Town Hall 204
4. League of Women Voters’ Annual Civics Bee, 3/8/15 at 1 p.m. Acton Town Hall 204

ADJOURN

NEXT MEETINGS:

Acton-Boxborough Regional School Committee Meetings – *start 7:00 p.m. in the Jr High Library*

- 3/5/15
- 3/19/15
- 3/30/15 (*change from 3/26/15*)

Acton Town Meeting begins April 6, 2015.

Boxborough Town Meeting begins May 11, 2015.

Measuring Adequacy – The Massachusetts Foundation Budget

Melissa King & Roger Hatch, ESE
Foundation Budget Review Commission
10/9/2014

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Goal of the Chapter 70 formula

- To ensure that every district has sufficient resources to meet its foundation budget spending level, through an equitable combination of local property taxes and state aid.



Chapter 70 aid is determined in three basic steps



A district's Chapter 70 aid is determined in three basic steps:

1. It defines and calculates a **foundation budget**, an adequate funding level for each district, given the specific grades, programs, and demographic characteristics of its students.
2. It then determines an equitable **local contribution**, how much of that "foundation budget" should be paid for by each city and town's property tax, based upon the relative wealth of the community.
3. The remainder is funded by Chapter 70 **state aid**.

Local Contribution + State Aid = a district's Net School Spending (NSS) requirement. This is the minimum amount that a district must spend to comply with state law.

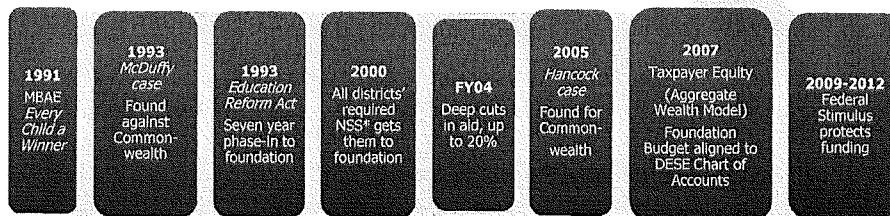
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Major Milestones in MA School Funding



*NSS = Net School Spending

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Foundation Assumptions FY94

- 18 functional areas
- 8 salary categories specified number of staff needed based upon number of students, and assigned a salary level
 - Example: For every 17 high school students, one teacher at a salary of \$38,000
- 10 non-salary categories, some determined based upon averages, some on number of staff

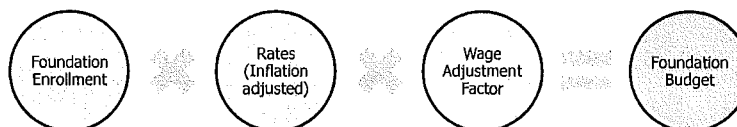
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There are three key factors in the foundation budget.



- Foundation Enrollment
- Rates (Inflation-adjusted)
- Wage Adjustment Factor

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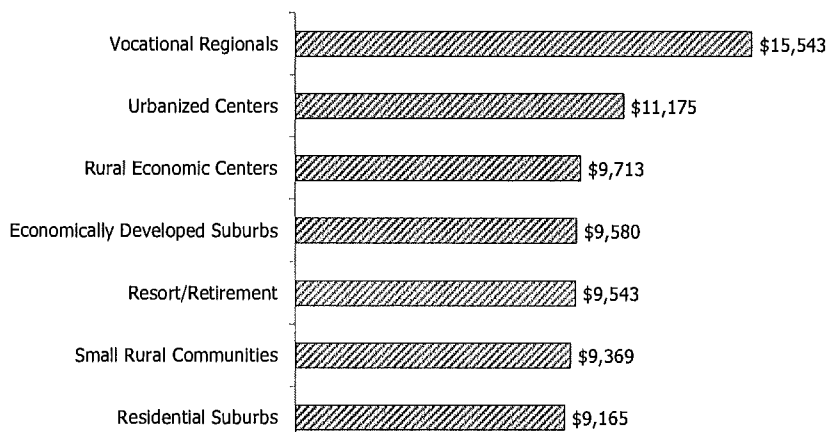


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Foundation budgets are an indication of student need

FY15 Foundation Budget per Pupil, Average by Type of District



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Calculating the Foundation Budget

Key Concepts

1. Includes all students for which your district is financially responsible, as of the prior October.
2. All students are assigned to a discrete category based on grade, demographics and program.
3. Special education enrollment is assumed based on a percentage of district headcount.
4. In general, low income enrollment includes all qualified students who attend school in your district, where the extra costs occur.
5. Enrollment is multiplied by a set of rates.
6. Rates are based on a model school budget, which includes staffing, class size and salary assumptions. Rates are annually adjusted by inflation.
7. Salary categories are further adjusted by a wage factor, which varies according to location.

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Foundation enrollment reflects all students for which your district is financially responsible.

Counts students who are enrolled on prior October 1 (FY2015 C70 based on Oct 2013 enrollment.)

Includes

- Local resident schoolchildren attending their community's local or regional school district
- Students for whom the district is paying tuition, such as
 - Commonwealth charter schools
 - Other school districts (i.e. through tuition agreements, non-resident vocational programs)
 - Special education schools and other settings

Does not include

- Tuitioned-in students from other districts
 - Interdistrict school choice program
 - Non-resident vocational tuition program
 - Tuition agreements with other districts

**Exceptions to financial responsibility rule
Students attending through the METCO racial imbalance program
Children of non-resident teachers, where local collective bargaining agreements allow attendance*

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A district's foundation budget is derived by multiplying the number of pupils in fourteen enrollment categories by cost rates in eleven functional areas.

FY15 Chapter 70 Foundation Budget

	Base Foundation Components											Incremental Costs Above The Base				TOTAL	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)			
	School	Charter	Private	Elementary	PK	High	ES	ES	ES	PK	K-12	PK	Out of Dist	Other			
100 FRAMINGHAM	0	0	227	2,615	1,542	2,050	0	0	0	1,911			31	18	2,152	170	6,370
1 Administration	1,921	0	284,054	1,155,761	720,216	850,783	0	0	0	492,729	2,860	545,633	254,557	0	0	0	4,544,071
2 Instructional Leadership	3,447	0	454,684	2,291,599	1,250,812	1,444,319	0	0	0	757,712	4,124	0	0	0	0	0	3,501,352
3 Classroom and Specialist Teachers	15,823	0	1,255,558	2,223,421	1,141,341	8,552,344	0	0	0	5,122,353	41,729	2,790,365	0	0	0	0	17,024,943
4 Other Teaching Services	4,554	0	475,802	2,385,743	1,453,845	1,019,345	0	0	0	724,741	2,915	2,455,254	3,451	0	0	0	4,231,343
5 Professional Development	426	0	73,417	355,021	245,516	274,553	0	0	0	165,300	1,324	124,509	0	0	0	0	1,427,270
6 Instructional Equipment & Tech	2,154	0	282,815	1,287,104	722,550	1,444,161	0	0	0	431,644	7,222	110,432	0	0	0	0	4,350,621
7 Guidance and Psychological	1,150	0	153,021	471,194	583,361	806,244	0	0	0	242,315	2,393	0	0	0	0	0	2,350,813
8 Pupil Services	457	0	31,716	470,835	412,424	1,084,872	0	0	0	153,451	2,102	0	0	0	0	0	2,128,671
9 Operations and Maintenance	8,349	0	513,260	2,141,318	1,191,292	5,825,342	0	0	0	3,027,847	10,811	644,422	0	0	0	0	10,313,172
12 Employee Benefits/Pension Charges	3,212	0	437,316	1,174,016	1,303,428	1,427,357	0	0	0	5,047,818	6,622	1,027,654	0	0	0	0	8,315,171
14 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	0	2,021,404	0	0	0	2,021,404
12 Total	37,715	0	4,427,770	22,144,243	13,235,517	18,824,420	0	0	0	10,767,719	62,007	6,439,915	2,255,404	0	0	0	31,596,411
13 Wages Adjustment Factor	156.7%																10,688

All of your students are counted in categories 1-10. Special education and low income costs are treated as costs above the base and are captured in 11-14.

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Assumptions Underlying FY15 Foundation Budget Rates

function	derivation of FY15 rate*
administration	81.7% percent of FY04 state average expenditure per pupil for administration, factored up by inflation, for a FY15 average of \$474 per pupil.
instructional leadership	81.7 percent of FY04 state average expenditure per pupil for instructional leadership, factored up by inflation for a FY15 average of \$647 per pupil.
classroom and specialist teachers	Assumed class sizes of 22 for elementary, 25 for junior high/middle, and 17 for high school, at an average salary in FY04 of \$30,000. Inflation has increased this salary by 60 percent through FY15, to \$45,928 per teacher. In per pupil terms, the rates are \$2,968 for elementary, \$2,611 for junior high/middle, and \$3,839 for senior high. These rates include the statutory \$388 per pupil for expanded programs for low income students, factored up by inflation.
other teaching services	81.7 percent of the FY04 state average expenditure per pupil for other teaching services, factored up by inflation and further adjusted by the following ratios: elementary (1.25), junior high/middle (.80) and senior high (.75). FY15 per pupil rates are \$761 for elementary, \$546 for junior high/middle, and \$450 for senior high.
professional development	3 percent of the salary of teachers and support staff as described in the statutory foundation budget, factored up by inflation. FY15 per pupil rates are \$119 for elementary, \$128 for junior high/middle, and \$124 for senior high.
instructional equipment and technology	Statutory per pupil amounts factored up by inflation. FY15 per pupil rates are \$428 for elementary and junior high/middle, and \$885 for senior high.
guidance and psychological	81.7 percent of FY04 state average expenditure per pupil for guidance and psychological, factored up by inflation and further adjusted by the following ratios: elementary (.75), junior high (.125). In FY15, the per pupil rates are \$214 for elementary, \$286 for junior high/middle, and \$359 for senior high.
pupil services	Combined statutory per pupil rates for health staff (\$50 elementary, \$39 at high school), athletics (\$50 high/middle, \$200 senior high), and activities (\$25 elementary, \$35 junior high/middle, and \$45 senior high). After inflation the FY15 rates are \$129 for elementary, \$210 for high/middle, and \$485 for senior high.
operations and maintenance	Combined statutory assumptions for custodial salaries (ten percent of the number of foundation teaching and support staff, at a custodial salary of \$26,000), maintenance (\$3,300 times the number of foundation teaching and support staff), and extraordinary maintenance (\$2,200 times the number of foundation teaching and support staff). The combined FY15 per pupil amount after inflation equals \$825 for elementary, \$894 for junior high/middle, and \$866 for high school.
employee benefits and fixed charges	Statutory assumption for salary benefits (\$1,320 times the number of foundation staff in all categories, adjusted by the wage adjustment factor, plus \$468 times the same number of staff, not adjusted by the wage adjustment factor), increased by inflation. In FY15 the per pupil rate equals \$742 for elementary, \$707 for junior high/middle, and \$670 for high school.
special education tuition	Statutory assumption for special education tuition rate of \$13,500 per pupil, factored up by inflation. In FY15 the per pupil rate is \$23,552.

* Note: In many of the categories, there are higher rates for limited-English and vocational pupils. There are also additional increments for low-income and assumed-in-district special education pupils.

** 81.7 percent of the statewide average expenditure was chosen for all four of the newly-created categories in FY07, because that is the factor which in combination with the other rates, yields the same statewide total foundation as would have been generated under the statutory calculations. The changes were fiscally neutral in the aggregate.

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To compute the foundation budget, each pupil must first be assigned to one of the following discrete categories.

Regular ed pre-k	Regular or sped grades 9-13
Special ed pre-k	ELL pre-K
Regular or sped 1/2 day K	ELL 1/2 day K
Regular or sped full day K	ELL full day K and grades 1-12
Regular or sped grades 1-5	Vocational ed (grades 9-12)
Regular or sped grades 6-8	Post-secondary/post grad voc.ed (grade 13)

FY15 Chapter 70 Foundation Budget

Function/Service	State Foundation Components												Incremental Costs Above the Base			TOTAL	
	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25
Administration	1,431	0	20,454	11,121	11,278	202,761	0	0	408,720	2,262	581,421	2,048,837	0	0	0	0	4,342,241
Instructional Leadership	1,841	0	452,866	217,736	176,452	8,642,171	0	0	771,720	4,176	1,176,228	4,176	0	0	0	0	9,604,230
Classroom and Specialist Teachers	19,325	0	1,155,520	830,881	3,753,840	4,252,242	0	0	3,020,282	87,726	2,196,228	0	0	0	0	0	17,542,506
Other Teaching Services	4,504	0	475,816	1,207,743	1,172,243	1,114,240	0	0	788,390	13,110	1,825,204	3,401	0	0	0	0	7,273,743
Professional Development	403	0	25,437	269,721	240,816	278,524	0	0	282,246	1,824	1,046,629	0	0	0	0	0	1,647,977
Instructional Equipment and Technology	1,314	0	202,615	1,011,567	382,826	1,408,915	0	0	407,248	1,320	1,122,617	2,770	0	0	0	0	4,320,887
Guidance and Psychological	1,150	0	126,121	475,144	302,381	428,246	0	0	203,513	2,205	0	0	0	0	0	0	1,858,816
Pupil Services	407	0	137,570	402,530	413,255	1,564,419	0	0	152,411	5,125	0	0	0	0	0	0	3,164,477
Operations and Maintenance	4,861	0	119,282	234,219	1,721,210	1,551,960	0	0	1,523,267	19,804	881,432	2	0	0	0	0	12,911,672
Employee Benefits and Fixed Charges	3,702	0	425,513	2,014,235	1,322,814	6,421,317	0	0	5,647,434	2,122	1,627,454	0	0	0	0	0	12,245,471
Special Education Tuition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22,624,478
Total	37,716	0	6,447,778	22,344,243	13,228,511	38,874,438	0	0	30,271,173	82,007	6,420,315	2,248,441	0	0	0	0	131,361,811
Wage Adjustment Factor	128.2%																Foundation Budget Per Pupil: 16,688

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Pre-Kindergarten and Kindergarten in the Foundation Budget

When do these students count in foundation budget?

Pre-Kindergarten

- Students must attend tuition-free. Students for whom parents/guardians pay tuition are *not counted*.
- To be counted as a special education pre-k student must have an individualized education plan (IEP), and must receive at least two hours of service a week.
- All eligible pre-k students are counted as .5 in foundation enrollment.

Kindergarten

- Students who attend a ½ day program count as .5.
- Students whose parents/guardians pay tuition to attend the second ½ of a full-day program, also count as .5.
- Students who attend a full day program for free count as 1.0.

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Foundation Headcount Example District

Category	Resident Pupils	Residents at other districts	Total Headcount	Enrollment (FTEs)
Regular pre-k*	20		20	10
Sped pre-k*	8		8	4
Regular & sped ½ day K*	200	6	206	103
Regular & sped full day K	15	5	20	20
Regular & sped grades 1-5	320	15	335	335
Regular & sped grades 6-8	350	25	375	375
Regular & sped grades 9-13	470	20	490	490
ELL pre-k*	6		6	3
ELL ½ day K*	20	2	22	11
ELL full day K & gr 1-12	45	10	55	55
Vocational grades 9-13	10	5	15	15

*Pre-k and ½ day K count as .5 in enrollment.

Total headcount = 1,552
Total enrollment = 1,421

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Special education and low income are treated as costs above the base in the foundation budget.

There are three cost increment categories that are intended to reflect the additional resources needed to educate **special education and low income** students.

Special Education

- Assumed in-district special education enrollment = (3.75% x foundation enrollment*) and (4.75% x vocational enrollment)
- Assumed out-of-district special education enrollment = 1% of foundation enrollment*

Category	Enrollment (FTEs)
Regular pre-k	10
Sped pre-k	4
Regular & sped half day K	108
Regular & sped full day K	20
Regular & sped grades 1-5	335
Regular & sped grades 6-8	375
Regular & sped grades 9-12	490
ELL pre	3
ELL K-5	40
ELL full day K & gr 1-12	55
Vocational grades 9-12	15

Assumed SpEd	Enrollment (FTEs)
In-district	$(3.75\% \times 1,392) + (4.75\% \times 15) = 52$
Out-of-district	$1\% \times 1,392 = 14$

*Excluding pre-k and vocational students

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Special education and low income are treated as costs above the base in the foundation budget.

There are three cost increment categories that are intended to reflect the additional resources needed to educate **special education and low income** students.

Low income

- Reported on the basis of eligibility for free and reduced lunch programs
- Low-income headcounts are assigned to the district where the pupils are actually enrolled even if they are tuitioned-in from another district. (Students in charter schools are an exception to this principle.)

Low Income	Enrollment (FTEs)
Grades 1-8	100
Grades K, 9-12	225

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Foundation Enrollment Putting all the pieces together

Foundation Enrollment	Base Foundation Components										Incremental Costs Above The Base				TOTAL*
	(1) Pre-School	(2) Kindergarten Half-Day	(3) Kindergarten Full-Day	(4) Elementary	(5) Jr High/Middle	(6) High School	(7) ELL PK	(8) ELL K Half	(9) ELL KF-12	(10) Vocational	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) Low Income Elem	(14) Low Income Other	
	28	206	20	335	375	490	6	22	55	15	52	14	100	225	1,421

- Total Foundation Enrollment = Columns 1-10
- Columns 11-14 will be used to add additional costs to total foundation budget.

To determine a district's foundation budget, its foundation headcount in each of the above categories is multiplied by a cost rate, which is set by statute and reflects annual inflation.



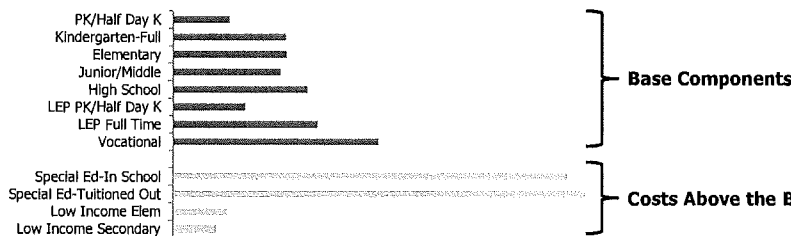
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Foundation budget rates reflect differences in the cost of educating different types of students.

Foundation Budget Rates, FY15

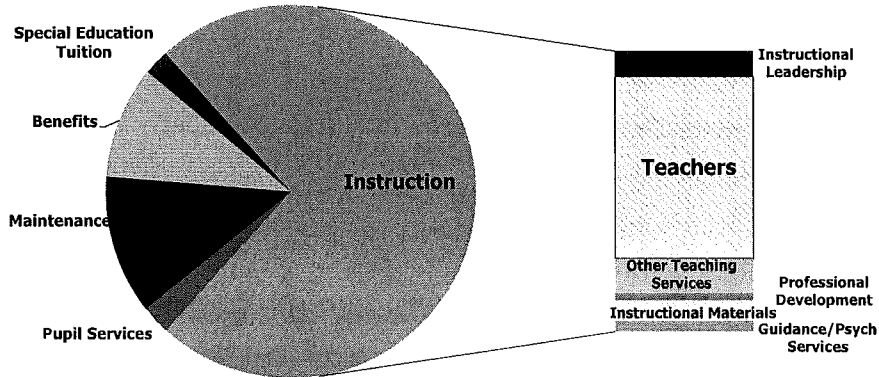
	adminis. tuition	instructional leadership	classroom & specialist teachers	other teaching services	instructional professional development	materials, equip & tech	guidance & psychological	pupil services	operations & maintenance	employee benefits & charges	special education tuition	total all categories
1 Pre-School	179.71	324.57	1,488.26	381.69	58.86	216.41	108.28	43.07	413.27	372.52	0.00	3,585.64
2 Kindergarten-Half	179.71	324.57	1,488.26	381.69	58.86	216.41	108.28	43.07	413.27	372.52	0.00	3,585.64
3 Kindergarten-Full	359.41	649.13	2,976.51	763.38	117.72	430.81	216.59	86.17	826.54	745.00	0.00	7,171.34
4 Elementary	359.41	649.13	2,976.51	763.38	117.72	430.81	216.59	86.17	826.54	745.00	0.00	7,171.34
5 Junior/Middle	359.41	649.13	2,976.51	763.38	117.72	430.81	216.59	86.17	826.54	745.00	0.00	7,171.34
6 High School	359.41	649.13	2,976.51	763.38	117.72	430.81	216.59	86.17	826.54	745.00	0.00	7,171.34
7 Special Ed-In School	2,480.59	0.00	8,185.33	7,642.53	394.86	344.65	0.00	0.00	2,770.95	3,139.14	0.00	24,958.05
8 Special Ed-Tuitioned Out	2,480.59	0.00	0.00	37.89	0.00	0.00	0.00	0.00	0.00	0.00	23,551.93	26,070.41
9 Limited English PK	179.72	324.57	2,241.36	305.21	79.73	216.41	144.14	64.61	559.50	468.62	0.00	4,582.87
10 Limited English K Half Time	179.72	324.57	2,241.36	305.21	79.73	216.41	144.14	64.61	559.50	468.62	0.00	4,582.87
11 Limited English Full Time	359.41	649.13	4,482.71	610.42	159.44	430.81	288.31	129.25	1,118.96	937.24	0.00	9,165.67
12 Vocational	359.41	649.13	6,548.29	457.50	204.70	1,206.26	361.41	485.02	1,626.06	1,105.32	0.00	13,004.90
13 Low Income Elem	0.00	0.00	2,677.91	0.00	58.94	0.00	0.00	0.00	413.59	271.83	0.00	3,422.27
14 Low Income Secondary	0.00	0.00	2,023.09	0.00	58.94	0.00	0.00	0.00	413.59	271.83	0.00	2,767.45



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Instructional categories comprise 70% of the statewide foundation budget.



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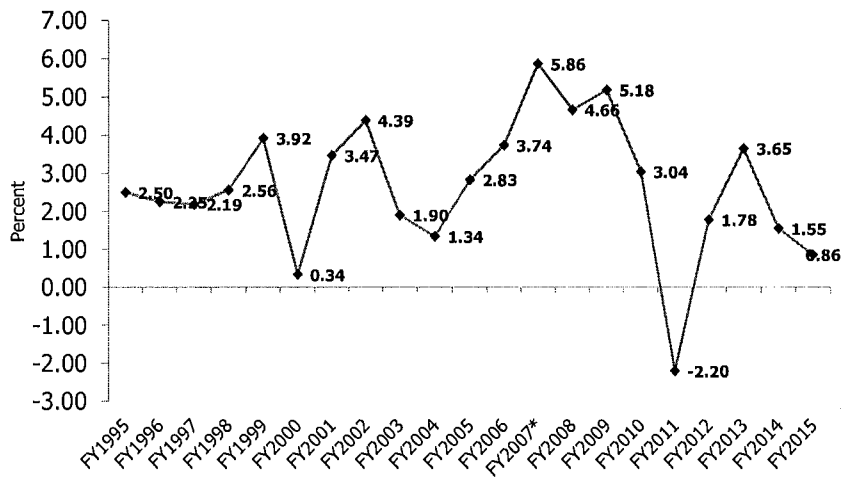
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Foundation budget rates are adjusted each year by a statutorily defined inflationary factor. It affects all districts in the same way.

Inflation factor used in Chapter 70



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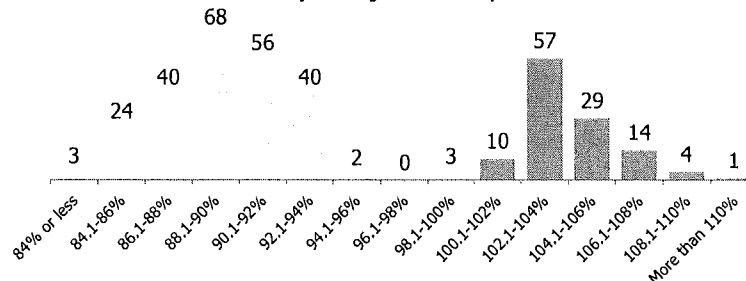
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Wage Adjustment Factor gives credit for having higher school costs if the district is located in an area where average wages are higher than in other parts of the state.

This factor acts to inflate districts' foundation budgets where wages are calculated to be higher. Only those with above-average wages are affected by the wage adjustment factor.

Districts by Unadjusted WAF, 2015



Prior to FY2010, districts in lower wage areas saw significant reductions in their foundation budgets, by as much as ten percent. Districts with WAFs less than 100% (in green) are adjusted to 100% to cushion districts from reductions to their foundation budgets.

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Wage Adjustment Factor

Massachusetts is one of the few states in the country to use such a factor.

- A district's wage factor is applied to the eight salary-related functional categories in the foundation budget.
 - The labor market area for a district is compared to the state average and weighted at 80%.
 - The town's factor is weighted at 20%. The distance above or below the state average is then divided by three to determine the wage adjustment factor.

$$WAF = \left[\frac{(80\% \times \text{labor market average} + 20\% \times \text{local average}) - \left(\frac{\text{state average}}{3}\right)}{\text{state average}} \right] + 1.00$$

- The wage factor is calculated using the latest available average wage data supplied by the state's Office of Labor and Workforce Development.
- There are 23 labor market areas used. There are real differences in these averages, which represent the combined total for private and public industries.

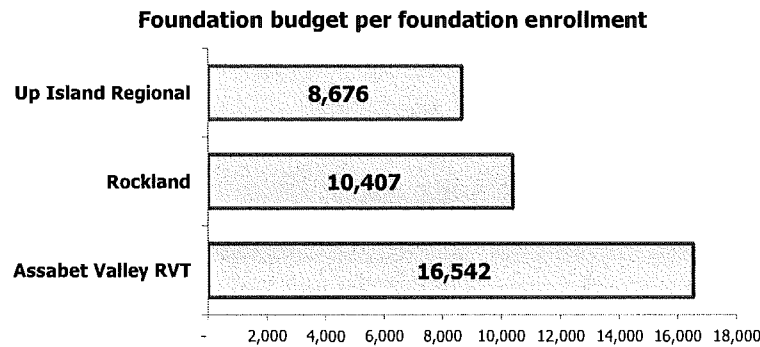
10/9/2014

Massachusetts Department of Elementary and Secondary Education

22



Let's compare three districts' foundation budgets



What drives the differences in foundation budget between these three districts?

23



Up Island Regional School District Foundation Budget (FY15)

FY15 Chapter 70 Foundation Budget

Foundation Element	Base Foundation Components										Incremental Costs Above The Base				TOTAL*
	(1) Pre-School	(2) Half-Day	(3) Full-Day	(4) Elementary	(5) Middle	(6) High School	(7) ELL	(8) ELL	(9) ELL	(10) Vocational	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) Low Income	(14) Other	
1 Administration	1,727	0	15,455	66,658	25,958	0	0	0	1,438	0	22,248	7,642	0	0	154,764
2 Instruction Leadership	3,248	0	77,813	120,895	72,553	0	0	0	2,597	0	0	0	0	0	228,897
3 Classroom and Specialist Teachers	14,820	0	121,560	150,647	202,743	0	0	0	17,651	0	106,409	0	118,150	26,200	1,295,853
4 Other Teaching Services	3,517	0	32,827	141,331	60,199	0	0	0	2,442	0	66,351	110	0	0	245,782
5 Professional Development	525	0	5,055	21,751	14,174	0	0	0	636	0	5,155	0	2,534	788	50,859
6 Instructional Equipment & Text	2,154	0	18,126	71,720	47,820	0	0	0	1,721	0	4,480	0	0	0	164,432
7 Guidance and Payroll/Spec	1,283	0	5,513	40,669	32,602	0	0	0	1,113	0	0	0	0	0	81,621
8 Bus Services	431	0	3,755	23,911	23,425	0	0	0	317	0	0	0	0	0	51,897
9 Operations and Maintenance	4,153	0	25,541	157,910	66,945	0	0	0	4,476	0	36,522	0	17,204	5,277	233,702
10 Employee Benefits/Travel Charges	5,123	0	22,011	137,834	78,815	0	0	0	3,745	0	42,265	0	16,825	3,534	315,408
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	10,660	0	0	0	70,655
R2 Total	35,858	0	308,388	1,334,673	759,216	0	0	0	30,683	0	324,455	78,211	147,158	35,977	3,864,376
15 Wage Adjustment Factor	100.0%														8,765

24



Rockland School District Foundation Budget (FY15)

FY15 Chapter 70 Foundation Budget

201 ROCKLAND

	Base Foundation Components											Incremental Costs Above The Base				TOTAL*	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
	Pre-School	Kindergarten	Full-Day	Elementary	High	High School	PK	K	ELL	ELL	ELL	Vocational	Special Ed	Special Ed	Low Income		Other
Foundation Enrollment	19	193	1	156	500	500	0	12	31	0	0	0	33	22	0	234	2,252
1 Administration	14,904	35,959	3,409	329,206	227,291	230,321	0	2,272	11,743	3,031	217,057	57,100	0	0	0	0	1,133,616
2 Instructional Learning	27,325	64,393	8,150	505,891	443,519	419,843	0	4,126	21,810	5,493	0	0	0	0	0	0	1,541,124
3 Classroom and Specialist Teachers	123,121	285,039	18,235	2,825,642	1,556,413	2,452,437	0	10,349	148,410	31,749	718,269	0	1,850,029	382,107	0	0	10,528,334
4 Other Teaching Personnel	11,212	75,437	7,242	601,387	347,129	253,131	0	1,800	15,943	2,053	431,304	175	0	0	0	0	2,142,063
5 Professional Development	4,361	11,767	1,117	156,273	101,251	79,341	0	1,208	6,210	1,706	34,343	0	42,919	15,500	0	0	303,967
6 Instructional Equipment & Tech	17,317	45,821	3,872	364,713	253,458	419,094	0	2,561	14,155	3,855	18,006	0	0	0	0	0	1,143,272
7 Guidance and Psychological	9,016	21,844	2,055	155,413	142,317	221,828	0	1,829	9,422	2,047	0	0	0	0	0	0	836,228
8 Pupil Services	3,585	8,625	817	116,512	132,526	211,310	0	317	4,222	4,125	0	0	0	0	0	0	554,287
9 Operations and Maintenance	14,411	82,741	7,341	745,724	568,841	856,700	0	7,077	36,591	13,711	242,428	0	287,274	115,024	0	0	2,436,313
10 Employee Benefits/Paid Charges	26,429	70,779	6,765	517,753	420,034	403,753	0	3,023	26,094	3,341	205,845	0	176,430	71,763	0	0	2,138,470
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	318,142
12 Total	236,054	712,020	67,456	6,454,097	4,288,587	5,420,494	0	57,521	297,109	100,659	2,167,780	570,541	2,097,387	766,104	0	0	35,949,343
13 Wage Adjustment Factor	155.4%																Foundation Budget Per Pupil 16,456



Assabet Valley RVT Foundation Budget (FY15)

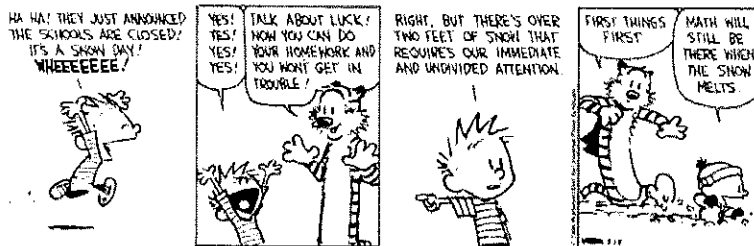
FY15 Chapter 70 Foundation Budget

801 ASSABET VALLEY

	Base Foundation Components											Incremental Costs Above The Base				TOTAL*	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
	Pre-School	Kindergarten	Full-Day	Elementary	High	High School	PK	K	ELL	ELL	ELL	Vocational	Special Ed	Special Ed	Low Income		Other
Foundation Enrollment	0	0	0	0	0	1	0	0	0	0	714	24	0	0	0	233	715
1 Administration	0	0	0	0	0	355	0	0	0	214,363	92,344	0	0	0	0	0	305,210
2 Instructional Learning	0	0	0	0	0	555	0	0	0	445,300	0	0	0	0	0	0	656,817
3 Classroom and Specialist Teachers	0	0	0	0	0	4,132	0	0	0	5,002,753	297,732	0	0	0	0	0	6,008,638
4 Other Teaching Personnel	0	0	0	0	0	490	0	0	0	349,574	272,038	0	0	0	0	0	923,646
5 Professional Development	0	0	0	0	0	132	0	0	0	156,287	14,365	0	0	0	0	0	170,652
6 Instructional Equipment & Tech	0	0	0	0	0	359	0	0	0	164,272	11,718	0	0	0	0	0	175,990
7 Guidance and Psychological	0	0	0	0	0	207	0	0	0	278,112	0	0	0	0	0	0	278,112
8 Pupil Services	0	0	0	0	0	321	0	0	0	371,928	0	0	0	0	0	0	371,928
9 Operations and Maintenance	0	0	0	0	0	930	0	0	0	1,242,279	190,027	0	0	0	0	0	1,432,306
10 Employee Benefits/Paid Charges	0	0	0	0	0	601	0	0	0	715,194	158,721	0	0	0	0	0	873,915
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12 Total	0	0	0	0	0	3,039	0	0	0	9,819,951	839,802	0	0	0	0	0	10,659,753
13 Wage Adjustment Factor	150.0%																Foundation Budget Per Pupil 16,456



Overview K-12 Mathematics



Heather Haines, Phil Stameris, Jess Janus,
Bill Noeth February 26, 2015

What We Are Working On

- Professional learning for elementary teachers on new programs
- Exploring Instructional Materials for JH
- Furthering our understanding of shifts in the Massachusetts Curriculum Frameworks
- Learning to incorporate the Mathematical Practices

Mathematics Programs used at the AB Elementary Schools

Blanchard - *Math in Focus* (Singapore Math K-6)

Conant - *Investigation* K-2, *Go Math* 3-6

Douglas - *Everyday Math* 2014 and ST Math

Gates - *Go Math* K-6

McCarthy-Towne - *Envisions* K-6 with *Investigation* as a supplement

Merriam - *Everyday Math* 2014. Some teachers are piloting *Everyday Math* 4 (K-2), *Go Math*, and *Investigations*.

3

2011 Massachusetts Frameworks

The goals of new Massachusetts Mathematics Frameworks

- Define the practices that mathematically proficient students use at all grade levels
- Focus mathematics education, ensuring that students develop deep understandings of important topics and concepts.
- Expand concepts taught for 7-12

The Frameworks are

- Research-evidence based
- Aligned with college/work expectations
- Rigorous
- Internationally-benchmarked
- A coherent progression and strong foundation for preK through 12.

4

Frameworks - Mathematical Practice Standards

These standards are for students preK - Gr 12

Students should

- Continue working on problems even when they are challenging
- Be able to explain their thinking and critique the reasoning of others
- Be flexible with methods of problem solving
- Use what they know to solve new problems
- Look for patterns
- Be precise in their work with mathematics

These mathematical habits of mind are skills mathematicians at all levels draw upon in their work with mathematical concepts.

5

Frameworks - Content Shifts

- Increased emphasis on mental mathematics and number sense
- Building understanding before teaching standard US algorithms - shifting standard US algorithms to later grades
- Increased exploration of fractions starting in first grade and building through sixth grade
- Building algebraic understanding throughout the grades

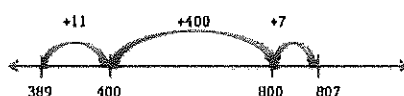
6

Example of Understanding Before Algorithm K-6 (Addition)

Addition in Grade 2
Partial Sums - 2-digit #s

$$\begin{array}{r} 26 \\ + 16 \\ \hline 30 = 20 + 10 \\ 12 = 6 + 6 \\ \hline 42 \end{array}$$

Addition in Grade 3
"Friendly" Numbers
 $389 + 418$



Addition in Grade 4 -
standard U.S. Algorithm

$$\begin{array}{r} 11 \\ 389 \\ + 418 \\ \hline 807 \end{array}$$

7

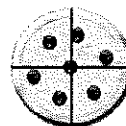
Fractions

Major focus on Fractions starting in grade 1 and developing each year through grade 6.

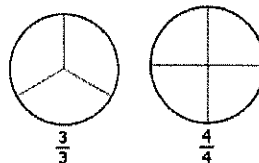
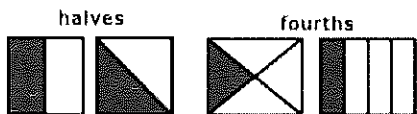
Study by Siegler et al from 2012 showed that students' understanding of fractions and division at age 10 were the best predictors of future success in high school mathematics and in post high school work.

8

Grade 1 - Partition circles and rectangles into 2 and 4 equal parts - name the parts - describe whole in terms of parts



Grade 2 - Partition circles and rectangles into 2, 3 or 4 equal parts - describe the whole in terms of parts and understand that equal shares of the same shape do not need to look identical

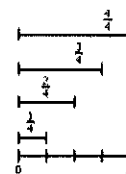


Grade 3

- Place fractions on a number line
- compare fractions with equal numerators or denominators

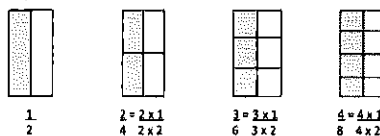
$$\frac{2}{6} < \frac{5}{6}$$

$$\frac{3}{8} < \frac{3}{4}$$



Grade 4

- Understand from models how to generate equivalent fractions

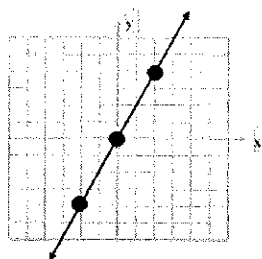


Previous Problem (Pre-Algebra)

Rate of Change

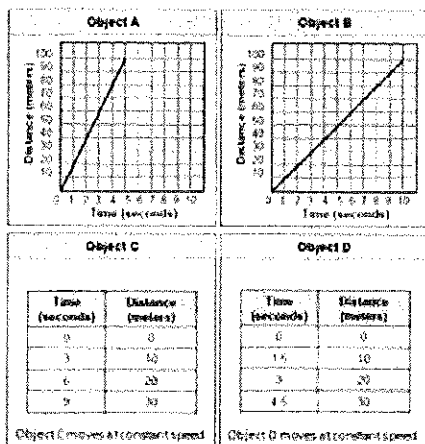
1. Find the slope of the the line passing through the points (2, -3) and (4, -9)

2. Find the slope of the following line



11

New Problem - Rate of Change



The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown, Objects C and D both have constant speed.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

Object A	Greatest Speed ↓ Least Speed	
Object B		
Object C		
Object D		

12

Content/Practice Connections

- Identify unit rate in tables, graphs, equations, diagrams, and verbal descriptions (Content standard 7.RP.2b)
- Explain how a point (x,y) on a graph of a proportional relationship means in terms of a situation (Content standard 7.RP.2d)
- Reason abstractly and quantitatively - students must relate the graphs and tables to each other with a unit rate and then to the context of the problem (MP.2)

13

Changes/Shifts in Mathematics Courses Grades 9-12

- There are very few actual topic changes recommended for high school mathematics in the Common Core Documents, but there are suggestions as to changes in emphasis.
 - A high school Geometry class will more fully integrate the traditional “synthetic” Euclidean Geometry with the units on Coordinate Geometry and Transformational Geometry. The major topics of congruency, similarity, symmetry, and so on will be taught from the perspective of geometric transformations as well as traditionally.

14

Changes/Shifts 9-12 Continued

- Algebra courses will have an increased emphasis on conceptual development, striving to ensure that students recognize the logic in the mechanics that follow from each concept that they learn.
- For example, a student who understands the concept that $(7^{1/3})^3$ is 7 from exponent rules easily accepts that the cube root of 7 can be written as $7^{1/3}$ without having to accept the mechanics on faith.
- Modelling will be more of a focus in all mathematics classes, meaning choosing and using appropriate mathematical skills and tools to solve problems arising in everyday life.

15

Standards for Mathematical Practice

16

- MP1: Make sense of problems and persevere in solving them
- MP2: Reason abstractly and quantitatively
- MP3: Construct viable arguments and critique the reasoning of others
- MP4: Model with Mathematics
- MP5: Use appropriate tools strategically
- MP6: Attend to precision
- MP7: Look for and make use of structure
- MP8: Look for and express regularity in repeated reasoning

Instructional Routines

17

Foster structural thinking through

Purpose: connecting representations

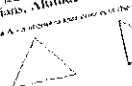
- To develop students' capacity to attend to mathematical structure when problem solving by identifying consistencies among objects and their behaviors.
- To develop teachers' capacity to reason about structure through explorations and discourse.

EXAMPLE: Geometry AE

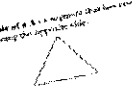
18

4.7 Medians, Altitudes, & Perpendicular Bisectors

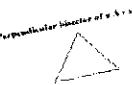
Median of a \triangle is a line segment that connects a vertex of a \triangle to the midpoint of the opposite side.



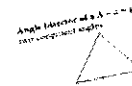
Altitude of a \triangle is a segment that has one endpoint at a vertex of a triangle and the other endpoint on the opposite side.



Perpendicular bisector of a \triangle is a segment that passes through the midpoint of a side of a triangle and is perpendicular to that side.




Angle bisector of a \triangle is a segment that bisects an angle of a triangle into two congruent angles.

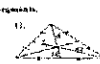



Examples:

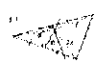
- If $PE \perp AD$ and $AE = ED$, then PE is called the altitude of $\triangle ADP$.
- If C is the midpoint of AD , then PC is called the median of $\triangle ADP$.
- If $PE \perp AD$, then PE is called the altitude of $\triangle ADP$.
- If a point P is on the perpendicular bisector of AD , then P is equidistant from A and D .
- If H is on the bisector of $\angle BAC$, then H is equidistant from AB and AC .
- If H is equidistant from PE and ED , then H is on the perpendicular bisector of PD .
- If H is on the perpendicular bisector of PE , then H is equidistant from P and E .
- If H is on the perpendicular bisector of ED , then H is equidistant from E and D .

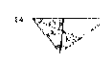
Find the lengths of the labeled segments.


10. 

11. 

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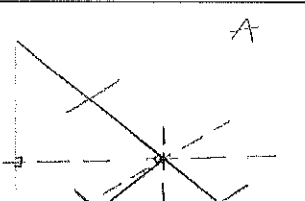
13. 

14. 

15. 

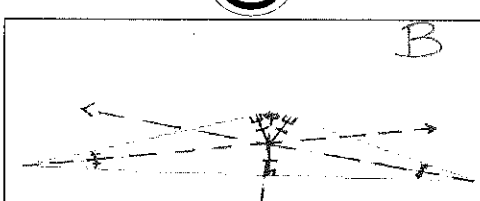
Think → Pair → Square → Share → Annotate

19



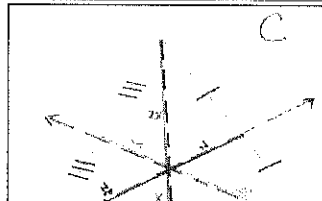
The Incenter of a triangle is the intersection of all three angle bisectors AND it is equidistant from the sides

1



The Circumcenter of a triangle is the intersection of all three perpendicular bisectors of the sides AND it is equidistant from all vertices.

2



The Centroid of a triangle is the intersection of all three medians AND it is split in to a ratio of 2:1

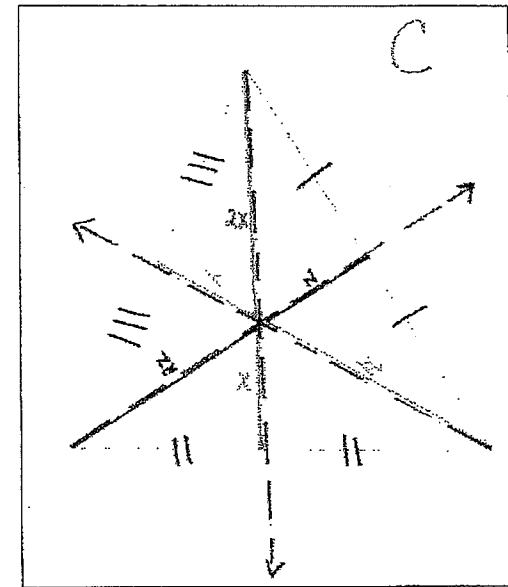
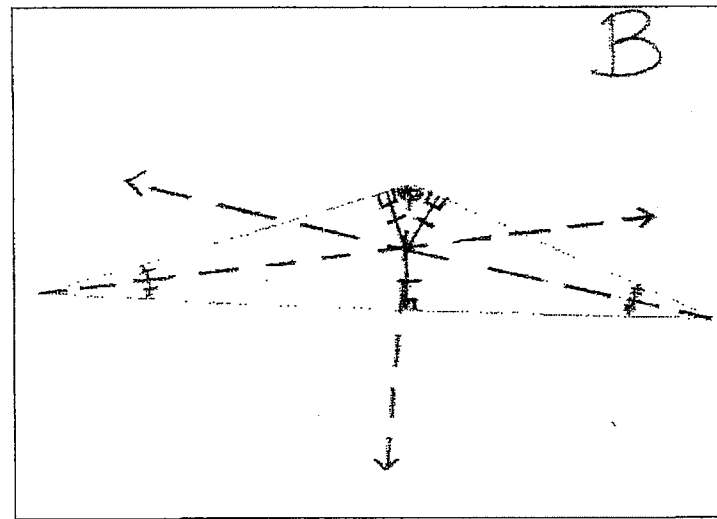
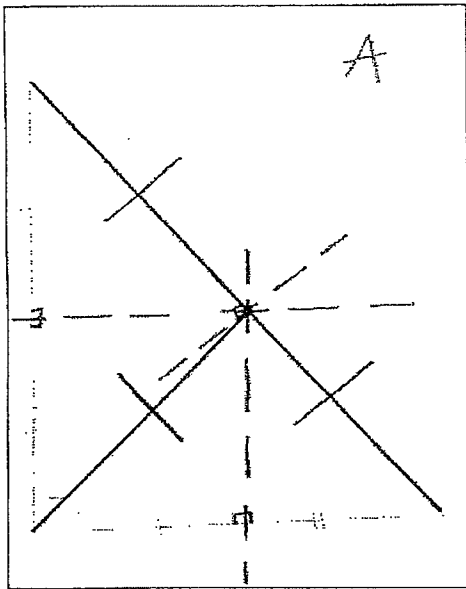
3

How We Are Supporting Teachers

- Mathematical Practice Courses by Educational Development Center (EDC) and AB Curriculum Office
- Developing Mathematical Ideas (DMI) Course
- "Math minis"
- Coaching
- Mathematics Literacy work at the Junior High and High School
- Program specific professional learning

How We Are Supporting Parents

- Elementary school level parent nights
- Blanchard parent coffees
- Math Matters website as well as teacher websites at JH and HS
- Email correspondence by teachers and curriculum leaders



The Incenter of a triangle is the intersection of all three angle bisectors AND it is equidistant from the sides

1

The Circumcenter of a triangle is the intersection of all three perpendicular bisectors of the sides AND it is equidistant from all vertices.

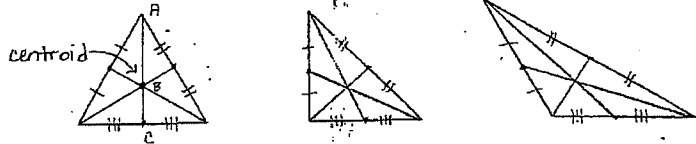
2

The Centroid of a triangle is the intersection of all three medians AND it is split in to a ratio of 2:1

3

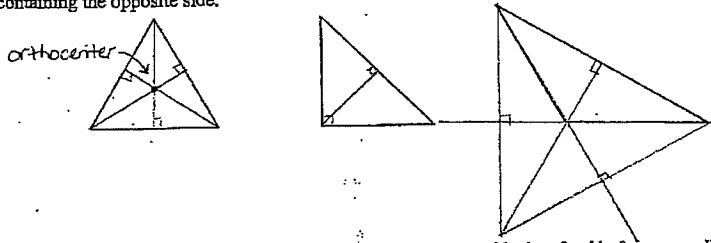
4.7 Medians, Altitudes, & Perpendicular Bisectors Date _____ Period _____

Median of a Δ - a segment that connects the vertex of a Δ to the midpoint of the opposite side.

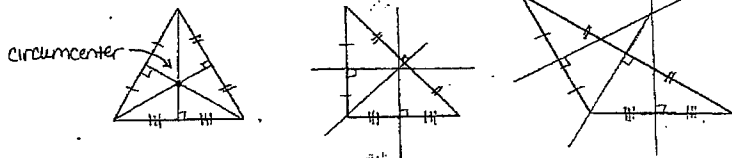


Note: $\frac{AB}{AC} = \frac{2}{3} \Rightarrow \frac{AB}{BC} = \frac{2}{1}$

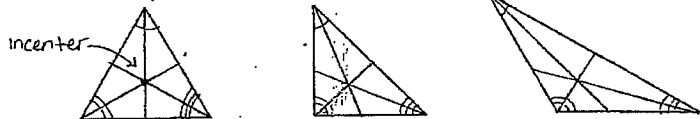
Altitude of a Δ - a segment that has one endpoint at a vertex of a triangle and is perpendicular to the line containing the opposite side.



Perpendicular bisector of a Δ - a segment that passes thru the midpoint of a side & is perpendicular to that side.



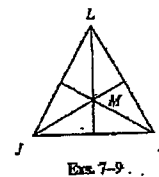
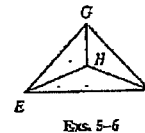
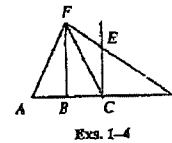
Angle bisector of a Δ - a segment that has one endpoint at a vertex of a triangle and divides an angle into two congruent angles.



Point of concurrency - the point where these special segments intersect

Complete.

- If $\overline{EC} \perp \overline{AD}$ and $\overline{AC} \cong \overline{CD}$, then \overline{EC} is called a(n) \perp bis of \overline{AD} .
- If C is the midpoint of \overline{AD} , then \overline{FC} is called a(n) median of ΔADF .
- If $\overline{FB} \perp \overline{AD}$, then \overline{FB} is called a(n) altitude of ΔADF .
- If a point P is on the perpendicular bisector of \overline{AD} , then P is equidistant from A and D .
- If H is on the bisector of $\angle ECF$, then H is equidistant from \overline{GE} and \overline{GF} .
- If H is equidistant from \overline{FE} and \overline{FG} , then H is on the bisector of $\angle EGF$.
- If M is on the perpendicular bisector of \overline{JL} , then M is equidistant from J and L .
- If M is on the perpendicular bisector of \overline{JK} , then $JM = KM$.
- If M is equidistant from K and L , then M is on the \perp bis of \overline{KL} .



Find the lengths of the lettered segments.

10. centroid / median
 $\frac{12}{a} = \frac{2}{1} \Rightarrow a = 6$
 $\frac{20}{b} = \frac{2}{1} \Rightarrow b = 10$
 $a = 6$ $b = 10$

11. centroid / median
 $\frac{14}{c} = \frac{2}{1} \Rightarrow c = 7$
 $\frac{28}{d} = \frac{2}{1} \Rightarrow d = 14$
 $c = 7$ $d = 14$

12. centroid / median
here to show you off
circumcenter / \perp bis
= dist from endpoints
 $r = 20$

13. centroid / median
 $g = f = 26$

14. centroid / median
 $j = k = 16$

15. centroid / median
 $m = n = 6$

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
SUPERINTENDENT'S ENTRY PLAN FINDINGS

Presented to the ABRSD School Committee

By

Glenn A. Brand
Superintendent of Schools

February 23, 2015

February 2015

Dear Members of the Acton-Boxborough Regional School Committee,

It is with tremendous pleasure that I provide to you this report of my findings which captures my transition and entry into the District. Over the last eight months, I have had the pleasure of meeting with many parents, students, staff, administrators and members of the wider Acton and Boxborough communities. It is abundantly clear to me that AB is a very special district that places a high value on education while also committing to providing a wide variety of enriching experiences that help the young people of the towns of Acton and Boxborough prosper.

The information that follows captures my "findings" that are centered on my entry into the District. These findings come through a number of different sources which include information gathered through numerous one-on-one conversations, data collected through an online survey, analysis of existing documentation and reports and my own observations. In consideration of this information, I have tried to provide an accurate "picture" of the District at this point in time based upon what I have learned, heard and observed.

There are a number of things that are important to point out related to the report that follows. First, these findings are provided based upon my analysis and review of the information obtained. While the findings have been previewed with the members of the administrative team, they were only shared and not revised based upon feedback. Second, these findings are captured as themes that I discerned through a review of the data. The statements included herein represent an effort to capture those things I noted from multiple stakeholders. Finally, and perhaps most importantly, this report does not try to include any assessment of the items raised, nor my recommendations for moving forward as a district. This report is intended to only share these findings at this point in time. The next steps in the process include the broader engagement of the leadership team, the School Committee and the wider community to review and assess these findings and then collectively determine a course of action that will help guide us forward as a learning community.

I look forward to the opportunity of discussing these findings further with you and the members of our school community.

Sincerely,

Glenn A. Brand, Ed.D.
Superintendent of Schools

Purpose & Goals

The primary purpose of the Entry Plan included the following:

- To develop a deep and comprehensive understanding of the people and the two communities that collectively make-up the ABRSD;
- To begin to build collaborative relationships with all stakeholders;
- To establish a plan for moving the school district forward by developing both short and long-term academic and operational goals.

There were also a number of goals associated with this Entry Plan that included the following:

- To become familiar with AB's people, programs and departments;
- To identify those things that stakeholders are proud of and believe are working well;
- To build authentic community engagement by fostering productive relationships, trust and open and respectful means of communication;
- To identify and understand the critical issues that might represent areas of concern as the district moves forward;
- To facilitate a smooth transition of leadership;
- To develop a comprehensive 'district scan' that helps support and inform future short and long-term planning in the district.

Strategies

The following strategies were used to collect information regarding the current state of the District. The sources of information that helped in this process included:

Interviews - beginning in the summer and into the fall, I held one-on-one meetings with a wide-range of individuals in the District. These interviews included:

- School Committee Members
- Central Office Leaders
- Principals
- Association Leadership

School & Classroom Visits - beginning in September until the end of January I have visited each school at least a half a dozen times and visited dozens of classrooms.

Meeting with Students - earlier in the school year I met with approximately 15 Junior High students and approximately 30 High School students.

Parent/Community Meetings – over the course of the last few months, numerous meetings were held in our school communities.

Online Survey – in late November, I launched an online survey which received just over a 1000 total responses and provided anonymous opportunities for faculty, staff and community members the opportunity to provide feedback.

Organization of the Findings

In an effort to provide structure to the findings I have organized the information around the tenants associated with the *Massachusetts Educator Evaluation Superintendent Rubric* (number 1-4 below). In addition, upon consideration of additional broader areas that help in the operation of an effective school district, I also added two components which include the fifth and sixth areas as noted:

- I. Instructional Leadership
- II. Management and Operations
- III. Family and Community Engagement
- IV. Professional Culture
- V. Governance
- VI. Fiscal Management

Within each section I have attempted to capture *Strengths* that I have discerned through a review of the data, along with a secondary area entitled *Gaps or Areas of Concern*.

Next Steps In The Process: The Planning & Leading Stage

This report represents the first steps in the process of my entry into the District. As I share the findings of this report with the wider community, it will be my intent to more closely review and gather feedback on the findings to ensure that they capture the appropriate opportunities for focusing time and attention of my administrative team in moving the District forward.

The *Planning Stage* will involve carefully vetting and reviewing the findings contained herein with both internal and external stakeholders. This work will involve a closer review of our priorities and the alignment with any revision to our strategic plan.

The *Leading Stage* will represent the culmination of the entry plan work and will include a final report that includes a set of final findings and recommendations in moving the District forward.

INSTRUCTIONAL LEADERSHIP

Notable Findings

Curriculum & Instructional Program- it is evident that many constituents generally think highly about the curriculum that most students have access to in the District and consider it an important cornerstone of the school system's success. There are, however, two broad areas of concern that were identified:

- Consistency - with six elementary schools, there appears to be a fairly wide array of approaches to curriculum and instruction. In turn, there are concerns about efficiency of resources, professional development, acquisition costs, coordination and measurement.
- Meeting all Student Needs - there is considerable support for the integrity of the curricular program in meeting the needs of students at the higher and lower ends of the spectrum. However, there is also prevalent, from the feedback gathered from both internal and external constituent groups, concerns as to the ability to meet students in the "middle" of the spectrum.

School & District Goal Development - the District developed a strategic plan in the 2010-11 school year with a review conducted in the spring of 2014. Despite the numerous goals and priorities laid out in the plan it does not seem to be deeply embedded in the work of the District, schools and classrooms. It appears that there is a lack of general awareness by faculty, staff and the community and an inconsistency in terms of the budget, department, grade-level and school goals.

Strengths

- Strong instructional programming that is led by highly qualified teaching staff dedicated to the task of teaching the children of the District.
- High Standards with challenging academics and strong extra-curricular programs.
- College preparatory track working well for students who can and wish to remain on it.
- Strong professional development opportunities where involvement is fostered and encouraged.
- Robust professional development program that utilizes our own in-district staff to support offerings.
- A solid foundation has been built place for faculty and administration around the new educator evaluation system.

Gaps or Areas of Concern:

- Student stress and anxiety.
- School improvement plans vary in their development and alignment to district goals.
- While there is support for the quality of the instructional program in place, there is also very clearly interest in exploring the possibility of broadening the offerings (i.e. Foreign Language at the elementary level) to provide students with a richer array of experiences that broaden their cultural and global awareness.
- There is felt to be a need to further develop guidelines around homework standards that clarify quantity and quality across all levels of the school system including elementary, junior and high schools.
- There is a concern regarding the current structure of the school day and the start times at the elementary and secondary level with significant interest in exploring the start time issue.
- There is required further discussion and clarification around class sizes. There are a wide-range of views regarding desired ranges at the elementary level and a lack of clarity regarding the actual class sizes at the secondary level. This is further clouded by the issue of classroom assistants (and the inequity across the system) and their role in helping teachers contend with class sizes.
- There is a general lack of clarity around Special Education practices held both internally and externally.
- While there has been considerable work within the area of instructional technology, there is also a desire for greater clarity in terms of discussion with instructional leaders about future directions the District intends to pursue including hardware, platforms and a clear path that includes dedication to training and professional development.
- While there continues to be considerable support externally for school choice, it is also the case that internally (teachers and administration) there is growing concern with the lack of curriculum coordination throughout the elementary school level.
- There is wide-spread interest in programming at the early point of a child's entry into the school system including a desire to explore the provision of all day Kindergarten and refining the expectations for the Early Childhood program and what we believe is important for the point-of-entry for students into our system.
- While the District has focused on programs and staffing, there has not been a significant conversation around how these programs align with learning space, design and instructional practices necessary to deliver the types of experiences we desire for our students in the 21st century.
- There is room for improvement around the District's efforts to proactively create opportunities for faculty to assume leadership roles within the District and engage in cultivating a leadership pipeline.

Management & Operations

Notable Findings:

Safety and Security - The issue of safety and security was raised in a number of venues and continues to be of considerable concern to many in the community. Many constituents raised concerns over the inconsistent approaches taken at schools across the District and there seems to be a lack of a clear policy and/or position around the District's approach to student safety. While investments in infrastructure have been made in recent years, there is a lack of transparency around what has been done and the direction that the District has decided to pursue.

School Choice - school choice at the elementary level is accompanied by a wide-range of sentiments both positive and negative in nature. On the one hand, there were numerous comments in support of the school choice model and the value that comes with the ability for parents/guardians to explore and pursue an educational fit that is best aligned with their child. At the same time, there were noted numerous areas of concern related to issues that many feel the district needs to confront. For example:

*"School choice is a wonderful thing to develop an individual identity but the system also fuels competition. You can have school spirit without always trying to be compared."
(School Administrator)*

Scheduling - numerous parents/guardians identified concerns around the demands associated with the current scheduling practices and logistics. The challenges associated with the current school scheduling include the change in start time from year-to-year at the elementary level, the half-day Thursdays every other week, the conference days and the various other logistical challenges that are a part of our current practices. Perhaps the following quote provides the greatest glimpse into the concerns:

*"We do not have a system that supports dual income families. Too many half days, schedule changes, changing start times. We need to explore developing a fixed schedule."
(Parent of Elementary Student)*

Strengths

- Numerous buildings have been renovated and repairs made within the last 10-15 years and are still well maintained.
- Labor relations have a long history of being positive and generally productive and respectful.

- There is a strong commitment to attend to the emotional well being of students and staff.
- School Choice brings with it numerous theoretical benefits of which there continues to be considerable support.
- There is a large contingent of staff that have been long-serving in the District and this speaks to the general commitment and pride of working in the District.

Gaps or Areas of Concern

- There are difficulties with the inconsistency in schedules including early/late schedules as well as the inconsistency of Thursdays. This is difficult on families particularly with two working parents.
- School Choice at the elementary level is accompanied with a variety of concerns including the polarization of the student and family community and an unintended (and sometimes unhealthy) sense of competition that is fostered between schools and programs.
- Transportation in its current design is considered problematic by many. Specifically, there are logistical issues with the bus pass system and concerns with the length of routes and the overall costs to maintain the system.
- While work has been done to some of the buildings there still is a necessity to improve the physical conditions of the schools given that some are old and those most recently renovated are aging and will soon be in need of repair.
- Despite the history of strong past labor relations, there is a lingering effect of the most recent negotiations that the District still needs to recover from.
- There are continued concerns with the status of student and student safety and feelings that suggest that the issue is unresolved despite the administration previously reaching out to the community.
- Capital Planning and a long-range plan for the District is desperately needed in an effort to crystalize the long-term needs of the District.
- There is believed to be an inequitable distribution of Special Education programming across schools and the accompanying program planning that is of concern.
- There has not been a permanent resolution with regards to the school calendar and the religious holidays within the community.

Family and Community Engagement

Notable Findings:

Student Well-Being - It is clear that there is tremendous involvement with and between the families that our school system serves and our schools and students. At the same time, there is considerable concern regarding the rising stress on students that is being cultivated in the system through the rise in competitiveness. This is feared to be having a direct impact on the engagement of students within our system:

"We must ask ourselves how we make the system less competitive as kids are reluctant to just go and try things. As an example, out of 1000 girls there were no girls going out for the softball team that we couldn't even field a team." (High School Teacher)

District and Community - It is not an overestimation to suggest that there is strong pride in the school system and appreciation by the community for the work that the faculty, staff and administration do to serve the children in our care. There is also a tremendous involvement by many to support the schools both in terms of finances, time and energy.

"We are a diverse, hard-working, high achieving faculty and staff who benefits from working in a town that values its schools. We want to keep the relationship between the schools and the town positive while educating the community to what we are doing so that they will continue to support the school financially. (Faculty Member)

At the same time, there is clearly a sense held by some who worry that the system as a whole is becoming hyper-competitive and that is taking its toll on the overall experiences of not only students but also families. The following perhaps sums up a wide-variety of concerns that were gathered:

"It feels like we are more of a transfer station that is passed through on the way to college as opposed to an experience that is a home." (High School Faculty)

And:

"I think that there is a culture of "excellence" in academics (and sports too) that has spiraled out of control and is striping many children of their childhoods. There seems to be a perception that more, sooner equals better which is at odds with what we know about developments." (Parent)

Community Education - has grown to provide a robust program to the students and families in the community and it is felt to be an important part of the District's success in terms of what it provides. The success of Community Education from a

financial standpoint has also become an important source of support for a number of schools and programs. At the same time, there is increasing concern for the future vitality of the program for two fundamental reasons:

- The fact that there is a steady drop in enrollment and participation due in part, it is believed, to the changing demographics of the two communities;
- The rise in local for-profit programs that are available and attracting students and families.

Changing Demographics - there was considerable feedback captured from many stakeholder groups regarding the implications associated with the changing demographics of the towns. These included the impact on volunteerism, the perceived "segregation" of the student body through the School Choice program, the impact on student participation in various programs and the increasing challenges associated with communication between the school and home are things that were felt the system must contend with.

"What must be preserved are the values to support each student where they are at and to achieve to their individual potential; to welcome and respect the differences in our community; and to provide an environment that promotes social development and emotional & physical well-being."

(Faculty Member)

Strengths:

- Strong community feel and solid reputation for the system as a whole.
- Very active and engaged parental/guardian community that has traditionally looked to help support the schools and their programs.
- The tone and culture of the schools is generally viewed as helpful, respectful, cooperative and committed.
- Ability of the elementary schools to share their own cultures through the School Choice process is valued and respected.
- Strong interactions between the communities and the schools with children giving back through service days.
- The system is built upon positive, productive relationships both internally with faculty and staff, and externally between the school system and our families.
- Strong parental organizations (PTOS) are formalized and work hard to fund raise, facilitate and support activities.

Gaps or Areas for Improvement

- While there were many positive reports regarding the communication between the schools and home, there is also an underlying sense that the District can enhance its communication from the district administration. As an example, our Web presence was sighted specifically as an area that contains outdated information and is not as effective as it could be.
- There is a strong desire to further expand the information that is provided to our parental and guardian community around curriculum and instructional practices.
- The changing cultural make-up of the Acton and Boxborough communities requires changes in communication practices.
- There is an inconsistent approach to the operation of community education programs across the District. Some schools operate their own and control all of the revenue streams whereas others rely upon the District's operations. This leads to a significant variation in available funding and is a growing issue (further commented on with the last section of this report of findings).
- Parents/guardians at both the elementary and secondary level frequently sighted their belief that there have been limited opportunities for those stakeholders to become involved in the broader conversation around the direction of the District.
- There is currently no specific medium or vehicle for the Superintendent of Schools to connect or engage with staff, student or the wide parental and guardian community.
- Both internal and external constituents pointed to the belief that what the system requires is much broader conversation amongst families to address culture and beliefs in education and the ramifications that these cultural differences are having on the intersection of students and schooling.
- There is economic inequality between schools at the elementary level due to both the current model in place for fundraising from PTOs as well as due to the structure of the community education programming.
- Both faculty and staff, as well as students, noted their concerns regarding a lack of school spirit. This was noteworthy due to the concerns over the drop in student involvement in extra-curricular pursuits alongside similar concerns regarding student stress and anxiety.
- There is a worry amongst some parents that the institution is so massive that some of the connections are lost for some kids. The challenge becomes how we ensure that all kids are valued and connected especially if they are just good regular kidsthat they should feel important.
- An increasing number of students are coming into the system that have disruptions in their schooling; increasing number of students who academically struggle, an increase in scholarships for students represents an increasing number of students that need support.

PROFESSIONAL CULTURE

Notable Findings

Culture, Climate & Relationships –there is a strong professional culture that is committed to collaboration, inclusivity and process driven in how change is created. Staff feel that they have a voice and that this culture is highly regarded. A sampling of the deepness in which these sentiments are held include:

“When we engage teachers, and historically we have, in the process of refining what we do, we are at our best.” (Elementary Teacher)

“ Buy-in/consensus/bottom-up input respects the broad and deep experience and talent pool we have and produces results we can live with. In this time of rapid educational change, I believe this is paramount. ” (Parent/Guardian of Secondary Student)

I believe that one great strength of this district is the collegiality amongst teachers and between teachers and other district staff. Many of us truly enjoy working together and respect each other, and this professional support and sharing enhances our commitment to students and families. It also provides a great model to students. (Faculty Member)

Academic Pressure – there is a universal concern regarding the high level of student stress brought on by the academic pressure. It was a clear theme in my conversations with students even at the Junior High and certainly at the High School. This held true for my data collection with staff and parents. There is no question that many are concerned about student health and well-being.

*“I think that the high academic standards in place in the AB district must be maintained. However, that must be balanced with the amount of pressure the students are feeling to perform at a high level.”
(Secondary Parent/Guardian)*

Vision/Mission and Core Values – there seems to be a feeling held by a number of constituent groups that while the District has enjoyed a history of strong schools there is an element that is missing in terms of the presence of a widely held vision and mission serving to unify the District as a whole. An example summed it up best:

“ As a district we need to develop district-wide values and shared education priorities that span all schools – we need a sense of common purpose and community that crosses school boundaries and connects us together. ” (Parent/Guardian of a Secondary Student)

Instructional Demands – concerns were regarding the intensity of the instructional demands within the classroom setting at the secondary level. Specifically, concerns are elevating regarding the impact on the classroom teacher and on the class setting

in general due to the growing number of students who are entering the classroom with advanced or prior knowledge. These transformations are underway due to such activity as pursuing extra educational opportunities outside of the classroom (i.e. Russian Math) or previewing the material ahead of time through summer schooling.

"It is impossible not to begin to formalize an impression that, in some cases, teachers are being driven to teaching to the top level of kids who have knowledge obtained outside of the school system. In turn, it seems reasonable that this is leading to an unfair playing field and putting at a disadvantage kids who are learning the information for the first time." (Secondary Parent/Guardian)

Cultural Proficiency & Awareness – as the Acton and Boxborough communities are changing demographically, so too are the values that are being injected into the school system. Within many sources of feedback it is clear that this cultural aspect is an important component of the system currently. At the same time, the issue of the changing culture (and its implications) seems like one in which there has not been a focused or defined conversation about across the entire school community.

Strengths

- High standards are held throughout the District at all levels.
- The faculty and staff – the people who work here – are extremely highly valued and deemed as the most important asset that the District has.
- There is a rich culture around positive, productive relationships that support consensus building.
- There is tremendous pride taken throughout the District in welcoming students and staff with individual differences. This is evident through the universal priority that was reported about the care of how people are treated.

Gaps or Areas for Improvement

- Student stress and anxiety is an incredibly important area of concern for multiple stakeholders.
- Individual schools are so autonomous that there is not a broader sense of shared community purpose.
- The strategic plan and district goals seem to exist somewhat in a vacuum and there does not appear to be broad awareness of the District's plan.
- There is somewhat loose coupling between the localized planning at the department and school level and that of the District's plan.
- Better strategic orientation of our message, our focus, our work.
- There is a huge hyper-competitiveness that is unfolding through an increase in students accelerating their learning in summer courses as well as through attending out-of-school enrichment.

Governance

Notable Findings

Special Education Department – this department received considerable attention throughout the feedback process both internally and externally. Many pointed to the history of the department and extensive challenges around communication, transparency, leadership, transparency in past decision-making and overall trust. This attention was noted both internally (i.e. from administrators and regular and special education faculty) and externally (i.e. parents/guardians at both the elementary and secondary level).

“There are a lot of issues within and throughout the Special Education Department. These include tremendous challenges identified by teachers between Special Education and regular classroom teachers. There feels like there is a divide and it is pervasive across the buildings.” (ABRSD Teacher)

School Councils – school councils hold a fundamental responsibility with the state to both develop and approve individual school improvement plans and to provide input on the school building budget. There seems to be an inconsistent approach taken throughout the district in carrying out this level of engagement within each school.

Regionalization – with the formalization of regionalization there remains work to be done in and around the transition to the new mode of operation. Additionally, there is also a need to ensure that the benefits associated with the region are continuously referred to.

Strengths

- There is a strong sense of collaboration in place by and between the building leaders in general.
- The District has in place strong leaders with a wealth of experience and knowledge.

Gaps or Areas for Improvement

- Given the transition to full regionalization there is a newfound need to reconsider how the District and School Committee intersects with the towns' leadership structures (i.e. ALG, BLF, Finance Committees, etc.).

- The administrative team has a strong foundation that can benefit from opportunities to renew their collaboration and teaming - areas that have apparently been challenges in the recent past.
- There is a need to strengthen the relationships between the municipal side and the school side.
- Over the last few years each school has become more autonomous at the elementary level and this has created challenges. Work is necessary to better align the practices at the site level with and through the coordination of the district offices.

FISCAL MANAGEMENT

Notable Findings

General Funding -

Available Funding for Individual Schools – there are multiple views that underlie a perception that the elementary schools throughout the District are not resourced in a similar way. These perceptions are associated with both the current structure of the Community Education programs as well as the level of fundraising that occurs and the degree of support that organizations bring to the schools' operations.

"Individual elementary schools within the district have very different funding available within the schools to support students which can lead to inequalities across the district." (Parent/Guardian of both Elementary & Secondary Students)

"PTOs carry too much of the cost for classroom aides and other support. Any personnel that are essential to the classroom should be paid for by the district." (Elementary Parent/Guardian)

Strengths

- There are a variety of revenue streams (i.e. Community Education) that are in place that help provide capacity to the programs and services that the District offers.
- There are past examples in which the District has pursued and taken advantage of grants and alternative funding options.
- The school system has enjoyed strong partnerships with local community agencies and supporters. Examples include ABSAF and FOLF.

Gaps or Areas for Improvement

- There have been fiscal challenges in the sense of credibility in the past with previous fiscal stewardship.
- Along with this, it is clear that there is a strong belief that what is needed is more transparency in the budget process making sure the budget planning is clear and transparent.
- There is a tradition of schools raising money to fund staff, but to the degree that everyone is receiving equitable resources is something that needs to be carefully considered.

- There are a lot of funds in the budget that people do not fully understand (i.e. revolving funds) and greater information must be provided.
- Timely completion of required (compliance) reporting on a consistent basis (e.g. End of Year Report, Audit, E&D Certification, Debt Compliance, Debt certification to Acton) would benefit the communities.
- A more thorough review of business practices throughout the District would be helpful. With the regionalization process and a shift in some staff it is an important time to carefully review our current structure.
- Collaboration with other departments and central office functions to ensure no missing processes and no duplication of efforts.
- Procurement is decentralized with a variety of budget managers pursuing this individually. This process needs to be considered in order to examine possible ways to streamline efforts to minimize financial risk and potential issues with MA General Law as well as to save money.



Acton-Boxborough Regional School District

Personnel Office

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www.abschools.org

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Marie Altieri

Director of Personnel and Administrative Services

I am pleased to announce three finalists for the position of Athletic Director for the Acton-Boxborough Regional School District. The ABRSD search committee reviewed 70 applications, selected ten candidates to interview, and determined three finalists from the candidates interviewed. Each finalist will spend a day visiting ABRSD, and the appointment will be made by March 18. The new Athletic Director will assume the position on July 1st, 2015. The public is invited to meet the candidates on **Wednesday March 4 from 6:30 pm to 8:45 pm** in the R. J. Grey Jr. High School Auditorium. The candidates are scheduled back-to-back for 45 minutes each.

Tim Alberts Athletic Director, Matignon High School

Tim is the Athletic Director for Matignon High School in Cambridge, Massachusetts. Tim is a member of the Matignon Administrative team, and he oversees hiring and supervising coaches for 22 teams. Prior to his role at Matignon, Tim was the Director of Admissions at Jackson-Walnut Park Schools and the Assistant Director of Admissions at Boston College High School. Tim has coached Soccer and Lacrosse at B.C. High. Tim has a Bachelor of Science Degree in Business Administration from Marquette University and a Master of Education in Educational, School and Counseling Psychology with an emphasis in counseling psychology and a focus in sport, coaching and positive psychology.

Steve Martin Dean of Students, Acton-Boxborough Regional High School

Steve is a Dean of Students at Acton-Boxborough Regional High School where he is part of the AB Leadership team, and he is responsible for operations, student/parent support, coordinating MCAS, evaluating teachers, and overseeing summer school. Prior to AB, Steve was a Vice Principal for Narragansett Regional Middle School and he worked at Hudson Public Schools teaching Business and Technology for six years and serving as an elementary Principal Intern and a Resident Principal at Hudson High School. Prior to his work in Hudson, Steve worked at Marlborough High School where he taught Business and Drama, and he was the Activity Fund Accountant. Steve coached for ten years, including Varsity and JV Ice Hockey, Softball, and Girls Basketball. Steve has a Bachelor of Arts Degree in Accounting with a Theater Arts Minor from Assumption College, a Master of Education Degree in Curriculum and Instructional Technology from Framingham State College and he anticipates a second Masters in Educational Leadership from Northeastern University in August, 2015.

Chris Schmidt Assistant Principal, Franklin High School

Chris is an Assistant Principal at Franklin High School where he manages a caseload of 650 students, and he assists with scheduling, hiring, budgeting, and teacher evaluation. Chris helped to oversee construction and the opening of a state of the art facility, and he helps to manage athletic events. Prior to his role as Assistant Principal, Chris was the Social Studies Department Head and he taught Social Studies at Franklin High School for 14 years. Chris coached Girls Lacrosse and Boys Soccer in Franklin for 14 years. Chris has a Bachelor of Science Degree in Political Science from the University of Connecticut and a Master of Science Degree in Education from the University of New Haven.

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

Acton Public Schools
Acton Boxborough Regional School District
Job Description

Job Title:

Director of Athletics

Qualifications: Comprehensive knowledge of high school and junior high interscholastic athletics. Ability to work effectively with a strong coaching staff and an involved community. Strong written and oral communication skills. Outstanding prior administrative performance preferred.

Responsible To:

Superintendent of Schools with shared responsibility of the High School and Jr. High Principals

Representation Status: (check one)

AEA OSA AFSCME Administrator Support Staff
 Transportation Unrepresented

Work Status:

Full Time (12 months) Full Time/School Year (180 days)
 Full Time/School Year + 5 weeks Part Time 205 Days Other

Primary Functions:

Oversight of interscholastic athletic programs.

Major Responsibilities:

- 1.0 Program development and coordination
- 2.0 Scheduling of practices and games/scrimmages
- 3.0 Maintain Athletic Budget including operating budget, fees, gate receipts and revolving fund
- 4.0 General administration and supervision of the gymnasiums and fields, including Leary Field and Lower Fields.

Details:

- 1.0 Program development and coordination
 - Review and evaluate all programs to make sure that Acton-Boxborough offers all students extra-curricular activities which promote overall well-being.
 - Recommends coaching candidates to the principals.
 - Oversees and evaluates all coaches. Runs regular coaches meetings and communicates all information to them.
 - Works with student-athletes regarding teams, coaches, sportsmanship, MIAA rules, and discipline including chemical health violations.
 - Coordinates with the Jr. High regarding scheduling, hiring and overseeing of coaches and any student or parent concerns.
 - Assists the Director of Facilities and Transportation, and the Director of Community Education with the preparation of contracts for facilities and with other schools and agencies.
 - Works with parents and booster organizations to help support them in their efforts to support teams. Meet with booster leadership periodically to share policies and guidelines.

Acton Public Schools
Acton Boxborough Regional School District
Job Description

- 2.0 Scheduling of practices and games/scrimmages
- Schedules use of all school fields throughout the year.
 - Schedules and assigns use of all facilities for athletics.
 - Develops and maintains schedule of practices and games for all athletic activities.
 - Coordinate with other school districts for scheduling of games and facilities for all interscholastic athletic events.
 - Hire and schedule athletic event staff to provide a safe, clean environment for all events.
 - Works with the Director of Facilities and Transportation to coordinate transportation for all athletic events.
- 3.0 Maintain Athletic Budget including operating budget, fees, gate receipts and revolving fund
- Prepare annual budget for operating budget and athletic revolving account
 - Prepare monthly updates for athletic operating budget and athletic revolving account
 - Collect and process all athletic fees
 - Hire staff to collect fees at event gates and monitor receipts
 - Oversee expenses in relation to athletic revenues and report to Superintendent monthly
- 4.0 General administrative and supervision of the gymnasiums and fields, including Leary Field and Lower Fields
- Supervises the preparation of all facilities and fields prior to practice sessions and games.
 - Arranges for the supervision of all “at home” athletic activities (including ticket sales, staff and police supervision, game officials, and required medical supervision).
 - Submits the proceeds of ticket sales and gate receipts to the Director of Finance.

Director of Pupil Services
Search Process & Timeline- DRAFT

Date	Day	Time	Step
Feb 3	Tues		Post opening for Director of Pupil Services
Feb 4	Wed		Announce formation of search committee
Feb 9	Mon		Deadline for staff to submit interest in participating on the search committee
Feb 11	Wed		Deadline for parents to submit interest in participating on search cmte.
Feb 23	Mon		Deadline to submit application
Feb 25	Wed	4-6pm	<i>(1st) Search Committee Meeting - Initial Meeting, Protocol, Distribute Resumes</i>
March 4	Wed	4-6:30pm	<i>(2nd) Search Committee Meeting - Selecting Candidates & Finalizing Qs</i>
March 10	Tues	4-7pm	<i>(3rd) Search Committee Meeting - Interviewing Candidates</i>
March 11	Wed	4-7pm	<i>(4th) Search Committee Meeting - Interviewing Candidates, Selecting Finalists</i>
March X			<i>Additional Interview Session if Needed (TBD)</i>
March 16-20			<i>Scheduling Site Visits to Acton-Boxborough</i>
March 23-27			<i>Possible Site Visits to Home Districts Superintendent Announces Decision</i>

Pupil Services Director Search, Spring 2015
Search Committee Volunteers

	Position/Role
Andrew Shen, <i>Chair</i>	Principal, RJ Grey
Dana Labb	Principal, Blanchard Elementary (Boxborough)
David Krane	Principal, McCarthy-Towne (Acton)
Deb Bookis	Director, Curriculum & Assessment
Lynne Laramie	Coordinator, K6 Special Education
Debbie Sye	Office Manager, Pupil Services
Rick Cowen	Psychologist, RJ Grey
Shannon Dandridge	Counselor, AB High School
Susan Bohmiller	Special Educator, AB High School
Johanna Pyle	Special Educator, Gates Elementary
Cynthia Mate	Speech & Language. Integrated PreSchool
Diana McNicholas	7-12 Chairperson, Nursing
Susan Lerner	Parent (Acton)
Jennifer Campbell	Parent (Boxborough)
Amanda Bailey	SpedPac Representative

Acton Boxborough Regional School District

Job Description

Job Title:

Director of Pupil Services

Qualifications:

A Masters degree from an accredited college or university with evidence of courses in the area of administration and/or supervision, special education, psychology and/or guidance. Courses beyond the Master's level are preferred.

A minimum of eight years of experience in education including a minimum of three years experience in special education and two years in educational administration and/or supervision.

Licensed as a Special Education Administrator.

NOTE: The superintendent may establish alternatives to the above qualifications.

Responsible To:

Superintendent of Schools

Representation Status: (check one)

AEA OSA AFSCME Administrator Support Staff
 Transportation Unrepresented Salaried Employee

Work Status:

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

Primary Functions:**Major Responsibilities:**

- 1.0 Pupil Services Program
- 2.0 Special Education Services and Program Administration
- 3.0 Supervision & Evaluation of Staff
- 4.0 Coordinate ELL, Counseling and Psychological Services
- 5.0 General
- 6.0 Other Duties as Assigned

Details:**1.0 Pupil Services Program**

- Direct the Supervision of Pupil Services programs in all Acton-Boxborough Regional Schools.
- Collaborates with Principals and Department Chairpersons in the screening and selection of candidates for Pupil Services staff vacancies.
- Ensures the development and presentation of proposals for new Pupil Services programs or for modifications of existing programs based on individual student and / or school district needs.

Acton Boxborough Regional School District

Job Description

- Cooperates with other administrators in planning related to physical facilities for Pupil Services programs in all buildings.
- Develops and implements administrative procedures related to the enrollment of students.
- Develops and ensures the implementation of administrative procedures related to the maintenance and security of student records.
- Maintains communication with the Department of Social Services and Mental Health and the Massachusetts Rehabilitation Commission.
- Ensures the appropriate execution of all Title IX and ADA functions.
- Serve as Section 504 Coordinator and advisor for system.
- Serve as Homeless Liaison for system.

2.0 Special Education Services and Program Administration

- Ensures compliance with all state and federal laws related to special education.
- Maintains a central register of special education students and a central file of special education student's records.
- Approves the placement of special education students in out of district programs.
- Assigns and supervises liaison responsibilities for students in out-of-district placements.
- Approves the enrollment of non-resident students in special education programs.
- Represents the Acton-Boxborough Regional Schools on the C.A.S.E. and EDCO Collaborative Committees.
- Oversees any Special Education appeals.
- Monitor collaborative and private school placements.

3.0 Supervision and Evaluation of Staff

- Coordinate activities with Pupil Services Department Chairpersons.
- Implements evaluation procedures for assigned staff.
- Directs the evaluation of all Pupil Services programs.
- Provides consultation / support for Pupil Services leaders related to program, staff, or student concerns.

4.0 Coordinate ELL, Nursing, Counseling and Psychological Services

- Oversees the implantation of ELL services for students K-12.
- Oversee nursing and related health and wellness services for students K-12
- Oversees the Counseling and Psychological Services Department K-12
- Carry out program evaluation and improvements

5.0 General

- Prepares and manages the budget for district wide Pupil Services program.
- Responsible, in collaboration with Principals, for supervision and evaluation of Pupil Services leadership team members, including but not limited to K6 SPED Coordinator, 7-12 SPED Coordinator, Out of District Coordinator, Pre-School Coordinator, K6 Counseling & Psychology Chairperson, 7-12 Counseling & Psychology Chairperson, and Nursing Chairperson(s).
- Prepares statistical and other reports as required by the Superintendent, the School Committees, and the Massachusetts Department of Education.

Acton Boxborough Regional School District Job Description

- Maintains communication with administrative staff and principals concerning issues related to Pupil Services.
- Participates in staff training / development activities as appropriate
- Services as liaison to area mental health providers which includes planning and scheduling for the use of consultant services and contracting for necessary student support services.
- Maintain liaison with human services agencies, courts, hospitals, and clinics on special education and guidance matters.
- Serve as the district's liaison to the Special Education Parents Advisory Council and provide support for their functions.
- Collaborate with the Director of Curriculum and Assessment, the Director of Personnel, and principals

6.0 Other Duties as Assigned

- Assumes any other appropriate responsibilities assigned by the Superintendent.

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

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

Submit for Superintendent and School Committee approval

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

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

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

Please TYPE or use COMPUTER FORM

- Name of Teacher(s): Carrie DeBlois-Mello and Suzanne Hogarty
- School: Acton-Boxborough Regional High School
- # of Students going: 20 # of Chaperones (gender): 2, both female

Names of Chaperones: Carrie DeBlois-Mello and Suzanne Hogarty

- Date(s) of Trip: April 15-29, 2016 School Time Involved: 1/2 day April 15
Full days April 25-29
- Purpose of Trip/Destination: Spanish Cultural and Linguistic Exchange/ Spain
- Have you taken this trip before? Yes, in 2010, 2012 and 2014
- Any special arrangements required (such as extra insurance, ADA accommodations)? Optional travel insurance
- Cost per Student: (Please describe how the cost is determined.) \$3400, as set by Carousel tours, to cover ALL travel costs for 2 weeks
- Who will pay for the trip? Students & their families
- Has any fundraising been done? No If so, what? N/A

• Are any parents driving? No

If so, have appropriate insurance forms been filled out? N/A

• Have you followed the procedure outlined in Policy IJOA? Yes

• Other comments:

Approved Not Approved

[Signature] 2/6/2015
Department Leader Date

Approved Not Approved

[Signature] 2/12/15
Principal Date

Approved Not Approved

[Signature] 2/13/15
Superintendent Date

Approved Not Approved

School Committee Date

To: Superintendent Glenn Brand and members of the School Committee
From: Carrie DeBlois-Mello and Suzanne Hogarty, Spanish Teachers

Dear Superintendent Brand and members of the School Committee,

Along with Regional Department Chair Sinikka Gary and the other Spanish teachers at the high school, we are excited about the opportunity to continue our Spanish exchange next school year (2015-2016) with the El Colegio Británico de Aragón (The British School of Aragón) in Zaragoza, Spain. When we completed the Spanish exchange in 2011-2012 and again in 2013-2014, we found El Colegio Británico de Aragón to be a perfect fit for our Acton-Boxborough students and community; while it is smaller than AB, the quality and character of the students is on par with the academic and socio-economic background of our diverse AB population. If you would like more information about this high school, please feel free to consult their website at <http://www.britanico-aragon.edu/>

As was the case with the three previous Spanish exchanges in which we have participated (two in Zaragoza and one in Santiago de Compostela), we anticipate this exchange to be a wonderful educational opportunity for our students. As participants of the exchange, our students will host a Spanish student for two weeks in October 2015, then, they will spend two weeks in Spain in April 2016. Once in Spain, our students will travel immediately to Zaragoza, where they will receive all the benefits of living with a host family, attending classes with their host student, and visiting many tourist and cultural sites in and around the area, including a day trip to Barcelona. At the conclusion of our time abroad, the group will travel to Madrid, where our students will spend three days visiting the main cultural sites before returning home. Overall, this cultural and linguistic exchange provides the much necessary real-world exposure to the language, culture and customs that students have been studying for years in their Spanish classes.

There are many linguistic and educational advantages to an exchange. The main goals and reasons for our students to participate in an exchange, as opposed to a travel-focused trip, are that they want to improve their language skills and knowledge of another culture through immersion in the daily life of a Spanish speaking community. Our students will have ample time during the day in school, while on cultural excursions with the group, and in the evenings and on the weekends with their host families to practice Spanish. As language teachers, we realize that cultural understanding and appreciation is developed not only through viewing the major cultural sites, but through the everyday experiences of living in a familial context. This exchange will provide students the opportunity to experience all of this.

In addition to the academic advantages to an exchange, our students will also benefit economically by participating in an exchange versus a travel-focused trip. While we will spend three nights in Madrid at a hotel, ten nights of our trip will be spent with host families in Zaragoza, who will provide not only lodging, but also food. This financial savings will allow more students to be able to participate in the exchange who otherwise might not be able to spend so much time abroad through a school-sponsored trip.

The proposed dates for our travel are April 15-29, 2016, which correspond to our April 2016 vacation and the week after. Students will miss a half day of school on Friday, April 15 and then five days of school the week after vacation. Students will be responsible for any work that they miss during this time.

Our travel abroad will conclude the exchange, as Acton-Boxborough will host El Colegio Británico de Aragón the beginning of October, 2015 (exact dates are tentatively set at Friday, October 9 until Thursday, October 22, 2015).

As with the three previous exchanges, we will be working intimately with Sue Boswell of Carousel Tours in planning and implementing the exchange. Sue has worked closely with several schools in this area and has a very good sense of our needs in this type of exchange. Since this is the fourth time that we are planning an exchange with Sue, she is open to our ideas and suggestions for changes and improvements; as such, we have no doubt that this will be the best exchange yet.

We are incredibly delighted and excited to have the opportunity once again to participate in an exchange program with El Colegio Británico de Aragón. Its location in the northeastern part of Spain gives a friendly provincial ambiance, which is conducive to learning about a particular region before branching into a larger cosmopolitan city like Madrid. Students will be able to acclimate to Spanish culture and language with the support and guidance of their host families before we spend our final three days in Madrid, touring the major cultural points of interest.

Using contacts that we made during the 2012 and 2014 exchanges, we have direct links to both El Colegio Británico and to an excellent tour guide in Madrid. Through Sue Boswell and Carousel Tours, we will be provided with additional support, insurances, and guidance. Carousel Tours will also make all travel arrangements, including flights and ground transportation both in the U.S. and Spain. We hope to travel on Iberia, which offers direct Boston to Madrid flights; however, we will not be able to book a definite flight until 11 months prior to departure. While in Spain, our host families will provide meals, including bag lunches for excursions, and costs associated with activities during the homestay. The cost of the program will include entrance fees to all tourist sites in the hosting country, all transportation costs for field trips and cultural events, as well as insurance related to the trip. Participating students and their families are responsible for any additionally discretionary funds, which will vary greatly among individuals.

Based on current pricing from Carousel Tours, we anticipate that the cost of the entire trip for our students will be approximately \$3,400. Along with this letter and the mandated application form, you will find a proposed itinerary for both the Zaragoza and Madrid portions of our stay. Due to the nature of this trip and the size of our host school, we anticipate being able to bring twenty (20) students on this exchange. The two chaperones will be Carrie DeBlois-Mello and Suzanne Hogarty, who chaperoned the trip in 2012 and 2014.

We hope that this trip meets with your approval, for we are very eager to begin our official planning. If you do have any questions or concerns, please feel free to contact us.

Sincerely,

Carrie DeBlois-Mello
cdebloismello@abschools.org

Suzanne Hogarty
shogarty@abschools.org

TEACHER REVIEW AND APPROVAL

- * The price of the trip will change if any of the parameters below are modified.
- * If the number of paying travelers drops below 10, your trip will not qualify for our group rate
- * All Venues are subject to availability at time of booking

#

Sample program

Date	Activity	Date	Activity
Sat 4/16	Meet at school. A bus will transport your group to the airport to check-in for your overnight flight to Spain	Sun 4/24	Spend the day with your host families
Sun 4/17	Arrive in Madrd. A bus will meet you and transport you to the hotel to check-in. Leave your luggage and begin touring. Visit El Retiro to explore the park and row the boats. Free time in El Retiro - Have dinner and return to your hotel	Mon 4/25	Participate in a pottery workshop and visit Fuendetodos – Goya's birth place.
Mon 4/18	Take metro to Sol. Walk from Sol to Plaza Mayor. Meet your guide. Free time to explore Plaza and do some shopping. Visit the Mercado de San Miguel. Walk to & visit la Catedral de la Almudena and el Palacio Nacional After lunch: Take metro to Atocha with your guide. Talk about the train station and the terrorist attack in 2004. Visit La Reina Sofia Art Museum. After dinner, back to hotel for the night	Tue 4/26	Tour Zaragoza and visit the Roman Theater and Muslim Fortress. Have a walking tour of the city.
Tue 4/19	Meet your guide at the hotel. Walk through Retiro, Go to El Prado. Afterwards, stop for lunch at La Cervecería Alemana in Plaza Santa Ana. After lunch visit the Opera Metro stop. See the Debod Temple and take a ride on the Teleferico. Visit Convento de las Descalzas Reales near Sol. After that, free time in Sol area. Have dinner and return to your hotel.	Wed 4/27	Visit Monasterio de Piedra a natural park not far from Zaragoza. See the amazing waterfalls and have a guided tour of the monastery. See the birds of prey exhibition.
Wed 4/20	Day trip to Segovia See the Acqueduct and the Alcazar with a guide. Have lunch and return to Madrid, have dinner and return to your hotel.	Thu 4/28	Barcelona on the AVE. Have a walking tour of the city. Visit La Sagrada Familia. See the famous Gaudi Buildings and walk along the busy and entertaining Las Ramblas.
Thu 4/21	Bus from Madrid. Arrive in Zaragoza and have lunch with your families.	Fri 4/26	Spend the day in school with your host sibling. In the afternoon you will visit the pre-school class and teach children about America and the English language.
Fri 4/22	Day to be determined. This previously was a local holiday with families.	Sat 4/30	Depart for home.
Sat 4/23	Spend the day with your host families		

FY'16 TABLE 6 - VOTED BUDGET 2/12/15

10.1

**TABLE 6 - 2/12/15
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
Analysis of Assessments
Projected State Aid Numbers
School Year 2015-2016**

	TOTAL BUDGET	ACTON	BOXBOROUGH	
	2015-2016	84.58%	15.42%	<i>K to 12</i>
		83.22%	16.78%	<i>7 to 12</i>
OPERATING EXPENDITURES				
OPERATING BUDGET	\$76,958,939	\$65,091,871	\$11,867,068	K to 12
OPEB TRUST FUND CONTRIBUTION	\$700,000	\$592,060	\$107,940	K to 12
LOWER FIELDS CONSTRUCTION DEBT SERVICE	\$118,118	\$104,204	\$13,914	
CAPITAL OUTLAY - BUILDINGS	\$170,200	\$143,955	\$26,245	K to 12
TOTAL INSIDE DEBT LIMIT	\$77,947,257	\$65,932,089	\$12,015,168	
EXPENDITURES OUTSIDE DEBT LIMIT (PREVIOUSLY AUTHORIZED BY REGION):				
CONSTRUCTION DEBT SERVICE (FOR JHS & SHS/AUTHORIZED OUTSIDE PROP 2 1/2)	\$382,164	\$337,145	\$45,019	
SH CONSTRUCTION/RENOVATION	\$1,420,461	\$1,253,131	\$167,330	
TOTAL OUTSIDE DEBT LIMIT	\$1,802,625	\$1,590,276	\$212,349	
GROSS EXPENDITURE BUDGET-PAID BY ABRSD	\$79,749,882	\$67,522,365	\$12,227,517	
SHARE OF DEBT SERVICE ELEMENTARY SCHOOLS- PAID BY TOWNS	939,792	794,876	144,916	<i>K to 12</i>
TOTAL REGIONAL DISTRICT EXPENDITURES	80,689,674	68,317,242	12,372,433	
OTHER FINANCING SOURCES:				
CHAPTER 70 BASE AID	\$14,393,376	\$12,173,917	\$2,219,459	K to 12
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$546,513)	(\$462,241)	(\$84,272)	K to 12
CHARTER SCHOOL AID	\$26,761	\$22,634	\$4,127	K to 12
REGIONAL SCHOOL TRANSPORTATION (Cherry Sheet)	\$1,266,283	\$1,071,022	\$195,261	K to 12
REGIONAL BONUS AID	\$111,200	\$94,053	\$17,147	K to 12
TRANSFER FROM PREMIUM ON LOAN-JHS	\$7,526	\$6,365	\$1,161	K to 12
TRANSFER FROM OPEB TRUST FUND	\$0	\$0	\$0	K to 12
TRANSFER FROM RESERVES (Excess & Deficiency)	\$200,000	\$169,160	\$30,840	K to 12
TOTAL OTHER FINANCING SOURCES	\$15,458,633	\$13,074,912	\$2,383,721	
TOWN ASSESSMENTS- BEFORE APPENDIX A & IMA	\$65,231,041	\$55,242,330	\$9,988,712	

Calculation of Final Assessments Per Appendix A to Revised Regional Agreement - FY16

Description	TOTAL	ACTON	BOXBOROUGH	Steps
Projected Total Benefit Amount	\$1,873,119			1a
Base Budgets	\$64,533,396	\$53,398,447	\$11,134,949	2
Benefit Percentage Shares		87.5%	12.5%	3
Share of Benefits	\$1,873,119	\$1,638,979	\$234,140	4a
Reduce Base Budgets By Benefit Shares	\$62,660,277	\$51,759,468	\$10,900,809	4b
Recalculated Assessment Percentages Based On Benefit Shares Applied To Base Budget	100.00%	82.60%	17.40%	4c
Input Table 6 Result From FY16 Actual Budget (includes elementary debt paid by towns)	\$65,231,041	\$55,242,330	\$9,988,712	4d
Assessment Percentages With Actual Budget		84.69%	15.31%	4d
Shift In Percentage Shares		2.08%	-2.08%	4d
Final Assessment AT FIXED ASSESSMENT % PER APPENDIX A	\$65,231,041	\$53,883,004	\$11,348,037	4d
LESS DEBT PAID DIRECT BY TOWN- PER IMA Section 6	(939,792)	(711,996)	(227,797)	
Amount due from each town	\$64,291,249	\$53,171,009	\$11,120,240	

FY15 Voted Assessments	\$60,284,722	\$49,690,145	\$10,594,577
increase	4,006,527	3,480,864	525,663
%	6.6%	7.0%	5.0%
FY15 additional assessment MCRS	\$451,297	\$384,255	\$67,042
ADJUSTED FY15 TOTAL TOWN PAYMENTS	\$60,736,019	\$50,074,400	\$10,661,619
increase	3,555,230	3,096,609	458,621
%	5.9%	6.2%	4.3%

FY16 Shift: (\$1,359,325)



ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

FY16 Budget
Voted February 12, 2015
Boxborough Board of Selectmen & Finance
Committee
February 23, 2015

FY16: Building the Budget

- Identify fixed costs, obligations and assessments
- Fund legal mandates as necessary
- Determine employee benefit funding levels
- Assume efforts to provide special education programming in district when possible - cost effective
- Determine appropriate number of sections at all grade levels based upon class size policies and enrollment projections

FY16: Building the Budget

- Review/determine proper staffing levels for other Pre K-12 staff including counselors, nurses, technology support, custodians etc.
- Budget for technology replacement and ongoing operational costs
- Budget for continuing facility maintenance and upkeep and identify new acquisitions as capital outlay

FY16 Budget Priorities

- At December 18 SC meeting the FY16 budget priorities were outlined
- Central within these priorities is the commitment to strive to meet the needs of all of our students - *especially in light of a rapidly growing number of high needs students*
- Specifically these requests fall to those students receiving:
 - Necessary instruction in English Language Education (ELE)
 - Individualized Special Education Instruction (IEPs)
 - Specialized services in support of mental health needs
 - Low income students

Enrollment & Budget Planning

- The enrollment of the district is decreasing.
- A smaller student population does not necessarily equal a reduction in resource needs.
- Pressure to reduce staffing as there is a decrease in enrollment.
- *The reality:* there is a changing demographic within our student body that requires additional resource to meet their needs.
- Not just additional Special Education needs but other needs that also must be met.

Impact on Town Budgets

- Preliminary ABRSD Budget voted February 5, 2015 was \$80,197,155 – a 4.89% increase over FY'15
- ALG and BLF expressed concern over % increase to ABRSD assessment and Acton town budget increase
- The school committee considered two levels of cuts on February 12th to reduce the preliminary voted budget
- The School Committee voted to reduce the preliminary budget by \$447,573 on February 12th.
- The FY'16 ABRSD voted budget is \$79,749,882, an increase of **4.31%** over FY'15

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Budget Cuts (Implemented 2/12/15)

Level 1	Salary or Savings	Health	Total
EdTech – Reduce infrastructure budget by 50% <i>Spread wireless upgrade over 2 years</i>	\$64,000		\$64,000
High School Store reduced from 1.0 to 19 hrs <i>*Salary savings is to revolving account, not budget</i>	\$21,000*	\$17,000	\$17,000
EdTech reduce webmaster, contracts	\$33,000		\$33,000
Spread Facilities Study into Summer 2016	\$100,00		\$100,000
Security – Cameras, Additional Doors with badge Access	\$50,000		\$50,000
Total Level 1			\$264,000

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Budget Cuts - (Implemented 2/12/15)

Level 1.5	Total
Capital: Cafeteria Tables	\$ 45,000
Capital: Bleachers	\$ 40,000
Reduce Middlesex Retirement Assessment	\$ 98,573
Total Level 1.5	\$183,573
Total Level 1 & 1.5	\$447,573

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Budget Cuts - (Considered but NOT Implemented)

Level 2 (not implemented)	FTE	Salary or Savings	Health	Total
Do not have assistants attend one of the two professional days		\$20,000		\$20,000
Elementary Carpet Replacement		\$26,000		\$26,000
Musical Instrument Replacement		\$20,000		\$20,000
HS Job Shadowing and Sr. Internship Support	0.2	\$18,000		\$18,000
HS Work Study Coordinator	0.2	\$18,000		\$18,000
HS Restructure Alternative Program		\$25,000		\$25,000
Reduce 1 full time crossing guard to 19 hrs.	0.23	\$7,000	\$17,000	\$24,000
Rotate Campus Support to cover 19 hr. security	0.63	\$25,000		\$25,000
JH Assistant Athletic Director		\$3,200		\$ 3,200
EdTech – Reduce vacant Desktop Support	0.63	\$15,000		\$15,000
Curriculum – Stipends (Literacy clubs at the JH)		\$6,000		\$ 6,000
Total Level 2	1.89			\$200,200

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FY'16 Budget Voted February 12, 2015

FY'15 Re-voted Budget	\$76,455,123
FY'16 Budget	\$79,749,882
\$ Change	\$3,294,759
% Change	4.31%

FY'16 Assessment

	Total Budget	Acton	Boxborough
FY'16 Total Expenditure Budget	\$ 79,749,882		
FY'16 Funding Sources	\$ (15,458,633)		
FY'16 Required Assessment	\$ 64,291,249	\$ 53,171,009	\$ 11,120,240
FY'15 Voted Assessments	\$ 60,284,722	\$ 49,690,145	\$ 10,594,577
FY16 Increase \$	\$ 4,006,527	\$ 3,480,864	\$ 525,663
FY16 Increase %	6.6%	7.0%	5.0%
FY15 additional payment Middlesex	\$ 451,297	\$ 384,255	\$ 67,042
Adjusted FY'15 Total Town Payments	\$ 60,736,019	\$ 50,074,400	\$ 10,661,619
FY16 Adjusted Increase \$	\$ 3,555,230	\$ 3,096,609	\$ 458,621
FY16 Adjusted Increase %	5.9%	6.2%	4.3%

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FY'16 Funding Sources

- Funding sources are declining 4.4% while the preliminary budget is rising 4.31%
- State Aid, Transportation, Regional Aid (\$159,695)
- E & D (\$100,000)
- Middlesex Retirement payment from towns (\$451,297)

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FY'16 Funding Sources

- Ch. 70 flat except for \$25/pupil minimum aid
- Regional Bonus Aid reduces 20%/yr for 5 years; we are in year 2
- Use of E&D reduced to \$200,000 from \$500,000 initial FY15 budget (\$300K revoted)
- Regional transportation at 65% – similar to pre-9C cut level FY15

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FY10-15 Appropriated Budget History

	APS	% Budget Increase	BPS	% Budget Increase	ABRSD	% Budget Increase
FY10	25,753,783	3.12	5,333,590	1.14	36,858,436	0.54
FY11	25,910,449	0.61	5,442,590	2.04	38,228,410	3.72
FY12	26,113,719	0.78	5,608,417	3.05	38,502,351	0.72
FY13	26,562,103	1.72	5,802,752	3.47	39,114,804	1.59
FY14	26,960,725	1.5%	5,798,320	-.08	40,482,330	3.50
FY14 Constructed					75,326,095	
FY15					76,003,826	0.90
FY15 Revised					76,455,123	1.50
FY16					79,749,882	4.31

FY16 E&D History

FY	ABRSD Budget	E & D	% of Budget
2010	\$36,858,436	\$1,711,823	4.6%
2011	\$38,228,410	\$1,925,118	5.0%
2012	\$38,502,351	\$1,892,727	4.9%
2013	\$39,114,804	\$1,510,041	3.9%
2014	\$41,571,900	\$1,100,000	2.6%
2015	\$76,455,123	\$1,300,000	1.7%
2016	\$79,749,882	\$1,100,000	1.4%

- FY14 is not certified; used \$500,000 for FY15, revoted to \$300,000
- FY16 projected use \$200,000

Turnback History FY'05-FY'14

ANNUAL TURNBACK AMOUNTS TO REGION AND TOWNS

YEAR	ABRSD	APS	BPS
FY'14	\$ 34,914	\$ 35,348	\$ 217,098
FY'13	\$ 292,455	\$ 190,781	\$ 213,523
FY'12	\$ 289,167	\$ 359,778	\$ 11,991
FY'11	\$ 660,282	\$ 497,218	\$ 82,320
FY'10	\$ 224,931	\$ 200,789	\$ 3,648
FY'09	\$ 1,244,703	\$ 948,158	\$ 146,690
FY'08	\$ 187,359	\$ 7,236	\$ 5,694
FY'07	\$ 48,985	\$ 21,297	\$ 17,573
FY'06	\$ 344,255	\$ 172,286	\$ 29,236
FY'05	\$ 338,074	\$ 113,236	\$ 38,683
TEN YEAR TOTAL	\$ 3,643,126	\$ 2,546,107	\$ 766,456

FY16 Expenditures

FY16 Total costs increase 4.31%

Four major areas comprise 4.2% of the entire 4.31%:

- 2.6% Salaries
- 1.2% Combined OPEB, Middlesex, Health Insurance
- 0.3% Special Ed Tuitions and Transportation,
net of CB Reimbursement
- 0.1 % Capital Study

ABRSD OPEB History

Year	OPEB Contribution
FY13	\$236K
FY14	\$376K
FY15	\$506K
FY16	\$700K

The Acton/AB OPEB Working Group goal is \$1.4M for ABRSD and Town of Acton, with a minimum of \$1.1M. This amount reflects the District commitment to funding this obligation with sustainable increases.

19

Health Insurance

- Current budget assumes 8% rate increase
- Active Employees
Increase \$517,904 or 6.6%
- Retiree Health
Increase \$20,148 or 2.2%
Implementation of "EGWP" may provide further savings

Rates were voted 2/19/15. 11% increase active employees, but decrease retirees. Will have update at meeting.

20

Middlesex County Retirement

- This is a fixed assessment for the future pension funding of eligible employees not in the teacher retirement system
- Budget amount per November notification; under review
- *Update: ABRSD reduced \$98K with revised assessment; Combined total unchanged*

Entity	FY16 \$ Increase (Original)	FY '16 \$ Increase (Final)	FY16 % Increase
ABRSD	\$ 303,789	\$208,623	8.1%
Town of Acton	\$ 702,932	\$744,554	29.1%
Town of Boxborough	\$ 51,422	\$85,572	15.3%
Combined	\$ 1,058,143	\$1,038,749	21.2%

21

Special Education: Tuitions and Transportation

- Tuitions increase 9.4% or \$652,879
- Private Transportation increases for nurse and bus monitors for fragile students \$125,000
- Circuit breaker estimated reimbursement increases \$596,442 due to higher costs FY15, but reduced rate at 68%
- CASE transportation increase \$63,236 – but preliminary rates.
- Net budget impact is \$56,437 increase, but always a risk area.

22

FY16 Items That Could Change

- CASE Assessment - rates not voted yet
- Circuit Breaker (Budgeted 68%, could come in at up to 75%)

10 Year Trends in High Need Areas

SPED PAC report 9/14 (2004-2014 AB Trends)
Data Represents 2013-14 SCHOOL YEAR:

- o 17.2% increase in special ed.
- o 79% increase in low income
- o Mental Health Hospitalizations
- o 212% increase in English Language Learners (ELL)
- o 292%-Increase in Autism diagnosis
- o Students with SLD has declined
- o NOTE: Autism diagnosis is typically made or confirmed by outside doctors during the early intervention process

AB Out-of-District Students Trends FY10-16 (Acton & Boxborough elementary included)

	FY10	FY11	FY12	FY13	FY14	FY15	FY16 <i>Projections</i>
CASE Programs	26/32	24/30	22/29	23/28	28/34	28	25
Other Collaborative	10/10	11/13	16/17	13/14	13/13	17	16
Private Day	41/45	39/41	33/36	34/35	32/34	46	46
Residential	5/5	4/4	2/2	3/3	4/4	4	3
TOTALS	82/92	78/88	73/84	73/80	77/85	95	90

(For FY10 – FY14, first number is APS + AB students, second number is APS, AB + BPS students)

25

Low Income Enrollment Trends

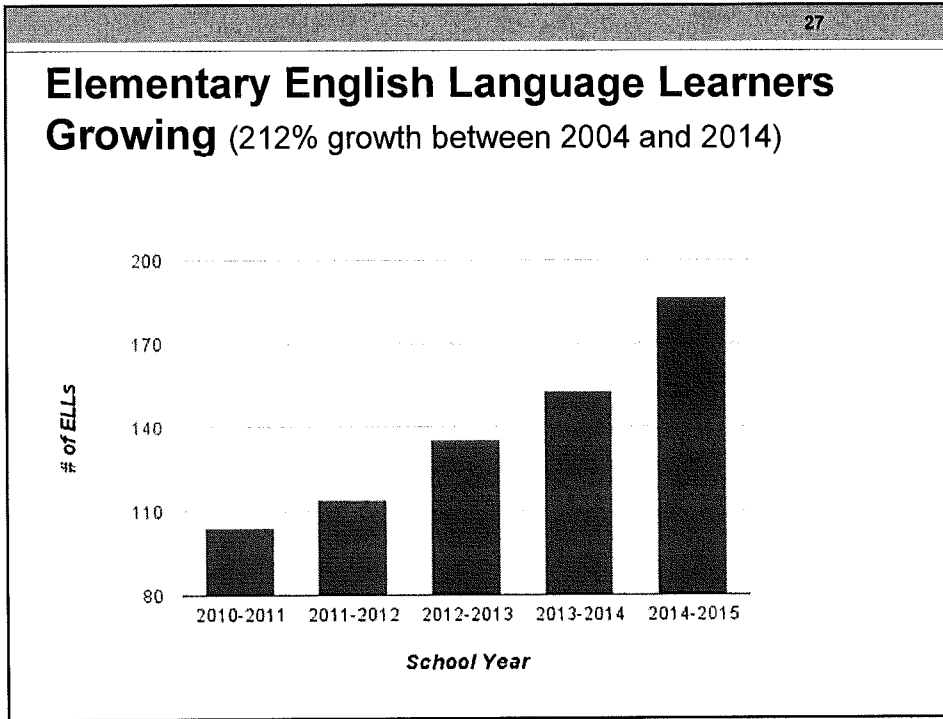
The number of low income students in our schools is growing rapidly. In April 2014, the federal government updated their portal so that families receiving federal income-based benefits are automatically qualified for school free and reduced lunch.

	2010	2011	2012	2013	2014
Boxborough Elementary	2.50%	3.80%	3.40%	4.70%	9.80%
Acton Elementary	2.70%	4.30%	4.30%	5.70%	7.60%
Jr. High	3.14%	4.49%	4.92%	4.73%	6.28%
High School	2.12%	3.43%	3.59%	4.29%	6.26%

26

Mental Health & Chronic Illness Data Points

High School Stats	2012-2013 School Year Cases	2013-2014 School Year Cases	2014-2015 School Year Cases <small>(As of December 31, 2014)</small>
Hospitalizations for Mental Health	29	57	29
Concussions	90	82	31
STAR (Home Hospital Tutoring)	41	47	27



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Elementary ELL Staffing Does Not Meet Growth

# of ELL Students	187
# of ELL Teachers	3
Teacher to Student Ratio	1 per 62
Average Ratio at Comparable School (EDCO-Affiliated)	1 per 25-35

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Staffing Reductions

Where enrollment has decreased, staff has been reduced accordingly

Conant 1st Grade	\$54,000
Blanchard 2nd Grade	\$54,000

Reduced Custodian	\$50,000
.5 3rd shift ABRHS (from 4 to 3.5 on 3rd shift)	
.5 2nd shift Blanchard (from 2 to 1.5 on 2nd shift)	
Split shift 4:00 pm to 10:30 pm	

Eliminate Utility Budget Advisor \$14,000

Reduce 3 Health Insurance = \$51,000

Total Staff Reductions: 3.0 FTE \$223,000

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Staffing Additions

Elementary ELL Teacher 0.6 FTE	\$42,000
JH Educational Team Leader 0.5 FTE	\$27,000
JH Reading and Academic Support 0.5 FTE	\$27,000
Elementary Special Educator 0.6 FTE	\$32,400
Occupational Dev Prog. 19 hr. asst 0.6 FTE	\$15,000
Elementary Psychologist 0.4 FTE	\$19,903
Health Insurance (3)	\$51,000
Total New Positions	3.2 FTE \$214,303

Capital Outlay-Facilities

Facilities FY16 proposed:

\$100,000	Existing conditions/Feasibility -50% FUNDED OVER 2 YEARS
\$ 16,000	Carpets/Abatement
\$ -	Cafeteria Tables -REMOVED
\$ 10,000	Carpet to Tile
\$ -	Bleachers-Lower Gym -REMOVED
<u>\$ 17,500</u>	Conant-Engineering
\$143,500	Total Projects
<u>35,700</u>	All other
<u>\$179,200</u>	Budgeted

Discussion and Questions



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Glenn A. Brand, Ed.D.
Superintendent of Schools

To: Members of the Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: February 23, 2015
Re: New England Association of Schools and Colleges (NEASC)

Through the last year and a half or so there has been growing concerns with the New England Association of Schools and Colleges (NEASC) process associated with the comprehensive study of public secondary schools. While at one time it was strongly believed that the NEASC process provided value to the educational programs and services, the nature of the demands associated with the process, alongside growing other regulatory and compliance measures, have created a situation where the time and energy put into the effort has come into question.

In March of 2013 a number of surrounding districts' high school principals and superintendents put NEASC on notice and essentially demanded a more in-depth conversation around changes in the process. The districts that signed on to support this demand included:

Acton-Boxborough
Arlington
Bedford
Belmont
Brookline
Lexington
Newton
Weston
Winchester

A copy of this original letter dated 3/8/13 and signed by Stephen Mills and Alixe Callen is attached.

The Acton-Boxborough Regional School District is approaching the timeline in which our five-year report would have been due. Given the fact that NEASC continues to work through these issues, I am recommending that we continue to support a temporary suspension of the NEASC process until changes are made to the accreditation process. With your support and approval, I will request that the Director of NEASC notify the organization of our district's intention to continue our suspension until further changes transpire.

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

**NEASC's NICHE:
An Innovation Alternative in the Era of Accountability
Next Steps in Reforming the Accreditation Process**

We envision an important role for NEASC in the increasingly top down, mandate-driven, accountability oriented climate in which we find ourselves, one that redefines its mission as a progressive alternative to standardization and centralization. In this brief position paper, we outline a positive vision for a more flexible accreditation process and hope to enlist your support to request a moratorium on any further self-studies or accreditation activities until substantive changes are made.

VISION

While various discrete components of the new educator evaluation system, the Common Core, and the impending PARCC assessments have significant value, the education reform philosophy and theory of change that drive these mandates are highly problematic. Importantly, these mandates are pushing districts to identify and systematically address the needs of their struggling learners and to place 21st Century skills at the center of instruction. But as top-down initiatives that aren't accompanied by strategic leadership, bottom-up vision development, and a genuinely collaborative and dynamic professional culture committed to self-reflection, problem-solving, and innovation, these mandates are more likely to engender superficial compliance than deep seated cultural change.

These school change characteristics depend upon an important degree of local control and grassroots solutions to locally understood learning challenges, however these may reflect broader social trends. The energy and sense of ownership that come from the activation of a faculty's creative energies, its collaborative sharing in a common mission-driven venture, and its predicating its actions on information/data that is locally derived, are invaluable to the school improvement process, and they cannot be replaced by the implementation of top-down, one size fits all mandates.

In this context, NEASC could play a useful role, as a promoter of the kind of collaborative, innovative and self-reflective culture, generated by strong, strategically-focused, visionary leadership that the school reform movement ironically advocates for charter schools but then ignores for the mainstream. In broad outline, this would include:

1. Broad standards that districts/schools can meet in their own creative ways
2. E.g., Mission driven, Higher Order Thinking (21st Century Skills Curriculum), Student Centered Learning, Achievement Gap Closing/Equity, Personalization
3. A key standard for a collaborative, self-reflective, innovative professional culture
4. A key standard for strategic, visionary leadership
5. A pre-qualification process with a focus on the new Professional Culture standard
6. A shorter and less expensive self-study process
7. A clearinghouse of ideas from districts as to how they meet the standards
8. Targeted rather than laundry list recommendations for improvement
9. Support for districts that have to build their collaborative, self-reflective and innovative professional culture

NEXT STEPS: A Moratorium

Following upon NEASC's receipt of our original NEASC letter in March, a series of meetings have occurred between the original signatories and NEASC commission and staff members, CEO, between Tom Scott and the NEASC CEO as well. Currently, four districts have suspended their participation in the process, but remain as members, paying dues and contributing to the reform conversation: Newton, Reading, Ludlow, and Wayland. We have since created an Ad Hoc NEASC Reform Committee that

represents a much broader demographic than the original EDCO-based communities. This vision and recommended next steps is the work of that committee.

At the same time, both Cam Staples, NEASC CEO, and Janet Allison, CPSS Executive Director, have taken steps towards establishing committees to contribute to a review of NEASC's accreditation process. CPSS intends to begin the "planning and development of a timeline for the establishment of a committee to review the Rating Guides in their entirety which will include an outreach to representatives from member schools who have a working knowledge of the Rating Guides", while Mr. Staples has set in motion a broader "plan to re-examine our accreditation process with an eye toward addressing the alignment of accreditation with the government requirements, as well as ensuring that the cost, time and documentation requirements of our process are streamlined in a manner that maximizes their value and minimizes their burden."

We are encouraged by these steps and want to support them by:

- Ensuring that both superintendents and principals from member districts play key roles at each stage of these committees' work
- Ensuring that the time and resources devoted to the work reflects the sense of urgency that the member districts are feeling

To this end, our ad hoc NEASC Reform committee recommends that NEASC affect a moratorium on all self-studies and related accreditation activities until such time as an alternative process is created. Given the complexity of the task, the mandate-driven urgency of getting it done, and the overly time-consuming and prescriptive nature of the current process, we strongly believe that NEASC should suspend all accreditation activity and turn its time and energies to the task.

If you agree with the broad vision described above for a restructured NEASC accreditation process and you would like to add your voice to the call for a moratorium on all accreditation activities while the review and restructuring take place, please send an email to: NEASC REFORM COMMITTEE, c/o cdolan@edcollab.org by January 21st. At that point we will send a copy of this position paper and call to action to the NEASC CPSS Commission and Executive Director and to the NEASC Board and CEO with a list of district endorsements.

Sincerely,

The Ad Hoc NEASC Reform Committee Superintendents and High School Principals

Acton-Boxborough Regional School District
Arlington Public Schools
Bedford Public Schools
Belmont Public Schools
Brookline Public Schools
Douglas Public Schools
Franklin Public Schools
Lexington Public Schools
Lincoln-Sudbury Regional School District
Ludlow Public Schools
Masconomet Regional School District
Millbury Public Schools
Nantucket Public Schools
Newton Public Schools
North Middlesex Regional School District

Reading Public Schools
Weston Public Schools
Winchester Public Schools

March 8, 2013

Janet Allison
Director of the Commission
New England Association of Schools and Colleges
Bedford, MA 01730

Dear Janet,

We're writing to share with you a range of concerns about our experiences with NEASC. We have described them in detail in the attached document and we look forward to discussing them with you.

Almost all the superintendents and principals who have signed this letter think NEASC has long provided a productive vehicle for public secondary schools to engage in comprehensive self-study leading to educational improvement. For many of our schools, the results have been powerful in pedagogy, equity, leadership and facilities. Though the NEASC process has always been complicated, challenging and expensive, it added clear value to our educational programs.

But for some time the value of the NEASC process has been declining, and this decline has accelerated in recent years. This change partly reflects the new context in which our schools now function—a context to which NEASC needs to adapt. We now face new extensive regulatory requirements, some of which seem to make NEASC appear redundant. Others are at cross purposes with NEASC. All of the regulatory requirements compete for our staff time and financial resources. And there are aspects of the NEASC process that have long been, on their own terms, problematic. Yet, NEASC has not addressed these concerns despite specific requests and complaints some of us have made.

The enclosed document begins with a discussion of NEASC's strengths and then summarizes six major areas of concern.

1. **Inflexibility**—NEASC needs to accept alternative methods of achieving its standards and support us in our own progressive improvement efforts.
2. **Insularity**—The standards are narrowly constructed and constitute yet another top-down external mandate for our schools.
3. **Dual Standards**—NEASC needs to allow public schools the leeway and options it permits independent schools.
4. **Expense**—NEASC accreditation is cumbersome and consumes tremendous amounts of time and money, both of which are now in shorter supply than ever.
5. **Responsiveness**—NEASC needs to pay attention to criticism and input from the field and acknowledge and respond to both.
6. **Relevance**—The NEASC accreditation process no longer differs significantly from state-driven school reform efforts. NEASC needs to adapt to changes the Common Core, the Massachusetts Educator Evaluation System and other initiatives have brought about.

These six issues have caused years of accumulated frustration, of wasted energy and resources, of squandered "school change capital," and have created our present sense of urgency in deciding whether to leave NEASC.

Most of us are willing to explore the role that a more flexible, responsive NEASC could play in helping all districts develop and/or meet more progressive standards. We are asking NEASC to consider our suggestions for solutions that we believe are productive and realistic.

Unless NEASC shows its willingness to consider and discuss our concerns with us, it is likely we will choose to go our own way. Given that many of our districts will need to make a decision about our future relationship with NEASC within the next few months, we look forward to your timely response. We ask that you contact Colleen Dolan at the EDCO Collaborative if you would like to discuss next steps.

Sincerely,



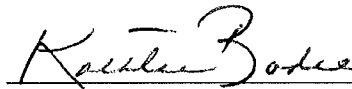
Alixe Callen
Acton-Boxborough Regional High School, Principal



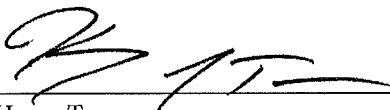
Stephen Mills
Acton-Boxborough Regional Schools, Superintendent




Mary Villano
Arlington High School, Principal



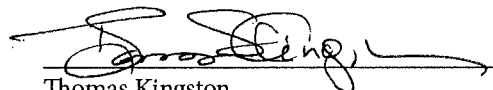
Kathleen Bodie
Arlington Public Schools, Superintendent



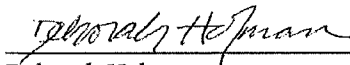
Henry Turner
Bedford High School, Principal

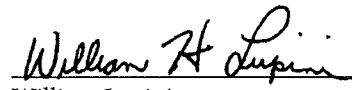


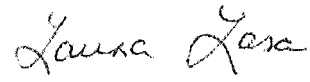
Jon Sills
Bedford Public Schools, Superintendent

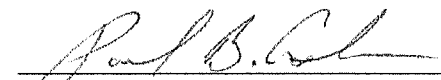


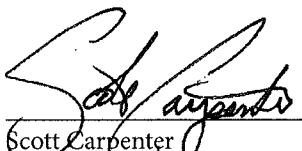
Thomas Kingston
Belmont Public Schools, Superintendent

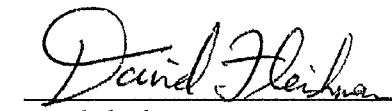

Deborah Holman
Brookline High School, Principal

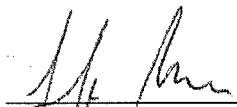

William Lupini
Brookline Public Schools, Superintendent

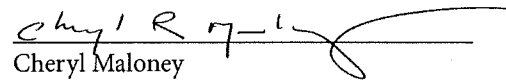

Laura Lasa
Lexington High School, Principal

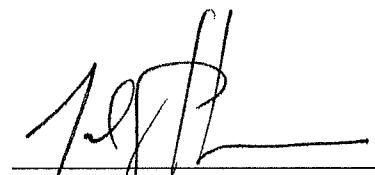

Paul Ash
Lexington Public Schools, Superintendent

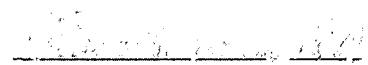

Scott Carpenter
Lincoln Sudbury High School, Superintendent-Principal

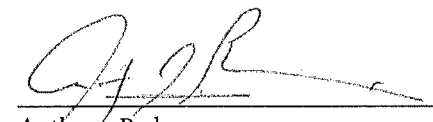

David Fleishman
Newton Public Schools, Superintendent

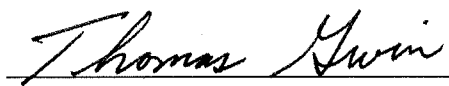

Jennifer Price
Newton North High School, Principal


Cheryl Maloney
Weston Public Schools, Superintendent


Joel Stemberge
Newton South High School, Principal


William McAluff, Jr.
Winchester Public Schools, Superintendent


Anthony Parker
Weston High School, Principal


Thomas Gwin
Winchester High School, Principal

NEASC's Strengths

NEASC has long provided a powerful vehicle for public secondary schools to engage in intensive and comprehensive self-study aimed at educational improvements. For many schools that have taken the opportunity to heart and turned the process into an honest examination of their practices, the results have been helpful. The collaborative inquiry has created cross-curricular opportunities for faculty to work together and a sense of ownership for the whole educational enterprise. Many schools have improved their pedagogy, equity, leadership, and physical plants. For those who participate in visiting teams to other schools, the learning experience is worth the intense three days of work when they take back to their districts new insights into the teaching and learning process.

Essentially, the NEASC self-study process has been about creating mission-driven schools that measure success in authentic ways rather than following the mandate-driven, reactive school reform efforts that measure student success solely through standardized tests. For schools whose values are consistently reduced to test scores, NEASC provides a welcome respite, with its focus on broader measures of school quality. NEASC differs fundamentally in its approach to education reform from the approach of Race to the Top, the No Child Left Behind legislation, school choice and charter schools and the MCAS core of Massachusetts Ed Reform. In that comparison, NEASC, with its emphasis on schools being dynamic learning organizations that empower teachers to develop curricula that prize depth over breadth, wins hands down over the singularly summative assessment approach of most state and national legislation. In large measure, NEASC honors faculty members and administrators by engaging them in an intense process of self-study and reflection, and by inviting them to measure their progress against a set of clear, progressive values.

The process of collaboratively defining a set of school-wide learning expectations pushes faculties to think beyond information absorption and to focus instead on the development of transferable thinking and communication skills. The benefits go beyond the expectations themselves and include the level of community-wide commitment to these learning goals that the process engenders. The adoption of the Common Core standards on the other hand, despite being more skill-centered, may not be embraced as actively because they are coming from without. NEASC's focus on 21st Century Skills and its courage in naming them, its call for effective class size levels and the required resources to address 21st Century educational challenges, and its emphasis on student-centered instruction have generated standards that push schools in important directions.

Historically, NEASC has promoted engaging instruction that develops students' thinking, and curricula that are best evaluated through a rich array of authentic assessments. NCLB and MCAS, on the other hand, have operated with a different set of assumptions: Where our schools are failing, we must simply hold teachers accountable, and to do so we impose standardized testing that, despite lip service to the contrary, pushes our curricula further and further away from student-centered learning. The understanding that we develop students intellectually by engaging them in increasingly complex and textured assignments is anathema to the "hold them accountable" standards that are ultimately about information absorption.

For leaders who have worked to move their schools towards common understandings of quality instruction, towards teaching for understanding, and towards equitable practices, many of the NEASC standards and the self-study processes have been useful tools. For schools that have not identified these directions as key components of their missions, values or strategic plans, these standards may help to move them in positive directions. Additionally, the NEASC self-study process has been valuable to many schools as a means of reinforcing school leaders' and/or faculty members' concerns and priorities. Schools that have not enjoyed strong reputations may be bolstered by the accreditation process, and buildings in need of repair may benefit from a Warning status as school departments organize for community and MSBA support. Faculties that are open to input have often benefited from independent assessments of their work and their ability to meet their goals. The process of authentic self-study involves the whole faculty and can create a sense of whole school ownership and responsibility. The leadership standard may provide a unique opportunity for faculties to reflect on their practices and to give valuable feedback to administrators in a safe and constructive context. The very practice of self-assessment can nurture a culture of self-assessment and self-improvement for the whole school. The processes encouraged educators to reflect more deeply on their practice than they would have if solely influenced by NCLB pressures and standardized test scores.

Critical Juncture

Despite these benefits, NEASC is at a critical juncture with six major areas of concern.

1. **Inflexibility**—NEASC needs to accept the validity of alternative methods of achieving its standards and to support many schools' progressive, home-grown school improvement efforts.
2. **Insularity**—The imposition of narrowly constructed standards differs little from top-down, mandate-driven school reform efforts.
3. **Dual Standards**—NEASC denies public schools the leeway and options it allows independent schools.
4. **Expense**—The NEASC accreditation process is cumbersome and consumes tremendous amounts of time and money, both of which are in shorter supply than ever.
5. **Responsiveness**—NEASC apparently pays little attention to criticism and input from the field.
6. **Relevance**—The process is no longer as distinct as it once was from state-driven school reform efforts and has failed to adapt to the changes being caused by the Common Core and the Massachusetts Educator Evaluation System.

Inflexibility

On the one hand, NEASC creates a process that respects teachers as professionals able to self-assess and help make changes. However, by imposing a process that does not allow for alternative approaches to meeting NEASC standards, the self-study can become its own kind of strategic planning effort that often conflicts either with a school-based change/professional development process or with district-wide strategic planning and initiatives. Where such strategic planning is absent, NEASC serves a highly valuable function. But its self-study process doesn't take into consideration or try to complement where the school or district is in its change process. For instance, NEASC requires that all schools implement advisories. But schools that

have demonstrated that their faculties and staffs actively cultivate adult-student relationships, and have the statistics to prove their success, are put on warning status for not adopting the one-size-fits-all solution that NEASC has determined is required.

Advisories. We agree with the goal of ensuring that every student has an adult in the school whom he or she can go to for school-related advice, and we appreciate NEASC's drawing attention to it as a goal worthy of close examination and deliberate planning. Success in this regard often occurs in schools where which teachers and counselors, coaches and advisers, secretaries and lunch servers are deeply invested in their students' success. Principal Advisory Councils, Student Assistance Teams, lunch groups, social pragmatics groups, etc., help to identify and provide interventions for disconnected students. The NEASC standard has encouraged some of us take student surveys to find who may not feel connected and develop plans to remedy the situation. In some cases, advisories provide an added layer of opportunity for connection. But we are unaware of any research that demonstrates a positive impact of advisories on student achievement. In fact, some survey and anecdotal student feedback suggests that advisories do much less so than classroom-based or counseling-based connections. The key here is that approach has become a mandate that does not work in all schools.

If the goal is personalized education and a strong adult connection, why would the NEASC standard exclude guidance counselors from the mix? Limited resources, both in terms of time and personnel, require that we take these connections and celebrate them wherever we can. One can only assume that NEASC believes that teachers don't seek out these kinds of relationships and therefore that the standard has to rest entirely on their shoulders.

Many of our schools have instituted advisories, and some have enjoyed some successes. But for others, the challenges of creating a new schedule or of negotiating additional student contact time with teachers are not worthwhile, given the unsubstantiated results or the existing alternatives. NEASC needs to be more flexible to the ways schools change.

Insularity

Several NEASC standards confuse a means to an end with an end itself and create havoc in schools that actually agree with and have continually worked towards achieving these standards. These include mandating advisories to accomplish the "personalization" of education discussed above and requiring the use of school-wide rubrics to measure achievement of school-wide academic expectations. Two other cases elevate a means to the position of an end or a standard: the requirement that every student participate in at least one heterogeneous class and the expectation that schools will measure and communicate individual achievement of their social and civic expectations.

School-wide Rubrics. NEASC's leadership in encouraging schools to develop agreed upon academic expectations for all students has been a powerful contribution. When we ask what we want students to know and to be able to do across the whole curriculum, the answers invariably focus on skills, problem-solving and communication. NEASC has been invaluable in encouraging schools to prioritize the genuine integration of these expectations into our curricula and instruction. NEASC expects, and we agree, that these expectations need to be

understandable and measurable. We agree that feedback to students on how well they are progressing in terms of these general standards is important. And we agree that rubrics are a useful tool for these purposes. However, we find that there is a disconnect between using the school-wide rubrics as a holistic means of expressing the academic expectations, and using them, analytically, to evaluate specific student work. More specific rubric language and/or criteria lists that parallel the school-wide rubrics language, are much more useful. And yet, NEASC requires the use of school-wide rubrics to measure and evaluate student work. Again, we are aware of no research that establishes the value of school-wide rubrics in the context of course requirements despite requests to NEASC from principals to see evidence.

NEASC's intransigence on this issue has cost school districts collectively literally thousands of hours as faculties try to meet this narrow and contradictory prescription. Schools have challenged visiting team chairs with the accumulated evidence of well-defined analytic rubrics or grading criteria that relate to the holistic school-wide rubrics but do not imitate them, and they have been told time and again that the school-wide academic expectations and standards are inadequate. We are concerned that this inflexibility undermines the very important work of creating and internalizing school-wide academic expectations, as teachers become disgusted with the whole rubric issue.

Measuring individual achievement of the social and civic expectations. At a conference several years ago, some of us asked why NEASC was requiring schools to measure the individual's achievement of the social and civic expectations. The answer was that now, with 21st Century Skills, these expectations are important. We agree. Many districts have developed their social studies curriculum accordingly (as well as other curricula), worked with students to create democratic processes and institutions, developed class participation rubrics that reflected many of the values of cooperation, good listening, and responsibility, etc. Because schools serve a civic function in a democratic society, we strongly believe that the development of critical and independent thinking is a crucial component of our educational/civic mission.

But we also think that measuring individual achievement of social and civic values is impracticable, and that it overstates the school's mission. Our job is to expose students to a range of values, to provide them with opportunities to practice behaviors that are important to a democratic society and to develop their own belief systems. It is not to indoctrinate them or to grade them on how strongly they believe, for example, that we have a responsibility to the environment or that we are citizens of the world.

All students must participate in at least one heterogeneous class. Undoubtedly, the democratic mission of public schools points to the value of heterogeneous classes. Given the existence of racial and socio-economic academic achievement gaps, it is critical for us to provide equality of opportunity, proactive achievement gap-closing measures, and opportunities for students to learn together. Also, in many schools the problem of low expectations for students in lower-level classes is still highly relevant. But the research is truly mixed with regard to whether heterogeneous classes improve the achievement of struggling learners. Some say leveling that maintains high expectations, effective scaffolding and movement to increasing levels of challenge is more effective. If the democratic experience is NEASC's primary impetus, then

why are only core classes included? Closing the achievement gap is important in itself and leads to racially and socio-economically heterogeneous classes. But creating skill-based and processing speed-based heterogeneous classes does not necessarily improve achievement, and in some cases further impedes it. This standard also leaves open how heterogeneous these classes are expected to be: 100 percent? 90 percent? 80 percent?

A standard that clearly states the importance of closing academic achievement gaps, promotes a variety of approaches for doing so and holds schools accountable for the results makes more sense than prescribing a particular means to this end. Many of our schools continuously research and generate a range of achievement gap-closing initiatives such as mentoring programs, after school and in school academic support programs, summer math programs, capacity-building scholarship competitions. Heterogeneous classes may be one of these measures, but we hope NEASC will encourage schools to develop a variety of ways to close achievement gaps.

NEASC's inflexible approach has serious consequences for schools. No matter how authentic the school's self-study process is, no matter how deeply they internalized the standards and the value of the process, the imposition of a one-size fits-all approach can be incredibly demoralizing. For many of us, the process has created wariness and anger as we worked for endless hours without achieving the results that these critically important standards require. All the research on school change that recognizes the value of professional learning communities and other home-grown configurations of collaborative work does so because it reflects the indisputable reality that the creative power of teachers, guided towards agreed-upon ends, and informed by data, is the most effective engine of educational change.

We are concerned that NEASC has gotten caught up in a kind of lock-step logic that has moved from well-conceived standards to narrowly construed mandates. This happens when organizations become too insular, and only go through the motions of listening to practitioner feedback. Schools are messy, complex, exceedingly human organizations that are well suited to the still superior core of the NEASC approach: A reflective, peer review focused on mission-driven education; progressive standards; school-wide academic expectations; rich, student-centered learning experiences; equity; and community resources and physical plants that support the school's mission. Unfortunately, NEASC's current ideologically driven inflexible approach causes schools to waste precious hours, weakens school leadership, and undermines NEASC's credibility.

Dual Standards

Particularly vexing is the existence of dual standards when it comes to how prescriptive NEASC is. When one compares the standards and required achievement indicators dictated by the Commission on Public Secondary Schools with the standards and suggested indicators recommended by the Commission on Independent Schools, the differences are at best perplexing. Where the CPSS prescribes a detailed roadmap from which the slightest deviation leads to punitive designations, the CIS provides standards and invites the schools to devise their own ways to meet them.

For example, with regard to equity, the CIS uses the following standard:

- The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values, that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals, and
- There is a process in place to see how the school's program needs to change to reflect the diversity of cultural experiences and to identify adults and/or students who will need additional support to function effectively in a pluralistic environment.

Whereas, CPSS prescribes that

- The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

With regard to personalization, CIS uses the following standard:

- There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.

Whereas, CPSS prescribes that

- There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

With regard to social and civic expectations, CIS expects that

- The school's program demonstrates consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.

Whereas, CPSS prescribes that

- The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

Does NEASC believe that public school personnel need greater direction and control than independent school personnel? The standards that allow for faculties to determine the means for meeting them facilitate a more constructive approach.

Expense

Massachusetts schools are currently immersed in time-consuming commitments, many of which result from state and federal mandates: Common Core alignment; PAARC preparation; ELL-related hiring, training and scheduling; RETELL; the New Massachusetts Educator Evaluation System; Data team training; PLC creation; addressing budget-consuming Special Education costs; differentiation training; equity, cultural proficiency and achievement-gap closing efforts; etc. All of these commitments are in addition to whatever homegrown work they have been involved in (PLC level work on UBD, thinking-based curriculum and instruction, scheduling initiatives to more effectively use time, achievement-gap closing work, technology integration, building renovation, addressing the needs of changing populations, introducing and mentoring new staff, including school leaders, anti-bullying work and school safety reviews, in-house special education program creation and training and support of staff, MCAS remediation efforts, etc.)

While some NEASC standards intersect with some of these mandates and provide an alternative approach to others, the time and energy that the two-year self-study and visit impose on is fundamentally disruptive to the mandated and locally-generated work that we are required or committed to do.

Were the CPSS standards less prescriptive, more like the CIS standards, and the process perhaps focused on certain elements every 10 years, the self-study process would be more likely to examine and support the best initiatives and efforts to meet state and federal mandates.

This approach would also be likely lead to a less costly process; the size of the visiting team could be reduced along with the scope of its focus. Combining the cost of the self-study and visit and the yearly dues, the average annual cost to schools over a 10-year period ranges from \$50,000 to \$75,000. This estimate omits the large in-kind cost of the time teachers and administrators spend on the process and the auxiliary costs of attending preparation conferences.

Responsiveness

As a self-monitoring, peer review, membership driven accreditation organization, NEASC contains wonderful elements of grassroots involvement. Faculty and administrators serving on visiting teams learn a tremendous amount, and what better group of people than other practicing educators to review a faculty's self-study and make recommendations. The problem is, there is no membership input into the standards themselves or into the process by which school may work to meet those standards. These standards and accompanying processes and sanctions are increasingly the product of a small group who have genuinely submitted their work for peer review, and whose feedback forums have shown no real intention of integrating criticism or concerns.

Many of us have attended the regional "review" sessions instituted by NEASC. After criticisms were raised 10 years ago we are still waiting to see any evidence that our suggestions will help move the self-study process forward.

Similarly, those of us who have served on NEASC accreditation teams have been dismayed by the rigidity of the rating guides. There has not even been an attempt to solicit member input on the content of the rating guides. For example, there was never a chance to offer feedback on the fact that not having an advisory would cause a school to fail the entire standard on school leadership. The rating guide seems to limit the discretion of the visiting team, and forces some schools to be placed on warning for not meeting the prescribed approaches adopted by NEASC. Some of us believe that NEASC's greatest need is to make its rating guide more flexible.

Relevance

Where NEASC once was the clearly distinct external alternative to top down, mandate driven school reform processes, the distinctions have become increasingly blurred. The Common Core and impending PAARC assessments have some seriously questionable components, not the least of which is the set of extraordinary standards for kindergarten or the questionable change drivers that those standards reveal. In that regard, NEASC's philosophy of educational change is still fundamentally different. However, the Common Core finally prioritizes the development of students' thinking skills and therefore has more in common with NEASC curriculum and instruction standards than MCAS ever did. Similarly, the Massachusetts Education Evaluation System, with its focus on local measures, encourages a dynamic process of innovation, self-assessment and improvement. Of course, the second phase of implementation, which ties educator evaluation to student achievement, can become one of two different processes: either a

healthy growth oriented internal process where student achievement data is owned and analyzed by teams of teachers to inform the curricular and instructional change the other, or a stifling process based upon public “accountability.”

This convergence suggests a new opportunity for schools to integrate their work on mission-driven, school-wide academic expectations with state frameworks that are genuinely thinking skills-based. But the relatively rigid, two-year process NEASC requires is at odds with the change process that the New Educator Evaluation System mandates. In terms of time, the daunting process of aligning with the Common Core, developing local outcomes and common and equivalent assessments, and implementing the Evaluation System is incompatible with the NEASC requirement to put everything on hold to conduct the two-year self-study. Equally significant, the New Educator Evaluation System is a school reform process, not simply an accountability measure, and it systematizes ongoing, collaborative assessment of curriculum and instructional practices based upon regular review of student achievement data.

In fact, it is even possible that the state is creating the conditions for a different kind of accreditation based either on how genuinely schools enter into this process of growth, self-assessment and improved practice, or more likely, based on the student achievement results the schools attain. While the achievement that the Massachusetts Educator Evaluation System is intended to improve is based upon the Common Core standards, the System imposes those standards as a given and doesn't encourage a process of adaptive change through which schools come to own a fundamentally different view of what their educational mission is. But dangerous as state “accreditation” may be, we are concerned that its impending evolution fundamentally weakens NEASC's fundamental reason for being.

These problematic or missing components of DESE-driven educational change provide opportunities for NEASC to continue to contribute in positive ways to ensure a deeper process of adaptive, purposeful, mission-driven school change. NEASC needs to recognize the changing tableau and adapt to it with more flexibility.

In summary, the door remains open for us to willingly explore the role that a reformed NEASC might play in helping all districts develop and/or meet progressive standards that deepen our work. Unless NEASC shows its willingness to consider and discuss our concerns with us, it is likely we will choose to go our own way, taking with us the best of the internalized standards, values and self-study ideas that NEASC over the years has helped to engender in so many of our faculties and administrative staffs.

File: IGA

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MATERIAL

(FIRST READING 2/26/15)

~~Constant adaptation~~ Review and development of the curriculum is necessary if the Districts ~~are~~ is to meet the needs of the students in their schools. To be successful, curriculum development must be a collaborative enterprise involving ~~staff~~ faculty and administrators utilizing their professional expertise, ~~and gathering input from parents and community.~~

~~The Committees expect their~~ Under the direction of the Superintendent, the faculty and administration ~~to will~~ regularly evaluate the ~~education program~~ curriculum and ~~to~~ recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

Instructional materials appropriate to support the teaching of the curriculum must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints. Faculty will be involved in the selection of instructional materials. Final decisions will rest with school and district administration.

The Acton-Boxborough Regional School District curriculum will be consistent with the state curriculum frameworks.

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

(Combines Policies IGA, IGD, II, IJJ and IJK)

File: IGA-R

CURRICULUM AND INSTRUCTIONAL MATERIAL

Instructional materials should:

- foster the knowledge and intellectual and reflective skills students will need to thrive in an increasingly complex world (Long Range Strategic Plan 2011-2016, Goal #2)
- not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry or national or ethnic origin (Notice of Non-Discrimination)
- allow for sufficient flexibility to meet the needs of all students

**TOWN OF ACTON
2015 ELECTION CALENDAR**

Annual Town Election is March 31, 2015
Annual Town Meeting is April 6, 2015

- Last day to obtain nomination papers February 6, 2015
- Last day to file nomination papers with Board of Registrars February 10, 2015
- Last day to object / withdraw February 26, 2015
- Last day to register voters March 11, 2015
- Last day to post town warrant March 17, 2015

TOWN OFFICIALS TO BE ELECTED IN 2015 - TERM OF OFFICE

Moderator

1 Member – 1 year term

Acton Board of Selectmen

1 Member- 3 year term

School Committee

2 Members- 3 year term

Trustees Memorial Library

2 Members- 3 year term

Acton Housing Authority

1 Member – 5 years

Water Supply District of Acton

1 Commissioner – 3 year term
1 Moderator – 3 year term

***TRUSTEES --- TO BE ELECTED AT ANNUAL TOWN MEETING
MUST BE NOMINATED AT TOWN MEETING***

Trustees, West Acton Citizen's Library

1 Member – 3 year term

Trustees, Elizabeth White Fund

1 Member- 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member- 3 year term

Trustees, Charlotte Goodnow Fund

2 Members – 3 year term



BOXBOROUGH TOWN CLERK
29 Middle Road, Boxborough, Massachusetts 01719
Phone: (978) 264-1727 · Fax: (978) 264-3127
emarkiewicz@boxborough-ma.gov

ANNUAL TOWN MEETING/ELECTION CALENDAR 2015

Currently there is only one election planned for 2015—the annual town election.

Annual Town Meeting: Monday, May 11

Annual Town Election: Monday, May 18

January 19: Nomination papers for town offices available in the Town Clerk's office. The following offices will be on the ballot:

- **Moderator**, one-year term: 1 seat
- **Selectman**, three-year term: 2 seats
- **School Committee**, three-year term: 2 seats
- **Planning Board**, three-year term: 2 seats
- **Library Trustees**, three-year term: 2 seats
- **Board of Health**, one-year term: 1 seat
- **Constable**, three-year term: 1 seat

March 30: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 18 Annual Town Election. Papers are due in the Town Clerk's office by 5:00pm. A minimum of 25 signatures is required.

April 21: Last day to register to vote in order to be eligible to vote at Annual Town Meeting and the Annual Town Election. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

May 11: Annual Town Meeting begins at 7:00pm at the Blanchard Memorial School gym.

May 18: Annual Town Election. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.

MONTHLY ENROLLMENT
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2014-2015 ACADEMIC YEAR

Table with 10 columns for months (Sept. 1 to Jun 1) and multiple rows for levels (K to 12, Ungr., P.G., H.S., Secondary, O.D., Reg., Elem., Grand Total). Each cell contains enrollment counts for categories A, B(1), C, and Tot.

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

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

Actual
Acton-Boxborough
Grade 1-6
2014-2015
2/11/15

Grade YOG	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne			Total	Merriam			Total	#Sec.	Avg. Siz	
Rm	BAD	BPM	2	CAD	CAM	1	DAD1	DAD2	DAM	2	GAD	GAM	GPM	1	TAD1	TAD2	TAM		MAD	MAM	MPM	1	7				
K-27	22	22	44	20	21	41	19	20	21	60	20	18	19	57	21	21	21	63	20	20	20	60	325	16	20.3		
Gr. 1-26	19	20	39	21	23	23	67	21	23	21	65	22	22	44	22	22	22	66	22	23	23	68	349	16	21.8		
Gr. 2-25	18	18	54	23	23	23	69	23	22	22	67	22	22	44	22	22	23	67	22	23	22	67	368	17	21.6		
Gr. 3-24	22	23	67	22	23	21	66	22	23	23	68	22	22	23	67	22	21	22	65	22	22	22	66	399	18	22.2	
Gr. 4-23	21	20	62	24	25	24	73	24	24	23	71	24	24	25	73	24	23	24	71	23	24	24	95	445	19	23.4	
Gr. 5-22	21	22	65	25	24	24	73	24	25	25	74	24	24	23	71	23	23	24	70	23	23	24	94	447	19	23.5	
Gr. 6-21	24	25	74	24	25	24	73	24	24	25	73	24	24	24	72	25	24	24	73	24	25	24	73	438	18	24.3	
			19				2				6				8				7				8	50			
Total	19 Sec. Average 21.3			405	20 Sec. Average 23.1			462	21 Sec. Average 22.8			478	19 Sec. Average 22.5			428	21 Sec. Average 22.6			475	23 Sec. Average 22.7			523	2771	123	22.5
Range	18	25		20	25			19	25			18	25		21	25				20	25				18	25	
	36 Acton residents attend Boxborough																										
	23 Boxborough residents attend school in Acton																										

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

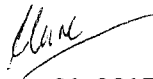


Acton-Boxborough Regional School District

16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Clare L. Jeannotte
Director of Finance

TO: Superintendent Glenn Brand
ABRSD School Committee

FROM: Clare Jeannotte, Interim Director of Finance 

RE: FY'15 Special Revenue Funds Status as of January 31, 2015

DATE: February 23, 2015

For your information please find attached the status of Special Revenue Funds for ABRSD as of January 31, 2015.

Please note that this will be provided monthly in the future as part of the FYI update at the same time as the appropriated budget v. actual monthly report.

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2015**

			Fund Balance	Transf from	Transfer from	Fund Balance			CASH BAL
			6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	1/31/2015
Operating									
		LUNCH							
K Nelson	3201	LUNCH	365,035.68		185,908.17	550,943.85	931,062.59	781,901.30	700,105.14
K Nelson		Blanchard School Lunch	0.00	53,405.32	(53,405.32)	0.00			0.00
K Nelson		APS School Lunch	0.00	132,502.85	(132,502.85)	0.00			0.00
		SUPERINTENDENT							
G Brand	3311	SUPERINTENDENT GIFTS	707.50	145.29		852.79	124.00	436.40	540.39
		DISTRICTWIDE							
G Brand	3353	DISTRICT WIDE GIFTS	0.00		1,148.47	1,148.47	0.00	0.00	1,148.47
		Acton Garden Club	0.00	500.00	(500.00)	0.00			0.00
	2606	APS ESL After School	0.00	323.53	(323.53)	0.00			0.00
	2609	APS PD Outdoor classroom	0.00	314.37	(314.37)	0.00			0.00
		ESL REVOLVING	10.57		(10.57)	0.00			0.00
		CURRICULUM							
D Bookis	3318	PARENT INVOLVEMENT PROJECT	17,691.68			17,691.68	1,270.00	2,029.84	16,931.84
D Bookis	3323	CURRICULUM GIFT	908.45	10.00		918.45	6,925.00	5,757.94	2,085.51
D Bookis	3331	TEACHING AMERICAN HISTORY	0.00			0.00	0.00	0.00	0.00
D Bookis	3419	SCHOOL TO BUSINESS	(2,867.93)			(2,867.93)	900.00	750.00	(2,717.93)
		FINANCE							
C Jeannotte	3401	SCHOOL CHOICE	64,984.42		196,220.70	261,205.12	179,610.00	132,630.58	308,184.54
C Jeannotte	3401	Boxborough School Choice	0.00	196,220.70	(196,220.70)	0.00			0.00
C Jeannotte	3016	CIRCUIT BREAKER	0.00		88,196.00	88,196.00	1,022,140.00	598,199.32	512,136.68
C Jeannotte		Boxborough Circuit Breaker	0.00	73,470.00	(73,470.00)	0.00			0.00
C Jeannotte		APS Circuit Breaker	0.00	14,726.00	(14,726.00)	0.00			0.00
C Jeannotte	3417	TELEPHONE REVOLVING	25,907.43			25,907.43	0.00	0.00	25,907.43
C Jeannotte	3501	INSURANCE REIMB	17,135.16		1,539.82	18,674.98	250.00	2,869.20	16,055.78
C Jeannotte		Insurance Reimb Blanchard	0.00	1,539.82	(1,539.82)	0.00			0.00
C Jeannotte	3502	VENDOR RECOVERY	40,698.79			40,698.79	2,467.81	0.00	43,166.60
C Jeannotte	3503	VANDALISM REIMB	311.09			311.09	0.00	0.00	311.09
M. Dennehy	9901	TAILINGS	27,676.11			27,676.11	0.00	2,870.36	24,805.75
		FACILITIES							
J D Head	3322	ELM ST HOOPS	1,214.00			1,214.00	0.00	0.00	1,214.00
J D Head	3324	SOLAR PANEL PROJECT	1,555.75			1,555.75	0.00	0.00	1,555.75
J D Head	3328	NSTAR POWER DOWN PROJECT	16,335.27			16,335.27	0.00	984.64	15,350.63
J D Head	3329	FRIENDS OF LOWER FIELDS	13,460.82			13,460.82	20,000.00	2,200.00	31,260.82
J D Head	3330	LOWER FIELDS GIFT 2	4,130.31			4,130.31	0.00	4,130.31	0.00

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2015**

			Fund Balance	Transf from	Transfer from	Fund Balance			CASH BAL
			6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	1/31/2015
Operating									
J D Head	3342	WEST ACTON BOARDWALK	0.00	11,822.50		11,822.50	0.00	750.00	11,072.50
J D Head	3347	DOW TRACK	95,465.38			95,465.38	45,000.00	140,465.38	0.00
TBD	3418	TRANSPORTATION	98,365.65			98,365.65	2,322.60	6,979.82	93,708.43
J D Head	3332	DAMON PLAYGROUND	0.00	2,086.85		2,086.85	0.00	0.00	2,086.85
J D Head	4001	LOWER FIELDS CONSTRUCTION	3,821.41			3,821.41	269.55	4,009.87	81.09
COMMUNITY EDUCATION									
E Bettez	3402	COMMUNITY ED	683,484.87		67,815.34	751,300.21	1,732,136.25	1,607,991.67	875,444.79
		Comm Ed- Blanchard ADK	0.00	67,815.34	(67,815.34)	0.00			0.00
E Bettez	3403	USE OF FACILITIES	0.07			0.07	155,220.90	182,642.65	(27,421.68)
E Bettez	3404	DRIVERS' ED	207,031.60			207,031.60	99,644.60	85,878.72	220,797.48
PUPIL SERVICES/SPED									
J Gibowitz	3427	BL INTEGRATED PRESCHOOL	0.00	82,713.75		82,713.75	0.00	25,000.00	57,713.75
M Emmons	3428	ODP REVOLVING	12,279.36			12,279.36	36,758.00	41,822.94	7,214.42
J Gibowitz	3429	AD INTEGRATED PRESCHOOL	74,112.88			74,112.88	137,836.00	122,994.27	88,954.61
3326 MCC BIG YELLOW SCHOOL BUS									
J Campbell		SENIOR HIGH	205.14			205.14	200.00	0.00	405.14
A Shen		JUNIOR HIGH	0.00			0.00	0.00	0.00	0.00
D Labb		BLANCHARD	0.00	0.00		0.00	0.00	0.00	0.00
D Sugrue		CONANT	0.00	650.00		650.00	200.00	0.00	850.00
C Whitbeck		DOUGLAS	0.00	278.75		278.75	0.00		278.75
L Newman		GATES	0.00	104.30		104.30	0.00	0.00	104.30
D Krane		MCCARTHY TOWNE	0.00	0.00		0.00	200.00	0.00	200.00
E Kaufman		MERRIAM	0.00	671.00		671.00	0.00		671.00
3341 COMM ED ADK GIFT									
D Labb		BLANCHARD	0.00	0.00		0.00	0.00	4,654.73	(4,654.73)
D Sugrue		CONANT	0.00	1,182.78		1,182.78	0.00	9,311.79	(8,129.01)
C Whitbeck		DOUGLAS	0.00	(2,598.44)		(2,598.44)	0.00	20,931.89	(23,530.33)
L Newman		GATES	0.00	1,100.85		1,100.85	0.00	15,720.42	(14,619.57)
D Krane		MCCARTHY TOWNE	0.00	607.79		607.79	0.00	19,132.90	(18,525.11)
E Kaufman		MERRIAM	0.00	1,495.31		1,495.31	0.00	1,078.56	416.75

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2015**

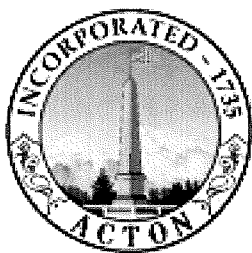
Operating		Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	CASH BAL 1/31/2015
	3416 LIBRARY REVOLVING							
J Campbell	SENIOR HIGH	1,751.54			1,751.54	3,600.00	2,500.00	2,851.54
A Shen	JUNIOR HIGH	6,154.19			6,154.19	2,000.00	750.00	7,404.19
D Labb	BLANCHARD	0.00	0.00		0.00	1,750.00	0.00	1,750.00
D Sugrue	CONANT	0.00	1,316.56		1,316.56	1,750.00	946.02	2,120.54
C Whitbeck	DOUGLAS	0.00	1,947.31		1,947.31	1,750.00	162.63	3,534.68
L Newman	GATES	0.00	2,782.36		2,782.36	1,750.00	750.00	3,782.36
D Krane	MCCARTHY TOWNE	0.00	1,086.98		1,086.98	1,750.00	711.43	2,125.55
E Kaufman	MERRIAM	0.00	2,907.59		2,907.59	1,750.00	0.00	4,657.59
	SENIOR HIGH							
S Desy	3301 ATHLETIC GIFTS	0.00			0.00	0.00	0.00	0.00
S Desy	3303 ABSAF:SH ATHLETICS	0.00			0.00	41,000.00	0.00	41,000.00
S Desy	3405 ATHLETIC REVG	0.00			0.00	241,541.39	218,426.10	23,115.29
M Hickey	3302 ABSAF:SH PERFORMING ARTS	5,608.46			5,608.46	4,000.00	0.00	9,608.46
M Hickey	3304 ABSAF:BAND UNIFORMS	0.00			0.00	0.00	0.00	0.00
J Campbell	3306 SENIOR HIGH GIFTS	4,981.44		20.00	5,001.44	1,600.00	0.00	6,601.44
J Campbell	3307 SH GIFT:GAZEBO	0.00			0.00	0.00	0.00	0.00
J Campbell	3308 SH GIFT:PTSO	6,920.56			6,920.56	5,000.00	4,103.23	7,817.33
J Campbell	3309 SH GIFT:OTHER	(4,490.60)			(4,490.60)	465.80	154.94	(4,179.74)
J Campbell	3310 SH GIFT:ABSAF	15,352.00			15,352.00	0.00	0.00	15,352.00
J Campbell	3313 ABSAF:SH EXTRACURRICULAR	11,338.17			11,338.17	16,000.00	7,628.65	19,709.52
J Campbell	3315 UNITED WAY GIFT	994.95			994.95	0.00	0.00	994.95
J Campbell	3319 SH: COMMUNITY SERVICE GIFTS	3,080.59			3,080.59	1,525.00	1,229.37	3,376.22
J Campbell	3320 SH: SPECTRUM	1,651.95			1,651.95	1,030.00	2,315.00	366.95
J Campbell	3321 AB FRIENDS OF DRAMA	25.00			25.00	0.00	0.00	25.00
J Campbell	3325 NSTA TOYOTA TAPESTRY	71.37			71.37	0.00	0.00	71.37
J Campbell	3412 LOST BOOKS-SENIOR HIGH	24,035.26			24,035.26	297.00	65.00	24,267.26
J Campbell	3413 PARKING-SENIOR HIGH	29,445.55			29,445.55	49,110.00	19,393.21	59,162.34
J Campbell	3414 SUMMER SCHOOL TUITION	147,704.65			147,704.65	36,968.85	138,735.44	45,938.06
J Campbell	3415 PERFORMING ARTS REV	8,630.76			8,630.76	24,396.40	15,706.81	17,320.35
J Campbell	3420 EMPORIUM REVOLVING	(7.77)			(7.77)	53,587.60	54,105.01	(525.18)
J Campbell	3423 SH: PROSCENIUM CIRCUS	7,987.38			7,987.38	32,190.15	51,235.27	(11,057.74)
J Campbell	3424 SH:COUNSELING/TESTING	9,031.74			9,031.74	30,835.00	21,087.68	18,779.06
J Campbell	3425 SH CHORUS	9,635.06			9,635.06	7,315.00	6,095.82	10,854.24
J Campbell	3430 SWAP TUITION	(168.68)			(168.68)	0.00	0.00	(168.68)
	SMOKING REVOLVING	20.00		(20.00)	0.00			0.00

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2015**

Operating		Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	CASH BAL 1/31/2015
JUNIOR HIGH								
A Shen	3305	JUNIOR HIGH GIFTS	12,123.80		12,123.80	4,055.93	2,100.00	14,079.73
A Shen	3312	ABSAF:JH EXTRACURRICULAR	3,453.85		3,453.85	6,000.00	4,034.97	5,418.88
A Shen	3314	JOHN LORING MEMORIAL GIFT	4,645.48		4,645.48	1.38	0.00	4,646.86
A Shen	3316	PROJECT WELLNESS JH	0.00		0.00	7,030.00	5,000.00	2,030.00
A Shen	3317	EDFAAB GIFT - JH	3.64	270.74	274.38	0.00	0.00	274.38
A Shen	3327	DRAGONFLY THEATER	8,136.44		8,136.44	25,000.00	5,286.79	27,849.65
A Shen	3411	LOST BOOKS-JUNIOR HIGH	5,772.09		5,772.09	151.00	128.16	5,794.93
A Shen	3421	JH STORE REVOLVING	1,382.58		1,382.58	16,115.25	17,748.24	(250.41)
A Shen	3422	JH THEATER REVOLVING	7,730.50		7,730.50	0.00	1,301.00	6,429.50
BLANCHARD								
D Labb	3333	BLANCHARD PTO	0.00		0.00	0.00	0.00	0.00
D Labb	3348	BLANCHARD GIFTS	0.00	7,191.57	7,191.57	600.00	4,706.88	3,084.69
D Labb	3408	BLANCHARD AM/PM XD	0.00	166,841.31	166,841.31	127,920.79	90,993.17	203,768.93
CONANT								
D Sugrue	3334	CONANT PTO	0.00	7,815.77	7,815.77	5,728.23	12,134.51	1,409.49
D Sugrue	3343	CONANT ENRICHMENT GIFT	0.00	101,114.97	101,114.97	62,919.47	3,803.86	160,230.58
D Sugrue	3349	CONANT GIFTS	0.00		1,092.20	598.00	0.00	1,690.20
D Sugrue	2617	APS Conant Technology	0.00	756.20	(756.20)	0.00		0.00
D Sugrue	2626	APS Conant Fndn Mtg Gift	0.00	11.29	(11.29)	0.00		0.00
D Sugrue	2633	Con: Prof Dev Gift	0.00	229.23	(229.23)	0.00		0.00
D Sugrue		Conant Art Gift	0.00	95.48	(95.48)	0.00		0.00
DOUGLAS								
C Whitbeck	3335	DOUGLAS PTO	0.00	4,595.25	4,595.25	14,250.75	20,954.48	(2,108.48)
C Whitbeck	3350	DOUGLAS GIFTS	0.00		701.74	0.00	0.00	701.74
C Whitbeck	3409	DOUG: DAWN/DUSK	0.00	169,984.19	169,984.19	159,941.29	167,079.94	162,845.54
C Whitbeck	2618	APS Douglas Dec Math	0.00	48.14	(48.14)	0.00		0.00
C Whitbeck	2619	APS Douglas Japanese	0.00	4.94	(4.94)	0.00		0.00
C Whitbeck	2620	APS Douglas Mentoring	0.00	606.44	(606.44)	0.00		0.00
C Whitbeck	2627	APS Douglas Foundation Mtg Gift	0.00	42.22	(42.22)	0.00		0.00
GATES								
L Newman	3336	GATES PTO	0.00	2,020.93	2,020.93	6,667.00	10,460.48	(1,772.55)
L Newman	3339	GATES GIFTS	0.00	9,018.03	1,220.25	10,238.28	400.25	13,987.66
L Newman	3344	GATES ENRICHMENT GIFT	0.00	25,265.37	25,265.37	16,109.79	(85.08)	41,460.24
L Newman	2640	Gates Playground Equip	0.00	317.31	(317.31)	0.00		0.00
L Newman	2644	Gates Parent Gift	0.00	902.94	(902.94)	0.00		0.00

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2015**

			Fund Balance	Transf from	Transfer from	Fund Balance			CASH BAL
			6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	1/31/2015
Operating									
MCCARTHY TOWNE									
D Krane	3337	MCCARTHY PTO	0.00	177.04		177.04	23,667.00	33,625.49	(9,781.45)
D Krane	3340	MCCARTHY TECHN	0.00	3,300.00		3,300.00	0.00	3,299.50	0.50
D Krane	3345	MCT ENRICHMENT GIFT	0.00	51,330.60		51,330.60	38,549.50	4,353.96	85,526.14
D Krane	3351	MCCARTHY TOWNE GIFTS	0.00		2,000.00	2,000.00	200.00	2,000.00	200.00
D Krane		McT Music Gift	0.00	2,000.00	(2,000.00)	0.00			0.00
MERRIAM									
E Kaufman	3338	MERRIAM PTO	0.00	355.28		355.28	30,000.00	39,086.45	(8,731.17)
E Kaufman	3346	MERRIAM OPEN CIRCLE	0.00			0.00	0.00	0.00	0.00
E Kaufman	3352	MERRIAM GIFTS	0.00		62.91	62.91	0.00	0.00	62.91
E Kaufman	3410	MERRIAM AM/PM	0.00	141,867.97		141,867.97	106,761.08	88,164.94	160,464.11
	2642	Merriam Handshake Project	0.00	62.91	(62.91)	0.00			0.00
TOTAL SPECIAL REVENUE FUNDS			2,102,663.41	1,347,355.58	0.00	3,450,018.99	5,593,915.58	4,886,805.10	4,157,129.47



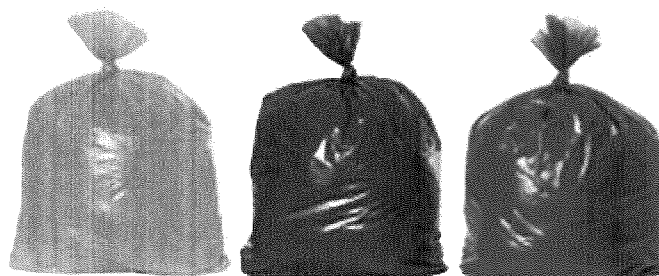
Get SMART?

Public Forum on SMART PAYT

Save Money and Reduce Trash:
Pay As You Throw

March 4 • 7pm

Room 204, Town Hall



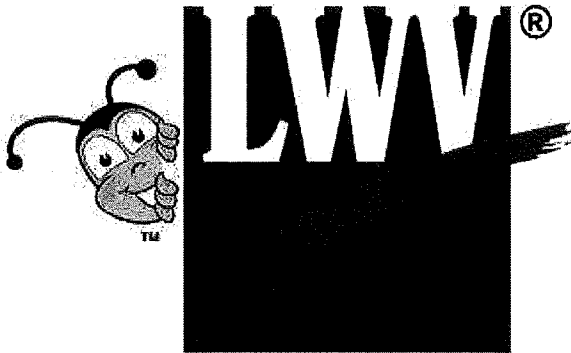
The Town of Acton is sponsoring a forum on the SMART Pay As You Throw program which will be considered at Town Meeting in April.

Come learn about how this new system could work for Acton and Transfer Station users.

For more information, see:

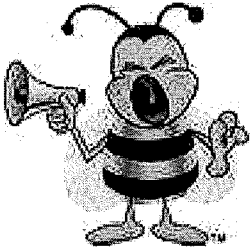
→ www.acton-ma.gov/

→ www.actontrash.info



Sunday, March 8th, 2015, 1:00 p.m.
 Acton Town Hall, Faulkner Room
Annual Civics Bee
Get into the BUZZ!
 Test the Sharpness of your Civics
 Knowledge

It's that time of the year again! Adults and students in our community are buzzing about the Annual Civics Bee coming up on March 8th! With the introduction of the new format last year, the event was a huge success with both adults and students. You don't want to miss the opportunity to participate this year with your friends and neighbors! It's a great way to focus all your winter energy.



For four years, our Civics Bee has captured the enthusiasm of high school students and community members alike. Last year 34 teams of students and community members vied to answer questions about local and national history, geography, our important governing documents, economics and more!

The League of Women Voters encourages civic engagement in all aspects of our government, and we're offering residents in our communities a chance to come together for a fun afternoon of friendly competition to help you engage in government – how much do you remember from your social studies and civics classes? It's also a great way for members to get to know the students from our community.

No need for individuals to put together a team! Each adult will be paired with a team of three students from the Acton-Boxborough High School team, picked randomly. This event is open to all residents of our community. All are guaranteed to have a great time and learn some things about our founding documents and our history. We also hope that students and adults will have a chance to meet and learn more about each other.

We are again fortunate to partner with the Social Studies Department in this venture. We are looking forward to another successful and fun Civics Bee. Hope you will be able to join us for the event.

If you are interested in participating, don't wait! Just send an email with your name and a contact number to Sahana Purohit at Sahana.purohit@gmail.com.

Entry is free. Prizes will be offered to all who compete and the top three teams will receive gift certificates.

Some Sample Questions and Resource Materials are posted on our website lwv-aa.org.

If you are interested in helping out with the event, or for other questions, please contact Sahana Purohit (Sahana.Purohit@gmail.com, 978-263-3754 or Mary Ann Ashton (MABAshton@aol.com, 978-263-4399)