



**Acton-Boxborough
Joint/Regional/Acton Public School
Committee Meetings**

February 4, 2010

**7:00 pm
at the
R.J. Grey Junior High Library**

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING
Library
R.J. Grey Junior High School

February 4, 2010
7:00 pm Joint Executive Session
7:30 pm AB Open Meeting
Joint Budget Discussion
Acton Public School Meeting

AGENDA

- I. APS/ AB Joint Meeting – Executive Session (7:00)

SUSPEND APS – AB Open Meeting begins
- II. CHAIRMAN’S INTRODUCTION (7:30)
- III. EDUCATION REPORT – Craig Hardimon (RJGJHS) (7:35)
Susan Root/Kate Hermon (NEASC) (7:45)
- IV. STATEMENT OF WARRANT AND APPROVAL OF AB MINUTES OF JANUARY 7, 2010 (addendum) (7:55)
- V. PUBLIC PARTICIPATION
- VI. UNFINISHED BUSINESS (8:00)
 1. BLF Report – *Brigid Bieber (oral)*
 2. Recommendation that the District accept the provisions of Section 64D of Chapter 29 of the Mass General Laws, effective April 1, 2010 – **VOTE** – *Sharon McManus (OBRA)*
RESUME APS – Joint Meeting begins (8:10)
 3. Approval of Joint Minutes of January 7, 2010 (*addendum*) and January 28, 2010 (*special meeting - addendum*)
 4. ALG Report –*Sharon McManus/Xuan Kong*
 - a. 1/27/10 meeting agenda
 - b. Minutes of 1/13/10 meeting
 - c. ALG Model
 5. FY’10 Budget Discussion – *Steve Mills (8:20)*
 6. FY’11 Budget Discussion –*Steve Mills*
 - a. Letter from the Governor with Chapter 70 info and cherry sheets
 - b. Emails from citizens
 7. Health Trust Report (*oral*) – *John Petersen*
 8. Director of Finance Search Committee Update – *Steve Mills*
 9. Review of District “SMART” Goals – *Steve Mills (8:40)*
 10. July School Committee Workshop Review (9:00)
 - a. Minutes of 7/1/09
 - b. Minutes of 8/27/09

VII. NEW BUSINESS (9:15)

1. Update from Blanchard Feasibility Sub Committee - *Maria Neyland*

Motion: To authorize the Superintendent and his staff to work cooperatively with members of the Boxborough School Committee (and their staff) regarding information needed to evaluate the feasibility of Boxborough regionalizing with Acton, grades K-12

SUSPEND APS – AB Open Meeting continues

3. Recommendation to Approve ABRHS Choral Department/Music Trip to Costa Rica, February 19-25, 2011 – **VOTE** – *Steve Mills*
4. Recommendation to Approve ABRHS Trip to England, April 14 – 22, 2011 – **VOTE** – *Steve Mills*
5. Recommendation to Approve use of accumulated interest in the student activities account to pay the costs associated with senior year activities for those students who are unable to afford them – **VOTE** – *Steve Mills*

VIII. FOR YOUR INFORMATION (9:25)

1. ABRHS Info
 - a. Discipline Report – January 2010
 - b. Spectrum – January 2010
2. RJGrey Info
 - a. Discipline Report – January 2010 (*addendum*)
3. Pupil Services Info
 - a. Flu Clinic update
 - b. OnTeam – Jan/Feb 2010
4. FY'10 Monthly ABRSD Financial Reports
 - a. Object Summary
 - b. SPED Financial (*addendum*)
5. ABRSD ELL Student Population – February 1, 2010 (*addendum*)
6. April Town Meeting Report
7. Sale and Recycle of Old Equipment and Materials memo (*addendum*)
8. 2009- 2010 District Profile
9. Theodore “Ted” Damko Award to Athletic Director, Steve Desy

IX. ISSUES FOR THE COMMITTEE

X. EXECUTIVE SESSION (*if needed*)

- XI. NEXT MEETINGS: February 6 – 9am - 3 pm, JH Library – **School Department Budget Presentation** - Joint meeting
February 25 – 7:30 pm, JH Library – Joint meeting – **Open Budget Hearing**
March 4 – 7:30 pm, JH Library

XII. ADJOURNMENT (9:30)

APS MEETING (*if needed*)

NEASC Self Study Time Line for 2009-2010 School Year

As of January, 2010

Sept. 15 th	Special Homeroom to “roll out” Mission/Expectations
Sept. 24 th	Back To School Night – Announcement of Mission/Expectations
Sept. 25 th	Early Release Day – Work in committees
Oct. 5 th	Faculty Meeting – Survey kick-off
Nov. 3 rd	Professional Day – Work in committees
Nov. 20 th	School Profile submits report to Steering Committee
Dec. 2 nd	Report is shared with faculty (via NEASC folder)
Dec. 7 th	Faculty Meeting - Vote on School Profile and discussion groups on Learning Expectations/use of rubrics
Jan. 4 th	Faculty Meeting – Work in committees
Jan. 15 th	School Resources and Community Resources reports submitted to Steering Committee
Jan. 19 th	Steering Committee Meeting
Jan. 25 th	School Resources and Community Resources reports shared with the faculty
Feb. 1st	Faculty Meeting - Vote on School Resources and Community Resources Reports
Feb. 5 th	Mission/Expectations and Leadership reports submitted to Steering Committee
Feb. 9 th	Steering Committee Meeting

- Feb. 22nd Mission/Expectations and Leadership Reports shared with faculty
- March 1st Faculty Meeting – Vote on Mission/Expectations and Leadership Reports
- March 25th Release Day – work in committees
- March 26th Curriculum report submitted to Steering Committee
- March 26th Steering Committee meeting
- March 31st Curriculum Report shared with faculty
- April 5th Faculty Meeting – Vote on Curriculum Report
- April 9th Assessment and Instruction reports submitted to Steering Committee
- April 13th Steering Committee Meeting
- April 28th Assessment and Instruction reports shared with faculty
- May 3rd Faculty Meeting- Vote on Assessment and Instruction and Reports

October 3-6, 2010 VISIT

PTSO Newsletter Article – January 2010

Alixé Callen

Over the course of the coming months, you will undoubtedly hear the acronym NEASC bandied about often. NEASC (the New England Association of Schools and Colleges) is our accrediting agency, responsible for certifying the quality of New England's high schools and colleges, including ABRHS. This certification is critical to us as it is one of the prime indicators that colleges and universities use to determine a high school's level of quality.

Every ten years, each school accredited by NEASC must undergo a thorough review, beginning with a self-study and culminating in a site visit by 15-18 educators. Alas, 2010 is our year. We are already hard at work preparing.

The first step in preparing for this site visit is for the school to review and revise (if necessary) its mission statement and its learning expectations for students. We spent the 2008-2009 school year doing just that. As you know, after significant reflection by the faculty and a series of open meetings for parents and students, we did make a change. Acton-Boxborough Regional High School's new mission is "Together we promote respect for self, others, and learning." The final version of this statement was written by an ABRHS student.

With our mission review complete, the next step in the process is a 'self study' – a process of collecting and analyzing data, examining practices, and documenting our program. Currently, the entire high school faculty, along with student and parent volunteers, is engaged in this process. Each piece of the report – there are eight sections – must then be approved by a vote of the faculty. The purpose of the self-study is to provide the members of the visiting committee with a description of the school and a grounding in its philosophy and practices.

All of this work is being completed in preparation for the aforementioned evaluation visit, which will take place October 3-6, 2010. The group will be a collection of peer educators (likely 15-18 in total) from other high schools across the state and region. The participants are volunteers, who give of their time to perform this critical service – just as members of our high school faculty participate in site visits at other schools.

Following the site visit, we will be provided a report, which will affirm the strengths noted by the committee and provide feedback on areas where improvement is recommended. This will be tremendously useful to the high school and we will use these findings to help set goals and determine areas of focus for the subsequent years.

We will certainly be calling on many of you to help and to participate. During the visit itself, there will be many opportunities for parents to get involved – sitting on panels, meeting with members of the visiting committee, and helping with hospitality. If you would like to get involved, please contact Alixé Callen, principal of the high school at acallen@mail.ab.mec.edu.

Lamplighter Article – Winter 2009-2010

Alixé Callen

Research on strong organizations consistently points to the important roles reflection, evaluation and feedback play in maintaining quality. Good organizations of all kinds – including schools – take the time to reflect on their practices, affirm their strengths, and identify their areas of weakness. We are no exception.

One of the feedback mechanisms used by high schools in New England is the New England Association of Schools and Colleges (NEASC). NEASC is an accrediting agency, responsible for certifying the quality of any and all high schools in its catchment area. This certification is critical to us as it is one of the prime indicators that colleges and universities use to determine a high school's level of quality.

In addition to the obvious importance of NEASC's imprimatur, this is also a tremendous opportunity for the high school to receive significant feedback on its program and practices. The NEASC process is carefully structured in order to provide the school with focused and relevant feedback from peer educators.

The evaluation and accreditation process is meant to be a sort of spiral – ongoing and constant. However, every ten years the process “heats up” and requires more focused attention. Right now we are in the midst of that period as we prepare for our decennial evaluation by a visiting committee appointed by NEASC.

The first step in preparing for this site visit is for the school to review and revise (if necessary) its mission statement and its learning expectations for students. We spent the 2008-2009 school year doing just that. After significant reflection by the faculty and a series of open meetings for parents and students, we did make a change. Accordingly, Acton-Boxborough Regional High School's new mission is “Together we promote respect for self, others, and learning.” The final version of this statement was written by an ABRHS student.

With our mission review complete, the next step in the process is a ‘self study’ – a process of collecting and analyzing data, examining practices, and documenting our program. Currently, the entire high school faculty, along with student and parent volunteers, is engaged in this process. Each piece of the report – there are eight sections – must then be approved by a vote of the faculty. The purpose of the self-study is to provide the members of the visiting committee with a description of the school and a grounding in its philosophy and practices.

All of this work is being completed in preparation for our decennial evaluation, which will be performed by the aforementioned visiting committee, who will be here on campus October 3-6, 2010. The group will be a collection of peer educators (likely 15-18 in total) from other high schools across the state and region. The participants are volunteers, who give of their time to perform this critical service – just as members of our high school faculty participate in site visits at other schools.

Lamplighter Article – Winter 2009-2010**Alixé Callen**

Following the site visit, we will be provided a report, which will affirm the strengths noted by the committee and provide feedback on areas where improvement is recommended. This will be tremendously useful to the high school and we will use these findings to set goals and determine areas of focus for the subsequent years.

There are many opportunities for parent and community involvement in this process. If you would like to get involved, please contact Alixé Callen, principal of the high school at acallen@mail.ab.mec.edu.



Acton Leadership Group Meeting

January 27, 2010

7:15 AM

Town Hall, Faulkner Hearing Room

Bart Wendell Facilitating

----- Agenda Topics -----

Please Note 7:15 AM Start Time!

1. Approval of Minutes 1/13/10	General Discussion	
2. FY 10 Town/School/State Budget Revenue Update	Steve Ledoux Steve Mills	
3. Review of ALG Spreadsheet	Marie Altieri	
4. ALG Spreadsheet Discussion , FY09 Budget versus FY09 Actuals	Herman Kabakoff	
5. Minuteman Assessments Over the Years	Mary Ann Ashton	
6. Local Meals and Motel Tax, FY 2011 Budget, DOR Accuracy	Herman Kabakoff	

***The next ALG meeting is scheduled for Wednesday, February 10, 2010**

VI. 4.b,
Alg 1/27/10
(#1)

ALG Minutes---January 13, 2010

Present: Bart Wendell, facilitator; Paulina Knibbe, Peter Berry (BoS); Sharon McManus, Xuan Kong (SC); Mary Ann Ashton, Herman Kabakoff (FC); Steve Ledoux, Steve Mills, John Murray, Steve Barrett, staff. Absent: Marie Altieri.

Audience: Denise Kelly, school finance dept. Ruth Kohls, Paul Hoff, Bob Ingram, Clint Seward, Dick Calandrella and Charlie Kadlec.

9. Other

Xuan asked for time for school communication; Mary Ann asked to discuss the meeting schedule.

Minutes were approved with the corrections in name spelling. Steve Ledoux will add a sentence about turn backs on agenda

2.FY 10—Steve Ledoux, Steve Mills

Steve L reported that little had happened with regard to the state budget. He is waiting for the MMA meeting where the Governor will speak and about his budget plans and cuts or not in local aid. Meanwhile the municipal budget has been presented to the BoS & FC. The municipal budget shows the cuts necessary to get to 3% and 0%.

Steve Mills reported that there has not been any big news and everyone is waiting for the Governor's budget. He talked with Roger Hatch of DOE and Hatch said that the expected 10% cut "may not be that bad." Meanwhile he is expecting a vote of the APS SC to change the retirement contribution of part-time employees from Social Security to OBRA. The savings will be in the \$150k-\$160k range. (The regional schools have voted to implement this change. The local schools can only do so if the town does as well.) The BoS will be discussing this issue on Jan. 25th. The 9c cuts to regional transportation have been reversed.

Follow-up: a report on the SC vote on the retirement shift and the exact amount of the savings: a report on the BoS vote on the retirement shift and any savings that result.

3. Review of ALG spreadsheet---Marie Altieri/Steve Barrett

Extra info: Draft spreadsheets of the ALG plans one with a 3% increase, the second with a 0%.

Steve reported that there are no changes on the 3% spreadsheets.

The only change on the 0% was in the AB Region totals. The question was whether to use the number voted at April Town Meeting or the lower assessment used in the fall to set the tax rate. The sheet was changed to use the number voted at the April TM which now results in a gap between revenues and expenses of \$404K

Xuan asked if the debt and COPs costs were settled

Paulina said she thought they'd reached a consensus that the schools would cover the school debt.

***It was agreed that this was so.

4. How to cover debt, COPS costs for FY11

Steve L: the management of the cuts [to cover the debt] is a management issue for the schools. The question is whether to use additional free cash. This is an issue we were to take back to our boards for guidance.

Xuan: APS agreed to ask ALG for the use of reserves for the debt service for this year because of the transition [back into the school's operating budget] The schools will absorb the COPS costs in the operating budget but evaluate it to see if it's a high enough priority to be continued.

Paulina: There are three officers in the schools. One of these officers is part of the Chief's staffing plan. Two officers were initially covered by the COPS program- this program is funded 50% by the school budget and 50% by the town's. The BoS discussed this issue and decided to follow the school's lead. If the schools decide to fund one officer, the BoS will match. If the schools feel this program is not important enough to fund, the BoS will also cut one officer.

Herman: the FC decided it was an operational issue & that the town & schools should work it out

Mary Ann: I think the FC's reaction to this is the same as #8 on the agenda: we want to see a three-year plan. We agree that the debt is an APS matter.

Xuan: APS recognizes that we need to carry the debt. But in the face of the 10% cuts [from local aid]---we need to ask for the funds for one year.

Mary Ann: the rationale for the FC is to keep capital debt in the operating budget so as it is paid off there is room for something else.

Paulina: Filling the gap in the budget will require a combination of three things: cutting services, finding savings and finding additional revenue. The BoS is in the process of cutting the municipal budget to approach the 0% goal. The schools are also discussing details about their budget cuts. We also need to identify sources of additional revenues -- including the possibility of using some more reserves, if necessary, to mitigate some of the school budget cuts. We also need to evaluate whether there are any savings from the Cost Savings study that can be used in FY11.

The FC has recommended that no more than \$2M of reserves be used in the FY11 budget. The current ALG plan uses \$1.9M. There is potential for additional funds from the meals tax, smaller cuts in Ch. 70---so there are some sources for additional revenue.

MaryAnn: Using reserves to cover school debt will mean \$379k more of reserves---we need a better picture of the whole & the subsequent years.

Paulina: the number is undefined until we have the bigger picture.

Herman: \$379k is big---some can come out of reserves but we have a \$2M goal (limit)---something has to give.

Xuan: we went to the FC & presented the budget overview with the service reductions. The \$300k will mean more in service cuts.

5. Warrant timetable

Extra info: printing schedule for warrant; committee meetings & hearings; warrant list to date

6. Minuteman & overall education plan for Acton---S. Mills

Extra info: APS/AB proposed personnel cuts for FY 11

Mill: has informed affected people of proposed cuts to reach the 10% expected cut from local aid. These cuts do not include the \$379k---let's wait for the governor's plan.

Voc. Ed---students absolutely need & deserve voc. Ed. It is self-evident that voc ed is more expensive, with the hands on shops; student/teacher ratios and the need for academic teachers.

Mills has visited MM (Minuteman) for the breakfast an again to review the budget. He reported MM is the most expensive Voc tech school in MA. Costs are \$23-\$24k/pupil which is \$7-\$8k more than Worcester. They want extra money for expansion design---in this economic climate they are not likely to get it. They have 12 administrators for 600 students. At AB we have four for 2000.

Belmont is not supporting the MM assessment. MM needs to look & see what they can do within the existing funds. There is no need to spend \$24k /pupil

Mary Ann: the question from the FC was---where does MM fit in the AB educational scheme. If we do not send students to MM can the high school educate these children? I think the answer is no.

MM has a different assessment structure & I'm not sure if it is reasonable to compare AB to a voc. Tech. From the FC point of view---should the town be paying for a building in light of the AB cuts?

Sharon: from what I see, MM is very successful in training students in high tech areas & bio-med, etc. We cannot offer this training at the HS.

Dore: I agree that MM is too expensive. The student/teacher ratio is the lowest in the state. Some is arrived by accident due to decreasing enrollment. Hopefully there will be an increase in enrollment with the new recruiting program. The budget has 19 teacher layoffs---so they are starting to address the problem. Its hard to cut staff since some of the programs are unique.

It is a bad time to be asking for money. The state has cut aid to Voc. Techs'. There are 16 towns that need to pass the budget

Herman: we need to see what the budget has been assessed in prior years. We need to fix on the \$630k and adjust for \$100k less to reflect MM FY11 assessment in ALG model.

J. Murray: compared to Worcester MM is 45% higher. We have to be careful if this is the best way to spend the money

Xuan: we do have to see if MM can be more cost effective.

Mary Ann: the MM assessment is in the ALG plan---there is no money for the capital

plan. We have to see how that fits.

Paulina: time is short we need a decision---who is doing this piece?

Steve L. the town has to vote NOT to have it (expansion money) on the warrant

Dore stated that there are additional problems with the MM budget that has resulted in additional special school committee meetings. He suggested ALG meet with the MM people.

Herman: Acton's share is @\$50k.

Dore: we also have the classes in the junior high

Tasks: FC will do history of MM assessments

7. Turn backs from non-settled union contracts

Steve L; \$350K some go back as far as FY 07

8. Meals tax

Peter B. shall we put it on the warrant? The BoS is looking for input from the others

The estimates are \$150k in revenue

Herman: personally, the voters should decide

Mary Ann: are the numbers solid?

Herman: The FC checked & they appear to be.

Steve L: The business community is concerned about the long-term impacts. We have a restaurant that asked to string out payments for their liquor license (the BoS voted No)

Paulina: we will put it on the warrant but should we add the revenue into the mix?

Mary Ann: the FC has not discussed it and wanted to hear from the BoS whether they support implementing the tax or not, and where this fits into an overall plan.

Paulina: on budget Saturday there were programs that we would rather not cut. The BoS can get close to the 0% budget---the schools can with great difficulty---they cannot get below.

The revenue from a meals tax will help. It is one piece.

9. Other

School communications:

Xuan asked if a notice about the Lamplighter could be sent out with the tax bill. The schools are no longer sending it to Acton and Boxboro residents via postal mail.

J. Murray---you cannot increase the postage of the tax mailing. A small notice can be included in the next mailing.

Sharon: SC will have their department heads budget meeting on Saturday Feb. 6th. This is in addition to the meeting with the FC. The AB assessment has to be voted by Feb. 4th.

Next meeting will be Jan 27th

Public:

Mr. Kadlec requested that the FY09 actuals be a column on the ALG plan for all three operating budgets.

\$400k that was appropriated was not spent. Instead of using the appropriated number to build on, the actuals should be used. The budget increase is an increase of 5%. Going from appropriated budget to appropriated budget is wrong. We should use the actuals.

Agenda for 27th: Specifics on FY 11 and beyond

Adjourned: 8:35

Ann Chang

DRAFT

1/27/2010

0% Budget Model

10% Cut in State Aid and 0% Budget Increase in FY '11; 3% Budget Increase in FY12 and FY 13

*All numbers are early projections and are subject to change

Multi-Year Model

Revenues:	FY08 Actuals	FY09 Actuals	FY10 Town Meeting	FY10 09/09/09	FY10 11/16/09	FY11	FY12	FY13
Tax Levy:								
Base	\$ 54,361	\$ 56,521	\$ 58,969	\$ 58,969	\$ 58,969	\$ 61,044	\$ 63,070	\$ 65,146
2 1/2%	\$ 761	\$ 1,413	\$ 1,474	\$ 1,474	\$ 1,474	\$ 1,526	\$ 1,577	\$ 1,629
New Growth	\$ 801	\$ 1,035	\$ 600	\$ 600	\$ 600	\$ 500	\$ 500	\$ 500
Debt Excl.	\$ 3,332	\$ 3,102	\$ 3,064	\$ 3,064	\$ 3,064	\$ 3,018	\$ 3,018	\$ 3,018
Overlay	\$ (605)	\$ (846)	\$ (850)	\$ (565)	\$ (498)	\$ (600)	\$ (600)	\$ (600)
Total Tax Levy (excl. current yr. ovr)	\$ 58,650	\$ 61,226	\$ 63,258	\$ 63,543	\$ 63,610	\$ 65,488	\$ 67,584	\$ 69,693
Cherry Sheet	\$ 6,183	\$ 6,851	\$ 6,641	\$ 6,270	\$ 6,270	\$ 5,643	\$ 5,643	\$ 5,643
SBAB - Twin School	\$ 1,086	\$ 1,086	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009
Excise Taxes	\$ 2,870	\$ 2,520	\$ 2,730	\$ 2,520	\$ 2,595	\$ 2,520	\$ 2,520	\$ 2,520
Fees	\$ 1,056	\$ 833	\$ 833	\$ 835	\$ 940	\$ 835	\$ 835	\$ 835
Int. Income	\$ 712	\$ 278	\$ 400	\$ 275	\$ 300	\$ 275	\$ 275	\$ 275
Regional Revenue	\$ 4,825	\$ 5,787	\$ 5,817	\$ 5,733	\$ 5,733	\$ 5,160	\$ 5,160	\$ 5,160
Regional E&D Acton's share	\$ 286	\$ 511	\$ 355	\$ 355	\$ 355	\$ 300	\$ 331	\$ 331
Free Cash	\$ 1,594	\$ 450	\$ 1,142	\$ 1,142	\$ 1,142	\$ 800	\$ 900	\$ 900
NESWC for capital	\$ -	\$ 750	\$ 455	\$ 455	\$ 455	\$ 808	\$ 900	\$ 900
Tax Title				\$ 200	\$ 88			
Additional Tax Title				\$ 160				
Revenues before Overrides	\$ 77,262	\$ 80,292	\$ 82,640	\$ 82,497	\$ 82,497	\$ 82,837	\$ 85,137	\$ 87,266
Revenue incl override excluding	\$ 72,844	\$ 76,103	\$ 78,567	\$ 78,424	\$ 78,424	\$ 78,810	\$ 81,110	\$ 83,239
Debt Exclusion:								
Debt on APS	\$ 517	\$ 527	\$ 608	\$ 608	\$ 608	\$ 608	\$ 608	\$ 608
Debt on JHS/SHS	\$ 1,778	\$ 1,612	\$ 1,516	\$ 1,516	\$ 1,516	\$ 1,500	\$ 1,500	\$ 1,500
Municipal Debt Incurred	\$ 520	\$ 454	\$ 439	\$ 439	\$ 439	\$ 420	\$ 420	\$ 420
Debt on Police station	\$ 517	\$ 509	\$ 501	\$ 501	\$ 501	\$ 490	\$ 490	\$ 490
Total Debt Exclusions	\$ 3,332	\$ 3,102	\$ 3,064	\$ 3,064	\$ 3,064	\$ 3,018	\$ 3,018	\$ 3,018
Budgets Excluding Debt:								
Municipal Operating Budget	\$ 22,325	\$ 23,614	\$ 24,276	\$ 24,276	\$ 24,276	\$ 24,276	\$ 25,004	\$ 25,754
Transfer to Muni for APS Debt		\$ 128				\$ 309	\$ 309	\$ 309
Transfer to Muni for COPS		\$ 68				\$ 70	\$ 70	\$ 70
Total Municipal Allocation		\$ 23,810				\$ 24,655	\$ 25,383	\$ 26,133
APS Allocation	\$ 23,310	\$ 25,170	\$ 25,754	\$ 25,754	\$ 25,754	\$ 26,133	\$ 26,917	\$ 27,724
Transfer from APS to Muni for Debt		\$ 128				\$ 309	\$ 309	\$ 309
Transfer from APS to Muni for COPS		\$ 68				\$ 70	\$ 70	\$ 70
APS Operating Budget		\$ 24,974				\$ 25,754	\$ 26,538	\$ 27,345
ABRSD Budget - Acton Share *	\$ 25,811	\$ 27,374	\$ 28,073	\$ 27,683	\$ 27,683	\$ 28,073	\$ 28,915	\$ 29,783
MM Assumption	\$ 787	\$ 771	\$ 711	\$ 711	\$ 711	\$ 646	\$ 665	\$ 685
Subtotal schools	\$ 49,908	\$ 53,119	\$ 54,538	\$ 54,148	\$ 54,148	\$ 54,473	\$ 56,119	\$ 57,813
TOTAL	\$ 72,233	\$ 76,929	\$ 78,814	\$ 78,424	\$ 78,424	\$ 79,128	\$ 81,123	\$ 83,568
% increase		6.5%	2.5%	1.9%	1.9%	0.4%	2.5%	3.0%
Subtotal NET POSITION	\$ 611	\$ (826)	\$ (247)	\$ (0)	\$ (0)	\$ (318)	\$ (13)	\$ (329)
NET POSITION			\$ (247)	\$ (0)	\$ (0)	\$ (318)	\$ (13)	\$ (329)
Reserves:								
Free Cash	\$ 1,900	\$ 2,455	\$ 737	\$ 2,334	\$ 2,334	\$ 1,784	\$ 1,134	\$ 484
NESWC	\$ 4,886	\$ 4,469	\$ 4,014	\$ 4,014	\$ 4,014	\$ 3,206	\$ 2,306	\$ 1,406
E&D	\$ 1,100	\$ 971	\$ 766	\$ 1,183	\$ 1,183	\$ 1,033	\$ 852	\$ 671
TOTAL	\$ 7,886	\$ 7,895	\$ 5,518	\$ 7,531	\$ 7,531	\$ 6,023	\$ 4,292	\$ 2,561
Tax Impact:								
Existing Valuation ('000s)	\$ 3,851,376	\$ 3,751,255	\$ 3,751,255	\$ 3,751,255	\$ 3,787,553	\$ 3,787,553	\$ 3,817,093	\$ 3,845,972
New Growth value ('000s)			\$ 36,298	\$ 36,298	\$ 35,449	\$ 29,541	\$ 28,879	\$ 28,211
Total Valuation ('000s)	\$ 3,851,376	\$ 3,751,255	\$ 3,787,553	\$ 3,787,553	\$ 3,823,001	\$ 3,817,093	\$ 3,845,972	\$ 3,874,183
Tax Rate	\$ 15.39	\$ 16.53	\$ 16.93	\$ 16.93	\$ 16.77	\$ 17.31	\$ 17.72	\$ 18.14
SF Value	\$ 523,109	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466
SF Tax Bill	\$ 8,051	\$ 8,388	\$ 8,589	\$ 8,589	\$ 8,510	\$ 8,786	\$ 8,994	\$ 9,207
% Change	1.29%	4.19%	2.39%	2.39%	1.45%	2.29%	2.37%	2.37%
\$ Change	\$ 123	\$ 337	\$ 201	\$ 201	\$ (80)	\$ 197	\$ 208	\$ 213

The FY '09 Turnbacks are \$600K from the Municipal Budget; \$400K APS budget; and \$525K from the Regional Budget (Acton Share = \$414)

The AB Regional Budget was decreased by \$494K (\$390 Acton Dollars) on 10/1/09 to balance FY '10 Revenues.

The FY '11 0% Budget increase is 0% more than the Original Town Meeting approved budgets

DRAFT

1/26/2010

3% Budget Increase; \$2.7M Deficit

10% Cut in State Aid in FY '11 and 3% budget increases in FY '11 through FY '13

Multi-Year Model

*All numbers are early projections and are subject to change

Revenues:

Tax Levy:

	FY08	FY09	FY10	FY10	FY10	FY11	FY12	FY13
	Actuals		Town Meeting	09/09/09	11/16/09			
Base	\$ 54,361	\$ 56,521	\$ 58,969	\$ 58,969	\$ 58,969	\$ 61,044	\$ 63,070	\$ 65,146
2 1/2%	\$ 761	\$ 1,413	\$ 1,474	\$ 1,474	\$ 1,474	\$ 1,526	\$ 1,577	\$ 1,629
New Growth	\$ 801	\$ 1,035	\$ 600	\$ 600	\$ 600	\$ 500	\$ 500	\$ 500
Debt Excl.	\$ 3,332	\$ 3,102	\$ 3,064	\$ 3,064	\$ 3,064	\$ 3,018	\$ 3,018	\$ 3,018
Overlay	\$ (805)	\$ (846)	\$ (850)	\$ (565)	\$ (498)	\$ (600)	\$ (600)	\$ (600)
Total Tax Levy (excl. current yr. ov)	\$ 58,650	\$ 61,226	\$ 63,258	\$ 63,543	\$ 63,610	\$ 65,488	\$ 67,564	\$ 69,693
Cherry Sheet	\$ 6,183	\$ 6,851	\$ 6,641	\$ 6,270	\$ 6,270	\$ 5,643	\$ 5,643	\$ 5,643
SBAB - Twin School	\$ 1,086	\$ 1,086	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009
Excise Taxes	\$ 2,870	\$ 2,520	\$ 2,730	\$ 2,520	\$ 2,595	\$ 2,520	\$ 2,520	\$ 2,520
Fees	\$ 1,056	\$ 833	\$ 833	\$ 835	\$ 940	\$ 835	\$ 835	\$ 835
Int. Income	\$ 712	\$ 278	\$ 400	\$ 275	\$ 300	\$ 275	\$ 275	\$ 275
Regional Revenue	\$ 4,825	\$ 5,787	\$ 5,817	\$ 5,733	\$ 5,733	\$ 5,160	\$ 5,160	\$ 5,160
Regional E&D Acton's share	\$ 286	\$ 511	\$ 355	\$ 355	\$ 355	\$ 300	\$ 331	\$ 331
Free Cash	\$ 1,594	\$ 450	\$ 1,142	\$ 1,142	\$ 1,142	\$ 800	\$ 900	\$ 900
NESWC for capital	\$ -	\$ 750	\$ 455	\$ 455	\$ 455	\$ 808	\$ 900	\$ 900
Tax Title				\$ 200	\$ 88			
Additional Tax Title				\$ 160				
Revenues before Overrides	\$ 77,262	\$ 80,292	\$ 82,640	\$ 82,497	\$ 82,497	\$ 82,837	\$ 85,137	\$ 87,266
Revenue incl override excluding	\$ 72,844	\$ 76,103	\$ 78,567	\$ 78,424	\$ 78,424	\$ 78,810	\$ 81,110	\$ 83,239

Debt Exclusion:

Debt on APS	\$ 517	\$ 527	\$ 608	\$ 608	\$ 608	\$ 608	\$ 608	\$ 608
Debt on JHS/SHS	\$ 1,778	\$ 1,612	\$ 1,516	\$ 1,516	\$ 1,516	\$ 1,500	\$ 1,500	\$ 1,500
Municipal Debt Incurred	\$ 520	\$ 454	\$ 439	\$ 439	\$ 439	\$ 420	\$ 420	\$ 420
Debt on Police station	\$ 517	\$ 509	\$ 501	\$ 501	\$ 501	\$ 490	\$ 490	\$ 490
Total Debt Exclusions	\$ 3,332	\$ 3,102	\$ 3,064	\$ 3,064	\$ 3,064	\$ 3,018	\$ 3,018	\$ 3,018

Budgets Excluding Debt:

Municipal Operating Budget	\$ 22,325	\$ 23,614	\$ 24,276	\$ 24,276	\$ 24,276	\$ 25,004	\$ 25,754	\$ 26,527
Transfer to Muni for APS Debt		\$ 128				\$ 309	\$ 309	\$ 309
Transfer to Muni for COPS		\$ 68				\$ 70	\$ 70	\$ 70
Total Municipal Allocation		\$ 23,810				\$ 25,383	\$ 26,133	\$ 26,906

APS Allocation	\$ 23,310	\$ 25,170	\$ 25,754	\$ 25,754	\$ 25,754	\$ 26,906	\$ 27,713	\$ 28,544
Transfer from APS to Muni for Debt		\$ 128				\$ 309	\$ 309	\$ 309
Transfer from APS to Muni for COPS		\$ 68				\$ 70	\$ 70	\$ 70
APS Operating Budget		\$ 24,974				\$ 26,527	\$ 27,334	\$ 28,165
ABRSD Budget - Acton Share *	\$ 25,811	\$ 27,374	\$ 28,073	\$ 27,683	\$ 27,683	\$ 28,915	\$ 29,783	\$ 30,676
MM Assumption	\$ 787	\$ 771	\$ 711	\$ 711	\$ 711	\$ 732	\$ 754	\$ 777
Subtotal schools	\$ 49,908	\$ 53,119	\$ 54,538	\$ 54,148	\$ 54,148	\$ 56,174	\$ 57,871	\$ 59,618

TOTAL	\$ 72,233	\$ 76,929	\$ 78,814	\$ 78,424	\$ 78,424	\$ 81,557	\$ 83,625	\$ 86,145
% Increase		6.5%	2.5%	1.9%	1.9%	3.5%	2.5%	3.0%
Subtotal NET POSITION	\$ 611	\$ (826)	\$ (247)	\$ (0)	\$ (0)	\$ (2,747)	\$ (2,515)	\$ (2,906)

NET POSITION

Reserves:

Free Cash	\$ 1,900	\$ 2,455	\$ 737	\$ 2,334	\$ 2,334	\$ 1,784	\$ 1,134	\$ 484
NESWC	\$ 4,886	\$ 4,469	\$ 4,014	\$ 4,014	\$ 4,014	\$ 3,206	\$ 2,306	\$ 1,406
E&D	\$ 1,100	\$ 971	\$ 766	\$ 1,183	\$ 1,183	\$ 1,033	\$ 852	\$ 671
TOTAL	\$ 7,886	\$ 7,895	\$ 5,518	\$ 7,531	\$ 7,531	\$ 6,023	\$ 4,292	\$ 2,561

Tax Impact:

Existing Valuation ('000s)	\$ 3,851,376	\$ 3,751,255	\$ 3,751,255	\$ 3,751,255	\$ 3,787,553	\$ 3,787,553	\$ 3,817,093	\$ 3,845,972
New Growth value ('000s)		\$ 36,298	\$ 36,298	\$ 36,298	\$ 35,449	\$ 29,541	\$ 28,879	\$ 28,211
Total Valuation ('000s)	\$ 3,851,376	\$ 3,751,255	\$ 3,787,553	\$ 3,787,553	\$ 3,823,001	\$ 3,817,093	\$ 3,845,972	\$ 3,874,183
Tax Rate	\$ 15.39	\$ 16.53	\$ 16.93	\$ 16.93	\$ 16.77	\$ 17.31	\$ 17.72	\$ 18.14

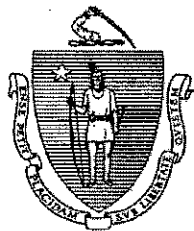
SF Value	\$ 523,109	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466	\$ 507,466
SF Tax Bill	\$ 8,051	\$ 8,388	\$ 8,589	\$ 8,589	\$ 8,510	\$ 8,786	\$ 8,994	\$ 9,207
% Change	1.29%	4.19%	2.39%	2.39%	1.45%	2.29%	2.37%	2.37%
\$ Change	\$ 123	\$ 337	\$ 201	\$ 201	\$ (80)	\$ 197	\$ 208	\$ 213

The FY '09 Turnbacks are \$600K from the Municipal Budget; \$400K APS budget; and \$525K from the Regional Budget (Acton Share = \$414)

The AB Regional Budget was decreased by \$494K (\$390 Acton Dollars) on 10/1/09 to balance FY '10 Revenues.

The FY '11 3% Budget Increase is 3% more than the Original Town Meeting approved budgets

VI. 6. a.



THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

January 22, 2010

Dear Local Official,

As we finalize our Fiscal Year 2011 budget proposal, I am pleased to inform you of my intention to propose funding local aid at more than \$5.2 billion next fiscal year.

Despite the fiscal challenges the Commonwealth continues to face, I will propose taking another step forward in our commitment to education by funding Chapter 70 at the highest level in the history of the Commonwealth at \$4.048 billion. Every district will be fully funded at foundation, all districts will be held harmless to ensure funding is not less than fiscal year 2010 levels, and all Chapter 70 amounts will be funded by the State, not with deferral stimulus funds.

On the non-school, municipal side, I will propose funding unrestricted general government aid at fiscal year 2010 level of \$936 million. There will be no cut to unrestricted local aid. I will also propose level funding other key local aid accounts, including payment-in-lieu-of-taxes and regional school transportation.

This packet includes my proposed funding for each community for these key local aid accounts – Chapter 70, Unrestricted General Government Aid, PILOT and Regional School Transportation. (This information is also available online at the Division of Local Services website, www.mass.gov/dls). As is customary, our proposal for all Cherry Sheet accounts will be available when our budget proposal is filed on January 27th.

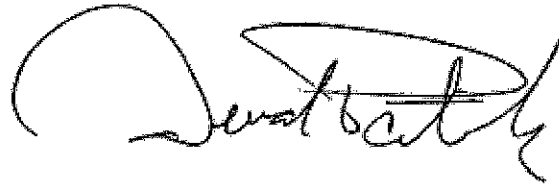
Through our Fiscal Year 2011 budget and submissions to the Joint Committee on Municipalities and Regional Government, our Administration is also proposing a number of new tools to support cities and towns, including:

- A local pension funding relief initiative to help local systems address unprecedented asset losses in a fiscally responsible way. Communities could save up to \$200 million statewide in the first year of the proposed new schedule.
- An optional Early Retirement Incentive program for cities and towns.
- A rate freeze on special education private placements that could save \$3.2M.
- Relief from library "maintenance of effort" requirements and decertification rules
- Allowing regional school districts to share superintendents, providing savings and efficiencies.

- Allowing regional school districts greater access to stabilization funds.
- Allowing local government procurement from state energy resource contracts.
- \$250K in a reserve account to study the adequacy of the Chapter 70 foundation budget and formula.
- A local aid study commission to evaluate local aid formulas.

We look forward to working with you during the budget process.

Sincerely,

A handwritten signature in black ink, appearing to read "David B. Smith". The signature is fluid and cursive, with a large initial "D" and "S".

The Patrick-Murray Record of Commitment to Communities

"My vision is of a city or town where you and your children can afford to live, where your children receive a world-class education, and where your local government provides you with good, reliable and efficient services." ~ Deval Patrick, January 2006

Governor Deval Patrick has made significant investments in Massachusetts' 351 cities and towns over the last three years. One of his first policy initiatives was the **Municipal Partnership Act**, comprehensive legislation including tools to strengthen communities. The Patrick-Murray Administration has maintained a strong commitment to education, funding Chapter 70 at record levels. It has protected local aid even in the most challenging fiscal climate since the Great Depression. And it has provided communities with the tools they need to help balance their own budgets – reducing the pressure on the property tax and protecting essential services like police and fire.

In Fiscal Year 2011, the Governor proposes over \$5.2 billion in total Local Aid.

Commitment to Education

- In each budget, fully funded Chapter 70
- Instrumental in securing ARRA funds that helped provide communities with record-level of education funds amidst global economic crisis in FY 2010.
- In FY 2011 fully funds Chapter 70 at \$4.048 billion using all state dollars, providing stability to school districts
- No district will receive less in Chapter 70 in FY11 than it received in FY10
- We will continue to make progress towards the equity goals established five years ago by providing 30% effort reduction to high contributing towns with aid making up the difference where needed.
- We will also fund a Chapter 70 study commission and adequacy commission to finally begin addressing long standing concerns about the formula.

Commitment to Local Aid

- In FY09 and FY10, despite unprecedented fiscal crisis, held local aid harmless to greatest extent possible. Did not make mid-year cuts in FY10 despite \$600 million revenue shortfall.
- Made up hundreds of millions of dollars in Lottery shortfalls in FY07 - FY09
- **In FY11, level funds Section 3, PILOT and regional school transportation.**

Commitment to Public Safety

- In FY10 advocated for and won \$71 million in federal recovery funding for local police and fire departments.

Commitment to the Environment

- Launched the Green Communities grant program, providing \$7 million to communities to support energy efficiency, renewable energy and other innovative energy projects.

Commitment to Capital Improvements

- Historic levels of investment in municipal grant programs, Chapter 90, transportation, land conservation, public housing, economic development

Commitment to Partnership:

- Closed telecom tax loophole: eliminated exemption on telephone poles and wires, generating \$26 million for communities. Proposed eliminating exemption on telecom machinery, which would generate \$26 million more.
- Local Option Revenues: Signed into law local option meals and hotel taxes to give communities new tools to balance their budgets, generating up to \$250 million annually for cities and towns.
- Healthcare savings: Signed into law opportunity for municipalities to join the Group Insurance Commission, the state health insurance program. Communities that have joined have saved millions of dollars. Proposed transferring eligible retirees into Medicare, which could save up to \$200 million. Proposed pro-rating insurance for part-time employees
- Pension savings: Signed into law provision merging underperforming local pension funds with state pension fund. Savings can be achieved by both underperforming and well-performing local funds. Also signed into law Pension Reform Phase 1, eliminating the most egregious abuses in pension systems that cost money and compromise the integrity of the system.
- Partnership: Created the Municipal Affairs Coordinating Cabinet, which held over 20 listening sessions across the Commonwealth with municipal leaders. Also created the Edward J. Collins Center for Public Management, providing an array of services for local government.
- Regionalization: Proposed tools to encourage and facilitate regionalization of municipal services, which if enacted could save millions of dollars. Also created the Regionalization Advisory Commission, examining opportunities for communities to achieve cost savings, efficiencies and improve services
- Procurement: Proposed tools for reforming municipal procurement and advertising requirements, providing savings and efficiencies.
- Local Authority: Proposed provisions allowing municipalities more legal flexibility in certain areas, dramatically reducing need for special exemptions.
- Proposed tools allowing enhanced flexibility and improved processes in municipal finance

A Continued Commitment

In its FY11 budget, the Patrick-Murray Administration is proposing a number of new tools to support cities and towns, including:

- A local pension funding relief initiative to help local systems address unprecedented asset losses in a fiscally responsible way. Communities could save up to \$200 million statewide in year one of the proposed new schedule.
- Pension Reform Phase 2, continuing to reform the system to provide cost savings and strengthen the integrity of the system.
- An optional Early Retirement Incentive program for cities and towns.
- A rate freeze on special education private placements that could save \$3.2M
- Relief from library "maintenance of effort" requirements and decertification rules
- Allowing regional school districts to share superintendents, providing savings and efficiencies
- Allowing regional school districts greater access to stabilization funds
- Energy performance contract opportunities for cities and towns

The Governor also proposes a comprehensive evaluation of two key local aid accounts:

- \$250K in a reserve account to study the adequacy of the Chapter 70 foundation budget and a local aid study commission to evaluate local aid formulas

Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
ABINGTON	7,652,405	1,733,200
ACTON	5,480,709	1,232,453
ACUSHNET	6,380,293	1,335,880
ADAMS	0	2,062,686
AGAWAM	17,539,465	3,245,836
ALFORD	0	12,364
AMESBURY	8,897,607	1,714,037
AMHERST	6,141,373	7,417,544
ANDOVER	7,318,616	1,574,331
ARLINGTON	7,043,540	6,684,280
ASHBURNHAM	6,255	700,522
ASHBY	18,467	385,788
ASHFIELD	97,305	163,569
ASHLAND	4,781,435	1,191,467
ATHOL	0	2,332,579
ATTLEBORO	30,385,681	5,026,357
AUBURN	6,569,399	1,508,896
AVON	862,748	610,660
AYER	4,168,122	666,985
BARNSTABLE	7,589,756	1,853,262
BARRE	0	792,398
BECKET	79,753	80,012
BEDFORD	2,964,642	1,011,392
BELCHERTOWN	13,786,977	1,499,115
BELLINGHAM	8,480,883	1,495,008
BELMONT	5,885,398	1,989,365
BERKLEY	5,426,422	536,079
BERLIN	528,296	177,633
BERNARDSTON	11,779	256,255
BEVERLY	7,109,675	5,145,188
BILLERICA	18,355,098	5,130,485
BLACKSTONE	84,251	1,205,953
BLANDFORD	44,506	111,873
BOLTON	0	173,954
BOSTON	216,994,382	166,924,272
BOURNE	4,948,115	1,291,562
BOXBOROUGH	1,366,966	222,247
BOXFORD	1,620,806	428,303
BOYLSTON	454,815	301,792
BRAINTREE	12,178,034	5,041,694
BREWSTER	937,937	347,881
BRIDGEWATER	36,107	3,208,997
BRIMFIELD	1,167,152	343,508
BROCKTON	132,925,358	18,447,819
BROOKFIELD	1,342,588	435,019
BROOKLINE	7,323,679	5,593,780
BUCKLAND	6,177	269,777
BURLINGTON	5,413,900	2,307,358
CAMBRIDGE	9,130,367	18,927,802
CANTON	3,749,132	1,889,388
CARLISLE	834,776	193,277

Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
CARVER	10,112,726	1,287,097
CHARLEMONT	96,287	154,007
CHARLTON	7,572	1,276,459
CHATHAM	685,125	132,598
CHELMSFORD	10,437,871	4,471,873
CHELSEA	52,458,822	7,236,122
CHESHIRE	310,513	541,244
CHESTER	130,782	158,623
CHESTERFIELD	126,627	121,644
CHICOPEE	52,093,967	10,145,648
CHILMARK	0	3,304
CLARKSBURG	1,848,479	320,512
CLINTON	11,054,176	2,074,041
COHASSET	1,753,039	453,294
COLRAIN	0	254,283
CONCORD	2,111,688	1,022,124
CONWAY	625,958	157,462
CUMMINGTON	69,156	73,500
DALTON	214,226	1,002,426
DANVERS	4,509,672	2,509,394
DARTMOUTH	9,490,011	2,221,020
DEDHAM	3,857,099	2,881,188
DEERFIELD	1,084,466	423,174
DENNIS	0	479,831
DIGHTON	0	681,269
DOUGLAS	8,705,118	642,969
DOVER	635,447	169,484
DRACUT	18,712,673	3,086,981
DUDLEY	0	1,574,194
DUNSTABLE	4,350	216,702
DUXBURY	4,635,251	780,978
EAST BRIDGEWATER	10,678,301	1,318,811
EAST BROOKFIELD	60,179	255,524
EAST LONGMEADOW	9,031,158	1,275,317
EASTHAM	333,725	131,264
EASTHAMPTON	7,995,345	2,476,469
EASTON	9,710,751	1,929,409
EDGARTOWN	446,517	58,689
EGREMONT	0	55,591
ERVING	431,682	59,218
ESSEX	0	215,716
EVERETT	38,785,854	6,086,937
FAIRHAVEN	7,624,868	1,986,773
FALL RIVER	94,236,411	20,996,063
FALMOUTH	5,119,922	1,221,483
FITCHBURG	41,279,263	7,518,871
FLORIDA	555,379	43,854
FOXBOROUGH	8,819,356	1,312,346
FRAMINGHAM	19,926,983	8,765,666
FRANKLIN	28,371,695	2,177,055
FREETOWN	1,515,957	836,625

Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
GARDNER	18,880,829	3,733,532
AQUINNAH	0	2,058
GEORGETOWN	5,382,244	631,160
GILL	0	214,306
GLOUCESTER	6,080,047	3,518,850
GOSHEN	100,116	70,485
GOSNOLD	17,098	1,848
GRAFTON	9,042,180	1,377,602
GRANBY	4,706,746	777,937
GRANVILLE	1,317,791	141,258
GREAT BARRINGTON	0	668,654
GREENFIELD	9,842,539	2,797,191
GROTON	3,193	682,494
GROVELAND	0	641,340
HADLEY	774,541	399,872
HALIFAX	2,794,152	799,790
HAMILTON	0	591,950
HAMPDEN	0	606,171
HANCOCK	201,197	49,744
HANOVER	6,303,926	1,866,403
HANSON	31,542	1,128,264
HARDWICK	0	410,173
HARVARD	1,815,511	1,304,791
HARWICH	1,833,840	379,514
HATFIELD	795,778	274,914
HAVERHILL	36,406,776	8,659,369
HAWLEY	28,203	38,130
HEATH	0	73,717
HINGHAM	5,719,073	1,390,494
HINSDALE	109,045	196,174
HOLBROOK	4,856,980	1,300,008
HOLDEN	0	1,684,514
HOLLAND	940,324	177,832
HOLLISTON	6,915,753	1,364,400
HOLYOKE	68,360,690	8,948,084
HOPEDALE	6,143,124	574,519
HOPKINTON	5,780,513	692,119
HUBBARDSTON	0	396,881
HUDSON	9,366,339	1,756,926
HULL	3,814,006	1,867,191
HUNTINGTON	214,502	303,650
IPSWICH	2,703,789	1,414,298
KINGSTON	3,999,499	845,678
LAKEVILLE	2,389,045	720,901
LANCASTER	0	842,194
LANESBOROUGH	844,664	303,923
LAWRENCE	140,980,506	17,299,359
LEE	2,026,303	548,705
LEICESTER	9,713,210	1,529,786
LENOX	1,194,985	469,623
LEOMINSTER	41,865,920	5,042,529

Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
RUSSELL	175,484	217,604
RUTLAND	0	815,043
SALEM	17,228,409	6,077,873
SALISBURY	0	556,700
SANDISFIELD	0	30,531
SANDWICH	6,735,852	993,063
SAUGUS	4,107,595	3,232,413
SAVOY	527,171	102,086
SCITUATE	5,104,541	1,772,437
SEEKONK	4,512,952	1,084,202
SHARON	6,831,805	1,233,375
SHEFFIELD	14,465	214,648
SHELBURNE	4,400	230,412
SHERBORN	528,026	190,846
SHIRLEY	4,394,883	1,155,974
SHREWSBURY	19,555,188	2,454,350
SHUTESBURY	604,124	149,413
SOMERSET	5,272,614	1,351,356
SOMERVILLE	20,185,320	22,199,513
SOUTH HADLEY	7,972,049	2,301,106
SOUTHAMPTON	2,561,807	561,406
SOUTHBOROUGH	2,804,288	385,362
SOUTHBRIDGE	15,992,431	3,099,657
SOUTHWICK	0	1,111,391
SPENCER	8,070	1,992,823
SPRINGFIELD	272,396,465	33,354,581
STERLING	0	610,830
STOCKBRIDGE	0	87,826
STONEHAM	3,515,493	3,274,505
STOUGHTON	12,923,139	2,821,431
STOW	0	370,906
STURBRIDGE	2,363,162	682,609
SUDBURY	4,444,105	1,233,349
SUNDERLAND	873,519	445,329
SUTTON	5,390,120	687,780
SWAMPSCOTT	2,709,030	1,140,460
SWANSEA	4,981,848	1,654,825
TAUNTON	46,564,560	7,410,543
TEMPLETON	0	1,228,627
TEWKSBURY	13,011,879	2,452,240
TISBURY	402,050	86,395
TOLLAND	0	16,284
TOPSFIELD	1,083,775	540,420
TOWNSEND	0	1,157,942
TRURO	259,303	26,506
TYNGSBOROUGH	7,352,623	851,475
TYRINGHAM	37,209	11,186
UPTON	25,670	469,089
UXBRIDGE	9,453,474	1,212,326
WAKEFIELD	5,065,190	2,968,230
WALES	703,010	208,107

Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
WALPOLE	7,507,494	2,245,510
WALTHAM	7,466,622	8,460,794
WARE	8,202,692	1,521,125
WAREHAM	12,914,328	1,743,225
WARREN	0	797,143
WARWICK	0	112,054
WASHINGTON	11,705	83,219
WATERTOWN	3,416,570	5,876,962
WAYLAND	3,322,155	796,429
WEBSTER	10,046,365	2,181,494
WELLESLEY	7,608,031	1,141,372
WELLFLEET	154,572	51,499
WENDELL	0	153,551
WENHAM	0	377,404
WEST BOYLSTON	2,962,652	702,001
WEST BRIDGEWATER	2,359,519	576,156
WEST BROOKFIELD	209,737	429,141
WEST NEWBURY	0	261,065
WEST SPRINGFIELD	18,940,208	3,157,733
WEST STOCKBRIDGE	0	85,667
WEST TISBURY	0	163,654
WESTBOROUGH	4,443,157	1,021,005
WESTFIELD	34,381,447	5,546,600
WESTFORD	16,755,562	1,872,441
WESTHAMPTON	467,361	127,674
WESTMINSTER	0	576,774
WESTON	2,556,275	329,574
WESTPORT	4,388,806	1,071,932
WESTWOOD	3,990,013	642,792
WEYMOUTH	23,839,936	7,682,608
WHATELY	250,063	118,242
WHITMAN	117,046	2,133,498
WILBRAHAM	0	1,289,488
WILLIAMSBURG	430,604	266,748
WILLIAMSTOWN	945,841	841,200
WILMINGTON	10,304,346	2,190,871
WINCHENDON	11,741,882	1,482,275
WINCHESTER	5,927,107	1,303,615
WINDSOR	48,143	91,497
WINTHROP	5,080,860	3,714,357
WOBURN	6,573,988	5,274,775
WORCESTER	192,784,395	36,614,610
WORTHINGTON	60,179	110,672
WRENTHAM	3,738,425	821,444
YARMOUTH	4,765	1,112,429
DEVENS	321,440	0
Municipal Total	3,407,863,689	936,437,803
ACTON BOXBOROUGH	7,362,007	
ADAMS CHESHIRE	10,258,874	
AMHERST PELHAM	9,685,959	

**Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal**

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
ASHBURNHAM WESTMINSTER	10,495,815	
ASSABET VALLEY	2,934,442	
ATHOL ROYALSTON	17,928,042	
BERKSHIRE HILLS	2,807,290	
BERLIN BOYLSTON	921,023	
BLACKSTONE MILLVILLE	11,104,016	
BLACKSTONE VALLEY	7,631,018	
BLUE HILLS	4,035,092	
BRIDGEWATER RAYNHAM	21,180,680	
BRISTOL COUNTY	3,115,501	
BRISTOL PLYMOUTH	9,934,837	
CAPE COD	2,134,684	
CENTRAL BERKSHIRE	8,805,818	
CHESTERFIELD GOSHEN	757,346	
CONCORD CARLISLE	1,886,888	
DENNIS YARMOUTH	6,764,640	
DIGHTON REHOBOTH	12,880,094	
DOVER SHERBORN	1,436,198	
DUDLEY CHARLTON	24,811,105	
ESSEX COUNTY	4,228,553	
FARMINGTON RIVER	405,970	
FRANKLIN COUNTY	3,453,126	
FREETOWN LAKEVILLE	7,413,773	
FRONTIER	2,857,269	
GATEWAY	5,866,604	
GILL MONTAGUE	6,304,363	
GREATER FALL RIVER	14,264,378	
GREATER LAWRENCE	20,988,571	
GREATER LOWELL	21,164,073	
GREATER NEW BEDFORD	22,754,068	
GROTON DUNSTABLE	10,858,434	
HAMILTON WENHAM	3,436,056	
HAMPDEN WILBRAHAM	11,731,872	
HAMPSHIRE	3,256,745	
HAWLEMONT	637,772	
KING PHILIP	7,421,505	
LINCOLN SUDBURY	2,655,570	
MANCHESTER ESSEX	1,684,043	
MARTHAS VINEYARD	2,843,504	
MASCONOMET	4,951,222	
MENDON UPTON	12,525,437	
MINUTEMAN	2,249,201	
MOHAWK TRAIL	6,136,890	
MONTACHUSETT	12,752,207	
MOUNT GREYLOCK	1,741,351	
NARRAGANSETT	10,148,997	
NASHOBA	6,473,631	
NASHOBA VALLEY	3,268,772	
NAUSET	3,384,747	
NEW SALEM WENDELL	656,374	
NORFOLK COUNTY	1,029,044	

Fiscal Year 2011 Major Local Aid Accounts
Governor's Budget Proposal

Municipality/Regional School	Chapter 70	Unrestricted General Government Aid
NORTH MIDDLESEX	20,604,743	
NORTH SHORE	1,616,769	
NORTHAMPTON SMITH	935,567	
NORTHBORO SOUTHBORO	2,874,614	
NORTHEAST METROPOLITAN	8,270,551	
NORTHERN BERKSHIRE	4,432,287	
OLD COLONY	3,337,927	
OLD ROCHESTER	2,070,404	
PATHFINDER	5,011,306	
PENTUCKET	13,226,986	
PIONEER	4,195,800	
QUABBIN	16,979,189	
QUABOAG	8,335,277	
RALPH C MAHAR	5,551,073	
SHAWSHEEN VALLEY	5,804,741	
SILVER LAKE	6,955,469	
SOUTH MIDDLESEX	2,548,930	
SOUTH SHORE	3,742,793	
SOUTHEASTERN	12,752,612	
SOUTHERN BERKSHIRE	1,900,305	
SOUTHERN WORCESTER	9,511,006	
SOUTHWICK TOLLAND	8,645,326	
SPENCER EAST BROOKFIELD	13,983,163	
TANTASQUA	7,904,757	
TRI COUNTY	5,319,115	
TRITON	8,568,933	
UPISLAND	825,674	
UPPER CAPE COD	3,008,736	
WACHUSETT	22,543,957	
WHITMAN HANSON	24,106,626	
WHITTIER	6,480,442	
Regional Total	640,460,569	
 Municipal & Regional Total	 4,048,324,258	 936,437,803

THE PATRICK-MURRAY LOCAL PENSION FUNDING RELIEF INITIATIVE

The Problem: Funding Schedule Challenge

- Recent unprecedented losses incurred by local pension funds will result in significant increases in the annual pension payments required to fully fund the systems on existing funding schedules. This presents a significant challenge at a time when governmental resources are more constrained than ever.
- There are significant short-term and long-term fiscal implications to solutions for this issue, as it will impact local governments' ability to fund pension liabilities over the long-term and their ability to fund critical programs and services in the short-term.
- There are issues of fairness that need to be considered; specifically, the obligation to address unfunded pension liabilities accrued as a result of years of underfunding and the poor investment performance of pension funds must be balanced against the current generation of taxpayers' right to not be disproportionately burdened with solving this entire funding problem.
- It is also important, however that the funding liability be recognized and addressed in a responsible and disciplined manner.

Patrick-Murray Solution

- This proposal is not intended for budget relief from current appropriations. This proposal is designed to allow local systems, at a time of fiscal crisis, to address recent market losses that grow liabilities caused by prior generations of taxpayers in a disciplined way without the significant increases in payments that would otherwise be required.
- Our proposal allows systems to extend their funding schedule subject to certain conditions regarding maximum and minimum payment amounts. In no event may schedules be extended beyond 2040.
- Biennial actuarial valuations will be required beginning 3 years after the last valuation conducted before January 1, 2010.
- Our proposal strikes the right balance by acknowledging the hardship communities would face if not provided relief for significant cost increases that will otherwise occur if forced to live within existing funding schedules and by requiring that annual funding levels be maintained.
- Our proposal also requires that future asset gains be used to shorten schedules, not reduce payments.

Aggregate estimate of "avoided costs": up to \$200M in first year of proposed new schedule if every community takes advantage of the authorization to extend their schedules to the maximum term permitted.

THE PATRICK-MURRAY MUNICIPAL EARLY RETIREMENT PROPOSAL

This optional Early Retirement Incentive program for cities and towns is structured in a restrictive manner to ensure that desired near-term budget savings exceed the present value cost to the pension system, while still giving city and town managers sufficient flexibility to structure the program in a manner that avoids adverse operating impacts.

By making this program available at the option of municipalities, it will give cities and towns the flexibility to determine for themselves whether this limited tool is appropriate for their community.

Eligible Employees

- Active members with at least 20 years of service
- Compensation paid out of operating budget (i.e., not federal, trust or other capital funds)
- Executive authority shall limit the total number of participating employees, with preference given to those with greater years of creditable service, and shall have the authority to determine which eligible municipal employees may participate and to approve early retirement benefits for each employee in order to avoid adverse impacts on municipal operations and services.

Benefit

- A maximum of 3 years of additional age or creditable service or a combination of additional years of age and service the sum of which shall not be greater than 3.
- All participants must forego right to any accrued sick and vacation time, and such amounts shall be paid into the pension system to reduce the additional pension liability.
- Retirement allowance of participants shall not exceed 80% of previous 3 or highest 3 years compensation (no benefit to those who have already maxed out).

Backfill

- Limited to not more than 30% in FY11, 45% in FY12 and 60% in FY13 of total annualized cost of regular compensation during FY11 for positions vacated. Available backfill funds may be used for compensation, contract and professional services.

Municipal Plan

- Municipality must provide PERAC information demonstrating the value of the plan so PERAC can evaluate the plan and confirm the analysis, including: historic data upon which plan is based, elements of municipal plan including cap, type of employees, benefit, and backfill.
- Municipality must certify to PERAC that the present value cost of its plan is less than the present value savings and provide PERAC with all information it requests to evaluate the plan and do a cost analysis.

Participation Period

- Within 2 months after the effective date of the act, the mayor or board of selectmen of a municipality that chooses to participate shall submit its plan to PERAC for approval.
- Once the plan has been approved, it shall be submitted to the legislative body for acceptance.
- The approved plan shall be published and made available to employees within one month after it has been accepted.
- Employees must apply to participate within two months of the plan's publication.
- The municipality shall determine which applicants shall be allowed to participate in the program and notify them within one month of the application deadline.
- Participating employees must retire within two months of notification of acceptance.

Annual Report

- Municipality shall submit annual report to PERAC, ANF and the municipal legislative body, including the salaries and positions of participants, the amount of sick and vacation time being contributed by participants, the salaries and positions of those being hired as replacements and whether the positions of participants have been permanently eliminated.

Revised Pension Funding Schedule

- Increased pension liability resulting from the program must be amortized over 10 years, starting in the next fiscal year, in equal installments, and shall be separately identified in the funding schedule.

**Massachusetts Department of Revenue
Division of Local Services
FY2011 Local Aid Estimates**

ACTON BOXBOROUGH

	FY2010 Cherry Sheet Estimate	FY2011 Governor's Budget (House 1)	Difference
Education:			
Chapter 70	6,715,773	7,362,007	
SFSF to Maintain Foundation Spending	646,234	0	
Total Chapter 70	7,362,007	7,362,007	0
Regional School Transportation	603,536	605,806	2,270
Charter Tuition Reimbursement	80,123	88,879	8,756
Offset Receipts:			
School Lunch	14,645	12,909	-1,736
School Choice Receiving Tuition	345,180	258,706	-86,474
Essex County Tech Receiving Tuition	0	0	
Total Estimated Receipts	8,405,491	8,328,307	
Estimated Charges:			
Special Education	129	0	-129
School Choice Sending Tuition	19,500	5,000	-14,500
Charter School Sending Tuition	356,338	410,767	54,429
Total Estimated Charges	375,967	415,767	39,800
Receipts Net of Charges	8,029,524	7,912,540	-116,984

For additional information about how the estimates were determined and what may cause them to change, please click on the following link:
[Local Aid Estimate Program Summary.](#)

FY2011 Local Aid Assessments ACTON

	FY2011	
	FY2010 Cherry Sheet Estimate	Governor's Budget (House 2)
		Difference
County Assessments:		
County Tax	0	0
Suffolk County Retirement	0	0
Sub-Total, County Assessments	0	0
State Assessments and Charges:		
Retired Employees Health Insurance	0	0
Retired Teachers Health Insurance	0	0
Mosquito Control Projects	53,264	54,498
Air Pollution Districts	6,601	6,759
Metropolitan Area Planning Council	6,159	6,280
Old Colony Planning Council	0	0
RMV Non-Renewal Surcharge	9,740	8,860
Sub-Total, State Assessments	75,764	76,397
		633
Transportation Authorities:		
MBTA	108,703	107,508
Boston Metro. Transit District	0	0
Regional Transit	23,481	24,068
Sub-Total, Transportation Authorities	132,184	131,576
		- 608
Annual Charges Against Receipts:		
Special Education	10,056	0
STRAP Repayments	0	0
Sub-Total, Annual Charges	10,056	-10,056
Tuition Assessments		
School Choice Sending Tuition	7,650	5,000
Charter School Sending Tuition	0	26,129
Essex County Tech Sending Tuition	0	0
Sub-Total, Tuition Assessments	7,650	31,129
		23,479
Total Estimated Charges	225,654	239,102
		13,448

For information about how the estimates were determined and what may cause them to change, click: [Local Aid Estimate Program Summary](#).

**Massachusetts Department of Revenue
Division of Local Services
FY2011 Local Aid Estimates**

ACTON

	FY2011		
	FY2010 Cherry Sheet Estimate	Governor's Budget (House 2)	Difference
Education:			
Chapter 70	5,123,578	5,480,709	
SFSF to Maintain Foundation Spending	357,131	0	
Total Chapter 70	5,480,709	5,480,709	0
School Transportation	0	0	0
Retired Teachers' Pensions	0	0	0
Charter Tuition Reimbursement	5,967	16,140	10,173
Offset Receipts:			
School Lunch	12,013	9,996	-2,017
School Choice Receiving Tuition	0	0	0
Sub-Total, All Education Items	5,498,689	5,506,845	8,156
General Government:			
Unrestricted General Government Aid	1,232,453	1,232,453	0
Local Share of Racing Taxes	0	0	0
Regional Public Libraries	0	0	0
Police Career Incentive	18,748	9,245	-9,503
Urban Renewal Projects	0	0	0
Veterans' Benefits	20,782	35,498	14,716
State Owned Land	56,752	56,222	-530
Exemptions: Vets, Blind, Surviving Spouses & Elderly	37,687	38,099	412
Offset Receipts:			
Public Libraries	25,176	25,729	553
Sub-Total, All General Government	1,391,598	1,397,246	5,648
Total Estimated Receipts	6,890,287	6,904,091	13,804

Massachusetts Department of Revenue
Division of Local Services
FY2011 Local Aid Estimates

BOXBOROUGH

	FY2010 Cherry Sheet Estimate	FY2011 Governor's Budget (House 2)	Difference
Education:			
Chapter 70	1,366,966	1,366,966	0
SFSF to Maintain Foundation Spending	0	0	0
Total Chapter 70	1,366,966	1,366,966	0
School Transportation	0	0	0
Retired Teachers' Pensions	0	0	0
Charter Tuition Reimbursement	0	0	0
Offset Receipts:			
School Lunch	0	2,161	2,161
School Choice Receiving Tuition	204,850	207,021	2,171
Sub-Total, All Education Items	1,571,816	1,576,148	4,332
General Government:			
Unrestricted General Government Aid	222,247	222,247	0
Local Share of Racing Taxes	0	0	0
Regional Public Libraries	0	0	0
Police Career Incentive	7,439	3,634	-3,805
Urban Renewal Projects	0	0	0
Veterans' Benefits	0	0	0
State Owned Land	2,759	3,079	320
Exemptions: Vets, Blind, Surviving Spouses & Elderly	9,700	9,113	-587
Offset Receipts:			
Public Libraries	8,255	8,545	290
Sub-Total, All General Government	250,400	246,618	-3,782
Total Estimated Receipts	1,822,216	1,822,766	550

FY2011 Local Aid Assessments BOXBOROUGH

	FY2011		
	FY2010 Cherry	Governor's	
	Sheet Estimate	Budget (House 2)	Difference
County Assessments:			
County Tax	0	0	0
Suffolk County Retirement	0	0	0
Sub-Total, County Assessments	0	0	0

State Assessments and Charges:			
Retired Employees Health Insurance	0	0	0
Retired Teachers Health Insurance	0	0	0
Mosquito Control Projects	23,486	24,029	544
Air Pollution Districts	1,707	1,744	37
Metropolitan Area Planning Council	1,513	1,534	21
Old Colony Planning Council	0	0	0
RMV Non-Renewal Surcharge	2,580	2,600	20
Sub-Total, State Assessments	29,285	29,907	622

Transportation Authorities:			
MBTA	300	18,339	18,039
Boston Metro. Transit District	0	0	0
Regional Transit	32,154	13,803	-18,351
Sub-Total, Transportation Authorities	32,454	32,142	-312

Annual Charges Against Receipts:			
Special Education	0	0	0
STRAP Repayments	0	0	0
Sub-Total, Annual Charges	0	0	0

Tuition Assessments			
School Choice Sending Tuition	0	0	0
Charter School Sending Tuition	0	0	0
Essex County Tech Sending Tuition	0	0	0
Sub-Total, Tuition Assessments	0	0	0

Total Estimated Charges	61,739	62,049	310
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For information about how the estimates were determined and what may cause them to change, click: [Local Aid Estimate Program Summary](#).

Massachusetts Department of Elementary and Secondary Education

Chapter 70 Trends

002 ACTON

	Foundation Enrollment		Foundation Budget		Required Local Contribution		Chapter 70 Aid		Required Net School Spending (NSS)		Actual Net School Spending		Pct Chg		Dollars Over/Under Requirement		Percent Over/Under	
	Pct Chg		Pct Chg		Pct Chg		Pct Chg		Pct Chg		Pct Chg		Pct Chg					
FY00	2,235	3.3	12,981,578	3.9	11,187,773	3.9	1,970,239	28.5	13,158,012	8.5	14,024,352	4.4			866,340	6.6		
FY01	2,250	0.7	13,562,994	4.5	11,672,409	4.5	2,363,989	20.0	14,036,398	6.7	15,536,672	10.8			1,500,274	10.7		
FY02	2,303	2.4	14,552,599	7.3	12,209,257	7.3	2,542,729	7.6	14,751,986	5.1	16,492,173	6.1			1,740,187	11.8		
FY03	2,319	0.7	15,071,292	3.6	12,825,970	3.6	2,668,321	4.9	15,494,291	5.0	17,355,185	5.3			1,870,894	12.1		
FY04	2,379	2.6	15,601,674	3.5	12,998,660	3.5	2,603,014	-2.4	15,601,674	0.7	18,241,334	5.0			2,639,660	16.9		
FY05	2,363	-0.7	15,821,927	1.4	13,694,661	1.4	2,603,014	0.0	16,297,675	4.5	18,655,891	2.3			2,358,216	14.5		
FY06	2,414	2.2	16,798,342	6.2	14,323,943	6.2	2,723,714	4.6	17,047,657	4.6	19,913,872	6.7			2,866,215	16.8		
FY07	2,403	-0.5	17,472,327	4.0	14,258,025	4.0	3,214,302	18.0	17,472,327	2.5	21,591,345	8.4			4,119,018	23.6		
FY08	2,411	0.3	18,387,598	5.2	14,103,803	5.2	4,283,795	33.3	18,387,598	5.2	23,034,470	6.7			4,646,872	25.3		
FY09	2,416	0.2	19,355,313	5.3	14,127,172	5.3	4,678,327	9.2	18,805,499	2.3	23,558,255	2.3			4,752,756	25.3		
FY10	2,380	-1.5	19,717,634	1.9	14,236,925	1.9	5,123,578	9.5	19,360,503	3.0	25,283,300 *	7.3			5,922,797	30.6		

	Dollars Per Foundation Enrollment		Percentage of Foundation		Chapter 70	
	Foundation Budget	Ch 70 Actual NSS	Ch 70 Required NSS	Actual NSS	Percent of Actual NSS	Actual NSS
FY00	5,808	882	15.2	101.4	108.0	14.0
FY01	6,028	1,051	17.4	103.5	114.6	15.2
FY02	6,319	1,104	17.5	101.4	113.3	15.4
FY03	6,499	1,151	17.7	102.8	115.2	15.4
FY04	6,558	1,094	16.7	100.0	116.9	14.3
FY05	6,696	1,102	16.5	103.0	117.9	14.0
FY06	6,959	1,128	16.2	101.5	118.5	13.7
FY07	7,271	1,338	18.4	100.0	123.6	14.9
FY08	7,627	1,777	23.3	100.0	125.3	18.6
FY09	8,011	1,936	24.2	97.2	121.7	19.9
FY10	8,285	2,153	26.0	98.2	128.2	20.3

* Budgeted

Foundation enrollment is reported in October of the prior fiscal year (e.g. FY10 enrollment = Oct 1, 2008 headcount).

Foundation budget is the state's estimate of the minimum amount needed in each district to provide an adequate educational program.

Required Net School Spending is the annual minimum that must be spent on schools, including carryovers from prior years.

Net School Spending includes municipal indirect spending for schools but excludes capital expenditures, transportation, grants and revolving funds.

Federal SFSF grants in FY09 and FY10 are not included in these calculations. Net school spending is limited to Chapter 70 aid and appropriated local contributions. However, the SFSF calculations were directly based upon the Chapter 70 formula and helped districts spend at foundation budget levels.

In FY09, this district received an SFSF grant of \$549,814

In FY10, this district's SFSF grant entitlement is \$357,131

Massachusetts Department of Elementary and Secondary Education

Chapter 70 Trends

600 ACTON BOXBOROUGH

	Foundation Enrollment		Foundation Budget		Pct Chg		Required Local Contribution		Chapter 70 Aid		Required Net School Spending (NSS)		Actual Net School Spending		Pct Chg		Dollars Over/Under Requirement		Percent Over/Under	
FY00	2,056	9.8	12,585,277	10.2	12,445,322	2,740,242	12.7	15,185,564	6.6	16,361,198	6.6	1,175,634	7.7							
FY01	2,193	6.7	13,909,879	10.5	12,941,247	3,124,017	14.0	16,065,264	5.8	17,704,046	8.2	1,638,782	10.2							
FY02	2,330	6.2	15,477,895	11.3	13,237,904	3,543,199	13.4	16,781,103	4.5	20,155,871	13.8	3,374,768	20.1							
FY03	2,416	3.7	16,558,188	7.0	13,121,858	3,543,199	0.0	16,665,057	-0.7	21,989,536	9.1	5,324,479	31.9							
FY04	2,565	6.2	17,750,152	7.2	15,621,880	2,834,559	-20.0	18,456,439	10.7	23,834,890	8.4	5,378,451	29.1							
FY05	2,689	4.8	19,052,710	7.3	16,156,016	2,896,694	2.2	19,052,710	3.2	25,180,594	5.6	6,127,884	32.2							
FY06	2,721	1.2	20,024,105	5.1	16,885,593	3,138,512	8.3	20,024,105	5.1	26,909,933	6.9	6,885,828	34.4							
FY07	2,838	4.3	22,506,705	12.4	17,791,669	4,715,036	50.2	22,506,705	12.4	28,334,662	5.3	5,827,957	25.9							
FY08	2,886	1.7	23,994,743	6.6	18,369,316	5,625,427	19.3	23,994,743	6.6	30,651,126	8.2	6,656,383	27.7							
FY09	2,940	1.9	25,793,437	7.5	18,940,607	6,132,157	9.0	25,072,764	4.5	31,356,510	2.3	6,283,746	25.1							
FY10	2,983	1.5	26,931,635	4.4	19,569,628	6,715,773	9.5	26,285,401	4.8	33,829,603 *	7.9	7,544,202	28.7							

	Dollars Per Foundation Enrollment			Percentage of Foundation		Chapter 70 Percent of Actual NSS
	Foundation Budget	Ch 70 Aid	Actual NSS	Ch 70	Required NSS	
FY00	6,121	1,333	7,958	21.8	120.7	130.0
FY01	6,343	1,425	8,073	22.5	115.5	127.3
FY02	6,643	1,521	8,651	22.9	108.4	130.2
FY03	6,854	1,467	9,102	21.4	100.6	132.8
FY04	6,920	1,105	9,292	16.0	104.0	134.3
FY05	7,085	1,077	9,364	15.2	100.0	132.2
FY06	7,359	1,153	9,890	15.7	100.0	134.4
FY07	7,930	1,661	9,984	20.9	100.0	125.9
FY08	8,314	1,949	10,621	23.4	100.0	127.7
FY09	8,773	2,086	10,665	23.8	97.2	121.6
FY10	9,028	2,251	11,341	24.9	97.6	125.6

* Budgeted

Foundation enrollment is reported in October of the prior fiscal year (e.g. FY10 enrollment = Oct 1, 2008 headcount).

Foundation budget is the state's estimate of the minimum amount needed in each district to provide an adequate educational program.

Required Net School Spending is the annual minimum that must be spent on schools, including carryovers from prior years.

Net School Spending includes municipal indirect spending for schools but excludes capital expenditures, transportation, grants and revolving funds.

Federal SFSF grants in FY09 and FY10 are not included in these calculations. Net school spending is limited to Chapter 70 aid and appropriated local contributions. However, the SFSF calculations were directly based upon the Chapter 70 formula and helped districts spend at foundation budget levels.

In FY09, this district received an SFSF grant of \$720,673
 In FY10, this district's SFSF grant entitlement is \$646,234

Date: Mon, 11 Jan 2010 09:35:46 -0500

From: Martha Papalia

Subject: 7th grade sports

To: i,"abrsc@acton-ma.gov" <abrsc@acton-ma.gov>

Hello -- it has come to my attention that the school system is considering cutting 7th grade school sports from the budget. I appeal to you to keep this valuable program. My daughter is a good athlete and is excited to use the school program to not only develop her skills, but also to help her break through socially during such a big year of upheaval.

I believe 7th grade is one of the most critical times of opportunity for athletic kids. Cutting these programs would leave a big development void.

Thanks,
Martha

Date: Mon, 11 Jan 2010 20:09:27 -0500

From: Judith Rowland

Subject: 7th grade sports

To: <abrsc@acton-ma.gov>

Hello,

I just heard there is some talk about cutting the 7th grade sports programs next year at RJ Grey. As an Acton parent of a 5th and 3rd grader, this concerns me very much. Both of my children are avid sports participants and I cannot imagine them not having the 7th grade sports outlets available to them. Part of the reason we moved to Acton was because of its commitment to the children, wonderful school systems and competitive sports programs. To simply cut out a year of sports (and an important year at that) would be to leave them at a disadvantage in a very competitive environment. To boot, part of the reason parents encourage sports so much is also to keep our children busy, happy and safe....out of trouble. In addition, I'd hate to see them take a year off of something they love and potentially lose interest in it and deter them from playing the next year. Seventh grade is a huge transition year for our children already and to add another "change" to something they expect and are passionate about would frankly be doing them a disservice.

Please reconsider the town's position on this.

Thank you,

Judith L. Rowland
Raymond H. Rowland

Date: Mon, 11 Jan 2010 12:11:19 -0500
From: Rich and Karen Guzzardi
Subject: Future of 7th grade sports
To: <abrsc@acton-ma.gov>

Dear School Committee Members;

It has come to my attention that there has been some discussion about the future of a 7th grade sports program at the Junior High. This would be terribly disappointing if this decision was implemented. The Junior High does a fantastic job transitioning the children from the various elementary schools and participating in a sport or club only helps with this transition. Sports and other activities teach our children how to budget their time and make for a great Junior High experience.

I urge the committee to continue with the Athletic teams for the 7th grade.

Thank you.
Karen Guzzardi

Date: Tue, 12 Jan 2010 19:32:58 -0500
From: Julie McCarthy
Subject: 7th grade sports
To <abrsc@acton-ma.gov>

To the A/B Regional School Committee-

I am writing to you with concerns about the possibility of no longer offering the 7th grade sports program at R.J. Grey Junior High School. As a parent of three children- a 7th grader, 5th grader and 1st grader, I am very aware of the positive experience my daughter has had during her transition into Junior High and her playing on the 7th grade field hockey was a huge part of that. Not having played field hockey before, she was anxious about trying out for the team. After the first day of practice, she was so enthusiastic about being part of a great team and having a super coach. She developed new friendships and the girls all had a blast together. In addition to playing well on the field together, they would plan their "psyche" days...where the team would dress alike on the day of a game. I feel very fortunate with the experience that my daughter has had-she now enjoys going to the junior high basketball games to cheer on her classmates!

I feel that Acton-Boxborough is really going to be missing something here if the sports programs are eliminated. What are all these kids going to be doing after school? Hanging out and getting into trouble??

I am looking forward to the day that my second daughter goes to junior high and I really hope that the sports programs will be an option for her.

Thank you-Julie McCarthy

Date: Tue, 12 Jan 2010 11:35:09 -0500
From: Rose Hickey
Subject: 7th grade Sports Program
To: abrsc@acton-ma.gov

Hello,

It has been brought to my attention that the 7th grade sports program may be discontinued for buget cuts. I am the mother of a 5th and 6th grader at Gates. We chose to live in Acton for it's school system and so far have been pleased. We pay a heavy tax to live in this town and presently have classroom sizes of 25 students and part time assistants which are paid mostly through the money raised by the **PTO** at the school auction. There is no art or music room at Gates and the children have art in the hallway behind dividers. We pay @ \$50 for each child for school supplies every year. These are only a few examples of the sacrifices we make as parents to have our children be apart of a great school system.

Most of the town sports programs have increased their fees to cover referees, maintanance of fields, etc. I understand these are hard times and cuts need to be made, but cutting a sports program at the Junior High is unacceptable. Children especially in the junior high need sports and after school programs to enrich their lives and help them become well rounded and physically challenged individuals. The relationships and socialization a child obtains from being part of a team are truly the basis to help these kids transition into young adults. Many children come into their own in 7th grade and discover their physical strengths by participating in the sports programs offered by the school. Sports Programs are an invaluable asset in which children are abl e! to become healthy, confident individuals. I'm sure there is a way to keep the program going in a town that is most known for it's academia and competitive sports.

Sincerely,
Rose Hickey

Date: Wed, 13 Jan 2010 06:40:47 -0500

From: Theresa Hoggins

Subject: Please do not cut the 7th grade athletic program as a budget cut.

To: <abrsc@acton-ma.gov>

Dear Acton School Committee,

Please do not cut the 7th grade athletic program. As you know 7th grade is a big transitional year coming from elementary school to the junior high. Joining a 7th grade sports team is a great way for the kids to meet new friends and get connected to their new school. I would much rather see athletic fees go up overall than cut the 7th grade program. This would be a huge mistake. Athletics also help keep kids physically fit and keep them out of trouble. I understand the pressure you are under to make cuts but this not the place to make them.

I have a 7th grader and an 9th grader who benefited greatly from playing on the 7th grade field hockey team. They met some great friends and it was an overall terrific experience for them. It forced them to be disciplined with their time. I have seen firsthand the benefits of the 7th grade athletic programs. Please do not cut them.

Theresa Hoggins

From: [redacted] Thursday, January 21, 2010 11:52:26 AM [redacted]
Subject: Re: re: 7th grade "Project Wellness" - The 10 Ton Carbon Elephant in the Schools
To: [redacted]
Cc: [redacted] smills@mail.ab.mec.edu [redacted] chardimon@mail.ab.mec.edu
[redacted] ashen@mail.ab.mec.edu [redacted] Beth Petr [redacted] abrsc@acton-ma.gov
Attachments: [redacted] Attach0.html 11K

Hello Ann,

Thanks again for your email. We are always glad to hear directly from parents.

The School Committees have developed a Parent Communications Map to be used when a parent has questions or concerns about the educational program or some aspect of their child's school experience. You can find it on our website (<http://ab.mec.edu/pdf/ParentCommunicationMap.pdf>)

I understand that you have talked with Asst Principal Shen about your concerns regarding Project Wellness. If you would like to continue the discussion, then I recommend that you follow the communications chain laid out in the Parent Communications Map. Per the map, your next contact would be Principal Hardimon. I have copied him and the superintendent on this message. It would be a violation of our policy and disrespectful to the administration for the committee to become involved in the discussion at this time. Thank you for your understanding.

Regards,
Sharon

Sharon Smith McManus
Chair, Acton Boxborough Regional School Committee
smcmanus@mail.ab.mec.edu

----- Original message -----

Date: Sun, 17 Jan 2010 13:47:45 -0500 53 of 108
From: Ann Sussman
Subject: re: 7th grade "Project Wellness" - The 10 Ton Carbon Elephant in the Schools
To: <abrsc@acton-ma.gov>

Dear Regional School Committee Members:

I received a flyer on "Project Wellness" last week, the all-day off campus forum sponsored by RJ Grey March 10th 2010. The content of this program on teen health and well-being seems excellent, however my 7th grade son + I will not be attending. Here's why:

- **Economic Hardship**

Project Wellness 'expects' parents to take the day off work + pay \$40 in addition. This is unfair to Acton families many of whom are under economic stress; from my observation, many are losing or face uncertain job futures, particularly Dads;

- **Environmental Irresponsibility**

Project Wellness requires 500 students + 500 parents to drive 60 miles or more round trip to Merrimack College in North Andover on rte 495, a trans-continental trucking route during mid-week rush hour. Even if parents carpool it will put 350 or more vehicles on the road unnecessarily; these parents will drive some 20,000 miles collectively to further our children's health and expend (assuming 20 mpg) some 1000 gallons of gasoline.

The carbon footprint for the jaunt, I calculate at 10 Tons.

- **Questionable Ethics + Potential Conflict of Interest**

Under MA state LAW 286a it is illegal to promote your own business or your friends or relatives businesses if you are a municipal or school employee; in other words, you cannot be on school salary and at the same time be marketing your own or a friends side venture. Based on conversations with school officials, it is unclear whether this is indeed happening.

In sum, "Project Wellness" is a wonderful idea, and it would be a more wonderful idea if it were a green, legal and economically-sensible venture. Then we could truly say we are doing our very best to support our kids, their families, and our future.

Thanks for your attention.

I'd be happy to speak briefly at your Feb. 4 meeting if you wish + let me know the time.

Best,

Ann Sussman
Concerned RJ Grey Parent

S.M.A.R.T. Goals 2009-2010

(1/29/10)

Due Dates: 9/09
Mid year update: 2/10
Final Update: 6/10

Specific
Measurable
Attainable
Related to Student Academic Outcomes
Time-bound

Goal #1. Embracing our Changing Demographics					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
Over the last 30 years, the Acton and Acton-Boxborough Schools have seen and incorporated a variety of educational trends and shifts. Consequently, the school community has recognized the values of diversity and global awareness and its opportunity for improving student growth and achievement. With feedback from the Educational Values and Interests survey, we now begin the task of integrating the ideas from home, community, faculty and staff to determine common ground for discussion. We are committed to celebrating the many cultures which comprise our student body and community and ensuring that all of our students and staff, regardless of background or experience are treated fairly and respectfully.	<div>a. Compile data from both surveys</div> <div>b. Integrate data to document culturally relevant themes.</div> <div>c. Offer community forums in selected locations to share survey results and themes.</div> <div>d. Identify culturally relevant themes regarding differing goals and perspectives.</div> <div>e. From examination of data, strategically plan curriculum choices reflecting culture and climate.</div>	To be completed by March 2010	Superintendent, Director of Pupil Services	<div>• Completion of a written report, including written recommendations from data analysis, community forums, and sub-committee work</div> <div>• Written recommendations for building based curriculum choices, reflecting culture and climate</div>	<div>• With the support of the Superintendent of Schools, parents and staff, a study group was commissioned in the spring of 2008 to examine some merging perceptions regarding changes in expectations, and/or competing goals. The study group was created to identify the values and educational goals of the community and its implications for curricular changes and budget. Emphasis was on dialogue and trying to reach consensus by respecting differences and finding common ground.</div> <div>• An on-line survey was created in June of 2009 and opened to the community and schools though October 1, 2009.</div>

					<ul style="list-style-type: none">• For the purposes of the first public presentation on 1-28-10, study group members, within sub-committees, chose twelve data points and disaggregated the data from this perspective: type of educational system experiences, race and ethnicity, and length of residency in Acton or Boxborough. Specific data can be viewed through the district's website.• An executive summary, including practical next steps and recommendations, was shared at this presentation.• The study group highlights the importance of providing structured opportunities to talk about multiple perspectives and welcomes school committee representation in the study group going forward. This dialogue is viewed as a multi-dimensional, multi-year project. It is probable that critical curriculum issues and its implications for budget may require regular progress reports to the school committee.• Regarding measurable outcomes, Faculty input and its comparison to parent and guardian input is presently being studied through sub-committee work and will yield complementary yet vital discussions around expectations, high standards, homework and student stress and wellness. From these discussions, data points for further study will be identified and challenges will be isolated by themes and priority. Consensus was reached regarding obtaining student input through the survey process as an immediate action item.
Goal #2. Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
The community places a high value on the preservation of an excellent education for its students and highly involved citizenry. In light of the current economic picture, identifying new sources of revenue, reviewing personnel needs and costs, as well as actively engaging	<ul style="list-style-type: none">a. Define budget assumptions for FY11. Prepare budget calendar.b. Identify specific FY11 budget projections.c. Prioritize personnel needs and costs	Ongoing through the fiscal year	Superintendent, Director of Finance	<ul style="list-style-type: none">• Prepare a budget model for FY11 that fits within available revenues.• Provide written predictions of revenues and expenses for	<ul style="list-style-type: none">• Prepared Level Service and 3% budgets for FY11 based on levels 3 & 4 cuts• Prepared and revised budget calendar and assumptions• Prioritized personnel and curriculum needs

in community forums and discussions will be required to manage what can only be described as a fiscal crisis for our schools. State revenues will be volatile as we proceed with budgetary planning and we anticipate that 9c cuts within the current fiscal year will impact FY11 projections.	<ul style="list-style-type: none"> d. as well as curriculum/program needs. d. Re-evaluate school choice opportunities. e. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF). f. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough. g. Identify long-range needs and develop a rational capital management program. h. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs i. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related. 			FY12 and FY13, including but not limited to health insurance, circuit breaker, and transportation reimbursement.	and costs <ul style="list-style-type: none"> • Ongoing meetings and partnerships with ALG & BLF • Feb. 6 meeting set for department budget review with Board of Selectmen, Acton & Boxborough Finance Committee • Participating in cost savings committee with Acton Finance Committee • Monitoring use of ARRA funds • Chapter 70 House/projected funds were released • Determination made to not pursue capital warrant item for FY11 due to economic climate • Identified cost saving measures in FY10 and FY11 in utilities, custodial overtime, campus monitors, OBRA/Social Security, and special education assistants, saving approximately 3/4 million dollars.
Goal #3. Enhancing Curriculum, Instruction and Assessment					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
We emphasize high academic expectations in the arts, humanities, and sciences and are dedicated to empowering students to be involved, active learners who work hard, think and communicate skillfully, and develop critical thinking skills. To that end, we are committed to high quality staff providing a range of high quality academic programs, and instructional strategies that address different learning styles. We are also committed to using assessment measures which clearly measure our students' progress toward accomplishing curriculum goals.	<ul style="list-style-type: none"> a. Conduct Year 2 of the K-12 curriculum review process for Visual Arts b. Conduct Year 1 of the K-12 curriculum review process for English Language Arts c. Provide professional targeted development opportunities for faculty and staff. d. Continue with the NEASC study at the ABRHS to prepare for the accreditation team in October 2010. e. Provide district-wide Category 1 ELL training as mandated by DESE. f. Enhance the district's capacity to utilize technology both as an instructional as well as an administrative tool. 	By June 2010	Superintendent, Assistant Superintendent	<ul style="list-style-type: none"> • Document and share revised and new curriculum documents on the district website. • Document all professional development offerings and their connection to district goals. • As part of the self-study process, submission of written reports for each of the NEASC standards (<i>ABRHS only</i>) • Successful completion of district wide ELL Category 1 Training; improve MEPA/MELA-O scores by 5%. 	<ul style="list-style-type: none"> • In process of meeting for year two of the curriculum cycle for Visual Arts: the entire K-12 department has met three times to date and are developing units of study. • In process of selecting an English Language Arts K-12 committee to begin the review cycle. • All the professional development offerings may be viewed in our on-line catalog. An analysis of the offerings will be performed by the PD committee at the end of the school year. • The High School staff is progressing through the NEASC standard reports in preparation for writing them. • Completed the ELL course for all faculty in grades K-8. The sessions took place on professional development day with follow-

	g. Expand the district's capacity to use data to assess programs and student work, including a plan for students not succeeding on the MCAS.			<ul style="list-style-type: none"> Document a written plan that summarizes district sponsored initiatives to improve the technical literacy of staff, including but not limited to PowerSchool enhancements. Summarize the results of student performance on MCAS including an analysis of the sub-groups involved that identifies and addresses the needs of students for successful participation and the meeting of AYP requirements. 	<p>up sessions for the elementary staff in December and the junior high staff in January. Staff developed lessons to use in their classes.</p> <ul style="list-style-type: none"> We have expanded the use of PowerSchools capability of the parent portal to include School/PTO and PTSO permission-related fields and will pilot the use of the portal to access elementary report cards in February. We introduced a web-based gradebook at the region and expanded our customizations to increase efficiencies and reporting capabilities. As an example, the JH hand-written interim reports were replaced with an automated system. A thorough report was submitted by each content area responsible for the MCAS, with an added analysis of the Student Growth Percentile and its implications for instruction and student achievement. We are in the process of continued data analysis and plans/programs for those not succeeding on the math MCAS in grades 7-8 and those in HS not succeeding in ELA, math and or science. At the high school we are on target with all deadlines for NEASC. At this time, three of the eight committee reports are complete. Others are in process and will be ratified by the faculty over the next three months.
Goal #4. Supporting Students within a Positive School Culture and Climate					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
Pupil Services continues our efforts in supporting building based initiatives on wellness, school safety, stress management, with a special emphasis on anti-bullying initiatives and flu prevention. We continue to enhance the home/school partnership with the SpEd PAC by promoting our co-sponsorship of professional activities, our monthly OnTeam, Communique, parent forums, and implementation of School Committee policies and procedures.	<p>a. Implement fiscal Task Force action plan items developed in FY09, including but not limited to generating revenue through specialized programs, CASE accessibility, pre-referral, etc.</p> <p>b. Consider structural re-organization and/or cost cutting options including personnel and programs.</p> <p>c. Facilitate Anti-bullying Task Force to</p>	By March 2010	Superintendent, Director of Pupil Services	<ul style="list-style-type: none"> Written report, summarizing the district-wide coordinated response to flu prevention and pandemic planning. Coordinated flu clinics for students and faculty (dates/times to be determined) First annual Acton-Boxborough Community 	<ul style="list-style-type: none"> As the 2009-2010 school year began, the Acton and Acton-Boxborough nursing staff played an integral role in protecting the health and safety of our district staff, students and their families. Working in partnership with the Acton Board of Health, the Department of Health and Human Services, and the Centers for Disease Control and Prevention, consistent communication between home and school

	<p>review and enhance current policies and procedures.</p> <p>d. To continue to support building based initiatives on wellness, school safety, stress management, with an emphasis on flu prevention and anti-bullying.</p> <p>e. Strategize fund raising and community opportunities with SpEd PAC to support professional development opportunities for parents and staff, including but not limited to safe school/anti-bullying initiatives, autism spectrum disorders, and youth planning.</p>			<p>Symposium; development of a Youth Master Plan (<i>October 7, 2009</i>)</p> <ul style="list-style-type: none">• Anti-Bullying Task Force to recommend district-wide Policy changes and related procedures for systemic coordination and intervention.• District-wide Anti-Bullying Forum (<i>October 20, 2009</i>)• Parent/guardian Bullying Prevention Training; 4th Annual Parent Workshop Day; Rick LaVoie (<i>November 6, 2009</i>)	<p>ensured a coordinated, meaningful plan for responding to an influenza pandemic.</p> <ul style="list-style-type: none">• Through regular meetings to address influenza preparedness, action steps were taken to secure, distribute, inoculate, and monitor flu vaccines over the last several months, maximizing protection to our student body and faculty.• In addition, the district made available, through mass distribution, helpful guidelines (precautionary steps to take for seasonal flu, H1N1, and influenza like illnesses) for both the schools and community.● As we become more continuously focused on student health and safety, reducing stress and promoting the sense of well-being in our Acton and Acton-Boxborough Schools, building partnerships and enhancing communication continue to be paramount to our community's effectiveness. As such, the first annual Acton-Boxborough Community Symposium welcomed businesses and organizations who attended with a sense of responsibility and obligation to our children and to the community at large, drawing resources from across the community.• Our school district believes that outstanding internal and external connectedness is key in facilitating information before we face insurmountable challenges or a crisis. Utilizing our teams and partnerships with our community and the development of a Youth Plan ensures a safe environment for our children and our students.• The Anti-Bullying Task Force began its work in September 2009, committed to creating practical guidelines so that all children, staff and faculty feel safe within the school and/or work environment. Participants include parents (3), teachers (3), a school resource officer (1), school counselors (3), technology specialists (2), and building based administrators (6).• Four sub-committees have been meeting regularly, charged with reviewing and considering modifications to the current bullying policy, and beginning to develop procedures for a specific area of focus:
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					<p>cyberspace, issues inside and outside the classroom, applications for curriculum and training, and applications for victims and perpetrators.</p> <ul style="list-style-type: none"> • The sub-committees have grappled with elements of an effective bullying policy that addresses cyberspace issues, defines forbidden behaviors, and furthermore, defines the conditions where school staff must react and respond. Additionally, the Task Force is developing recommendations regarding the social programs and trainings that are necessary to prevent incidents from happening. • Task Force members are currently beginning to write draft district-wide policy modifications for bullying, harassment and hazing. These modified policies will be considered by the Superintendent of Schools by the end of February, 2010. • Concurrently, the district sponsored an effective anti-bullying forum as planned in October, 2009, and provided parent/guardian bullying prevention training through the SpEd PAC in November, 2009. Other programs are currently being scheduled through the spring 2010.
Goal #5. Supporting Faculty and Staff					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
<p>We actively promote collaborative relationships among staff and administration and the community. In addition, we are committed to initiating working partnerships with the Town, the business community, neighboring school districts, and organizations. Within this partnership, we view the classroom as the heart of the school system. To provide an appropriate learning environment in the classroom, we are committed to recruiting and retaining outstanding teachers, and providing those teachers with supervisory and evaluation procedures that are collegial, supportive and accountable.</p>	<ul style="list-style-type: none"> a. Ensure that the faculty and staff are of high quality and are mentored, supervised and supported to perform at the highest professional level. b. Continue to develop a strong and experienced leadership team amidst significant retirements over the last three years. c. Complete Negotiations with the Acton Education Association, Office Support Association and AFSCME; to review and modify contractual language for improved clarity and access. d. Reduce duplication of work/systems through improved automation of electronic programs. 	By June 2010	Superintendent, Director of Personnel	<ul style="list-style-type: none"> • The successful completion of contract negotiations, resulting in contracts for 2010-2013 that fit within available revenues. • Implementation of a fully developed administrative mentoring program that supports administrators in their first three years in the school districts. Regular meetings of the administrative team that allows for collaboration and strategic planning with Principals and Central Office 	<ul style="list-style-type: none"> • As of January 25, 2010, we have completed several negotiation sessions with several more scheduled over the next two months. We have completed a full review of the AEA contract, and developed recommendations for three categories: Financial Items; Language Items, and Housekeeping Items. • We held a full day Administrative Planning meeting in August to review areas of finance, curriculum, facilities, pupil services, and personnel. The administrative team was trained in civil rights law, discrimination and safe schools. We have continued the administrative mentor/mentee program for new administrators, which our new administrators report to be extremely

				<p>Administrators.</p> <ul style="list-style-type: none"> Administrative succession planning and implementation for any administrative retirements or vacancies projected over the next 3 years. A 40% reduction in time and paper spent processing applications due to the fully engaged use of our new on-line application system Applitrack. 100% use of electronic forms for time off requests, and attendance reporting.50% use of electronic timecards instead of paper timecards with a goal of 100% the following year. 	<p>valuable in their success.</p> <ul style="list-style-type: none"> We continue to work on administrative succession and planning. A search committee is being formed to hire a new finance director, and we are prepared for any other administrative vacancies that may occur. We are participating in the EDCO leadership program, and the EDCO administrative job fair. We have at least three members of our professional staff who are participating in administrative licensure programs this year. We have fully implemented the online job application system Applitrax. This has reduced the use of paper related to job applications by at least 80%. We continue to review other aspects of central office functions for opportunities for automation. Munis' Employee Self Serve has been a major effort over the last six months. We are prepared to roll it out to employees over the next three months. Employees will be able to access W-2 information, salary and paycheck information, attendance and benefits. We will begin to roll out electronic timecards and electronic requests for time off with a goal for full implementation in the 2010-2011 school year. This will result in several functions that are currently managed with personnel's filemaker program moving into Munis.
Goal #6. Continuing to Address Facility Needs and Capital Projects					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
The district is known for accomplishing ambitious projects with impact. Innovation within the district continues to be encouraged and supported. We are recognized for promoting the effective integration of energy conservation initiatives that reduce energy consumption, reduce costs and increase efficiency.	<ul style="list-style-type: none"> a. Prepare RFP, and select vendor for installation of Solar PV Panels. b. Update the Administration Building Management System. c. Update the PDB Building Management System. d. Recommend systemic procedures disallowing the use of electric mobile heating units. 	To be completed by June 2010	Superintendent, Director of Facilities	<ul style="list-style-type: none"> Reduction of energy consumption measured in KWH for electricity and therms in natural gas Successful installation of solar PV panels at RJ Grey and ABRHS in Fall 2009 and at Douglas School in Summer 2010. 	<ul style="list-style-type: none"> Solar panel projects at the HS and Jr High have been completed and Douglas is scheduled for July 2010. The administration Building Management System has been updated and we received a reimbursement from the utility in doing so due to the design efficiency. Completed 10/2009. The PDB Building Management System has been updated, completed 11/2009.

					<ul style="list-style-type: none">• We plan to show measurables in actual building energy consumption as the data comes available.• Other energy conservation education is on-going with our end users, including such things as educating individuals around the impact of utilizing small appliances like electric heating units
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**JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
SC WORKSHOP MINUTES July 2009**

(approved 8/6/09)

Sargent Memorial Library Conference Room
Boxborough

July 1, 2009

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<i>SC Attendees:</i>	Brigid Bieber, Jonathan Chinitz, Mike Coppolino, Xuan Kong, Terry Lindgren, Sharon Smith McManus, Maria Neyland, John Petersen
<i>Absent:</i>	Bruce Sabot
<i>Other Attendees:</i>	Stephen Mills, Bart Wendell

=====

Sharon Smith McManus and Xuan Kong called the joint meeting of the Acton-Boxborough Regional School Committee and Acton Public School Committee to order at 6:17pm.

Kopleman and Paige will review changes to the Open Meeting Law at the Acton Memorial Library on Thursday September 24th at 7pm. All SC members are encouraged to attend.

APPROVAL OF WARRANTS

Three AB regional warrants were circulated for SC review and approval:

Warrant 09-026A	\$2,451,199.11 (final payroll)
Warrant 09-027	\$269,174.97
Warrant 10-001	\$1,744,918.07

SUPERINTENDENT INTRODUCTION

Steve Mills recapped the remarks that he made to the school leadership earlier this week. Steve believes in bottom up planning and sees the role of the central office as supporting the primary mission of the schools – classroom teaching. For himself, Steve is committed to universal values - golden rule, respect, fair play and hard work. Steve will personally model good behavior. Steve exemplified his values by stating that he would like the school's contribution to his health care decreased from 85% to 75% to match the contribution rate recently approved by the SC for administrators.

WORKSHOP DISCUSSION

Bart Wendell began the workshop discussion at 6:40pm. Bart commented that local elected bodies like SC or BOS may be divided along fiscal, social or style issues. He observed that the AB & APS SC tended to be in agreement about fiscal and social issues but was factionalized in terms of style. Some members of the committee are relationship focused while other members of the committee are task focused. The challenge for the committee as a whole is to respect the value of each perspective and act in ways that both preserve our strong, good relationships while effectively completing tasks. The SC agreed that a key ground rule for the workshop and our meetings is to keep the discussion on issues, not on people. Members also need to respect other member's right to an opinion. The SC concluded that 2005 Summer Workshop outcomes are still relevant and should be applied to '09-'10 meetings (Appendix). In addition, the SC agreed that

distribution and/or presentation of appropriate background information should occur before the SC begins decision-making discussions.

Dr Mills agreed that he was responsible for making sure that relevant information is made available to the committee in a timely fashion and commented that we need to ask, “What data is required?” and “What's the right data?” Steve will review all requests and work with staff to estimate the time required. He will want to understand why the information is important and how it will contribute to decision making. Steve asked that SC members appreciate the time required to meet information requests and that noted that staff time is essentially fully committed before allowing time for SC requests.

The committee was in agreement that SC meetings and SC performance could be improved. Specifically, there was agreement that agendas should be prepared and circulated for SC comment a week before each meeting. Supporting materials (memos, presentations) should be provided a week prior to meetings. Steve Mills committed to supporting this schedule and requested that SC members provide feedback on significant concerns *prior to the meeting*. The SC agreed with several members supporting Maria Neyland’s comment that a goal is to make sure that complete information comes to the meeting in a form that supports reaching a conclusion (assuming that action is required) that same evening. Mike Coppolino and others expressed concern about opening and closing issues in a single session in part related to time needed to incorporate public feedback into the decision making. It was agreed that the vice-chair of each committee will make sure the SC follows the ground rules during SC meetings and will remind the committee that a vote may be delayed if the committee has not had enough time to consider the relevant information. Brigid Bieber commented that each topic should be framed so that the action that will be requested of the committee (vote to approve, make recommendation, comment) is clear at the outset of the topic discussion. The SC will include a review of School Committee Performance as an agenda item for its Dec 3rd meeting.

Terry Lindgren stated that it was important to clarify SC decisions by making and voting on understandable motions. The SC as a whole thinks that motions should be written in advance of the meeting and drafts of non-routine motions need to be provided as part of the SC packet delivered prior to the meeting.

Bart polled individual committee members to self-identify specific areas in which they would work on shortening/improving SC meetings:

Jonathan Chinitz	Talk less
John Petersen	Let details go
Terry Lindgren	Keep issues at appropriate high level
Mike Coppolino	Prepare better
Sharon Smith McManus	Don’t repeat
Xuan Kong	Send questions ahead of meeting
Brigid Bieber	Ask what action is being requested from committee
Maria Neyland	Send questions in advance, keep issues at appropriate high level
Steve Mills	Ensure staff is prepared

The SC discussed the role of SC members in supporting SC decisions after non-unanimous votes. The SC unanimously recognizes that the actions of the committee are the actions of the committee as a whole and that individual members cannot and must not present individual positions as those of the committee. Where members hold positions/opinions on major issues that are not likely to be those of the majority, the SC believes that communicating those positions prior to the night of relevant vote will improve SC performance. The SC discussed the role of individual members in communicating/implementing voted actions of the committee. The primary role of individual members is to communicate what action the committee has taken. In longer discussions, individual members may present both the pro and con positions while making clear the committees' chosen course of action. Terry Lindgren noted that in some extreme cases such as a member believes that the SC decision is illegal and/or immoral the SC member must, as an individual, decide if in this specific case she will be unsupportive of the committee's decision.

The SC also recognized the importance of maintaining the confidentiality of executive discussions. The content of executive committee discussions should be reported through approval and public release of executive committee minutes.

OTHER BUSINESS

Maria Neyland stated that the Boxborough SC has formed a subcommittee to study various forms of regionalization/unionization for the Boxborough School System (Blanchard Elementary School). There are many different possibilities that are being investigated by the subcommittee. The Boxborough subcommittee expects to have a good understanding of what is good for Boxborough in Spring 2010. The Boxborough SC requested that the AB regional SC schedule any discussions relative to including Blanchard in the ABRSD after the Boxborough subcommittee completes its study or requests a discussion. The sense of ABRSC is that Boxborough should complete their study before any ABRSC discussions.

Independently, the APSC is exploring the possibility and merits of the Acton Public Schools joining ABRSD. The idea of APS, as a single entity joining ABRSD is totally separate from the Boxborough School System regionalization and will be vetted on its own merits.

Brigid Bieber will communicate the outcome of the SC workshop discussion to Bruce Sabot.

Steve Mills will communicate the outcome of the SC workshop to his leadership team.

SC issues and tasks and member assignments for 2009-2010 will be determined at the August meeting. Xuan Kong will not be in attendance and will send his preferences in advance.

At 9:31 p.m., the joint meeting was adjourned.

Respectfully submitted,
John Petersen

Appendix

2009 Ground Rule Additions Acton-Boxborough Regional School Committee

- Keep the discussion on issues, not on people
- Clarify by making motions
- Respect other's right to have an opinion
- Have data before the discussion
- Never vote on the night of the initial presentation (where appropriate)

2005 Summer Workshop Outcomes Acton-Boxborough Regional School Committee

Put motions on table earlier

Advance preparation of motions

Committee members prepared to speak to all agenda items prior to meeting

Test consensus more often

Chair summarize points of view; members not repeat items that have already been said

Schedule Executive Sessions before School Committee Meetings

Schedule large topics/education reports for separate meetings instead of within a monthly business meeting

In December check in on how we are doing

Send preliminary agendas to committee members at least a week before the meeting

Keep ongoing list of known agenda topics for whole year so that information gathering and preparation can take place earlier.

Keep ongoing list of action items and committee assignments

Make more information available to the public including schedules and agenda items

Individual committee member requests are brought up at meetings and go through the committee

Requests for staff members to do work go through the Committee and/or Chair and then through the Superintendent

**JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING
MINUTES (Approved 10/1/09)**

Library
R.J. Grey Junior High School

August 27, 2009
7:00 pm

<i>Members Present:</i>	Sharon Smith McManus, Xuan Kong, Terry Lindgren, Brigid Bieber, Maria Neyland, Michael Coppolino, John Peterson , Jonathan Chinitz
<i>Members Absent:</i>	Bruce Sabot
<i>Also Present:</i>	Marie Altieri, Steve Mills, Beth Petr

The meeting was called to order at 7:05 p.m. by Sharon McManus and Xuan Kong, respective Committee Chairs.

AB Warrant #10-004 in the amount of \$1,475,128.79 and Warrant #10-005 in the amount of \$704,381.28 were signed by the Chairperson and circulated to the rest of the committee for signatures.

APS Warrant #2010-3 in the amount of \$514,513.51 and Warrant #2010-4 in the amount of \$127,216.89 were signed by the Chairperson and circulated to the rest of the committee for signatures.

Sharon McManus distributed the meeting ground rules that the Committee agreed on at their July 1 workshop.

JULY 1 WORKSHOP FOLLOW-UP

Committee Assignments:

Some changes were made to the draft done in July. Mike said that the SPED financial task force had completed their work. Terry asked for a Boxborough FinCom Liaison. Brigid and Maria agreed to share that role. See attached Appendix A.

Liaison Assignments:

This was suggested to improve School Committee and Central Office working relationship. One or two liaisons would be identified for each functional area so they could talk to Central Office before the meetings to educate both SC and CO, and help both to avoid surprises at meetings. Acton FinCom uses this model. These would be "Ad hoc" roles to help with legwork, not official decision-making roles. The consensus was to try this on an as needed basis.

Suggestions to Improve School Committee Meetings:

Xuan, Sharon, and Steve identified a list to start with. See attached Appendix B.

Changing the timing of packet distribution so members receive it before the weekend would be beneficial. Some members feel more should be posted online and less distributed via paper. A suggestion was made to have the FYI offered only online. It was

agreed to consider this again next month. Steve noted that Worcester's packet went out the Friday before the meeting.

Terry asked if warrants could not be done at the meetings because it is distracting to have everyone passing them around and trying to read them during discussion. Meaningful issues should be addressed first.

Brigid & Maria: can't be there at 7:00 pm. Could local meetings start at 7:00 and the Joint or AB meetings start at 7:30? When there are Education Reports could agendas be shorter? Do a Consent Agenda. Beth will find the list of annual topics from last year's meetings.

Addendums should be posted and tell SC when it's done.

Prioritization of Issues and Tasks for the Committee [2009-2010]:

See attached Appendix C.

NEW BUSINESS

2. FINCOM Presentation 9-3-09

Steve said there is a \$600,000 budget problem for this current year, per the ALG (meeting coming up next Wednesday). FinCom point of view is different and they will present at the SC meeting on 9-3-09. A member noted that there is real urgency in the budget process right now.

At 8:33pm, the Acton-Boxborough Regional School Committee was polled and voted unanimously to go into Executive Session (Joint School Committee) according to Chapter 39 Section 23A Paragraph 3, "To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body."

At 8:34pm, the Acton Public School Committee was polled and voted unanimously to go into Executive Session (Joint School Committee) according to Chapter 39 Section 23A Paragraph 3, "To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body."

At 11:08pm, the Joint meeting resumed.

The Acton-Boxborough Regional School Committee Meeting adjourned at 11:09pm.
The Acton Public School Committee Meeting adjourned at 11:09pm.

Respectfully submitted,
Beth Petr
Secretary

F I N A L
Appendix A.

Acton/Acton-Boxborough Regional School Committees
2009-2010 Committee Assignments

ALG	Sharon/Xuan
BLF	Brigid/Maria
ACTON BOS LIAISON	Terry Lindgren
EDCO	
Board	Steve/Sharon
Public Policy	Brigid
School Comm. Leadership	Brigid/Sharon
ACTON FIN COM LIAISON	Sharon/Xuan
BOXBOROUGH FIN COM LIAISON	Brigid/Maria
HEALTH INSURANCE TRUST	John
HEALTH SAC (Supt's. Advisory Council) LIAISON	Jonathan/Bruce
LEGISLATIVE ADVISORY GROUPS	Brigid/Terry/John
POLICY SUBCOMMITTEE	Brigid/Sharon/Marie
PTSO LIAISON	Xuan
SPED PAC LIAISON	Mike
WARRANT SIGNATURES	Brigid/Xuan/Sharon Alternates: John, Maria,

FINAL Appendix B.

Acton/Acton-Boxborough Regional School Committees 2009-2010 Improvement Goals for SC Meetings

- ABRHS, RJGrey – Schedule quarterly updates (10 minutes each) instead of annual education report
 - Education Reports –
 - start at 7:00pm
 - be specific about times
 - restate the topics
 - assumes members will commit to attend
 - Meeting Packets –
 - Make packets available on Friday before a meeting instead of Monday
 - Make “For Your Information” material available online only - links included on agenda
 - Offer “online only” packets to SC members as requested
 - Post addendums online and inform SC members when available
 - Include suggested “draft motions” for agenda items
 - Schedule important topics early in the meeting
 - Create consent agenda – items will be read separately, but voted together
 - Schedule pre-meeting activities (tours, performances, etc) – committee members need to commit to attend as a matter of respect
 - Create “annual” list of meetings with major business topics – build this over the year and review at the Summer 2010 Workshop
 - Warrants
 - investigate the ability to review electronic version beforehand
 - send electronic notice to the whole committee when it’s ready for members who want to come in to review and sign it
-

FINAL Appendix C.

Acton/Acton-Boxborough Regional School Committees 2009-2010 Issues and Tasks for the Committees Bucket Assignments

✓ **Committee of the Whole**

('Must-have' issues of particular import and complexity that also may be unusually divisive)

- Contract negotiations
- Changing demographics
- Long range plan

✓ **Subcommittee or Task**

(Agreement on need for deliberation, to be preceded by a subcommittee or member study and recommendation)

- Negotiations Subcommittee (Brigid, Terry, John) – *subcommittee*
- Best practices of other school districts (Mike, Brigid) – *task*
- Regionalization Acton K-12 (Jonathan) – *task*
- Administrators Benefits Manual, create Article 13 list of the positions that are covered by the manual going forward (Xuan, Maria) – *task*

✓ **Park or Study Subcommittee**

(Non-urgent issues or issues of interest to one or several individual members - no action implied)

- Revise and update website
 - Staff compensation (non-union) – *park until FY11*
-

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): Jennifer Moss, Choral Director
- School: ABRHS – Choral Department/Music
- # of Students going: +/- 140 # of Chaperones (gender): 1 chaperone per 10 students. M& F.
Names of Chaperones: TBD
- Date(s) of Trip: February 19-25, 2011 School Time Involved: None. Trip will take place over February school vacation in 2011.
- Purpose of Trip/Destination: Costa Rica. Concert Tour, community service, performing music of Costa Rica and United States.
- Have you taken this trip before? Not to this specific location but the choruses have toured twice with the Tour Resource Consultants tour company - (Italy 2007, Canada 2009).
- Any special arrangements required (such as extra insurance, ADA accommodations)? No.
- Cost per Student: (Please describe how the cost is determined.) \$2000-\$2100. Cost includes all meals, transportation, lodging, admission to sites, gratuity, and travel insurance. (See attached draft of itinerary.)
- Who will pay for the trip? Students.

• Has any fundraising been done? Yes If so, what? Our Music Department offers 4-5 fundraisers throughout each school year. Financial assistance for those students in need is available from our parent boosters group, ABFOM (AB Friends of Music).

• Are any parents driving? No. Students will be traveling by coach buses & airplanes.

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

• Other comments:

☒ Approved ☐ Not Approved

M. H. H. H.
Department Leader

1/22/10
Date

☒ Approved ☐ Not Approved

A. M. Allen
Principal

1/25/10
Date

☒ Approved ☐ Not Approved

Stephen M. Hall
Superintendent

1/26/10
Date

☐ Approved ☐ Not Approved

School Committee

Date



Tour Resource Consultants

"Musicians Serving Musicians"

Acton Boxborough Regional High School
Choral Music Department
Jennifer Moss, Director

Performance and Study Tour of Costa Rica
8 Days/6 nights, February 19 – February 25, 2011

January 14, 2010

Itinerary #3, Edition 1

- Day 1 Saturday February 19 ARENAL DINNER**
Meet at Boston Logan International Airport for Check-in
Bring sack lunch and snacks for flight
Depart for San Jose, Costa Rica, connecting through another domestic airport en route. We arrive mid-afternoon and will transfer to Arenal where we will be provided with a dinner. Welcome to Costa Rica!
- Day 2 Sunday February 20 ARENAL B, D**
7:00 AM Breakfast and departure to our adventure filled day. Zip Line and we will transfer to the hanging bridges tour over the rain forest, giving you the chance to walk with our nature guides above the forest floor. You will see exotic birds, flowers growing in the treetops, and much more!. Back at the hotel for lunch and get ready for our first **Concert at the local Church**. If we are lucky the skies will be clear tonight and we will have a good view of the Arenal Volcano in the distance! Dinner provided this evening, and pack for tomorrow's early departure.
- Day 3 Monday February 21 ARENAL/PUNTARENAS B, D**
8:30AM departure. We will leave the Arenal area today and travel to Puntarenas, where we will visit a local elementary school and share a **short concert**. After that we will be stopping for lunch at 11:30AM at El Jardin and to buy some small souvenirs. We arrive at the hotel at 3:30PM to check in, enjoy the rest of the day at the hotel and see the beautiful pacific sunset. The remainder of the evening is free for you to enjoy the pool and relax prior to bed check. Dinner provided.

- Day 4 Tuesday February 22 PUNTARENAS/QUEPOS B, L, D**
Breakfast in the hotel (and collect our sack lunches) with an 8:00AM departure for Quepos. We will stop in Quepos at 10:00AM for an elementary school visit and **Concert**. The afternoon will be spent visiting Manuel Antonio National Park with our nature guides. Keep an eye out for howler monkeys, birds and mammals. Costa Rica has more than 9,000 flowering plants, 850 species of birds and over 200 different mammals. We will have several opportunities to spot many of the different species that can be found here, perhaps even the endangered squirrel monkey! We walk out of the park at 3:00PM, load the bus and return to Puntarenas. We will end this day with a group dinner back at the hotel.
- Day 5 Wednesday February 23 PUNTARENAS/SAN JOSE B, D**
We check out of the hotel at 11:00 to give us some time to enjoy the facilities before our return to San Jose. We will arrive to our hotel around 3 p.m. and will have time to visit the little shopping mall next to our hotel. Tonight we have **Salsa Dance** Lessons. Dinner provided at the hotel.
- Day 6 Thursday February 24 SAN JOSE B, L, D**
Breakfast in the hotel. We will have an **exchange day** with a local bilingual high school and have a **shared concert**. We will depart after lunch for the INBIO (Institute of Biodiversity) where we will be able to have an interactive experience with nature and to learn more about Costa Rica biodiversity. Our Farewell to Costa Rica Banquet will be at the Foggo Restaurant after our concert. Return to the hotel and pack for tomorrow's flight home.
- Day 7 Friday February 25 SAN JOSE/HOME B**
Early breakfast in our hotel and then off to the airport for our flight home with a late arrival in Boston. Welcome Home!

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): **Blake Lochrie**
- School: **Acton-Boxborough Regional High School**
- # of Students going: ~ 30 # of Chaperones (gender): **One for every six students, mixed gender**
Names of Chaperones: **Blake Lochrie, Mark Deming, others to be named**
- Date(s) of Trip: **April 14 - April 22, 2011** School Time Involved: **Friday, April 14.**
- Purpose of Trip/Destination: **Students will visit many sites of fame and interest to anyone interested in British literature or history. Students will attend two theater performances in London as well as a Shakespeare performance in Stratford-on-Avon. Students will have a private tour of the practice areas at the Globe Theater in London along with an actor-directed workshop there. There will be a Canterbury Tales session delivered by a Chaucerian actor at The George, the only "coaching inn" still in London, next door to the site of Chaucer's Tabard Inn. Students will also see Buckingham Palace, Trafalgar Square, the Houses of Parliament and have guided tours of St. Paul's Cathedral, Windsor Castle, Oxford University, Hampton Court, Bath, Stonehenge, Salisbury, Canterbury, and Dover.**
- Have you taken this trip before? **Yes, April, 2007**
- Any special arrangements required (such as extra insurance, ADA accommodations)? **No**
- Cost per Student: (Please describe how the cost is determined.) **\$3,282. Vendor price.**
- Who will pay for the trip? **Student/family responsibility**
- Has any fundraising been done? **No** If so, what? _____
- Are any parents driving? **No**

If so, have appropriate insurance forms been filled out? _____

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

• Other comments:

This trip will be managed by the professional educational trip provider ACIS. This is one of the most respected companies in this business. I have managed two previous trips with ACIS - this trip in 2007 and a trip to France in 2009. Other teachers have also run trips with ACIS to Italy and Greece. The teachers who managed these trips, the students who took the trips and the parents of these students have all had nothing but positive experiences with every aspect of these trips.

☒ Approved ☐ Not Approved

Dianne Tencati
Department Leader

1/21/10
Date

(SAH)
☒ Approved ☐ Not Approved

Mike Allen
Principal

1/25/10
Date

☒ Approved ☐ Not Approved

John M. Melt
Superintendent

1/26/10
Date

☐ Approved ☐ Not Approved

School Committee

Date

Tour Details

Apr 14 - Apr 22, 2011

Group Leader

Mr. Blake Lochrie

Group ID

67951

Depart From

Boston



tour cost

Group Fees

Registration Fee	\$95
Program Fee ¹	\$2678
Departure Fees ²	\$469
Weekend Surcharge	\$40

Total Group Fees \$3282

¹ Valid through 04/01/10 with \$195 deposit.

² Subject to change.

Additional Fees (as applicable)

Adult Surcharge	\$95
Single Room Supplement	\$560
Double Room Supplement	\$245
Comprehensive Protection Plan	\$225
Comprehensive Protection Plan	\$135

highlights

- ✓ 3 Theater Performances Including the Royal Shakespeare Theatre
- ✓ Bath, Stonehenge and Salisbury
- ✓ Dover and Canterbury
- ✓ Globe Theatre Visit and Workshop
- ✓ Hampton Court and Windsor Castle
- ✓ Oxford, Stratford-upon-Avon
- ✓ St. Paul's Cathedral
- ✓ Tower of London



Showtime

APR 14, 2011: OVERNIGHT FLIGHT Depart from the USA.

APR 15, 2011: LONDON Arrive in the bustling city of London. Relax, unpack, and become acquainted with the city. This afternoon, take the Tube to the Tower of London, where your group will be personally escorted by a Beefeater to view the Crown Jewels. (D)

APR 16, 2011: LONDON Today's city sightseeing tour with a local guide includes a visit inside Sir Christopher Wren's mammoth St. Paul's Cathedral and shows you Trafalgar Square, the Houses of Parliament, and Buckingham Palace, home to the Changing of the Guard. This afternoon dine at the George, London's only surviving galleried coaching inn, and stand in the footprints of Chaucer. The neighborhood of Southwark and coaching inns such as the George was where Chaucer penned his masterpiece, the Canterbury Tales. While you eat, a local Chaucerian actor will provide entertainment with a colorful rendition of one of the Tales. Tonight enjoy a world-class theater performance in London's famous West End. (B,L,D)

APR 17, 2011: LONDON All the world may be a stage, but to get an authentic feel of Shakespeare's theater it is essential to visit the reconstructed Globe Theatre. Attend a workshop, conducted by actors, that introduces you to both the plays of Shakespeare and the conditions in which Elizabethan actors worked. This afternoon, journey to Windsor. Begun by William the Conqueror, today it is an official residence of the British Royal Family. Afterwards return to London and enjoy meal vouchers for the original Hard Rock Café. (B,D)

APR 18, 2011: LONDON Today set out to explore Oxford, the oldest and grandest of England's universities. Continue to Stratford-upon-Avon to visit Anne Hathaway's Cottage and Shakespeare's Birthplace. After a pre-theater dinner, experience a performance by the world renowned Royal Shakespeare Company. In the event that it is unavailable, a play in London's West End will be substituted. (B,D)

APR 19, 2011: LONDON Chaperone led walking tours to selected sites. In the afternoon, journey to Hampton Court, Henry VIII's favorite country home. Inside the palace you visit the Tudor kitchens and the haunted gallery. Outside, wander through the extensive grounds and try not to get lost in the maze! (B,D)

APR 20, 2011: LONDON Enjoy a full-day excursion to Bath, Stonehenge and Salisbury. In Bath, see the Royal Crescent, Pulteney Bridge and the Roman Baths. Continue to the mysterious circles of Stonehenge, where sunrise rites are said to have occurred over 4,000 years ago. Finish the day with a visit to the town of Salisbury, best known for its magnificent cathedral. (B,D)

APR 21, 2011: LONDON Today take an excursion to Canterbury and Dover Castle. Journey to Canterbury and tour the great Cathedral. Visit the site of the martyrdom of Thomas Becket, and

² Map may not reflect your final trip itinerary.

acis ACIS is the premier educational travel company sponsoring student trips worldwide. Since 1978 we've been changing lives through travel by helping students discover the best of the world and the best of themselves.

educational excellence

Since 1978, ACIS has offered trips delivering unparalleled learning experiences.

- ✓ Our tour managers are highly-trained, multilingual guides and educators, experts on the countries they work in.
- ✓ Because different students absorb information in different ways, our trips include both structured activities designed to engage multiple learning styles and unplanned time for spontaneous, experiential learning.

top of the line services

We offer a first-rate experience from beginning to end. With ACIS expect:

- ✓ Three- and four-star hotels in convenient locations.
- ✓ Meals mixing both native and familiar cuisines.
- ✓ Professional sightseeing tours.
- ✓ Air-conditioned touring buses.
- ✓ Four-berth couchettes for overnight trains.
- ✓ Exclusive Eurostar service for all London-to-Paris travel.

safety and security

With ACIS, you never travel alone.

- ✓ A 24-hour Emergency Hotline for instant response in case of emergencies.
- ✓ An extensive overseas office network.
- ✓ Constant monitoring of global developments and travel conditions.

Additional Information

Refer to ACIS' Terms & Conditions for additional fees and information. Optional excursions are priced on full group participation. ACIS provides Basic Protection coverage, but we recommend that participants purchase the Comprehensive or Ultimate Protection Plan designed specifically for your travel needs.

Showtime (continued)

see his portrait in the Thomas Becket Window. Continue to Dover, visiting the twelfth century fortress that stands above the famed White Cliffs. This evening enjoy one last theater performance in London. (B,D)

APR 22, 2011: DEPARTURE Depart for the USA. (B)

This is a preliminary itinerary for your group.

Learning Objectives

- ✓ Students will explore London and its monuments in depth and witness how it developed from its Roman foundations to its nineteenth century role as the heart of an empire.
- ✓ Students will gain increased familiarity with Shakespeare's plays and learn the condition in which Elizabethan actors worked to perform them.
- ✓ Students will learn about the foundations of law in England as embodied in the Magna Carta and its relationship to the current U.S. legal system.



Notes from ACIS

*An additional fuel surcharge may be added if additional fees are assessed by airlines. Adult travelers age 24 and older should add in the Adult Surcharge and Double or Single Room Supplement to calculate their Total Group Fee.

Automatic Payments plan available. Automatic Payments makes planning your trip budget easy because your payments are spread out evenly, giving you more time to pay. You choose a payment frequency (every 2 weeks, every 4 weeks, monthly, or quarterly) and your payments are automatically deducted from your checking or savings account.

Automatic Payments are available for all registered participants in My Account: www.acis.com/accounts.

April 2011

ACIS ~ Showtime

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>17</p> <p>Shakespeare's Globe Theatre with actor directed workshop</p> <p>Windsor Castle</p> <p>Dinner at original Hard Rock Cafe</p>	<p>18</p> <p>Oxford University</p> <p>Stratford-on-Avon</p> <p>- Anne Hathaway's cottage</p> <p>- Shakespeare's birthplace</p> <p>- Show at the Royal Shakespeare Company theatre</p>			<p>14</p> <p>Leave by bus from ABRHS parking lot.</p> <p>Depart from Logan</p>	<p>15</p> <p>Arrive in London.</p> <p>Check into hotel, meet guide.</p> <p>Guided tour of The Tower of London</p>	<p>16</p> <p>St. Paul's Cathedral</p> <p>Trafalgar Square</p> <p>Houses of Parliament</p> <p>Buckingham Palace</p> <p>Lunch at The George with show</p> <p>Evening at theatre</p>
			<p>20</p> <p>Bath</p> <p>Stonehenge</p> <p>Salisbury</p>	<p>21</p> <p>Canterbury</p> <p>Dover</p> <p>Evening at theatre</p>	<p>22</p> <p>Depart from London</p> <p>Bus from airport to ABRHS for parent pick-up.</p>	

To: Acton-Boxborough Regional School Committee
From: Alixe Callen
Re: Support for Students-in-Need
Date: January 27, 2010

The purpose of this memo is to request school committee permission (as required by state law) to use accumulated interest in the student activities account to pay the costs associated with senior year activities for those students who are unable to afford them. This is a challenge that we face each year.

The senior activities costs are as follows:

Senior Dues (covers cap and gown, senior outing and yearbook)	\$150
Prom ticket	\$100 (estimated)

The majority of our students are able to pay these fees. However, for a small number of students the costs are simply prohibitive.

Our student activities account, at this time, has \$9,716 in accumulated interest. We propose that we apply up to \$3,000 of these funds to ensure that all students can participate in their senior activities.

This is obviously not a long-term solution. In the future, we need to redouble our fundraising efforts to cover these costs. However, in these economic times the students are having a hard time raising the necessary funds. It would help the class and these students immensely if we could use the interest from the student activities account to meet this need.

To: Stephen Mills
From: Larry Dorey
Re: Discipline Report for January, 2010
Date: 1/29/2010

There were 42 discipline referrals to the administration during the month of January. This total is up from 27 last year. 10 students were suspended this month, while there were no students suspended during January, 2009

Suspensions

Referral	2006	2007	2008	2009	2010
Abusive/Obscene Language		1			1
Alcohol use	1	1			
C.H. Alcohol		1			
Disrespectful		1			
Disruptive/Uncooperative Behavior	4	1			3
Drug Paraphernalia					2
Drug Possession	2				2
Fighting	2		2		
Leaving School Grounds	1	1			
Other					2
Physical Aggression	1				
Possession of a Weapon		1			
Stealing			2		
Truancy Issues	4				
Total	15	7	4	0	10

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

c: Alixe Callen

Other Infractions

Infraction	2006	2007	2008	2009	2010
Abusive/Obscene Language	3	2			1
Academic Integrity				1	2
Alcohol use	1				
C.H. Alcohol	2	2			1
C.H. Drugs	1				
Computer use Violation	3	1	1	1	
Disrespectful	3	2	2		
Disruptive/Uncooperative Behavior	26	6	9	11	7
Drug Paraphernalia					2
Drug Possession	2				2
Fighting	2		2		
Forgery	1				
Harassment					6
Leaving School Grounds	10	10	3	7	5
Non Compliance w/school rules					1
Other			3	2	5
Out of School Issue	3			4	3
Parking Violation					3
Possession of a weapon		1			
Sexual Harassment		2	1		
Stealing			2		
Tardy	2				
Teasing			1		1
Threatening					1
Truancy	1	5	5		2
Vandalism	1			1	
Total	61	31	29	27	42



January/February 2010

Dear Parent/Guardian,

There are many challenges today for our families, our community, and our schools. We are in the midst of an economic crisis that we have not experienced since the Great Depression. We only have to look at the newspapers to realize that the cost of Special Education is rising. Just the other day, I read an article in the Boston Globe about those costs which had risen during the last five years, partly due to the higher costs of running those programs (specialized teaching; specialized instruction; small group learning; assistive technology), and the reduction in both federal and state dollars. While we acknowledge these difficult times, I know we are resilient and our schools will remain energetic.

Crafting our dollars to create, maintain and sustain our educational programs for our students with special needs is a daunting task and an awesome responsibility. As your advocate, I cannot do it alone. It takes teamwork and your on-going support; I am ever grateful. Our goal in this budgetary process is meeting the budget guidelines for survival and at the same time providing an exemplary education. Both parents and schools know that the goal is high achievement for every child – not mediocrity. Our school and finance committees, school district staff and administrators work endless hours balancing these mutual goals of the school and home community and we are united in this process.

Both the letter of the law and the spirit of the regulations stir us into different waters. Specifically, we must make every reasonable attempt to integrate our students into inclusive settings, from out-of-district placements to less restrictive settings. Integration into the regular classroom, with support when necessary, is our goal to meet the requirement. That's easy in theory, but in practice it becomes a monumental task. In order to give every student the appropriate opportunity to achieve, we must have continuity of programming to make transitions smooth and curriculum seamless, while at the same time reducing costs by planning ahead, monitoring growth, and measuring outcomes.

More specifically, the majority of students who are assisted in their learning through specialized instruction are supported with in-district programs, preschool through age 22 (PK-22). Most students attend regular education classes with additional specialized support: academic support and instruction, speech and language services, occupational and/or physical therapy, mobility and/or vision services, and counseling/psychological services. For some ~ a preschooler, an older elementary child or adolescent ~ a more specialized in-district program is needed. While we work to meet the majority of our students' needs in-district, there are specific factors that present challenges to some of our

students. In these situations, Special Education Teams must consider: child and adolescent development, the level of severity with regard to behavior and general safety, emotional fragility, medical care, as it relates to educational needs. Consequently, there are identified students who more likely fit the criteria for an out-of-district program with highly specialized services, in an environment that can meet their various educational needs.

As part of my annual goals, I have established several action plans to maintain the quality of programs while at the same time realigning them to ensure that the programs not only meet the needs of students but also are cost effective. These action plans, created from the Special Education Financial Task Force outcomes, are readily available on our website <http://ab.mec.edu/about/aboutpdf/SPED-FTF-II-FinalReportDec08.pdf>. We are continually assessing the out-of-district placements with parents/guardians and students and discussing transitional plans for their return to a less intensive setting, either involving our collaborative programs in CASE or our home district schools with support. Innovative programs such as the Connections program at the junior high school, and the expansion of our Hayward model at the high school are reducing the number of students who require out-of-district placements.

During this time, we have been able to continue our collaboration with parents that goes beyond the IEP process, through individual meetings, discussion of pertinent issues and concerns, and involvement in open forums for discussion. I want to thank all the parents who have called me to express their opinions, written emails and/or letters to me or who have voiced their views constructively at our forums. Your valuable feedback continues to support our Pupil Services Action Plan and goals.

As I said specifically last year in OnTeam, we are all aware that this is an unusually difficult time economically. The Pupil Services Department, with your support and involvement, will continue to provide quality services for our children with determination, commitment, and a sense of practicality. Our action plans and goals, merged into the district goals, have emphasized using funds creatively, evaluating programs and services more comprehensively, and realigning programs as needed to continue to meet the ever changing world of Special Education and the needs of each individual child. With your continued support, we will prevail through these extremely challenging fiscal times.

Sincerely,

Liza Huber

Director of Pupil Services



Co-Chair: Nancy Sherburne (978) 635-0968 nsherburne@mindspring.com

Co-Chair: Bill Guthlein (978) 263-0610 guthw@aol.com

AB SpEd PAC Website <http://www.abspedpac.org>

JANUARY 29, 2010

FOR 2010 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND	-----						
01 SALARIES, TEACHING	15,377,039	4,050	15,381,089	6,726,735.70	8,317,490.07	336,863.23	97.8%
02 SALARIES, PRINCIPALS	730,784	0	730,784	413,552.85	306,028.23	11,202.92	98.5%
03 SALARIES, CNTRL ADMN	427,691	0	427,691	250,012.90	179,092.18	-1,414.08	100.3%
04 SALARIES, SUPP STAFF	2,528,028	-36,000	2,492,028	1,331,281.62	1,171,163.21	-10,416.83	100.4%
05 SALARIES, ATHLETICS	411,223	0	411,223	234,991.76	118,475.28	57,755.96	86.0%
06 SALARIES, BUILDINGS	277,816	-10,000	267,816	195,772.02	88,788.64	-16,744.66	106.3%
07 SALARIES, CUSTODIAL	823,610	-30,000	793,610	450,459.09	296,129.21	47,021.70	94.1%
08 SALARIES, HOME INSTR	7,354	0	7,354	3,363.35	.00	3,990.65	45.7%
09 SALARIES, SUBS	202,277	-500	201,777	99,284.14	2,488.69	100,004.17	50.4%
10 FRINGES, COURSE REIM	28,000	0	28,000	16,140.50	.00	11,859.50	57.6%
11 FRINGES, HLTH INSUR	5,244,227	-322,400	4,921,827	3,184,234.75	.00	1,737,592.25	64.7%
12 FRINGES, OTHR EE INS	25,587	0	25,587	11,350.62	.00	14,236.38	44.4%
13 FRINGES, UNEMPLYMNT	27,000	0	27,000	21,501.01	.00	5,498.99	79.6%
14 FRINGES, WORKRS COMP	101,000	-11,000	90,000	79,597.90	.00	10,402.10	88.4%
15 FRINGES, PENSION	874,986	-5,000	869,986	852,735.69	.00	17,250.31	98.0%
16 INSTRUCT SUPPLIES	255,505	-3,964	251,541	160,495.00	31,049.99	59,996.01	76.1%
17 INSTRUCT TEXTBOOKS	123,747	-3,925	119,822	62,316.39	6,348.97	51,156.64	57.3%
18 INSTRUCTIONAL, LBY	28,873	-1,000	27,873	17,844.02	5,618.98	4,410.00	84.2%
19 OTHER, CAP OUTLAY	355,993	-36,000	319,993	221,589.54	18,761.96	79,641.50	75.1%
21 OTHER, DEBT SERVICE	1,885,212	0	1,885,212	1,785,855.65	.00	99,356.35	94.7%
22 OTHER, PROP/CASUALTY	122,040	-30,000	92,040	91,488.20	.00	551.80	99.4%
23 OTHER, MAINT BLDG/GR	344,817	0	344,817	197,391.06	25,324.87	122,101.07	64.6%
24 OTHER, MAINT EQUIP	196,815	6,000	202,815	130,421.31	25,112.19	47,281.50	76.7%
26 OTHER, LEGAL SERVICE	131,625	0	131,625	88,998.15	42,091.03	535.82	99.6%
27 OTHER, ADMIN SUPP	547,545	8,507	556,052	276,034.76	92,828.93	187,188.31	66.3%
28 OTHER, ATHLETIC SUPP	134,756	-419	134,337	75,182.18	21,316.56	37,838.26	71.8%
29 OTHER, CUSTODL SUPP	62,859	0	62,859	47,024.91	4,581.20	11,252.89	82.1%
30 OTHER, SPED TRANSP	728,036	0	728,036	718,647.81	9,648.83	-260.64	100.0%
31 OTHER, STUDENT TRANS	587,584	-8,559	579,025	415,963.20	115,682.90	47,378.90	91.8%
32 OTHER, TRAVEL	24,214	-4,190	20,024	10,721.27	2,381.04	6,921.69	65.4%
33 OTHER, SPED TUITION/	2,994,794	0	2,994,794	1,916,277.16	1,775,776.38	-697,259.54	123.3%
34 OTHER, UTILITIES	1,492,403	-10,000	1,482,403	629,851.85	325.00	852,226.15	42.5%
35 OTHER, SEWER	249,395	0	249,395	180,351.50	37,051.50	31,992.00	87.2%
TOTAL GENERAL FUND	37,352,835	-494,400	36,858,435	20,897,467.86	12,693,555.84	3,267,411.30	91.1%
GRAND TOTAL	37,352,835	-494,400	36,858,435	20,897,467.86	12,693,555.84	3,267,411.30	91.1%

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

Notes:

The following expenses will be reclassified from Appropriated once monies are received:

- 1) Circuit Breaker Reimbursement \$321,790
- 2) ARRA SFSF \$253,313

**ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS**

EDUCATION REPORT
September 2008 – August 2009

Introduction

The 2008-2009 school year once again witnessed a myriad of activities that added to the learning experiences of all our students. As an educational community committed to excellence in all our endeavors, the Acton Public Schools and Acton-Boxborough Regional Schools continued to develop, research, and further enhance our curricular and instructional skills and course offerings. With a culture that believes in supporting all learners, we are proud of our accomplishments over the past year and anticipate that even greater successes lie ahead.

Enrollment

The October 1, 2008 elementary school enrollment decreased by 39 students, from 2,598 to 2,559. Of the total number enrolled, 25 were special education students attending “out-of-district” schools – a decrease of two students from the previous October 1. Kindergarten enrollment increased by 10 students, from 294 to 304. There were no school choice students at the elementary level, although fifteen were children of out-of-town staff members.

The junior high school enrollment for October 1 increased by 31 students, from 986 to 1,017, with no school choice students remaining. Of this number, two were children of out-of-town staff members, and fourteen were special education students attending out-of-district schools.

The high school enrollment decreased from 2,010 to 2,005, a difference of five students. There were 66 school choice students at the high school – a decrease of five students from the previous year. Of the total number enrolled, 46 were special education students attending out-of-district schools.

Personnel

Staffing changes for the 2008-09 school year were affected by the June 2008 retirement of three Acton Public and seven Acton-Boxborough Regional teachers. Leaves of absence for six ABRSD teachers and twelve APS teachers were granted, and eight APS and six AB resignations were received. The 16.3 ABRSD and twelve APS full-time equivalent new teachers who were hired filled these vacancies and additional openings.

Curriculum and Instruction

Reflecting on what has been accomplished over the past year, one is constantly reminded that the Acton and Acton-Boxborough schools are committed to providing all students with academic and problem-solving skills essential for personal development, responsible citizenship, and life-long learning. This year was no exception, filled with opportunities and challenges in the areas of *curriculum, instruction, and assessment*. **Curriculum** is considered to be “*what we teach children*.” **Instruction** is “*how we teach children*.” **Assessment** is “*how we measure what children learn*.” Curriculum is at the core of each and every activity that takes place within the school purview, and since it is the *what*, the *why*, and the *how* of

all actions and interactions, the learning expands at an ever-increasing rate. Therefore, our curriculum continually challenges students to think critically about information in order to solve problems in our ever-changing society. It must also challenge our students to use information creatively to enhance and enrich all of our lives.

Our schools are focused on a culture of achievement in which all learners can attain success. All our resources focus on actualizing this belief. Students learn continuously and are surrounded by others – teachers, administrators, and other adults – who are also continuously engaged in the process of learning. Creating a community of learners requires a dedication to continuous improvement on the part of all students, staff, and parents. Our major purpose is to maximize the performance of all student learners and to maximize the accountability and delivery of support systems for access and equity for all.

This year, we began a cycle of *continuous improvement* to review curriculum in a systematic way, K-12, while providing professional development specifically designed to create a community of learners dedicated to assuring that all of our instructional programs are responsive to the needs of all our students.

Throughout the year, I have had the privilege of meeting with curriculum leaders, teachers, students, parents and many other groups and committees who represent the academic and culture of our curriculum and who understand that, in order to be effective, we must continually reflect upon our practices and the world in which we live.

We take pride in the range and depth of our educational program, its commitment to ongoing curriculum renewal, and efforts to ensure that the instructional programs are responsive to the needs and interests of all our children. We will continue to offer strong academic programs with opportunities for exposure to a wide range of experiences. Curriculum is an ongoing process. It is the roadmap that guides the delivery of instruction and assessment. Curriculum needs to undergo periodic review to respond to the varied and changing needs of students to meet the standards. Therefore, we will review the curricular objectives and align those objectives with state and other learning standards to ensure that all students are benefiting from articulated curricula.

The following affords me the opportunity to share with you a snapshot of the incredible work that happened this year in our districts and to acknowledge and celebrate all that we do for the children of Acton and Acton/Boxborough – both in our classrooms and beyond the walls of the schools.

The elementary schools . . .

- Purchased model wind turbines and energy education materials with grant funds available through the Mass Technology Collaborative to support the revision of the Energy Resources unit in the fifth grades at all five elementary schools.
- Completed work on the Acton Long Ago Project with the Acton Historical Society, resulting in a web site highlighting local historical documents.
- Implemented the revised district-wide Wellness Policy.
- Piloted a mathematics assessment strategy in first-grade classes.
- Continued to implement the Six Traits of Writing.

Science . . .

At the junior high, teachers:

- Incorporated Global Warming into the existing curriculum.
- Piloted a new Holt chemistry text.

At the high school:

- In our effort to continue to offer students the opportunity to pursue their interests in science, the department introduced two new courses: Engineering Principles and Oceanography. Both were popular and well attended single semester courses. The current plan is to offer these courses every other year opposite other existing electives.
- AP Biology teacher Brian Dempsey was one of 34 teachers in the US, Canada and Puerto Rico to receive an Amgen Award for Science Teaching Excellence. Brian was recognized for his "significant impact on the learning and interest of the future generation of scientists."
- AB continued its tradition of excellence in academic performance in the sciences: The Science Team placed third in the 2009 Massachusetts Science Olympiad.
- A total of 194 students took AP exams with average scores of 4.8 in Biology, 4.7 in Chemistry, 4.4 in Environmental Science, and 4.2 in Physics.

World Languages . . .

At the junior high:

- We have continued to integrate technology into the WL classroom through cultural, vocabulary, and grammatical presentations and activities. On-line activities were created for student use at home.
- An assessment of comparable schools' Mandarin programs was conducted through site visits and interviews. Mandarin textbooks were reviewed, and a preliminary curriculum was developed.

At the high school:

- Forty students of Spanish were inducted into the National Spanish Honor Society.
- Ten students of Latin were inducted into the National Latin Honor Society
- Twenty-four students of French were inducted in the National French Honor Society
- Forty students received World Language Department superlative categories for their language achievement; all students received prizes.
 - ~ Six students were honored with awards for the highest achievement in the highest level of their language.

Mathematics . . .

At the junior high:

- A chapter on Probability and Counting Methods was added to the 7th-grade curriculum.
- 7th grade began the year leveled into mathematics classes; the transition was very successful.

At the high school, staff:

- Revised and clarified the process by which capable students in grade 8 STD Math can prepare in Summer School to enter Algebra I AE in grade 9.
- Clarified the *Program of Studies* and override process.
- Identified the need for a non-AP Calculus course for students who are accelerated but who aren't strong enough or interested enough in an AP course.

English Language Arts . . .

At the junior high:

- 7th-grade ELA teachers visited the 6th grades at all of the elementary schools and 8th-grade teachers visited the 9th-grade ELA classes at the high school to foster inter-district sharing and collaboration about writing.
- A 7th-grade mystery unit and an 8th-grade environmental unit were created as part of summer curriculum R&Ds.
- Staff continued implementation of the six traits of effective writing.

At the high school:

- The growth of American Studies has been extraordinary! We now have five sections of the interdisciplinary course and two teaching teams.
- Collaboration on curriculum continued between 8th- and 9th- grade English teachers, including a shared R&D during the summer of 2008.
- The ABRHS Guide to Research and Writing was revised, based on the new MLA guide.

Social Studies/History . . .

At the junior high:

- *Theater Espresso*, an educational interactive theater group, came to our school last spring for two wonderful performances. The eighth-grade performance was about the *Little Rock Nine*, and the seventh-grade performance was about the Japanese Internment Camps. Grades 7 and 8 found meaningful ways to integrate these topics into the curriculum, both emphasizing the importance of active citizenship and involvement.
- Grade 8 continued to work on finding new primary source materials and creating new activities that enrich the new unit on India.
- Grade 7 has created/revised new projects and activities to include some local geography and American geography in the first unit. Grade 7 has also created a new improvisational activity about Native Americans.

At the high school, teachers:

- Continued to monitor the introduction of a US History MCAS.
- Continued to revise the World History curriculum to include materials on Russia and to revise materials previously in the Silk Road unit to reflect other changes in the eighth-grade curriculum.
- Implemented the recommendations of the summer R&D for American Studies to create more spaces in the curriculum for shared instruction and assessments.
- Updated and revised the *ABRHS Guide to Writing and Research*.
- Continued to provide professional development to deepen understanding of the curriculum through book groups.

Physical Education and Health . . .

At the elementary schools, staff:

- Developed grade 4 health/literature book bags to support the teaching of the health curriculum.
- Integrated social studies, weather, and language arts into the curriculum.

At the junior high, staff:

- Updated the technology capabilities to accommodate the new curriculum.
- Incorporated Life Skills student videos into Grey Block news programs.

At the high school, staff:

- Administered the High Five Program and Physical Education Field Trip.
- Held a successful Health and Physical Education Awareness Day.

Library/Media . . .

The elementary schools:

- Summarized the results of an APS Library survey.

The junior high and high school:

- Evaluated the districts' library programs, resulting in a long-range plan.
- Continued to expand the District Curriculum Library and to make the resources available to staff.

Performing Arts, Visual Arts, Instructional Technology, and Information Technology

See the K-12 sections that address each of these topics in greater depth.

Districtwide Initiatives, K-12

Professional Development

- Numerous book groups were held to discuss research in teaching and learning, content, and pedagogy.
- A series of mathematics and science content workshops were held for teachers, K-6.
- Two follow-up 6 Traits workshops for teachers K-12 were held in the fall to focus on grade level literature and lessons.
- A Professional Development Lending Library was enriched and expanded upon to add more books, videos, and DVDs about relevant school-based and district-wide curricular and pedagogical endeavors.
- A Global Awareness committee was formed to develop a mission and action plan to help focus work in the coming years. It has defined Global Awareness as a process that leads to understanding of a rapidly transforming world. We want our students to become compassionate, effective, and knowledgeable citizens who will fully participate in a global society. In order to do this, our students must develop cross-cultural understandings, realize the impact of global and regional resources, and recognize the interconnections of local and global decisions. In our schools we recognize the need to respond to the changing society in which we live, as well as prepare our students for a society that is still evolving. Moreover, we must acknowledge that role as the very essence of curriculum development, leading the evolution of schooling in line with the changing society and emphasizing the key role that curriculum development plays in education.
- Curriculum, Instruction and Assessment (CIA) Committee meetings were held in all curricular areas to review and update action plans, share MCAS reports and conclusions, finalize plans for the November Professional Development Day, and complete the first year of the Visual Arts curriculum.

Wellness

During the spring, the school committee approved the Wellness Policy, which includes four categories: Nutrition Education, Nutrition Standards, Physical Activity, and Other Events. Each school has planned the implementation of this policy.

The following represents a sampling of the activities that took place this year.

- A forum was held to share the Youth Risk Behavior Survey results.
- 7th Annual *Project Wellness*: a 7th-grade conference for parents and students on a variety of wellness issues was held in March at Merrimack College.

Parent Involvement Project (PIP) Programs

The Acton PIP continued to offer high-quality science, technology, engineering, and mathematics (STEM) learning experiences for Acton Families. An Acton PIP event is curriculum-centered and “hands-on.” A major PIP event held this year was the 4th-grade Star Party, which extends the fourth grade unit of astronomy and provides students the opportunity to view the night sky through professional telescopes. Other PIP events included 3rd and 5th Grade Market Math at Roche Brothers and Family Domino Night.

The Discovery Museums

It’s wonderful to have (a bit of) the Discovery Museums right here on our campus! They use the remodeled space at the Administrative Building as a distribution center for the Museums’ Traveling Science Workshop Program. The Discovery Museums support classroom teachers in the instruction of STEM education and future collaborative professional opportunities for our staff. Each of our five elementary schools has taken advantage of the Museums’ Traveling Science Workshop Program to enhance students’ learning of science concepts. We continue to work with the Discovery Museums. The Pine Hawk Committee provides opportunities for teachers to use resources to teach social studies and science.

School Business Partnership Programs

The following represents a sampling of activities:

- Our Business Partnership Project continued to support grades 3 and 5 to enhance the teaching and learning of “Electricity” and “Simple Engineering.”
- The Acton Water Department and the Health Department continue to support and enrich our science and social studies units with classroom visits and field trips.
- At the 6th grade, a new business partnership was formed with Middlesex Bank. It is a similar program to the Worker’s Credit Union, which helps support the teaching of mathematics.
- Job Shadowing – high school students visited many business sites.
- Career Speakers - Approximately 270 high school students listened to speakers who shared information about a typical day and the job requirements for their career path.
- Senior Internship - A “hands-on” experience with an interesting career field continues to be a success.

We continue to expand our School-Business Partnerships Programs. Please visit our website at <http://ab.mec.edu/business/partners.shtml> for more information.

It’s all about learning...

That statement defines and drives everything we do in our schools. We are constantly striving to improve teaching and learning while doing the best for all our students. All students can achieve, provided they understand what is expected of them and are afforded a supportive learning environment.

As we reflect on this year, we reaffirm the concept of learning as an interactive process that transcends the mere transmission of information. This process is composed of three main elements that influence

understanding: what the learner brings to the situation, the learning climate, and the characteristics of the context of the situation. In conjunction with learning, the requisite changes in curriculum, instruction, and assessment are part of a long-term process that is best nurtured over time and thrives best on encouragement.

“In today’s world, it’s no longer how much you know that matters;
it’s what you can do with what you know.”

----Tony Wagner

Susan Horn, Assistant Superintendent

Acton Public Schools

The five elementary schools – Conant, Douglas, Gates, McCarthy-Towne, and Merriam – have the following in common.

- Each has a School Council, as required by the Educational Reform Act of 1993.
- Vital parent involvement plays an active role in the life of each school. These parents sponsored numerous assembly programs that enriched their school's cultural and aesthetic life with musicians, storytellers, and other performers. They raised funds for schoolwide projects; provided volunteers for many in- and out-of-class activities, tasks, and services; staffed the “Safe Arrival” hotlines; and also sponsored school newsletters and other activities.
- A number of whole-school events, such as orientation programs for kindergarten parents and children as the school year begins, back-to-school-night open houses in the fall, and a Memorial Day Program in the spring, take place.
- Students use computers, technology, associated software, and the Internet in various ways: to supplement the writing/composing process, to enrich or extend learning experiences in each curricular area, to strengthen the learning of concepts and practice of skills via the Internet.
- The faculty participates in professional development through one or more of these activities: pursuit of formal course work, involvement in systemwide curriculum and instruction review and improvement projects, participation in the districtwide Professional Development Day, and attendance at professional conferences and workshops. In addition, many teachers work with student teachers. Through their actions, every year the faculty shows that they are truly committed to the concept of being life-long learners.
- Each school has a reception or event to celebrate and honor the parents and volunteers who assist them during the school year.

In September 2008, Gates School welcomed Lynne Newman as its new principal, and Nancy Kolb, former Director of Pupil Services, returned from retirement to spend a year as the Interim Principal at McCarthy-Towne.

Acton-Boxborough Regional Schools

R. J. Grey Junior High School

R. J. Grey began the 2008-2009 school year with 1002 students: 502 in the seventh grade and 500 in the eighth, based on October 1 data. This was an increase of 38 students from the enrollment of October 1, 2007. As school began, the administrative team (Principal Craig Hardimon, Assistant Principal Allison

Warren, and Assistant Principal Andrew Shen) welcomed new seventh graders and returning eighth graders to R. J. Grey.

To ensure a positive transition to the start of the school year for both 7th and 8th graders, an “Opening Days of School” Feedback Form was distributed on Parent’s Night. In this regard, survey results were overwhelmingly positive, with students feeling comfortable and supported. Parents felt included and well informed. It was an outstanding start to the school year.

Teaming is the fundamental core of RJG. The team model enables staff to create a strong web of support to enhance student success. A large school becomes a smaller school. With consistent communication among team teachers, issues are addressed early and students have an opportunity to develop close relationships with their teachers, as well as with a familiar peer group. Moreover, teaming is the ideal format through which we can deliver those programs and values we most believe in, as expressed in our Statement of Purpose: meeting the needs of the young adolescent, maintaining curricular quality and interdisciplinary opportunities, creating a sense of community, and promoting citizenship.

During the 2008-2009 school year, seventh- and eighth-grade students were distributed among four “full” teams. Each full seventh-grade team had approximately 108 students supported by five core academic teachers (English, Social Studies, Math, Science, and Spanish and/or French). In addition to the four full teams in seventh grade, R. J. Grey introduced a half team, which had approximately fifty students and three teachers (English/Social Studies, Math/Science, and World Language). The addition of the half team provided additional structure and supports for the district’s highly specialized and successful Connections program, reduced overall 7th-grade team sizes, enhanced communication between core curricular teachers, and increased home/school communication.

In grade eight, each team averaged 126 students and five core academic teachers (Math, Science, English, Social Studies, and Spanish and/or French). On an ongoing basis, teachers planned integrated curricular activities that helped students see the relationships between various subjects.

It is important to note that all teams provide the same level of academic rigor and social opportunities. Similar supports and resources are provided as well. Specifically, all students participate in English, Social Studies, Math, Science, and Physical Education/Health. The curriculum demonstrates the core values of reading (the English program is literature-based), writing (although skills are primarily taught in English classes, the other academic subjects have adopted the “Writing Across the Curriculum” approach, which provides students with a more consistent writing approach), math (with the added skill development of reading mathematical language), and our physical (Science) and cultural (Social Studies) world. Most of our students also take a world language, with twice as many taking Spanish as French. Seventh graders participate in an “exploratory program” that consists of Study Skills, Art, Music and Minuteman Technology Lab I, each of which meets every other day for half the year. Exploratory courses for the eighth graders include Art, Minuteman Technology Lab II, Life Skills/Health, Drama and Study Skills Technology; these classes last for one-fifth of the year. In addition to the core curriculum, students elect to participate in band, chorus or “grey-block,” a combination of curriculum-related mini-courses and structured study halls with team teachers.

In October 2008, R. J. Grey (as well as the high school and elementary schools) received the results of the state-mandated MCAS (Massachusetts Comprehensive Assessment System) tests from the previous spring. We continue to be proud that our students’ scores compared favorably with the top-performing schools in the state. This is a result of the high quality of teachers and teaching, an excellent curriculum, fine students, and the supportive families who make education a priority for their children. With that said, there is some variation in scores from year to year as students change at a particular grade level. For Limited English Proficient (LEP) students and students with specific disabilities, we recognize that matriculating through our schools sometimes requires more time to cover and achieve proficiency of

grade-level concepts and skills. In this regard, we have analyzed MCAS results in collaboration with regular education, identified the sub-groups that need attention, noted the individual students who need instructional support, and met with department heads and teachers to create an instructional plan that meets the needs of these students. Using the new grade 7 mathematics textbook, there has already been a positive result of a mathematics program that consistently uses the same strategies and terminology in instructional practices.

For many students, learning and connecting with members of the R. J. Grey community took place through our extracurricular programs. The interscholastic athletic program included teams in cross-country, soccer, field hockey, basketball, softball, track, and baseball. All participants on these teams paid an activity fee that helped to support these programs. The intramural program was available to all students, meeting either before or after school. These intramurals included basketball, lacrosse, and strength training. Other after-school activities included Adopt-a-Grandparent, Jazz Band, Speech and Debate Team, Chess/Board Games Club, Math Counts, and the Yearbook. The school musical, "Alice in Wonderland," involved over 150 students and 200 parents. We continued the tradition of the Rotunda Project, where each student created a small, self-representative piece of art. These individual drawings were then hung in the rotunda area on three-dimensional displays painted the color of each team.

Through the involvement of the Student Council, students connect with each other in a number of ways. This group helped to plan school-wide activities, dances, and service learning projects. In addition to our annual community service learning projects, such as the Coat Drive, Walk to the West Acton Food Pantry, and collecting for Toys for Tots, the Student Council and teams found new programs to support. Among these were: a day of maintenance work on parks and conservation lands; Project Tamaa, which raised money and awareness for a number of international causes; and the participation of the entire student body in a change drive for the Make A Wish Foundation. In addition, our annual used-coat drive earned praise from Anton's Cleaners for another outstanding year.

Special events during the school year included Halloween Dress-up Day, the Thanksgiving Assembly, Blue and Gold Day (school spirit day), World Language Week, a weekend day ski trip to Waterville Valley, the end-of-year seventh-grade trip to Kimball's and eighth-grade day at Canobie Lake Park, and the Student Recognition Assembly.

In continuing our commitment to the partnership between school and home, daily emails, monthly articles and "drop in hours," and weekly communication from the principal promoted continuity and educational support to families. Additionally, RJG professional staff offered parent forums to parents and guardians on adolescent development, homework, school discipline, and stress management. These were extremely well received. Of particular note was the number of 6th-grade parents who attended these discussion forums as part of their children's transition to the junior high school. The School Council, consisting of four parents, one community person-at-large, two staff members, and the principal, also addressed a wide variety of relevant issues and made recommendations to the administration that were very helpful. The School Council continued to have a strong voice in the development of the school and the overall school climate. An active P.T.S.O. organization (for families in grades seven through twelve) planned, organized, and assisted with many events at R. J. Grey. Parents/guardians were invited to attend monthly noontime informational meetings with both the RJG and ABRHS principals, who presented reports and answered questions. The P.T.S.O. also sponsored evening programs designed to provide information about the schools.

Another R. J. Grey highlight included our annual Project Wellness Day. Project Wellness is a daylong conference for 7th-grade students and a parent or guardian, designed to empower parents and teenagers in addressing the variety of issues faced by today's families and to develop, maintain or improve adult-teenager open communication. This event brought seventh-grade students and adult family members together at Merrimack College on March 17, 2009 to learn about ways to communicate with each other

about difficult issues and sensitive topics, ranging from time management to nutrition to navigating relationships. Approximately 1,000 students, family members, and staff participated in this event.

Over the course of the school year, R. J. Grey staff continued with initiatives that promoted learning, mutual respect, and opportunities for professional growth. In response to parent, staff, and student feedback, professional development and training opportunities focused on addressing and responding to incidents of bullying, teasing, and harassment. For staff, Professional Day in November 2008 offered the faculty systemic interventions and strategies for promoting a safe school, as well as practical strategies for responding to incidents of bullying, teasing and harassment. For students, the counseling department facilitated and coordinated classroom-wide sessions in the seventh grade, promoting respect for oneself and others and becoming a more active bystander by responding to observed harassment and bullying behavior.

At the end of the 2008-2009 school year, two veteran staff members, Bob Specian and Judy Clark, retired after many years of service to our school. These professionals devoted decades to our school community and touched the lives of several hundred students and families. We thank them for their many years of leadership, support, and dedication to the students of R. J. Grey Junior High.

Acton-Boxborough Regional High School

Post Secondary Education: The ABRHS Class of 2009 was comprised of 480 students; of these, 92% enrolled at four-year schools, while 6% continued their education at two-year colleges, prep and technical schools.

Standardized Test Results: Average SAT scores for 2009 seniors again exceeded those of state and national populations. This is significant since 91% of AB students took the SATs, compared to the state average of 84% and the national average of 46%. Our average combined score for the SAT was 1865, which is 315 points higher than the average combined Massachusetts score of 1550.

National Merit Scholarship Competition: Twelve members of the Class of 2009 achieved semi-finalist recognition; 63 others received letters of commendation.

National Honor Society: There were 98 members of the class of 2010 inducted into the NHS.

National World Language Honor Societies: In 2009, 31 students of Spanish qualified for membership in the local chapter of the National Spanish Honor Society; 24 students qualified for the National French Honor Society.

National, Regional, and State World Language Competitions: In 2009, 112 students placed both nationally and at the chapter level in the National French Examination. On the National Latin Exam, 54 students received gold medals and 30 received silver; 20 students received magna cum laude recognition, and 8 students received cum laude recognition.

World Language Achievement Awards and Leadership Awards: Forty-one students of Spanish, French, Latin and Italian were recipients of World Language Achievement Awards. Margaret Anderson was the recipient of the Leadership Award; Suman Naishadham received the Excellence in Spanish Award; Matthew Lim received the Excellence in French Award; Julia Bellotti received the Excellence in Italian Award; Elizabeth Christmas received the Excellence in Latin Award; and Edward Livshits received the Excellence in Chinese Award.

Academic Decathlon Team: The team of nine regulars and twenty alternates won the Massachusetts State Championship for the 17th time in the past 18 years. A total of 45 Massachusetts high schools competed. In addition, the team placed 13th overall in the country.

Mathematics Team and Competitive Activities: In the 2008-2009 season, the AB math team finished in second place in its monthly competitions in the Massachusetts Mathematics League. The team continued on to the April 2009 state competition, run by the Massachusetts Association of Mathematics Leagues, and placed #1 among large schools in Massachusetts. The team then competed in the New England Association of Mathematics Leagues competition in May 2009 and placed #1 among large schools in New England. In addition to the team competitions, nine students were finalists in the Massachusetts Mathematics Olympiad exam – Xiaoyu He with a perfect score, as well as David Corwin, Mo Zhou, Alan Chiao, Bryan Yang, Martin Ma, Vishrut Gupta, Amrit Narasimhan, and Danny Chiao. In the national AMC (American Math Competition), twelve students placed in the top 10% nationwide, and three of these – Xiayou He, Bryan Yang, and Vishrut Gupta – advanced to the third level of this competition, the USAMO (United States of America Mathematical Olympiad).

Speech and Debate: The team was composed of over fifty students from grades 9-12. Competing in over ten tournaments in a variety of events ranging from student congress to dramatic interpretation and poetry reading, team members prepared original pieces and scripted selections to be presented and judged in each event. Competing in the Massachusetts Catholic Forensic League, the team was matched against teams from schools across the state and consistently placed in the medal rounds. The team's top competitors also competed on a national level in New York and at Harvard University.

Athletics: During the 2008-09 school year, participation in athletics remained consistent, with 1,822 students in grades 7-12. In the fall season, the girls' soccer team captured the Division I North Championship, and the football team qualified for the MIAA super-bowl playoffs. In the spring, our girls' tennis team captured the Division I North Championship.

Performing Arts: See the *K-12 Performing Arts* section for this information.

Proscenium Circus: This student drama group, in addition to offering outstanding instruction in technical theater, acting, scene design, scene painting, costume design and stage management, offers outstanding award-winning dramatic and musical productions. Over 350 students participated in activities and shows throughout the year. The productions for 2008-2009 included the fall play, *Peter Pan*, with flying done by a professional company; the musical, *Cabaret*, which won Honorable Mention in the New England Regional Moss Hart Competition; The State Festival play, *The Big Eleven*, which was a state finalist, and *You're a Good Man, Charlie Brown*. Rounding out the year were the competitive class plays and a festival of 10-minute plays.

Peer Leadership Program: Peer Leadership had another very successful year. The peer leaders facilitated alcohol/drug awareness programs in Acton's elementary schools. They also led social development programs at R. J. Grey Junior High. With a new, energetic student bond in place, we look forward to another successful year.

The School Newspaper: *The Spectrum*, published six times during the school year, includes articles and photography of interest to the ABRHS community. Its staff of approximately forty students works on all aspects of the paper, including writing, editing, photography, layout, and copyediting. *The Spectrum* is financially self-supporting through advertising and contributions from the PTSO.

Student Council: The primary student government group, consisting of 45+ students, elected representatives of their classes and also walk-on members. Student Council is responsible for organizing school-wide activities and fundraisers and for disbursing funds for improvement of the school facility on behalf of its students. They meet weekly on Tuesdays at 6 p.m. in the ABRHS Counseling Center.

“Window Seat”: Acton Boxborough’s Literary and Art Magazine and Creative Writing Club annually publishes two to three issues of student poetry, prose, lyrics, essays, narratives, translations, and art. Students write, edit, design, print, assemble, publicize, and distribute the magazine. Students write creatively every week to generate submissions for the magazine, and the magazine welcomes and encourages students not participating in the club to submit their art and writing for publication. “Window Seat” students also work in conjunction with the Robert Creeley Foundation to host the annual Robert Creeley poetry reading and the Helen Creeley student poetry prize, a competition for student poets that awards the winning students a cash prize and the honor to be an opening reader for the Robert Creeley award-winning poet.

Idiosyncrasy: The high school topical magazine, *Idiosyncrasy*, began eight years ago when a group of enthusiastic students approached English teacher Dennis Kavanagh with the idea. Since then, the magazine has put out two to three issues per year. *Idiosyncrasy* is a thematic magazine that looks at social issues from different cultural perspectives. The magazine encourages and celebrates the diversity of our world and the people in it. *Idiosyncrasy* is composed of editorial and factual articles that are intended to educate and inspire readers. Students conduct research, analysis, and synthesis in order to produce each issue.

Harvard Model Congress: Seven juniors represented ABRHS at this four-day government simulation. The Acton League of Women voters generously underwrote their participation. Those representing were: Chris Altieri, Maddy Benjamin, Jeremy Bloomstone, Zuzana Giertlova, Nishi Mehta, and Mark Soo.

Girls State: Junior Meryl Cherner attended with the support of the Maynard Emblem Club.

Boys State: Junior Mike Cogan attended with the support of the American Legion Post 235.

Career Exploration Activities: Beginning in November, approximately 160 students made one-day job shadowing visits to a variety of work sites. This program owes its success to the support of the Middlesex West Chamber of Commerce School Business Partnership Committee and to parents and other local residents willing to host students. At three Career Breakfasts during the year, career speakers talked to groups of students interested in their fields of work. Over 150 students attended each of the three events. Thirty-nine members of the senior class completed three-week full-time internships at the end of the school year. Other career exploration activities included the Senior Seminar course, the Work Study program, and a website listing employment opportunities.

Senior Community Service Day: On May 1, the Class of 2009 spent the day working on volunteer projects in and around Acton and Boxborough. Before the seniors began their projects, they were served breakfast at the school by the faculty and administration. This was the fifteenth year that the senior class organized a Senior Community Service Day.

Community Service Activities: The school’s “Accept the Challenge Program” encourages every student to become involved in some way in volunteer activities, either during the school year, during the summer, or both. The school held its ninth Community Service Awards Night on January 19, 2009. At this ceremony, 581 students received recognition for their volunteer efforts.

Pupil Services

Professional Development Grant funding enabled Pupil Services to expand the Lending Library for parents/guardians. Current books and materials assist parents and staff with deeper understanding of various disabilities and related issues. Pupil Services collaborated with the SpEd PAC to donate a duplicate set of books to the Acton Memorial Library and further collaborated in hosting the third annual

Parent Workshop Day, which included stimulating presentations by Carol Kranowitz, The Out-of-Sync Child, and Dr. Arnie Kerzner, speaking to Parent/Child Connections. Parents and guardians continue to value this event and feedback is enthusiastic. The District's annual regulatory training is scheduled during the workshop day as well. The OnTeam Communiqué continues to be a viable mechanism for communication between Pupil Services and home. Moreover, as part of our continued collaboration with our SpEd PAC, points of information are also included.

Strengthening the Child Study/Student Assistance Teams in all schools was a priority for the 2008-2009 school year, consistent with the recommendations of the SPED Financial Task Force (findings presented in January 2009). All building-based teams have participated in training designed to promote consistent methods for better team effectiveness and responsiveness to the needs of students referred. Regular educator participation has broadened the perspective of the group and broadened the scope of intervention ideas and strategies across schools. Addressing the dilemmas associated with special education eligibility; assessing multi-lingual students and families; and case management of students with emotional, educational, and behavioral issues have been discussed in targeted sessions. Data collection to evaluate whether the frequency, rate and duration of referrals have decreased, as well as best practices, will take place during the 2009-2010 school year.

It should be highlighted that specific action plans for each major driver within the SPED fiscal Task Force report were created, tying in a detailed plan for each driver with measurable outcomes. Not only was the content important (monitoring finances, IEP process, CASE programs, CASE transportation, referral system [child study team], communications, personnel distribution, legal fees, early intervention, and program development), but also the process. Through the process, staff has accepted ownership for the above areas, enhancing cooperation towards these common goals.

The Out-of-District (OOD) Coordinator has taken a leadership role in looking at viable options for streamlining the efficiency and effectiveness of the IEP process. In collaboration with the SpEd PAC, a study group has been formed to consider and discuss a number of options for IEP coordination using technology.

For out-of-district placements, the OOD Coordinator has charted OOD placements and students with similar needs. Over the past three years, 2-3 students were transitioned back each year to cost effective in-district programs by planning appropriate transitions where readiness is addressed, academically and socially. As part of the Pupil Services vision, the department created a continuum of services for K-6 and began its implementation. Additionally, a new specialized program was established at R. J. Grey (the Connections Program), which assisted the students from the K-6 continuum and other programs to make a smooth transition to the junior high by accessing specialized, well coordinated services in the least restrictive environment. Likewise, steps are in place to help transition students from the junior high to the high school. The Connections Program itself has significantly reduced out-of-district tuitions for students on the autism spectrum, as well as students significantly impacted by social and pragmatic language challenges. Forums and coffees were held with parents and other interested parties to brainstorm the components of the program, its scope, and its social dimensions.

The Essential Health Skills (ESHS) grant approved in July 2008 provided funding to individualize stress reduction programs and smoking cessation programs for students, purchased Automatic External Defibrillators (AED) for all schools, purchased SNAP software (plus a required server) for nurses, provided stipends for our school physicians, and increased direct service support for the R. J. Grey health office. The nurses took an active role in the Wellness Task Force, which completed its work in May 2009, recommending policies and procedures pertaining to Life-Threatening Food Allergies and Wellness. The nurses further participated in H1N1 flu surveillance and study groups related to AED implementation and body mass index.

School safety is an on-going commitment by all district administrators, who strive to operate as a unit in planning and executing a preventive and action-oriented approach to school safety. Pupil Services continues to empower students and staff through continued professional development regarding stress management, cyberspace and internet safety. In addition to a junior high Parent Forum on cyberspace safety, a recent parent/guardian workshop, Nancy Mullin from Bullying Prevention, Inc. involved both regular and special education parents in learning about preventive and action-oriented approaches for bullying prevention. Professional Development Day (November, 2008) provided training for all district staff, addressing student wellness through a better understanding of stress management and child and adolescent development (Dr. Cynthia Kaplan). The Director of Pupil Services offered a well-attended training on Adolescent Wellness for R. J. Grey's 8th Annual Project Wellness Day.

Mandated "Nonviolent Crisis Intervention" training continues to be provided for crisis teams within each school. In addition to "Physical Restraint Teams," all schools have established "Crisis Intervention Teams" made up of teachers, administrators and clinicians, trained to respond to broader safety-related situations. The summer leadership institute for Summer 2009 offered its second Health and Wellness training for district administrators, including overviews of AED use, CPR, Universal Precautions, choking prevention, and Epipen administration.

Last but not least, the district believes that global awareness is the cornerstone to demographic change, which allows opportunities for external reflection about the rest of the world. In this regard, a series of meetings was coordinated to increase this level of awareness by considering international exchange programs, reviewing our curriculum, and discussing other venues where we increase general awareness. Concurrently, district administrators, teachers, specialists and clinicians prioritized internal change, looking inward at ourselves and our changing community – and wrestling with the competing viewpoints and values – through a community-based Changing Demographic survey. Study group members are presently analyzing and synthesizing data from these surveys and will report out to the community shortly after the new year, 2010. The results assuredly will be a catalyst for essential dynamic change and growth for our school district.

The Performing Arts

At the Acton-Boxborough Regional High School, the Band and Chorus programs continued to flourish as they performed in and around our community, and more. The Band marched in the Acton Memorial Day Parade. A number of our choral ensembles sang at West Acton's Oktoberfest and also at a number of senior citizen events. Twenty-two of our student musicians from band, chorus and orchestra were selected to perform at the MMEA Eastern District Festival, held in January; twelve of these earned All-State recommendations. The choral department did a concert tour of Quebec, Canada. They had opportunities to sing in some outstanding venues and see the sights of Quebec. Our Madrigal Singers put on a Madrigal Dinner for the community in which they performed a renaissance-style dinner theater. And finally, our band program was fortunate enough to work with a conductor in residence. The guest conductor was Debra Huber, conductor of bands at UMass Lowell and an alumni of ABRHS! It was an outstanding experience for our band members and community.

At the R. J. Grey Junior High School, the 8th-grade Band and Chorus each participated in the Great East Music Festival, held at West Springfield High School in May. Both received Gold Medals for their performances. The JHS musical, "Alice in Wonderland," had a terrific run of performances with a huge cast of approximately 100 students involved. Twenty-two students were selected to perform in the concert band, orchestra or chorus at the MMEA Eastern Junior District Music Festival held in March.

At the elementary schools, the Beginning and Advanced Bands performed very well in their Winter and Spring Concerts. The bands also performed at each school's Memorial Day Assemblies, along with songs

and poems performed by individual classes. The Gate's School chorus sang in a Pan Choral Concert with members of the junior high and high school choruses.

The Visual Arts

Throughout the school year, student efforts and accomplishments in the Visual Arts program were exhibited in each of the seven schools and the High School Administrative Conference Room, as well as off-site venues. Student artwork appeared in various school newsletters, and drawings by kindergarten students graced the cover of the Kindergarten Handbook.

In the highly competitive Boston Globe Scholastic Art Awards, 25 ABRSD students (15 high school and 10 junior high) received a total of 30 state-level awards. These awards included: nine Gold Key Awards, nine Silver Key Awards, and twelve Honorable Mention Awards. The Gold Key and Silver Key student work was exhibited at the State Transportation Building in Boston during January and February. Award-winning students were recognized at an awards ceremony at Hancock Hall in Boston. Student work receiving Gold Key Awards was sent to New York for the National Scholastics judging. One student received a Gold Key Award at the Scholastics National level. National Award winning work was exhibited in New York City art galleries during the month of June, and students were honored at an awards ceremony at the Corcoran Gallery of Art. One RJG art teacher, the Visual Arts Director, and four high school students assisted teams of judges during the daylong Scholastics judging process held at the State Transportation Building in January. The K-12 Visual Arts Director also serves on the Massachusetts Scholastics Advisory Board.

The two ABRHS juniors who applied to Art All State at the Worcester Art Museum were both selected. They were among 145 high school juniors statewide who were selected to participate in the competitive Art All-State program at the Museum, held in May. Art All-State is a weekend-long program for high school art juniors to work with their peers and with practicing artists who serve as mentors. Each district is limited to two student applicants. Selection is based upon digital images of student work, a written application, and an interview with a team of art educators. The K-12 Visual Arts Director serves on the Art All-State Steering Committee.

High school students in the Junior/Senior Portfolio class prepared and exhibited their work in a show entitled "Elections," which was held at the Acton Memorial Library in April.

Students in Advanced Drawing/Painting, Junior/Senior Portfolio, and Art History classes visited the Metropolitan Museum of Art in New York in the spring. The focus of this trip was for students to gain exposure to actual works of art and to compare and contrast works of art.

During March, Acton and Acton-Boxborough student artwork was exhibited in the annual Youth Art Month Show at the Worcester Art Museum. Forty-two APS/AB student works were included. There was an opening reception for students, their families, and art teachers in the Museum's Renaissance Court. The Conant, Douglas, Gates, Merriam and McCarthy-Towne Schools, as well as R. J. Grey Junior High and the Acton-Boxborough Regional High School, were all represented in this show.

A show of representative student artwork from each of the seven schools was on display at the Acton Senior Center during the month of May. The work of 37 students was included in this exhibit.

High school students had the opportunity to participate in Photo Club and in Art Club, both of which met after school one afternoon a week throughout the year.

K-12 Visual Arts staff participated in the first year of a curriculum review. The focus was on curriculum mapping and compliance with state standards.

Technology

Instructional Technology

During the 2008-2009 school year, many instructional technology projects were initiated and successfully implemented. The Department of Technology Integration and Instruction, directed by Priscilla Kotyk, had the following initiatives.

Districtwide

The district continues its commitment to have all curriculum documentation available on the district website. The site is reviewed on an ongoing basis and additional documentation is added, presenting new courses and programs.

The online professional development catalog of offerings (Acton/Acton-Boxborough SmartPD) has been well received by the teachers. Staff members may access their professional development records at any time. These records summarize for each staff member the courses/workshops s/he has completed, earned PDPs/Credits to date, and registration confirmations for future workshops and courses. In addition, the site is a repository of informational documents pertaining to professional development.

Our department's part-time web-designer redesigned several websites during the year. The Merriam School, APS Preschool, and Instructional Technology Department websites have been redesigned. The *Acton Long Ago* website continues to be updated with primary source materials and instructional activities for students. In addition to the district sites, we have helped teachers at all grade levels create classroom websites. We developed specific templates and a scalable deployment that has enabled many teachers to communicate with students and families via the Internet.

High School

Many exciting ongoing projects are underway in the area of instructional technology. Students are using technology tools to create multimedia presentations, research course topics, and access online course-related materials. Several technology-related electives are offered, including but not limited to: web design, computer-aided design, programming, engineering, and broadcasting. Teachers are using our course management program, Moodle, to offer online courses and provide supplemental material to students.

The high school's expanded Technology Committee, with representation from all departments, met periodically to share best practices with technology and discuss ideas around professional development for teachers and technical issues or concerns. In the spring of 2009, eighty-five seniors volunteered to take the Educational Testing Service iSKILLS test to provide the district with data regarding our students' informational skills. The high school Technology Planning Committee meets regularly to discuss hardware deployments, software purchases, replacement computers, and new initiatives.

Junior High School

The junior high is continuing its commitment to expand the number of multimedia classrooms and to provide laptops to teachers. Teachers and students continue to use technology in all content areas to enhance teaching and learning. Various exploratory courses use instructional technology to learn information skills, computer-aided design, and engineering design concepts. In some cases, students create multimedia final projects that express their curricular understandings. The counseling department is developing a website, *Voices of RJ Grey*, which will offer information regarding various aspects of school

culture and issues facing young teens. Teachers continue to create and enhance classroom websites, strengthening the link between teachers, families, and students.

Elementary Schools

Elementary teachers participated in a 3-hour laptop orientation session during the summer to learn about and receive their new laptops. In addition, a part-time building-based Instructional Technology Specialist began working in each school. With this support and training, teachers were able to successfully transition from old technology to new. The November 2008 Professional Development Day focused on instructional technology. Select teachers offered fourteen different one-hour sessions to their colleagues. These sessions introduced teachers to various applications and activities using their new laptops. The feedback was extremely positive.

The Individual Teacher Innovation Plan (iTIP) initiative was launched as a follow-up to the professional day. The iTIP helps teachers articulate specific plans for using instructional technology tools with the intent of selecting new skills or projects that are meaningful and relevant. Teachers are encouraged to identify individual plans, as well as plan with a team of colleagues on a specific technology-related project.

Twenty-five teachers completed the Web 2.0 Tools course offered in the fall of 2008. Teachers learned about blogs, podcasts, wikis and vodcasts and planned activities that integrated these tools into their instruction.

In all five elementary schools, teachers use mobile Alphasmart labs. Alphasmarts are electronic keyboards. The labs come equipped with management software that allows teachers to distribute to and gather information from all thirty Alphasmarts at the same time.

Gates Elementary has mounted interactive whiteboards (SmartBoards) in grades 4-6. In 2008-09 additional Smartboards were installed: eleven in Douglas; nine in McCarthy-Towne; two in Merriam; and two in Conant. Teachers formed study groups to work with building-based ITS to learn how to leverage the capabilities of the SmartBoard to enhance instruction. The article, *Where Exactly is Bangalore? Entering the World of Interactive Whiteboards* by Jodi Phelan (ITS at McCarthy-Towne), was published in the Fall 2009 MASCD *Perspectives* Newsletter. This article discusses ITS support of teachers learning to use interactive whiteboards for the first time.

Information Technology

During the 2008-2009 school year, the district's Information Technology department provided valuable technology support services. The Information Technology department, directed by Steve Hall, had the following accomplishments:

Districtwide

The Information Technology department coordinated and implemented a large number of infrastructure upgrades.

- In order to support the new elementary school laptops, new servers and services had to be brought online. This included new servers to provide computer imaging, software deployment, and client management for the district's additional quantity of Macintosh clients.
- A new districtwide nurse health database was implemented to provide tracking, reporting, and adherence to state regulations.

- We loaded and prepared all new computers purchased to replace aging equipment, performed maintenance on over 1,000 other computers, and loaded new software on district computers in preparation for the new school year.
- For staff with district laptops, we provided drop-off service in order to provide preventive maintenance and update software during the summer.
- The district's 30 servers were also updated for security purposes, as well as to support new services and initiatives. The district's Active Directory domain was also updated to support new initiatives.
- Support and maintenance was provided for the 150+ pieces of district network equipment.
- A new wireless network was installed at the Junior High School to facilitate better use of teacher and student laptops.
- The district's Internet link was upgraded to support the higher-bandwidth needs of modern technology. Significant portions of the district's core network equipment, firewall, spam filter, and web security filtering systems had to be updated to support the new Internet link.
- A new web-accessible tutor database was written and deployed by the IT department.
- All infrastructure support contracts were analyzed and adjusted, and new vendors were selected to maintain appropriate service levels, high availability, and alignment with budget realities.
- A new set of password security guidelines was created and implemented for all staff to improve the integrity and protection of district information.
- The IT department continues to provide implementation, support, and project management expertise for all technology-related initiatives throughout the district.

High School

The IT department prepared 146 new laptops and desktops, which replaced aging and unsupportable computers used by teachers and students. We also provided maintenance and support services for approximately 700 high school computers and printers throughout the year.

Junior High School

The IT department prepared fifty new laptops and desktops, which replaced aging and unsupportable computers used by teachers and students. We also provided maintenance and support services for approximately 300 computers and printers throughout the year.

Elementary Schools

The IT department prepared 155 new laptops for elementary school teachers, which replaced aging and unsupportable computers. We also managed the installation and setup of multimedia equipment (interactive whiteboards, video projectors, and sound systems) in twenty-four classrooms and provided maintenance and support services for approximately 500 elementary school computers and printers throughout the year.

Summer School

The Acton-Boxborough Regional School District Summer School had another successful year in 2009. With our enrollment of 498 students, we served nearly 100 more students than in 2005. Fifteen percent of our students came from twelve other districts. Several Math, Science, and Physical Education courses reached capacity much later in the summer, forcing us to turn away fewer (than in 2008) students not currently enrolled in the Acton-Boxborough Regional School District.

The number of student scholarships increased by 5% from 2008.

The number of faculty positions remained at 28, the same number as in '08.

Tuition receipts continue to allow us to function as a self-sustaining educational program.

Summer School course changes (from 2008) include: the addition of a Microbiology course and an additional Physics course, running the French 1 - 2 curriculum, and the addition of one Math Algebra I section.

We continue to serve Acton, Boxborough, and several outlying communities with first rate, summertime, K-12 educational opportunities.

Community Education

The Community Education office is located in the Administration Building, 15 Charter Road, Acton. Its staff organizes, staffs and directs the following programs and activities.

Day and Evening Classes: Nearly 2,000 classes are offered yearly for children, teens and adults. Classes and other programs are listed in *INTERACTION*, the Community Education catalog that is mailed four times a year to over 21,000 area homes. More than 10,000 students enroll in classes each year.

Extended Day Program: Serving 301 Acton families, Extended Day offers quality before- and after-school care for 382 children in grades K-6.

Preschool Program: Located at the Acton-Boxborough Regional High School, the Community Education Child Development Preschool is the laboratory for the Child Development Course. Completely funded and staffed by Community Education, the Child Development/Preschool course awards seven elective credits toward graduation. Preschool has a total enrollment of 34 (16 three year-olds on Tuesday and Thursday; 18 four year-olds on Monday, Wednesday and Friday).

All-Day Kindergarten Program: Community Education administers the business affairs of the All-Day Kindergarten programs at Douglas, Conant, Gates, McCarthy-Towne and Merriam Schools.

Summer Day Program: Located at the Administration Building, this program offers weeklong sessions of summer activities to more than 80 children per week in grades 1-6. Also provided is a preschool summer program (Summer Capers and Friday Frolics) for four and five year-olds, vacation programs (offering enrichment activities and day care during school vacations), and many short sport clinics.

Youth Basketball League: Offering 13 weeks of coaching, practice and league play to more than 1,100 boys and girls in grades 3 and up, the league is staffed by more than 110 paid and volunteer coaches, timers, and referees. Community Education runs clinics for referees at no charge.

Driver Education: Community Education runs a Registry-approved driving school, offering classroom instruction and on-road training to 280 students annually.

Pool & Fieldhouse Programs: Located at ABRHS, the Pool & Fieldhouse Program consists of family open swim and open gym times for basketball on the weekends. Also offered in this facility is a full Red Cross Swim Program, a youth swim team, master's swim, morning and evening lap swim, and water exercise classes.

Community Education also conducts classes and schedules drop-in times for the public at the Fitness Center, located at the Acton-Boxborough Regional High School.

Schedule of School Fields: Little League, Pop Warner, Youth Lacrosse and Youth Soccer, as well as individuals, businesses and community organizations, receive permits for school field use through Community Education. Fees charged are returned to the schools' Facility Department for field maintenance. Community Education also schedules Leary Field for school and community use.

Scheduling Use of School Buildings: All evening, weekend, holiday, and vacation use of the seven school buildings is scheduled through Community Education.

Community Education receives no funding from the school districts or town and runs all programs on a self-sustaining basis. Moneys are returned to the following for use of space and equipment – AV, Technology Department, Physical Education Department, Art Department, Facilities, and the Central Office.

For more information about Community Education and the programs that it offers, call (978) 266-2525.

Facilities and Transportation

We had a very short summer to accomplish our annual summer cleaning, preventive maintenance, and work orders that come up through the course of the year. In addition to the standard cleaning, basic repairs, and preventive maintenance, other summer work projects we are working to complete or have completed are:

At Conant

- Landscape Repairs
- Asphalt Repairs

At Douglas

- Painting of the Cafetorium / and Health Office
- New Flooring Main Office
- Bathroom Partitions

At Gates

- New Paving
- Creation of Additional Parking
- Painting of some classrooms

At Merriam Administration Building

- HVAC Repairs
- Tree Removal
- Preparation for the coming of Danny's Place

Campus

- Catch Basin Repairs
- Road Repair

RJ Grey Junior High

- Rock Wall Repair

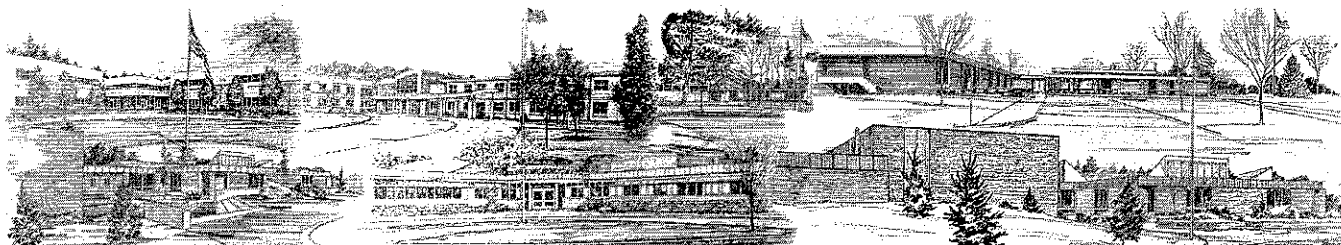
In Conclusion

This report demonstrates that the Acton Public Schools and the Acton-Boxborough Regional School District are complex organizations. Nonetheless, the districts possess a clear mission and vision. They are fortunate to possess a dedicated staff, who make a habit of constant self-reflection and, as resources allow, of renewal.

Our students, teachers, and administrators continue to perform at high levels – academically, athletically, artistically, personally and professionally – and so the Acton Public Schools and the Acton-Boxborough Regional School District maintain a reputation that attracts people to the communities and to our schools. It is our intention to continue to provide the best possible education to the communities and to seek continued financial and moral support for this very important endeavor.

The towns of Acton and Boxborough have a great investment in the schools since the schools serve the communities' youth and adult populations through public schooling, Community Education, and as a center for much community activity. This is a win-win situation for both the towns and the schools that we want to maintain for the future.

Stephen E. Mills
Superintendent of Schools
On Behalf of the School Committees
January 2010



**ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
ACTON, MA 01720
978-264-4700
Website address: <http://ab.mec.edu>**

SCHOOL SYSTEMS' PROFILE - 2009-2010

Kind of Communities: residential suburbs near Routes 2 and 495
Population: Acton - approx. 20,049 Boxborough - approx. 5,195

Total Student Enrollment (October 1, 2009):
Acton Public: 2,623 Acton-Boxborough: 2,990
(includes APS School Choice: 0 and A-B School Choice: 66)

ELEMENTARY SCHOOLS

<u>School</u>	<u>Grade</u>	<u>Principal</u>	<u>Enrollment*</u>	<u>Specialty Programs**</u>
Conant	K-6	Christine Price	500	ELL, Nature Program, School Chorus, Connections Program, Community Serv. Learning, Ext. Day Program
Douglas	K-6	Christopher Whitbeck	499	ELL, Nature Program, Community Serv. Learning, Before/ After-School Enrich., Japanese & Chinese Language (K-4)
Gates	K-6	Lynne Newman	491	Nature Program, School Chorus, Before- & After-School Enrichment
McCarthy-Towne	K-6	David Krane	497	ELL, Integrated Art Program, SLOYD, CASE classes, Before- & After-School Enrichment Program
Merriam	K-6	Ed Kaufman	564	ELL, Project-based Curriculum, Looping classes, Before- & After-School Enrichment Program, Comm. Serv. Learning

* *Enrollment* does not include SPED PreSchool: 49, and SPED Out-of-District Placements: 23

** *In all schools:* All-Day Kindergarten, Computer Lab & Classroom Assistants, DARE, BABES, Quit It, Fee-based Instrumental Music (gr. 5-6), School-Business Partnership

JUNIOR AND SENIOR HIGH SCHOOLS

* *Enrollment* does not include SPED Out-of-District Placements, gr. 7-12: 58

<u>School</u>	<u>Grade</u>	<u>Principal</u>	<u>Enrollment*</u>	<u>Extracurricular Programs</u>
R.J. Grey Junior High	7-8	Craig Hardimon	979	Adopt-a-Grandparent Club, AB Blue Print, Art Club, Chess/Board Games, Interscholastic and Intramural Sports Jazz Band, Library Support, Math Counts, Peer Tutoring, School Store, Science Olympiad, Speech & Debate, Student Council, String Ensemble, Theater Production, Yearbook

7th grade teams of 112-117 students with five teachers
8th grade teams of 115-129 students with five teachers
Integrated Curriculum

Acton-Boxborough Regional High School received a Blue Ribbon School award from the U.S. Department of Education in November, 2009

<u>School</u>	<u>Grade</u>	<u>Principal</u>	<u>Enrollment*</u>	<u>Extracurricular Programs</u>
A-B Reg. High School	9-12	Alexandra Callen	1,953	Academic Teams, (including Decathlon, Math, Science, Speech & Debate), Proscenium Circus (drama), Honor Societies, Publications, Student Government, Interscholastic Athletics, Community Service, Amnesty International, Peer Leadership Group, SADD, Common Ground, WHAB radio station, Recycling Team, Outdoor Club <i>Career Exploration Programs:</i> Job Shadowing, Senior Internships, Work Study, Career Speakers

Awards received by students

Scholastic Art Awards (state & national), Band, Academic Decathlon (State Champs - 16 yrs.), Science Olympiad (State Champs - 2005, 2006), Girls' Swim/Diving (State Champs - 13 yrs.), Boys' Swim/Diving (State Champs - 9 yrs.), Football - State Record of 52 consec. Wins - 5 Superbowl titles, Girls' Soccer (State Champs - Fall 2007), Field Hockey (State Champs - Fall 2007, 2009), Girls' Tennis (State Champs - Spring 2008)

INSTRUCTIONAL PROGRAMS

<u>Elementary</u>	<u>Junior High</u>	<u>High School</u>
Language Arts	Art, Band, Chorus, English	English
Mathematics	Health, Drama	Industrial Technology
Science/Health Education	Computer Literacy	Mathematics
Social Studies	Life Skills, Mathematics	Performing Arts
Art	Minuteman Tech. Lab, Music	Physical Education/Health
Music	Physical Education, Science	Science
Physical Education	Social Studies	Social Studies
Library Skills/Media Center	Study Skills	Visual Arts
Technology	World Languages	World Languages
	plus other mini-courses	Communication

SUPPORT PROGRAMS

<u>Elementary</u>	<u>Junior High</u>	<u>High School</u>
Special Education Services	Special Education Services	Special Education Services
Counseling/Psychology/Health Services	Counseling/Psychology/Health Services	Counseling/Psychology/Health Services
Child Study Team, RLL (Reading/ Language Art/Literacy Specialist)	Academic Support Center: Reading	Academic Support Center
Crisis Team, ELL	ELL, Academic Support	ELL, Student Assistance Team
	Child Study Team, Crisis Team	Safety Committee

SYSTEM RESOURCES

Approximately 84.2% of instructional staff hold a Master's. or higher degree. Staff represents more than 4,186 years of teaching in Acton/AB.

Classroom teacher-pupil ratio/range:*

<u>Level</u>	<u>Range</u>
Elementary	1:19 - 1:26
Junior High	1:14 - 1:28
High School	1:7 - 1:62

*Does not include special subject teachers

Per Pupil Expenditure:***

2006-07	\$10,086 (Acton)
2006-07	\$11,582 (Acton-Boxborough)

*** *Per Pupil, All Funds/Total Expend. Per Pupil (from the Dept. of Ed.)*

Average Teacher salary:

2009-10 for A-B: \$70,200 2009-10 for Acton : \$70,796

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
 GRADUATING CLASS OF 2009

Size of Class: 480			SAT Reasoning Test Profile - Average Scores						
			A-B			National			
			Cr*	Math	Wr**	Cr*	Math	Wr**	
Percentage attending:			2009	611	643	611	501	515	493
4-yr. college	92%		2008	603	629	608	502	515	494
2-yr. college/other post-sec. ed.	6%		2007	606	640	609	502	515	494
Total continuing education	98%		* Cr = Critical Reading			** Wr = Writing			
Employment/Other	2%								
TOTAL CLASS	100%		Over the last three years, an average of 99% of the seniors at A-B took SATs as compared to 46% nationally & 84% in MA.						

SAT Subject Test Scores, 2009-2010

Subject	Number of Students	Mean Score	Subject	Number of Students	Mean Score
		(Range is 200-800)			(Range is 200-800)
Biology E	117	695	French	15	655
Biology M	29	740	Mathematics Level I	91	665
Chemistry	74	709	Mathematics Level II	130	750
English Literature	32	675	Spanish	25	646
			US History	93	705

Advanced Placement Test Scores - 2009

	Test Scores*	No. of Scores	National Merit Scholarships
436 ABRHS juniors & seniors took 871 exams in Biology, Calculus, Chemistry, Computer Science, Economics, English Literature & Composition, Environmental Science, European History, French Language, U.S. Gov & Politics, Latin IV, Physics, Psychology, Spanish Language, Statistics, U.S. History.	5	501	(Class of 2009)
	4	270	Semi-Finalists - 12
	3	70	Letters of Commendation - 63
	2	26	
	1	4	
	* Scores of 3-4 qualify students for advanced placement in some colleges		

MCAS Test Scores, Spring 2009
 combined "Proficient" & "Above Proficient" level percentages*

	Eng./L.A./Reading	Math	Science
Grade 3	74%	76%	----
Grade 4	79%	71%	----
Grade 5	87%	83%	79%
Grade 6	91%	87%	----
Grade 7	90%	78%	-----
Grade 8	93%	83%	74%
Grade 10	97%	96%	96%

*This measure is used because "Proficient" & "Advanced" levels are the goals for performance.

SPECIAL FEATURES OF SCHOOL SYSTEMS

- Administrators and School Committees set and regularly review mission, vision, short and long-range goals. Administrators attend Leadership Conference annually.
- Staff continuously pursue professional development.
- Open enrollment at elementary level (choice of school)
- Teaming at R.J. Grey Junior High School
- All seven schools are networked to each other and to the Internet; staff use current technology in management and instruction.
- Staff evaluate programs regularly; the districts support curriculum renewal through a research and development program.
- Community members actively participate in and support school programs, serve on advisory committees and task forces.
- Staff supervise a full range of extracurricular activities for students (*see listings on reverse side*).
- School-Business Community Partnerships include working relationships with area businesses, institutions of higher education and the Middlesex West Chamber of Commerce.
- Local foundation for athletics/extracurricular activities: ABSAF (Acton-Boxborough Student Activities Fund)
- Last year, the schools received approximately \$1.3 million in grants and other resources.
- Schools work with town(s) in Acton Leadership Group, Boxborough Leadership Forum and Acton 2020 (planning process).
- Acton-Boxborough Community Education is an asset to the school districts, offering a wide variety of programs for children and adults.

SCHOOL SCHEDULE AND HOURS

180 school days scheduled

Elementary Schools	
Conant, McCarthy-Towne	8:30 a.m. - 2:45 p.m.
Merriam	
<i>Thursdays</i>	<i>12:15 p.m. dismissal</i>
Douglas & Gates	9:15 a.m. - 3:30 p.m.
<i>Thursdays</i>	<i>1:00 p.m. dismissal</i>
Secondary Schools	
A-B Regional High School	7:23 a.m. - 2:18 p.m.
R.J. Grey Junior High School	7:30 a.m. - 2:06 p.m.

BUSING DISTANCE

(Busing provided by the school system)

Level	
grades K-3	No minimum (all transported)
grades 4-6	Over 1 mile
grades 7-12	Over 2 miles

CENTRAL ADMINISTRATION

Stephen E. Mills, *Superintendent*
 Susan Horn, *Assistant Superintendent*
 for Curriculum & Instruction/Community Ed.
 Marie Altieri, *Director of Personnel/Admin. Svcs.*
 Elizabeth Huber, *Director of Pupil Services*
 Sharon Summers, *Director of Finance*

ACTON SCHOOL COMMITTEE

Jonathan Chinitz
 Michael Coppolino
 Xuan Kong, *APS Chairperson*
 Terry Lindgren
 Sharon Smith McManus, *AB Chairperson*
 John Petersen

A-B SCHOOL COMMITTEE

All Acton members plus the following
Boxborough members:
 Brigid Bieber
 Maria Neyland
 Bruce Sabot

MASSACHUSETTS SECONDARY SCHOOLS ATHLETIC DIRECTORS ASSOCIATION

✦ Walter Sargent, Executive Director ✦ Fran Whitten, President
✦ Martha Jamieson, 1st Vice President ✦ John Lynch, 2nd Vice President ✦ Thom Holdgate, 3rd Vice President
✦ Chris Aufiero, Secretary ✦ Bill Johnson, Treasurer ✦ Dick Baker, Public Relations ✦ Jim Davis, Past President

TO: Steve Desy, AD, Acton-Boxborough Regional HS – District A

DATE: January 16, 2010

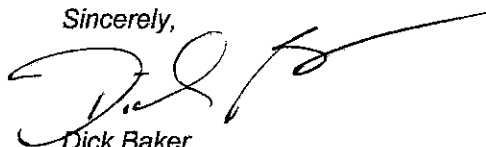
On behalf of the Massachusetts Secondary School Athletic Directors Association (MSSADA) Executive Board, I congratulate you on being nominated and selected as the Theodore "Ted" Damko District A and State Award winner. This award is presented annually to an athletic administrator with 3-5 years experience in each district who has exemplified the highest standards of their profession and has made significant contributions to their school and community. The successful candidate will likely hold leadership positions on the local, district, and/or state committees.

The Theodore "Ted" Damko Award will be presented to you at the MSSADA Annual Awards Banquet on Wednesday, March 17, 2010, at the Resort and Conference Center at Hyannis, MA. A reception prior to the banquet (held in the Yacht Club) will begin at 4 pm and we would appreciate you and your guests arriving no later than 4:30 pm for pictures. You and your guests will be escorted to reserved seating in the Banquet Hall (Bass River Room) at approximately 4:50 pm. Please call me with the exact number of seats you will need by Fri., March 5th or earlier (508-541-9809). Dinner will begin at 5 pm and will be followed by the awards program.

You and your guest will receive complimentary tickets (total of 2). If you need to purchase additional tickets (cost of \$30 each) please send a check, made out to MSSADA, to Dick Baker, 64 Ware Lane, Marblehead, MA 01945. you may have as many guests as you would like, and if you have any questions please contact me via phone (508-541-9809), fax (781-631-0537, or e-mail (dbaker@miaa.net)).

Congratulations again for this most deserving and prestigious honor.

Sincerely,



Dick Baker
MSSADA Public Relations

CC – Alex Callen, Principal, Acton-Boxborough Regional HS