



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

March 25, 2010

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

**JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
MEETING**

Library
R.J. Grey Junior High School

March 25, 2010
7:00 Joint Executive Session
7:30 Joint AB/APS Meeting
followed by Regional Meeting
followed by APS Meeting

- I. CALL TO ORDER
- II. EXECUTIVE SESSION
 - 1. Approve and Release Executive Session Minutes
- III. CHAIRPERSON'S INTRODUCTION
- IV. PUBLIC PARTICIPATION
- V. APPROVAL OF MINUTES
 - 1. February 4, 2010
 - 2. March 4, 2010 (*addendum*)
- VI. UNFINISHED BUSINESS
 - 1. Director of Finance Recommendation – *Steve Mills*
 - 2. FY'10 Budget Update – Steve Mills
 - 3. FY'11 Budget Update – Steve Mills
 - a. AB/APS Acton Town Meeting Budget Books (*addendum*)
 - 4. Health Insurance Trust Report – John Petersen
- VII. NEW BUSINESS
 - 1. Acton's "Green Community" Designation – *Kate Crosby, JD Head*
 - a. Memo from Kate Crosby, Green Advisory Board Co-chair
 - b. Acton's Current Status re Green Community Criteria
 - c. Background on Available Funding
 - d. Criteria #3 Establish an energy use baseline inventory, and put in place a program designed to reduce this baseline by 20% within five years
 - e. Criteria #4 Purchase only fuel-efficient vehicles whenever such vehicles are practical
- VIII. FOR YOUR INFORMATION
 - 1. March/April Lamplighter – <http://ab.mec.edu/about/publications>
 - 2. Interaction – Spring 2010 - <http://comed.ab.mec.edu>
- IX. ISSUES FOR THE COMMITTEE
 - 1. School Committee Meeting Schedule, 2010-2011
 - 2. Superintendent's Evaluation
 - a. Process and Timeline
 - b. Job Description
 - c. 2009-2010 Goals
 - d. Evaluation Form

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

March 25, 2010
7:00 Joint Executive Session
7:30 Joint AB/APS Meeting
followed by Regional Meeting
followed by APS Meeting

- X. CALL TO ORDER
- XI. CHAIRPERSON'S INTRODUCTION
- XII. PUBLIC PARTICIPATION
- XIII. STATEMENT OF WARRANT
- XIV. UNFINISHED BUSINESS
 - 1. BLF Report (*oral*)
- XV. NEW BUSINESS
 - 1. Recommendation to Accept \$4000 Gift from AB Travel Basketball – **VOTE** – *Steve Mills*
 - 2. Recommendation to Accept \$1270 Gift from AB Girls Youth Lacrosse – **VOTE** – *Steve Mills*
 - 3. Recommendation to Approve ABRHS Academic Decathlon National Championship Trip to Omaha, Nebraska, April 20-26, 2010 – **VOTE** – *Steve Mills*
- XVI. FOR YOUR INFORMATION
 - 1. ABRHS Info
 - 2. RJGJHS Info - Project Wellness Report – March 10 (*oral*)
 - 3. FY'10 Monthly ABRSD School Object and SPED Financial Reports (*addendum*)
 - 4. 2009-2010 NCLB Report Card - <http://ab.mec.edu/curriculum/reportcard>.

ACTON PUBLIC SCHOOL COMMITTEE MEETING

- XVII. STATEMENT OF WARRANT AND APPROVAL OF MINUTES OF 3/18/10 (*addendum*)
- XVIII. UNFINISHED BUSINESS
 - 1. ALG/Acton Finance Committee Update
 - 2. Kindergarten Enrollment Update – Marie Altieri
 - 3. Conant Principal Search Update – Marie Altieri
 - 4. 2009-2010 NCLB Report Card - <http://ab.mec.edu/curriculum/reportcard>.
- XIX. NEXT MEETINGS
 - April 5 – 6:00 pm, possible AB and APS SC Meeting
 - April 5 – 7:00 pm, Acton Town Meeting begins
 - April 6 – 6:00 pm, possible AB and APS SC Meeting
 - May 6 – 7:30 pm, AB SC Meeting, JH Library
 - May 10 – Boxborough Town Meeting begins
 - May 20, 7:30 pm APS SC Meeting at CONANT School
- XX. ADJOURN

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING
Draft Minutes

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

<i>Members Present:</i>	Brigid Bieber, Jonathan Chinitz, Mike Coppolino, Xuan Kong, Terry Lindgren, Sharon Smith McManus, Maria Neyland, John Petersen, Bruce Sabot (7:10 pm)
<i>Members Absent:</i>	None
<i>Others:</i>	Marie Altieri, Sue Horn, Liza Huber, Steve Mills, Beth Petr, Tess Summers

The Joint meeting was called to order at 7:04 p.m. by Sharon McManus and Xuan Kong.

JOINT EXECUTIVE SESSION

At 7:06 p.m., 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 if an open meeting may have a detrimental effect on the bargaining position of the governmental body."

At 7:07 p.m., 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 if an open meeting may have a detrimental effect on the bargaining position of the governmental body."

At 7:47 p.m., the Committees were polled and voted to go out of Joint Executive Session.

AB REGIONAL OPEN MEETING BEGINS

At 7:47 p.m., the Acton Public School Committee meeting was suspended and the Acton-Boxborough Regional School Committee Meeting began.

EDUCATION REPORT

1. Craig Hardimon gave an update on RJGJHS, including trimester scheduling that may be implemented for next year, fundraising for Haiti, and coordinating efforts and fostering connectiveness between students, staff, families and the Youth Officers. When asked, he expressed disappointment that Mandarin was not going to continue due to budget cuts. Jonathan Chinitz wants to see Project Wellness included in the operating budget for next year because the parent community spends an inordinate amount of time making it possible. Mike Coppolino asked about new math books and if it was a new curriculum. Craig said the new series does a better job of identifying students' needs. They agreed that the new MCAS Growth Model will be valuable data. Other members asked about teaming/class size and measurable educational outcome. Terry Lindgren said that recruiting and keeping great teachers are as important as class size.
2. Susan Root and Kate Hermon spoke about the New England Association of Schools and Colleges (NEASC) accreditation preparations being done at the High School. The Faculty has approved many of the reports. Once all are approved, they will be edited for

consistency. The process should be completed by June. Issues are more about fine tuning now, not the big issues of 10 years ago (such as building). Strengths include: counseling center providing mental health support to students, library resources/funding, parent communication and business relationships. Needs include: AB special education staff is stretched, HVAC is an area of concern, and a 5-10 year capital plan is needed. Oct 3-6, 2010 is the ABRHS site visit.

STATEMENT OF WARRANT

Warrant #01-015 in the amount of \$2,214,059.99 and #01-016 in the amount of \$2,899,981.60 was signed by the chair and circulated to the Committee for signatures.

APPROVAL OF AB MINUTES

The AB minutes of January 7, 2010 were unanimously approved as written.

PUBLIC PARTICIPATION

8th grade field hockey players Bridget Ashton and Eleni Neyland spoke of the value of starting a new school as a 7th grade field hockey player. Being part of a team can make a real difference in this kind of stressful situation. They offered alternatives to cutting the 7th grade team including carpooling to the games to reduce transportation costs. The Committee appreciated that they came with a proposed solution.

UNFINISHED BUSINESS

1. BLF Report

Nothing has changed. Boxborough still has a half million dollar problem. Last Monday night was BOS meeting with Rep. Jen Benson and Sen. James Eldridge. They felt it was prudent to continue at a 10% reduction to Ch 70 funds right now.

2. OBRA

It was moved, seconded and

VOTED - To Recommend that the District accept the provisions of Section 64D of Chapter 29 of the Mass General Laws, effective April 1, 2010
John Petersen abstained because his wife is a substitute at the High School.

Xuan Kong called the Acton Public School Committee back to order at 8:37 pm.

APS Resumed - Joint Meeting began.

APPROVAL OF JOINT MINUTES

The Joint minutes of January 7, 2010 and January 28, 2010 were unanimously approved as written by the Acton-Boxborough School Committee. The Joint minutes of January 7, 2010 and January 28, 2010 were unanimously approved as written by the Acton Public School Committee.

4. ALG Report

There is consensus at ALG that FY12 and FY13 should be looked at.

The sense of the School Committees was to assume a 2% budget increase for FY12 and FY13.

5. FY'10 Budget Discussion

Acton Boxborough RSD E&D Certification was received from MA DOR in the amount of \$1,545,953. Dr. Mills underscored that we continue to plan for difficult financial days and that his job is to be as efficient as possible.

6. FY'11 Budget Discussion

The All-Day Budget Session is on Saturday and the public is urged to attend and share their opinions and priorities with the Committees. Budget information is posted on the school's website under "Budgets". The parent of an incoming 7th grader spoke about importance of small classes at the Junior High, as well as the importance of playing team sports in 7th grade.

7. Health Trust Report

Budget assumptions of a 10% rate increase appear to be correct, although there was not a quorum at the last meeting.

8. Director of Finance Search Committee Update

The application deadline has passed and the response has been strong. The Search Committee will meet Tuesday morning to select candidates to be interviewed.

9. Review of District "SMART" Goals

Dr. Mills recently spent three hours in each school's classrooms to review progress on our SMART goals for this year.

Goal #1 – The Educational Values and Interests Survey was very valuable. Clearly stress is very much an issue at the JH and HS.

Goal #2 – This year's budget is very difficult. The staff and principals were commended for having the difficult conversations around these issues.

Goal #3 – Great work on NEASC at the HS and the professional development on English Language Learners. The Student Growth Model is being embraced because it makes the MCAS valuable for every single child.

Goal #4 – Great work with H1N1 issues. The Anti-Bullying Task Force has been very valuable with 6 meetings already.

Goal #5 – Our two separate school districts employ 650 people. The Applitracks automated application process is working well.

Goal #5 – There is significant leadership of cost savings, in addition to many daily tasks.

Dr. Mills expects to be evaluated by these goals at the end of the year.

Terry Lindgren asked that as much data as possible be included in MUNIS for the new Finance Director. Steve agrees that the technology needs to be integrated and will make this a goal for the rest of the year.

10. July School Committee Workshop Review

As agreed six months ago, the minutes of 7/1/09 and 8/27/09 were reviewed.

One Committee member asked the Committee to remember that the Staff is fully committed to tasks before replying to School Committee requests for information. Micro-managing by the Committee was discussed. Dr. Mills commented on how long the typical meetings last (ending between 10 and 11pm) and how effective discussion can be at that hour. Sharon McManus and Xuan Kong were complimented on doing a good job with the flow of the meetings, and putting only essential information in the packet. It was requested that an Action Item List be used and circulated.

Catherine Suess commented that we do like to reflect and think a lot. It is the ownership of our schools. We have one of the best leadership teams in our district and we are short staffed. Our elementary schools do not have assistant principals and she wondered why our Principals stay. She asked, "Where is the trust in the administration?" when extensive information is requested.

NEW BUSINESS

1. Update from Blanchard Feasibility Sub Committee

- a. Link to January 13, 2010 Presentation by Maria Neyland
<http://www.boxboroughschool.org>

Acton-Boxborough Regional School Committee VOTE

It was moved, seconded, and unanimously

VOTED: 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

Acton Public School Committee VOTE

It was moved, seconded, and unanimously

VOTED: 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

SUSPENDED APS - AB Open Meeting continued

3. Recommendation to Approve ABRHS Choral Department/Music Trip to Costa Rica, February 19-25, 2011 - **VOTE**
4. Recommendation to Approve ABRHS Trip to England, April 14 - 22, 2011 - **VOTE**
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**

Motion: Move to approve a maximum amount of \$3000 to be expended by the High School Principal from the High School Student Interest Account to meet the needs of seniors who are unable to afford senior dues and prom tickets.

Acton-Boxborough Regional School Committee VOTE

It was moved, seconded, and

VOTED: To approve the three items on the Consent calendar as proposed.

Terry Lindgren abstained due to a conflict of interest.

At 10:03 pm, the Acton Public School Committee was called back to order.

JOINT EXECUTIVE SESSION

At 10:10 p.m., 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 if an open meeting may have a detrimental effect on the bargaining position of the governmental body."

At 10:10 p.m., 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 if an open meeting may have a detrimental effect on the bargaining position of the governmental body."

At 10:45 p.m., the Committees were polled and voted to go out of Joint Executive Session.

At 10:46 p.m., the Acton-Boxborough Regional School Committee adjourned.

ACTON PUBLIC SCHOOL COMMITTEE MEETING

UNFINISHED BUSINESS

1. Recommendation to authorize the Acton Town Manager to sign the solar panel project contract for Douglas School – **VOTE**

It was moved, seconded, and unanimously

VOTED: To approve the administration's recommendation that Acton Town Manager Stephen Ledoux, be authorized to sign the solar panel contract with NexAmp for the Douglas School project.

2. ALG Discussion

There was consensus from the Committee that the Meals Tax question should be asked of voters at Town Meeting, and that the School Committee would not take a position on it.

The Minuteman High School Capital Project discussion was postponed to the next meeting.

STATEMENT OF WARRANT

Warrant #201015 in the amount of \$153,538.33 was signed by the chair and circulated to the committee for approval.

APPROVAL OF MINUTES

The Acton Public School Committee Meeting minutes of January 7, 2010 were approved as written.

The Acton Public School Committee adjourned at 11:05 pm.

Respectfully submitted,

Beth Petr

MEMORANDUM

To: Acton Boxborough Regional School Committee
& Acton Public School Committee
From: Kate Crosby, Co-chair, Green Advisory Board
Date: March 19, 2010
Subject: Acton's "Green Community" Designation

As you may know, Acton has been moving toward the goal of designation as a "Green Community." We appreciate the support we have been given by Steve Mills and JD Head and the School Committees in this effort

We have an unexpected opportunity to push forward toward this goal and to receive grant funding by meeting DOER's five Green Community criteria described in the accompanying documents.

There are significant intrinsic benefits to meeting these five criteria, including substantially reduced energy costs and a lighter environmental footprint for school and municipal operations. Additionally, once designated, Acton becomes eligible to apply for a portion of the \$10million annual funding available to "Green Community" municipalities. This funding is to be used for energy efficiency and renewable energy projects, which will help to further lower energy use.

The deadline for the initial round of applications for "Green Community" designation is May 14, 2010. We have come to ask for your help in meeting that deadline.

While there are five criteria, two are particularly relevant for the School Committees. The two criteria that will require the review and participation of the School Committees are:

- Criteria 3: Approval by the School Committees and Board of Selectmen of a plan to reduce the baseline energy use of municipal and school operations by 20% over five years.
- Criteria 4: Adoption by the School Committees and the Board of Selectmen of a policy to purchase only fuel-efficient vehicles when commercially available and practicable. Note that several categories of vehicles such as school buses, police cruisers and public works trucks are exempt.

Accompanying this memo are four background documents:

- A brief description of the 5 DOER's "Green Community" criteria annotated with Acton's current status.
- Information on the funding available through the "Green Community" program.
- Guidance documents from DOER with respect to Criteria 3 and Criteria 4

We thank you for letting us make a brief presentation at the joint March 25th meeting of the Acton Boxborough Regional School Committee and the Acton Public Schools Committee. We hope that you will consider endorsing our plan at your May 6th meeting. We will be available to answer questions whenever you need us.

ACTON'S CURRENT STATUS re: DOER GREEN COMMUNITY CRITERIA (3.19.10)

-compiled by Kate Crosby, Co-chair, Green Advisory Board

1.AS-OF-RIGHT SITING: Provide for as-of-right siting of renewable or alternative energy facilities for generation OR manufacturing OR R&D.

[Acton status March, 2010: Completed--approved at Town Meeting in June, 2009]

2.EXPEDITED PERMITTING: Adopt an expedited application and permitting process under which these facilities may be sited within the municipality

[Acton status March, 2010: Discussions in process with Roland Bartl and Planning Board]

3.BASELINE ENERGY INVENTORY & PLAN FOR 20% REDUCTION:

Establish an energy use baseline inventory for municipal/school buildings, vehicles, street & traffic lighting. Put in place a comprehensive program designed to reduce this baseline by 20% within 5 years.

[Acton status March, 2010: Inventory essentially complete, needs review & analysis for selection of optimal "baseline" year. Need to create plan for 20% energy reduction over 5 years with approval of BoS and School Committees.]

4.FUEL-EFFICIENT VEHICLES: Purchase only fuel-efficient vehicles for municipal/school use where practicable.

[Acton status March, 2010: GAB believes that Acton is essentially in compliance with this requirement, but must create vehicle inventory document and written plan addressing future replacement of any vehicles not in compliance. Plan must be adopted by BoS and School Committees. Note that several categories of vehicles are exempt, including police cruisers, ambulances, fire trucks, heavy equipment, school buses.]

5.STRETCH CODE: Adopt this optional appendix to the state building code which requires new construction & renovations to meet a higher standard of energy efficiency.

[Acton status March, 2010: This proposal is on the warrant for the April Town Meeting. FAQ's and additional information available through the "Stretch Energy Code Information" link at www.acton-ma.gov.]

Additional information about the Green Community criteria is available at the Department of Energy Resources website:

http://www.mass.gov/?pageID=eoeewaterterminal&L=3&L0=Home&L1=Energy%2c+Utilities+%26+Clean+Technologies&L2=Green+Communities&sid=Eoeea&b=terminalcontent&f=doer_green_communities_gc-grant-program&csid=Eoeea

BACKGROUND INFORMATION re: FUNDING AVAILABLE TO MUNICIPALITIES UPON COMPLETION OF EOEEA “GREEN COMMUNITY” CRITERIA

-compiled by Kate Crosby, Co-chair, Green Advisory Board 3.7.10

I. PORTION OF GREEN COMMUNITIES ACT (passed July 2008) RELEVANT TO GRANTS TO THOSE MUNICIPALITIES DESIGNATED AS A “GREEN COMMUNITY”:

M.G.L. Chapter 25A: Section 10. Division of green communities; duties of director; program; qualification as a green community; funding; rules; annual report

(d) Funding for the green communities program in any single fiscal year shall be available, without the need for further appropriation [*emphasis added*], in a total amount of not more than \$10 million from: (1) monies generated by all cap and trade pollution control programs, including, but not limited to, the cap and trade program established under the NOx Allowance Trading Program and the carbon dioxide allowance trading mechanism established under the Regional Greenhouse Gas Initiative [*RGGI auction*], as defined in subsection (a) of section 22 of chapter 164; (2) such amounts as may be directed to municipalities or other governmental bodies under section 19 of chapter 25; (3) amounts from alternative compliance payments established and administered under 225 CMR 14.00 adopted under section 11F; and (4) other funds as the governing board of the Massachusetts Renewable Energy Trust Fund established under section 4E of chapter 40J, may provide.

II. INFORMATION FROM GREEN COMMUNITIES DIVISION OF EOEEA re: LAUNCH OF GREEN COMMUNITIES GRANT PROGRAM:

The Green Communities Division is pleased to announce the official launch of the Green Communities designation and grant program! As many of you know, the Green Communities designation and grant program was created by the Green Communities Act of July 2008. Funded by proceeds from the Regional Greenhouse Gas Initiative (RGGI), grants will be provided to municipalities who meet 5 criteria and qualify to be designated as a Green Community. These grants can be used for energy efficiency or renewable energy initiatives [*emphasis added*]. To date, the Green Communities Division has been creating guidance and tools, and providing technical assistance through its Regional Coordinators and its Planning Assistance consultants to help municipalities meet the qualification criteria. The Green Communities toolkit can be found on our website at www.mass.gov/energy/greencommunities

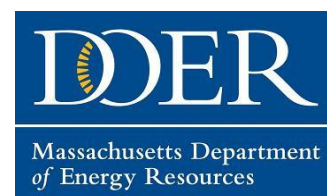
We are now launching the designation and grant program, with a 2 stage application process.

First, a community must apply to be designated a Green Community by demonstrating it has met all of the qualification criteria. If a municipality is designated a Green Community, then it can submit an application for grant funding.

Approximately \$7 million (total) is available to support Massachusetts’ communities through the Grant Program for FY 2010 [*emphasis added*]. [*Funding for FY 2011 is already planned at \$10 million.*]

We look forward to receiving your applications and creating a Greener Energy Future for the Commonwealth!

Meg Lusardi, *Deputy Director, Green Communities Division*, Massachusetts Department of Energy Resources
<http://www.mass.gov/doer/>



Sample Energy Reduction Action Plan Outline

INTRODUCTION

Criteria Three of the Green Communities Program requires that a municipality:

- (1) Establish an energy use baseline inventory for municipal buildings, vehicles, street and traffic lighting

The energy use baseline is applied in the aggregate across buildings, streetlights and vehicles on an MMBTU (million British Thermal Units) basis.

There are a number of acceptable tools for performing the inventory including:

- a. EnergyStar Portfolio Manager
- b. ICLEI software
- c. DOER's Energy Information Reporting System
- d. Other tools proposed by the community and deemed acceptable by DOER

- (2) Put in place a comprehensive program designed to reduce this baseline by 20 percent within 5 years of initial participation in the program.

This guidance was prepared to assist cities and towns in developing a comprehensive program designed to reduce their baseline energy use by 20% within five years of initial participation in the Green Communities Program. This outline is intended for illustration purposes only, though communities are free to utilize the format provided.

ENERGY REDUCTION ACTION PLAN OUTLINE

A comprehensive reduction plan consists of a number of key components which enables a municipality, to establish energy reduction goals and develop a structure to meet those goals over a specific period of time. Green Communities recommends the following information / data be included in a energy reduction plan:

PURPOSE AND ACKNOWLEDGEMENTS

- Letter from municipal officials verifying adoption of the energy reduction plan

- List of contributors that participated in the baseline and reduction plan process
- Executive summary

I. INTRODUCTION

A. *Background*

- i. Summary of the town – populations, number of municipal buildings including schools, number of vehicles, fuel usage (eg. oil, propane, natural gas)
- ii. Goal of reducing fossil fuel energy use – include goals regarding any special school accreditations, Energy Star ratings, becoming a Green Community, EPA Community Energy Challenge, ICLEI community
- iii. Municipality's role
 - a. Energy use baseline inventory
 - b. Energy use forecast
 - c. 20% reduction
 - d. Statement of goals and strategies to be used in carrying out the action plan

II. RESULTS OF ENERGY USE BASELINE INVENTORY

A. *Inventory tool used*

B. *Existing municipal energy use*

- i. Municipal buildings
- ii. Vehicles
- iii. Street and traffic lighting

C. *Existing efficiency measures implemented in last 2 years*

D. *Areas of least efficiency/greatest waste*

E. *Areas that can be most easily addressed*

III. SUMMARY OF ENERGY AUDIT

NOTE: Although an energy audit is not a requirement, we strongly recommend an audit in order to provide better understanding of existing conditions and identification of opportunities for energy reduction

IV. SUMMARY OF FOSSIL FUEL REDUCTION MEASURES

A. *Overview of short-, and long-term goals*

B. *Getting to 20%*

- i. Prioritized list of strategies to reduce fossil fuel usage
- ii. Tools, resources and financial incentives
- iii. Program Management Plan for implementation, monitoring and oversight

V. FOSSIL FUEL ENERGY REDUCTION MEASURES

A. ***Short-term energy reduction goals – getting to 20% reduction in 5 years***

- i. Municipal Buildings (including schools)
 - a. General goals and Prioritized List of Specific Projects
 - Retrofits and Renovations
 - New Construction and Additions
 - b. Projected Energy savings
 - c. Estimated Project Capital and Operating Costs
 - d. Schedule for implementation
- ii. Vehicles (including schools)
 - a. Areas of vehicle fleet affected
 - b. New vehicle/technology costs
 - c. Projected Annual energy savings
 - d. Timing of anticipated purchase
- iii. Street and traffic lighting
 - a. General goals and specific projects
 - b. Projected Energy savings
 - c. Project cost
 - d. Timeframe for implementation
- iv. Municipally-owned and -operated clean renewable or alternative energy installations
 - a. Project overview
 - b. Projected clean energy production
 - c. Project Capital Cost
 - d. Timeframe for implementation
- v. Total projected fossil fuel energy reduction

B. ***Measurement and Verification Plan for Projected Reductions***

- i. Provide Common Technology Features as applicable, e.g. submetering, smart metering, energy management systems
- ii. Energy Information Reporting System
 - a.** Centralized Compilation of data and creation of tracking reports
 - b.** Comparison of actual vs projected reductions

C. ***Long--term energy reduction goals – Beyond 5 years***

- i. Municipal Buildings (including schools)
- ii. Vehicles (including schools)
- iii. Street and traffic lighting
- iv. Municipally-owned and -operated clean renewable or alternative energy installations
- v. Total fossil fuel energy reduction

VI. CONCLUSION

List of Resources – Identify resources that are available (websites, documents, tools)

Contacts – Provide contact information for local, state, federal non-profit entities that support energy reduction planning

MISCELLANEOUS

- AFTER all energy reduction measures have been taken, credit may be given for the addition of renewable energy resources to reach the 20% reduction goal.
- A community can meet this requirement if it has completed an inventory as described above and has already implemented a program to reduce the baseline within the previous 24 months.
- For applications consisting of more than one community, all communities must complete the inventory. However, the comprehensive program to reduce the baseline by 20% can be applied across all communities.

BTU Conversion Chart

Fuel Energy Content of Common Fossil Fuels Per DOE/EIA

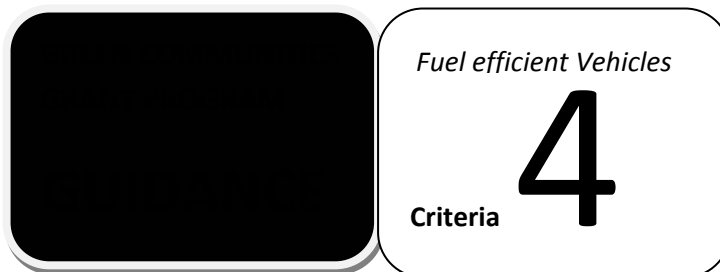
BTU Content of Common Energy Units – (1 million Btu equals 1 MMBTU)

- 1 barrel(42 gallons) of crude oil = 5,800,000 Btu
- 1 gallon of gasoline = 124,000 Btu (based on U.S. consumption, 2007)
- 1 gallon of diesel fuel = 139,000 Btu
- 1 gallon of heating oil = 139,000 Btu
- 1 barrel of residual fuel oil = 6,287,000 Btu
- 1 cubic foot of natural gas = 1,028 Btu (based on U.S. consumption, 2007)
- 1 gallon of propane = 91,000 Btu
- 1 short ton of coal = 20,169,000 Btu (based on U.S. consumption, 2007)
- 1 kilowatt hour of electricity = 3,412 Btu
- 1 therm = 100,000 Btu

FOR MORE INFORMATION

Website:

www.mass.gov/energy/greencommunities



INTRODUCTION

Criteria Four of the Green Communities Program states that communities must purchase only fuel-efficient vehicles for municipal use whenever such vehicles are commercially available and practicable. The purpose behind this criterion is to reduce carbon dioxide emissions by municipal vehicles, which has a positive impact on the environmental and saves the municipality money.

As background, the US Environmental Protection Agency's Green Vehicle Guide states that:

Vehicles with lower fuel economy create more carbon dioxide - the most prevalent greenhouse gas - than vehicles with higher fuel economy. Every gallon of gasoline your vehicle burns puts about 20 pounds of carbon dioxide into the atmosphere because air has weight and mass, and it takes a lot of it to burn a gallon of gasoline. One of the most important things you can do to reduce your contribution to global warming is to buy a vehicle with higher fuel economy. The difference between 25 miles per gallon and 20 miles per gallon can amount to the prevention of 10 tons of carbon dioxide over a vehicle's lifetime. Buying a more fuel efficient vehicle will also will help to reduce our nation's dependence on fossil fuels. And of course, you will save money by having to fuel up less often.

COMPLIANCE

To meet this criterion, municipalities need to adopt a policy (by local official or body with authority to enact policies) that requires their departments and divisions to purchase only fuel efficient vehicles (**See Appendix A, model policy**). It is important to note that both general government and school districts are required to enact a fuel efficient vehicle policy for a municipality to meet this requirement.

Moreover, the municipality is required to develop a vehicle inventory for non-exempt vehicles and a plan for replacing these vehicles with vehicles that meet the fuel efficiency ratings below. These fuel efficiency ratings are set to ensure that at least 5 or more automatic transmission models of mass production are available for sale in Massachusetts (all from affordable brands; no luxury brands). Based on 2009 and 2008 EPA data, vehicles are to have a combined city and highway MPG no less than the following:

- 2 wheel drive car: 29 MPG
- 4 wheel drive car: 24 MPG

- 2 wheel drive small pick-up truck: 20 MPG
- 4 wheel drive small pick-up truck: 18 MPG
- 2 wheel drive standard pick-up truck: 17 MPG
- 4 wheel drive standard pick-up truck: 16 MPG

***NOTE:** The EPA maintains a database on vehicle fuel efficiency that is updated occasionally throughout the year, as new models are released. As increasing numbers of fuel efficient vehicle models are released we anticipate that the minimum combined MPG requirements of the Green Communities Act will be revised upwards and so cities and towns are encouraged to check for updates prior to ordering new vehicles.

In order to maintain efficient driving practices before, during and after procuring fuel-efficient cars municipalities are encouraged to implement a monitoring system to record miles driven, fuel consumption, etc. for each vehicle in every department. A monitoring system will help facilitate the municipality's reduction in aggregate energy consumption.

Municipalities are also encouraged to implement anti-idling efforts to discourage idling in municipal vehicles.

EXEMPTIONS

Exemptions to this policy include fire-trucks, ambulances, and public works trucks. In addition, police cruisers are exempt from this criterion. However, municipalities must commit to purchasing fuel efficient cruisers when they become commercially available. Police department administrative vehicles must meet fuel efficient requirements.

ALTERNATIVE COMPLIANCE

If a municipality does not have a vehicle fleet other than heavy-duty vehicles and/or police cruisers, it must propose alternative means for meeting this requirement, e.g. having in place policies and procedures that promote reduced fuel usage for the municipality. For example, carpooling incentives for municipal employees, preferred parking for employees with hybrid vehicles, bike racks at municipal buildings, anti-idling policies, use public transportation when required to travel on the municipality's behalf and incentives for employees to bike to work.

FOR MORE INFORMATION

Website:

www.mass.gov/energy/greencommunities

This sample policy was prepared to assist cities and towns in developing a fuel efficient vehicle policy. This model policy is intended for illustration purposes only, though communities are free to utilize the format provided.

APPENDIX A

Municipality / School District	
MODEL FUEL EFFICIENT VEHICLE POLICY	
Effective Date	
Revisions	
Approval Date	
Effective Date	

FUEL EFFICIENT VEHICLE POLICY

DEFINITIONS

Combined city and highway MPG (EPA Combined fuel economy): Combined Fuel Economy means the fuel economy from driving a combination of 43% city and 57% highway miles and is calculated as follows:

$$=1/((0.43/City\ MPG)+(0.57/Highway\ MPG))^i$$

Drive System: The manner in which mechanical power is directly transmitted from the drive shaft to the wheels. The following codes are used in the drive field:

- AWD = All Wheel Drive: four-wheel drive automatically controlled by the vehicle powertrain system
- 4WD = 4-Wheel Drive: driver selectable four-wheel drive with 2-wheel drive option
- 2WD = 2-Wheel Drive
-

Heavy-duty truck: A vehicle with a manufacturer's gross vehicle weight rating (GVWR) of more than 8,500 pounds.

POLICY STATEMENT

In an effort to reduce the (city/town/school district/other local entity)'s fuel consumption and energy costs over the next _____ years the (policy making body) hereby adopts a policy to purchase only fuel efficient vehicles to meet this goal.

PURPOSE

To establish a requirement that the (city/town/school district/other local entity) purchase only fuel efficient vehicles for municipal/school use whenever such vehicles are commercially available and practicable.

APPLICABILITY

This policy applies to all divisions and departments of the (city/town/school district/other local entity)

GUIDELINES

All departments / divisions shall purchase only fuel-efficient vehicles for municipal use whenever such vehicles are commercially available and practicable.

The (city/town/school district/other local entity) will maintain an annual vehicle inventory for non-exempt vehicles and a plan for replacing these vehicles with vehicles that meet the fuel efficiency ratings below. Based on the most recently published US Environmental Protection Agency data on fuel efficient vehicles, vehicles are to have a combined city and highway MPG no less than the following:

- 2 wheel drive car: 29 MPG
- 4 wheel drive car: 24 MPG
- 2 wheel drive small pick-up truck: 20 MPG
- 4 wheel drive small pick-up truck: 18 MPG
- 2 wheel drive standard pick-up truck: 17 MPG
- 4 wheel drive standard pick-up truck: 16 MPG

***NOTE:** The EPA maintains a database on vehicle fuel efficiency that is updated occasionally throughout the year, as new models are released. As increasing numbers of fuel efficient vehicle models are released, the minimum combined MPG requirements of the Green Communities Program may be revised. This policy may be updated from time to time to reflect any changes to the MPG requirements. The latest fuel efficiency MPG ratings are available through Massachusetts Department of Energy Resources Green Communities Program.

Exemptions

- Heavy-duty vehicles such as fire-trucks, ambulances, and public works trucks are exempt from this criterion

- Police cruisers are exempt from this criterion. However, municipalities must commit to purchasing fuel efficient cruisers when they become commercially available. Police department administrative vehicles must meet fuel efficient requirements

Inventory

The following information shall be included in a vehicle inventory list and said list shall be updated on an annual basis:

Model	Make	Model Year	Year Purchased	Drive System	Weight Class	MPG	Annual Miles Driven	Total Fuel Consumption	Vehicle Function

NOTE: Departments/Divisions may use EPA combined MPG estimates or actual combined MPG.

FUEL EFFICIENT VEHICLE REPLACEMENT PLAN

The (city/town/school district/other local entity) shall develop a plan to replace all non-exempt vehicles with fuel efficient vehicles as defined above. Said plan shall outline the process by which the (city/town/school district/other local entity) will replace vehicles, set goals for when the existing fleet will be replaced and review said plan on an annual basis.

QUESTIONS / ENFORCEMENT

All other inquiries should be directed to the department/division responsible for fleet management and/or fleet procurement. This policy is enforced by the Chief Administrative Officer and/or their designee(s)

RELATED INFORMATION:

United States Environmental Protection Agency, Green Vehicle Guide

- <http://tiny.cc/greenEPA>

Massachusetts Department of Energy Resources, Green Communities Program

- Green Communities Criteria: <http://tiny.cc/criteria>
- List of Fuel Efficient Vehicles: <http://tiny.cc/vehicles>

ⁱ The EPA changed their calculation of MPG in 2007 to better reflect actual driving conditions, this included a shift to more highway and less city driving.

ACTON and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS
2010-2011

Meetings are held in the Junior High School Library unless otherwise indicated.

Acton-Boxborough Regional School Committee meetings are held on the first Thursday of the month;

Acton Public School Committee meetings are held on the third Thursday.

Meetings start at 7:30 p.m., unless otherwise noted.

July 8	Joint School Committee Workshop - 6 pm, Sargent Library, Boxborough
August 5	Acton-Boxborough Regional School Committee meeting, 6:30 p.m. followed by Joint meeting , followed by Acton School Committee meeting
September 2 September 16	Acton-Boxborough Regional School Committee Acton School Committee @ MERRIAM
October 7 October 21	Acton-Boxborough Regional School Committee Meeting Acton School Committee @ MCCARTHY-TOWNE
November 4 November 18	Acton-Boxborough Regional School Committee @ ABRHS Acton School Committee @ DOUGLAS
December 2 December 16	Acton-Boxborough Regional School Committee Acton School Committee
January 6, 2011 January 20	Acton-Boxborough Regional School Committee Acton School Committee
February 3 February 24	Acton-Boxborough Regional School Committee (open budget hearing-required by law) Acton School Committee (open budget hearing-required by law)
March 3 March 17 March 24	Acton-Boxborough Regional School Committee Acton School Committee @ GATES Joint Meeting (serves as April mtgs.)
May 5 May 19	Acton-Boxborough Regional School Committee Acton School Committee @ CONANT
June 2 June 16	Acton-Boxborough Regional School Committee @ Admin. Bldg. Acton School Committee

**Acton Public Schools
Acton-Boxborough Regional School District**

SUPERINTENDENT EVALUATION PROCESS - March 25, 2010

The Administrative Contract of Employment between the Superintendent of Schools and the School Committees states that the Superintendent will be evaluated on an annual basis. A written summary evaluation report will be distributed to all 2009-10 Committee members and the Superintendent. The Committees and Superintendent will meet within 30 days after the completion of the written report to discuss the evaluation.

The Committees and the Superintendent will meet in open session for the purpose of evaluating the Superintendent in the performance of his duties and responsibilities on behalf of the Acton Public and Acton-Boxborough Regional School Districts. This evaluation will be based upon the Superintendent's job description, the goals and objectives set for the year in which the evaluation occurs, and in accordance with the procedures established by the Committees for this purpose.

This discussion will be conducted with due regard for the value of praise and constructive criticism as tools for professional growth and improvement. All parties recognize the continuing need for mutual trust and understanding between the Committees and the Superintendent.

To meet the School Committees' contractual obligation to evaluate the Superintendent annually, an evaluation timetable will be promulgated jointly by the then current chairs of the Acton Public and Acton-Boxborough Regional Committee and distributed at the February meeting of the Regional Committee. Attachment 1 is the draft schedule for 2010.

The evaluation process will be managed by the chairs then current as of the February meeting of the Regional Committee. Participants will include Committee members as of that meeting.

At June Joint School Committee meeting:

School Committees vote summary evaluation and annual salary, effective July 1.

At July Joint School Committee workshop:

School Committees discuss Committee and system-wide goals for the coming school year.

At October School Committee meetings:

Superintendent presents the goals for the current school year to each Committee for acceptance.

At February School Committee meetings:

Superintendent presents an interim report on the status of the current year's goals

Attachment 1- Draft Schedule - Superintendent's Evaluation Timetable for 2010

1. February 2010 School Committee meetings
 - Superintendent presents an interim report on the status of the current year's goals.
2. March 25, 2010 Joint School Committee meeting
 - The following evaluation documents are distributed to Committee members:
 - a. Superintendent Evaluation Process document (including evaluation timetable)
 - b. Form to be used for the annual evaluation of the Superintendent of Schools
 - c. Superintendent's job description
 - d. Status report on the current year's goals and objectives
 - e. Copy of previous year's evaluation (if applicable)
 - The chairs issue a general public request for input on Superintendent's performance
3. May 6, 2010 Regional School Committee meeting
 - The Superintendent reports on the status of the current year's goals.
 - The following evaluation document is distributed to Committee members:
 - a. Updated status report on the current year's goals and objectives
 - The chairs issue another general public request for input on Superintendent's performance
4. May 13, 2010
 - Completed evaluations are returned to outgoing Committee chairpersons and the School Committee secretary. Outgoing chairs will then draft a summary evaluation report.
 - Public input received.
5. May 20, 2010
 - Draft summary evaluation is returned to School Committee members for their comments and suggestions.
6. May 28, 2010
 - Evaluation summary is finalized by the outgoing Committee chairpersons based upon comments received.
7. June 3, 2010 Regional/Local Joint School Committee meeting
 - Superintendent's summary evaluation is presented and voted.
 - Superintendent's salary is voted.

ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

POSITION DESCRIPTION
Superintendent of Schools

Position Title: Superintendent of Schools

Responsible to: School Committees

Major Responsibilities:

1. Establishment of mission, vision, goals and objectives for the school systems
2. Overall operation of the school systems including personnel, organization, budget, curriculum, instructional and support programs and buildings and grounds
3. Identification and recommendation of school systems' policies
4. Supervision and evaluation of personnel
5. School/community relations
6. Special projects

Examples of Duties:

1.0 Goals and objectives

- 1.1 Develops in cooperation with the School Committees and schools' staff the mission, vision, short and long term goals and objectives of the school systems.

2.0 Overall operation of the school systems including personnel, organization, budget, curriculum, instructional and support programs and buildings and grounds

- 2.1 Manages all departments of the school systems consistent with the School Committees' policies and state and federal law.
- 2.2 Takes such action as is necessary to carry out the daily operation of the schools which in the judgment of the Superintendent is in the best interest of the school systems.
- 2.3 Participates in personnel negotiations or delegates same, while maintaining strong oversight capacity as the representative of the School Committees.
- 2.4 Participates in personnel grievance and arbitration procedures as needed.
- 2.5 Directs studies of site and building needs and makes recommendations to the School Committees for meeting these needs.

- 2.6 Directs the preparation of an annual budget showing the estimated needs for the ensuing fiscal year and then recommends appropriations for approval by the School Committees.
- 2.7 Develops a five-year budget projection of needs which accounts for changes in student population.
- 2.8 Selects certain teachers for special assignments in connection with the production of curriculum materials, professional development, studies of school systems needs or any other work of a special nature which contributes to the improvement of the school systems.
- 2.9 Hires personnel consistent with program and budget guidelines.
- 2.10 Prepares, in cooperation with the School Committees chairpersons, the agendas for the School Committee meetings.
- 3.0 Identification and recommendation of school systems' policies and administration procedures
 - 3.1 With the School Committees, initiates and guides the development of policies for approval by the School Committees.
 - 3.2 Develops and implements through associates and staff administrative procedures necessary to accomplish the School Committees' policies.
 - 3.3 Promptly completes and files all reports as required by law with the appropriate state agencies with the assistance of the staff.
 - 3.4 Develops and coordinates a process of continuous review of existing policies/procedures and makes appropriate recommendations.
- 4.0 Supervision and evaluation
 - 4.1 Supervises and evaluates the personnel reporting directly to her/him.
 - 4.2 Oversees the implementation of the staff evaluation process for the district.
 - 4.3 Oversees the evaluation of school programs.
- 5.0 School-community relations
 - 5.1 Plans and implements a school-community relations program.
 - 5.2 Meets regularly with parent groups.
 - 5.3 Supplies information to the media.
 - 5.4 Produces newsletters, uses Internet and other communications vehicles as needed.
 - 5.5 Directs the preparation of an annual report to be completed for the annual Town Meetings.
 - 5.6 Participates in the activities of collaboratives (CASE, EDCO, etc.) which enhance school program.
- 6.0 Special projects

- 6.1 Oversees the progress of the school building projects.
- 6.2 Reports regularly on the status of these projects to the School Committee.

Other: Completes any other appropriate responsibilities assigned by the School Committees.

February 5, 2002

APS & AB School District Goals: District-wide K-12

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

(1/29/10)

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

S pecific
M easurable
A ttainable
R elated to Student Academic Outcomes
T ime-bound

Goal #1. Embracing our Changing Demographics					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
<p>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.</p>	<ul style="list-style-type: none"> a. Compile data from both surveys b. Integrate data to document culturally relevant themes. c. Offer community forums in selected locations to share survey results and themes. d. Identify culturally relevant themes regarding differing goals and perspectives. e. From examination of data, strategically plan curriculum choices reflecting culture and climate. 	<p>To be completed by March 2010</p>	<p>Superintendent, Director of Pupil Services</p>	<ul style="list-style-type: none"> • Completion of a written report, including written recommendations from data analysis, community forums, and sub-committee work • Written recommendations for building based curriculum choices, reflecting culture and climate 	<ul style="list-style-type: none"> • 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. • An on-line survey was created in June of 2009 and opened to the community and schools though October 1, 2009.

					<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. e. Re-evaluate school choice opportunities. f. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF). g. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough. h. Identify long-range needs and develop a rational capital management program. i. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs j. 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.	<ul style="list-style-type: none"> • and costs • 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 (ABRHS only) • 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.	<ol style="list-style-type: none"> 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. Consider structural re-organization and/or cost cutting options including personnel and programs. Facilitate Anti-bullying Task Force to 	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 (October 7, 2009)</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 (October 20, 2009) • Parent/guardian Bullying Prevention Training; 4th Annual Parent Workshop Day; Rick LaVoie (November 6, 2009) 	<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>	<ol style="list-style-type: none"> Ensure that the faculty and staff are of high quality and are mentored, supervised and supported to perform at the highest professional level. Continue to develop a strong and experienced leadership team amidst significant retirements over the last three years. Complete Negotiations with the Acton Education Association, Office Support Association and AFSCME; to review and modify contractual language for improved clarity and access. 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

				Administrators. <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. 	valuable in their success. <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.	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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**Acton Public Schools
Acton-Boxborough Regional School District**

**ANNUAL EVALUATION
OF THE
SUPERINTENDENT OF SCHOOLS**

Purposes of the annual evaluation:

1. To provide School Committee members, as elected representatives of the community, with a framework for appraising the Superintendent's performance
2. To provide a medium through which the Superintendent receives meaningful direction, suggestions, and feedback.
3. To help the Superintendent formulate goals for the following school year

Directions for completing this form:

Please review the enclosed Superintendent's job description and the systems' goals and objectives before you complete this form. Each evaluator's comments should be objective and constructive.

Using a scale of 1 to 5, where 1 is the most favorable rating, 4 is the least favorable rating, and 5 indicates that the reviewer has no basis for comment, please rate the Superintendent's performance. Comments are mandatory for those items rated 3 or 4. Comments should be specific and clear and should, if possible, cite examples of policies, behaviors, initiatives and decisions.

Please sign the completed evaluation form and return it in the enclosed envelope to the School Committee secretary, Bunny Lawton, at the Central Office. Please be aware that all evaluation forms will be forwarded to the Superintendent after the summary evaluation report is written.

February 7, 2002

FUNCTION**RATING****COMMENTS**

1 2 3 4 5

High ... Low NB

1.0 GOALS AND OBJECTIVES

1.1 Develops in cooperation with the School Committees and school staff the mission, vision, short and long term goals and objectives of the school systems.

a. Elicits ideas and contributions from all pertinent groups						
b. Supports the mission and vision statement with actions and decisions						
c. Recommends clearly defined annual goals and objectives for the school systems consistent with the mission and vision						
d. Leads the system in developing plans consistent with annual goals and objectives						

2.0 SYSTEM OPERATION

Overall operation of the school systems including personnel, organization, budget, curriculum, instructional and support programs and buildings and grounds

2.1 Manages all departments of the school systems consistent with the School Committees' policies and state and federal law.

a. Administers the schools in accordance with state and federal laws, and with the regulations of the Commonwealth's Board of Education						
b. Interprets, supports, and executes the intent of all school committee policies						
c. Reviews with school principals the role of school councils and relevant activities						

FUNCTION
RATING
COMMENTS

1 2 3 4 5

High ... Low NB

2.2 Takes such action as is necessary to carry out the daily operation of the schools, which in the judgment of the Superintendent is in the best interest of the school systems.					
a. Demonstrates good judgment by making decisions based on the best interests of the educational systems					
b. Exhibits the necessary energy to meet the responsibilities of the position					
c. Maintains high standards of ethics, honesty and integrity in personal and professional matters					
2.3 Participates in personnel negotiations or delegates same, while maintaining strong oversight capacity as the representative of the School Committees					
2.4 Participates in personnel grievance and arbitration procedures as needed					
2.5 Directs studies of site and building needs and makes recommendations to the School Committees for meeting those needs					
a. Provides updated evaluations of the physical plant integrated with long-range capital needs					
2.6 Directs the preparation of an annual budget showing the estimated needs for ensuing fiscal year and then recommends appropriations for approval by the School Committees.					
2.7 Develops a five-year budget projection of needs which accounts for changes in student population.					
a. Coordinates preparation of annual budgets that are aligned with educational goals					
b. Presents the budgets in a manner that promotes understanding by the School Committees					
c. With the School Committees, presents the budgets to the school community, the town governments, and the public in a manner that promotes understanding					
d. Implements effective budget forecasting, accounting and control systems					
e. Provides creative management of available resources					

FUNCTION
RATING
COMMENTS
1 2 3 4 5

High...Low NB

2.8 Selects certain teachers for special assignments in connection with the production of curriculum materials, professional development, studies of school systems needs or any other work of a special nature which contributes to the improvement of the school systems.						
2.9 Hires personnel consistent with program and budget guidelines.						
2.10 Prepares, in cooperation with the School Committee chairpersons, the agendas for the School Committee meetings.						
a. Establishes clear direction for School Committee meetings by providing agendas and support material that allow for balanced, reasoned policy formation and decision making						
b. Provides the School Committees with pertinent and timely information						
c. Maintains a professional working relationship with the School Committees and individual committee members						

3. POLICIES AND ADMINISTRATIVE PROCEDURES

- 3.1 With the School Committees, initiates and guides development of policies for approval by the School Committees.
- 3.2 Develops and implements through associates and staff administrative procedures necessary to accomplish the School Committees' policies.
- 3.3 Promptly completes and files all reports as required by law with the appropriate state agencies with the assistance of staff.
- 3.4 Develops and coordinates a process of continuous review of existing policies/procedures and makes appropriate recommendations.

FUNCTION	RATING						COMMENTS
	1	2	3	4	5	NB	
	High ... Low						

a. Recommends new policies and/or policy revisions as needed							
b. Offers professional advice to School Committees on items requiring School Committee action, with appropriate recommendations and options based on thorough study and analysis							
c. Interprets, supports and implements School Committee policies and directives							

4.0 SUPERVISION AND EVALUATION

4.1 Supervises and evaluates the personnel reporting directly to him.

4.2 Oversees the implementation of the staff evaluation process for the district.

a. Develops and executes sound personnel procedures and practices						
b. Encourages good staff morale and loyalty to the school systems.						
c. Approaches personnel decisions in a non-discriminatory manner.						
d. Provides for a meaningful and balanced staff development and certification program that is available to all school district employees						
4.3 Oversees the evaluation of school programs.						
a. Assists the School Committees to monitor school system performance.						

5.0 SCHOOL-COMMUNITY RELATIONS

5.1 Plans and implements a school-community relations program.

a. Works cooperatively with local government leaders and other agencies of the towns through frequent meetings, exchanges of information and common planning						
b. Maintains a community respect and support for the						

FUNCTION	RATING						COMMENTS
	1	2	3	4	5		
	High . . . Low NB						
operation of the schools							
b. Encourages community involvement in schools							
c. Interacts with community groups							
e. Presents a strong, positive attitude to build public support for the school system							
f. Supports the creation of partnerships with the immediate and larger community							
5.2 Meets regularly with parent groups.							
a. Encourages parent support and involvement in the schools							
b. Demonstrates ability to work well with individuals and groups							
c. Involves parents and community in curriculum development and assessment when appropriate							
d. Listens to parent concerns							
5.3 Supplies information to the media.							
a. Continues to refine and implement a plan for working with the news media.							
5.4 Produces newsletters, uses Internet and other communications vehicles as needed.							
5.5 Directs the preparation of an annual report to be completed for the Annual Town Meetings.							
5.6 Participates in the activities of collaboratives (CASE, EDCO, etc.), which enhance school program.							
a. Keeps abreast of the latest developments in the field of education through participation or attendance at meetings of key professional organizations							
b. Advises the School Committees regarding opportunities for influence							

FUNCTION	RATING					COMMENTS
	1	2	3	4	5	
	High . . . Low NB					

6.0 SPECIAL PROJECTS						
6.1 Oversees the progress of the school building projects.						
6.2 Reports regularly on the status of these projects to the School Committees.						

Please describe one accomplishment of the Superintendent during the preceding year that has particularly enhanced the school districts.

Please suggest one area for improvement by the Superintendent (either as a personal goal or a district-wide goal) in the upcoming year. Be specific about stating the problem and ways to measure progress toward improvement.

Evaluator _____ Date _____

To: Stephen Mills
From: Steve Desy
CC: Alixe Callen
Date: March 11, 2010
Subject: Acceptance of gift from AB Travel Basketball

The Board of Directors and Coaches of AB Travel Basketball has offered to donate \$4,000 to the athletic department. One of the main goals in AB Travel's operating principles is to support local athletic programs through facility improvements and financial support.

I recommend that the School Committee vote to accept this gift in the amount of \$4,000 from AB Travel Basketball. These funds will be used to re-furbish the field house floor at the High School.

(The funds will be deposited in FUND #3300 "Athletic Gifts)

To: Stephen Mills
From: Steve Desy
CC: Alixe Callen
Date: March 16, 2010
RE: Acceptance of gift from AB Girls Youth Lacrosse

The Board of Directors of AB Girls Youth Lacrosse has offered to donate \$1,270 to the athletic department for the purchase of a set of women's lacrosse goals for use on Leary Field.

I recommend that the School Committee vote to accept this gift in the amount of \$1,270 from AB Girls Youth Lacrosse.

(The funds will be deposited in FUND #3300 Athletic Gifts)

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

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

Submit for Superintendent and School Committee approval

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): Andrew Crick
- School: Acton-Boxborough Regional High School
- # of Students going: 8 # of Chaperones (gender): 1 male; 1 female
- Names of Chaperones: Andrew Crick (Team Coach); Kay Steeves (Student Activities Coordinator)
- Date(s) of Trip: April 20 – April 26 School Time Involved: April 26/Monday
- Purpose of Trip/Destination: Academic Decathlon National Championship
- Have you taken this trip before? YES
- Any special arrangements required (such as extra insurance, ADA accommodations)? NO

- Cost per Student: (Please describe how the cost is determined.)

Estimated cost for 8 students and 2 chaperones:

Airfare from Boston to Omaha: \$3,443.00

Hotel accommodations: \$1,893.35

Miscellaneous (transportation in Omaha between airport and hotel; museum admission; educational activities): \$500

Total trip cost: \$5,836.35

Cost per student: \$583.64

- Who will pay for the trip? Student contribution (\$200 per student); ABSAF; community donations (\$100 so far)

- Has any fundraising been done? Just started If so, what?

We have just started fundraising and will be placing an article in THE BEACON



ACTON PUBLIC SCHOOLS ♦ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-263-8409 Email: shorn@mail.ab.mec.edu

Susan Horn
Assistant Superintendent
Curriculum and Instruction
Community Education

March 17, 2010

Dear Parent or Guardian:

We are pleased to post our school and district "report card" for the current year on the districts' website. It contains important information about teacher qualifications, student achievement on Massachusetts Comprehensive Assessment System (MCAS) tests, and the progress we are making toward helping all students become proficient in English language arts, mathematics, and science. The information in the report card is divided into three parts:

Part I: Teacher Qualifications

Part II: Student Achievement

Part III: School Accountability

Part I provides information about the qualifications of the teachers in our schools and districts.

Part II summarizes how our schools' students scored in English language arts, mathematics, and science in the last few years of MCAS examinations.

Part III indicates whether or not our school is on target to meet the goal of all students reaching proficiency in English language arts and mathematics by 2014, a fundamental goal of the federal No Child Left Behind Act (NCLB). In accordance with NCLB, schools that do not make sufficient progress toward this goal are identified for 'improvement,' 'corrective action,' or 'restructuring.'

We are happy to help you if you have further questions about what this report card means. Please feel free to call me directly if I can be of additional assistance to you. A short Question-and-Answer memo about NCLB Report Cards is also included with this letter.

Sincerely yours,

Susan Horn

School and District Report Cards

Questions Frequently Asked by Parents

About NCLB Report Cards

Q: *Why am I receiving this report card?*


A: The federal No Child Left Behind Act (NCLB) requires states and school districts to produce and disseminate annual report cards. These report cards include information on student assessment, accountability, and teacher quality; the report cards may also include other information. These report cards provide parents and other members of the public a snapshot of student performance and teacher qualifications in their local schools.

Q: *Last spring we received a report card similar to this one. Is this report card different?*

A: Districts are required to prepare and disseminate NCLB report cards each year. This year's report card provides updated test scores, accountability information, and teacher data. This year you may also notice some changes to the format and style of the report card.

Q: *Where can I get more information about NCLB Report Cards?*

A: Parents seeking more information on NCLB Report Cards are urged to contact their school's principal, consult the U.S. Department of Education's NCLB Parent Guide at

www.ed.gov/parents/academic/involve/nclbguide/parentsguide.pdf,  or view information available on the Massachusetts Department of Education's website at <http://www.doe.mass.edu/nclb/reportcard/>.

About Teacher Quality Data

Q: *The section on teacher qualifications contains percentages for "certified" teachers and "highly qualified teachers. What is the difference?*

A: Being certified to teach, and being "highly qualified" to teach are two different standards used to describe the background and preparation of teachers working in the district. Certification addresses whether or not a teacher has met Massachusetts' requirements to hold a teaching license. "Highly qualified" asks whether or not a teacher possesses a Massachusetts license and has demonstrated subject matter competency in the core subject he/she teaches. For more information about teacher quality in Massachusetts, please visit the website for Title II-A: Preparing, Training, and Recruiting High Quality Teachers and Principals, at <http://www.doe.mass.edu/nclb/hq>.

Q: *How can I learn whether or not my child's teachers are highly qualified?*

A: Because the NCLB Report Card only provides summary information about teacher quality, parents seeking the qualifications of individual teachers are encouraged to ask their District Superintendent to provide the following information: (1) what degrees the teacher has earned (2) what certifications he/she holds, and (3) whether or not he/she has met the content requirements required for teachers who teach in the core subject areas. All teachers hired after January 8, 2002 must be highly qualified prior to starting work. All teachers who have been working in your school before January 8, 2002, must be highly qualified by June 30, 2006.

Q: *What can I do if my child's teacher is not highly qualified?*

A: NCLB requires that all teachers who teach in a core subject area be "highly qualified by June 30, 2006. Until then, your child's teacher may be in the process of becoming highly qualified as defined by the law, even if they have been successfully teaching for years. Each school must have a plan in place to ensure that its faculty is highly qualified by 2006. You are encouraged to contact your local school or district administrator to find out what the district is doing to meet these requirements.

About Accountability Data

Q: *What does it mean if my school has been "identified for improvement"?*

A: In accordance with the NCLB legislation, all public schools in the United States are required to ensure that all students are proficient in reading and mathematics by the end of the 2013-2014 school year. Adequate Yearly Progress (AYP) determinations are issued yearly to monitor the interim progress of all students toward attainment of those performance goals. School and district AYP determinations are based on the performance of students in the aggregate and for student sub-groups for both English language arts (ELA) and mathematics. Schools identified for improvement are those that have not made AYP for two or three years in a row in either mathematics or reading for students in the aggregate or for a student subgroup.

Q: *Is "adequate yearly progress" (AYP) only based on academic performance?*

A: No. In addition to meeting academic expectations in reading and mathematics, schools and districts must also meet two other requirements each year if they are to make AYP. At least 95% of all students must participate in MCAS tests each year; as such, low rates of test participation can result in a school or district not making AYP. Schools and districts can also be designated as not making AYP if their students' attendance rates are less than 92%, or if too few high school students receive a Competency Determination.

Q: *What can I do if my school has been "identified for improvement"?*

A: If a school receiving federal Title I funds has not made AYP for two consecutive years, parents have a right to transfer their child to another school in the district that is making adequate yearly progress. Parents who want to exercise the right of "choice" should contact their school officials to learn what they need to do to transfer their child to a new school. Schools that have not made adequately yearly progress (AYP) for three years in a row--in addition to offering parents the right to choose a new school--must also offer parents a chance to access "supplemental educational services for their child. Supplemental services - such as tutoring - are intended to provide students extra help in mastering the basics and catching up. Extra help can be offered after school, on weekends, or during school vacations. Parents seeking these extra services should again contact their school officials to find out what programs are available.

Q: *What does it mean if my school is in "corrective action"?*

A: A school identified for "corrective action" is one that has not made AYP for four or five years, for any of the reasons discussed above. A school in corrective action must take additional measures, beyond school choice and supplemental services, to break the cycle of failure and make adequate yearly progress. These measures may include changes in a school's curriculum, scheduling, or student policies. They may also involve reorganizing the leadership of the school by hiring a new principal or other key personnel. Parents whose school is designated as being in corrective action are urged to inquire about what steps the district is taking to improve conditions in the school. Districts with a school in corrective action receiving federal Title I funds must continue to offer the public school choice and supplemental educational services provisions, respectively.

Q: *What does it mean if my school is identified for "restructuring"?*

A: A school identified for "restructuring" is one that has not made AYP for six years, for any of the reasons discussed above. In the 2004-5 school year, schools in the Commonwealth may only be in the first year of restructuring, which is considered a planning year. In addition to offering the school choice and supplemental services provisions described above, districts must plan for fundamental changes in the identified schools' governance. Parents whose school is designated as being in restructuring are urged to inquire what steps the district is taking to improve conditions in the school.

Q: *Where can I find more information about student assessment results for my school or district?*

A: Detailed student assessment data for all public schools and districts in the Commonwealth are available through the Department of Education's School and District Profiles website at <http://profiles.doe.mass.edu>. Additional information about the Massachusetts Comprehensive Assessment System (MCAS) is available from the Department of Education's MCAS website at <http://www.doe.mass.edu/mcas/>.