



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

June 3, 2010

**6:30 pm
at the
R.J. Grey Junior High Library**

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

June 3, 2010
6:30 pm Joint Executive Session
7:30 pm Joint Open Meeting
Followed by AB Regional Meeting

AGENDA with Addendum

- I. APS/AB JOINT MEETING – CALL TO ORDER (6:30)
- II. JOINT EXECUTIVE SESSION – CALL TO ORDER (6:35)

APS/AB JOINT OPEN MEETING resumes (7:30)
- III. CHAIRPERSON’S INTRODUCTION
- IV. SUPERINTENDENT’S EVALUATION
- V. STATEMENT OF WARRANT and APPROVAL OF JOINT and AB MINUTES OF May 3 and May 6, 2010 (addendum for May 6th, appendix B.2.)
- VI. PUBLIC PARTICIPATION
- VII. UNFINISHED BUSINESS
 1. Green Communities Program Update – *JD Head*
 2. Benefits Manual Revisions – *Maria Neyland and Xuan Kong*
 - a. Summary of Recommended Changes
 - b. DRAFT Administrative Benefits Manual Revision - **VOTE**
 - c. DRAFT Salaried Employees’ Benefits Manual Revision – **VOTE**
 3. FY’10 Budget Update (oral) – *Steve Mills*
 4. FY’11 Budget Update (oral) – *Steve Mills*
 5. AB Sped PAC Goals Update - *Nancy Sherburne* (addendum) (<http://www.abspedpac.org>)
 - a. PAC Spring 2010 Presentation Slides
 - b. Autism Focus Group Parent Priorities
 - c. Guidance for Special Education Parent Advisory Councils - *DESE*
- VIII. NEW BUSINESS
 1. Recommendation to Change FY’11 Health Insurance for Non-Union Personnel – **VOTE** - *Steve Mills*
 - a. Memo to School Committee
 - b. Memo sent to Non-Union Employees, 5/28/10
 - c. Health Insurance Projected Rates Effective July 1, 2010
 2. Consider Convening Subcommittee for Policy Revisions:
 - a. Field Trips – *Xuan Kong*
 - b. Officer Elections – *Brigid Bieber and John Petersen*
 - i. Annual Organizational Meeting (File: BDA)
 - ii. School Committee Officers (File: BDB)
 - c. Exchange Students – *Steve Mills*

IX. ISSUES OF THE COMMITTEE

1. Inclusion of Secretary on the School Committee Group Email List – *Xuan Kong*
2. School Committee Summer Workshop – *Sharon McManus and John Petersen*
 - a. Date
 - b. Agenda
 - c. Facilitator
3. New Class Size Subcommittee – *Terry Lindgren (addendum)*
4. Citizens' Correspondence to the School Committees

APS is suspended – AB OPEN MEETING begins

X. SUPERINTENDENT'S INTRODUCTION

1. Election of AB School Committee Officers, 2010-2011
 - -Chairperson
 - -Vice Chairperson
 - -Secretary

XI. STATEMENT OF WARRANT

XII. UNFINISHED BUSINESS

1. Boxborough Report: Town Meeting and Election Results – *Maria Neyland*
2. Health Insurance Trust Report – *John Petersen –no report, next meeting is 6/23 at 8a.m.*
3. Recommendation to Increase Student Athletic Fees – **VOTE** – *Steve Mills*
 - a. Memo from Steve Desy, 3/2/10

XIII. NEW BUSINESS

1. Recommendation to Waive 2010-2011 ABRHS Tuition for Exchange Student from Czech Republic living with Boxborough family – **VOTE** – *Steve Mills*
 - a. CIEE USA High School Enrollment Form (*addendum*)
 - b. www.CIEE.org
2. Recommendation to Approve Changes to the ABRHS Handbook – **VOTE** – *Steve Mills*
3. Recommendation to Accept Donation from Shenitech, LLC for the National Science Olympiad Trip – **VOTE** – *Steve Mills*
4. Recommendation to Approve ABRHS International Trip to Greece – **VOTE** – *Steve Mills (addendum)*

XIV. ISSUES FOR THE COMMITTEE

XV. FOR YOUR INFORMATION

1. ABRHS Information
 - a. Discipline Report – May 2010
 - b. Gifts from: ATIR Natural Nail Care (Community Service Day t-shirts), Paul and Kathryn McKean (Science Team), Robert and Catherine Cadogan (Science Team), William Ames and Paulina Knibbe (Science Team) and Penny Arcade (Science Team). Gift from Graham & Harsip P.C.(Community Service Day)
(*addendum*)
2. RJGJHS Information
 - a. Discipline Report – May 2010 (*addendum*)
3. FY'10 Monthly ABRSD Financial Reports
 - a. Object Summary

- b. SPED Financial
 - c. ABRHS
 - d. RJGJHS
- 4. ABRSD ELL Student Population – May 2010
- 5. Student Enrollment, May 2010
- 6. June 28 and 29th Annual Summer Leadership Institute Agenda (*addendum*)
- 7. Open House Dates 2010-2011
- 8. Art Awards
- 9. Pupil Services:
 - a. Legal Trends
 - b. Educational Values and Needs Survey Results Presentation held June 1st
- 10. ABSAF 2010-2011 Funding Letter (*to be included in next SC meeting packet*)

XVI. EXECUTIVE SESSION (*if needed*)

XVII. NEXT MEETINGS:

- June 17 – Acton Public School Committee at 7:30 PM in Jr High Library
- August X – AB Regional School Committee, 6:30 p.m. followed by Joint meeting, followed by Acton School Committee meeting, JH Library

XVIII. ADJOURNMENT

JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
DRAFT MINUTES (approved by APSC 5/20/10)

Conference Room
R.J. Grey Junior High School

May 3, 2010
7:30 pm

<i>Members present:</i>	Brigid Bieber, Mike Coppolino, Xuan Kong, Terry Lindgren, Sharon Smith McManus, Maria Neyland, John Petersen, Bruce Sabot
<i>Members absent:</i>	Jonathan Chinitz
<i>Others:</i>	Marie Altieri, Peter Ebb, Steve Mills, Beth Petr

The meeting was called to order at 7:35 by Sharon Smith McManus and Xuan Kong respective Committee Chairs.

At 7:38 pm, 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 7:38 pm, 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 bargaining if an open meeting may have a detrimental effect on the bargaining position of the governmental body."

At 10:06 the joint meeting resumed.

The Acton Public School Committee Meeting adjourned at 10:06 pm.
The Acton-Boxborough Regional School Committee Meeting adjourned at 10:07 pm.

Respectfully submitted,
Beth Petr
Secretary

**JOINT ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
MEETING MINUTES (approved 6/3/10)**

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

**May 6, 2010
6:30 pm Joint Executive Session
7:30 pm Joint Open Meeting
Followed by AB Regional Meeting
Followed by APS Meeting**

Members Present: Brigid Bieber, Mike Coppolino, Xuan Kong, Terry Lindgren, Sharon Smith
McManus, Maria Neyland, John Petersen, Bruce Sabot
Absent: Jonathan Chinitz
Others: Marie Altieri, Liza Huber, Steve Mills, Beth Petr, Tess Summers

The Joint School Committee Meeting was called to order at 6:35 pm. by Sharon McManus and Xuan Kong, respective chairs.

JOINT EXECUTIVE SESSION

At 6:35 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 or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body, and to investigate charges of criminal misconduct or to discuss the filing of criminal complaints."

At 6:35 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 or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body, and to investigate charges of criminal misconduct or to discuss the filing of criminal complaints."

At 7:30 p.m., the Committees were polled and voted to go out of Joint Executive Session.

JOINT SCHOOL COMMITTEE MEETING

The open meeting was called to order at 7:40 p.m..

CHAIRPERSON'S INTRODUCTION

- Sharon McManus thanked the ABRHS School Committee reps for volunteering to serve this year: Henry Neale, Ellery Pruett, Akash Shah, Devrie Stellar, Lily Wang and Betty Yang.
- Cyr Marrion and a group of AB students presented a \$90,000 check from the Acton Boxborough Student Activities Fund (ABSAF) to the School Committees.

It was moved, seconded and unanimously

VOTED - to accept ABSAF's very generous donation with much gratitude.

Sharon and Steve Mills thanked ABSAF for their ongoing support of our schools and particularly for the new corporate sponsorship program started this year.

- Sharon thanked all of the many teachers and parents in attendance. She read a statement regarding collective bargaining efforts with the Acton Education Association (AEA) (Appendix A).

APPROVAL OF MINUTES

The Joint and AB minutes of March 25, 2010 were unanimously approved by the Acton-Boxborough Regional School Committee. The Joint and APS minutes of March 25, 2010 were unanimously approved by the Acton Public School Committee.

PUBLIC PARTICIPATION

AEA President Marc Lewis and a large group of teachers came to the front of the room and Marc read a statement about the School Committee being respectful of the teaching staff. (Appendix B). Sharon McManus thanked Marc for his remarks and everyone for attending the meeting. Xuan Kong apologized to teacher Catherine Suess for words used at a previous APS meeting. (Appendix C) He thanked Amy Hedison for her email to the Committee. (see packet)

UNFINISHED BUSINESS

1. Green Community Designation

Kate Crosby presented an update on the proposed Fuel Efficient Vehicle Policy and Draft 20% Reduction Plan.

Acton-Boxborough Regional School Committee:

It was moved, seconded, and unanimously

VOTED: to approve the Criteria 3 Energy Baseline and 20% Reduction Plan.

Acton Public School Committee:

It was moved, seconded, and unanimously

VOTED: to approve the Criteria 3 Energy Baseline and 20% Reduction Plan.

Acton-Boxborough Regional School Committee:

It was moved, seconded, and unanimously

VOTED: to approve the new School Committee Policy on Fuel Efficient Vehicles (FILE: D Fiscal Management)

Acton Public School Committee:

It was moved, seconded, and unanimously

VOTED: to approve the new School Committee Policy on Fuel Efficient Vehicles (FILE: D Fiscal Management).

It was agreed that although this appeared as a First Reading, it had been presented and discussed at the previous meeting. Due to the May 14 deadline, the policy subcommittee recommended and the School Committee agreed to vote on the new policy.

2. New Anti-Bullying Policy and Procedures

Steve Mills accepted the recommendation of the 25-person Anti-Bullying Task Force and asked the School Committee to direct the Policy Subcommittee to develop a new policy based on the proposal submitted by the task force. This will address state legislation that was passed on Monday, May 3. Liza Huber will post all of the task force materials on the school website. The Committee agreed to give the draft policy (Bullying Prevention and Intervention Policy – File: JICFB) to the Subcommittee.

3. SMART Goals update

Steve Mills commented on each of the six goals. Goals will include more metrics next year.

Goal 1: Embracing our Changing Demographics

Although great work has been done on the bullying issues, student stress levels are still very much a concern. Another question is how the district is functioning for students/families who have moved here within the last five years.

Goal 2: The District's Financial Plan

The current year's budget was reduced \$494,000 to avoid a special Town Meeting last fall. It was a tremendous accomplishment to have both school committees and Finance Committees of each town approve next year's school budgets without laying off people.

Goal 3: Enhancing Curriculum, Instruction, and Assessment

This is year 2 of the curriculum cycle for Visual Arts and the K-12 committee has completed their work. The High School is on target with all the deadlines for the NEASC standard reports. All K-8 faculty have completed the ELL course.

Goal 4: Supporting Students within a Positive Culture and Climate

School Improvement Plans will have at least two goals (one must be academic) and then the districts will align their plans with the schools' plans.

Goal 5: Supporting Faculty and Staff

Don Aicardi was hired as our new Finance Director. Damian Sugrue is the new Conant Principal. Ethics training has been done by all staff. Central Office restructuring continues. HR, Finance and IT staff are working to consolidate technology that can work together.

Goal 6: Facility Needs and Capital Projects

Significant savings has been realized this year due to the solar projects and other efforts.

Dr. Mills described the goals as a work in progress. The Committee was very positive about the update. They appreciated:

- the comprehensiveness and specificity of the document
- the alignment of district goals with school goals
- the emphasis on measurable goals
- that each school must have an academic goal
- that Dr. Mills has set clear priorities

Xuan Kong asked if when goals are set, the resources required could be included. He asked that multi-year goals be considered as well so that proper resources can be allocated for the long term.

4. Superintendent's Evaluation

Dr. Mills' evaluation will be done next month. Committee members are asked to return the online document to Sharon and Xuan by May 13th so it can be consolidated by May 20th. The public was asked to send their input to Sharon at smcmanus@mail.ab.mec.edu or Xuan at xkong@mail.ab.mec.edu.

5. FY'10 Budget Update

Dr. Mills said that the districts are in good shape heading into the end of the school year. Due to JD Head's leadership, utilities are \$150,000 ahead of budget. It is roughly expected that \$120,000 will be returned to E&D from the region and a similar amount will be turned back from the local.

6. FY'11 Budget Update

Dr. Mills was grateful that we could restore the level 5 cuts. It looks like the state budget will be signed with a 4% cut in local aid for next year. Budgets assumed a 5% cut.

7. District Attorney's Response to Open Meeting Law Complaint, 4/13/10
 - a. Letter from D. Calandrella, C. Kadlec, A. Nitschelm, 5/4/10

Sharon read a statement from the Committee chairs (Appendix D).

Mike Coppolino said that the Committee did something wrong and asked if it was the Committee's intent to change anything they do. The way the DA expressed the findings they referred to the two Subcommittees as if they were the same, but different people were on it. This should be clarified.

Bruce Sabot stated that clearly there are problems with the Open Meeting Law.

Terry Lindgren said that the Committee did violate the Open Meeting Law and shouldn't do it again. Everything was brought to the public after that Executive Session meeting. He acknowledged that the changes effective July 1 are going to make interpretation even more complicated.

Sharon McManus read a statement from Jonathan Chinitz, who was absent. (Appendix E)

John Petersen said that he is all for transparency, but the Open Meeting Law is a flawed attempt to accomplish those goals for people who are trying to decide some complicated issues. "I am not perfect.", John said. He stated that process input is most useful at the beginning of the process, and asked the Committee to reject all four requests in the letter from Allen Nitschelm, Dick Calandrella and Charlie Kadlec dated 5/4/10.

Maria Neyland agreed with John.

Brigid Bieber said that the administrative benefits discussion was done in good faith and that the final manual made strides. She agreed with John, that the Committee should learn from this, do the best they can to comply with all of the regulations and move forward.

Xuan Kong said that School Committee members are not just a bunch of volunteers. They are held up to much higher standards. He agrees with what John said, but we owe it to the public to obey the laws. The public interest was served and we should move on.

Allen Nitschelm spoke from the public. He felt the process was changed during executive session so the public could not get involved in the beginning. He asked if there will be a period for public comment for the teachers' contract. Sharon said that negotiations are not a public process, but that anyone is welcome to share their opinions at any time with the School Committee.

Charlie Kadlec spoke from the public. He said that the DA does not have the power to require much more than minutes. The DA found eight specific violations of the Open Meeting Law and this should be taken very seriously.

NEW BUSINESS

1. Recommendation to Approve FY'11 TEC Bid

Acton-Boxborough Regional School Committee:

It was moved, seconded, and unanimously

VOTED: to approve the FY'11 TEC bid as presented.

Acton Public School Committee:

It was moved, seconded, and unanimously

VOTED: to approve the FY'11 TEC bid as presented.

There are 58 participants in this cooperative program, helping to keep costs as low as possible.

ISSUES OF THE COMMITTEE

Terry Lindgren offered to lead a subcommittee that would consider what might be done to help reduce class size. He will present a draft charter at the June 3 Joint School Committee meeting for the Committees to make a decision on.

At 9:45 p.m., the Acton Public School Committee meeting was suspended and the Acton-Boxborough Regional School Committee OPEN MEETING began.

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

STATEMENT OF WARRANT

Warrant #10-021 dated 4/8/10 in the amount of \$1,632,257.16, Warrant #10-022 dated 4/22/10 in the amount of \$1,681,131.45 and warrant #10-023 dated 5/6/10 in the amount of \$1,754,757.42 were signed by the chairperson and circulated to the rest of the Committee for signatures.

UNFINISHED BUSINESS

1. Boxborough BLF Report – Maria Neyland
 - Town Meeting is May 10. Elections are May 17.
2. Health Insurance Trust Report – *John Petersen*
Next meeting is June 23 at 8AM, The reinsurance proposal will be selected.
3. Recommendation to Approve Revised 2010-2011 School Calendar
It was moved, seconded and unanimously

VOTED: to approve the Revised 2010-2011 School Calendar

The RJGJHS early dismissal days moved from December 2nd and 9th to 16th and 21st.
The ABRHS's early dismissal day moved from March 24th to 17th.

NEW BUSINESS

1. Recommendation to Approve ABRHS Trip to National Speech Competition in Omaha, NE, May 27 - 30, 2010 – **VOTE**
2. Recommendation to Approve ABRHS International Trip to St. Germaine en Laye, France, February 19 – March 5, 2011 – **VOTE**
3. Recommendation to Approve RJGJHS Trip to Canobie Lake Park in Salem, NH, June 16, 2010 – **VOTE**
4. Recommendation to Accept Donation from Mercury Computer Systems for the National Science Olympiad Trip - **VOTE**
5. Recommendation to Accept Donation from the ABRPTSO in support of Enrichment Programs - **VOTE**
6. Recommendation to Accept Donation from Community Education - **VOTE**

It was moved, seconded, and unanimously

VOTED: to approve these trips as recommended and accept these donations with gratitude.

John Petersen brought up an issue about students needing to raise funds quickly when a competition is won, in order for them to travel to the next stage. He would like to see a way for the schools to fund these trips if they win. Dr. Mills agreed that this is a valuable suggestion and asked the Committee to consider it at a future meeting.

7. Recommendation to Approve Admission of Boxborough Staff Child to R.J. Grey Junior High School

It was moved, seconded and unanimously

VOTED: that the Acton-Boxborough Regional School Committee agrees to enroll one student who is a non-resident child of a Boxborough Public Schools Teacher to the R.J. Grey 7th grade beginning in the 2010-2011 school year.

Further information is included in sections 5.5.1 – 5.5.6 of the Boxborough Teacher's Contract, included in the School Committee packet.

FOR YOUR INFORMATION

1. ABRHS Information

b. Online Learning for High School Students

The Committee asked that this topic be discussed more fully in the Fall.

- i. Dr. Mills acknowledged the large number of donations recently to High School events/programs including those from: Twin Seafood (Community Service), Ray and Caroline Tripp (National Science Olympiad), William Shaw (National Science Olympiad), Peter and Patricia Babcock (Community Service Program), Adam Maio and Lining Wu (Academic Decathlon), Heart of Stone in Sandwich (AB Fine and/or Performing Arts Programs) French in Acton (Academic Decathlon Team), Concord Primary Care (National Science Olympiad), Billy and Lisa Soo (National Science Olympiad), and Xiuai Wang (National Science Olympiad)

At 10:11 p.m., the Acton Public School Committee resumed, the Acton-Boxborough Regional School Committee was suspended, and the Acton Public School Committee OPEN MEETING continued.

ACTON PUBLIC SCHOOL COMMITTEE MEETING

UNFINISHED BUSINESS

1. Conant Principal Search Update

Dr. Mills announced that Mr. Damian Sugrue has accepted the principal position at Conant, effective July 1. The Search Committee was thanked for doing a great job.

NEW BUSINESS

1. Response to Parent Email regarding 3/25/10 School Committee meeting

Xuan Kong expressed his gratitude to the staff and parents who share their opinions with the School Committee. He emphasized his intent, as well as that of the entire School Committee, "to treat our teachers, staff, parents, and community members with courtesy and utmost respect."

STATEMENT OF WARRANTS

Warrant #201020 dated 4/6/10 in the amount of \$73,461.14, warrant #201021 dated 4/20/10 in the amount of \$110,569.57 and warrant #201022 dated 5/4/10 in the amount of \$197,631.15 were signed by the Chair and circulated to the Committee for approval.

NEXT MEETINGS:

May 10 – Boxborough Town Meeting begins

May 20 – Acton Public at 7:30 PM at Conant School

June 3 – Acton-Boxborough Regional School Committee at 7:30 PM in the RJGJHS Library.

At 10:14 p.m., the Acton-Boxborough Regional School Committee meeting resumed and the Joint School Committee meeting continued.

EXECUTIVE SESSION

At 10:15 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 10:15 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 11:18 p.m., the Committees were polled and voted to go out of Joint Executive Session.

The meeting was adjourned at 11:19 p.m.

Respectfully submitted,
Beth Petr

Appendix A.

Statement read by Sharon McManus at May 6, 2010 School Committee meeting:

I would like to acknowledge that we have many teachers and parents present here tonight. Thank you for coming. We welcome your presence and your participation in this meeting.

We encourage all members of the AB community to remember that each and every employee of these school districts contributes their time and energy to shape these districts into excellent learning communities. The citizens of Acton and Boxborough are very proud of their schools and we have, in great part, the teachers, the administrators and the staff of the schools to thank. We are extremely fortunate to have such a professional and dedicated group of educators who, on a daily basis, contribute so much to our children. We on the school committee would like to thank these professionals for their daily contributions to our children and to our communities.

Committee members understand that our teachers are critically important to our schools. The people around this table are among the strongest advocates for our schools and for our teachers. We know that we have excellent teachers who consistently give above and beyond what's required of them.

Maintaining a cost structure for our schools that is sustainable is also critically important. We are hopeful that we will reach an agreement, in very difficult times, that appropriately and fairly balances the interests of our teachers with the needs of our students and the concerns of our taxpayers. The School Committees are committed to continuing the negotiating process at the bargaining table.

We look forward to reaching an agreement and to maintaining the strong, positive relationship with the AEA that has been established over many years of working together to provide the best education possible to the students of the districts.

Appendix B.

**Remarks Prepared for the Joint School Committee Meeting
Acton Public Schools/Acton-Boxborough Regional School District
Marc Lewis
May 6, 2010**

My name is Marc Lewis. I teach 7th graders here at the junior high school, and I am joined tonight by many of the dedicated women and men who work in each of our schools and educate the young people of Acton and Boxborough.

As you know, we all don't generally attend school committee meetings. We are not in the habit of watching them on television or viewing them on line. While you're here, we're at home correcting papers, preparing lesson plans, corresponding with students and parents, assessing work, and readying ourselves to be our very best for our students the next day.

But during this past year, we've come to realize that we need to be paying a bit more attention, and we've come to regret having too often remained silent.

We are heartened to read the letter to the School Committee in your packet from a community member who wrote to share her response to the way one of our colleagues and friends, Catherine Suess, was treated when she rose recently to address the committee. There were several aspects of that event that were troubling, but I'd like to comment on an element of the exchange that was not referenced in the letter sent to you. In his response to her remarks, a School Committee member compared his relationship to us, the educators who serve this community, to that of an elementary school teacher and her relationship with her fourth graders. The relationship between a school committee and a district's professional educators is not that of teacher and student. This is not the first time we've heard such a comparison. It was disrespectful and it's not OK. And I wish one of us had spoken up then.

We should not have sat silently when the district's Director of Technology was publicly berated because he did not alter his professional judgment about computer acquisitions simply because a School Committee member told him he should. It was disrespectful and it's not OK. And one of us should have spoken up then.

We should not have sat silently when two professional educators who spent months chairing an effort to write the high school's mission statement appeared before you. They were scolded publicly, chastised for not getting the finished document to you earlier, when: (1) it was not their place to do so, and (2) the document had been shared with the central office weeks earlier. It was disrespectful and it's not OK. And one of us should have spoken up then.

That disrespect continued when three of your members completely disregarded and devalued the work of the high school faculty members who crafted that mission statement – and the entire faculty, which had voted overwhelmingly to endorse it – by refusing to

support that new mission statement. A third of this School Committee went on record not supporting our high school's mission statement -- because their input had not been sought, or, as was explained that night, on the principle that those School Committee members would never vote on something that was being shared with them for the first time at a meeting -- a principle that was abandoned rather easily just hours later when they voted in support of a new business item, proposed, ironically enough, by one of the original three who, in principle, refused to support something that was newly-introduced. It was disrespectful, it was hypocritical, and it's not OK. And one of us should have spoken up then.

More recently, when the high school principal appeared before you to share her support for the work of a task force that recommended the opening day of school be for 9th grade students only, one of the first questions asked by a School Committee member was, "What are all the teachers who don't teach 9th graders going to do that day?" As if there were not many valuable ways that educators could spend those hours. As if the professional educators who make this high school a nationally recognized Blue Ribbon School could not make productive and meaningful use of their time at the start of another challenging year. As if the high school faculty lacked the necessary professional judgment and their principal had no ability to effectively manage. It was disrespectful and it's not OK. And one of us should have spoken up then.

We are very much aware that the tone and messages I describe do not characterize each member of this committee, and that, in fact, some School Committee members have stood up in opposition to the very situations I mentioned. We are grateful for that, respect and admire your volunteer service, and want you to know that we very much appreciate that support. Unfortunately, though, there seems to have developed a working majority here that has set the tone for the past year, a tone that does not demonstrate a respect for, or support of, the women and men who work in our schools.

We do important work...and we do it well. We wish these proceedings did not divert our attention from that work. We wish we didn't need to deliver this message. But simply hoping things would change has not been a successful strategy, and we couldn't wait any longer.

So here we are tonight, finally, to speak up and speak out. We teach our students to stand up for themselves when they are being treated poorly. We encourage them to speak up for others who are being wronged, to be upstanders rather than bystanders. We're here tonight, because we can be bystanders no longer. It is time for us to stand up for ourselves, our colleagues, our profession, and anyone else who is being similarly mistreated. It's time for us, simply, to be positive role models and practice what we teach. We regret, only, that we didn't do it sooner.

Thank you.

Appendix C.

Statement read by Xuan Kong during May 6, 2010 School Committee meeting:

During Acton Public School Committee meeting on March 25th, 2010, Mrs. Catherine Suess spoke to School Committee as a member of public. Mrs. Suess is a parent of children in our school system and a teacher at McCarthy-Towne.

During my dialog with Mrs. Suess, I had inappropriately raised my voice to emphasize my disagreement with her views on a specific issue. Tonight, I would like to sincerely apologize to Mrs. Suess in public for that unprofessional behavior.

I also would like to acknowledge Mrs. Hedison for writing to School Committee on this matter. It has always been my intention as well as the whole school committee's to treat our teacher, staff, parent, and community members with courtesy and utmost respect. I failed to live up to that standard that night. For that I apologize again.

Thank you.

Xuan

Xuan Kong, PhD
Chair, Acton Public School Committee [2009-2010]
XuanKongSC@gmail.com

Appendix D.

Statement read by Sharon McManus at May 6, 2010 School Committee meeting:

We have reviewed the letter from the District Attorney's office, which addresses five separate claims that the Open Meeting Law was violated almost a year ago. The DA's office found that four of those allegations are entirely without merit.

With respect to the fifth, the DA's office found that there had been improper meetings in executive session to discuss possible reductions in the benefits provided to certain school administrators. However, the District Attorney's office concluded that no further remedial action is necessary since the issues discussed by the Subcommittee were fully and openly discussed by the APS and ABRSD School Committees in open session, and because all related executive meeting minutes were properly released for public inspection.

Members of the APS and ABRSD School Committees take their responsibilities very seriously to protect the public's interest and recognize the rights of the taxpayers to understand how their elected officials are making policy decisions. Despite of the findings of the DA's office regarding these executive sessions, we believe that the Administrator Benefit Manual was properly and robustly debated in public last year. As such, we see no reason to do anything more at this point than return to the business of dealing with the important policy issues which face the school districts today.

Appendix E.

Statement read by Sharon McManus for Jonathan Chinitz at May 6, 2010 School Committee meeting:

Fellow Members:

Let me say from the outset that I disagree with the findings of the AG, as I will explain shortly. Given that the AG's findings and response are ones that require no further action I would not bother debating the matter further. However since the matter is on the agenda I thought I would put in my two cents.

It is always hard to derive intent from events that occurred months in the past, especially if the only record is a written summary of a very lengthy debate. At the March 5th, 2009 meeting, the subcommittee presented their recommended changes to the entire committee. The committee decided to create a new expanded subcommittee which would include representatives of the various administrator groups. The inclusion of the administrators, I believe, was intended to seek their feedback on this matter and to craft a change to the benefits that was acceptable to all parties. While some committee members did not want to call this negotiations, even if it was just getting administrators feedback -- it was negotiations, and as such would have qualified for executive session.

Given the AG's findings I believe where the committee erred (and in turn violated the OML) was that at this point in the March meeting we did not amend the charter of the sub-committee through a formal vote. Given that we did not take a formal vote I have to believe that the AG assumed that the **new** sub-committee was a continuation of the **old** one. She even says so ("During the open session [of 3/5/2009], the Regional Committee decided that the Subcommittee should continue to discuss appropriate changes..."). While the committee did not take a vote on a new charter/charge I believe their intentions were clear. I know that certain members disagree with the notion that we were (implicitly) tasked with negotiating a new benefits manual. Had we brought this matter to a vote during the meeting of March 5, 2009 this matter would have been decided and there would be no violation of the OML as a result. I believe that a majority of the committee would have tasked us to negotiate the changes to the administrator benefits.

Did we violate the OML? Technically speaking we did. Was the intent of the committee on March 5, 2009 to establish a new sub-committee with the charge of seeking administrators feedback on changes to their benefits? Absolutely. We also discussed the administrator's benefits manual and all proposed changes at several open meetings between December and June. We had public input at several of those meetings. The D.A. states that the public has been served by the lengthy discussion and public input on June 18th and that no further action needs to take place.

In the end I believe the subcommittee did the right thing and for that I make no apologies. I think we should put this matter to rest, accept the findings of the AG, and move on to more important business.

Respectfully submitted,

Jonathan Chinitz

PATRICK-MURRAY ADMINISTRATION DESIGNATES COMMONWEALTH'S FIRST OFFICIAL "GREEN COMMUNITIES"

35 cities and towns across the state are ranked as clean energy leaders, eligible for municipal renewable power and energy efficiency grants

HOPKINTON – Tuesday, May 25, 2010 – Governor Deval Patrick today designated 35 cities and towns from the Berkshires to Cape Cod as the Commonwealth's first official "Green Communities" - a status that makes them eligible for \$8.1 million in grants for local renewable power and energy efficiency projects. The projects promise to create green jobs and advance both municipal and state clean energy goals.

"I am pleased to honor the vision and hard work of our first group of official Green Communities," said Governor Patrick. "These pioneers are notable not only for their commitment to a cleaner, greener Massachusetts, but also for their diversity. From tiny towns to major cities and suburbs in all regions of the state, Massachusetts communities recognize the benefits, for the economy as well as the environment, of making clean energy choices."

"It's great to see so many communities dedicated to saving energy, making new construction as energy efficient as possible, and accommodating clean energy investment and jobs in support of a stronger, more sustainable future for Massachusetts," said Lieutenant Governor Timothy Murray.

"Taking the initiative to make the changes necessary to promote energy efficiency and encourage renewable energy is critical to a community's future both environmentally and economically. The cities and towns designated 'Green Communities' have taken this challenge seriously and succeeded in their efforts. They are examples I hope that other communities across the commonwealth will follow," said Senate President Therese Murray.

The signature program of the landmark Green Communities Act of 2008, the Department of Energy Resources' (DOER) Green Communities Grant Program uses funding from auctions of carbon emissions permits under the Regional Greenhouse Gas Initiative to reward communities that win Green Communities designation by meeting five clean energy benchmarks:

- Adopting local zoning bylaw or ordinance that allows "as-of-right-siting" of renewable energy projects;
- Adopting an expedited permitting process related to the as-of-right facilities;
- Establishing a municipal energy use baseline and a program designed to reduce use by 20 percent within five years;

Purchasing only fuel-efficient vehicles for municipal use, whenever such vehicles are commercially available and practicable; and
Requiring all new residential construction over 3,000 square feet and all new commercial and industrial real estate construction to reduce lifecycle energy costs (i.e., adoption of an energy-saving building "stretch code").

May 14 was the deadline for municipalities to apply for Green Community designation in order to qualify for the first round of \$8.1 million in Green Communities grants. Today's Green Communities designees - Acton, Arlington, Athol, Andover, Becket, Belchertown, Cambridge, Chelmsford, Easthampton, Greenfield, Hamilton, Hanover, Holyoke, Hopkinton, Kingston, Lancaster, Lenox, Lexington, Lincoln, Lowell, Mashpee, Medford, Melrose, Montague, Natick, Newton, Northampton, Palmer, Pittsfield, Salem, Springfield, Sudbury, Tyngsboro, Wenham, and Worcester - have until June 4 to submit applications for grants that will be awarded in late June.

"These 35 cities and towns have already distinguished themselves as leaders," said Energy and Environmental Affairs Secretary Ian Bowles. "With the help of Green Communities grant funding, they'll be able to go further - saving energy costs for their residents, reducing the environmental impact of municipal operations, and validating the Commonwealth's reputation as a national clean energy leader."

"We are confident that these 35 municipalities - and the projects they will undertake with Green Communities grants - will serve as shining examples to the Commonwealth's other 316 cities and towns, all of which we hope will also work toward becoming Green Communities and reaching their clean energy goals in the months ahead," said DOER Commissioner Phil Giudice.

In addition to grant eligibility, each Green Community designated today will receive a Big Belly solar waste compactor, to be delivered by June 30 in time for the summer parks and beaches season. Purchased with DOER energy efficiency funding, Big Belly compactors can hold several times more trash and litter than similarly sized regular trash receptacles - thereby reducing the number of garbage truck trips required to empty them. Each municipality will also receive a certificate from the Commonwealth congratulating it on becoming an official Green Community.

DOER will take additional applications for Green Community designations and grants later this year. [Click here](#) for more information on DOER's Green Communities program.

DATE: May 28, 2010
FROM: Xuan Kong and Maria Neyland
TO: APS and ABRSD School Committees
CC: Superintendent Steve Mills
SUBJECT: Recommendation on Issues Related to Benefit Manuals

Last year, the School Committees had asked us to examine the administrative positions covered by the Administrator Benefit Manual. The following are our recommendations to the School Committees. In addition to realignment of various positions, our recommendations also deal with several benefit changes related to Administrators and Salaried Employees.

Position Realignment

Current Recommendation. Re-align the positions currently covered by the Administrator Benefit Manual into two groups: Administrator and Salaried Employee. A list of these positions is attached to this memo.

In March of 2010, we had recommended that Administrator positions be further grouped into senior administrator and administrator. We received feedback from our administrators, especially those to be classified as senior administrators, that one-class designation for all administrators would be more appropriate. We view this largely as an operational issue and consulted with Superintendent Mills and he indicated his support for the idea of one administrator group.

Administrators are those with hiring authority, leaders of departments that impact district-wide operations, or those with substantial responsibility for a school building.

A few positions are re-classified as Salaried Employees. While these positions are still critical to the success of school districts, they generally had no hiring authority or another administrator can adequately represent the group in district-wide planning and execution of the educational mission.

Administrator Benefits

Current Recommendation. Revise current Administrator Benefit Manual (summarized under column Administrator July 2009) to reflect the changes (listed under New Administrator July 2010 heading). All administrators shall be subject to the new benefit manual (with the exception of ERI benefit for those with enforceable employment contract as of June 18, 2009).

Specific changes are highlighted below

- **Sabbatical Leave.** Under current Administrator Benefit Manual, administrators with six or more years of service are entitled to 67% of the salary for a full year sabbatical or 100% of the salary for half year sabbatical, subject to the approval of superintendent. This benefit is uncommon to any public school employees in Massachusetts school

districts. In addition, no sabbatical leave was applied for or granted that anyone can remember. Therefore, we recommend this benefit be removed effective July 1st, 2010.

- ❑ **Vacation Days.** All administrators will accrue vacation days at the rate of 20 days per year for the first ten years and 25 days per year afterwards. When two-tier administrator positions were suggested in March 2010, administrators would have accrued vacation days at the rate of 15 days per year initially. Given that Salaried Employees will have 15 days per year starting from year one (see below for additional discussion), it is reasonable to provide a greater number of vacation days for all administrators. This benefit will have no immediate cash cost to the district. The liability to the district is limited due to the vacation carryover policy (i.e., maximum one year's vacation may be carried over to next year).
- ❑ **Vacation Carryover.** Current Administrator Benefit Manual specifies that on June 30, 2013, administrators are allowed to carry over no more than 10 unused vacation days to next fiscal year. Our salaried employees are allowed to carry over a number of vacation days equivalent to one year benefit. Therefore, we believe it is fair to limit vacation carryover to one year benefit equivalent. Expansion of this benefit may increase future liability of the district as unused vacation days are paid to employees upon termination of employment or retirement at their daily rate.
- ❑ **Tuition Reimbursement.** All administrators are offered tuition reimbursement benefit to encourage relevant professional development for our administrators. When two-tier administrator positions were suggested in March 2010, administrators would only be entitled to course reimbursement no more than two (2) courses per year. With the proposed language clarification (Superintendent's approval of course reimbursement will be subject to the limits of the budget for course reimbursement), we believe that the probability of reimbursing an administrator for more than two (2) courses per year is very small. The School Committees should request that superintendent propose specific dollar amount for professional development/course reimbursement in its future budget deliberation so that it can be debated and appropriated explicitly.

Salaried Employee Benefits

Those who currently hold positions being re-classified as salaried employees may elect to be covered under the Administrator Benefit Manual or Salaried Employee Benefit Manual, as amended from time to time. They also retain the ERI as a part of the grandfather clause of original 28 administrators.

Specific changes to the Salaried Employee Benefit Manual are listed below

- ❑ **Vacation Days.** Previously, salaried employees would have accrued vacation days at the rate of 10 days per year initially. A hiring manager often had to negotiate this benefit in order to finalize the employment contract (almost always offering 15 vacation days to start). Per suggestions from Superintendent and Director of Personnel, we recommend to the committees to accept the proposed expansion of this benefit to our salaried employees. Once this benefit is in place, negotiations on vacation days with future potential salaried employees will no longer be necessary or permitted.
- ❑ **Severance Pay.** Currently, when a salaried employee voluntarily terminates employment with the district, the employee is entitled to a severance pay at a rate of \$50-\$200 per year of service, provided that the year of service is ten or more years. We recommend that the School Committees strike this benefit from the Salaried Employee Benefit Manual and make a one-time payment to those employees who would otherwise qualify for this benefit as of June 30th, 2010. If this benefit is left unchanged, the liability of the district is about \$100,000 in future dollars. If the benefit is retained for employees with 10 or more years of service, the liability is about \$46,000 when they retire in five years or when 25 years of service is reached (whichever is later). If the district removes the benefit and authorizes the superintendent to make a one-time payment to qualified employees as if they were to leave on June 30th, 2010, the total cost to the district is \$25,100.

Positions	Recommendations
Assistant Superintendent for Curriculum, Instruction, and Community Education	Administrator
Principal, High School	Administrator
Principal, Junior High	Administrator
Principal, Conant	Administrator
Principal, Douglas	Administrator
Principal, Gates	Administrator
Principal, McCarthy-Towne	Administrator
Principal, Merriam	Administrator
Director, Community Education	Administrator
Director, Facilities and Transportation	Administrator
Director, Finance	Administrator
Director, Personnel and Administrative Services	Administrator
Director, Pupil Services	Administrator
Assistant Principal, High School	Administrator
Assistant Principal, Junior High School	Administrator
Assistant Principal, Elementary School	Administrator
Director, Athletics	Administrator
Director, Information Technology and Instruction Technology	Administrator
Director, Performing Arts K-12	Administrator
Director, Visual Arts K-12	Administrator
Coordinator, Elementary Special Education	Administrator
Coordinator, Secondary Special Education	Administrator
Coordinator, Finance	Salaried Employee
Coordinator, Out of District Placements	Salaried Employee
Network Manager	Salaried Employee

Positions	Administrator	New Administrator	Salaried Staff	Support Staff
Effective Date	July-09	July-10	July-10	July-10
Holidays	12	12	12	12
Sick Days	17 (11 mo. Emp) 18 (12 mo. Emp) Extended Sick Days	17 (11 mo. Emp) 18 (12 mo. Emp) Extended Sick Days	12 (1-3 YoS) 15 (4+ YoS) Extended Sick Days	12 (New) [10] 15 (1+ YoS) [10]
Personal Days	4 (11 mo. Emp) 5 (12 mo. Emp)	4 (11 mo. Emp) 5 (12 mo. Emp)	3	2.5
Vacation Days	20 (1-10 YoS) 25 (11+ YoS)	20 (1-10 YoS) 25 (11+ YoS)	10 (1-3 YoS) 15 (4-7 YoS) 20 (8+ YoS) [15(1-10 YoS)] [20(11+ YoS)]	Vacation Pay 4% Salary (1-4 YoS) 6% Salary (5-9 YoS) 8% Salary (10+ YoS)
Vacation Carryover	40 (AY2010) 30 (AY2011) 20 (AY2012) 10 (AY2013)	40 (AY2010) 30 (AY2011) [One Year Benefit] (AY2012 and later)	One Year Benefit	One Year Benefit
Religious Leave	2	2	2	2
Bereavement	3	3	3	3
Sabbatical	67% Salary (Full Year) 100% Salary (Half Year)	[Remove]	None	None
Tuition Reimbursement	Yes, Discretion of SI	Yes, Discretion of SI. Subject to budget limits	Expenses for professional activities	No
Longevity Add to base not accumulative	None	None	\$500 (6-10 YoS) \$1000 (11-15 YoS) \$1500 (16-20 YoS) \$2000 (21-25 YoS) \$2500 (26-30 YoS) \$3000 (31-35 YoS) \$3500 (36+ YoS)	\$425 (5-9 YoS) \$550 (10-14 YoS) \$650 (15-19 YoS) \$1050 (20+ YoS)
Severance	None	None	\$50xYoS (10+ YoS) \$150xYoS (20+ YoS) \$200xYoS (20+ YoS and Age > 60) [Remove]	None
Retirement Incentive	ERI/None	ERI/None	None	None
Children Attending APS/AB	No	[Free]	Free	Free

Notes to Table Above:

1. Administrator (July 2009) benefits are those specified in the Manual approved in June 2009
2. New Administrator Benefit summarizes changes to the 2009 Manual
3. Changes are indicated in [Text]
4. A one-time payment of earned severance benefit is recommended for salaried employees.
5. One correction to Supporting Staff benefits is included

06/03/2010 (XK)

Draft

ACTON PUBLIC SCHOOLS

ACTON-BOXBOROUGH REGIONAL
SCHOOLS

**ADMINISTRATORS'
BENEFITS MANUAL**

July 1, 2010

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Notice of Nondiscrimination

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

ADMINISTRATORS' BENEFITS MANUAL

ARTICLE 1
RECOGNITION

1.1 This Administrators' Benefits Manual covers the general benefits for all Administrator positions, as listed in Article 14. Individual Administrator contracts can exceed the provisions of this document. Any proposed changes to this manual require the approval of both School Committees.

ARTICLE 2
LENGTH OF WORK YEAR AND
ADMINISTRATIVE RESPONSIBILITIES

2.1 The work year for Administrators shall be a twelve month work year. Any exceptions to the length of the work year shall be noted in the Administrator's individual contract.

2.2 The following are recognized as work holidays:

- | | |
|---------------------------|----------------------------|
| 1. New Year's Day | 7. Labor Day |
| 2. Martin Luther King Day | 8. Columbus Day |
| 3. Washington's Birthday | 9. Veteran's Day |
| 4. Patriot's Day | 10. Thanksgiving Day |
| 5. Memorial Day | 11. Day after Thanksgiving |
| 6. Independence Day | 12. Christmas Day |

2.3 The work year for Administrators shall include all weekdays in the year except legal holidays, the day after Thanksgiving and twenty (20) vacation days during the first ten (10) years of employment in an administrative position and twenty-five (25) days during the eleventh (11th) and all subsequent years of employment.

2.4 Should an Administrator desire to change the number of days worked per year, he/she may request an adjustment and the Superintendent will approve or disapprove. If the work year is altered, compensation will be appropriately increased or decreased.

2.5 An Administrator shall devote the time necessary in his/her professional judgment to assure quality of education for the students of each school system. Administrators may carry over vacation days per the following schedule:

Effective June 30, 2010, Administrators may carry over unused vacation days to a maximum of forty days.

Effective June 30, 2011, Administrators may carry over unused vacation days to a maximum of thirty days.

Effective June 30, 2012, Administrators may carry over a maximum of one year's allotment of vacation days.

Vacation day carry over exceeding these limits will require the express written permission of the Superintendent.

2.6 An Administrator will have the right and responsibility to identify and recommend which administrative activities shall have priority in the successful operation of his/her school or area of responsibility.

2.7 The Superintendent may grant compensatory time based on the requirement of an Administrator to work unusual hours or days.

ARTICLE 3 SALARIES

3.1 An Administrators' annual salary shall be determined by the Superintendent after a consultation between the Superintendent (or designee) and the Administrator.

ARTICLE 4
LEAVES OF ABSENCE

4.1.1 Sick Leave. Each Administrator shall be entitled to eighteen (18) days of paid sick leave for each year. Accumulated and unused sick leave shall be carried over from year to year.

4.1.2 Sick leave shall be granted and taken only when an Administrator is prevented from working because of actual personal illness or injury (including pregnancy and pregnancy related illness) or because of a serious illness of or injury to a member of the Administrator's "immediate family" or other relative of the Administrator's household requiring the personal attention of such Administrator. "Immediate family" shall be defined in Section 4.3 below. Where individual circumstances require, the Superintendent may, in his/her discretion, expand the definition of immediate family. To be eligible for sick leave, an Administrator must report the illness or injury to his supervisor or his/her designated representative at least one (1) hour prior to such Administrator's scheduled reporting time on the first day of absence, (thirty [30] days prior to the expected birth date for pregnancy), and, if the absence continues in excess of three (3) days or other unusual circumstances exist, he/she shall furnish, upon request, evidence satisfactory to the Superintendent or his/her designee that he/she was prevented from working by the illness or injury.

4.2.1 Extended Paid Sick Leave. Each Administrator who has served for either of the Districts for at least one (1) full school year shall have an extended paid sick leave account which may be utilized if the Administrator is prevented from working because of personal illness or injury. In order to be eligible to use extended paid sick leave during a period of absence due to personal illness or injury, an Administrator must meet the following conditions:

- (a) all of the Administrator's accumulated sick leave must have been exhausted
- (b) the Administrator must furnish to **the superintendent** a physician's certificate attesting that the illness or injury disables the Administrator from working and is expected to continue for at least thirty (30) work days. Thereafter, the Administrator may be required to furnish further medical certification. The **superintendent** reserves the right to have its physician examine the Administrator.

4.2.2 The maximum number of days of extended paid sick leave in an Administrator's account shall be based upon the number of full school years such administrator has **accumulated while being employed by the Districts**, as follows:

<u>Number of full school years of service</u> <u>for the Districts</u>	<u>Maximum number of days of extended paid</u> <u>sick leave</u>
At least one (1) year but less than five (5) years	45 days
At least five (5) years but less than ten (10) years	90 days
At least ten (10) years but less than fifteen (15) years	120 days
At least fifteen (15) years but less than twenty (20) years	150 days
Twenty (20) years or more	180 days

4.2.3 An Administrator who has used days of extended paid sick leave and who, because of the completion of additional full school years of service for the Districts, qualifies for an increase in the maximum number of days of extended paid sick leave, shall have deducted from the new maximum the number of days of extended paid sick leave previously used and charged to his/her account.

4.2.4 Each time an Administrator uses days of extended paid sick leave such days shall be deducted from the applicable maximum, provided that, an Administrator who has used days of extended paid sick leave shall have the applicable maximum number of days of extended paid sick leave restored to his/her account after such Administrator completes a period of five (5) full school years of employment during which such Administrator did not use any days of extended paid sick leave.

4.2.5 Each Administrator hired from outside the system will be credited with thirty (30) sick leave days.

4.3 Bereavement Leave. An Administrator shall ordinarily be entitled to three (3) consecutive days of leave without loss of pay for time necessarily and actually lost by reason of a death in the immediate household or immediate family of such Administrator. Notification of the need for such leave shall be made to the appropriate superior or his designed representative. The members of the "immediate family" shall be the Administrator's spouse and the parents, children or siblings of the Administrator or his/ her spouse. Where individual circumstances require, the Superintendent may, in his/her discretion, expand the definition of immediate family. Additional days may be granted upon request with approval

of the Superintendent for reasons such as: travel, distance and time, legal matters, religious reasons, delayed funeral or other unforeseen circumstances.

4.4. Personal Leave. Administrators will be granted five (5) days personal leave. The leave is to be used for time actually lost for important personal reasons, if such activity cannot be carried out at any other time. It is the intent of the parties that such leave not be abused to obtain leave for such reasons as recreation or extension of holidays. Notification of the need for such leave shall be made to the appropriate superior as far as possible in advance of the date of such leave. The granting of such leave shall be within the discretion of the appropriate superior.

4.5 Religious Leave. An Administrator shall be granted leave without loss of pay up to two (2) days in any one fiscal year for time necessarily and actually lost for observance of a recognized major religious holiday of the religious faith to which such Administrator belongs when such holiday falls on a day on which Administrators are required to report. The following are examples of "recognized major religious holidays" which may fall on a day on which Administrators are required to report: Rosh Hashanah, Yom Kippur and Good Friday. Notification by an Administrator of his or her intention to take such leave shall be made to the appropriate superior as far as possible in advance of such holiday. Whether other days are "recognized major religious holidays" shall be determined by the Superintendent upon request of an Administrator.

4.6.1 Military Leave. If directed, a Military Leave for up to four (4) years without pay as required by state or federal law shall be granted for Military Service. Reinstatement shall be subject to state and federal laws.

4.6.2 Leaves of absence with pay for up to a maximum of ten (10) days per school year may be granted by the Superintendent (or his designee), which approval shall not be unreasonably withheld, to persons called into temporary active duty of any unit of the U.S. Reserves or the State National Guard, provided such obligations cannot be fulfilled on days when school is not in session. Administrators will be paid the differences between their regular pay and the pay which they receive from the State or Federal Government.

4.7 An Administrator may supplement a period of disability associated with the birth of a child by unpaid leave. Such unpaid leave may not extend the period of absence, following the date of the child's birth beyond twelve calendar weeks.

4.8 Other Leaves. Other leaves of absence may be granted without pay by the Superintendent.

4.9.1 Guidelines for Leaves of Absence. Upon the termination of leave an Administrator will be restored as soon as practical to the position which such Administrator left, or a substantially equivalent position, with such benefits to which the Administrator was entitled at the time such leave commenced, subject, however, to the requirements of the particular benefit plan or program involved. Failure to be available for assignment at the termination of leave shall constitute a resignation.

4.9.2 Each request for leave or extension or renewal of leave shall be applied for and responded to in writing.

4.9.3 In deciding whether or not to grant a request for a discretionary leave, the Superintendent will weigh the implications for the education of the students, the importance of the leave to the Administrator, the adverse effect, if any, upon the school system and other relevant considerations.

4.10 Administrators who have worked for the districts for at least one year and who have worked 1250 hours over the previous twelve months are eligible, under the Family Medical Leave Act (FMLA), for up to twelve weeks of unpaid, job protected leave for the following reasons:

- To care for the Administrator's child after birth, or placement of adoption or foster care;
 - To care for the Administrator's spouse, son or daughter, or parent, who has a serious health condition
 - For serious health condition that makes the Administrator unable to perform the Administrator's job.
- and with the following protection:
- For the duration of the FMLA leave, the employer must maintain the Administrator's health coverage under any "group health plan",
 - Upon return from FMLA leave, most Administrators must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms,
 - The use of FMLA leave cannot result in the loss of any employment benefit that accrues prior to the start of an Administrator's first FMLA leave.

ARTICLE 5
PERSONAL INJURY

5.1 An Administrator who, as the result of an accident or assault which occurs in the course of his/her employment, is injured and is required to be absent from his/her duties as an Administrator will be paid his/her full salary (less any sick leave, workmen's compensation or any other disability income benefits paid by the District to which he/she may be entitled) for the period of his/her absence. A claim under this section must be supported by satisfactory evidence if the Superintendent so requests. The Superintendent reserves the right to retain a physician at the district's expense who may determine the condition of the Administrator.

5.2 An Administrator who, in the course of his/her employment, sustains damage or destruction to personal property owned by him as the result of an accident or vandalism or the theft of such personal property shall be reimbursed for the fair market value thereof.

ARTICLE 6
PROTECTION

6.1 Administrators will immediately report all cases of assault suffered by them in connection with their employment to the Superintendent in writing.

6.2 This report will be forwarded to the Superintendent who will comply with any reasonable request from the Administrator for information in his/her possession relating to the incident or the persons involved, and will act in appropriate ways as liaison between the Administrator, the police and the courts.

6.3 Indemnification of Administrators for expenses in connection with criminal or civil proceedings shall be in accordance with the General Laws, as amended to date.

ARTICLE 7
PROFESSIONAL DEVELOPMENT AND
EDUCATIONAL IMPROVEMENT

7.1 The appropriate Administrator will be reimbursed for all fees and tuition for courses, including in-service courses which are taken with the advance approval of the Superintendent. **This approval will be subject to the limits of the budget for course**

reimbursement and the Superintendent will decide how to distribute available funds among all administrator course request. The course must be completed with a grade B- or better. Such reimbursement shall be received by the Administrator upon presentation of the bill from the Bursar for payment for the course. Should the Administrator not complete the course with a B- or better, then the fee for the course will be deducted from the Administrator's next pay check.

7.2 The amount necessary to pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by Administrators who attend workshops, seminars, conferences or other professional improvement sessions will be budgeted.

ARTICLE 8 MONEY COLLECTED

8.1 Although an Administrator may be required to collect and transmit money to be used for educational purposes, the Administrator shall not be held responsible for the loss of any such money collected where the Administrator is not at fault for such loss.

ARTICLE 9 PROFESSIONAL GROWTH

9.1 Each Administrator shall, upon request, be permitted to review the contents of his/her personnel file and to file a written answer to any material which the Administrator deems to be derogatory. No material which could be construed as derogatory to an Administrator's conduct, service, character or personality shall be placed in such Administrator's personnel file unless such Administrator has had an opportunity to review the material. The Administrator shall acknowledge having had the opportunity to review such material by affixing his or her signature and the date to the copy to be filed; however, such signature shall not indicate agreement with the contents thereof.

9.2 Each Administrator will be given a copy of any evaluation report prepared by his/her supervisor and shall be given an opportunity to discuss such report with the appropriate supervisor.

9.3 Any complaints regarding an Administrator made to any member of the administration by any parent, student or other person will be promptly called to the attention

of the Administrator. No written reprimand or more serious discipline shall be issued unless the Administrator has been informed of the identity of the individual who has complained, and has been given an opportunity to respond.

ARTICLE 10

INSURANCE AND ANNUITY PLAN

10.1 The district(s) will provide the cost of additional life insurance for each Administrator to cover 90% of his/her salary (rounded down to the nearest \$1,000).

10.2.1 Seventy-five percent (75%) of the cost of individual or family coverage, whichever applies in the particular case for Blue Cross and Blue Shield Master Health Plus or a substantially equivalent plan.

10.2.1.1 Administrators will be given the option of paying for their health insurance with pretax dollars if permissible by statute.

10.2.2 A retired Administrator shall be entitled to membership in all insurance programs at existing group rates, provided that the retired individual pays fifty percent (50%) of the cost to the district(s) on a monthly basis.

10.2.3 An Administrator's health insurance coverage will be continued during the period of an unpaid leave of absence granted pursuant to Article 4, provided the Administrator pays the total monthly cost of such coverage to the district.

10.2.4 If an Administrator and another member of the school staff belong to a single family unit and are eligible for coverage under Section 10.2.1 above under the same policy, each may, at his/her option, have his/her entitlement applied to the full cost of a single policy covering said family unit.

10.2.5 As in 10.2.4, each may, at his/her option, have his/her entitlement applied to the full cost of a single policy.

10.3 Administrators will be eligible to participate in a "tax sheltered" Annuity Plan established pursuant to the United States Public Law No. 87-370.

10.4 The district(s) will provide liability insurance for all Administrators under the provisions of the policy currently covering Central Office Administrators.

ARTICLE 11 REDUCTION IN FORCE

11.1 In the event it becomes necessary to eliminate an administrative position, the Administrator will be seriously considered for another appropriate position as described below. The Superintendent will take into consideration demonstrated ability, qualifications and the length of service.

11.2 The Administrator who is reduced in force because of the elimination of a position shall be considered for options in the following order:

11.2.1 A vacant administrative position provided that the Administrator is qualified for such a position;

11.2.2 Any newly created administrative position; and

11.2.3 A teaching position held by a teacher without professional status within the districts for which the Administrator is qualified. During the first year of teaching, the Administrator will be evaluated in accordance with the procedures described in the contract between the School Committees and Unit A of the Acton Education Association. The Administrator will be placed on the Unit A seniority list in accordance with his/her first day of employment in the Acton and/or Acton-Boxborough School Systems. His/her total number of years of educational experience will determine placement on the Unit A Salary Schedule including all appropriate longevity increments. The Administrator's teaching salary will be augmented by a payment of a portion of the difference between what he/she would have received in that year and in his/her actual Unit A salary. Amounts will be: forty percent (40%) of that differential in year one; twenty-five percent (25%) in year two, and zero percent (0%) each year thereafter.

11.3 Administrators who could be affected by a Reduction in Force must be notified in writing of the intent according to 11.3.1 and 11.3.2. Said notice shall include the specific reasons for this action. The options (11.2.1 - 11.2.3) will be discussed with the Administrator prior to public notice.

11.3.1 Administrators who have one year contracts will be notified by May 15 if their contract will not be renewed.

11.3.2 Administrators who have multi year contracts must be notified by June 30 that their contract will not be rolled over (i.e. extended).

11.4 The Administrator affected by the reduction will be provided the opportunity to meet and confer with the Superintendent to insure that all aspects of the change will be carefully considered.

ARTICLE 12 GRIEVANCE PROCEDURE

12.1 The purpose of the procedures set forth hereinafter is to produce prompt and equitable solutions to grievances. The Committees, the Superintendent and the Administrators desire that such procedure shall always be as informal and confidential as may be appropriate for the grievance involved.

12.2 A grievance shall mean a complaint by an Administrator generally concerning conditions of employment.

12.3 The aggrieved Administrator shall first discuss the grievance with his/her appropriate immediate supervisor to arrive at a settlement of the matter involved.

12.4 If the matter is not resolved to the satisfaction of the aggrieved Administrator, and that person's immediate supervisor is not the Superintendent, then the matter may be taken up with the Superintendent (or designee).

12.5 At the request of the Administrator, the Superintendent will respond to the grievance in writing within ten (10) working days.

12.6 The Administrator shall have the right to representation at any level of the process.

ARTICLE 13
STAFF CHILDREN TUITION

- 13.1 As a benefit for Administrators covered by the agreement, their children may attend schools in the Acton and/or Acton-Boxborough Regional School Systems at no charge provided application is made no later than the annual date of Kindergarten registration.
- 13.2 If the Acton Public Schools and the Acton-Boxborough Regional School District remain a choice community, and in the event any provision of the School Choice Law is in conflict with 13.1, a substitute provision which is in compliance with the requirements of the law or regulation will be put into place.

ARTICLE 14
LIST OF ADMINISTRATIVE POSITIONS

- 14.1 The following positions are covered by this Manual:
- Assistant Superintendent for Curriculum, Instruction, and Community Education
 - High School Principal
 - Junior High School Principal
 - Elementary School Principal
 - Director of Community Education
 - Director of Facilities and Transportation
 - Director of Finance
 - Director of Personnel and Administrative Services
 - Director of Pupil Services
 - High School Assistant Principal
 - Junior High School Assistant Principal
 - Elementary School Assistant Principal
 - Director of Athletics
 - Director of I.T. & Instructional Technology
 - Director of Performing Arts, K-12
 - Director of Visual Arts, K-12
 - Coordinator of Elementary Pupil Services
 - Coordinator of Secondary Pupil Services

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Spring Presentation to School Committee 2009-2010 School Year

Presented by



June 3, 2010

VII, 5. a.



2009-10 AB SpEd PAC Officers

- Co-Chairs: Nancy Sherburne & Bill Guthlein
- Treasurers: Sasha Stavsky & Caroline Jarvis
- Secretaries: Valerie Ryan & Lynne Zawada
- Past PAC Chair: Stephen Lowe

- School Committee Representatives: Mike Coppolino & Xuan Kong

- We want to thank Mike Coppolino & Xuan Kong for their invaluable support and guidance to the AB SpEd PAC.



Introduction

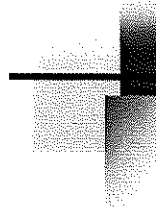
- On the following slides our original 2009-2010 goals are shown in black, with our progress towards those goals shown in green.
- As the year progressed, the PAC contributed to the community in other ways not originally envisioned in the summer of 2009. Those areas are noted following the original goals in a section titled Other Contributions.

Goal 1: Service to the Community

- Provide support to individual families
 - The PAC regularly supported families by phone, email and in person. In particular we helped clarify parental access to test “protocols.”
- Maintain online Parent to Parent support forum, information distribution list & PAC website:
www.abspedpac.org
 - Our site and distribution lists continued to provide information and support to families.
- Complete Special Education Parent Handbook
 - Deferred. New goal: complete by fall 2010.

Goal 1: Service to the Community

- Participate in the Bullying Policy Task Force
 - Nancy Sherburne represented the PAC on the Bullying Prevention Task Force and two subcommittees –
 1. Bullying Prevention/Curriculum and
 2. Bullying Intervention/Response
- Pursue multiple fundraising opportunities
 - Our fall bulb sale was a success and we explored a potential grant opportunity



Goal 1: Service to the Community

- Co-host Back-to-School Picnic, Bullying Panel, Parent Workshop
 - Pupil Services and the PAC held a family picnic on Sept. 30th at Danny's Place.
 - CAFY, NPFH, PS and the PAC co-hosted a bullying panel presentation on Oct. 20th.
 - Pupil Services and the PAC co-hosted the 4th Annual Parent Workshop featuring Rick Lavoie on Nov. 6th.

Goal 1: Service to the Community

- Present a variety of parent education speakers/ workshops
 - Oct. 14th, “An IEP for My Child”
 - Dec. 9th, “Basic Rights” (canceled due to snow)
 - March 9th, “Transition Workshop”
 - April 13th, “Sensory Integration”
 - May 5th, “Shut Up About Your Perfect Kid”
(brought to our attention and co-sponsored by Sue Horn and ABRSD – thank you, Sue)

Goal 2: Build on New SC Policy

- Continue quarterly meetings with Pupil Services and PAC Board to discuss district special education programs
 - We met this year on Nov. 17th and Apr. 29th
- Increase parent opportunities to participate in ongoing planning, development and evaluation of the district's special education programs
 - The Autism Parent Focus Groups increased parent participation and feedback on program design. This was a wonderful success. (See Addendum A for feedback)

Goal 3: Developing Stronger PAC – Pupil Services Relationship

- Co-host the 2nd Annual Special Education Family Picnic & 4th Annual Parent Workshop in fall 2009
 - Done.
- Continue regular monthly meetings between Liza Huber and PAC Chairs to facilitate communication and improve relationship between PAC & Pupil Services
 - We met in Aug., Nov., Dec., Jan., Apr. and May
- Fundraise as able to help bridge budget shortfalls
 - Successful fall bulb sale in October 2009.

Goal 4: Technology

- Apply current technology to more steps in the IEP Development Process (Use ESPED & laptops in IEP meetings)
 - To expedite IEP development
 - To minimize errors and misunderstandings
 - To reduce staff time spent on meetings and document revisions related to IEP development

Progress on this task force has been disappointingly slow. Look forward to seeing how Westford uses this technology on June 14th and refocusing the team's efforts on achievable results for the district.

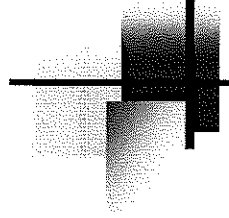
Goal 5: Equal Consideration of Independent Testing by Teams

- Identify mistakes parents and their specialists make, which lead to the devaluation of specialist's testing and recommendations
 - Alerted PAC members to common pitfalls. Pupil Services reports 80% of students found eligible for services based on IEE recommendations at ABRS and 50% at APS without additional testing. Pupil Services tracking additional IEE statistics this year.
- Conduct a mock Team evaluation of IEE testing with Pupil Services' Leadership Team during 1st quarter of the school year
 - Not done – unable to schedule.



Goal 6: Survey Follow-up

- Participate in and assist in the Autism program review pre-K through high school.
 - Collaborated with Pupil Services to conduct four parent forums in Dec. and Jan. Provided written summary of parent priorities from these meetings. Discussed actions at Apr. 29th Quarterly Meeting.
- Research what the national norms and standards are for a successful autism program.
 - Reviewed National Standards Project. No commonly accepted norms and standards found to date.



Goal 6: Survey Follow-up

- Promote and support special education changes consistent with successful autism programs.
 - In process. Pupil Services revised assistant schedules based on focus group feedback. More to do.
- Participate in the Bullying Policy Task Force
 - Ongoing.
- Resurvey special education community in 2010
 - Survey planning to begin over the summer.



Other Contributions

- Promoted SGP to measure student progress and published analysis of districts' recent MCAS performance.
- Proposed a set of cost savings suggestions to help address budget challenges.
- Raised awareness of stakes if fail NCLB for special education subgroup at Conant and R. J. Grey.
- Delivered comparative analysis of special education spending at Westford.
- Published SC candidate views to PAC members on issues of interest to the special education community.
- Contributed to the Conant Principal Search Committee.

June 3, 2010



Looking Forward

- Encourage use of SGP to see how successful programs are at delivering academic results.
- Support increased spending on professional development for teachers.
- Encourage development of quality in-district programming to reduce OOD costs.
- Help implement improvements identified in Autism parent focus groups in tangible way.
- Support increased use of technology in IEP development process.
- Share analysis of Spring 2010 MCAS (NCLB) results.



Addendum

A. Summary of Parent Priorities from Autism Focus Groups

B. New DESE Guidance for PACs

- Has financial implications for existing funds raised
- Tess is exploring options with Town Treasurer – will need to move forward with Finance Director
- PAC may consider creating Friends of the PAC as a separate fundraising entity going forward

Draft

ACTON PUBLIC SCHOOLS

ACTON-BOXBOROUGH REGIONAL
SCHOOLS

SALARIED EMPLOYEES' BENEFITS
MANUAL

July 2010

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Notice of Nondiscrimination

INTRODUCTION

SALARIED EMPLOYEES

Salaried Employees play a significant role in the success of our school system. This booklet constitutes guidance concerning salary and benefits for these positions.

The Superintendent or designee is responsible for overseeing all personnel administration within the school system and will establish and recommend policy and direction for salary scales, fringe benefits and all other matters related to proper administration of personnel matters.

Salaried employees are free to discuss any problems they feel appropriate with the Superintendent of Schools or the Director of Personnel but such problems should first be discussed with immediate supervisors.

The Acton Public Schools and Acton-Boxborough Regional Schools maintain their high level of service because of the excellent working relationships among all groups of employees.

ARTICLE 1

COVERAGE

1. **This Benefits Manual covers the general benefits for all Salaried Employees positions, as listed in Article 24.** Individual contracts can exceed the provisions of this document (see Appendix 1).

ARTICLE 2

WORK WEEK AND WORK YEAR

1. The appropriate supervisor will establish the work week, work day and weekly hours for each position as well as the hours of employment, subject to the approval of the Superintendent. On occasion there maybe a need to alter the normal work week and hours of the employee.
2. The normal work year for these positions will be 52 weeks unless otherwise noted at the time of hire.

ARTICLE 3

BENEFIT ELIGIBILITY

1. An employee must work a minimum of twenty (20) hours per week to be eligible for benefits.

ARTICLE 4
SALARIES

1. The employee's annual salary shall be determined by the Superintendent after a consultation between the Superintendent (or designee) and the supervisor.
2. Increases in salary will be determined by the Superintendent on a yearly basis. Supervisors may recommend increases in salary beyond any cost of living or general increase during the budget process.
3. As an acknowledgment of continuous creditable service in the school systems, the Superintendent may provide longevity payments of \$500 annually, but not cumulatively, at the conclusion of every five years of service up to a maximum of \$3500, annually. Actual payment of longevity amounts will begin in the sixth, eleventh, sixteen, twenty-first, twenty-sixth, thirty-first and thirty-sixth year.

ARTICLE 5
LEAVES OF ABSENCE

1. Each employee shall be entitled to twelve (12) days of paid sick leave for each year during the first three (3) years of employment. Beginning with the fourth year of employment fifteen (15) paid days will be granted. Accumulated and unused sick leave shall be carried over from year to year.
2. Sick leave shall be granted and taken only when an employee is prevented from working because of actual personal illness or injury (including pregnancy and pregnancy related illness) or because of a serious illness of or injury to a member of the employee's "immediate family" or other relative of the employee's household requiring the personal attention of the employee. "Immediate family" shall be defined as the employee's spouse and parents, children of the employee and or spouses. Where individual circumstances require, the Superintendent may, in his/her discretion, expand the definition of immediate family. To be eligible for sick leave, the employee must report the illness or injury to his supervisor or his/her designated representative at least one (1) hour prior to such employee's scheduled reporting time on the first day of absence, (thirty [30] days prior to the expected birth date for pregnancy), and, if the absence continues in excess of three (3) days or other unusual circumstances exist, he/she shall furnish, upon request, evidence satisfactory to the Superintendent or his/her designee that he/she was prevented from working by the illness or injury.

3. For each day of sick leave accumulated at the start of a single, continuous, prolonged illness, staff who have exhausted their sick leave credit, may receive two (2) additional days of sick leave, if necessary, up to a maximum of sixty-six (66) days on recommendation of the appropriate supervisor, with a written statement from the staff member's doctor describing the nature of the illness and the probable duration thereof, and with the approval of the Superintendent or designee.
4. Extended leave may be used only for the illness or injury to the specific staff person and only while in the employ of the Town or District.
5. No sick leave accumulations may be considered as a basis for payment upon termination of employment.

ARTICLE 6

BEREAVEMENT

1. An employee shall ordinarily be entitled to three (3) consecutive days of leave without loss of pay for time necessarily and actually lost by reason of a death in the immediate household or immediate family of such salaried employee. Notification of the need for such leave shall be made to the appropriate superior or his designed representative. The members of the "immediate family" shall include the death of a parent, spouse, child, sister, brother, grandmother, grandfather, grandson, granddaughter, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt or uncle. Where individual circumstances require, the Superintendent may, in his/her discretion, expand the definition of immediate family. Additional days may be granted upon request with approval of the Superintendent for reasons such as: travel, distance and time, legal matters, religious reasons, delayed funeral or other unforeseen circumstances.

ARTICLE 7

PERSONAL LEAVE

1. Salaried employees will be granted three (3) days personal leave for the execution of personal matters which cannot be conducted outside the normal work day.
2. The leave is to be used for time actually lost for important personal reasons, if such activity cannot be carried out at any other time. It is the intent of the parties that such leave not be abused to obtain leave for such reasons as recreation or extension of holidays. Notification of the need for such leave shall be made to the appropriate supervisor as far as possible in advance

of the date of such leave. The granting of such leave shall be within the discretion of the appropriate superior.

ARTICLE 8 RELIGIOUS LEAVE

1. An employee shall be granted leave without loss of pay up to two (2) days in any one fiscal year for time necessarily and actually lost for observance of a recognized major religious holiday of the religious faith to which such administrator belongs when such holiday falls on a day on which administrators are required to report. The following are examples of "recognized major religious holidays" which may fall on a day on which administrators are required to report: Rosh Hashanah, Yom Kippur and Good Friday. Notification by an administrator of his or her intention to take such leave shall be made to the appropriate superior as far as possible in advance of such holiday. Whether other days are "recognized major religious holidays" shall be determined by the Superintendent upon request of the employee.

ARTICLE 9 FMLA

1. Employees who have worked for the districts for a least one year and who have worked 1250 hours over the previous twelve months are eligible, under the Family Medical Leave Act (FMLA), for up to twelve weeks of unpaid, job protected leave for the following reasons:
 - To care for the employees child after birth, or placement of adoption or foster care;
 - To care for the employees spouse, son or daughter, or parent, who has a serious health condition.
 - For serious health condition that makes the employee unable to perform the employees job and with the following protection:
 - For the duration of the FMLA leave, the employer must maintain the employees health coverage under any "group health plan",
 - Upon return from FMLA leave, most employee must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms,
 - The use of FMLA leave cannot result in the loss of any employment benefit that accrues prior to the start of an employee's first FMLA leave.

ARTICLE 10
OTHER LEAVES

1. Other Leaves of absence may be granted without pay by the Superintendent.

ARTICLE 11
HOLIDAYS

1. The following are recognized as work holidays:

- | | |
|---------------------------|----------------------------|
| 1. New Year's Day | 7. Labor Day |
| 2. Martin Luther King Day | 8. Columbus Day |
| 3. Washington's Birthday | 9. Veteran's Day |
| 4. Patriot's Day | 10. Thanksgiving Day |
| 5. Memorial Day | 11. Day after Thanksgiving |
| 6. Independence Day | 12. Christmas Day |

ARTICLE 12
VACATION

1. Salaried employees will receive paid vacation days according to the schedule below. Vacation time must be approved by the supervisor and Central Office. If a holiday falls during a vacation week, it will be counted as a holiday not as a vacation day. The following schedule shall apply:
 - Years 1 through 10 – 15 vacation days
 - Years 11 and beyond – 20 vacation days
2. A maximum of one year's allotment of vacation days may be carried over from one year to the next.

ARTICLE 13
INSURANCE AND ANNUITY PLAN

1. GROUP LIFE INSURANCE

Benefits eligible employees may become members of the Group Life Insurance Plan, of which the Town and/or District will pay 50% of the premium and the employee 50%. This insurance shall be placed into effect as of the first day of the month following the month of hire. At this time, the amount of coverage is \$15,000. Employees who do not join the group at the inception of their employment may be required by the life insurance company to have a physical examination in order to enroll at a later date.

2. HEALTH INSURANCE

Benefits eligible employees may become members of the existing Blue Cross/Blue Shield Group, HMO Blue or Harvard Pilgrim Health Plan, at this time the Town and or the District pays 85% and the employee pays 15%. These percentages may change. Coverage includes both individual and family plans. This insurance shall be placed into effect as of the first day of employment.

3. TAX DEFERRED ANNUITY

Benefit eligible employees may authorize the Director of Finance to reduce their regular biweekly salary and remit a sum to a qualified annuity company.

ARTICLE 14 STAFF CHILDREN

- 1) The children of salaried employees may attend schools in the Acton and/or Acton-Boxborough Regional School Systems at no charge provided application is made no later than the annual date of Kindergarten registration.
- 2) If the Acton Public Schools and the Acton-Boxborough Regional School District remain a choice community, and in the event any provision of the School Choice Law is in conflict with 13.1, a substitute provision which is in compliance with the requirements of the law or regulation will be put into place.

ARTICLE 15 PROFESSIONAL TIME

1. Salaried employees will be eligible for professional days upon recommendation of their supervisor.
2. Upon recommendation of the supervisor and approval by Central Office, normal expenses may be reimbursed for professional activities.

ARTICLE 16 JURY DUTY

1. An employee who is called for and serves jury duty on days falling within the usual work period, shall be paid for those days at the regular compensation rate less jury duty pay received, exclusive of any travel allowance, upon proof of juror's service and the amount of jury duty pay received.

2. Chapter 415 of the Acts of 1977 requires the Town of Acton and the Acton-Boxborough Regional School District to pay full compensation to employees who reside in Middlesex County at the regular rate for the first three days on a trial jury.
3. Thereafter, Middlesex County pays a daily rate. The Acton-Boxborough Regional School District and the Town of Acton will continue to pay the employee during the jury trial.

ARTICLE 17
RETIREMENT BENEFITS

1. All salaried employees who work at least twenty (20) hours per week are required to join the retirement program.
2. An automatic deduction will be made on the first payroll check and the employee must file an application as a condition of employment.
3. Salaried employees who have worked at least 20 hours per week and a minimum of ten years in the system are eligible to continue in the District's health insurance program as a retiree, the cost of which will be shared on a 50/50 basis.

ARTICLE 18
MILEAGE

1. Salaried employees will be reimbursed at the IRS rate per mile for the use of a private vehicle for the purpose of travel between work locations.

ARTICLE 19
Miscellaneous

1. In the event of school cancellation due to inclement weather or other reason, employees covered by this manual are expect to report to work.

ARTICLE 20
Grievance

1. The aggrieved employee shall first discuss the grievance with his/her appropriate immediate supervisor to arrive at a settlement of the matter involved.
2. If the matter is not resolved to the satisfaction of the aggrieved employee and that person's immediate supervisor is not the Superintendent then the matter may be taken up with the Superintendent (or designee).

3. At the request of the employee, the Superintendent or designee will respond to the grievance in writing within ten (10) working days. This decision is final and binding.

ARTICLE 21

PERIOD OF CONTRACT AND NOTICE

1. If the contract is to be terminated by either party, notification must be given 30 days prior to contract termination day.
2. The normal period of the contract shall coincide with the fiscal year (July 1 – June 30) or portion thereof.

ARTICLE 22

EVALUATION

1. Evaluation of work performance is critical both to insure feedback to the employee in order to promote personal and professional growth and to maintain efficient and effective operation of the organization. All monitoring of work performance will be conducted in a fair and open manner. Supervisors will share the standards and criteria that they will utilize in the evaluation process. The supervisor will prepare written documentation of areas of commendation, needed improvements and performance concerns with the employee as needed during the process. The employee will have the right to provide the supervisor with additional information regarding performance. A formal, final evaluation report will be prepared by the supervisor which will be signed by the supervisor and employee and placed in the employee's personnel file at least once every two years. The employee may respond to the evaluation report and such response will be attached to the report and placed in the personnel file.

ARTICLE 23

PERSONAL INJURY/PROPERTY DAMAGE

1. An employee who, as the result of an accident or assault which occurs in the course of his/her employment, is injured and is required to be absent from his/her duties as an administrator will be paid his/her full salary (less any sick leave, workmen's compensation or any other disability income benefits paid by the District to which he/she may be entitled) for the period of his/her absence. A claim under this ARTICLE must be supported by satisfactory evidence if the Committee so requests. The Committees reserve the right to retain a physician at their own expense who may determine the condition of the administrator.

2. An employee who, in the course of employment and through no fault of his or her own, sustains damage or destruction to personal property owned by the employee due to vandalism or theft of such property or as the result of an accident to property necessarily on school property due to the employee's duties, shall be reimbursed 75% of the difference between the fair market value and any insurance settlement.
3. This ARTICLE shall not apply to personal means of transportation (car, truck, motorcycle, etc.) except on such days when the employee was able to claim mileage reimbursement provided the vehicle is parked in a legal parking place or in a place appropriate to work being done by the employee.

ARTICLE 24
POSITION LIST

The following positions are cover by this manual:

Administrative Assistant to Superintendent of Schools and Secretary to
the School Committees
Assistant to the Principal
Asst Program Administrator of Community Education
AV & Theater Technician
Coordinator of Business/Assistant Treasurer
Coordinator of Community Education
Coordinator of Food Services
Network Manager
Desktop Support Technician
Early Childhood Coordinator
HS Office Manager
Information Management Specialist
Information Specialist
Out of District Coordinator
Payroll Supervisor
Personnel Assistant
Personnel Manager
Program Administrator of Community Education
Pupil Services Office Manager
Systems Operator/ Administrator
Special Projects Foreman
Student/Faculty Support Coordinator
Studio Manager
Transportation Coordinator

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Autism Focus Group Parent Priorities – Mar. 5. 2010

Multiple Autism Parent Focus Groups were conducted as a result of parent feedback from the 2008 AB SpEd PAC Parent/Guardian Survey, which indicated parents of Autism Spectrum students were significantly less satisfied with the special education programs and services provided by the district than parents of children with Specific Learning Disabilities. The Parent Focus Groups were a positive learning experience for parents and staff and a constructive collaboration between Pupil Services and the AB SpEd PAC.

This document is a summary of the top parent priorities (by category) that were shared during the multiple Autism Parent Focus Groups that Pupil Services conducted during January and February of 2010. A total of four Autism Parent Focus Groups were held – 1) for parents of children in Preschool to Grade 3, 2) for parents of children in Grades 4-6, 3) parents of children in Grades 7-12, and 4) parents of Out-of-District (OOD) students. Interestingly parent priorities were remarkably consistent across all grades.

Professional Development

1. **Lead classroom teachers (regular education) need special education background and/or special education training to support Spectrum kids** – Parents recommend that the district look for dual certified staff when hiring teachers and placing students with complex needs in classrooms. All school staff interacting with children (principals, teachers, therapists, classroom assistants, librarians, recess and lunch monitors, and bus drivers need regular, ongoing special education training around children with complex learning needs like Aspergers.
2. **Special education assistants and ABA trainers need more training to develop a uniform, specialized skill set.** Currently these staff members do not necessarily share a common special education skill set. Since these staff members act as the primary educators for many Spectrum students it would be beneficial for them to have a teaching certificate or previous teaching experience plus intensive, targeted special education training regarding the population of students they are supporting. There seems to be a particular need for special education assistants to receive social/pragmatic language training so they can support students peer interactions throughout the day. In addition, parents feel it would be beneficial for staff to accompany children to individual therapy sessions so they're aware of the particular skills children need to generalize. If properly trained, assistants are poised to facilitate social interactions and teach skills to students in the moment throughout the school day.
3. **It is essential that regular education and special education teachers work closely together to support students with complex learning needs.** Not all teachers embrace having special needs students in their classroom. Because it is a reality of today's mainstream teaching environment, all regular education teaching staff need ongoing mandatory professional development/special education training. In addition, close collaboration between regular and special education staff is required to support students and help them generalize skills across environments.
4. **All schools need staff trained to teach a variety of research-based reading programs like Wilson, Orton-Gillingham, Lindamood-Bell, etc.** While the district has a lot of different reading and math programs available, each school does not have access to trained staff in each of these research-based programs.

Communication

1. **There needs to be more time set aside for communication and skill sharing between therapists, teachers (regular and special education) and parents.** Communication between staff members and between school and home (home logs and clinics) is essential because so many therapies overlap and children need continuity of instruction across environments. These students need a cohesive “Spectrum Team” that includes all therapists and teachers working closely together. Responsibility for SpEd students and all student decisions need to be made jointly by regular and special education staff not in one world or the other.
2. **Parents would like a written description of the Spectrum programs and services available at each school and how programs differ between schools;** the resources available to families (such as the AB SpEd PAC and ABPCC support group); a list of steps in the transition process for moving into or out of the district as well as between OOD schools; instructions for 3-Year Re-Evaluation testing and high school transition planning for in district and OOD students.

Transitions

The success of student transitions between grades and schools continues to be a priority concern for Spectrum families. Sometimes they are handled well and other times not as well. Successful transitions require support for both parents and students.

1. **Parents believe a good teacher and assistant match is critical to the success of students on the Spectrum** as is carefully placing them in a class **with a peer group that gets/appreciates them** so they have a chance of achieving social success and acceptance/connection.
2. **Parents would like to meet with their child's new teacher and staff prior to the start of each academic year** to get to know the new team working with their child and share parent concerns and insights regarding their child. If not prior to starting school, then very early in the fall.
3. **A parent priority is having all transitions mirror the successful transition processes in place for Pre-K to K and 6th to 7th grade students.** Significant concerns were voiced regarding the transitions of Spectrum students from EI to Pre-K, junior high school to high school, high school to post-graduate endeavors, as well as transitions into and out of district schools from OOD placements.

From the parent perspective a successful transition program includes:

- Provision of written descriptions of the Spectrum programs and services available at each school in the district and how programs differ between schools (such as Conant and Gates) as well as what district resources are available to families (such as the AB SpEd PAC and ABPCC support group).
- IEP Team discussion and determination of appropriate student placement (including parents) when more than one appropriate placement exists.
- The opportunity for parents to visit the new school to meet staff and observe proposed programs prior to student placement.
- The opportunity for the child to visit the new school to meet staff and familiarize themselves with the building and classrooms prior to transition.
- Additional transition planning time when siblings are involved.

- A written description or list of steps in the transition process for moving into or out of the district as well as between OOD schools.
- Social stories for younger students regarding the impending transition.

Program Design

1. **Students need a continuum of services available K–6 in elementary school** so that the most socially vulnerable students aren't forced to transition to a different school mid-elementary experience.
2. **Students placed out-of-district should have access to in-district guidance resources** and the district should coordinate the provision of services to ensure important services aren't overlooked by multiple service providers.
3. **Parents don't want their children pulled out of academic classes for therapy.** *They shouldn't have to choose between academics or S/L and OT. These children need both services – not pullout therapy in place of general education instruction.*
Some pullouts could be accommodated during music or gym for students who find these classes to be over stimulating/sensory overload. Some pullout therapies could be provided before and/or after school if therapists work schedules were staggered to begin earlier or later than the regular school day. And some therapy (like pragmatic social skills) could be provided in natural settings like recess and/or lunch (as a complement to, not in place of, necessary pull-out therapy). This would provide an opportunity to generalize skills outside of the classroom. Spectrum students need assistance with social entrée and facilitation throughout the day to help them blend into and connect with other kids.
4. **Families need supported community based social and athletic opportunities for their children.** And Spectrum students need greater access to after school clubs/activities and extra-curricular programming – they don't have the same access that typical students do. Unfortunately, the teachers offering Community Education programs don't have the training necessary to support students on the Spectrum. Families (parents and students) of OOD students need ways to connect with their home community.
5. **Parents would like the extended year/summer programming to be an integrated learning environment,** not a segregated one so that students can learn and practice social skills with typically developing peers. Parents shouldn't have to choose between social regression or academic regression for their child over the summer months; however, that is the current reality.
6. **Spectrum students need to be taught study and organizational skills using a sequential study skills curriculum** beginning in the late elementary years up through JH and HS. These students need explicit instruction in how to use a planner, how to take notes, study for tests, etc.
7. **Spectrum students need to be taught how to type.** Many of these students have fine motor and motor planning issues that make manual writing laborious and inefficient. These students will need to learn how to type to be able to write independently.
8. **Establish a mentoring/buddy program using high school students** (for credit) or college interns that supports students' social pragmatic needs and facilitates Spectrum students' social entrée into peer groups.



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

GUIDANCE FOR SPECIAL EDUCATION PARENT ADVISORY COUNCILS

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This PAC guidance discusses a full range of topics relating to PACs – from examining their central purpose to identifying the characteristics and practices that help make PACs most successful. One key principal we hope that readers receive from this guidance is that *in order for PACs to be most effective in improving special education in the district, there must be true collaboration between the PAC and the school district leadership.*

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INTRODUCTION

This guidance document is designed to help Special Education Parent Advisory Councils (PACs) in Massachusetts to carry out their mission and duties– as defined in state laws and regulations. In particular, the aim of this guidance document is to ensure that every PAC operating in the state fully understands the capacity and potential that PACs have to collaborate with the school community to influence special education programs and policies in their school districts in real and valuable ways.

For over two decades, parents of children with disabilities in Massachusetts have made significant contributions to improving the education of their children through PACs. Since 1986, Massachusetts state law has required all public school districts to maintain a Parent Advisory Council open to all parents of students identified as eligible for special education, as well as other interested parties. We provide this guidance to PACs so that each and every PAC will have access to and knowledge of what the law allows them to do.

What Does This New Guidance Document Provide?

- a clear, concise description of the basic requirements that apply to PACs;
- the key components to address in meeting those requirements; and
- some options for practices, activities and resources that might assist a PAC in making positive contributions to special education in their community.



I. REQUIREMENTS FOR PACs IN MASSACHUSETTS LAW

A. Requirements in State Statute and Regulation

Special education parent advisory councils (PACs) have tremendous potential to have a positive impact on special education programs in a school district. PACs can provide invaluable activities for parents, and add an important voice to a school district's dialogue and decision-making.

First, for background, it is helpful to understand the recent history of laws relating to special education. There have been many changes since the early days of Chapter 766¹, the state's 1972 special education legislation, and it is worthwhile to review changes in state and federal law to gain context and perspective.

Second, it is important to understand the context in which laws and regulations work together. In Massachusetts, for instance, the State Legislature enacts state laws or statutes, and then state agencies are charged with developing regulations that assist everyone in implementing the law. In this case, the Legislature passed the law, and then the Massachusetts Board of Elementary and Secondary Education promulgated accompanying regulations.

The State Statute

The Massachusetts special education law, Chapter 71B² of the Massachusetts

¹ Chapter 766 – 1972 Massachusetts law (also known as 71B) guaranteeing all children a free, appropriate public education in the least restrictive environment.

² Chapter 71B – Massachusetts special education law, also known as Chapter 766, <http://www.mass.gov/legis/laws/mgl/gl-71b-toc.htm>

General Laws, requires a school district to establish a PAC, and assigns both an advisory and a participatory function to the PAC.

The following is the excerpt from Section 3 of Chapter 71B that pertains to PACs:

".... The school committee of any city, town, or school district shall establish a parent advisory council on special education. Membership shall be offered to all parents of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. ..."

The State Regulation

There is an accompanying state regulation that reiterates the language of the statute. (See 603 CMR 28.07(4).)

Additionally, 603 CMR 28.03(1)(a)(4) provides further guidance to PACs on their role with districts in providing

parent/guardian and student rights training, as follows:

The district shall conduct, in cooperation with the parent advisory council, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.

This guidance document is designed to help place these requirements in the context of many and varied school districts.

Taken together, the statute and regulation essentially require the following:

- The district must take whatever steps are necessary to ensure there is a district-wide special education parent advisory council (PAC) in operation.
- The PAC shall offer membership to all parents of students found eligible for special education in the district, as well as other interested parties.
- The PAC is authorized to provide advice to the district regarding its special education programs and policies. The advice may include recommendations - verbally and/or in writing - to those parties in the district responsible for overseeing special education, including the special education director, the superintendent, and the school committee.
- The PAC is additionally authorized to meet at regular intervals with designated school officials and to engage in other activities which enable the PAC to participate in the planning, development, and evaluation of the district's special education programs.
- The PAC has authority to create by-laws, or rules, to help govern its duties, including rules for election of officers. By-laws may designate

operational procedures or specific policies and steps to follow in organizing activities for the PAC.

- School districts are charged with assisting the PAC in maintaining its operation and activities. School district assistance must be provided without charge, but is subject to the availability of staff and resources. The law envisions that there will be a good faith effort by the school district to provide assistance to the PAC. A PAC may engage in fundraising activities, but is not required to do so. If a PAC does engage in fundraising activities, it may include two categories of funds:

- Public Funds (*see next page*)
- Private Funds (*see below*)

PRIVATE FUNDS: Some or all members of a PAC may form a separate, private organization (for example, "Friends of the PAC") or work within the framework of an existing private organization to raise funds to support the PAC's role as an advisory body to the school committee. However, funds raised by this entity must be raised in the name of the private organization and not in the PAC's name. In addition, the responsibility for the privately-raised funds rests with the private organization's officers, who are subject to state and federal laws governing fundraising by private individuals and groups. A school committee has no oversight role with regard to privately-raised funds to support education-related activities, and there are no other restrictions on their use besides the state and federal fundraising laws.



PUBLIC FUNDS: Because a PAC is a public body established by a school committee, any funds raised or contributions received by a PAC are subject to the laws governing grants or gifts to the school committee. (M.G.L. chapter 44, section 53A and chapter 71, section 37A). This means funds raised by the PAC must be deposited with the municipal treasurer, held as a separate account, and become part of the district's End-of-Year Pupil and Financial Report.

In cooperation with the PAC, a district is required to hold at least one workshop annually within the district on the rights of parents/guardians and students in special education. Every district has received training information that must be included. However, some districts engage speakers or have created their own training incorporating the required information on the rights of parents/guardians in the special education process. Districts may include other topics for training, but must provide at least this training each year.

B. Additional Requirements

There are other Massachusetts laws and regulations, which, though they do not refer directly to PACs, directly impact PACs—just as they impact many governmental entities.

The requirements of the state's Open Meeting Law¹, for example, apply to PAC meetings since the PAC is considered an advisory council to the school committee, a governmental body. The Massachusetts Department of Elementary and Secondary Education (ESE) and the Massachusetts Attorney General's Office have both concluded that PACs are subject to the Open Meeting Law.

Because PACs must comply with the Open Meeting Law, they are required to post a notice about an upcoming meeting and allow interested members of the public to attend, as well as maintain minutes of their meetings to comply with the Public Records Law. Additionally, the PAC may establish guidelines for attendance of non-PAC members, e.g., designating specific time for their participation or involvement in the meeting.

Other legal requirements or ramifications of laws, regulations, or rules that pertain to PACs include:

The State Ethics Commission has determined that PAC members—as voluntary advisors to the school district—are not deemed employees of municipalities, as defined in the state's conflict of interest law.

A school district is required to demonstrate that it has established a PAC upon request of ESE. In addition, a referral to ESE's Problem Resolution System² may be in order if a district has not established a PAC. Further, when ESE's Program Quality Assurance (PQA)³ unit conducts a Coordinated Program Review (CPR)⁴ to monitor and review a school district's compliance with special education regulations, it checks to confirm that a PAC is, in fact, operating. If no PAC is established, ESE will require the district to establish a PAC and may require additional corrective action, if necessary.

Since the PAC is a responsibility of the district, the district has authority to designate the PAC it supports and is not required to support other parent groups. A district may not disband the established PAC.

As for approved public or private day and residential special education programs, which include separately sited programs run by educational collaboratives, 603 CMR 18.05(4) addresses parent involve-

ment, under "Required Policies and Procedures". In these settings, schools have a written plan for involving parents, and have a Parents' Advisory Group. The Parents' Advisory Group is not exactly the same as a PAC and is authorized to advise the school on matters that pertain to the education, health, and safety of the students in the program.

Parents of students in out-of-district placements or collaboratives may join the PAC of the district of residence and a Parents' Advisory Group at their child's out-of-district placement, if desired.

¹ Open Meeting Law – Massachusetts law which requires that meetings of all governmental bodies be announced 48 hours in advance, recorded by means of minutes, and open to the public, http://www.mass.gov/?pageID=cagoterminal&L=2&L0=Home&L1=Government&sid=Cago&b=terminalcontent&f=government_open_meeting_law&csid=Cago

² Problem Resolution System – The Massachusetts Problem Resolution System monitors local compliance with education requirements, <http://www.doe.mass.edu/pqa/prs>

³ Program Quality Assurance Services (PQA) – PQA manages the Problem Resolution System on behalf of the Massachusetts Department of Elementary and Secondary Education, <http://www.doe.mass.edu/pqa/>

⁴ Coordinated Program Review (CPR) – The Department oversees local compliance with education requirements through the Coordinated Program Review (CPR). Each school district and charter school in Massachusetts is scheduled to receive a CPR every six years and a mid-cycle special education follow-up visit three years after the CPR, <http://www.doe.mass.edu/pqa/review/cpr/>

II. KEY COMPONENTS FOR OPERATING AN EFFECTIVE PAC

A. Effective Collaboration with the School Community

Identifying Parties with Common Interests

PACs are an integral part of the broader school community. Informing members of the school community about the purpose, value, and function of PACs is critical to gaining support for PAC activities and for initiating and sustaining collaborative efforts.

Working collaboratively, PACs and school districts can create a more responsive school environment. If the PAC decides to engage in collaborative efforts, it is helpful to remember that successful collaborative efforts grow out of shared goals and are maintained by strong communication and positive outcomes.

B. Collaboration with Key Parties in the School District

A PAC is charged with "advising" the school committee on special education. From a practical standpoint, the special education administrator is pivotal in developing effective communication with the PAC. However, other leaders in the district may also be good collaboration partners.

Interacting with the Special Education Administrator

A good relationship between a PAC and a special education administrator will benefit both parties. By staying in touch about each others' concerns and questions, a special education administrator and a PAC can benefit mutually by finding out what's happening earlier rather than later, allowing each other to take action proactively,

when possible. A PAC may want to consider sponsoring a "Meet the Special Education Administrator" event in the fall, with one or more follow-up opportunities through-out the school year.

Interacting with the Superintendent and the School Committee

It is in the PAC's interest to understand how the district is organized and the relationship of the special education program with the overall educational program of the district. Communicating periodically with the superintendent as well as the special education administrator, therefore, can be helpful. These individuals can also help in determining how to communicate concerns or actions to the school committee. ESE recommends that PACs develop procedures that result in at least annual written status reports to the Superintendent to share with the school committee.

Interacting with school councils, PTOs, and the community at large

A PAC will become better known and develop more influence if it is "plugged into" the organizations and "infrastructure" of the school district. That means not only communicating with school officials, but also with other organizations- including the various school councils in a district and other parent-teacher organizations. If a PAC wishes to play a role within another school council or any parent-teacher organization affiliated with a particular school, often the PAC chairperson or members must take the initiative and express interest in participation. Once that happens, the chances for the PAC's representation on school-wide matters are likely to increase.

The same principle applies to a PAC's interactions with parent-teacher organizations, other school groups, and the community at large. The more ties that a PAC can establish with the community, the more it will be able to make connections on behalf of improving the district's special education options.

A PAC often can benefit from assuming the role of "liaison" between special education students and other segments of the school community. Often, a PAC can help educate other parents and the community at large about what special education is—and is not—in addition to helping educate people about disabilities.

C. Recommended Steps Toward Organizing an Effective PAC

1) Draft a Mission Statement, preferably with as much participation of PAC members as possible. With the general framework of the PAC's work defined by regulation, the content of the Mission Statement should encompass what members believe is most important to them—in their advisory and participatory functions—for special education in their district.

2) Establish by-laws that define important policies and procedures of the PAC, such as:

- the methods of selection of officers;
- the duties and terms of the officers;
- how meetings will be conducted (by *Robert's Rules of Order*, for example);
- budgetary and financial rules and responsibilities;
- rules for raising PAC funds to use for PAC activities;
- how often the PAC will meet; and,
- where the PAC will meet.

3) Set and post agenda of PAC meetings regularly. Establish a calendar of PAC meetings and activities for the upcoming year that includes dates, times, and locations. The PAC can then share the calendar with any potential PAC members, the special education administrator, and all interested parties in the district. If possible, the PAC meetings can be held on a regular day, such as "the first Tuesday of the month," to make it easier to attract attendees. Also, the PAC should get its scheduled events included on the school district's main calendar so others in the school system can see them.

4) Develop an annual budget for the PAC. First, before the start of a new school year, PAC leaders should determine what funding, if any, the school district can and will provide for the year. Second, the PAC should decide what, if any, funds it may want to raise on its own for any purposes. Third, the PAC should set and plan its budget for the year based on funds that will be available to it during the year.

5) Develop a system of practices for communicating about the PAC to parents of students with disabilities and for interacting with other important constituencies. The PAC's means of communication are an important aspect to a PAC's success. Hence, the PAC's leaders should consider at the start of a year how communications to various audiences will be handled, including, for example, finding out if it is possible to have postings about the PAC on the school district's website. Also, the PAC should consider how it will interact with other school groups and community groups, and how such communications and interactions may assist in furthering the mission of the PAC.

III. PAC ACTIVITIES: TAPPING THE STRENGTH OF THE PARENT-SCHOOL COLLABORATION

A. Encouraging Parent Turnout

In many districts, it is an ongoing challenge to attract a sizeable group of parents to participate in the PAC. Often, a handful of parents comprise the core of the PAC, and PAC leaders spend a good share of their time trying to inform parents and get them involved in the council in any way. The reality is that not only do PACs offer information, support, activities, and resources to new parent members who join, but also, the more parents who become members, the more potential the PAC has to have greater impact in the district. However, even if a PAC serves a very small number of members, its mere existence—and the opportunities it offers to those parents who choose to participate—is important.

Because students' IEPs are confidential and a PAC chairperson cannot simply obtain a list of these students' names due to confidentiality, sometimes it helps to work out arrangements with the special education administrator to reach families. For example, in some districts, PACs are able to request that the special education administrator mail out materials produced by the PAC—such as newsletters, or training announcements—to all families of students with disabilities. In other districts, PAC information is distributed to families at IEP meetings. By taking this approach, the PAC can ensure that it has informed every family of a child with a disability, while also protecting the confidentiality of all students.

Possible Practices to Encourage Turnout of Parents

- Provide new parents, whenever appropriate, with a "Welcome Packet" that includes introductory information, including a list of good resources.
- Partner with the district pre-school coordinator to organize a "coffee" for all parents of pre-school children in the district, to provide them with information about the PAC and with introductory information about special education in general.
- Establish subcommittees of the PAC, when appropriate, to encourage parents to address specific concerns they've identified as priorities. This not only could increase efficiency, but could also help individual parents to focus on areas of greatest interest to them.
- Produce a "Parent Information Brochure" in collaboration with the district that includes contact information and resources relating to special education that are useful to parents. Consider including information on recreation, advocacy, and camps for students with disabilities.



B. Making the PAC Visible: Outreach

A PAC can engage in outreach by using various methods. Taking advantage of internal communications or publications within a district is one avenue. Using publicity outside the district is another avenue. A PAC can use the local newspaper or cable channel to run announcements of its meetings or to report on its activities. It can request that its meetings be mentioned in school emails and newsletters, on a school district's website, or via a district's telephone announcement system. It can collaborate with PTOs and other community and school organizations to sponsor high-interest events that guarantee a large turnout. It can request to distribute information on Back-to-School Night, and can participate in community events such as Town Day. Many PACs have established websites.

Frequent, positive, and well-presented information about the PAC and its accomplishments is helpful in keeping the PAC visible, thus reaching new parents.

Some PACs have found that a brochure can be an effective means of explaining the PAC's purpose, spreading the word about the group, and recruiting new members. Brochures typically include a definition of the PAC, a list of its goals and mission statement, membership information, accomplishments, and contact names and numbers.

C. Participating in the Planning, Development, and Evaluation of Special Education Programs by Addressing the Substantive Priorities of Parents

Needs Assessments

A PAC chairperson must encourage the PAC to learn what the primary concerns

are among parents of students with disabilities in their community. Many PACs conduct some kind of "needs assessment" to identify the greatest areas of need.

Conducting formal and informal needs assessments, such as online or paper surveys or parent focus groups, serves several purposes. First, the PAC may ask questions regarding knowledge of the PAC's existence and reasons for joining the PAC. The answers to such questions will help PACs to refine recruiting strategies. For example, if parents are not involved because meetings are held during the day, A PAC may consider having occasional evening meetings to reach more parents.

Second, by looking at the results of a needs assessment, the PAC can then better determine which priorities its members believe are the best to focus on during a particular school year.

Third, information gathered from the needs assessment can be used to fulfill the PAC's regulatory responsibility to "participate in the planning, development, and evaluation of the school district's special education programs." Needs assessment data from the PAC can help the district provide valuable, detailed information to the state as part of both the Coordinated Program Review (CPR) process and the State Performance Plan (SPP)³. Information on the issues, concerns, and needs of the parents, staff, and administrators involved with special education can help the PAC and district work together for the benefit of students and families. For example, the PAC could

³ SPP – Massachusetts State Performance Plan. Using 20 Indicators to measure progress, the federal Office of Special Education Programs requires that each state produce annual performance plans and program performance reports on special education. The Massachusetts SPP includes baseline data, targets, and improvement activities for each indicator, www.doe.mass.edu/sped/spp.

partner with the district to engage professional development speakers in key areas of need.

In any circumstance, it can be helpful to attempt to integrate the PAC's concerns with the school councils' and the priorities and concerns of the school district as a whole. The PAC will benefit from having established itself as a familiar player with a knowledgeable perspective, more than presenting itself as a tiny, unknown entity from an isolated corner of the school system.

Creating Spin-off Groups, such as a Parent Support Group

Often times, some of the parents who are interested in attending a PAC meeting have a desire to share concerns and feelings with other parents about their experiences and hard work in trying to get the best possible special education program in place for their son or daughter. Sometimes, one or more parents might want to find time to discuss their personal situations. While parents will undoubtedly refer to their own experiences at the PAC meeting, one option for giving them an avenue to voice and share concerns is to establish a group that meets separately from the PAC— a "Parent Support Group". That way, parents interested in this can have their needs met, while at the same time, the PAC meeting can remain sufficiently focused on its main advisory function.

Most PACs attempt, in some way, to provide information, resources, and support to parents of children with disabilities, as well as to the community at large.

Helping Parents Make the Contributions They Can

Often, parents— particularly parents of children with disabilities— find it difficult to make time in their busy schedules to attend all the PAC meetings, or to take on all PAC tasks or assignments. However,

with a bit of extra communication between PAC leaders and parents, sometimes it is more possible than it might appear at first to find a way for an individual parent to make a contribution. PAC leaders have to try hard to meet parents *where they are*, rather than assuming that they are free to handle larger roles.

For example, try to match a parent's interests and talents with a job that needs to be done. People are more likely to volunteer if they feel competent from the start. Break down responsibilities as much as possible into time-limited tasks that may seem more manageable. One person can help send PAC announcements by email; another can bring refreshments to the meeting. A full year's calendar of PAC presentations can be put together if each speaker is contacted by a different volunteer. Other parents might contribute important feedback by participating in a PAC email group.

To help volunteers become comfortable with larger leadership roles, offer the opportunity to shadow the PAC chairperson or invite an interested parent to attend the PAC chairperson's meeting with the administrator of special education. Remember to publicly recognize everyone who donates time to help the PAC.

PACs across the state use their meetings for a wide variety of purposes and activities. Naturally, members use meetings to discuss concerns at the local level. In addition, PACs plan an array of activities— ranging from inviting guest speakers on special education topics, to asking a school psychologist to give a talk on the WISC test, to workshops on laws and regulations.

The PAC can often take on an expanded role of helping educate parents and the school community about disabilities and special education. In addition to the annual training done in cooperation with the district on the rights and responsibilities

of parents or guardians or students and school districts in the special education process, the PAC can invite speakers and sponsor events and trainings aimed at other key topics in the area of special education.

D. Communicating with Non-English-Speaking Parents

As the diversity of the school population in many districts increases, PACs have had to grow more proactive about attempting to reach out to and involve parents who do not speak English.

Outreach will be more successful if the PACs understand the value systems, especially regarding involvement in schools and special education, of the diverse groups they are trying to reach. Efforts to reach out and involve parents who do not speak English and who are from diverse cultures, will benefit not only the PAC members but will also impact the work of the PAC and the advice it is able to give the district.

For a list of websites offering detailed strategies on partnering with diverse families, see Appendix C.

E. Assisting the District in Conducting the Required Annual Training

Every school district in Massachusetts "shall conduct, in cooperation with the parent advisory council, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws," according to state special education regulation 603 CMR 28.03(1)(a)(4). In many districts, this training has become an important event that people associate with the PAC, and that reinforces the image of the PAC as a source of valuable, helpful infor-

Possible Practices to Communicate with Non-English-Speaking Parents

- PACs may identify parents who need an interpreter/translator and try to have one present at meetings, if possible, to allow a non-English-speaking parent to participate. PACs may discuss with the school district the resources that are available for interpreting/translating at PAC meetings or associated activities.
- PACs may identify PAC members who speak other languages and are willing to invite or reach out to non-English-speaking parents. Try to get PAC materials translated into multiple languages.
- Seasoned PACs recommend that a first step is to establish ongoing communication and discussion with the groups they are trying to reach, perhaps enlisting the help of school personnel or residents of the community. Such people can facilitate dialogue and provide the PAC with outreach strategies.



-mation for parents. Often, this training is held at the same PAC meeting at the same time each year— which can help ensure that people are aware of it and can plan accordingly.

Clearly, the intent of the regulation is for the district to work *with* the PAC to organize this training and for the two parties to collaborate on its planning and implementation. If the district is planning ahead, this training with the PAC should fit into its overall professional development plan for the school year.

One potential way to hold this event may be to arrange a training at the start of the school year that covers the required content on parents' rights, but also serves as a "kick-off" to the PAC's year. The training could include co-presentations by parents and the special education department, and could be followed by opportunities for the PAC to provide introductory information.

The PAC should include the date and time of the scheduled training on a PAC calendar that is made available to its membership, the public at large, and the school's special education administrator.

IV. APPENDICES

Appendix A: Glossary of Terms

Chapter 766 1972 Massachusetts law (also known as Chapter 71B) guaranteeing all children a free, appropriate public education in the least restrictive environment.

Chapter 71B Massachusetts special education law, also known as Chapter 766, <http://www.mass.gov/legis/laws/mgl/gl-71b-toc.htm>.

Coordinated Program Review (CPR) The Department of Elementary and Secondary Education (ESE) oversees local compliance with education requirements through the Coordinated Program Review (CPR). Each school district and charter school in Massachusetts is scheduled to receive a CPR every six years and a mid-cycle special education follow-up visit three years after the CPR, <http://www.doe.mass.edu/pqa/review/cpr>

ESE Massachusetts Department of Elementary & Secondary Education, <http://www.doe.mass.edu>

Open Meeting Law Massachusetts law which requires that meetings of all governmental bodies be announced 48 hours in advance, recorded by means of minutes, and open to the public, [http://www.mass.gov/?pageID=cagoterminal&L=2&L0=Home&L1=Government&sid=Cago&b=terminalcontent&f=government open meeting law&csid=Cago](http://www.mass.gov/?pageID=cagoterminal&L=2&L0=Home&L1=Government&sid=Cago&b=terminalcontent&f=government+open+meeting+law&csid=Cago)

PAC Special Education Parent Advisory Council

Statute The law. In Massachusetts, statute is enacted by the Massachusetts state legislature.

SPP Massachusetts State Performance Plan. Using 20 indicators to measure progress, the federal Office of Special Education Programs requires that each state produce annual performance plans and program performance reports on special education. The Massachusetts SPP includes baseline data, targets, and improvement activities for each indicator, <http://www.doe.mass.edu/sped/spp>

Problem Resolution System The Massachusetts Problem Resolution System monitors local compliance with education requirements, <http://www.doe.mass.edu/pqa/prs>

Program Quality Assurance Services (PQA) manages the Problem Resolution System on behalf of the Massachusetts Department of Elementary & Secondary Education, <http://www.doe.mass.edu/pqa>

Regulation Massachusetts state agencies, such as the Department of Elementary & Secondary Education (ESE) develop, adopt, and amend regulations to assist everyone in implementing the statute.

603 CMR 28.00 Massachusetts special education regulations, www.doe.mass.edu/lawsregs/603cmr28.html

Appendix B: Frequently Asked Questions

1. Which school district personnel may be PAC members?

School district personnel, including teachers and other service providers and school committee members, may be PAC members as "interested parties," subject to local policies; or if they are parents of children with special needs in that school district, they may be parent members of the PAC.

School district administrators who are not parents of children with special needs in the school district should not be PAC members, because that would put them in the position of advising themselves.

2. May school administrators attend PAC meetings?

Because PAC meetings are subject to Open Meeting Law, school administrators may attend PAC meetings. In the spirit of effective collaboration, it is good practice to invite the administrator of special education to meetings of the PAC.

3. May a school committee or school administrator disband a PAC?

No. A school committee or school administrator may not disband an established PAC. The school district and the PAC are encouraged to cooperate in order to resolve issues. The ESE and the Massachusetts Association of Special Education Parent Advisory Councils (MassPAC) can provide helpful materials.

4. Who can vote at a PAC Meeting?

PACs may address the issue of voting in their own By-Laws. Some PACs have found it effective to allow all members to vote, while taking a vote only if there is a "voting quorum" in which at least two thirds of the PAC members present are parents of children with special needs. Other PACs have defined "General Membership" and "Voting Membership" (see sample By-Laws in Appendix A).

5. Is the PAC membership list a public document?

Since a PAC is an advisory group to a public body (the School Committee), the official PAC membership list of persons who have taken action to join is a public document.

6. May a PAC operate a private email list (for example, "LISTSERV") that is not open to the participation of school employees?

No, all email communications of the PAC, including electronic mailing or distribution lists, are subject to Public Records Law.

7. May a school district adopt policies further defining the operations of a PAC?

School districts may set reasonable operational policies such as notice for use of school buildings or access to school programs. However, the role of a PAC may not be limited in a manner inconsistent with state regulations regarding PACs, or with ESE PAC guidelines.

8. May a school district direct PAC activities?

No. A PAC directs its own activities in cooperation and collaboration with the school district.

9. May a school district prohibit proposed PAC activities?

The goals of the school district and the PAC should be in agreement; the instances should be few in which the school district would want to prohibit PAC activities. The school district may prohibit activities which do not comply with school district operating procedures or with regulations and laws.

10. What authority may a school district maintain regarding PAC newsletters, public statements, correspondence, or reports?

In general, PACs control their own publications and correspondence. However, a school district may establish reasonable guidelines for PAC publications and correspondence – i.e. establishing a time or manner of distribution and prohibiting defamatory statements. PACs are encouraged to use their own letterhead, and PACs may receive responses to mailings as long as confidentiality is assured where applicable. As the PAC's role is to 'advise' the school committee, the PAC determines the contents of its own reports to the school committee."

11. Is there a process for a PAC to express concern about or appeal a school district decision?

A PAC and a school district are strongly encouraged to resolve differences together. Open communication on all issues of concern to all parties is the best approach to problem-solving. However, if a PAC believes a school district is in non-compliance with special education regulations, a PAC should consult the Department of Education, and may access the Problem Resolution System.

Appendix C: List of Websites Pertaining to PACs & Parent Involvement

Massachusetts Department of Elementary and Secondary Education / Special Education	http://www.doe.mass.edu/sped/
Massachusetts Association of Parent Advisory Councils	http://www.masspac.org/
Federation for Children with Special Needs	http://www.fcsn.org/
Massachusetts Association of Special Education Administrators	http://www.asepage.org/
Massachusetts Association of School Superintendents	http://www.massupt.org/
Massachusetts Association of School Committees	http://www.masc.org/
Massachusetts Open Meeting Law Guidelines	http://www.mass.gov/?pageID=cagoterminal&L=2&L0=Home&L1=Government&sid=Cago&b=terminalcontent&f=government_open_meeting_law&csid=Cago
Massachusetts Public Records Division	http://www.sec.state.ma.us/pre/preidx.htm
Massachusetts Secondary School Administrators' Association, Inc.	http://www.mssaa.org/
Massachusetts SPED PACs online (c/o Concord SPED PAC website)	http://www.concordspedpac.org/Pacs-in-Mass.html
National Center for Culturally Responsive Educational Systems (NCCRESt)	http://www.nccrest.org/about.html
National Center for Family and Community Connections with Schools	http://www.sedl.org/connections/
National Coalition for Parent Involvement in Education	http://www.ncpie.org/
National Network of Partnership Schools	http://www.csos.jhu.edu/P2000/index.htm
PALMS Project (Postsecondary Access for Latino Middle-Grades Students)	http://www.palmsproject.net/

INTEROFFICE MEMORANDUM

TO: ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE, ACTON PUBLIC SCHOOL COMMITTEE
FROM: DR. STEPHEN MILLS
SUBJECT: FY'11 HEALTH INSURANCE CHANGE FOR NON-UNION EMPLOYEES
DATE: 5/27/2010
CC: SUSAN HORN, LIZA HUBER, TESS SUMMERS, MARIE ALTIERI

The school committees have directed, and I concur, that the percentage of health insurance paid by employees must be raised to an affordable level of 25% from the current 15%. This contribution rate is more in line with the average rates for public service employees. School administrators made the change to the 25% contribution rate for health insurance in the 2009-2010 school year.

I am recommending that both school committees vote to approve the health insurance contribution rate for non-union employees at 25%. Further, I am recommending that non-union employees who participate in health insurance receive a one-time payment in September 2010 of \$1,700 for family coverage, or a one-time payment of \$700 for individual coverage. This one-time payment will compensate for the change at this time.

The cost of the one-time payment for employees is projected to be \$239,400. This includes 119 family plans, and 53 individual plans. This projection is further broken down by district and group in the attachment. The additional amount that employees will pay into the health insurance trust through the 25% contribution will be \$263,311. This represents a savings to the districts.

Upon your approval of the new contribution rate, I will also schedule a special enrollment period for June 7 and 8, for employees who may wish to change plans.

I urge your acceptance of this recommendation.

9 10

Non-Union Employees Subscribing to Health Insurance

Total Employees: 172

AB Support Staff (Cafeteria, Special Ed Assistants, Monitors)

56 Family
12 Individual

APS Support Staff (Cafeteria, Special Ed Assistants, Kindergarten Assistants)

43 Family
20 Individual

Transportation

9 Family
12 Individual

Salaried

16 Family
4 Individual

INTEROFFICE MEMORANDUM

TO: ALL NON-UNION EMPLOYEES
FROM: DR. STEPHEN MILLS
SUBJECT: FY'11 HEALTH INSURANCE CHANGE FOR NON-UNION EMPLOYEES
DATE: 5/28/2010
CC: SUSAN HORN, LIZA HUBER, TESS SUMMERS, MARIE ALTIERI

As I'm sure you are aware, due to the global and national recession, employers in both the public and private sectors have been asking their employees to take on more responsibility for health insurance premiums. The health care crisis in America seems to continue without any end in sight. This is particularly true in the area of costs for health care. Health insurance is one of the most important benefits that companies offer their employees. As we all agree, excellent health care coverage is a necessity, not a luxury. The health insurance premiums for all of our APS and ABRSD employees have risen so dramatically in the past five years that they are a real budget buster in the overall school budgets.

Last year, I approved a plan to voluntarily move myself and the 28 other administrators from an 85/15% contribution rate to a 75/25% split. As I continue to grapple with the financial realities of the two school districts, it has become necessary for me to make a similar recommendation to the School Committees for all non-union employees.

At the June 3 School Committee meeting, I will recommend a change in the percentage of health insurance paid by non-union employees from the current 15% to 25%. I will also propose that a one time payment of \$1,700 be made to each non-union employee who participates in family coverage, and a one time payment of \$700 be made to each non-union employee who participates in individual coverage.

If the recommendation is approved at the June 3 meeting, a special open enrollment period will be held **only on June 7 and 8** for employees who wish to change health insurance plans for the 2010-2011 school year.

I fully understand that this is a difficult financial obligation to take on. You are a very valued employee of the district and in no way does this represent any lack of confidence on my part on your performance. As we move ahead, I will be discussing with the School Committees opportunities for cost of living allowances in the future years.

Please watch for a health insurance announcement on the June 4 NEWS Conference.

Thank you for your patience and understanding.

TO: Acton Public and Acton-Boxborough Regional School Committee
FROM: Xuan Kong
DATE: 5/21/10
RE: Proposal to Revise School Committee's Field Trip Policy

Our current School Committee policy requires School Committee approval of out-of state, overnight, and international trips. However, other school districts only require School Committee approval of international trips.

An excerpt of Lexington's policy is shown below.

Authorization:

1. Day Trips

The building principal is vested with the authority to approve day trips.

2. Long-distance and Overnight Trips

The Superintendent of Schools is vested with the authority to approve long distance and overnight trips.

3. International Trips

The Lexington School Committee is vested with the authority to approve all trips beyond the borders of the continental United States.

See <http://lps.lexingtonma.org/about/FIELDTRIP.pdf>

Additionally, Cambridge school policy does not require School Committee approval of school-sponsored field trip of any kind.

<http://www.cpsd.us/web/PubInfo/FieldTripPolicySY0304091503.pdf>

Given the burden of the current field trip application/approval process on all parties involved, I would like to request that APS/ABRSD SC change its policy to only require international trips be approved or give the Superintendent the authority to approve all school sponsored field trips.

File: BDA

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

The annual organization meeting for the Acton Public School Committee shall be held each year on the third Thursday of the first month following the completion of the Acton annual town meeting. At this meeting, the Committee shall organize by electing one of its members as chairperson, another as vice-chairperson and a secretary who does not need to be a member. At this meeting, the Committee shall also fix the time for holding its regular meetings.

The annual organization meeting for the Acton-Boxborough Regional District School Committee shall be held each year on the first Thursday of the first month following the completion of the Acton and Boxborough annual town meetings. At this meeting, the Committee shall organize by electing one of its members as chairperson, another as vice-chairperson, and a secretary who does not need to be a member. At this meeting, the Committee shall also fix the time for holding its regular meetings.

File: BDB

SCHOOL COMMITTEE OFFICERS**Duties of the Chairperson**

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairperson of the Committee will act in the absence of the chairperson as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

LEGAL REF.: M.G.L. 71:36

Acton Public Schools and Acton-Boxborough Regional School District

TO: Acton Public School Committee
Acton-Boxborough Regional School Committee

FROM: Terry Lindgren

DATE: 6/2/10

RE: New Class Size Subcommittee

The School Committee, community, and the school system have agreed that class size needs to be reduced. The goal of this new subcommittee is lay out some of the barriers and costs to doing that and propose some resolutions so that the School Committee has information to make an intelligent decision about how to proceed.

Class size is defined as the ratio of students/certified staff-student contact hours.

1. What

Phase 1:

1. A characterization of possible ways to reduce class size
 - a. Examples:
 - i. Increase teachers
 - ii. Add assistants
 - iii. Enrollment decline
 1. How far does enrollment need to drop in order for us to consider consolidating/closing an APS building?
 - iv. Capital improvements
 1. What kinds of capital investment effective and appropriate to make
 - v. Technology
 1. If investment in technology can offset some of this, and if so at what grade levels?
2. A characterization of influences on class size.
 - a. Examples:
 - vi. Demographic trends
 - vii. The economy
 - viii. New Construction
 - ix. Housing turn over
3. A prediction of the state of the influences over the next 5 -10 years

Deliverable phase 1: Recommend to SC possible approaches with their cost and consequences for the SC to choose from.

Phase 2:

Deliverable phase 2: Recommend to SC an implementation plan to bring about the SC's choice/decision from phase 1. This plan should broadly detail the time, the people, and the cost of lowering class size by the plan selected by the SC. It should answer the basic question of how the revenue needed will be assured and how any transition will occur in an orderly manner.

2. How

Fundamentally, the first question we need to help answer is "Is reducing class size the wisest investment we can make for the dollars we anticipate having?"

It is the intent to gather the best information from the best sources available; who in general are the people who teach and administer the schools. It is not the intent to consume their time unproductively. Practically, we will

1. Talk with all the stakeholders, gather information and synthesize their information
 - a. Teachers
 - b. Administrators
 - c. Parents
 - d. Educators in general
2. Distribute the conclusions and compiled information back to the stakeholders for their review and comments

3. Who

The group will initially be composed of the 3 SC members. This group will invite some subset of the following:

- Representatives from
 - Acton BOS,
 - Acton FinCom,
 - Boxborough BOS/FinCom
- a demographic/economic expert

When are the deliverables due (goals)

Phase 1:	November 1, 2010
Phase 2:	FY 2012 action plan March 1, 2011
	Full plan Sept 1, 2011

Date: Tue, 11 May 2010 16:08:59 -0400

From: "Allen Nitschelm"

Subject: Having Steve Ledoux at SC Exec Sessions

To: ssmcmanus@rcn.com, "Xuan Kong" <xuankongsc@gmail.com>, "Sharon Smith McManus" <smcmanus@mail.ab.mec.edu>

Cc: <manager@acton-ma.gov>, smills@mail.ab.mec.edu, aps_school_committee@mail.ab.mec.edu

Hi Xuan and Sharon,

It has come to my attention that Steve Ledoux, our Town Manager, has not been attending the school committee meetings held in executive session to discuss the union contracts.

My reading of state law indicates that he serves as a "member" of the School Committee during these meetings, and as such, he should be invited to attend and fully participate. If he has not been so invited, the validity of the meetings are questionable in my mind.

He is not required to serve on the subcommittee unless appointed by the School Committee, so this just concerns meetings held by the entire School Committee.

As you know, and as was explained at Town Meeting, the municipal side has taken the position of a "zero percent increase" in total cost for new union contracts. As a member of the public, I would hope that this would be the outcome on the school side, and Mr. Ledoux's presence, participation, and vote at all School Committee meetings is important for this reason alone (but I am sure Mr. Ledoux would have other things to contribute as well.)

Thanks,

Allen Nitschelm

From: Rodman, Carol J.

> Sent: Thursday, May 20, 2010 11:11 AM

> To: 'jochinitz@mail.ab.mec.edu'; 'mailto:mcoppolino@mail.ab.mec.edu';

> 'mailto:xkong@mail.ab.mec.edu'; 'mailto:tlindgren@mail.ab.mec.edu';

> 'mailto:smcmanus@mail.ab.mec.edu'; 'mailto:jpetersen@mail.ab.mec.edu';

> 'mailto:bbieber@mail.ab.mec.edu'; 'mailto:mneyland@mail.ab.mec.edu';

> 'mailto:bsabot@mail.ab.mec.edu'

> Subject: School Budget Courage and Decisions

>

> Dear Mr. Chinitz and Members of the School Committee,

>

> As a resident of Acton and as a product of a public school system in a suburb

> of New York quite similar to Acton demographically and economically, I feel it

> is time for me to offer an opinion. I hope that members of the School

> Committee will understand it is from concern that I do so. As all School

> Committee members and Selectmen know, the economic situation all over our

> region, and much of the country, is still quite difficult for many. There are

> large numbers of underemployed and unemployed people, forcing families to cut way back on necessities just to hold on. I work in Boston where many have lost homes, apartments, jobs, a way of life and their security now and into the future.

>

> We in Acton who are still working and able to meet our financial obligations

> are fortunate. I am deeply concerned about Acton's ability to meet its

> obligations to residents in a responsible manner. Without some restraint in

> school budgeting and control of costs for the town and schools, now and in the

> next several years, we will lose our ability to remain an attractive and

> affordable community for many. The employees of many private and public

> employers, in cities and suburbs around us and throughout the country, have

> made sacrifices in town and city budgets, and their school budgets, including

> no salary increases, cutbacks on health care costs the school and town carry,

> and suspension of other benefits and perks. These measures have been taken

> last year and this year to help their communities and employers cope with

> financial difficulty and remain viable and competitive. Many employee groups

> around this region have agreed to no pay increases at all. Some have willingly

> taken paycuts so that their fellow colleagues are not laid off. Recently (last

> week I believe), the New York Times featured a story about school employee

> groups in suburban New York that agreed to some "hold the line" strategies so

> that jobs would not be lost.

>

> I believe that it is time for the Acton School Committee and the Acton

> teachers to jointly pursue multiple cost-cutting measures. This will have the

> support of the large majority of residents who understand the need right now

> to do so. It is time for us to hold expenses down wherever we can as a

> community, to preserve our affordability and attractiveness. It is time to

> collaborate as one pro-active group of teachers, residents and elected

> officials with a realistic understanding of what can work successfully in this

> depleted economic environment. Mr. Chinitz, I urge you as the Chair, and the

> School Committee members and the teachers to focus together on a reduced

> school budget, to agree to no salary increases or retirement awards for the

> next year, and only limited (2%) increases after that, when certain economic

> thresholds are met. Being economically responsible is something most of us

> understand. Having the courage and will to act in this manner is true leadership.

>

> Sincerely,

> Carol Rodman

From: krisdurand
Date: Fri, May 21, 2010 at 12:05 PM
Subject: thoughts
To: XuanKongSC@gmail.com, apsc@acton-ma.gov
Cc: jchinitz@gmail.com

To Whom It May Concern:

I just received an email from Amy Hedison that was written by Mr. Jonathon Chinitz. I want to start by saying that I know Mr. Chinitz personally and I like and respect him and appreciate all that he has done and continues to do for our schools.

Having said that, I felt I needed to write to say that I am a parent of 4 children in the AB school system and that I fully support the schools and teachers in many ways. I do not, however, think that it is prudent to go down the path of not looking into some fiscal responsibility. I am a registered nurse and it has been many years since I have had the generous healthcare and pension benefits offered to our teachers. Likewise my husband is in the private sector and he has experienced a significant decrease in benefits (with a parallel increase in our portion of pay towards healthcare) over his 25 year career. In addition, there have been many years without pay increases and both of us have actually suffered pay decreases over the last several years. I do not appreciate being lumped into the AVG group (I have never been a member of this group although I think they do share some necessary points of view on town issues) or someone who doesn't support teachers because I have these views. I think it is fair to say that Mr. Chinitz is doing precisely to the school families what he is accusing the AVG group of doing in favor of their cause. By writing a letter with the tone of the one I received, I think it makes lots of folks afraid to stand up for their views in favor of reviewing the teacher salaries etc. I just want to be clear that there are a number of supportive families with school aged children who just think it is high time to review spending for teacher's salaries and benefits. This does not make us unsupportive of the teachers or the Acton schools. It is business and it affects all of us as we will undoubtedly be looking at proposition 2 ½ overrides in the future. There needs to be a check and balance of teacher salaries, healthcare, pensions and other perks similar to the private sector. Although it has been an unpopular decision at many work places to decrease these benefits, it has been a necessary and fiscally responsible one. I feel that without this difficult assessment the cost of education to our children will be unsustainable.

Thank you for listening and Jonathon, thank you for all of your work for the schools. I really do appreciate it even if we don't always agree 100%!

Sincerely,
Kristen Durand

From: **Celeste &Darryl Butler**
Date: Thu, May 20, 2010 at 9:43 AM
Subject: net zero
To: XuanKongSC@gmail.com, apsc@acton-ma.gov

Please hold the teachers contract to net zero. We can't afford any increases. We are not getting any in the private sector. Our property taxes are way too high the increases must stop.

Thank you

Darryl Butler

From: **Celeste &Darryl Butler**
Date: Thu, May 20, 2010 at 9:56 AM
Subject: teachers contract
To: XuanKongSC@gmail.com, Xuan Kong <xkong@mail.ab.mec.edu>

Please vote to limit the teachers contract to a net zero terms. I believe the citizens of Acton have been overly generous with the teachers for many years and it is time that the teachers show us, the taxpayers, respect.

Than you

Darryl Butler

From: **Donald Lane**
Date: Thu, May 20, 2010 at 10:25 AM
Subject: School Budget
To: XuanKongSC@gmail.com, jochinitz@mail.ab.mec.edu, mcoppolino@mail.ab.mec.edu, Xuan Kong <xkong@mail.ab.mec.edu>, tlindgren@mail.ab.mec.edu, jpetersen@mail.ab.mec.edu, apsc@acton-ma.gov
Cc: Clint Seward

Dear School Committee members,

Over the past 15 years that I have lived in town, our schools have been funded at a level with few limitations. This has occurred during a period of general economic growth and has allowed our children to have the best resources available for learning. As the recent financial events in Europe along with our own mounting federal budget deficits point out, there has to be an end to unrestricted spending. As federal and state budgets get tighter and taxes go up, there will be fewer funds available for local municipalities and increases in local taxes will be increasingly burdensome on local residents. For this reason I implore you to hold the line on the school budget for the next three years. Doing so, will not reduce the quality of the education our children receive and will allow the town to minimize tax increases during these difficult economic times. This is especially important for those residents that are operating on fixed incomes.

Thank you for your consideration,

Donald Lane

From: **Ruth Pierson**
Date: Thu, May 20, 2010 at 2:34 PM
Subject: contracts
To: XuanKongSC@gmail.com, apsc@acton-ma.gov

I agree with a net-zero increase during the contract period.

Ruth
Acton resident for 46 years.

From: **DONALD DEMBSEY**
Date: Thu, May 20, 2010 at 2:51 PM
Subject: School Committee Negotiations with the Teachers Unions
To: XuanKongSC@gmail.com, apsc@acton-ma.gov, manager@acton-ma.gov
Cc: Seward Clint

Committee Members,

I think that it is wise for you to be looking for community input as you negotiation with the teachers. I hope that you would favor a "zero percent overall increase" in compensation. If the unions will not join you and refuse to accept this principle, I urge you to not settle for anything less. If his means the new fiscal year starts without a new contract in placed, so be it. The town will welcome this result.

Donald A. Dembsey

From: **Alex Horovitz**

Date: Thu, May 20, 2010 at 4:52 PM

Subject: Spending Priorities in the current economy

To: XuanKongSC@gmail.com, apsc@acton-ma.gov, abrsc@acton-ma.gov

Dear Members of Our School Committees.

Making difficult decisions has become the new mantra for school committees and politicians facing down enormous budget shortfalls in the wake of the recession, and more specifically, the housing collapse. Some communities are laying off teachers, increasing class sizes and cutting teacher pay to close funding gaps, which appears to be a new rite of spring. Here in Acton, I expect the drumbeat for such action is on the rise.

Maintaining the quality of education with the corresponding commitment to spending isn't easy, especially when there's a national backlash against big government and tea parties dominate headlines. But what if school spending improves the economy? What if increased spending on schools actually led to an increase in property values, which lured businesses and generated jobs?

There is a proverbial mountain of research which shows a direct correlation between housing prices and the quality of schools. In practice, it's a theory as old as the popular real estate maxim — location, location, location — which really translates to houses in neighborhoods with little crime and good schools. Thomas A. Downes, a professor of economics at Tufts University has found that putting more money into schools is highly correlated with higher property values. According to his research property values are higher in school districts where spending was higher.

So is the inverse true? If one school district cuts spending while the others maintain or increase spending, will property values fall? Controlling for other factors, research suggests this to be the case.

The lesson? In this economic environment, a strong case can be made for increased spending on schools. In the wake of a recession, it appears to be one of the surest ways to stimulate the economy both locally and nationally. The school district that does it first, for a sustained period of time, will reap the rewards of a more robust housing market.

Whether it's politically realistic is another matter. These days many people don't seem to trust government to do much of anything. How do you advocate for increased budgets when the voters are skeptical that you're spending money efficiently to begin with?

I think that starts with leadership.

I urge the school committee to continue our investment in education. Please make wise choices and recommendations. Please make sure that when you look at how to build on our tradition of excellence. Do not shy away from wise increases in expenditures just because a few of the Acton residents with shorter long term horizons urge you to do so.

Even the local critics of our educational spending policies would have a hard time arguing that they have not benefited directly from Acton's wise investment in education over the years in the form of their own personal local real estate investments.

Thank You,

Alex Horovitz

From: **Kimberly Hurwitz**

Date: Thu, May 20, 2010 at 8:48 PM

Subject: Negotiations for Teachers contracts

To: XuanKongSC@gmail.com, apsc@acton-ma.gov, abrsc@acton-ma.gov

To The Members of Both School Committees:

As a parent of children in the Acton Public Schools and as a concerned citizen, I would like to let you know of my opinion concerning the current teacher contract negotiations.

It is my firm belief that the teachers are the cornerstone of our much-lauded public school system and that they should be given fair treatment and justified respect as these negotiations move forward.

Of course, I am cognizant of and sensitive to the current economic climate, but part of Acton's success as a town rests firmly on our schools. It is essential that the teachers and school boards find common ground, where concessions are given on both sides and a climate of conciliation is maintained.

To approach these meetings with essentially a "we won't negotiate" stance -- using a zero increase model -- is offensive at best. We have worked hard over many years to hire and keep some of the best teachers in the state. It would be a supreme waste to have many of them leave in the face of, or feel future resentment as a result of ill-willed, disrespectful bargaining. I have read with concern some of the comments that have been directed at individual teachers at school committee meetings lately, and if this is any indication of future interactions, I will be very dismayed.

I am sure that any negotiations that are conducted using the platform of a very vocal minority (a minority that votes against almost ANY kind of spending in tough times, but also in GOOD times), would be extremely short-sighted.

We need to continue to support and improve our school system, in order to keep the town the vibrant and thriving community that it is. Any other option is completely unacceptable.

Sincerely,

Kimberly E.B. Hurwitz

From: **Mary Evans**
Date: Fri, May 21, 2010 at 2:00 PM
Subject: school budget
To: XuanKongSC@gmail.com, abrsc@acton-ma.gov

Hello,

I am writing to ensure that the school committee and the finance committee work together to come up with a budget that is fair and appropriate for children in the town, in this day and age.

As a professional in Early Intervention, I understand both sides of the story. I see the children who are coming into Acton on educational plans, I understand the percentage of the budget these students require to address their needs. By addressing their needs we are saving hundreds of thousands of dollars in out of district costs. By having a strong school system we are improving the value of our town, and building a bright future for all.

Sincerely,

Mary Evans

From: **charles seward**
Date: Sat, May 22, 2010 at 10:10 AM
Subject:
To: XuanKongSC@gmail.com, apsc@acton-ma.gov

HOLD THE LINE ON TEACHER'S PAY AND BENEFITS!

bev and charlie seward

From: **Saumil Merchant**

Date: Sun, May 23, 2010 at 9:02 PM

Subject: re: Teachers' contract

To: XuanKongSC@gmail.com, abrsc@acton-ma.gov

Cc: apsc@acton-ma.gov

Dear School Committee members,

We are writing to let you know how disturbing we find the news of the teachers' contract going to mediation. We hope you will be able to resolve this problem as quickly and equitably as possible.

Our teachers are one of the greatest resources in this town; we personally have been impressed year in and year out with the quality of the education our children are getting, and, in fact, the Acton schools' reputation was the primary reason we moved to Acton 18 years ago.

While we understand that economic times are hard, please remember that it is in everybody's best interest to keep our school system an attractive place for our teachers to work. Lower pay, higher teacher-student ratios, and the unfortunate incidences of the past year leaving our teachers feeling disrespected are taking their toll. There is a temptation in today's economic climate to cut budgets, and the school budgets in Acton are no exception. However, zero-percent pay raises for teachers and holding the line on school contracts would be the wrong thing to do. Investing in our schools has many benefits, both short term and long term, including creation of jobs, improved real estate values, making Acton more attractive to families and business, and creating better opportunities for our young graduates.

Although our own children will graduate soon, we very strongly feel that it is a moral duty and responsibility that we do our best to keep up the high academic standards and reputation of the Acton Public Schools. Therefore, we respectfully request that you resolve this teacher dispute honorably, fairly, and expeditiously.

Sincerely yours,

Linda and Saumil Merchant

From: **Kimberly McCormick**
Date: Tue, May 25, 2010 at 11:33 PM
Subject: Acton Public Schools
To: XuanKongSC@gmail.com, apsc@acton-ma.gov

School Committee Members,

Thank you all for your dedication to Acton Public Schools. The passion and enthusiasm that each member brings to the meetings and the meeting prep is true testament of your support for a successful school system. As you debate the current issues and strive for a plan that builds on the present and keeps the future in mind, please consider these thoughts:

- One reason my family moved to Acton from a neighboring district is because we felt the educational approach was forward thinking, responsible, flexible, and had high standards. These are qualities that we feel lure outstanding staff and resonate with our vision of a great school system.
- More than anything, we want our children to graduate from A/B respecting the educational process, understanding the hard work success requires, knowing that organization leaders/teachers/coaches are approachable and supportive, and having the confidence to pursue their dreams. One of the many factors to achieve this is an environment wherein teachers are respected by parents and the administration, themselves are respectful of the administration and parents, given support and opportunities to improve, and held to a high standard of educational excellence.
- We expect that the administration will also be approachable, take the time to hear our concerns, and help us navigate through what can sometimes be a confusing and frustrating educational road.
- We expect that administrators and staff will have the ability to recognize errors/areas of improvement and have the confidence to find a solution and implement it quickly.
- We value consistent, clear and truthful communication.
 - We expect that the school system will deliver on the perceived value of our investment in the community. The top 4 values:
 - credible top-notch teaching staff that strive for continual improvement in their respective areas of focus,
 - availability of and knowledge to use technology as it may pertain to functioning in the world,
 - tools and environments that support effective learning for many varieties of learning styles,
 - a safe, accepting, and welcoming environment exhibited by administration, staff, and expected of all students

We hope that both parties in this negotiation will consider not only the above thoughts and the district's goals, but also the available resources. Successful entities become so by creating partnerships that only when each party gives does each party receive - yielding a sustainable future. I am confident that through your creative thinking and leadership citizens of Acton will continue to be proud of our "Blue Ribbon" schools and the supportive learning environment we provide for our children.

Thank you,

- Kimberly McCormick (PTO Chair, Merriam) and Shawn Ohler

Hello All --

I sent the letter below with respect to all town and school union contracts. Since then, I have read in the Beacon that a small union within the Police Department has agreed to a significant reduction in their health benefits and a reasonable increase in wages. It was a tiny article buried on page 6 or thereabouts; I thought it should have been page 1 above the fold! I hoped then, and still do, that their willingness to negotiate and the town's willingness to press for cost savings would set a precedent to be followed by the other unions and the school committees.

In addition to pushing for significant savings in health insurance costs, I would also like to see a freeze in the pay schedules. Many would still receive time-in-grade raises. Additionally, I hope the town does not allow any union to negotiate for large bonuses for the more senior employees, which are designed to artificially bump their "high-3" and put additional strain on the pension funds. Pensions should be based on average salary over a longer period of time (exclusive of bonuses) or actual contributions.

Over time, I would hope the town and school leaders are working hard to modernize the compensation and benefits of our public employees. This means high-deductible health insurance plans and defined-contribution retirement systems. There is no reason why I, the taxpayer, should bear market risk for both my own retirement savings *and* the public pension funds. Once these systems are in place, they should be mandatory. And they should apply to all employees, not just new ones. It drives me nuts when it is suggested that only future employees or retirees should pay for the fixes, while the present retirees and employees get extraordinary rates of return on their pension contributions and overly generous health benefits.

I find it unbelievable that residents are not allowed to see the proposed contracts until after they've been voted on. I hope to be pleasantly surprised by the outcome.

Sincerely,
Corinne Hogseth

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

From: Corinne Hogseth
To: ALG@acton-ma.gov
Cc: Clint@ActonForum.com
Sent: Friday, October 30, 2009 9:58 PM
Subject: Collective Bargaining Contracts/Acton Budgets

Hello,

As all collective bargaining agreements are being negotiated at one time, I hope the town and schools will not let an opportunity to reduce health insurance expenses slip by. It's my belief that employees should pay at least 25 - 30% of the total premium and significant co-pays to keep costs to the taxpayer down. Better yet, do what my husband's employer has done -- offer high deductible health insurance. This has cut our family's health care costs (insurance + out-of-pocket) by *thousands* of dollars per year since we switched to this option. And if it's saving us money, it's obviously saving the employer money -- in our case, the U.S. government (aka taxpayers).

Public employee health insurance *should* cost more than what is typically offered by the private sector. Taxpayers should not be paying health insurance expenses for teachers who have an alternative source of insurance -- their spouse. Premiums should be raised to the point where most would opt to take their spouse's plan. Taxpayers could save twice -- first, by cutting the amount we pay for health premiums, and second, by probably reducing the number of public employees who would choose to remain insured under the plans paid for by taxpayers.

Sincerely,
Corinne Hogsewth

AN OPEN LETTER TO THE ACTON AND ACTON/BOXBOROUGH SCHOOL COMMITTEES

May 21, 2010

A decade ago I ran for a position on the school committee on the supposedly untenable slogan of "fully funded schools." At the time I called for restoration of services that had been cut in the years before, for 100% compliance with class size guidelines and for a reinvestment in our schools including increasing teacher salaries as well as cutting the number of classes taught by teachers at the region from 5 to 4. When asked by citizens and the Beacon how I would fund this, I didn't flinch, I called for an increase in taxes, including an override of "Proposition 2 1/2" There ain't no such thing as a free lunch. And that cuts both ways: there ain't no such thing as a harmless cut in service.

Four people were contending for two seats in that election. I came in first, as I remember, with a resounding affirmation of fully funding education even if it meant higher taxes. . While many things have changed since then, the two most prominent, in my opinion are the effectiveness of the lobbying of those who would cut funding and services and the consequent timidity of the board in advocating for the short and long-term needs of the system. This has resulted in death by a thousand tiny cuts, and reduction by attrition.

On a personal note, the changes in the economy have hit my family hard, and we've had to make very difficult decisions, every day. Throughout we have put fully funding public education among our top priorities, and have voted accordingly even when we had no children in the system. This is not altruistic, in tough times our biggest and most reliable investment is in the value of our house, and nothing drives that value as directly as the perceived quality of our schools.

It is my experience that those who advocate for cuts do so because they are reinforced in the imperative to save costs every day, but many of us who advocate investment in education are moved to action only when the crisis is evident; often after a vote is lost or significant cuts have already been put in place.

Please take the time to reach out beyond the vocal minority; talk with a wide swath of the town and pose meaningful questions that offer distinct value choices. I believe you will find that a clear description of needs and costs will be endorsed by a significant majority.

Thank you for your time.

Jesse Liberty
Former member and Chair Acton School Committee
Former member Acton Finance Committee

May 25, 2010

Dear Board members:

As you know, fiscal sustainability has been one of my major concerns over the past few years.

I watched the recent School Committee meeting where School Superintendent Mills talked about other districts having large layoffs. We know many other towns are experiencing hard times. In today's Boston.com, there is a story about teachers in Quincy foregoing their scheduled COLA raises next year to save jobs (but they are keeping their steps.)

In Acton, we had some good fortune in higher Chapter 70 payments a few years ago and the discovery of the availability of the NESWC funds. Because of that, we've had the luxury of being able to use reserves of about \$2 million per year to make ends meet. And yet our reserves have been OK. The balance isn't dropping too low, too quickly.

Why is that?

From what I can tell, it was because of quick action by our town and school administrators to reduce spending. That was a good job. Significant money was saved which flowed to reserves. But it was plugging a leaking hole, not fixing the problem.

Those savings should be classified as "one-time" savings. In other words, that trick won't work again. The underlying structural deficit still exists.

Why? Because if we cut back on capital spending, or reduce supplies, or temporarily stop filling job vacancies, we achieve savings during that fiscal year only. The reduction in the budget gives one-time relief.

But there is the likelihood that the steps taken this year are **not sustainable** either, and we could be faced with maintenance and capital costs that must rise dramatically and unexpectedly, in addition to other costs (like health costs and labor costs) also going up. We could be looking at significant, unexpected deficits over the next few years that are compounded by deferring these costs.

This will happen as we start to unfreeze hiring, as costs for supplies start to rise, as capital projects can no longer be deferred. We have already seen some new staff being hired or new positions created.

The bottom line is that we are literally in the eye of the storm. We have not permanently escaped what is happening all around us. And, of course, neither have many residents in Acton, who have seen their wages decrease, bonuses cancelled, health insurance costs rising, home values falling, and retirement funds dwindling.

I don't know if holding our labor costs level for the next three years is going to be enough. Energy costs, healthcare costs, and deferred maintenance may all come to bear in the coming few years. Maybe there will be an unexpected emergency. We also cannot expect an increase in state aid, and it may actually drop.

But it is a reasonable step with all this uncertainty to ask our employees to take no increases into the foreseeable future. This year, there were raises across the board for our teachers of several percent, plus steps and bonuses and such. This is because we are paying under a contract extended two years ago. The ERI alone for teachers is estimated at over \$1 million next year.

I would like to urge the schools to follow the town's lead in having the overall compensation line-items be flat for the next 3 years. How you get there will vary, I am sure, by the particulars of each union, but it is very important to hold the line. I am very concerned that, like the state, we will spend down our reserve funds, have a massive deficit, and be forced to ask voters to approve an override "or else." Not only is the

outcome uncertain of such a vote, but I simply don't think a lot of our citizens could afford to stay in Acton (or Massachusetts) with such increases in the coming years.

Thanks for your service to the town,

Allen Nitschelm

To: Stephen Mills
From: Steve Desy
RE: Modified Budget Proposal
Date: March 2, 2010
CC: Alixe Callen, Craig Hardimon

I recommend the following options for reducing the athletic budget by \$55,000.

Activity fee increase of \$15 from \$190 to \$205 per athlete	\$24,330
Additional fee for ice hockey-\$200 per athlete	\$13,000
Additional fee for alpine ski-\$200 per athlete	\$ 5,800
Additional fee for gymnastics-\$200 per athlete	\$ 3,200
Reduce the Athletic Revolving Budget (Reduction of supplies, maintenance and repairs, re-conditioning)	\$ 8,670
Total:	\$55,000

USA High School Enrollment Form



Dear School Administrator:

Council on International Educational Exchange (CIEE) would like to request permission for the CIEE USA High School student below to attend your high school during the 20____/ 20____ academic year. CIEE is authorized to issue a DS-2019 form to secure a J-1 Exchange Visitor Visa for this student. Regulations of the Exchange Visitor Program Services, a division of the United States Department of State, require that we receive a letter of acceptance from the host high school. This form, with your signature, will serve as a letter of acceptance for enrollment in your high school. Please make a copy of this form and retain for your records. Thank you for supporting international student exchange.

Sincerely,

Local Coordinator _____

If you have any questions, please contact your Local Coordinator, or CIEE USA High School office at 800.448.9944.

Student Information

Student ID #:

Student Name:

Nationality:

Host Family Name:

Street Address:

City:

State:

Zip:

Home Phone:

Work Phone:

Local Coordinator Name:

Street Address:

City:

State:

Zip:

Phone:

Fax:

High School Information

High School Name:

Principal:

Street Address:

City:

State:

Zip:

Designated High School Contact:

Title:

Phone:

School Start Date:

- ☐ Student granted the opportunity to graduate and receive a high school diploma
- ☐ No graduation or diploma offered
- ☐ Our school has agreed to waive tuition on the student's behalf
- ☐ Our school charges tuition in the amount of _____

Enrollment Acceptance

☐ "I certify that I have received a copy of the student's application, which includes an English language summary of the student's prior academic coursework. I am retaining a copy of this High School Enrollment Form for our records."

As a designated administrator of the high school listed above, I certify that this high school is accredited by the regional accrediting agency, and I accept this exchange student in our school for:

Year:

☐

Academic Year

☐

Calendar Year

☐

Fall Semester

☐

Spring Semester

Name of School Administrator:

Signature:

Date:

Memorandum

To: Dr. Stephen Mills
Acton-Boxborough Regional School Committee
From: Alixe Callen
Date: June, 2010
Re: Changes to the 2010- 2011 ABRHS Student Handbook

It is my pleasure to present the following amendments to the ABRHS Student Handbook. Our handbook committee, convened by Assistant Principal Susan Atwater-Rhodes and comprised of students, teachers, counselors and administrators, has recommended the following changes. I support these changes wholeheartedly, particularly given the committee's representative and collaborative nature.

If you wish to view the context of these changes, please note that the 2009-2010 Student Handbook is available online (<http://ab.mec.edu/abrhs/pdf/files/handbook.pdf>).

Formatting/Organization:

There were a number of formatting changes facilitating a more logical flow of information. Among other things the library was moved from FACILITIES to STUDENT RESOURCES; Athletics, Activities and Student Government were combined into a new section, EXTRACURRICULAR.

Library:

In addition, the library section was revised in order to more clearly define services and expectations. New or significantly revised sections include:

Library p.1

The Acton-Boxborough Regional High School library exists to support students and teachers in their learning and teaching, to create lifelong learners by encouraging critical thinking, curiosity and exploration, and to foster a love of reading in all formats.

This mission is accomplished by:

Providing intellectual and physical access to information resources in all formats;

Providing instruction to foster competence in finding and using information and ideas;

Collaborating with other educators to develop their own and students' information skills in preparation for college and career pursuits;

Creating a welcoming and inclusive atmosphere that supports academic inquiry

.....

Student Circulation Policy

A detailed explanation of the student circulation policy can be found on the library website.

.....

Special Hours:

In order to support student study for exams and other major assessments, the library will be maintained as a silent study on the following days:

- The day before holiday breaks
- The week before and during Final Exams

The library will be closed on the following dates for professional development: October 29, January 3 and February 28.

Access during Periods Four through Seven (4-7):

In order to reduce the noise and disruption of students continually entering and exiting the library during the lunch periods, students who need to use the library during this time must enter within the first 10 minutes of the period and are required to sign in and out with the supervising teacher should they need to leave temporarily. Although these students may leave when they have finished their work, no additional students will be admitted until the beginning of the next period.

.....

Library Conference Rooms

To encourage quiet study, students are to use alternative locations when working or meeting in groups larger than five.

There are two conference rooms located in the library which are generally off limits to student groups. However, students who wish to study for common assessments in groups larger than five may provide a signed pass from a subject-area teacher, listing all the names of study group participants to be allowed into one of these conference rooms. Student access is contingent on whether the rooms are in use or previously reserved by faculty or administrative groups.

Behavioral Guidelines

The library is a community learning space and must serve multiple purposes. In accordance with the ABRHS General Behavioral Expectations, all students are expected to conduct themselves with consideration and thoughtfulness for the rights of others and will be treated with dignity and respect by library staff. Students who consistently demonstrate disregard for the library community may have their library privileges revoked for a period of time.

Students are not allowed to talk on their cell phones in the library. However, personally owned devices used for communication (including but not limited to cell phones and portable music devices) are permitted providing they do not distract other patrons. Since there is no game playing of any kind allowed in the library, please note that personally owned devices, when used for entertainment, should be used in the cafeteria and commons.

AB Express/School Store:

Similarly the descriptions of the school store and alternative programs were expanded.

AB Express / School Store p.1

The school store is open from 7:00 am to 3:00 pm as both a store and a communication center. Students and parents can purchase snacks, drinks, school supplies, gifts, clothing and other items. Parents needing to get a message to a student can call 978-264-4700 ext. 3484. Packages for students can be dropped off at the School Store counter in the lobby. School Store volunteers deliver messages to classrooms during the school day.

Alternative Programs p.1

Acton-Boxborough Regional High School offers several alternative education programs, some of which meet during the day and some of which meet after school or in the early evening.

PowerSchool/Parent Portal:

In a number of areas, the Handbook reflects the transition from paper to electronic communication informing parents of available information and the process for accessing information.

PowerSchool Access p. 3

Parents and guardians have access to attendance, historical grades and student schedules through web-based PowerSchool at <https://absis.ab.mec.edu/public>. A link is provided on the ABRHS website. User ID's and passwords are mailed to parents and guardians. They do not change during a student's enrollment at ABRHS. Questions regarding access can be addressed to Jeanne Potter at jpotter@mail.ab.mec.edu. Emergency medical and contact information and permissions must be updated annually in August on the website in order to access other student information.

Participation Fees

4. Participation Fees

The School Committee established the Athletic Activity Fee. For most sports the fee is presently \$205 per sport during each of the three athletic seasons. The fee for ice hockey, alpine ski and gymnastics is \$405. There is a family maximum of \$820.00 per year. No student will be denied access to athletic programs because of financial constraints. Athletic Activity Fees are subject to change with approval of the administration and the School Committee.

Sequential course make-up options p.10

If you received a D+ or lower in a course you have several options:

- Make up the course in summer school at Acton-Boxborough or in one of the surrounding communities or study independently and complete all course outline work. Your final grade from summer school or independent study will be added to your transcript. However, please be aware that it does not remove the original grade and is not calculated into your GPA, nor will you receive additional credit. If this grade is a C- or better, you may advance in the sequence. Before taking the make-up final you must present all course work assigned in the summer school course or independent study.
- You may repeat the course. This allows you to advance in the sequence, and you will receive additional credit; however, the second grade will not contribute to your weighted or unweighted GPA. Drop from the course sequence.

Scheduling Process p. 12

... On line courses and Work Study require an equivalent free period during the regular school day. PCR forms are filled out in one day, and copies of student selections go home with students. A master schedule showing teachers, classes and periods is formulated as soon as possible.

Student schedules generated during the summer will be available to parents and guardians through the Parent Portal of PowerSchool once the on-line emergency information page has been updated during the month of August (See Power School access).

High School Transcript p. 15

The high school transcript includes year-end grades only for each course taken. Senior grades sent to colleges prior to the end of the first marking period contain year-end grades for years 9-11. After term one, transcripts and senior grade updates requested by colleges will contain senior year term and mid-year grades as available. A final transcript of year-end grades only is sent to each student's attending college.

Search and Seizure p. 20 (word order change made last year)

In addition, a student and his/her personal possessions are subject to reasonable search, including without limitation the use of a breathalyzer, by school Officials when there is reasonable basis for believing that the search will produce evidence of a violation of school rules or of federal or state law.

Cell Phones, Electronic Devices p. 25

The purpose of the school day is to ensure that students have access to the teaching, learning experiences and knowledge that will prepare them for their life as responsible and respectful adults in college, the workplace and in their communities. In order to maintain the primacy of this academic experience, student cell phones and other personally owned devices used for communication and entertainment are not to be used in any class or study hall without the prior permission of the teacher. This permission should be sought for each specific occasion on which the student wishes to use their device.

In addition, the video, camera and real-time text capabilities of cell phones present the difficult challenge of ensuring continued high standards of Academic Integrity (Appendix 9) and community expectations for privacy. In order to protect students from the appearance or allegations of AI violations, all cell phones and personally owned devices used for communication and entertainment should be stored in the student locker or backpack – not

visible or audible in the classroom setting. Such devices are not to be used in any area where people have a reasonable expectation of privacy.

Should a student find it difficult to follow these guidelines, they may be asked to give their phone to a teacher or other staff member. On the first occasion, the cell phone may be taken until the end of the school day, on second and subsequent occasions; the issue may be referred to an administrator for further consequences. In addition, teachers are allowed to ask students to turn their phones off or to gather cell phones in a central location during periods when tests and other assessments are given.

Bullying was added under BEHAVIORS LEADING TO SUSPENSION AND EXPULSION p. 29

Students are not to be on school grounds or at school events during the suspension period. Parents/ guardians are expected to meet with school administration prior to the student's returning to school. Legal action may follow any of these behaviors and financial restitution may be expected.

...

Bullying p. 30

Behaviors that are persistent, pervasive and chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability.

Weighted GPA p.14

All students should note that the "elective courses" or courses with no levels (English I, Physical Education, Drawing and Painting, etc.) are not considered in the calculation of your weighted GPA. For transfer students, only courses completed at ABRHS contribute to the weighted GPA. ...

The 2010 – 2011 Handbook Review Committee included:

Susan Atwater-Rhodes, Administration

Susan Root, Counseling

Adriana Buono, World Languages

Cheryl Simmons, Special Education

Kate Hermon, Alternative Program Department Leader, School Council

Diane Cilenio, Librarian

Kirsten Kunz, Administration

Daniel Hoadley, Junior

Michelle Higgins, Junior

To: Stephen Mills
cc: Brian Dempsey
From: Alixe Callen
Date: May 10, 2010
Subject: Donation to Science Team

Shenitech, LLC has donated \$500 toward the Science Team's expenses to compete at the National Science Olympiad in May.

Please accept this very generous donation.

Thank you.

The donation will be deposited in Fund 3305 – SH Gifts.

To: Stephen Mills
From: Larry Dorey
Re: Discipline Report for
Date:6/1/2010

There were 53 discipline referrals to the administration during the month of May. This total is up from 21 last year. 18 students were suspended this month, while 2 students were suspended during May, 2009.

Suspensions

Infraction	2006	2007	2008	2009	2010
Abusive/Obscene Language					
Alcohol Use/Related Use			1		4
Disrespectful Behavior				2	
Disruptive/Uncooperative Behavior	1				2
Drug Paraphernalia			1		
Drug Possession			1		
Fighting	3	1			
Harassment					3
Insubordination			1		
Leaving School Grounds			2		
Physical Aggression			2		1
Stealing			1		
Truancy Issues		1	1		8
Total	4	2	10	2	18

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

c: Alixe Callen

Other Infractions

Infraction	2006	2007	2008	2009	2010
Abusive/Obscene Language					1
Academic Integrity				2	
Alcohol use/Related use			1		4
Bus Discipline Issue		1		4	
Computer use Violation	1	1	4		
Disrespectful		1	2	3	3
Disruptive/Uncooperative Behavior	5	5	5	2	7
Drug Paraphernalia			1		
Drug Possession			1		
Fighting	3	1			
Forgery	1			1	
Harassment				2	4
Leaving School Grounds	2	1	17	3	11
Non Compliance w/school rules	4				2
Other	3		2	1	3
Out of School Issue				2	
Physical Aggression			2		3
Smoking on School Grounds	1				
Stealing			1		
Teasing					1
Truancy		1	6	1	14
Vandalism					
Total	20	11	42	21	53

XV. 1. b.

To: Stephen Mills
From: Alixe Callen
cc: Kay Steeves
Subject: Donation to Community Service
Date: June 1, 2010

Graham & Harsip, P.C. has donated \$50 to the Community Service Day t-shirt fundraiser.

We would appreciate it if you would approve this donation. It will be deposited into Fund 3328 – SHS Community Service Gifts.

Thank you.

To: Stephen Mills
From: Alixe Callen
cc: Kay Steeves
Subject: Donation to Community Service
Date: May 21, 2010

ATIR Natural Nail Care Clinic has donated \$250 to the Community Service Day t-shirt fundraiser.

We would appreciate it if you would approve this donation. It will be deposited into Fund 3328 – SHS Community Service Gifts.

Thank you.

To: Stephen Mills
cc: Brian Dempsey
From: Alixe Callen
Date: May 20, 2010
Subject: Donations to Science Team

The Science Team has received donations toward its competition at the National Science Olympiad this month. Donations were received from:

Paul and Kathryn McKean	\$25.
Robert and Catherine Cadogan	\$10.

Please accept the donations.

Thank you.

To: Stephen Mills
cc: Brian Dempsey
From: Alixe Callen
Date: May 10, 2010
Subject: Donations to Science Team

Please approve donations to the Science Team from:

William Ames and Paulina Knibbe	\$100.00
Penny Arcade	\$150.00

The funds will be used to support the team's competition at the National Science Olympiad in May.

Checks will be deposited in Fund 3305 – SH Gifts.

Thank you.

R.J. Grey Junior High School

To: Steve Mills
 From: Allison Warren and Andrew Shen
 Re: Discipline Report for May 2010
 Date: June 2, 2010

There were 31 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of May. There were 7 suspensions this past month.

	<u>May-06</u>	<u>May-07</u>	<u>May-08</u>	<u>May-09</u>	<u>May-10</u>
<i>Total Discipline Referrals Reported</i>	81	94	77	51	31

	<u>May-06</u>	<u>May-07</u>	<u>May-08</u>	<u>May-09</u>	<u>May-10</u>
Total Suspensions	2	9	9	10	7
drug-related incident					
fighting				5	2
harassment (non-sexual)		3		1	
inappropriate/disruptive/disrespectful behavior					3
non-compliance with school rules	1	3		1	
physical aggression	1	2		2	2
sexual harassment		1		1	
stealing					
threatening					

	<u>May-06</u>	<u>May-07</u>	<u>May-08</u>	<u>May-09</u>	<u>May-10</u>
Total Other Infractions	79	85	68	41	24
abusive language/profanity	2	5		2	
alcohol use/possession					
bus discipline	2	4	3		
Academic integrity	3		4		2
class/school truancies	2	7	5	2	1
computer violation	4	2			
vandalism	1	4			
disruptive behavior (classroom, cafeteria, hallway)	55	41	41	26	11
harassment (non-sexual)/bullying/teasing	1	2		2	3
non-compliance with school rules	4	16	4	5	3

out of school issue					
physical aggression			2	2	1
sexual harassment					
stealing	1	1			
threatening					
uncooperative/disrespectful behavior	4	3	9	2	3

The referrals/concerns generally were quickly resolved and no further intervention was required.

AS OF MAY 28, 2010

FOR 2010 13

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

1000 GENERAL FUND							

01 SALARIES, TEACHING	15,377,039	-1,614	15,375,425	11,540,144.29	3,590,192.16	245,088.23	98.4%
02 SALARIES, PRINCIPALS	730,784	0	730,784	634,114.37	85,466.71	11,202.92	98.5%
03 SALARIES, CNTRL ADMN	427,691	0	427,691	378,594.90	51,760.20	-2,664.10	100.6%
04 SALARIES, SUPP STAFF	2,528,028	-30,417	2,497,611	2,118,398.10	345,959.99	33,253.21	98.7%
05 SALARIES, ATHLETICS	411,223	0	411,223	371,310.90	23,799.37	16,112.73	96.1%
06 SALARIES, BUILDINGS	277,816	-10,000	267,816	276,571.30	23,788.72	-32,544.02	112.2%
07 SALARIES, CUSTODIAL	823,610	-30,000	793,610	690,670.47	81,209.90	21,729.63	97.3%
08 SALARIES, HOME INSTR	7,354	0	7,354	6,424.69	.00	929.31	87.4%
09 SALARIES, SUBS	202,277	3,500	205,777	192,933.08	2,332.68	10,511.24	94.9%
10 FRINGES, COURSE REIM	28,000	0	28,000	23,854.50	2,650.00	1,495.50	94.7%
11 FRINGES, HLTH INSUR	5,244,227	-322,400	4,921,827	4,722,438.60	.00	199,388.40	95.9%
12 FRINGES, OTHR EE INS	25,587	0	25,587	18,749.45	.00	6,837.55	73.3%
13 FRINGES, UNEMPLMNT	27,000	0	27,000	36,753.42	.00	-9,753.42	136.1%
14 FRINGES, WORKRS COMP	101,000	-11,000	90,000	79,597.90	.00	10,402.10	88.4%
15 FRINGES, PENSION	874,986	-5,000	869,986	865,476.81	.00	4,509.19	99.5%
16 INSTRUCT SUPPLIES	255,505	-211	255,295	201,281.41	20,834.76	33,178.33	87.0%
17 INSTRUCT TEXTBOOKS	123,747	-5,058	118,689	73,652.17	30,990.52	14,046.46	88.2%
18 INSTRUCTIONAL, LBY	28,873	-1,000	27,873	23,822.43	2,952.50	1,098.07	96.1%
19 OTHER, CAP OUTLAY	355,993	-36,000	319,993	270,898.80	99,813.16	-50,718.96	115.9%
21 OTHER, DEBT SERVICE	1,885,212	0	1,885,212	1,885,211.28	.00	.72	100.0%
22 OTHER, PROP/CASUALTY	122,040	-30,000	92,040	91,488.20	.00	551.80	99.4%
23 OTHER, MAINT BLDG/GR	344,817	0	344,817	288,101.86	45,546.98	11,168.16	96.8%
24 OTHER, MAINT EQUIP	196,815	6,000	202,815	157,647.97	31,543.06	13,623.97	93.3%
26 OTHER, LEGAL SERVICE	131,625	-11,002	120,623	116,030.78	39,298.40	-34,705.76	128.8%
27 OTHER, ADMIN SUPP	547,545	9,698	557,243	374,747.70	75,805.93	106,689.59	80.9%
28 OTHER, ATHLETIC SUPP	134,756	-419	134,337	122,684.42	1,084.05	10,568.53	92.1%
29 OTHER, CUSTODL SUPP	62,859	0	62,859	65,421.66	9,727.20	-12,289.86	119.6%
30 OTHER, SPED TRANSP	728,036	1,496	729,532	726,348.44	3,183.20	.00	100.0%
31 OTHER, STUDENT TRANS	587,584	-8,559	579,025	504,539.96	50,103.14	24,381.90	95.8%
32 OTHER, TRAVEL	24,214	-4,704	19,510	18,515.88	1,735.00	-740.88	103.8%
33 OTHER, SPED TUITION/	2,994,794	2,289	2,997,083	2,851,415.47	537,124.93	-391,457.31	113.1%
34 OTHER, UTILITIES	1,492,403	-10,000	1,482,403	1,091,425.28	63.36	390,914.36	73.6%
35 OTHER, SEWER	249,395	0	249,395	205,052.50	12,350.50	31,992.00	87.2%
TOTAL GENERAL FUND	37,352,835	-494,400	36,858,435	31,024,318.99	5,169,316.42	664,799.59	98.2%
GRAND TOTAL	37,352,835	-494,400	36,858,435	31,024,318.99	5,169,316.42	664,799.59	98.2%

** END OF REPORT - Generated by Tess Summers **

Fourth qtr circuit breaker \$ 160,895.
ARRA SFSF Grant \$ 220,670.

Sped expenses will be reduced by these
amounts when funds are received.

AS OF MAY 28, 2010

FOR 2010 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
1000 GENERAL FUND							
07 SPECIAL EDUCATION							
05040701 51404 SPED DIRECTOR	46,507	0	46,507	41,032.00	5,530.41	-55.41	100.1%*
05040702 51502 PS SECRETARY	50,104	0	50,104	44,089.44	5,678.65	335.91	99.3%
05050701 52430 SPED TRANSPORTATION	709,036	1,650	710,686	710,464.00	222.00	.00	100.0%
05050701 52476 SPED TRNS MEDICAL AI	0	2,500	2,500	1,560.00	940.00	.00	100.0%
05050702 51502 SPED SECRETARY	1,545	0	1,545	613.92	.00	931.08	39.7%
05050703 52402 SPED TRAVEL	1,607	0	1,607	2,418.54	.00	-811.54	150.5%*
05050703 52406 SPED POSTAGE	5,490	3,024	8,514	5,782.53	2,731.34	.00	100.0%
05050703 52410 SPED DUES AND FEES	307	0	307	335.00	45.00	-73.00	123.8%*
05050704 51630 SPED SUMMER ASST	1,470	5,583	7,053	7,053.30	.00	.00	100.0%
05050705 51424 SPED HOME INSTR	7,354	0	7,354	6,424.69	.00	929.31	87.4%
05050706 51409 TEACHER REFERRAL PR	0	71,262	71,262	83,376.70	5,432.96	-17,547.49	124.6%*
05050706 52443 REFER TO SPECIALIST	202,950	-7,500	195,450	129,112.27	63,863.62	2,474.11	98.7%
05050707 52409 SPED CONFERENCES	369	0	369	350.00	.00	19.00	94.9%
05050708 54301 SPED OFFICE SUPPLIES	2,798	2,970	5,768	5,781.42	.00	-13.57	100.2%*
05050709 58708 O/L INSTRUCT EQUIP	12,476	0	12,476	14,725.91	5,118.20	-7,368.11	159.1%*
05050710 52413 SPED MEDICAL SVCS	998	0	998	1,227.67	237.50	-467.17	146.8%*
05050711 52484 SPED INDEP EVALUATIO	3,993	0	3,993	.00	.00	3,993.00	.0%
05050713 52426 SPED PRIVATE DAY TUI	3,342,003	-870,713	2,471,290	987,680.76	313,218.24	1,170,391.00	52.6%
05050713 52428 SPED RESIDENTIAL TUI	0	0	0	665,803.92	177,845.46	-843,649.38	100.0%*
05050713 52488 CIRCUIT BREAKER TUIT	-1,031,608	870,713	-160,895	.00	.00	-160,895.00	.0%*
05050714 52425 CASE SPED COLLAB TUI	679,670	0	679,670	727,952.00	.00	-48,282.00	107.1%*
05050715 52401 SPED LEGAL SERVICES	61,625	-11,002	50,623	10,701.60	39,298.40	623.42	98.8%
05050716 52470 SPED OFF EQUIP MNT	998	0	998	817.80	180.20	.00	100.0%
05050717 52471 SPED COPY EQUIP MNT	3,993	0	3,993	3,047.73	3,087.27	-2,142.00	153.6%*
05050718 51618 BUS MONITOR	5,000	-5,000	0	.00	.00	.00	.0%
05050718 51646 SPED MEDICAL AIDE	19,000	-2,654	16,346	14,324.44	2,021.20	.00	100.0%
05050719 52443 HOME TUTOR C/S	43,793	-16,492	27,301	21,659.37	5,641.88	.00	100.0%
14040701 51411 SPED CHAIRPERSON	90,246	0	90,246	79,527.10	10,718.87	.03	100.0%
14040702 51409 SPED OUT OF DISTR SP	63,242	0	63,242	55,730.15	7,511.46	.39	100.0%
14040702 51416 OCCUPATIONAL THERAPI	58,718	0	58,718	50,652.63	8,065.23	.14	100.0%
14040702 51417 PHYSICAL THERAPIST	30,543	0	30,543	22,320.06	8,223.14	-.20	100.0%*
14050701 51433 SPED SUMMER PROG SPE	75,000	-39,638	35,362	35,361.65	.00	.00	100.0%
14050702 52443 SPED ADAPTIVE PHYS E	12,503	-11,908	595	.00	.00	594.61	.0%
14050702 52483 SPED SPEC CONTR SVC	0	0	0	216.81	278.19	-495.00	100.0%*
14050703 52425 SPED OTHER COLLAB TU	0	0	0	463,846.89	45,783.04	-509,629.93	100.0%*
14050704 52402 OUT OF DISTRICT CAR	500	0	500	.00	.00	500.00	.0%
14050705 51602 SPED ADAPTIVE PHYS E	0	4,000	4,000	1,620.56	.00	2,379.44	40.5%

AS OF MAY 28, 2010

FOR 2010 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
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TOTAL SPECIAL EDUCATION	4,502,230	-3,205	4,499,025	4,195,610.86	711,672.26	-408,258.36	109.1%
28 SPECIAL EDUCATION/JH/SH							
<hr/>							
14052801 58708 INSTRUCTIONAL EQUIPM	0	0	0	89.00	.00	-89.00	100.0%*
15042801 51425 PSYCHOLOGIST	189,046	0	189,046	157,639.68	60,134.45	-28,728.13	115.2%*
15042802 51408 SPED TEACHER	568,540	0	568,540	429,363.90	139,175.70	.40	100.0%
15042803 51409 SPEECH/LANG TEACHER	81,653	0	81,653	73,876.56	7,776.44	.00	100.0%
15042804 51624 SPED EDUCATION ASST	76,199	0	76,199	51,640.24	17,688.84	6,869.92	91.0%
15052801 52417 SPED EVAL AND TRAINI	680	0	680	195.00	.00	485.00	28.7%
15052802 54305 SPED TEXTBOOKS	1,308	0	1,308	1,677.06	.00	-369.06	128.2%*
15052802 54334 SPEECH TEXTS	509	0	509	550.88	.00	-41.88	108.2%*
15052803 54302 SPED EDUCATIONAL SUP	1,293	0	1,293	1,386.59	128.54	-222.13	117.2%*
16042801 51425 PSYCHOLOGIST	156,000	0	156,000	127,015.95	28,984.05	.00	100.0%
16042802 51408 SPED TEACHER	409,977	0	409,977	300,164.09	110,586.93	-774.02	100.2%*
16042803 51408 SPEECH/LANG TEACHER	107,924	0	107,924	83,680.18	24,244.02	-.20	100.0%*
16042804 51624 SPED EDUCATION ASST	45,902	0	45,902	36,804.85	17,650.81	-8,553.66	118.6%*
16052801 54305 SPED TEXTBOOKS	1,366	-1,133	233	233.15	.00	.00	100.0%
16052801 54334 SPEECH TEXTBOOKS	512	0	512	118.95	.00	393.05	23.2%
16052802 54302 SPED EDUC SUPPLIES	1,132	0	1,132	2,161.13	.00	-1,029.13	190.9%*
TOTAL SPECIAL EDUCATION/JH/SH	1,642,041	-1,133	1,640,908	1,266,597.21	406,369.78	-32,058.84	102.0%
TOTAL GENERAL FUND	6,144,271	-4,338	6,139,933	5,462,208.07	1,118,042.04	-440,317.20	107.2%
TOTAL EXPENSES	6,144,271	-4,338	6,139,933	5,462,208.07	1,118,042.04	-440,317.20	
GRAND TOTAL	6,144,271	-4,338	6,139,933	5,462,208.07	1,118,042.04	-440,317.20	107.2%

** END OF REPORT - Generated by Tess Summers **

AS OF MAY 28, 2010

FOR 2010 13

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

1000 GENERAL FUND							

01 SALARIES, TEACHING	9,113,379	5,200	9,118,579	6,805,435.93	2,147,177.83	165,965.24	98.2%
02 SALARIES, PRINCIPALS	436,907	0	436,907	374,708.87	50,503.36	11,694.77	97.3%
04 SALARIES, SUPP STAFF	1,066,203	0	1,066,203	871,504.28	170,720.06	23,978.66	97.8%
05 SALARIES, ATHLETICS	226,770	0	226,770	213,075.94	.00	13,694.06	94.0%
07 SALARIES, CUSTODIAL	480,343	-20,000	460,343	406,473.71	46,963.19	6,906.10	98.5%
09 SALARIES, SUBS	28,529	-500	28,029	28,036.84	.00	-7.84	100.0%
15 FRINGES, PENSION	806,172	0	806,172	806,172.00	.00	.00	100.0%
16 INSTRUCT SUPPLIES	143,029	-1,569	141,460	127,092.46	10,697.42	3,670.12	97.4%
17 INSTRUCT TEXTBOOKS	86,435	-1,496	84,939	51,362.49	27,594.57	5,981.94	93.0%
18 INSTRUCTIONAL, LBY	21,261	0	21,261	17,239.31	2,952.50	1,069.19	95.0%
19 OTHER, CAP OUTLAY	140,506	-17,500	123,006	102,642.41	64,348.20	-43,984.61	135.8%
21 OTHER, DEBT SERVICE	1,423,444	0	1,423,444	1,423,443.76	.00	.24	100.0%
22 OTHER, PROP/CASUALTY	120,540	-28,500	92,040	91,488.20	.00	551.80	99.4%
23 OTHER, MAINT BLDG/GR	176,962	0	176,962	156,843.43	27,216.14	-7,097.57	104.0%
24 OTHER, MAINT EQUIP	90,526	6,000	96,526	81,814.47	10,550.19	4,161.34	95.7%
27 OTHER, ADMIN SUPP	143,250	-2,958	140,292	102,941.58	29,961.60	7,388.82	94.7%
28 OTHER, ATHLETIC SUPP	95,405	0	95,405	83,950.17	586.00	10,868.83	88.6%
29 OTHER, CUSTODL SUPP	40,487	0	40,487	48,264.74	5,610.00	-13,387.74	133.1%
31 OTHER, STUDENT TRANS	3,809	0	3,809	1,453.86	.00	2,355.14	38.2%
32 OTHER, TRAVEL	4,469	-500	3,969	3,418.14	395.00	155.86	96.1%
34 OTHER, UTILITIES	1,015,291	-5,000	1,010,291	709,446.85	.00	300,844.15	70.2%
35 OTHER, SEWER	66,706	0	66,706	49,187.20	9,837.44	7,681.36	88.5%
TOTAL GENERAL FUND	15,730,423	-66,823	15,663,600	12,555,996.64	2,605,113.50	502,489.86	96.8%
GRAND TOTAL	15,730,423	-66,823	15,663,600	12,555,996.64	2,605,113.50	502,489.86	96.8%

** END OF REPORT - Generated by Tess Summers **

AS OF MAY 28, 2010

FOR 2010 13

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

1000 GENERAL FUND							

01 SALARIES, TEACHING	4,961,906	2,550	4,964,456	3,728,992.22	1,207,995.45	27,468.33	99.4%
02 SALARIES, PRINCIPALS	293,877	0	293,877	259,405.50	34,963.35	-491.85	100.2%
04 SALARIES, SUPP STAFF	317,707	-4,000	313,707	253,209.02	63,469.92	-2,971.94	100.9%
05 SALARIES, ATHLETICS	5,304	0	5,304	2,614.24	.00	2,689.76	49.3%
07 SALARIES, CUSTODIAL	343,267	-10,000	333,267	284,196.76	34,246.71	14,823.53	95.6%
09 SALARIES, SUBS	36,812	0	36,812	34,900.01	.00	1,911.99	94.8%
16 INSTRUCT SUPPLIES	57,913	-4,141	53,772	43,228.56	5,568.90	4,974.54	90.7%
17 INSTRUCT TEXTBOOKS	37,312	-3,562	33,750	22,289.68	3,395.95	8,064.52	76.1%
18 INSTRUCTIONAL, LBY	7,612	-1,000	6,612	6,583.12	.00	28.88	99.6%
19 OTHER, CAP OUTLAY	70,860	-1,000	69,860	54,899.10	21,461.00	-6,500.10	109.3%
21 OTHER, DEBT SERVICE	461,768	0	461,768	461,767.52	.00	.48	100.0%
23 OTHER, MAINT BLDG/GR	80,843	0	80,843	75,382.68	4,826.33	633.99	99.2%
24 OTHER, MAINT EQUIP	34,320	0	34,320	30,027.93	2,740.42	1,551.65	95.5%
27 OTHER, ADMIN SUPP	96,455	2,400	98,855	78,096.61	5,926.52	14,831.87	85.0%
29 OTHER, CUSTODL SUPP	18,963	0	18,963	15,217.08	4,117.20	-371.28	102.0%
32 OTHER, TRAVEL	3,888	-3,690	198	213.00	.00	-15.00	107.6%
34 OTHER, UTILITIES	389,825	-5,000	384,825	310,730.60	63.36	74,031.04	80.8%
35 OTHER, SEWER	32,953	0	32,953	12,565.30	2,513.06	17,874.64	45.8%
TOTAL GENERAL FUND	7,251,585	-27,443	7,224,142	5,674,318.93	1,391,288.17	158,535.05	97.8%
GRAND TOTAL	7,251,585	-27,443	7,224,142	5,674,318.93	1,391,288.17	158,535.05	97.8%

** END OF REPORT - Generated by Tess Summers **

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05/28/2010 09:32 | ACTON / BOXBOROUGH REGIONAL SCHOOLS
tsummers | FY10 EXPENSE STATUS REPORT-SPED

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AS OF MAY 28, 2010

FOR 2010 13

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

1000 GENERAL FUND							

07 SPECIAL EDUCATION							

05040701 51404 SPED DIRECTOR	46,507	0	46,507	41,032.00	5,530.41	-55.41	100.1%*
05040702 51502 PS SECRETARY	50,104	0	50,104	44,089.44	5,678.65	335.91	99.3%
05050701 52430 SPED TRANSPORTATION	709,036	1,650	710,686	710,464.00	222.00	.00	100.0%
05050701 52476 SPED TRNS MEDICAL AI	0	2,500	2,500	1,560.00	940.00	.00	100.0%
05050702 51502 SPED SECRETARY	1,545	0	1,545	613.92	.00	931.08	39.7%
05050703 52402 SPED TRAVEL	1,607	0	1,607	2,418.54	.00	-811.54	150.5%*
05050703 52406 SPED POSTAGE	5,490	3,024	8,514	5,782.53	2,731.34	.00	100.0%
05050703 52410 SPED DUES AND FEES	307	0	307	335.00	45.00	-73.00	123.8%*
05050704 51630 SPED SUMMER ASST	1,470	5,583	7,053	7,053.30	.00	.00	100.0%
05050705 51424 SPED HOME INSTR	7,354	0	7,354	6,424.69	.00	929.31	87.4%
05050706 51409 TEACHER REFERRAL PR	0	71,262	71,262	83,376.70	5,432.96	-17,547.49	124.6%*
05050706 52443 REFER TO SPECIALIST	202,950	-7,500	195,450	129,112.27	63,863.62	2,474.11	98.7%
05050707 52409 SPED CONFERENCES	369	0	369	350.00	.00	19.00	94.9%
05050708 54301 SPED OFFICE SUPPLIES	2,798	2,970	5,768	5,781.42	.00	-13.57	100.2%*
05050709 58708 O/L INSTRUCT EQUIP	12,476	0	12,476	14,725.91	5,118.20	-7,368.11	159.1%*
05050710 52413 SPED MEDICAL SVCS	998	0	998	1,227.67	237.50	-467.17	146.8%*
05050711 52484 SPED INDEP EVALUATIO	3,993	0	3,993	.00	.00	3,993.00	.0%
05050713 52426 SPED PRIVATE DAY TUI	3,342,003	-870,713	2,471,290	987,680.76	313,218.24	1,170,391.00	52.6%
05050713 52428 SPED RESIDENTIAL TUI	0	0	0	665,803.92	177,845.46	-843,649.38	100.0%*
05050713 52488 CIRCUIT BRKAKER TUIT	-1,031,608	870,713	-160,895	.00	.00	-160,895.00	.0%*
05050714 52425 CASE SPED COLLAS TUI	679,670	0	679,670	727,952.00	.00	-48,282.00	107.1%*
05050715 52401 SPED LEGAL SERVICES	61,625	-11,002	50,623	10,701.60	39,298.40	623.42	98.8%
05050716 52470 SPED OFF EQUIP MNT	998	0	998	817.80	180.20	.00	100.0%
05050717 52471 SPED COPY EQUIP MNT	3,993	0	3,993	3,047.73	3,087.27	-2,142.00	153.6%*
05050718 51618 BUS MONITOR	5,000	-5,000	0	.00	.00	.00	.0%
05050718 51646 SPED MEDICAL AIDE	19,000	-2,654	16,346	14,324.44	2,021.20	.00	100.0%
05050719 52443 HOME TUTOR C/S	43,793	-16,492	27,301	21,659.37	5,641.88	.00	100.0%
14040701 51411 SPED CHAIRPERSON	90,246	0	90,246	79,527.10	10,718.87	.03	100.0%
14040702 51409 SPED OUT OF DISTR SP	63,242	0	63,242	55,730.15	7,511.46	.39	100.0%
14040702 51416 OCCUPATIONAL THERAPI	58,718	0	58,718	50,652.63	8,065.23	.14	100.0%
14040702 51417 PHYSICAL THERAPIST	30,543	0	30,543	22,320.06	8,223.14	-.20	100.0%*
14050701 51433 SPED SUMMER PROG SPE	75,000	-39,638	35,362	35,361.65	.00	.00	100.0%
14050702 52443 SPED ADAPTIVE PHYS E	12,503	-11,908	595	.00	.00	594.61	.0%
14050702 52483 SPED SPEC CONTR SVC	0	0	0	216.81	278.19	-495.00	100.0%*
14050703 52425 SPED OTHER COLLAS TU	0	0	0	463,846.89	45,783.04	-509,629.93	100.0%*
14050704 52402 OUT OF DISTRICT CAR	500	0	500	.00	.00	500.00	.0%
14050705 51602 SPED ADAPTIVE PHYS E	0	4,000	4,000	1,620.56	.00	2,379.44	40.5%

AS OF MAY 28, 2010

FOR 2010 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL SPECIAL EDUCATION	4,502,230	-3,205	4,499,025	4,195,610.86	711,672.26	-408,258.36	109.1%
28 SPECIAL EDUCATION/JH/SH							
14052801 58708 INSTRUCTIONAL EQUIPM	0	0	0	89.00	.00	-89.00	100.0%*
15042801 51425 PSYCHOLOGIST	189,046	0	189,046	157,639.68	60,134.45	-28,728.13	115.2%*
15042802 51408 SPED TEACHER	568,540	0	568,540	429,363.90	139,175.70	.40	100.0%
15042803 51409 SPEECH/LANG TEACHER	81,653	0	81,653	73,876.56	7,776.44	.00	100.0%
15042804 51624 SPED EDUCATION ASST	76,199	0	76,199	51,640.24	17,688.84	6,869.92	91.0%
15052801 52417 SPED EVAL AND TRAINI	680	0	680	195.00	.00	485.00	28.7%
15052802 54305 SPED TEXTBOOKS	1,308	0	1,308	1,677.06	.00	-369.06	128.2%*
15052802 54334 SPEECH TEXTS	509	0	509	550.88	.00	-41.88	108.2%*
15052803 54302 SPED EDUCATIONAL SUP	1,293	0	1,293	1,386.59	128.54	-222.13	117.2%*
16042801 51425 PSYCHOLOGIST	156,000	0	156,000	127,015.95	28,984.05	.00	100.0%
16042802 51408 SPED TEACHER	409,977	0	409,977	300,164.09	110,586.93	-774.02	100.2%*
16042803 51408 SPEECH/LANG TEACHER	107,924	0	107,924	83,680.18	24,244.02	-.20	100.0%*
16042804 51624 SPED EDUCATION ASST	45,902	0	45,902	36,804.85	17,650.81	-8,553.66	118.6%*
16052801 54305 SPED TEXTBOOKS	1,366	-1,133	233	233.15	.00	.00	100.0%
16052801 54334 SPEECH TEXTBOOKS	512	0	512	118.95	.00	393.05	23.2%
16052802 54302 SPED EDUC SUPPLIES	1,132	0	1,132	2,161.13	.00	-1,029.13	190.9%*
TOTAL SPECIAL EDUCATION/JH/SH	1,642,041	-1,133	1,640,908	1,266,597.21	406,369.78	-32,058.84	102.0%
TOTAL GENERAL FUND	6,144,271	-4,338	6,139,933	5,462,208.07	1,118,042.04	-440,317.20	107.2%
TOTAL EXPENSES	6,144,271	-4,338	6,139,933	5,462,208.07	1,118,042.04	-440,317.20	
GRAND TOTAL	6,144,271	-4,338	6,139,933	5,462,208.07	1,118,042.04	-440,317.20	107.2%

** END OF REPORT - Generated by Tess Summers **

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
May 1, 2010

Category	Final Total as of 4/1/2010	Additions	Subtractions	Current Total as of 5/1/2010
RJG JHS	10	0	0	10
ABRHS	12	0	0	12
ABRSD TOTALS	22	0	0	22

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2009-2010 ACADEMIC YEAR

May-10

Levels	Sept. 1		Oct. 1		Nov. 1		Dec. 1		Jan. 1		Feb. 1		Mar. 1		Apr. 1		May 1		Jun 1	
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
K	334	47	6	340	334	46	6	340	335	47	6	342	337	50	6	343	339	48	6	345
1	334	61	3	337	333	61	3	336	341	65	3	344	341	66	3	344	341	67	3	344
2	349	67	2	351	349	67	2	351	346	65	2	347	345	64	2	347	347	64	2	349
3	354	69	5	359	358	69	5	353	360	69	5	355	359	69	5	355	360	69	5	365
4	360	81	2	362	359	81	2	361	360	80	2	362	361	80	2	364	362	80	2	364
5	391	79	1	392	391	79	1	392	389	78	1	390	390	78	1	391	391	78	1	392
6	407	77	1	408	407	79	1	408	403	79	1	404	403	79	1	404	402	78	1	403
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In D. Pre-sch.	48	4	0	48	49	4	0	49	52	6	0	55	58	6	0	58	55	5	0	55
O.D. Pre-sch.	8	4	0	8	9	4	0	9	8	4	0	8	8	4	0	8	8	4	0	5
O.D. SPED K-6	14	5	0	14	14	5	0	14	14	4	0	14	14	4	0	14	14	4	0	14
A.P.S. Total	2599	484	20	2603	2603	495	20	2623	2608	500	20	2631	2618	500	20	2638	2620	494	20	2636
7	395	78	8	481	393	77	5	475	395	76	5	476	395	76	5	476	394	76	5	475
8	402	99	2	503	402	100	2	504	400	103	2	505	398	103	2	503	393	105	4	502
J.H.S. Total	797	177	10	984	795	177	7	979	795	179	7	981	793	179	7	979	787	181	9	977
9	406	93	6	505	402	97	6	505	401	98	6	505	398	98	6	502	400	98	6	504
10	386	86	7	479	382	88	7	477	380	89	7	476	378	89	6	473	379	89	6	474
11	387	117	11	515	383	116	13	512	385	116	11	513	385	116	10	511	384	116	10	510
12	340	101	21	462	337	101	21	459	337	100	21	458	337	103	21	451	336	103	22	461
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1519	397	45	1961	1504	402	47	1953	1503	403	45	1951	1499	406	44	1949	1497	406	45	1948
Total JHS & HS	2316	574	55	2945	2299	579	54	2932	2298	582	52	2932	2294	585	50	2928	2285	586	54	2925
O.D. SPED 7-12	44	14	0	58	44	14	0	58	44	15	0	59	43	15	0	60	47	15	0	62
Reg. Total	2360	588	55	3003	2343	593	54	2990	2342	597	52	2993	2337	597	52	2986	2333	602	53	2988
A.P.S. Total	2599	484	20	2603	2603	495	20	2623	2608	500	20	2631	2618	500	20	2638	2620	494	20	2636
Reg. Total	2360	588	55	3003	2343	593	54	2990	2342	597	52	2993	2337	597	52	2986	2333	602	53	2988
Grand Total	4959	588	75	5622	4946	593	74	5613	4950	597	72	5617	4948	597	72	5617	4953	602	73	5624

A = ACTON

Pre-School = SPED

P.G. = Post Graduates

Ungr. = Ungraded

O.D. = SPED Out of District

B = BOXBOROUGH

C = Choice/Staff/Tuition In

In D. = In District

Distribution:

S. Mills

M. Altieri

S. Horn

L. Huber

T. Summers

S. Hall

K. Nelson

K. Trahan

C. Bates

All Principals (2)

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

XV.5

"It's All About Instruction"
Annual Summer Leadership Institute
Acton Public Schools and Acton-Boxborough Regional School District
June 28th and 29th, 2010

Day One-RJ Grey Library

- 8:30** **Breakfast**
- 8:45** **Superintendent's Welcome**
- 9:00** **Introduction, Goals and Activity #1: *Five of a Kind***
- 9:30** **Small Group Video Discussions**
- 11:30** **Lunch**
- 12:30** **Crafting District Instruction Definition & What Can Leadership Do To Support Instruction?**
- 2:10** **Activity #2: *Teaching Memories***
- 2:45** **Medical Training**
- 4:00** **Social Time**
- 4:45** **Dinner**

Day Two-Beth Elohim

- 8:30** **Breakfast**
- 8:45** **Activity #3 *Leadership Cards***
- 9:05** **Assessment: Formative and Student Participatory**
- 11:00** **Solar Panel Curriculum**
- 11:15** **Lunch**
- 12:00** **MCAS Growth Model: Communication and District Use**
- 1:00** **Activity #4**
- 1:20** **Teacher Evaluation Tools and Post-Observation Discussions**
- 3:20** **Next Steps and Evaluation**

Open House Dates - Fall 2010 5/17/10

=====

CONANT - Sept. 14, 7-8 pm, gr. K-3
Sept. 15, 7-8 pm, gr. 4-6

DOUGLAS - Sept. 15

6-6:45 pm - A.M. /All-Day Kindergarten

7-7:45 pm - Grades 3 & 4

8-8:45 pm - Grades 5 & 6

Sept. 22

6-6:45 pm - P.M. Kindergarten

7-7:45 pm - Grades 1 & 2

GATES - Sept. 21

6:15-6:45 pm - A.M. Kindergarten

6:45-7:15 pm - Special Education Staff

6:30-7:00 pm - All Day K, Grades 1 & 2

7:00-7:30 pm - P.M. K, Grades 3 & 4

7:30-8:00 pm - Grades 5 & 6

McTOWNE - Sept. 15, 6:45 - 8 p.m.

MERRIAM - Sept. 14, 7:00 p.m.

JUNIOR HIGH - Sept. 23, 7:00 p.m.

HIGH SCHOOL - Sept. 30, 6:50 p.m.

Great News from Maria Anthony, Dianne Telicki, and Liz Mackay

The Robert Creeley Foundation, English Department, and Visual Art Department were recently informed that the A.B.R.H.S. 2010 Broadside was recently purchased for permanent exhibition in the Woodberry Poetry Room, Lamont Library, Harvard University.

CONGRATULATIONS to Kathleen Cheng whose artwork illustrates Gary Snyder's poem "Siberian Outpost," and congratulations to all the students who participated in the collaboration between departments; the final broadside is a result of wonderful teamwork and learning that happened between Mrs. Telicki's and Mrs. Anthony's ninth grade classes and Ms. Mackay's Junior/Senior portfolio classes. The project results in a poster incorporating art and poetry that is sold by the foundation for fundraising purposes, so students not only learned about art and poetry but also provided benefit to a community organization.

**Legal Budget
Trends, Initiatives, Outcomes**

*Liza Huber, Director of Pupil Services
May 2010*

Trends at Acton-Boxborough

There has been a steady decline in the legal budget line item from FY08 to FY10 budgets. The chart below starts with the inherited budget in FY07 with a net deficit of \$24,506. Cases that had been carried over from FY06 were settled and initiatives were put into place. From FY08 through FY09, Pupil Services budget showed a 27.7% and 0% unused funds respectively; in the FY10 budget, Pupil Services decreased the already adjusted line item* by 40.7%,

*In November 2009, the original budget for FY10 was reduced by \$11,000. The above percentage is based upon the adjusted figure of \$50,625.

For FY11, Pupil Services has requested a \$59,000 line item from the original FY10 budget line item of \$61,625.

Acton-Boxborough Regional School District					
	FY07	FY08	FY09	FY10	FY11
Original	\$40,000	\$55,000	\$65,000	\$61,625	\$59,000
Expended	\$64,506	\$39,742	\$64,978	\$30,000	
Difference	(\$24,506)	\$15,258	\$22	\$20,625*	

*As of May 2010

Trends at Acton

Similar to the above profile, Acton Public Schools has shown steady decline in legal fees. The inherited budget of FY07 showed a net deficit of \$22,717. However, in FY08 and FY09, unused funds were 66.8% and 20.5% respectively. In the FY10 budget, at present 5.6% is unused. FY 11 has been level funded.

Acton Public Schools					
	FY07	FY08	FY09	FY10	FY11
Original	\$40,000	\$45,000	\$50,000	\$45,000	\$45,000
Expended	\$62,717	\$14,951	\$39,744	\$42,000	
Difference	(\$22,717)	\$30,049	\$10,256	\$2,500*	

*As of May 2010

However, these unused funds are not by chance. Over the past few years, there were several initiatives put in place that directly influenced this line item. The outcomes were anticipated.

Initiatives and Outcomes

- ◆ **Initiative:** Outreach and visibility to the home community were developed.
 - ◆ **Outcome:** Outreach and visibility increased the trust level at the IEP level evidenced by the decrease in rejected plans, from the inherited FY 07 budget, N = 39 to FY 10, N= 19.
 - ◆ **Initiative:** An organizational design was developed to ensure that building concerns were carefully coordinated with Pupil Services.
 - ◆ **Outcome:** It avoided protracted disputes, N = 12, over my years of tenure as Pupil Services Director. Collaborative styles emerged as early intervention paid off; there were no surprises as resolution efforts began immediately.
 - ◆ **Initiative:** An action plan was developed from the Spécial Education Financial Task Force, which addressed a systemic review to reduce or limit our out-of-district placements.
 - ◆ **Outcome:** We successfully and dramatically decreased the number of students sent out of district, have returned* selected students to in-district, and partially integrated some students to our in-district programs, even though, costs that are not in our control, are tuitions charged by out of district placements, transportation, and circuit breaker reimbursements, when and where applicable.
- *FY 08, N = 5; FY 09, N = 6; FY 10, N = 7; and anticipated FY 11, N = 4.
- ◆ **Initiative:** Pupil Services in collaboration with buildings created in-house programs to ensure a Free and Appropriate Education (FAPE) in the least restrictive environment.
 - ◆ **Outcome:** These programs met the needs of students, gave students a better opportunity to “model up” to their peers, increased access to extracurricular activities, and enhanced a bond and partnership between school and home. Reduced out-of-district numbers and litigation costs (see charts, p.1).
 - ◆ **Initiative:** An action plan was developed to examine the effectiveness and efficacy of the SATs {Student Assistance Teams} and CSTs {Child Study Teams}. Issues examined include how to set agendas, how to prioritize student needs, how to balance team representation, how to present, how to incorporate teacher suggestions, how to brainstorm, how to give practical examples and follow up on recommendations – to mention a few.

- ♦ **Outcome:** These child study groups are more efficient and reach more students in less time.
- ♦ **Initiative:** Pupil Services established weekly case-by-case reviews with the leadership team as a “think tank” for resolving student and family concerns regarding the Individualized Education Plan process.
- ♦ **Outcome:** Increased the lines of communication and resulted in a collaborative problem solving team; reduced rejected plans.
- ♦ **Initiative:** Pupil Services initiated the following task forces and or position papers: 1) safe schools, 2) wellness, 3) anti-bullying, 4) educational values and interests (in process), and 5) achievement: a universal and individual design and approach for all learners, regular and special education.
- ♦ **Outcome:** Many of the challenges that the schools face today were dissipated through these efforts. Equally important though, they increased trust, communications, and partnerships.

These initiatives enumerated above have an effect on the legal budget line item. Through the aforementioned charts and discussions, systemic intervention, prevention and outreach are the demonstrated strategies for reaching our goal. Yet, we have seen over time that legal fees are stretched to cover many areas beyond the scope of special education.

Areas Covered by Legal Fees

- ⇒ Upholding of guaranteed rights to parents: due process
- ⇒ Meetings and negotiations
- ⇒ Case review
- ⇒ Drafting related documents
- ⇒ Meeting with staff as case demands
- ⇒ Specific cases not identifies as special education
- ⇒ Civil rights
- ⇒ Student handbooks; all levels
- ⇒ Personnel matters

A Future Plan for Consideration

The unused money from the legal budget should be used both offensively and defensively to further decrease potential dispute and litigation. There are three proactive areas that have been identified: a) the present mandated but unfunded legislation for anti-bullying training and efforts, b) staff leadership training in legal matters (recommend a 2-3 year cycle), in which we will train all staff ("training the trainers"), and c) continue our safety initiatives through professional development.

Offsets and Conclusion

As an important element to understanding the budget in Pupil Services is our effort to tuition-in students to our specialized programs. In our Occupational Development Program (ODP) and the Connections programs, we have a number of referrals to both programs from other schools. If the referrals are appropriate, we will have approximately \$100,000.00 from these tuitions. These efforts will help sustain the programs we created over the years.

Albeit, we need our legal budget to maintain our efforts as described above. Both the scope of what our special education attorneys cover, our outreach programs, and our collaborative problem-solving methods for schools and home, led us to have positive relationships with the community. Those factors now affect our reputation in inviting other school district to tuition their students into our specialized problems.

Moreover, the fluctuation of year-to-year budgeting is directly proportional to cases that are unresolved in an academic year and are carried over to the next fiscal year. Negotiation and resolution continue; the clock does not stop.

After administrations changed (FY07), initiatives were put into place, which had positive outcomes on the legal budget line item. Prevention is the key ingredient to sustain these efforts. Moneys not spent will maintain those initiatives and efforts. Thank you for your consideration.



Educational Values & Needs *Survey Results*

The results of a recent demographics and educational values survey posed important questions for the Acton-Boxborough Schools and our community at large. If you weren't able to attend the District's School Committee presentation in January 2010, please come to hear Craig Hardimon, RJG Principal, Andrew Shen, RJG Assistant Principal, and Liza Huber, Director of Pupil Services, summarize survey results and facilitate a dialogue regarding this important topic.

Tuesday, June 1, 2010
12:30-2:00PM
Temple Beth Elohim

Function Area

Numerical Rating Summary
median (Hi - Lo)
1=Most Favorable Rating
4=Least Favorable Rating

1. 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 | 1 (1 - 2) |
| b. Supports the mission and vision statement with actions and decisions | 1 (1 - 2) |
| c. Recommends clearly defined annual goals and objectives for the school systems consistent with the mission and vision | 1 (1 - 2) |
| d. Leads the system in developing plans consistent with annual goals and objectives | 2 (1 - 2) |

2. SYSTEM OPERATION

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 | 1 (1 - 2) |
| b. Interprets, supports, and executes the intent of all school committee policies | 1 (1 - 2) |
| c. Reviews with school principals the role of school councils and relevant activities | 2 (1 - 2) |

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 | 1 (1 - 2) |
| b. Exhibits the necessary energy to meet the responsibilities of the position | 1 (1 - 2) |
| c. Maintains high standards of ethics, honesty and integrity in personal and professional matters | 1 (1 - 1) |

2.3 Participates in personnel negotiations or delegates same, while maintaining strong oversight capacity as the representative of the School Committees	1 (1 - 2)
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2.4 Participates in personnel grievance and arbitration procedures as needed	1.5 (1 - 2)
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Function Area

Numerical Rating Summary
median (Hi - Lo)
1=Most Favorable Rating
4=Least Favorable Rating

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 (1 - 2)

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.

1.5 (1 - 3)

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 1 (1 - 2)

b. Presents the budgets in a manner that promotes understanding by the School Committees 1 (1 - 3)

c. With the School Committees, presents the budgets to the school community, the town governments, and the public in a manner that promotes understanding 1.5 (1 - 3)

d. Implements effective budget forecasting, accounting and control systems 1 (1 - 3)

e. Provides creative management of available resources 1 (1 - 1)

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

1 (1 - 2)

2.9 Hires personnel consistent with program and budget guidelines.

1 (1 - 2)

2.10 Prepares, in cooperation with the School Committee chairpersons, the agendas for the School Committee meetings.

2 (1 - 2)

a. Establishes clear direction for School Committee meetings by providing agendas and support material that allow for balanced, reasoned policy formation and decision making 2 (1 - 2)

b. Provides the School Committees with pertinent and timely information 2 (1 - 2)

c. Maintains a professional working relationship with the School Committees and individual committee members 1 (1 - 2)

Function Area

Numerical Rating Summary
median (Hi - Lo)
1=Most Favorable Rating
4=Least Favorable Rating

3. POLICIES AND ADMINISTRATIVE PROCEDURES

3.1 With the School Committees, initiates and guides development of policies for approval by the School Committees. 2 (1 - 2)

3.2 Develops and implements through associates and staff administrative procedures necessary to accomplish the School Committees' policies. 1 (1 - 2)

3.3 Promptly completes and files all reports as required by law with the appropriate state agencies with the assistance of staff. 1 (1 - 2)

3.4 Develops and coordinates a process of continuous review of existing policies/procedures and makes appropriate recommendations.

a. Recommends new policies and/or policy revisions as 2 (1 - 2)

b. Offers professional advice to School Committees on items requiring School Committee action, with appropriate recommendations and options based on thorough study and analysis 1 (1 - 2)

c. Interprets, supports and implements School Committee policies and directives 1 (1 - 2)

4. 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 1 (1 - 2)

b. Encourages good staff morale and loyalty to the school systems. 1.5 (1 - 3)

c. Approaches personnel decisions in a non-discriminatory manner. 1 (1 - 2)

d. Provides for a meaningful and balanced staff development and certification program that is available to all school district employees 1.5 (1 - 2)

4.3 Oversees the evaluation of school programs. (0 - 0)

a. Assists the School Committees to monitor school system performance. 2 (1 - 2)

Function Area

Numerical Rating Summary
median (Hi - Lo)
1=Most Favorable Rating
4=Least Favorable Rating

5. 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 | 1 (1 - 2) |
| b. Maintains a community respect and support for the operation of the schools | 1 (1 - 2) |
| c. Encourages community involvement in schools | 1 (1 - 2) |
| d. Interacts with community groups | 1 (1 - 2) |
| e. Presents a strong, positive attitude to build public support for the school system | 1 (1 - 2) |
| f. Supports the creation of partnerships with the immediate and larger community | 1 (1 - 2) |

5.2 Meets regularly with parent groups.

- | | |
|---|-----------|
| a. Encourages parent support and involvement in the | 1 (1 - 2) |
| b. Demonstrates ability to work well with individuals and | 1 (1 - 2) |
| c. Involves parents and community in curriculum development and assessment when appropriate | 2 (1 - 3) |
| d. Listens to parent concerns | 1 (1 - 2) |

5.3 Supplies information to the media.

- | | |
|--|-----------|
| a. Continues to refine and implement a plan for working with the news media. | 2 (1 - 2) |
|--|-----------|

5.4 Produces newsletters, uses Internet and other communications vehicles as needed.

1.5 (1 - 2)

5.5 Directs the preparation of an annual report to be completed for the Annual Town Meetings.

1 (1 - 2)

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 | 1 (1 - 2) |
| b. Advises the School Committees regarding opportunities for influence | 1 (1 - 2) |

6. SPECIAL PROJECTS

6.1 Oversees the progress of the school building

2 (1 - 2)

6.2 Reports regularly on the status of these projects to the School Committees.

2 (1 - 2)

**Annual Evaluation of Stephen Mills, Superintendent
Acton Public Schools and Acton-Boxborough Regional School District
June 2010**

The APS and AB School Committees are very pleased with the performance of Dr. Stephen Mills as he completes his first year as superintendent of the Acton Public Schools and Acton-Boxborough Regional School District. This past year presented a number of challenges, including one of the most difficult budget cycles in many years. Steve's leadership, creativity, transparency and common sense helped guide the Districts and resulted in completing the year on a successful note. School Committee members feel fortunate to have had him onboard and part of the team.

During his first months as superintendent, Steve conducted listening sessions with staff, parents, and community members to learn more about the strengths and priorities of the Acton and Boxborough learning communities. The School Committees believe that these dialogs are valuable to the District leadership team to develop its vision for the schools and the communities. Steve also spent a significant amount of time in each school observing classrooms, students, and staff. This has helped him come up to speed on our educational environment and has given staff the opportunity to get to know him better.

Dr. Mills brought a new format for District goals with him from Worcester called SMART goals (Specific, Measurable, Attainable, Related to Student Outcome, Time-Bound). He worked with his staff to develop six comprehensive goals and to document progress as the year went on. These goals were very well received by the Committees. Steve has committed to use School Improvement Plans to help set District goals in the future. The School Committees applaud this effort.

The most challenging area this year has been dealing with significant cuts in state aid and other reductions in revenue due to the current economic climate. Steve worked successfully with his administrative team, the School Committees, and the Acton Leadership Group (ALG) to recommend reductions in the AB budget in order to avoid an Acton Special Town Meeting. He maintained a focus on current year spending and implemented additional cuts in both Districts to prepare for potential 9C cuts and to ensure the Districts end the year under budget.

Developing FY11 budgets was equally challenging due to uncertainty regarding levels of state aid. Steve worked with his leadership team, using a bottom up approach, to recommend budgets that were responsible and realistic. They included comprehensive proposals that met spending targets and minimized the impact on students. Early in the planning process, he publicized a prioritized list of cuts, including the best and worst case scenarios, which mitigated many concerns of staff, parents and the public. Steve's succinct, transparent style allowed everyone to understand what would happen and who would be affected.

Dr. Mills has established collaborative working relationships with municipal officials and boards in Acton and Boxborough which helped the schools achieve balanced budgets in both Districts. Steve advocated effectively for financial resources to protect essential educational services. His

ability to find creative solutions to our budget woes and to craft a budget that balanced the needs of the entire system was a commendable feat.

During this year, the School Committees entered into negotiations with all three unions (AEA, AFSME and OSA). Steve's extensive experience with collective bargaining in previous positions has been very valuable and his wisdom and guidance has been appreciated by the School Committees.

Over the course of the year, Dr. Mills evaluated current practices in the Districts and implemented some changes. Several APS Committee members praised Steve's creativity in addressing current needs regarding the addition of APS Assistant Principal positions within the budget constraints. Recent re-organization of District-wide Information and Instruction Technology groups also demonstrated Steve's ability to identify critical issues facing the Districts and to provide effective and timely solutions. His sense of humor and ability to connect with people has contributed to successful resolution in many sensitive situations.

As he enters his second year, a top priority for Steve will be to develop strong leadership teams. Integrating new team members while maintaining the current culture of excellence will be key to the continuing success of the school Districts. Establishing a cohesive administrative team will be critical to deal successfully with the expected tough financial years ahead. An operational priority should be the integration of all financial data for all personnel within the Finance Department to improve the visibility of the most important cost driver of the Districts.

It is important for Steve to strengthen his role as the operational and educational leader in order to preserve staff morale during difficult times. Increasing the level of communication is particularly important as uncertain economic times are likely to continue for the next few years. Steve will need to maintain strong relationships between the school Districts and the communities of Acton and Boxborough. It is essential to promote the schools' visibility, strengthen our parent support groups and keep the community involved in everything that we do.

Prior to starting as Superintendent, Dr. Mills agreed to contributing 25% to his health insurance premium matching the administrator's contribution level. At the beginning of this year's budget, Dr. Mills recommended that he should be given a zero increase in salary compensation for the 2010-2011 school year. This was gratefully accepted by the Committees. It bears repeating that the zero percent increase was not an indication of Steve's performance, but a reflection of his character as the leader of the Acton Public and Acton-Boxborough Regional School Districts in these difficult economic times. The School Committees thank him for the positive example he set with this recommendation.

In summary, Dr. Mills has demonstrated a high code of ethics, honesty and integrity and a commitment to improving the quality of education for Acton and Acton-Boxborough students. Dr. Mills has the full support of the Committees as he begins his second year as the leader of our school system. The Committees recognize his accomplishments and thank him for his efforts this past year. The Committees look forward to working with Dr. Mills for many years to come.

XIII.4.

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): Meredith Hultgren 
- School: ABRHS
- # of Students going: 6-30 students, depending on interest # of Chaperones (gender):
One chaperone per 6 students, preferably 1F and 1M per 12 students

Names of Chaperones: Meredith Hultgren; alternate TBD

- Date(s) of Trip: Thu. Apr. 14 - Sat. Apr. 23, 2011 School Time Involved: 1 day
- Purpose of Trip/Destination: Enrichment of curriculum goals. This trip is being offered to Latin II and III students only, and is intended to be the culmination of two or more very aggressive and substantive years of learning. By the end of Latin II, students will have completed not only all of Latin grammar but also the History of the Roman Empire. Therefore, this trip will not only punctuate and solidify all that they have learned thus far, but will really bring the classroom to life!
- Have you taken this trip before? No, but a similar trip in June-July 2008 to Italy; this trip includes a leg to Greece.
- Any special arrangements required (such as extra insurance, ADA accommodations)?
No
- Cost per Student: (Please describe how the cost is determined.)
see attached
- Who will pay for the trip? students
- Has any fundraising been done? no If so, what? _____

23

- Are any parents driving? No

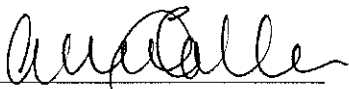
If so, have appropriate insurance forms been filled out? _____

- Have you followed the procedure outlined in Policy IJOA? yes
- Other comments: This is a similar trip that I took with my Latin II students in June 2008, but with a leg to Greece. The trip is offered by the professional educational trip provider, NETC, which is a very highly respected and well-organized company in the business of educational travel. I traveled with NETC in June 2008 and can not speak highly enough of their organization and attentiveness to all aspects of management and planning. We were taken care of every step of the way, and both the parents, students and I had nothing but positive experiences with this company both prior to and during the trip.

The itinerary of this trip, over a 10-day span, covers some of the greatest historical sites of Greece and Italy, including Athens, Delphi, Olympia, Sicily, the Bay of Naples area (Sorrento, Capri, Pompeii), Rome and Vatican City. Seeing in person such colossal sites as the Parthenon, the Colosseum, the Roman Forum, Pompeii or the Vatican is an invaluable and unparalleled educational experience that can only be done in person, and is something that they will never forget.

☒ Approved

☐ Not Approved


Principal

6/1/10
Date

☐ Approved

☐ Not Approved

Superintendent

Date

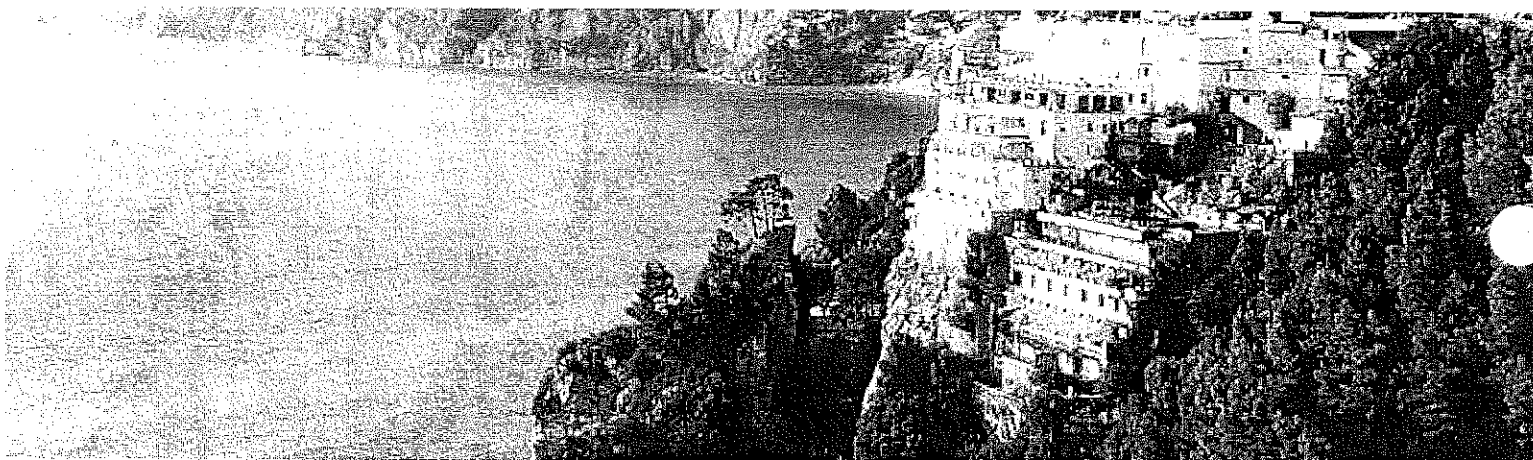
☐ Approved

☐ Not Approved

School Committee

Date

Revised 11/15/06



NETC Cost Worksheet Specially Prepared For: Meredith Hultgren

Trip Overview

Itinerary	Italy and Greece
	10 Days
Travel dates	Thursday, April 14 th – Sat. April 23 rd , 2011
Departure city	Boston, MA

Basic Fees:

Program Fee	\$3559
Registration Fee	\$115
Departure Fees *	\$469
Weekend supplement (For departing or returning flights on a Friday, Saturday or Sunday)	\$45
Early Enrollment Credit **	\$350

Total **\$3838**



**EZpay
Plan**

8 payments of
\$440.38 every 30 days
after initial deposit of \$315

(Exact amount and number of payments will be calculated at time of enrollment)

Insurance and Protection Plan:

Basic Insurance	Included
Total Surety Plan	\$250

(Provides complete peace of mind with total cancellation protection and important travel insurance upgrades)

Optional Activities:

(Individual rate. Please subtract \$10 per participant if whole group is enrolled)

Extra day in Rome	\$239
National Archaeological Museum	\$49
Adult Supplement for Passengers over 24 years of age	\$500

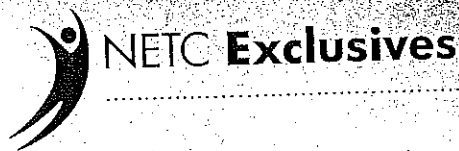
* Subject to change

** Payment of \$315 due by **June 15, 2010**

Please refer to NETC Enrollment Guide for terms and conditions

The above fees are valid for enrollment on or before June 15, 2010.

Italy and Greece



LEAP!™

- **Caesar's Gladiators** Discover the ancient secrets of the Roman gladiator games and master the basics of hand-to-hand combat at gladiator school.
- **Mousaka & Sousta** Join hands for traditional Greek line dancing. Next, head to the taverna and live like a local. Enjoy Greek culture, cuisine – and a show!
- **Democracy in Action** Exercise your right to vote! Step into the shoes of ancient Athenians to debate and vote on the issues of the day. This lively debate reveals how the government worked and what it had in common with modern day democracy.
- **Ancient Rome Live** Bring the Roman Forum to life as you walk in the footsteps of the Romans to reenact events from ancient history as well as those in everyday life.

ETC Includes:

- Full time, bilingual Tour Director, LEAP-trained in experiential education
- Conveniently located 3 and 4 star hotels for 7 nights
- Daily breakfast to start the day energized and ready to go
- Appetizing, authentic dinner daily
- Tour Director or local guide-led exploration of historic sites and city highlights described in itinerary
- Traveler Assistance, Medical and Basic Cancellation Insurance
- Round trip airfare and transportation as described in itinerary

NETC Guarantees Our Services:

Visit www.EducationalTravel.com/Guarantee

Optional Excursions & Activities:

- Authentic Ancient Roman Feast \$149
- Extra day in Rome \$229

Group rates above apply when all group members participate.

Tour Itinerary: 10 Days

1-2 FLY TO EUROPE. Arrive in the capital of Greece - home of gods and goddesses, and the birthplace of democracy. Begin exploring.

3 ATHENS. A local guide shows you the city, including the Theater of Dionysos, the Agora, and the Greek Parliament. Behold the immense temple of the Acropolis, boasting the spectacular Parthenon. Later, you can explore the Plaka. Enjoy a rousing Mousaka & Sousta this evening.

4 DELPHI. Cast your votes this morning as you experience Democracy in Action. With a local guide explore Delphi, a mystical city that inspires images of bronze chariots, sacrificial altars, and goddesses. Discover a world of soothsaying as you visit the oracle site, where a woman answered questions using powers of prophecy afforded her by Apollo. Continue to Patras.

5 OLYMPIA. Visit the legendary home of the Greek gods of Mount Olympus and see the site of the original Olympic Games. Return to Patras to catch the overnight steamer to Italy.

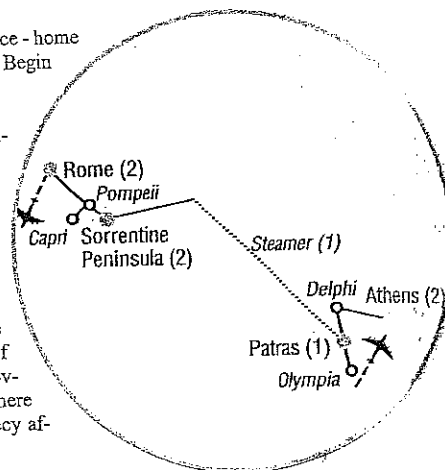
6 SORRENTO. Arrive in Italy and journey through the countryside to Sorrento.

7 POMPEII-CAPRI. Visit legendary Pompeii, a bustling Roman city buried by the eruption of Mt. Vesuvius in 79 A.D. Cross the Bay of Naples to enjoy the chic resort island of Capri.

8 ROME. Journey to the "Eternal City" of Rome. Continue your Roman adventure as a local guide leads you on a tour of the Colosseum, the Arch of Constantine, and Trajan's Column. Bring history to life in Ancient Rome Live at the Roman Forum.

9 VATICAN CITY. Come face-to-face with famous works of religious art, including Michelangelo's Pieta in St. Peter's Basilica and The Creation of Adam in the Sistine Chapel, as you tour the Vatican City. Later, train as one of Caesar's Gladiators. Optional evening Authentic Ancient Roman Feast.

10 RETURN HOME TO THE UNITED STATES. Or, opt to extend your stay in Italy by adding extra days in Rome.

Special offers at: www.EducationalTravel.com/IAG

Don't See Your City?

Select from 179 cities on our website

2010

Jan 1 - Feb 28	3009	3169	3079	3169	3009	3329	3269	3189	3069	3239	3059	3159	3159	3079	3369	3149	3259	3299	3229	3119	3249	3239	3279	3219	3169	3249	3239	3039	3159	3219	3269	3569	3349	3239	3079	3299	3159
Mar 1 - Mar 24	3089	3239	3149	3249	3089	3409	3339	3259	3149	3309	3139	3229	3239	3149	3449	3229	3329	3379	3309	3199	3319	3309	3359	3299	3239	3319	3309	3109	3229	3289	3339	3649	3419	3319	3159	3379	
Mar 25 - April 30	3419	3589	3519	3619	3419	3679	3689	3639	3549	3689	3719	3639	3619	3579	3829	3529	3739	3759	3689	3559	3699	3659	3679	3629	3519	3729	3629	3449	3639	3569	3689	4029	3799	3729	3499	3759	
May 1 - May 19	3669	3839	3779	3849	3669	4009	3979	3879	3819	4009	3929	3929	4029	3829	4069	3929	4019	3939	3839	3969	3899	3929	4009	3639	4019	3889	3709	3889	3809	3979	4299	4059	3979	3889	4019	3779	
May 20 - Oct 15	3709	3879	3819	3889	3709	4049	4019	3919	3859	4049	3969	3969	4069	3869	4109	3969	4069	4059	3979	3879	3999	3939	3969	4049	3879	4059	3929	3739	3929	3849	4019	4339	4099	4019	3919	4059	3869
Oct 16 - Dec 11	3089	3239	3149	3249	3089	3409	3339	3259	3149	3309	3139	3229	3239	3149	3449	3229	3329	3379	3309	3199	3319	3309	3359	3299	3239	3319	3309	3109	3229	3289	3339	3649	3419	3319	3159	3379	3149

Please refer to the Agreement for additional information and charges.

For pricing between 12/15/09 and 1/10/10, please call for pricing.