

**Acton Public  
School Committee Meeting  
May 20, 2010  
7:30 p.m.  
at the  
Luther Conant School Cafetorium**

## ACTON PUBLIC SCHOOL COMMITTEE MEETING

Cafetorium  
Luther Conant School

May 20, 2010  
7:30 pm

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### AGENDA

- I. CALL TO ORDER
- II. SUPERINTENDENT'S INTRODUCTION
  1. School Committee Annual Organizational Meeting (Policy File: BDA)
  2. School Committee Officers (Policy File: BDB)
  3. Election of School Committee Officers, 2010-11
    - a. Chairperson
    - b. Vice Chairperson
    - c. Secretary
- III. STATEMENT OF WARRANT AND APPROVAL OF MINUTES
  1. May 3, 2010
  2. May 6, 2010 (*addendum*)
- IV. PUBLIC PARTICIPATION
- V. EDUCATION REPORT – Conant School, Christine Price, Principal
- VI. UNFINISHED BUSINESS
  1. Conant Principal Announcement – *Steve Mills*
  2. ALG / Acton Finance Committee Reports – *Xuan Kong/Sharon McManus*
    - a. ALG Minutes 3/24/10
  3. FY'10 Budget Update (*oral*) – *Steve Mills*
  4. FY'11 Budget (*oral*) – *Steve Mills*
  5. Health Insurance Trust Report – *John Petersen*
  6. Kindergarten Enrollment Update – *Marie Altieri*
  7. IT Plan – *Steve Mills*
  8. Assistant Principal Update – *Steve Mills*
  9. Superintendent's Perspective on Negotiations (*oral*) – *Steve Mills*
- VII. NEW BUSINESS
  1. Recommendation to Approve Douglas School Field Trip to Manshettuck Pequot Museum in CT, May 21, 2010 – **VOTE** – *Steve Mills*
  2. Recommendation to Accept Gift from Community Education ADK Program – **VOTE** – *Steve Mills*
  3. Recommendation to Accept Gift from Community Education Extended Day Program at Conant – **VOTE** – *Steve Mills*

## VIII. FOR YOUR INFORMATION

1. Monthly APS Financial Reports
  - a. Budget Status Summary (*addendum*)
  - b. Budget Status Summary – SPED (*addendum*)
2. Student Enrollment Numbers/Class Size Info
  - a. April 1, 2010
  - b. May 1, 2010
3. ELL Student Population Report
  - a. April 1, 2010
  - b. May 1, 2010
4. Letter to Families re DESE's survey for Coordinated Program Review
5. Students Make Their Mark – Art Exhibit at Acton Senior Center, May 3-28
6. Pupil Services News
  - a. On Team – May/June 2010
  - b. Announcement of Lynne Laramie, Elem Special Education Chairperson
  - c. Legal Trends
  - d. Educational Values and Needs Survey Results Presentation, June 1, 2010 at 12:30 – 2:00, Temple Beth Elohim
7. School Newsletters –  
Acton Public School Preschool: <http://ab.mec.edu/Preschool/index.htm>  
Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>  
Douglas Digest: <http://douglas.ab.mec.edu/index.html?pto/pto>  
Gates Gazette: <http://gates.ab.mec.edu/gazette.html>  
McCarthy-Towne Bulletin: <http://www.mctptso.org/bulletin/>  
Merriam Community News: <http://merriam.ab.mec.edu/newsletters.html>
8. Summer *Interaction* is found at <http://comed.ab.mec.edu>
9. Invitation to School Committee to All-Staff Retirement Party, on June 10, 2010
10. Open House Dates – Fall 2010

## IX. ISSUES FOR THE COMMITTEE

1. Race to the Top – Round 2 (May 24 deadline)

## X. EXECUTIVE SESSION (*if needed*)

- XI. NEXT MEETINGS - June 3, 7:30 p.m. Joint and AB Regional SC Meetings, Jr High Library  
June 17, 7:30 p.m., Jr High Library

## XII. ADJOURNMENT

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*

**JOINT  
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE  
DRAFT MINUTES**

Conference Room  
R.J. Grey Junior High School

May 3, 2010  
7:30 pm

*Members present:* Brigid Bieber, Mike Coppolino, Xuan Kong, Terry Lindgren,  
Sharon Smith McManus, Maria Neyland, John Petersen, Bruce  
Sabot  
*Members absent:* Jonathan Chinitz  
*Others:* 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

*Office of the Superintendent*  
Acton Public Schools  
Acton-Boxborough Regional Schools  
Acton, MA

**Statement regarding the Appointment  
of  
Damian J. Sugrue  
to the position of  
Principal of the Luther Conant School**

**May 4, 2010**

=====

Superintendent of Schools Stephen Mills is pleased to announce the appointment of Damian J. Sugrue to the position of Principal of the Luther Conant School.

Mr. Sugrue received his B.S. in Elementary Education and his M.Ed. in Curriculum and Instructional Technology from Framingham State College. He is certified as a principal in Massachusetts.

Mr. Sugrue has served as the Principal of the Douglas Intermediate Elementary School in Douglas, MA for the last four years. IES is a 670 student school serving grades 3-7, separated into two distinct learning communities for grades 3-5 and 6-7. Prior to his current position, he was a teacher in grades 3-5 in Ashland for 15 years where he served as grade level leader and mentor coordinator.

Damian Sugrue has all of the qualifications that the school district and the Acton Public Schools would like to see in a principal, and we welcome him to our school community.

Mr. Sugrue will assume his official duties on July 1, 2010.

## ALG Minutes, March 24, 2010

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

Audience: Mike Gowing, BoS; Steve Barrett, town finance dept; Tess Summers school finance dept; Ruth Kohls, LWV; Janet Adachi, BoS candidate; Clint Seward, Dick Calandrella, Bob Ingram & Charlie Kadlec, AVG.

8. Other Herman asked for a discussion of warrant article 22 and the waterfall.

1. Minutes were passed over due to the lack of added corrections

### 2. FY 10 revenue update

Nothing new> There was concern about the recent announcement of a \$95m shortfall. According to Roger Hatch (DOE) indicated that there are not enough funds to cover this gap in FY 10

### 3. Spreadsheet

Extra info—spreadsheet

Because of the press for the warrant being printed, a sub committee of Mary Ann Steve Barrett & Marie met to prepare the spreadsheet for the warrant based on the discussion at ALG. They removed the columns of FY08 & 09 leaving the Town Meeting voted amount for FY 10 (even though it changed)

For FY 11 they assumed a 5% cut in state aid from the Governor's budget, there is an update for the debt; the use of \$1.275m from overlay; addition of \$463k unexpended warrant dollars; reserves were added in with the one-time adjustment of \$478K from AB transportation; assumption that there will be a 2% increase for FY12 & 13 and the use of \$1.2M of reserves.

Mary Ann said that this gives a positive net for FY12 & 13 and the SC left \$1.2m in reserves that will be added in for a future ALG plan. The message for Town Meeting that going forward that there will not be the greater anticipated use of reserves.

Paulina asked about the move of the split & the fact that the ALG plan shows the imbalance of the split as continuing.

Mary Ann said the first order was to show the budget increase of only 2% and that attending to the split was beyond the ability of the sub committee. By adjusting the split now, would leave the SC with "substantially less" We need a conversation at a later point about the split. "Clearly the intent was to keep to the 2% increase---we could not attend to both at the same time [and get the plan to press for the warrant]"

Paulina: I have drafted a possible agreement that will possibly avoid confusion in the future



Extra Info:

Paulina's version:

"As part of the 2010/2011 budget process, the municipality transferred \$96, 000 Of its allocation to the schools to help alleviate the severity of cuts in the school budget. This decision had the effect of moving the split of revenue in favor of the schools.

It is the consensus agreement of this ALG that this change in revenue split be a one-year phenomena and the split of revenue should return to its FY2010 levels (30.8%) effective in FY 2012."

Xuan's suggestion:

"As part of the FY2010 budget process, the municipality transferred \$96,000 of its allocation to the schools to help alleviate the severity of cuts in the school budget. The School Committee representatives acknowledge and appreciate the cooperative spirit of the Board of Selectmen.

It is the consensus agreement of the ALG that this change in revenue split should not be considered as a precedent or guideline for future year revenue split"

The discussion centered on changing Xuan's suggestions into something that was agreeable to all. There was a recognition that the present ALG cannot tie the hands of any future ALG.

That fact was the impetus for Paulina's concern that the generosity of the Selectmen would not be honored by future ALG committees. She wanted the addition of the percentage figure to remain.

Mary Ann countered that "this being the 11<sup>th</sup> hour" it was too late to go back into the plan & change the splits [for future years.] We have made some "wonderful agreements" this year. We have done the right thing & are going into Town Meeting with a balance budget and agreements on the future expenses.

Paulina reiterated that she just wanted to be sure that the ALG did recognize the one-year use of the funds.

Changes agreed to in Xuan's version: "...this change in revenue split is a **one-year anomaly** ....."or guideline for the **percentage or trend** for the future..... then an added footnote about the March 24<sup>th</sup> agreement not being a reflection of the ALG plan.

John Murray asked that there also be a footnote stating 'there is no commitment to the 2% increases--- they are just assumptions and not agreed as yet."

Bart cautioned that the object was to get an agreement so they could move forward & that was easier at this point if there is less specificity.

\*\*\*\*\*There was an agreement to accept Xuan's version with the changes

## 6. Status of HIT

Peter report that for the present the rates are higher than what's being spent. This might lead to a lowering of the rates, perhaps.

## **7. Minuteman was skipped**

## **8. Article 22**

Herman questioned the need for article 22 as the money was in the operating budget.

Paulina agreed & said that the only piece that will be used is the money for the bridge work

## **Waterfall**

Herman was pleased that the waterfall concept proposed by the FC was accepted by the boards. He said the concept should be memorialized by the ALG process. He hopes that all the boards will vote to make it so. The tax reductions expected under the waterfall process will come about when the BoS sets the tax rate.

Paulina said there was support on the concept of the waterfall but she was not comfortable in making it an integral part of the ALG process

Bart: is it the sentiment of the group to continue with the waterfall concept?

Mary Ann—by virtue of the budgets level one & two of the waterfall will be implemented. Level three depends on the selectmen.

John Murray noted that it was the action of the Town Meeting

Mary Ann the problem arises beyond level three—I think we can go back to all the boards and say there is a consensus on the first three levels.

## **Public**

Mr. Kadlec remarked that “waterfall” had taken on a new meaning ---because of the persistent rains & local flooding.

He wanted to know who was going to explain the ALG spreadsheet at Town Meeting> he suggested that since FY 09 is done & we are in the middle of FY 10, the emphasis & explanations should focus on FY 11.

Bart noted that this was the last scheduled session of ALG for the season. It is always a difficult process--toes get stepped on—there are so many towns that need an ALG process ( he made note of his own town of Petersam . He congratulated the group for “getting to this important point in the budget process.

Meeting adjourned 8:25

Ann Chang

## **Acton Health Insurance Trust Report**

*To SC for meetings of 6 May 2010 (regional) and 20 May (local)*

John Petersen

The Trust met on April 28<sup>th</sup> 2010

- Mr. Gowing is the new representative to the HIT from the Board of Selectmen.
- Cash Flow Report (April) Peter Savage reviewed the May cash flow report. YTD the cash flow shows a loss of \$96K after a favorable variance of \$66K in the current month. The cash flow projected loss for FY10 is \$127K. On an audited basis, I expect the trust to breakeven for FY10 assuming a modest or no loss in June.
- The trustees agreed to a reinsurance RFP that Mr. Savage will use to solicit bids. A variety of deductibles will be quoted starting at \$125K.
- Mr. Evans requested that Mr. Savage provide an updated estimate of the run-out expense of the trust to compare with the assumed run-out expense being used in the trust's financial analysis. Mr. Savage agreed to provide this information for discussion at the next trust meeting.
- Next Meeting – The trust will not meet in May. The next meeting of the trust will be Wednesday June 23rd at 8 AM in the Junior High School finance meeting room. At this meeting the trustees intend to select a re-insurance proposal for FY11.

# All Students

	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice
Choice -->	283	25	2	5	2
Percent -->	89.27%	7.89%	0.63%	1.58%	0.63%



## School Choices for All of Incoming Class of 2023

Class of 2023

	Conant All Day	Conant 1/2	Douglas All Day	Douglas 1/2	Gates All Day	Gates 1/2	Towne All Day	Towne 1/2	Merriam All Day	Merriam 1/2	Total
Place At	21	39	21	39	21	38	21	38	21	58	317
Total Placed	60		60		59		59		79		
Wait All Day	9		9		8		10		18		54
Wait for Sch & Program	4	7	14	9	0	0	0	0	0	0	All Day Wait --> 18
Wait All Programs	11		23		0		0		0		Half Day Wait --> 16
											Total of Both 34

4/14/2010

10:48:05 AM

VI.6.

Office of the Superintendent  
Acton Public Schools  
Acton-Boxborough Regional Schools  
Acton, MA

**Administrative Restructuring**

**May 13, 2010**

=====

Superintendent of Schools Stephen Mills is announcing some changes to his administrative team. These changes involve technology and new positions for Elementary Assistant Principals.

**Technology**

The current positions of Director of Technology and Director of Technology Integration and Instruction are being combined into a single position *Director of I.T. and Instructional Technology*. The current TRC and Technology Integration and Instruction staff will be combined into this new group reporting to the new Director of I.T. and Instructional Technology. The position has been posted and advertised in *The Boston Globe*. A search committee is being formed to hire for this position.

Betsy Sullivan has resigned her position as Coordinator of Network Operations, effective June 4, 2010. A Network Manager position has been posted and advertised in *The Boston Globe*. Steve Hall's last day will be June 30, 2010. We thank Steve and Betsy for their many years of service and wish them well in their future endeavors.

**Elementary Assistant Principals**

Dr. Mills is announcing two new administrative positions. These positions will be funded through consolidation in other areas, and will not increase the budget or total FTE staff throughout the districts.

Dr. Mills is appointing Priscilla Kotyk to be the new full time Assistant Principal shared between the Conant and Gates Elementary Schools. Priscilla is a certified Elementary Principal/Assistant

Principal and has been serving temporarily as a part time Assistant Principal at Conant for the last few months. We congratulate Priscilla on her new position.

A second full time Elementary Assistant Principal will be hired to be shared between the McCarthy-Towne and Merriam Elementary Schools. This position has been posted and advertised in *The Boston Globe*. A search committee made up of members of the McCarthy-Towne and Merriam School Communities will be formed over the next two weeks.

The three positions that are posted and have been advertised will be open until May 21, 2010. Anyone interested in these positions should go to the AB website, select Human Resources and Job Opportunities to apply.

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): Bethel, Breslin, Claffie
- School: C. T. Douglas
- # of Students going: 73 # of Chaperones (gender): 18

Names of Chaperones: teachers: Cheryl Breslin, Martha Bethel, Beth Claffie

- Date(s) of Trip: 5/21/10 School Time Involved: 7:15-3:30 <sup>+ 15 parents, yet to be determined</sup>

- Purpose of Trip/Destination: Study of North America & American Indians -

- Have you taken this trip before? yes <sup>Social Studies units</sup>

- Any special arrangements required (such as extra insurance, ADA accommodations)? no

- Cost per Student: (Please describe how the cost is determined.) approx. \$18<sup>00</sup>

- Who will pay for the trip? Douglas School Store + parents

- Has any fundraising been done? yes If so, what?

4<sup>th</sup> Grade School Store (Price reflects fundraising efforts)

- Are any parents driving? no


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

- Have you followed the procedure outlined in Policy IJOA? N/A

- Other comments: Manhassetucket Pequot Museum in CT  
2 Coach buses leased  
50 restrooms are available  
on this long drive.

C. M. Smith  
Principal

3/31/10  
Date

Approved \_\_\_\_\_  
  
 \_\_\_\_\_  
 Superintendent

5/10/11  
Date

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*School Committee*

Date \_\_\_\_\_

Revised 11/15/06



## Acton-Boxborough Community Education

\*\*\* MEMO \*\*\*

TO: Steve Mills

FROM: Erin Bettez 

RE: ADK Surplus

DATE: April 27, 2010

Enclosed please find a check in the amount of \$100,000 made payable to the Acton Public Schools. The check represents the first disbursement of projected surplus from the All Day Kindergarten Program for FY'10 and is a gift to the Acton Public Schools.

There may be an additional distribution on June 30th, based on the final accounting. I have attached the ADK program's finances as of 4/14/10. As noted, we have collected \$316,322.90 in fees and project an additional \$108,547.10. If any of the families do not pay their tuition, receipts will be lower than noted.

cc: Sue Horn

**FY10 ADK Accounting**  
**As of 4/14/10**

**TOTAL INCOME**

Received to date:	\$316,322.90
Estimated tuition pending:	<u>\$108,547.10</u>
<b>TOTAL PROJECTED:</b>	<b>\$424,870.00</b>

**EXPENSES TO DATE**

(includes all encumbrances)

Head Teacher Salaries:	\$164,309.45
Aide Salaries:	\$61,771.13
ESL Teacher:	\$32,431.00
Supplies:	\$23,700.00
CE Fee (5%):	<u>\$22,550.00</u>
<b>TOTAL:</b>	<b>\$304,761.58</b>

**PROJECTED SURPLUS**

\$120,108.42

**A-B Community Ed**

# Memo

**To:** Christine Price  
**From:** Erin Bettez  
**CC:** Stephen Mills  
**Date:** April 12, 2010  
**Re:** Conant Extended Day – first Disbursement of Surplus Funds

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Enclosed please find a check in the amount of \$20,000 made payable to Conant School. Community Ed is pleased to provide this gift to the school. It represents the first disbursement of Conant's share of the surplus generated by A-B Community Ed's Extended Day Program at Conant during FY10.

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

Projected  
Acton Public Schools  
2009-2010  
April 1, 2010

4/26/2010  
2:24 PM

Grade YOG	Conant				Total	Douglas				Total	Gates				Total	McCarthy-Towne				Total	Merriam				Total	#Sec.	Avg.	Size			
Rm	CAD	CB	CC			DAD	DB	DC	I#		GAD	GB	GC	I#		TAD	TB	TC	2# [1]		MAD	MB	MC	MC2	2#	6#					
K-22	21	22	21	64		22	21	21	64		22	21	22	65		Case + 24 21 21 66					22	21	21	22	86	344	16	21.5			
Rm	3	4	5			3	4	5			1	3	8	2#		113	311	312	[1]		135	231	321	1#	3#						
Gr. 1-21	23	23	24	70		22	23	23	68		23	23	23	69		Case + 24 23 23 70					22	23	23	68	344	15	22.9				
Rm	6	7	8			6	7	8			5	6	10			114	301	302	[2] 1#		322	323	234	1#	2#						
Gr. 2-20	24	23	25	72		23	23	23	69		24	23	23	70		Case + 24 23 23 70					22	23	24	69	348	15	23.2				
Rm	9	10	17			9	10	11			7	9	17	1#		212	213	314	[2]		230	330	224	4#	5#						
Gr. 3-19	24	24	24	72		25	25	24	74		25	24	24	73		Case + 24 25 27 76					24	24	25	73	366	15	24.4				
Rm	18	19	20			12	13	14	1#		18	19	20	no boys		115	210	310	[3]		331	233	222	1#	2#						
Gr. 4-18	24	24	25	73		25	24	24	73		24	25	25	74		Case + 27 24 24 75					24	24	25	73	365	15	24.3				
Rm	14	15	16			19	20	21			14	15	16			211	303	313	[4]		333	324	334	232	1#	1#					
Gr. 5-17	26	25	25	76		24	24	24	72		24	24	25	73		Case + 24 29 25 78					24	25	24	24	97	392	16	24.5			
Rm	11	12	13			15	16	17			11	12	13	no boys		112	214	215			325	335	332	323	1#	1#					
Gr. 6-16	25	25	26	76		26	26	26	78		23	24	24	71		Case + 24 29 25 78					26	26	25	24	100	403	16	25.2			
Total Staff	0#					2#					4#					3#					11#				20#						
Total	21 Sec Average 24.0				503	21 Sec Average 23.7				498	21 Sec Average 23.6				495	21 Sec Average 23.8				500	24 Sec Average 23.6				566	2562	108	23.7			
Range	21 26					21 26					21 25					21 26					21 26					21	26				

**Actual**  
**Acton Public Schools**  
**2009-2010**  
**May 1, 2010**

Grade YOG	Conant			Douglas			Gates			McCarthy-Towne			Merriam			Total	#Sec. Avg. Siz	
	CAD	CB	CC	DAD	DB	DC	GAD	GB	GC	TAD	TB	TC	MAD	MB	MC	MC2	2#	#
K-22	21	22	22	65	22	21	21	64	22	21	22	65	22	21	21	22	86	345
	3	4	5	3	4	5	1	3	8	113	311	312	135	231	321	1#	3#	
Gr. 1-21	23	23	24	70	22	23	23	68	23	23	23	69	22	23	23	68	344	22.9
	6	7	8	6	7	8	5	6	10	114	301	302	322	323	234	1#	2#	
Gr. 2-20	24	23	25	72	23	23	23	69	24	23	23	70	23	23	24	70	349	23.3
	9	10	17	9	10	11	7	9	17	212	213	314	230	330	224	4#	5#	
Gr. 3-19	24	24	24	72	25	25	24	74	24	24	24	72	24	24	25	73	365	24.3
	18	19	20	12	13	14	18	19	20	115	210	310	331	233	222	1#	2#	
Gr. 4-18	24	24	25	73	25	24	24	73	24	24	25	73	24	24	25	73	364	24.3
	14	15	16	19	20	21	14	15	16	211	303	313	333	324	334	232	1#	
Gr. 5-17	26	25	25	76	24	24	24	72	24	24	25	74	24	25	24	97	392	24.5
	11	12	13	15	16	17	11	12	13	112	214	215	325	335	332	323	1#	
Gr. 6-16	25	25	26	76	26	26	26	78	23	24	24	71	25	26	25	24	100	403
	0#			2#			4#			3#			11#			20#		
Total	21	22	24	504	21	22	24	498	21	22	24	500	21	22	24	567	2562	23.7
Range	21	26		23.7	21	26		23.5	21	26		23.8	21	26		21.6	21	26

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

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun 1		
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot		
K	334	47	6	340	334	46	6	340	335	47	6	341	336	48	6	342	337	50	6	343	338	50	6	344	339	48	6	345	0	
1	334	61	3	337	333	61	3	336	340	63	3	343	341	65	3	344	341	66	3	344	341	67	3	344	341	67	3	344	0	
2	349	67	2	351	349	67	2	351	345	66	2	347	345	66	2	347	345	65	2	348	346	64	2	348	347	64	2	349	0	
3	354	69	5	359	358	69	5	363	359	69	5	364	362	69	5	367	360	69	5	365	361	69	5	366	360	69	5	365	0	
4	360	81	2	362	359	81	2	361	358	81	2	360	359	81	2	361	360	80	2	362	363	80	2	365	362	80	2	364	0	
5	391	79	1	392	391	79	1	392	390	79	1	391	391	78	1	392	389	78	1	390	391	78	1	392	391	78	1	392	0	
6	407	77	1	408	407	79	1	408	406	79	1	407	404	79	1	405	403	79	1	404	402	79	1	403	402	78	1	403	0	
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
In D.Pre-sch.	48	4	0	48	49	4	0	49	49	4	0	49	51	4	0	51	52	6	0	58	56	6	0	56	55	5	0	55	0	
O.D. Pre-sch.	8	4	0	8	9	4	0	9	8	4	0	8	8	4	0	8	8	4	0	8	8	4	0	8	5	4	0	5	0	
O.D. SPED K-6	14	5	0	14	14	5	0	14	15	4	0	15	14	4	0	14	14	4	0	14	14	4	0	14	14	1	0	14	0	
A.P.S. Total	2599	484	20	2619	2603	495	20	2623	2605	498	20	2625	2611	498	20	2631	2608	500	20	2628	2618	500	20	2638	2620	494	20	2636	0	0
7	395	78	8	481	393	77	5	475	394	76	5	475	395	76	5	476	395	76	5	476	394	76	5	475	394	76	5	475	0	
8	402	99	2	503	402	100	2	504	400	101	2	503	400	102	2	504	400	103	2	505	398	103	2	503	393	104	4	502	0	
J.H.S. Total	797	177	10	984	795	177	7	979	794	177	7	978	795	178	7	980	795	179	7	981	793	179	7	979	787	180	9	977	0	
9	406	93	6	505	402	97	6	505	402	97	6	505	401	98	6	505	398	98	6	502	398	98	6	504	398	98	7	503	0	
10	386	86	7	479	382	88	7	477	381	88	7	476	380	89	7	476	378	89	7	474	378	89	6	474	379	89	6	474	0	
11	387	117	11	515	383	116	13	512	383	116	11	510	387	116	11	514	385	116	11	513	385	116	10	511	384	116	10	510	0	
12	340	101	21	462	337	101	21	459	337	101	21	459	337	101	21	459	337	100	21	458	337	103	21	461	336	103	22	461	0	
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
H.S. Total	1519	397	45	1961	1504	402	47	1953	1503	402	45	1950	1505	404	45	1994	1503	403	45	1947	1498	406	44	1949	1497	406	45	1948	0	0
Total JHS & HS	2316	574	55	2945	2299	579	54	2932	2297	579	52	2928	2300	582	52	2934	2298	582	52	2928	2291	585	50	2926	2286	587	53	2926	0	0
O.D. SPED 7-12	44	14	0	58	44	14	0	58	44	15	0	59	44	15	0	59	44	15	0	58	45	15	0	60	47	15	0	62	0	
Reg. Total	2360	588	55	3003	2343	593	54	2990	2341	594	52	2987	2344	597	52	2993	2342	597	52	2986	2336	600	50	2986	2333	602	53	2988	0	0
A.P.S. Total	2599	484	20	2619	2603	495	20	2623	2605	498	20	2625	2611	498	20	2631	2608	500	20	2628	2611	500	20	2638	2620	494	20	2636	0	0
Reg. Total	2360	588	55	3003	2343	593	54	2990	2341	594	52	2987	2344	597	52	2993	2342	597	52	2991	2337	597	52	2986	2333	602	53	2988	0	0
Grand Total	4959	588	75	5622	4946	593	74	5613	4946	594	72	5612	4955	597	72	5624	4950	597	72	5619	4948	597	72	5617	4954	600	70	5624	0	0

A = ACTON  
 B = BOXBOROUGH  
 C = Choice/Staff/Tuition In

Pre-School = SPED  
 P.G. = Post Graduates  
 Ungr. = Ungraded  
 O.D. = SPED Out of District

In D. = In District  
 Distribution:

S. Mills  
 M. Altieri  
 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

**MONTHLY REPORTING OF  
ELL STUDENT POPULATION**

Acton Public Schools

April 1, 2010

Category	Total as of 3/1/2010	Additions	Subtractions	Total as of 4/1/2010
Conant	21	0	0	21
Douglas	22	0	0	22
McCarthy-Towne	15	+2	0	17
Merriam	22	0	0	22
<b>APS TOTAL</b>	<b>80</b>	<b>+2</b>	<b>0</b>	<b>82</b>

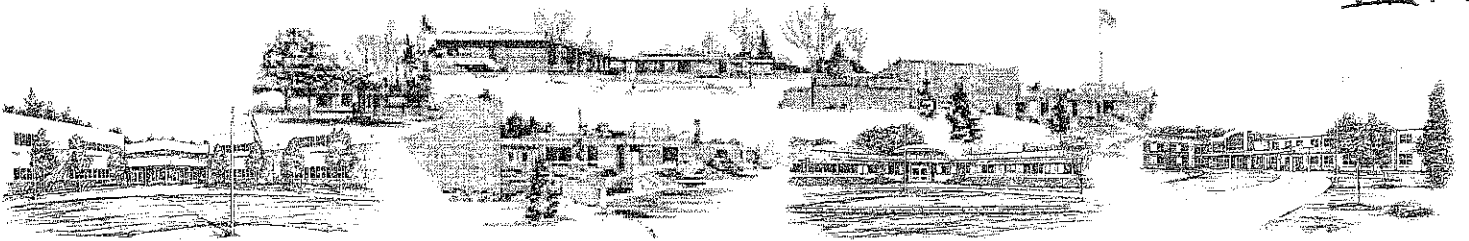
**MONTHLY REPORTING OF  
ELL STUDENT POPULATION**

Acton Public Schools

May 1, 2010

Category	Total as of 4/1/2010	Additions	Subtractions	Total as of 5/1/2010
Conant	21	0	0	21
Douglas	22	0	0	22
McCarthy-Towne	17	0	0	17
Merriam	22	0	0	22
<b>APS TOTAL</b>	<b>82</b>	<b>0</b>	<b>0</b>	<b>82</b>





## ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

Administration Building, 15 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-264-3341

### Pupil Services

May 7, 2010

Dear Parents,

The Department of Secondary and Elementary Education (DESE) has a responsibility to conduct a Coordinated Program Review (CPR) to ensure that school districts in Massachusetts are in compliance for special education, civil rights, English Learner Education and career/vocational education. For each school district, the CPR is scheduled every six years and a mid-cycle review after three years.

As part of the State's full accountability system, the Department of Secondary and Elementary Education requests documentation from the schools about their programs, interviews parent advisory council (PAC) members, reviews student records (sampling), observes classrooms and facilities, and surveys parents of students with disabilities and English learners.

Pupil Services has submitted its documentation to the Department of Secondary and Elementary Education for its mid-cycle review. DESE has informed us that, as part of this mid-cycle review, it will be sending out a short survey to randomly selected parents as part of its accountability system. For those randomly selected parents, there is no mandate to respond; however, I encourage you to do so. Districts have no idea who will be selected or what questions will be asked.

This monitoring system from the Commonwealth helps us to enhance our programs and guarantee the rights of parents. As you know from the last four years, I hold open dialogue, direct communications, and transparency in the decision-making process as top priorities. These efforts, I believe, will create extraordinary programs for your children in an environment in which they will succeed and achieve (see OnTeam, May/June 2010.)

Thank you, in advance, for your continual support of Pupil Services. Please do not hesitate to call or email me with any concerns.

Sincerely,

*Liza*  
Liza Huber

# **"STUDENTS MAKE THEIR MARK"**

## **An exhibit of K-12 Artwork**

**MAY 3 - 28, 2010**

**ACTON SENIOR CENTER  
50 AUDUBON DRIVE  
ACTON, MA 01720**

An exhibit of visual work by students in the Acton and Acton/Boxborough School is on view at the Acton Senior Center, May 3 to 28, 2010. This engaging exhibit features artwork in a variety of media created by elementary, junior high, and high school students.

Come and see what these student artists have been creating!

RECEPTION May 20<sup>th</sup> 2:30- 4:00 PM

Hours are Monday - Friday 8:00 AM - 5:00 PM

*Please call the COA Office, 978-264-9643 to confirm viewing time.*

### **AB/APS students whose work is included in the Senior Center Show:**

#### ABRHS

Anna Babcock, Grade 12; Elizabeth Kurenkov, Grade 12 (2 works); Kelsey Swan, Grade 12; Meghan Farley, Grade 11  
Kathleen Cheng, Grade 11; Emma Gatley, Grade 11; Victoria Hum, Grade 11; Jamay Li, Grade 10; Diana Du, Grade 10  
Olga Pyatnychko, Grade 10; Sierra Zambarano, Grade 9

#### RJG

Charlotte Bendig, Grade 8; Mary Jane Crossman, Grade 8; Maddie Stewart, Grade 8;  
Kevin Fang, Grade 7; Rachel Rabideau, Grade 7 ; Bryan Arnold , Grade 7

#### Conant

Max Zorn, Grade 6; EmilyDennison, Grade 3; Saskia Campbell, Grade 2

#### Douglas

Paola Loy, Grade 4; Lauren Gardner, Grade 2; Spencer Gore, Grade 2

#### Gates

Lena Parker, Grade 1; Adin Rossi, Grade 1; Tamar Salant, Grade 1

#### McT

Audrey Maxwell, Grade 1; Ben Verner, Grade 1; Max Pierce, Kindergarten

#### Merriam

Grace Mackin , Grade 5; Muhammad Ubaid, Grade 5; David Chen, Grade 5; Grace Blaufuss, Kindergarten; Grace Chen, Kindergarten; Paul Cook, Kindergarten



May/June 2010

Dear Parents/Guardians

**The Road to Success: Optimal Student Achievement**  
**A Design, Universal in Scope and Individual in Approach for All Learners**

As we move through several budget cycles, the school district has never lost its main mission: student achievement. This paper serves as not only my reflections but also my vision about a well connected and an integrated model for the improvement of student achievement. As architect and learning strategist, I offer these thoughts:

In order to think through a design, schools must have a school committee, backed by its parents, that believes and funds such efforts. *We do*. The community must have its administrators and faculty think of student achievement as a top priority and engage students in dynamic, creative ways to encourage thirst for learning. At the same time, excellent instruction must occur, connections made to the Commonwealth's frameworks and standards, and instruction evaluated as a group (system-wide, building level, grade level, etc.) and as an individual, through various acceptable standards for measurement.

That said, for achievement to be successful, the following steps would be considered:

1. More integration of regular and special education. In other words, there would be a thoughtful movement of more special needs students to integrated classrooms with accompanying support. As we move toward more integration that supports peer modeling and high expectations from teachers for student achievement, we will examine each student's IEP with the anticipation of more integration to regular education. Each disability category will be examined, comparative State data will be tallied, and discussions will be held to ensure compliance with FAPE (free and appropriate education) in the least restrictive setting.
2. There would be opportunities for designated academic coaches to analyze and synthesize data by targeting special education and reading literacy to develop "learning focused strategies" for the classroom and assist in Response to Intervention (RtI) approaches.
3. Based upon the aforementioned findings, there would be opportunities for students to receive direct instruction by groupings within the classroom, pulled aside clarifications and/or specific skill building in the classroom, or pulled out intense instruction for pre-requisite skills for a short period of time. Over time, we would shift instructional assistants to work with broader groups of students in the regular classroom; the classroom teacher will design instruction.
4. Carefully monitored differentiated teaching and evaluation would naturally occur not only as an expectation, but also as a standard for all teachers.

In designing a model for learning for all students, which is universal in reach, but individual in approach, we must consider that we base our instruction on a solid research-based curriculum that is aligned with the Massachusetts Curriculum frameworks, that we incorporate and utilize this data driven instruction to assess the curriculum horizontally and vertically, and that we realign instruction accordingly. Moreover, we continue our efforts to shift from teacher directed instruction to cooperative learning through inquiry, and to enhance student ability to compare and contrast, estimate, generalize, predict and conceptualize at a higher level of thinking and learning.

Albeit, support, assessment and communication aspects of computer technology support research based instruction. These efforts will assist individual and group instruction, the accountability of benchmarks (a measurement of progress), and create indices of accountability for those who are responsible for delivering instruction. Embedded in this daily instruction are the core values reinforced by the School Committee through its policies on academic achievement and keeping schools safe. Critical to this discussion is the effectiveness of the daily operations of every building, with its acknowledged uniqueness; each building synchronizes its efforts to enhance respect for each individual in our school family so that the student can learn in a safe environment.

But, how do we get there? How do we make this model operational and practical? The following ideas are listed for consideration:

- Enhance and systemize our initiatives in regular education by adopting the principles of RtI (Response to Intervention).
- Study data and develop “learning focused strategies” that are effective for student learning, measure them, and realign them where and when necessary.
- Enhance and develop lesson plans for differentiated instruction by the use of data analysis worksheets, student tracking methods and pyramid planning of instruction.
- Encourage co-planning for the aforementioned interventions. The secondary gain would be mutual and interactive support for the planners of curriculum, and a built in balance and checks system for improving individual needs and curriculum realignments, where necessary.

More specifically, RtI has three tiers for the collection, analysis, synthesis, evaluation and realignment of instruction from its data. Tier I is designed to deal with the successes of all students and potentially reaches 80%. In other words, through constant monitoring and measuring success, every student can be successful in this good teaching model. Tier II is problem solving and intervention for those students’ needs not met in Tier I and embraces potentially 15%. Tier III is specialized instruction, special education, and reaches 5% of the student population. There is much fluidity among all tiers and with vision, stamina, and direction, we can move forward in achievement while at the same time reducing our numbers of referrals to special education and perhaps reducing the numbers and scope of our special education IEPs and services. This design provides for services for all learners so most learners may be able to master skills without necessarily utilizing the full extent of special education services.

Supplementing this model is differentiated instruction. It is a process that teachers individually and cooperatively use to plan content in specific subject areas by using a graphic to determine three factors: what content will be learned by all students, by most students, and by some students. Students will have access to all levels of the pyramid as we expect that students vary in moving up the pyramid due to variances in knowledge, experience, and interest of subject matter.

Critical to the implementation of this design is co-planning. It helps teachers in adjusting instruction so that all students benefit from class instruction. This partnership between the regular and special education teacher, or two or more same discipline subject matter teachers is empowered by the common goal to have students master the material by preplanning the content, delivering instruction and reflective post planning. And, that cycle is repeated over and over to ascertain quality in instruction.

This template for a learning design that is universal in scope and individual in approach also sustains not only this collaboration between regular education and special education but embraces teacher training, with accountability and responsibility.

To fully promote, develop, implement this culture of cooperation, maintain and sustain its efforts, the following steps are recommended:

- A. Create a small task force to further design and discuss this model and examine closely the impact of this universal and individual approach to learning on learning, release time for planning, teacher training, fiscal opportunities (saving money and offsets) and fiscal constraints (planning for organizational design changes, etc.)
- B. Once issues are defined, enlarge the task force to include more teachers who will fully design the model with consultation. Professional development credits will be available to them as “teacher training”.
- C. Carefully and thoughtfully think through systemic and focused professional development modules that intentionally target this design.
- D. Examine methods of data collection, analyses of data, collaboration with teachers on planning, the development of lesson plans, and learning approaches for students.
- E. Monitor and evaluate instruction through data so that realignments of instruction take place.
- F. Consider school wide results from MCAS and individual growth models as a litmus test for the success of the design, supplemented by parent and teacher input.

The take away messages from this achievement design is as follows:

1. All students can learn and achieve.
2. Regular and special education consistently enhance “learning focused” classroom strategies through:
  - ⇒ Response to Intervention
  - ⇒ Differentiated Teaching
  - ⇒ Co-planning
3. A new level of thinking and mutual problem solving, from identifying the needs of the individual student to systemic intervention in curriculum, is applied by examining data on a regular basis.

4. MCAS scores, its growth model, and other factors including the student, family and teacher, measure success.
5. Reductions in both referral and the number and scope of IEPs in special education are possible and within the design.
6. Students with special needs will have more opportunities, based upon the study of data, the emphasis on learning strategies, and the implementation of design models that are short, intensive, intentional and focused for skill building, clarification, and/or review.

The aforementioned thoughts are my design and vision for a coordinated view of examining, monitoring, and evaluating student achievement. In the OnTeam editions (September 2008 and October 2008) I began to enumerate these ideas, many of which have been completed. This paper is designed to build upon and consolidate those ideas, expand the thinking to systemic intervention(s), capture the conversations of our administrators and staff, and respect parent input. This learning design is universal in scope that affects all students through co-planning, good teaching, evaluation of the curriculum and realignment of how and when we deliver instruction to students. It's individual in its approach because every student passes through the lenses of the pyramid from the tiers (I, II, and III) of Response to Intervention (RtI) and differentiated instruction for mastery of skills.

As always, I thank you for your extraordinary support of Pupil Services and wish you the best as you wrap up the 2009-2010 school year.

Best wishes,

*Liza Huber*

Director of Pupil Services



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

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

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

*Office of the Superintendent*  
Acton Public Schools/ Acton-Boxborough Regional Schools  
978-264-4700, x3211

**Statement regarding the Appointment  
of  
Lynne Laramie  
to the position of  
Coordinator of Elementary Pupil Services,  
Acton Public Schools.  
May 17, 2010**

=====

Superintendent of Schools Stephen Mills is pleased to announce the appointment of Lynne Laramie as Coordinator of Elementary Pupil Services for the Acton Public Schools. Lynne has served as the Interim Elementary Pupil Services Coordinator for the past year and her professional integrity and depth of knowledge has been observed by all who work with her.

Lynne has been a Special Educator at Gates School since 1986 and has all the qualifications that the school district would like to see in a Coordinator of Elementary Pupil Services. A master special educator, Lynne has established wonderful working relationships with colleagues, parents and students, making well respected recommendations with compassion and commitment. Lynne will meet the needs of our Acton Public School parents, students and staff in an exemplary manner.

Lynne Laramie will assume her official duties on July 1, 2010.

**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 Special 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**

Please join us for the

# Retirement Celebration

in honor of  
the following Acton and Acton-Boxborough  
staff members

Melany Appelle  
Joe Bajgot  
Frank Calore  
Carmen Comella  
Sandy D'Amico  
Jack Dempsey  
Dan Dion  
Mariann Eden  
Laurie Jaffe  
Virginia Laughlin  
Robert McHugh

Judy Melillo  
Jean Onorato  
Annelyse Roach  
Ed Rogers  
Bill Seymour  
Donna Sims  
Mark Smith  
Jacalyn Starr  
Tess Summers  
Robyn Winick  
Aurora Winters

on

Thursday, June 10, 2010

3:00 - 5:00 p.m.

at the

Wedgewood Pines Country Club

Stow, MA

(Directions: [www.wedgewoodpines.com](http://www.wedgewoodpines.com))

Please tear off and return to  
Beth Petr, Superintendent's Office, by Thursday, May 27.

- \_\_\_\_\_ I plan to attend and have enclosed \$10  
(for food & gifts)  
Checks: "Acton-Boxborough Regional Schools"
- \_\_\_\_\_ I am unable to attend.

Your Name \_\_\_\_\_  
(Please print!)

# Open House Dates - Fall 2010 5/17/10

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**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.**