



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

**October 7, 2010**

**7:30 pm  
at the**

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

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

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

**October 7, 2010  
7:30 pm Joint SC Meeting  
AB Regional Meeting to follow  
Joint Executive Session to follow**

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**AGENDA**

**1.0 CALL TO ORDER**

**2.0 CHAIRMAN'S INTRODUCTION**

Welcome to Rosa Huang, Nikhil Manocha, Abha Patil, Allison Wang and Betty Yang-  
new ABRHS School Committee representatives

**CALL APS SC TO ORDER TO BEGIN JOINT MEETING**

**3.0 JT APPROVAL OF JOINT and ABRSC MINUTES of September 2, 2010 (addendum)**

**4.0 JT PUBLIC PARTICIPATION**

**5.0 JT EDUCATION REPORT : MCAS – Deb Bookis and Liza Huber**

5.1 JT MCAS AYP Letter sent to Grade 5 – 10 families

5.2 JT SES NCLB Letter

5.3 JT Pupil Services Action Plan (addendum)

5.4 JT “US Test Goals Called Elusive”, *Boston Globe*, 9/23/10

5.5 JT Presentation Slides (addendum)

**6.0 JT NEW BUSINESS**

6.1 JT SMART Goals, 2010-11 – **VOTE** – *Steve Mills*

**7.0 JT. VOTE TO SUSPEND APS MEETING**

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**AB MEETING RESUMES:**

**8.0 STATEMENT OF WARRANT**

**9.0 UNFINISHED BUSINESS**

9.1 ALG Report / Acton FinCom Report - *Xuan Kong/John Petersen*

a. ALG draft minutes of 9/16/10 (#3)

9.2 BLF Report (oral) – *Maria Neyland*

9.3 Health Insurance Trust Report – *John Petersen*

9.4 FY'11 Budget Update – *Steve Mills*

a. Superintendent's Recommendation for Use of Reserves (addendum)

9.5 FY'12 Budget – *Steve Mills*

a. Proposed FY'12 Budget Schedule

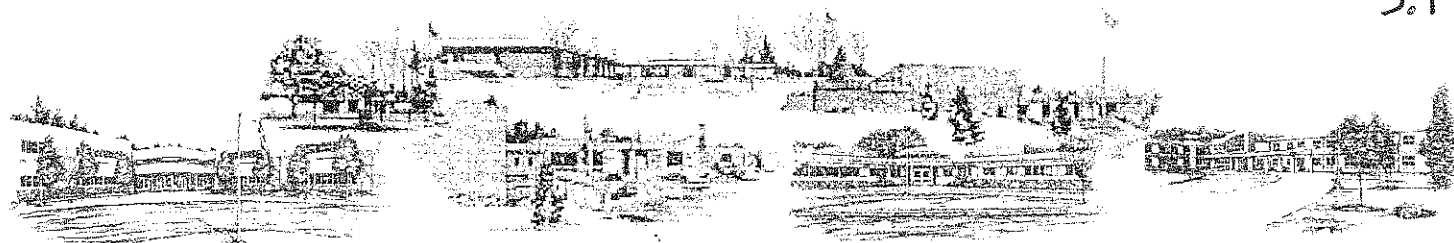
- b. *Boston Magazine* data memo
- 9.6 Recommendation from Subcommittee re Naming of ABRHS Track – *Steve Desy (addendum)*
- 9.7 Bullying Policy update (oral) – *Liza Huber*
- 10.0 NEW BUSINESS
  - 10.1 Recommendation to Modify the ABRHS Student Handbook – **VOTE** – *Steve Mills*  
*Motion: To delete the “Violation During the Off-Season” section of the ABRHS Extracurricular Agreement for Athletics, found under the Chemical Health Policy of the ABRHS Student Handbook.*
  - 10.2 State Ballot Question 3 Discussion and Resolution– **VOTE** – *John Petersen*  
*Motion: The Acton-Boxborough Regional School Committee opposes the state initiative petition question three which would reduce the Massachusetts Sales Tax from its current level of 6.25% to 3% effective January 1, 2011.*
  - 10.3 Recommendation to Appoint ABRSD Treasurer – **VOTE** – *Steve Mills*
  - 10.4 Revision to Nondiscrimination Policy (File: AC) – **VOTE**– *Liza Huber (addendum)*
- 11.0 CONSENT CALENDAR
  - 11.1 Recommendation to Approve Overnight ABRHS Basketball Field Trip to Cape Cod 12/10/10 – 12/11/10 – **VOTE** – *Steve Mills*
  - 11.2 Recommendation to Approve RJGJHS Field Trip to Waterville Valley, NH 1/22/11 – **VOTE** – *Steve Mills*
  - 11.3 Recommendation to Approve International ABRHS Field Trip to Dominican Republic 2/18/11 – 2/27/11 – **VOTE** – *Steve Mills*
  - 11.4 Recommendation to Accept Gift from International Institute of Education on behalf of the GE Star Awards program – **VOTE** – *Steve Mills*
  - 11.5 Recommendation to Accept Gift from the Dan Rinaldi Heart Fund for Assistant Football Coach– **VOTE** – *Steve Mills*
  - 11.6 Recommendation to Appoint Stephen Mills as ABRSD Representative to CASE, 2010-11 – **VOTE** – *Steve Mills*
  - 11.7 Recommendation to Appoint Stephen Mills as ABRSD Representative to EDCO as a Voting Board Member – **VOTE** – *Steve Mills*
- 12.0 FOR YOUR INFORMATION
  - 12.1 ABRHS Info
    - a. ABRHS Profile, 2010-11 (*addendum*)
    - b. Discipline Report
    - c. Waiver of Athletic Eligibility Rule 53 for JH girls trying out for ABRHS hockey team
  - 12.2 RJ Grey Junior High Info
    - a. Discipline Report
  - 12.3 Pupil Services Info
    - a. Stimulus Visit, 9/27/10
  - 12.4 Negotiations Update
    - a. Slides from 9/16/10 Acton FinCom Presentation
  - 12.5 ABRSD ELL Student Population, October 2010 (*addendum*)
  - 12.6 Monthly ABRSD Object Summary and SPED Financial Reports (*addendum*)
  - 12.7 October 1 Enrollment Report (*addendum*)

- 12.8 Gift from Target's "Take Charge of Education" program
- 12.9 Public Records Request from an Organization
- 12.10 Communications from the Community
  - a. Email from Corey re sports teams policy
- 13.0 FOR THE COMMITTEE  
PC's production of *The Witches*, Oct. 22, 23, 24, 29, 30 – 1 complimentary ticket, see *Beth*
- 14.0 VOTE TO RESUME APS MEETING
- 15.0 EXECUTIVE SESSION – to discuss strategy with respect to collective bargaining and to discuss strategy with respect to litigation

NEXT MEETING:

November 4 - 7:30 pm, AB SC Meeting at **Acton-Boxborough Regional High School**

ADJOURNMENT



**ACTON PUBLIC SCHOOLS ♦ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-264-3340 Email: [dbookis@mail.ab.mec.edu](mailto:dbookis@mail.ab.mec.edu)

**Deborah Bookis**  
*Director of Curriculum  
 and Assessment*

September 2010

Dear Parents/Guardians,

This is the first time the Commonwealth of Massachusetts has included a growth model in reporting the results of your child's MCAS scores. This new form of reporting is described below.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) or for science (as science is only tested in grades 5, 8 and high school). Additionally, "grade 10 student growth percentiles tend to vary more than growth percentiles at other grade levels. This happens because a large majority of 10<sup>th</sup> graders reach the Proficient performance level on the MCAS and are therefore concentrated at the top of the scale."<sup>1</sup> Here in Acton and Acton-Boxborough we've found this to be true at a variety of grade levels.

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the new growth data. According to the MA Department of Elementary and Secondary Education, it is their, "... goal to help every student in the state reach proficiency and beyond. Achievement data, therefore, is still an extremely important measure of how students stand relative to proficiency."<sup>2</sup> Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a broad range of school- and classroom-based measures of assessment.

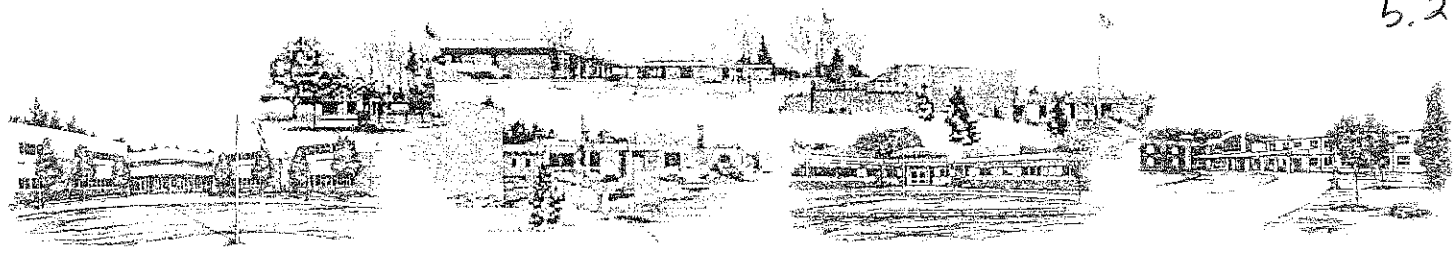
Our district results are available on our website <http://ab.mec.edu/curriculum/curriculum.shtml>

Sincerely,

Deborah E. Bookis

<sup>1</sup> Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

<sup>2</sup> MCAS Student Growth Percentiles: State Report, October 2009



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-264-3340 Email: dbookis@mail.ab.mec.edu

Deborah Bookis  
Director of Curriculum  
and Assessment

September 27, 2010

Dear Parent/Guardian,

Help your child succeed in school – your child is eligible for tutoring at no cost to you. As a result of the federal No Child Left Behind Act, your child can receive extra help in the area of mathematics to be able to do better on the MCAS test. You can receive this free tutoring because your child's school has received an NCLB designation and your family meets the income limits under the law.

Your child's school has been identified for corrective action because it has not made adequate yearly progress on state measures of academic achievement for at least four years. Our district's report card is posted on our website and shows how your child's school compares to other schools in our state. Your child's school has been identified because the Special Education sub-group has not made adequate progress on the mathematics MCAS.

For now, you can choose a free tutoring program that is best for your child; however, our funds are limited, and we will prioritize by need the students who request tutoring. We will service as many students as possible, based on their academic need and how well they did on the SPRING 2010 math MCAS. I have included here a description of the services provider that we will be contracting with in our area. This program has been approved by the MA Department of Elementary and Secondary Education and will provide your child with tutoring that is coordinated with what is being taught for the math MCAS in school.

When deciding which tutoring program is best for your child, we have taken into account these questions:

- When and where will the tutoring take place? (after school and at school)
- How often and for how many hours in total will your child be tutored? (one hour a week for a total of 25 hours)
- What programs, by grade levels and subject areas, are available for your child? (math tutoring for grades 7 and 8)
- What type of instruction will the tutor use? (small group or one-on-one, depending upon the students who will be tutored)
- What are the tutors' qualifications? (The tutor is a qualified teacher.)
- Can the tutor help if your child has disabilities or is learning English? (yes)
- Is transportation available to and from where the tutoring will take place? (There will be no need to drop your child off, as it is at the school, but you will be responsible for picking your child up after tutoring).

Please call **Deborah Bookis, Director of Curriculum, at 978-264-4700, x3213**, if you have any questions about these services. If you would like to participate in the tutoring, please fill out the form below and mail it back to **Deborah Bookis, Director of Curriculum, Acton-Boxborough Regional School District, 16 Charter Road, Acton, MA 01720** in the stamped envelope we are providing. Forms are due by **October 13**. You will be notified by my office, informing you if your child has been selected for tutoring and when the tutoring will begin.

Thank you.

Deborah E. Bookis  
Director of Curriculum and Assessment

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**FREE TUTORING FORM (Please Print)**

Please Check:

\_\_\_\_\_ **YES**, I would like my child, \_\_\_\_\_, to receive free tutoring.  
\_\_\_\_\_ **NO**, I would not like my child, \_\_\_\_\_, to receive free tutoring at this time.

\_\_\_\_\_  
Name of Parent/Guardian Phone Number Email Date

Please return this form to Deborah Bookis no later than **October 13, 2010**.  
Enclosure: *Approved Supplemental Educational Service Provider and Program*

***boston.com***

THIS STORY HAS BEEN FORMATTED FOR EASY PRINTING

## US test goals called elusive

The Boston Globe

### Better schools find improvement hard

By Calvin Hennick, Globe Correspondent | September 23, 2010

As a federal deadline approaches for making all students proficient in English and math, officials in some top area school districts find themselves in an unfamiliar position — explaining why their schools aren't making enough progress.

A Globe review of this year's MCAS results, released this month, shows that just under half of area schools — approximately 133 out of 269 — met the "adequate yearly progress" standard set under the federal No Child Left Behind law.

Nearly every school district in the area had at least one school that did not meet the standard — including such high-performing districts as Arlington, Belmont, Brookline, Newton, Wayland, and Wellesley — and some school officials said the numbers paint an unfair portrait.

"You're left with the impression that you've got a failing school," said Lexington Superintendent Paul Ash. "When you're already at the ninety-eighth, ninety-ninth percentile, you have to make a certain amount of growth above that level, and it's just not possible."

Under federal law, all children are supposed to be proficient in English and math by 2014, and schools are measured against benchmarks each year to determine the progress of all students, as well as subsets such as special education or low-income students. But as time goes by, those benchmarks creep closer to 100 percent, making it harder for schools to come in over the bar.

"There's more difficulty reaching that target, even though we're seeing progress and students improving performance over the years," said Christine Brumbach, director of student development in Needham. Four of Needham's eight schools met the target this year.

Statewide, 57 percent of public schools fell short of the yearly progress standard.

Four of nine schools in Lexington — a district in which more than 98 percent of tenth-graders scored advanced or proficient on their math and English MCAS exams — did not meet the standard.

Ash said that, while Lexington schools aren't perfect, the real problem lies in the benchmark that penalizes anything short of steady progress toward perfection.

"The formula is insane," Ash said. "I just shake my head. When we get to 2014, we're going to have nearly 100 percent of the schools in Massachusetts not making adequate yearly progress. How can that make sense?"

Consequences for failing to meet the benchmarks range from schools having to notify parents of the school's status, to allowing families to choose other

5.4

schools, to, in extreme cases, abolishing or restructuring a school district.

Ash said Lexington will have to send letters home this year notifying some parents of the schools' status, although he doesn't foresee more serious consequences later on.

"The state, with limited money, hardly has any interest in coming in to restructure us," Ash said.

In Medfield, two of the town's five schools didn't meet the federal progress benchmark. At the Blake Middle School, 96 percent of students scored advanced or proficient on the English MCAS. But the 76 percent of special education students scoring at least proficient on the test wasn't deemed high enough for the school to meet the progress benchmark for that subgroup.

"The notion that this whole school is failing because of that, it's just a disconnect," said Medfield Superintendent Robert Maguire. "People in this town know that school's not failing."

Maguire and other area school officials said the progress evaluations seem weighted against middle schools. He noted that Medfield's high school meets the federal benchmarks with students who previously went to a middle school that is not meeting them.

"My high school does an outstanding job, but they don't fix the kids in a year and three quarters," he said.

While Maguire bristled at the notion of any of his schools being assigned a negative label, he said he doesn't discount the importance of the test data or of boosting achievement levels for students with special needs.

"It's good information for us," he said. "We look at the scores. We're trying to focus on that group of special needs students. There's always room for improvement."

Natick Superintendent Peter Sanchioni said progress benchmarks that approach perfection may be unrealistic for some students and that parents should evaluate schools based on their own child's academic growth.

Five of Natick's eight schools met the federal benchmark.

"We should be held accountable for students to show gains and growth," Sanchioni said. "That's our mission. We all welcome that kind of challenge. A number of our kids actually increased their score, but they didn't increase it at the rate that's required by the federal government."

The goal of all students achieving proficiency in English and math by 2014 is "aspirational," said JC Considine, spokesman for the state Department of Elementary and Secondary Education. Considine said it makes sense that more schools are failing to meet standards as the window between progress benchmarks and perfection narrows.

"I think it's the nature of the designation and how far along we are now," Considine said. "We're getting pretty close to 2014."

*Globe correspondent Calvin Hennick can be reached at [calvinhennick@yahoo.com](mailto:calvinhennick@yahoo.com).* ■



S.M.A.R.T. Goals 2010-2011

(9/30/10)

Due Dates: 9/29/10 for SC  
Mid year update: 2/11  
Final Update: 6/11

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

Goal #1. District-wide: Supporting High Quality Instruction in every school, every classroom, every day					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
All schools in Acton and Acton-Boxborough provide learning environments in which students are empowered to apply what they've learned, to think critically, to communicate their ideas and to assess their learning. These skills and the content standards are taught through a variety of instructional materials and strategies. To those ends, we are committed to assessing the alignment of standards, articulating effective instructional practices, and providing our staff with a vibrant professional development program. In addition, developing a district-wide curricular plan creates an opportunity for coordinated intra- and inter- district efforts and curricular discussions.	<div>a. Implement the priority "next steps" of the Leadership Institute, "It's All About Instruction" and the ways in which leadership supports effective instruction.</div> <div>b. Convene a <i>Teaching and Learning Committee</i> representative of the grades and departments K-12.</div> <div>c. Assess the current status of literacy in the district; (standards, curriculum, assessments, instructional practices, family and community involvement)</div>	By June 2011	Superintendent, Director of Curriculum and Assessment	<div>1. The successful completion of the priority next steps of the Leadership Institute</div> <div>2. A written District Literacy Plan to be implemented and evaluated in the following two school years. Plan written and finalized by June 2011.</div> <div>3. Documented and shared updates to our K-12 ELA benchmarks</div> <div>4. A summary of the evaluation of and recommendations for the professional</div>	

	<ul style="list-style-type: none"> <li>d. Develop a Literacy Plan to be implemented the following academic year.</li> <li>e. Align ELA curricular standards with common core standards and identify what students will know and be able to do at the end of each grade level</li> <li>f. Begin process to identify power standards and areas that need additional resources and/or professional development based on research of instructional practices</li> <li>g. Evaluate the structure and offerings of our professional development program to determine if it meets the needs of the districts', schools', and staffs' goals.</li> </ul>			development program. Summary to be written by June 2011.	
<b>Goal #2.</b>					
<b>District-wide: Bullying Prevention and Intervention</b>					
<b>Statement of Purpose</b>	<b>Strategies</b>	<b>Timeline: Date task will be completed</b>	<b>Lead Parties</b>	<b>Measurable Outcomes</b>	<b>Progress</b>
Bullying Prevention and Intervention Task Force members agree that all schools in Acton and Boxborough must include a bullying prevention approach that is proactive and educational. Moreover, research indicates that creating a supportive school climate is the most important step in preventing incidences of bullying, teasing, and harassment. This approach includes five specific components: a commitment to a pro-social curriculum and/or program that promotes positive peer relationships, annual discussion of the Bullying Prevention and Intervention Policy with students and staff, adequate supervision of students to address bullying prevention and intervention, on-going training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying, and supporting bystanders and victims, and finally, systematic evaluation of the overall bullying prevention and intervention approaches used by the school. The school committee is now reviewing a revised bullying prevention policy and related procedures that include methods for responding to the bully/perpetrator, the victim/target and any bystanders/observers.	<ul style="list-style-type: none"> <li>a. Continue to provide training for school staff, with regards to promoting safe schools and recognizing the signs of harassment and bullying and promoting a concurrent response for the perpetrator, victim and bystanders.</li> <li>b. Continue to provide training for school staff regarding internet safety.</li> <li>c. Community Symposium in partnership with outside agencies (CAFY, ABCHY, etc.) focused on bullying prevention.</li> <li>d. Develop a multifaceted and systemic approach that includes:               <ul style="list-style-type: none"> <li>(1) Developing a common language for recognizing harassment and bullying issues/incidents.</li> <li>(2) Educating and empowering students while involving them in prevention activities through specific programming and training.</li> <li>(3) Involving parents/guardians in anti-harassment and bullying efforts.</li> </ul> </li> </ul>	By January 2011	Superintendent, Building Principals, Director of Pupil Services	<ul style="list-style-type: none"> <li>1. Operationalize procedures for recognizing, investigating, reporting, and responding to bullying issues and incidents; development of record keeping procedures for effective intervention and responses to incidents of bullying, teasing, and harassment; document reductions in bullying incidents. Document written by June 2011.*</li> <li>2. Document reductions of violations of internet improprieties. *</li> <li>3. List common definitions and language and prevention activities.</li> </ul> <p>*Since no previous data has been systematically collected, we will establish a baseline during school year 2010-2011, and future outcomes, 2011-2012, etc. will be measured against the 2010-2011 baseline.</p>	

<b>Goal #3.</b> <b>Pupil Services (with a focus on Achievement)</b>					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
<p>Pupil Services places the highest value on student achievement and respects that each child has a unique set of skills for learning. That said, the community must have its administrators and faculty committed to the principle of high standards for achievement and engage students in dynamic, creative ways to encourage a thirst for learning. Pupil Services sets achievement as that top priority, creates an environment that is conducive to learning, executes the integrated Commonwealth's frameworks and standards, delivers solid instruction and measures and evaluates that growth across curriculum lines.</p>	<ol style="list-style-type: none"> <li>Evaluate student needs through Child Study Team and Student Assistance Team monitoring.</li> <li>Create an environment for more integration into regular education classes.</li> <li>Enhance efforts for regular education initiatives including professional development on differentiated instruction, literacy development, and strategies for learning.</li> <li>Examine and highlight "pull aside" models within regular education (separating regular education students by skill and providing small group, short term tutorials) that are connected to the curriculum being taught.</li> <li>Examine and highlight "pull out" models within special education (a special education model for small group instruction outside the classroom) with an earlier return to the regular education classroom.</li> <li>Develop opportunities for teachers to define, share and redirect learning strategies (focused; intentional).</li> </ol>	<p>By June 2011</p>	<p>Superintendent, Director of Pupil Services</p>	<p>What effect did the aforementioned strategies have on achievement?</p> <ol style="list-style-type: none"> <li>Randomly observe the child study teams to ensure that student needs and subsequent subscribed learning strategies are rapid, efficient, and effective.</li> <li>Examine two factors: the number of students affected by the CST and number of referrals to special education and the number of student IEPs that shifted to more integration during school year 10-11, including out-of-district. These reports will be written by June 2011.</li> <li>In developing the needs of the professional and support staff, focused development on learning strategies for literacy and math is emphasized. A compilation of focused (intentional) workshops that target students' needs will be documented. This report will be written by June 2011.</li> <li>Teacher input from special and regular education teachers and the success of students' performance will be documented through a random sampling of those who participated in these models.</li> <li>See above.</li> <li>Summarize and document efforts and results from co-planning opportunities for teachers, including specialists and clinicians.</li> </ol>	
<b>Goal #4.</b> <b>Review and Refine the District's Financial Plan to Meet</b>					

<b>Federal, State and local funding sources, while meeting the needs of all students.</b>					
<b>Statement of Purpose</b>	<b>Strategies</b>	<b>Timeline: Date task will be completed</b>	<b>Lead Parties</b>	<b>Measurable Outcomes</b>	<b>Progress</b>
The community places a high value on the preservation of an excellent education for its students and highly involved citizenry. In light of the current economic picture, identifying new sources of revenue, reviewing personnel needs and costs, as well as actively engaging in community forums and discussions will be required to manage what can only be described as a fiscal crisis for our schools. State revenues will be volatile as we proceed with budgetary planning and we anticipate that 9c cuts within the current fiscal year will impact FY12 projections.	<ul style="list-style-type: none"> <li>a. Define budget assumptions for FY12. Prepare budget calendar.</li> <li>b. Identify specific FY12 budget projections.</li> <li>c. Re-evaluate school choice opportunities.</li> <li>d. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF).</li> <li>e. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough.</li> <li>f. Identify long-range needs and develop a rational capital management program.</li> <li>g. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related.</li> </ul>	Ongoing through the fiscal year	Superintendent, Director of Finance	<ul style="list-style-type: none"> <li>1. Prioritize personnel needs and costs as well as curriculum/program needs.</li> <li>2. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs</li> <li>3. Reduce the price per therm of natural gas by 5% for budget savings.</li> <li>4. Visit each school to learn how to maximize dollars in order to meet instructional goals.</li> <li>5. Prepare balanced budgets for approval by both town meetings that promote instructional goals.</li> <li>6. Perform monthly review of budget status throughout the fiscal year and report to School Committee on a regular basis.</li> </ul>	
<b>Goal #5. Supporting Faculty and Staff</b>					
<b>Statement of Purpose</b>	<b>Strategies</b>	<b>Timeline: Date task will be completed</b>	<b>Lead Parties</b>	<b>Measurable Outcomes</b>	<b>Progress</b>
We actively promote collaborative relationships among staff and administration and the community. In addition, we are committed to initiating working partnerships with the Town, the business community, neighboring school districts, and organizations. Within this partnership, we view the classroom as the heart of the school system. To provide an appropriate learning environment in the classroom, we are committed to recruiting and retaining outstanding teachers, and providing those teachers with supervisory and evaluation procedures that are collegial, supportive and accountable.	<ul style="list-style-type: none"> <li>a. Ensure that the faculty and staff are of high quality and are mentored, supervised and supported to perform at the highest professional level.</li> <li>b. Continue to develop a strong and experienced leadership team amidst significant retirements over the last three years.</li> <li>c. Complete Negotiations with the Acton Education Association, Office Support Association and AFSCME;</li> <li>d. Support high quality instruction in every classroom, every period of every day.</li> <li>e. Reduce duplication of work/systems through improved automation of electronic programs.</li> </ul>	By June 2011	Superintendent, Director of Personnel	<ul style="list-style-type: none"> <li>1. Continue to maintain 100% highly qualified professional teaching staff as determined by the DESE through NCLB.</li> <li>2. The successful completion of contract negotiations, resulting in contracts for 2010-2013 that fit within available revenues.</li> <li>3. Ongoing support and mentoring of five new administrators that were hired and began new roles in the summer of 2010.</li> <li>4. Support high quality instruction by increasing opportunities for administrators and teachers to observe instruction, including walk -</li> </ul>	

				<p>throughs, peer observations and informal observations.</p> <p>5. Facilitate a complete review and update of the districts' teacher evaluation tool through an inclusive process. Create this document during 2011.</p> <p>6. Continue to automate personnel functions including the rollout of Munis Employee Self-Service. Review and update systems to consolidate personnel and finance functions wherever possible.</p>	
<p><b>Goal #6.</b>  <b>Establish a supporting role for the Facilities Department to integrate into curriculum development and outstanding instruction.</b></p>					
<b>Statement of Purpose</b>	<b>Strategies</b>	<b>Timeline: Date task will be completed</b>	<b>Lead Parties</b>	<b>Measurable Outcomes</b>	<b>Progress</b>
Utilize the Facilities Department and resources to continue to and become more integrated in the Districts' over arching goal of supporting high level instruction, excellence in curriculum development, and a complete high level educational experience for all stakeholders.	<p>a. Establishment of an official energy conservation and education curriculum supporting all schools and grade levels using grant funding to get the program off the ground.</p> <p>b. Make the Director of Facilities available minimally once per academic year to each school building in a basic substitute capacity. To better familiarize the department with the issues facing teachers in the school buildings and to better understand the level of instruction we currently deliver. Also, this gives the teacher being substituted for the availability to take part in their own professional development opportunities.</p>	To be completed by June 2011	Superintendent, Director of Facilities	<p>1. Reduction in overall district energy consumption by 3% across APS / ABRSD from established baseline.</p> <p>2. By June 2011 substituting by the Director of Facilities should have occurred in seven of seven district school buildings.</p>	
<p><b>Goal #7.</b>  <b>Leverage technology to effectively support educational and operational goals.</b></p>					
<b>Statement of Purpose</b>	<b>Strategies</b>	<b>Timeline: Date task will be completed</b>	<b>Lead Parties</b>	<b>Measurable Outcomes</b>	<b>Progress</b>
The district recognizes and values the importance of technology in our schools and administrative offices. The Educational Technology	a. Unite the TII and IT departments under one umbrella, the Educational Technology department	By June 2011	Director of Technology	1. Completion of 3-5 Year Educational Technology Plan	

(EdTECH) department will build the foundation, vision, and district capacity needed to leverage the power of technology as a tool to enhance instruction, engage student learning, improve operational efficiencies, and inform decision making.	<p>with a focus on cultivating a learning culture. Educational Technology staff will define workflow processes inclusive of operational and academic tasks. The team will create an internal knowledgebase accessible to all members.</p> <p>b. Support high quality instruction in every classroom, every period of every day. Educational Technology leadership will meet with constituents of the learning community by attending monthly site visits to schools and be accessible to teachers. All Educational Technology staff will be encouraged to participate in appropriate technology meetings.</p> <p>c. Provide high quality, service-oriented technology support to schools and central offices.</p> <p>d. Maintain infrastructure to ensure delivery and maximum uptime of services with an eye towards cost-efficiencies. Participate in community task-force initiatives.</p>			<p>2. Assess end-user satisfaction of the educational technology department through online end-of-year survey.</p> <p>3. Uptime of services to be above 95%</p>	
<p><b>Goal #8.</b></p> <p><b>Community Education: Improve Use of Facilities Reservation Process</b></p>					
<b>Statement of Purpose</b>	<b>Strategies</b>	<b>Timeline: Date task will be completed</b>	<b>Lead Parties</b>	<b>Measurable Outcomes</b>	<b>Progress</b>
Our school buildings are a valuable resource for the greater community. Community Ed. processes more than two thousand requests for space each school year including a significant number from non-school groups. The current process requires all requests to be submitted on paper. It is inefficient and time-consuming for users, for Community Ed, and for school district staff.	<p>a. Explore online reservation system options.</p> <p>b. Seek system that allows approved permits to be circulated electronically, reducing paper.</p>	FY11 with roll out of new process for 11-12 school year	Director of Community Education, CE staffer overseeing Use of Facilities	1. Use of Facilities space reservation process is done online.	

## ALG minutes September 16, 2010 (draft #3)

Present: Bart Wendell, facilitator; Lauren Rosenzweig-Morton, Mike Gowing, BOS; Xuan Kong, John Petersen, SC; Mary Ann Ashton, Bill Mullin FC; Steve Ledoux, John Murray, Steve Mills, and Don Aicardi, Staff.

Audience: Steve Barrett, Town Finance Dept; Marie Altieri school personnel dept.; Ruth Kohls, LWV; Dick Calandrella, Clint Seward, and Charlie Kadlec, AVG.

1. Draft minutes of 08/17/10 were passed with corrections in spelling

2. **Budget Review & Update**—Steve Ledoux & Steve Mills

**Extra information: documentation from recap sheet re free cash certification**

Free cash—general fund \$4,650,574; nursing enterprise \$83,935; COA van enterprise fund \$17,456; septage enterprise fund \$109,141; Recycling/transfer station enterprise fund \$2,435,334; sewer enterprise fund \$355,011 and ambulance enterprise fund \$697,823.

Steve Mills reported that there was nothing new. APS returned \$200k to free cash & AB returned \$225k to E&D. He added that the \$600k for special Ed was “in hand”

He was looking/asking about possible 9 c cuts.

He announced a new Federal Ed Jobs program where Acton will get \$770k over three years.

**Mary Ann:** Free cash is higher than projected---why?

**Steve Barrett:** we closed off some accounts---\$1.275M from overlay; closing warrant articles @\$1M; between Town & APS over \$1M in turn-backs. There is a \$150k deficit from loss in interest and excise--- we have to go into FY 11 using FY 10 numbers for excise; we expect a \$750K drop in permits; we added a one-time tax title of @ \$500k; the NESWC piece went into an enterprise fund and was drawn down but we kept the \$1M for the liability.

**Bill:** we projected @ \$6.6 M of free cash; we now have \$7M plus a \$1 M in reserve--- that gives us a \$400k gain on paper. Who controls the \$1M NESWC liability?

**S. Barrett:** we keep it on the books as a liability—it is Acton’s share [of the estimated clean-up costs]

**MaryAnn:** I think we have to plan as if the “spigot will be turned off” after the election—we will not hear about any 9c cuts before the election

**Steve B:** I don’t see an impact for FY11 but for FY 12 we should expect a 10% cut [in state aid]—we budget for that anyhow.

**J. Murray:** MMA is saying that there is already a \$2b deficit for FY 12 & if there is a sales tax roll back that loss will be added to the existing \$2b deficit

## **2—discussion of waterfall proposal**

**Extra info:** waterfall proposal accepted by the ALG and all three boards last January and the concept at April Town Meeting

**Bill:** We worked with a 10% cut in Ch.70 between FY 10 & 11---the waterfall concept was designed to make sure the school debt was covered (\$300K) & the “most draconian cuts” (\$700k) were ameliorated—the original plan had \$500k as coming back under step three to be allocated to the taxpayer. “We ended up slightly worse off so the taxpayer portion is \$216k. The mechanism for the allocation to the taxpayer has to be at the time the BOS sets the tax rate (in early December) We now learn that there is additional money from the Ed Jobs bill---how will that impact the waterfall? Should we, as a Town use some portion to supplement the waterfall?”

We need to make the decision here & then go back to our boards—what are the Federal “strings?” When the finance dept looks to do the recap sheet, they need to resolve the \$150k shortfall in local receipts.

**Bart:** What are the strings?

**Steve M:** The Ed Jobs bill is crystal clear the money is to be used for staff and benefits. I suppose we could do a “shell game.”

**John P:** This money is not Ch 70---which was the focus of the waterfall---it cannot be part of the waterfall. We need to figure out how to manage the reserves & look to taxpayer relief in FY12.

**Lauren:** we need to be cautious we do not know [the level] of local revenues or any 9c cuts. I am concerned about FY 12 ----the stimulus money is going away.

**Bill:** I could not disagree more. The waterfall is public policy---if we wish to change it---that’s another discussion. It was designed to deal with just the circumstances before us--it is not consistent [with the waterfall] for the SC try to preserve the money for FY12. Can we turn the \$218K (the number on the waterfall sheet) into \$500k? I hope no one is to use sophistry—the waterfall policy has been helpful to both the town and schools. We need to remember it is public policy & trying to preserve the money for FY 12 is just not consistent.

**Bart:** any more comments or is this a show stopper?

**Bill:** under the law we can move money around—I think this is a conversation starter---we go back to our boards and see if we have the frame work [for implementation of the waterfall or changes]



**Xuan:** last year we projected Ch. 70 for FY 11 & it came in higher. The new Jobs grant is spread over three years—11, 12 & 13---we need to take into consideration that its use is not to augment CH 70.

**Mary Ann:** we will only have \$66k to fund tax relief when you deduct the \$150k loss in local receipts.

**Bill:** the public policy did not say anything about off-setting variations in local receipts

**Lauren:** it becomes difficult to pay [tax relief] when local receipts are dropping-- if the projections for new revenues were greater it would make sense.

**Bill:** the vote [for the waterfall] refers to Ch. 70---this is sophistry vs. games

**Bart:** the “game” in this case is judgment.

**Bill:** but we cannot vote for something and eight months later discard it because we do not like it.

**Bart:** (pause) It’s good to see you [Bill] again. This looks like the beginning of another “interesting year.” Take note that what you see as games, others may see as legitimate concerns. If we start out like this the positions will get dug in and we will have a very rough year.

**Lauren:** I may have been naive not to understand the full implications of the waterfall. I just know that in general state aid is given & taken away. I don’t think we should make cuts when we cannot cover our budget. Last year we [Town] did a hiring and spending freeze, helped the schools—we have done what we could to keep whole---I’m not sure we can give back.

**Bart:** if that reason is legitimate---how does it differ from the policy. Is the disagreement in regard to the policy or the implications?

**Bill:** the extent of this change is a change of the policy. I see the policy as being hugely beneficial to both the town and schools—now it’s the taxpayers turn. If we are going to apply the vote [waterfall policy] for the FY 11 budget it needs to be done when the selectmen set the tax rate.

**MaryAnn:** this has been a good discussion—it’s time to take it back to our boards---Is the waterfall still policy? We also have a mechanical issue---we have a shortfall in local receipts and new money from the Ed Jobs. If the three boards agree, we then we will look to the managers about how to make it happen

**Bart:** What’s the timing?

**Steve L:** if we do not apply the \$150k local shortfall to the waterfall, then we will have to make \$150k in cuts. If we want to lower the appropriation then we need Town Meeting vote---the warrant for the STM on Oct 12 is still open.

**John M:** I’m not sure what it is we will take back to the boards: FY 11 or 12?; total revenue; segmenting Ch 70? Is the shortfall part of the total revenues?

Caution this [\$150k] may be just the start of the shortfall---revenues could increase, we will know in November.

**Xuan:** last year we had to guess total receipts---what happened to make a \$150k shortfall?

**Steve L:** the projection is from June 30<sup>th</sup>---we cannot project more than has come in

**Bill:** at the time [annual Town Meeting vote] we could not put a number on Ch 70 but we allocated a specific number

**Bart:** is there agreement that the Ed Jobs grant is for three years---can it be considered [as a revenue source for the taxpayer's return]

**Don:** the last charge against the Ed Jobs grant is Sept. 30, 2012 we can start charging for FY 11, 12 and three months of FY 13.

**Bart:** the second piece is the timing---are we talking about a two-week window [to meet the warrant requirements for the STM]---what's the deadline for the boards & committees?

**Bill:** the setting of the tax rate

**John M:** are we really going back to Town Meeting in two weeks to reset budgets?

\*\*\*\*\***Bart:** is there agreement to the tax rate setting time? (nods of agreement)

\*\*\*\*\***agreement that we will not go to Town Meeting**

**Bart:** Is there anything that needs to be discussed before setting the tax rate? The specific pot for the Ed jobs money; Reserves?

**John M:** There is a genuine disagreement as to the intent of the waterfall language as it applies to multi-year federal grants. I do not see we are changing policy---we are attempting to come to consensus on the differing intent of the parties.

**Bill:** I'd like to see the formula for the NESWC liability number

\*\*\*\*\***Bart: for the next meeting each entity will come back with their stand on the waterfall policy---agreement**

**TASK: staff to get Bill Mullin the formula for the NESWC liability number.**

### **3. Spreadsheet-- New format**

**Extra info: spreadsheets sent by email**

**MaryAnn:** there is too much info on the spreadsheet to be useful---the summary on the front will show the vetted numbers and explain any changes. I want you to take this back to the boards and see if they have any changes for purposes of clarity. I think we need to do debt exclusion as a revenue

There were some suggested changes such as actual & it was agreed to take back to boards for review. The spreadsheet will be on the agenda for the next meeting

#### **4. ALG schedule**

Extra info—a master calendar with meeting dates of the boards & holidays

**ALG scheduled meetings:** October 28, November 18, December 16, January 13 & 27<sup>th</sup>, February 10 & 17<sup>th</sup>, March 24<sup>th</sup>.

#### **AGENDA for October 28**

**Minuteman**

**Update on budget revenues**

**Waterfall**

**ALG spreadsheet format**

#### **5. Public**

**Mr. Kadlec** said there are three ways to address the \$150k shortfall: reduce appropriation; tax reserves and three, from the levy. The first two need Town Meeting approval. His preferred method was to take it from reserves rather than the taxpayers.

Adjourned 8:45

Ann Chang

*Office of the Superintendent*  
Acton Public Schools  
Acton-Boxborough Regional School District  
Acton, MA 01720

**Proposed FY'12 Budget Schedule for the Schools**

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10/7/10 AB Regional School Committee meeting, Draft Budget Schedule distributed

10/12/10 Budget packets (appropriated and revolving budgets) distributed to all administrators, including budget assumptions and budget schedule.

10/29/10 All completed budgets turned in to Central Office  
Preliminary budgets entered into computer  
Central Office meetings with administrators about budget

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11/04/10 AB School Committee meeting discussion of Assumptions and Key Decisions

11/18/10 APS School Committee meeting discussion of Assumptions and Key Decisions

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12/2/10 APS/AB/possible Joint School Committees' budget discussion continues

12/16/10 APS School Committee budget discussion continues

12/31/10 Acton Town Meeting warrant closes

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1/6/11 Presentation of preliminary budgets to APS and AB Regional School Committees (overview/issues)

1/20/11 Discussion of preliminary budget with APS School Committee

? Joint School Committee Saturday All-Day Session with presentations by school leaders; Selectmen / Finance Committee / public at large encouraged to attend

? Acton and Boxborough Finance Committees / Review / Comments to School

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2/3/11 AB Regional School Committee budget hearing (required by law) - *Possible Budget Vote*

2/17/11 APS School Committee budget hearing (required by law) - *Possible Budget Vote*  
Possible Joint School Committee meeting if vote needed on Regional budget/assessments (2/18/11 is deadline to vote according to Regional Agreement)

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*cont.*

3/3/11 AB SC Meeting

3/? Public Hearing for Acton Budgets (coordinated by Finance Committee)

3/17/11 APS School Committee Meeting

? Boxborough warrant goes to printer

3/24/11 Joint Acton/Acton-Boxborough SC Meetings

3/29/11 Acton Town Election

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4/4/11 Acton Town Meeting begins

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5/9/11 Boxborough Town Meeting begins

5/16/11 Boxborough Town Election

*Office of the Superintendent*  
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TO: Acton Public and Acton-Boxborough Regional School Committees  
 FROM: Steve Mills  
 DATE: September 22, 2010  
 RE: Conflicting Data Reports in 9/10 Boston Magazine Article

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As Herman Kabakoff pointed out at the APS meeting last Thursday, there are numerous sources of information that report very conflicting data. Oftentimes it is difficult to sort this out and draw meaningful conclusions.

For instance, GreatSchools.com concluded that AB is the second best school district in America. Last year, Forbes Magazine reported that Acton, MA was the best place in America if you're interested in public schooling and in the real estate market for homes between \$400,000 and \$600,000. At the same time, Boston Magazine recently ranked ABRHS as the 26<sup>th</sup> best high school in Massachusetts. As I stated at the last regional meeting, the state of Massachusetts has ranked first for three consecutive years nationally in the National Assessment of Educational Progress (NAEP) tests in both English Language Arts and Mathematics. However, the NCLB standard currently concludes that more than half of all schools in Massachusetts are in need of improvement or require restructuring.

Although I am certainly not a statistician, I would suggest an insight into these obvious disparities. Some sources such as GreatSchools.com and Forbes use only output data to arrive at their conclusions. By output data, I mean actual quantifiable academic achievement as measured by SAT, MCAS and Advanced Placement scores. The Boston Magazine article includes inputs as well as outputs. By inputs, I mean teacher-student ratios, per pupil spending, etc. With all of this stated, I took the liberty to disaggregate and/or re-sort a number of the columns in the Boston Magazine article (included as an addendum, [http://www.bostonmagazine.com/2010\\_public\\_school\\_district/index](http://www.bostonmagazine.com/2010_public_school_district/index)). The article ranks 166 school districts in the Metrowest Boston area. Of these 166 districts, the APS District ranked:

- 120<sup>th</sup> in per pupil spending
- 163<sup>rd</sup> in teacher-student ratios.

Obviously, those are discouraging inputs. In terms of outputs as measured by our 5<sup>th</sup> grade MCAS scores APS ranked:

- 5<sup>th</sup> in math,
- 6<sup>th</sup> in science
- 8<sup>th</sup> in english language arts.

At the regional school district level, out of 166 districts, AB ranked:

- 40<sup>th</sup> in per pupil spending
- 158<sup>th</sup> in teacher-student ratio (again, discouraging inputs).

In terms of outputs, as measured by MCAS and SAT scores, AB ranked the following out of 166 districts:

- 4<sup>th</sup> for 8<sup>th</sup> grade MCAS math
- 7<sup>th</sup> for 8<sup>th</sup> grade science
- 12<sup>th</sup> for 8<sup>th</sup> grade ELA
- 7<sup>th</sup> for 10<sup>th</sup> grade MCAS math
- 12<sup>th</sup> for 10<sup>th</sup> grade ELA
- 3<sup>rd</sup> for 10<sup>th</sup> grade science.

In terms of 10<sup>th</sup> grade SAT scores, AB ranked:

- 1<sup>st</sup> in math,
- 3<sup>rd</sup> in reading
- 4<sup>th</sup> in writing.

Also, AB's graduation rate was ranked 7<sup>th</sup> out of 166 districts and our percentage of students attending college was ranked 5<sup>th</sup>.

Whenever I noticed a score better than ours, my eyes would inevitably scan to the far left column to see what district it was. The most common school districts that outperformed us were our neighbors who have a significantly higher per pupil spending figure. The AB Regional School District per pupil spending figure is \$12,733 compared to the following per pupil spending figures of five of our near by competitor school districts:

- \$18,328      Concord Carlisle
- \$15,787      Dover Sherburne
- \$15,368      Lexington
- \$15,775      Lincoln Sudbury
- \$18,023      Weston

As you can see, these districts spend \$3,000 – \$5,000 per pupil more than we do to educate students. Fiscal conservatives will conclude that we're doing quite well for less money. I would conclude two things; how much better we could perform with additional revenue, and more importantly, I am worried that our excellent achievement is not sustainable over time in terms of competing with these other neighboring school districts.

With your permission, I would like to include this document as part of our Fiscal 2012 budget discussion. The Boston Magazine data underscores my now public position that reducing the number of teachers in either of our two districts is unacceptable in our strategy to move forward.

I respectfully submit these thoughts for your consideration and discussion.

# Boston PUBLICSCHOOL DISTRICTS

RESEARCH BY ALICIA BUCHL PEREZ, SHANNON FISCHER, BORANA GREKU, LAUREN MAFSUD, GREGORY MONIZ, KORI PERTEN, TALIA BALPK, AND STEPHANIE RINEMAN

DISTRICT	GRADES	SCHOOLS IN DISTRICT			ENROLLMENT	STUDENT-TO-TEACHER RATIO	PER-PUPIL SPENDING	MCAS SCORES						SAT SCORES			GRAD. RATE	PERCENTAGE TO COLLEGE			
		ELEMENTARY	MIDDLE	HIGH				5TH GRADE			8TH GRADE			10TH GRADE					READING	WRITING	MATH
								ENG.	MATH	SCI.	ENG.	MATH	SCI.	ENG.	MATH	SCI.					
ABINGTON	PK-12	3	1	1	2,188	\$10,781	75	70	58	86	44	31	80	80	73	498	487	508	82.1	80.5	
ACTON	PK-8	5	0	0	2,814	\$11,011	87	83	79	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
ACTON-BOXBOROUGH	7-12	0	1	1	2,930	\$12,733	N/A	N/A	N/A	93	83	74	95	95	98	606	609	640	95.6	90.3	
ACUSHNET	PK-8	1	1	0	996	\$10,486	69	73	67	87	54	44	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
AMESBURY	PK-12	2	1	1	2,424	\$12,154	68	48	48	82	51	49	80	81	68	491	489	499	85	86.9	
ANDOVER	PK-12	6	3	1	5,163	\$13,122	85	81	76	95	74	64	95	92	85	557	551	574	95	87.7	
ARLINGTON	PK-12	8	1	1	4,713	\$11,813	84	78	79	98	70	63	92	86	81	541	542	553	92.8	77.4	
ASHLAND	PK-12	3	1	1	2,640	\$11,594	70	66	62	91	64	39	93	88	86	526	526	539	92.7	75.1	
ATTLEBORO	PK-12	6	3	1	5,933	\$11,412	49	41	59	81	49	35	77	73	47	489	491	497	80.3	44.7	
AVON	PK-12	1	1	1	748	\$12,267	77	72	51	86	46	37	84	62	50	448	427	448	83.9	53.7	
AYER	PK-12	1	1	1	1,197	\$12,315	64	59	39	76	44	33	81	67	70	496	496	496	78.2	61.7	
BEDFORD	PK-12	2	1	1	2,428	\$15,617	86	73	66	89	73	55	92	90	85	566	562	592	93	75.6	
BELLINGHAM	PK-12	4	1	2	2,635	\$11,042	66	50	50	73	57	46	82	76	37	489	484	488	83.2	52.6	
BELMONT	PK-12	4	1	1	3,974	\$11,053	85	76	70	93	75	63	93	94	90	575	576	592	94	90.1	
BERKLEY	PK-8	1	1	0	921	\$9,742	59	55	55	87	55	48	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
BEVERLY	PK-12	5	1	1	4,269	\$12,148	60	53	49	81	45	37	79	73	71	511	500	521	80.5	56.3	
BILLERICA	PK-12	6	2	1	5,940	\$11,829	68	55	44	81	55	41	81	83	68	515	499	534	87.2	97.3	
BOSTON	PK-12	83	11	37	55,371	\$11,900	98	33	18	59	28	10	64	62	34	434	432	451	61.4	49.2	
BRAINTREE	PK-12	6	2	1	5,377	\$10,620	76	65	70	88	66	40	88	87	83	594	595	526	94.3	71.9	
BROCKTON	PK-12	12	0	4	15,502	\$12,304	41	37	18	69	28	15	74	57	50	444	439	445	71.5	42.6	
BROOKLINE	PK-12	9**	9**	1	6,472	\$18,847	84	80	88	93	76	58	90	89	80	571	589	587	90.5	84.9	
BURLINGTON	PK-12	4	1	1	3,711	\$13,862	68	57	64	88	59	50	86	81	72	521	509	539	93.8	78.2	
CAMBRIDGE	PK-12	12**	12**	1	5,950	\$26,337	51	42	34	78	42	29	70	63	45	465	460	463	88.7	64	
CANTON	PK-12	4	1	1	3,125	\$12,450	75	68	63	91	61	57	91	87	88	525	516	543	88.8	73.1	
CARLISLE	PK-8	1**	1**	0	688	\$14,618	92	85	82	97	87	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
CARVER	PK-12	1	1	1	1,847	\$11,738	61	57	56	78	55	38	91	82	78	527	535	521	85.8	55.1	
CHELMSFORD	PK-12	5	2	1	5,418	\$10,221	79	60	62	90	59	48	92	86	83	527	518	535	91.9	72.1	
CHELSEA	PK-12	5	3	1	5,638	\$12,906	36	28	21	57	27	14	48	43	34	428	423	443	49.7	22.4	
CLINTON	PK-12	1	1	1	1,996	\$11,129	80	80	44	75	38	45	74	74	50	508	525	502	84.1	55	
COHASSET	PK-12	2	1*	1*	1,496	\$13,136	88	87	83	93	83	55	96	96	79	549	560	562	91.6	89.9	
CONCORD	PK-8	3	1	0	1,894	\$16,342	96	88	79	94	68	69	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
CONCORD-CARLISLE	9-12	0	0	1	1,245	\$18,328	N/A	N/A	N/A	N/A	N/A	N/A	96	88	93	593	593	611	95.8	92.1	
DANVERS	PK-12	5	1	1	3,617	\$12,183	71	62	43	85	46	30	87	82	70	495	493	502	85.9	69.6	
DARTMOUTH	PK-12	3	1	1	4,017	\$10,116	69	55	57	88	45	49	84	76	72	499	482	540	89.7	67.6	
DEDHAM	PK-12	5	1	1	2,910	\$14,837	73	66	72	84	58	38	81	87	85	465	467	489	90.6	68.5	
DIGHTON-BEHOBOTH	PK-12	2	2	1	3,235	\$10,569	62	54	51	80	55	44	87	81	87	520	509	515	81.8	58.8	



DISTRICT	GRADES	SCHOOLS IN DISTRICT			ENROLLMENT	STUDENT-TO-TEACHER RATIO	PER-PUPIL SPENDING	MCAS SCORES						SAT SCORES			GRAD. RATE	PERCENTAGE TO COLLEGE			
		ELEMENTARY	MIDDLE	HIGH				5TH GRADE			8TH GRADE			10TH GRADE					READING	WRITING	MATH
								ENG.	MATH.	SCI.	ENG.	MATH.	SCI.	ENG.	MATH.	SCI.					
DOVER	K-5	1	0	0	572	13.71	\$16,591	86	83	67	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DOVER-SHERBORN	6-12	0	1	1	1,150	11.81	\$15,787	N/A	N/A	N/A	95	78	74	99	97	97	595	593	807	100	93.8
DRACUT	PK-12	4	2	1	4,107	17.01	\$9,606	62	46	50	66	35	23	85	82	62	495	479	501	82.2	52.1
DUXBURY	PK-12	2	1	1	3,298	14.21	\$10,598	81	71	97	95	73	67	96	81	85	557	550	568	94.6	85.6
EAST BRIDGEWATER	PK-12	1	1	1	2,375	16.21	\$10,581	66	54	62	82	62	50	86	81	70	430	489	491	87.5	53.9
EASTON	PK-12	5	1	1	3,906	15.01	\$10,111	75	74	67	90	61	55	89	84	68	514	524	530	95.9	77.8
EVERETT	PK-12	6**	1	1	5,889	14.21	\$12,303	39	35	21	71	28	22	66	51	21	438	436	457	82.8	35.9
FAIRHAVEN	PK-12	3	1	1	1,986	14.41	\$11,327	61	46	44	75	49	41	78	80	44	499	492	499	92.8	44.8
FALL RIVER	PK-12	10	4	2	9,886	14.21	\$12,914	44	31	23	64	26	20	65	46	47	458	451	460	62.5	24
FOXBOROUGH	PK-12	3	1	1	2,967	13.51	\$11,480	70	54	50	90	70	57	90	85	78	520	529	543	90.2	78
FRAMINGHAM	PK-12	9	3	1	8,153	12.61	\$15,373	62	55	52	76	51	39	78	80	73	510	509	545	83.4	63.5
FRANKLIN	PK-12	7	3	1	6,120	14.71	\$10,010	93	78	68	90	68	62	88	86	80	528	532	537	94.1	74.3
FREETOWN	PK-4	1	0	0	533	19.71	\$13,265	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREETOWN-LAKEVILLE	5-12	1	1	1	1,922	13.91	\$10,527	64	56	62	90	63	42	93	83	76	509	516	518	89.3	59.3
GEORGETOWN	PK-12	2	1	1	1,698	15.41	\$8,595	82	58	45	84	63	55	91	89	76	533	533	558	97	75
GLOUCESTER	PK-12	8	1	1	3,372	13.31	\$12,909	57	36	39	69	43	28	81	72	70	500	491	496	81.7	44.2
GROTON-DUNSTABLE	PK-12	3	1	1	2,759	16.51	\$11,391	79	74	86	91	73	73	97	97	81	538	536	568	95.7	82
HALIFAX	K-6	1	0	0	554	14.91	\$9,915	69	44	54	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HAMILTON-WENHAM	PK-12	3	1	1	2,026	12.41	\$13,955	78	63	73	92	62	57	96	91	87	565	565	561	96.8	84.9
HANOVER	PK-12	3	1	1	2,698	13.31	\$10,458	79	73	60	94	65	50	94	79	79	513	521	530	94.3	76
HARVARD	PK-12	1	1	1	1,277	15.11	\$12,968	89	80	74	86	80	86	92	90	88	609	613	597	92.7	96.1
HAVERHILL	PK-12	8	4	3	6,845	15.01	\$11,302	48	38	39	72	38	29	75	64	42	491	476	476	84	41.8
HINGHAM	PK-12	4	1	1	4,058	15.11	\$10,816	77	76	70	92	70	57	96	92	92	555	558	570	96.4	85.7
HOLLISTON	PK-12	2	1	1	2,894	13.31	\$11,413	79	69	76	92	67	57	94	96	92	541	551	581	95.3	87.5
HOPKINTON	PK-12	4	1	1	3,455	14.71	\$11,555	80	70	66	94	65	52	96	94	94	548	549	566	95.8	85.1
HUDSON	PK-12	4	1	1	3,071	13.61	\$11,763	58	54	36	77	35	23	88	81	61	506	509	517	92.2	81.1
HULL	PK-12	1	1	1	1,202	14.11	\$13,640	67	60	49	83	28	23	89	91	94	499	500	482	81.6	73.5
IPSWICH	PK-12	2	1	1	2,137	14.31	\$10,678	71	62	61	91	76	65	92	88	79	526	528	536	89.9	68.1
KING PHILIP	7-12	0	1	1	2,079	17.61	\$11,703	N/A	N/A	N/A	83	53	48	92	91	91	531	533	535	89.6	75.9
KINGSTON	K-6	2	0	0	1,890	17.71	\$10,508	79	66	56	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LAKEVILLE	PK-4	1	0	0	742	20.61	\$9,775	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LAWRENCE	PK-12	14	6	8	12,294	13.21	\$13,271	32	25	18	49	14	5	46	30	12	395	390	406	48.1	27.8
LEXINGTON	PK-12	6	2	1	6,182	11.81	\$15,360	86	85	78	96	88	76	95	94	92	614	618	631	93.7	85.5
LINCOLN	PK-8	2	1	0	1,950	9.31	\$20,344	76	60	58	88	65	45	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LINCOLN-SUBURBY	9-12	0	0	1	1,615	12.91	\$15,775	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LITTLETON	PK-12	2	1	1	1,607	16.11	\$11,231	80	65	65	94	65	63	95	96	88	530	529	534	88.6	62.1
LOWELL	PK-12	14	6	1	13,331	13.71	\$13,101	38	35	19	63	31	20	67	63	40	463	456	478	70	44.4
LYNN	PK-12	17	3	4	13,373	14.81	\$13,633	42	38	28	61	28	17	63	56	34	441	422	443	70.7	31.4
LYNNFIELD	PK-12	3	1	1	2,333	15.71	\$10,800	77	64	59	90	74	58	94	89	86	537	550	554	95.5	82.2
MALDEN	PK-12	6**	1	1	6,332	14.71	\$12,758	48	42	34	78	37	30	73	65	46	448	440	464	74.8	56.1
MANSCH-ESSEX REG'L	PK-12	2	1	1	1,457	16.31	\$13,684	66	79	73	83	66	45	98	94	90	540	534	550	94.2	90
MANSFIELD	PK-12	3	1	1	4,588	16.31	\$13,682	77	67	84	86	55	47	93	89	86	519	527	544	94.2	74.8
MARBLEHEAD	PK-12	6	1	1	3,232	13.71	\$11,768	80	68	60	95	81	70	95	92	80	554	548	554	87.7	87.9
MARION	PK-6	1	0	0	441	12.81	\$12,265	71	58	68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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DISTRICT	GRADES	SCHOOLS IN DISTRICT ELEMENTARY MIDDLE HIGH	ENROLLMENT	STUDENT-TO-TEACHER RATIO	PER-PUPIL SPENDING	MCAS SCORES			SAT SCORES			CRAD. RATE	PERCENTAGE TO COLLEGE								
						5TH GRADE ENG. MATH SCI.	8TH GRADE ENG. MATH SCI.	10TH GRADE ENG. MATH SCI.	READING	WRITING	MATH										
MARLBOROUGH	PK-12	4	1	1	4,539	12.91	\$13,877	61	52	42	72	48	28	82	73	68	505	503	536	81.8	61.3
MARSHFIELD	PK-12	5	1	1	4,746	14.61	\$10,253	77	63	66	92	65	47	89	82	76	506	511	513	92.1	76.5
MASCONOMET	7-12	0	1	1	2,085	15.51	\$11,979	N/A	N/A	N/A	96	82	79	96	94	88	538	528	546	97.8	81.4
MATTAPOISETT	PK-6	2	0	0	514	13.51	\$13,121	74	64	59	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MAYNARD	PK-12	1	1	1	1,328	14.41	\$13,477	63	52	56	85	48	51	90	86	63	511	520	518	85.9	73.5
MEDFIELD	PK-12	3	1	1	3,020	15.31	\$10,542	83	67	60	96	80	75	97	95	92	562	562	568	97.3	92
MEDFORD	PK-12	4	2	3	4,854	14.31	\$13,269	61	50	53	77	40	38	77	70	52	469	466	478	83.6	46.5
MEDWAY	PK-12	3	1	1	2,693	14.21	\$10,315	52	61	82	87	66	58	97	88	67	535	531	548	96.7	84.6
MELROSE	PK-12	6	1	1	3,767	15.81	\$10,288	71	64	61	85	52	43	94	80	70	512	507	510	92.5	70.8
METHUEN	PK-12	5**	1	1	7,230	14.61	\$10,827	51	41	26	72	36	19	74	65	60	473	475	490	77	42
MIDDLEBOROUGH	PK-12	3	1	1	3,506	15.41	\$11,192	55	48	49	79	39	40	76	69	55	489	474	476	86.2	49.5
MIDDLETON	PK-6	2	0	0	858	12.81	\$11,114	72	67	78	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MILFORD	PK-12	4	2	1	4,122	13.11	\$11,581	69	53	55	86	59	54	93	79	61	489	489	518	83.9	56.1
MILLIS	PK-12	1	1	1	1,435	15.71	\$10,582	87	55	54	85	58	49	93	79	70	516	530	545	85.6	82
MILTON	PK-12	4	1	1	3,952	15.31	\$11,473	80	75	62	87	67	37	90	78	60	530	527	534	90.8	78.2
NAHANT	PK-6	1	0	0	239	15.11	\$9,455	63	51	69	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NASHOBA	PK-12	4	2	1	3,433	14.21	\$12,398	77	63	67	91	82	61	93	80	90	549	544	554	94.1	80.5
NATICK	PK-12	5	2	1	4,734	14.11	\$12,926	74	68	65	92	84	58	94	87	75	525	529	537	92.6	72.8
NEEDHAM	PK-12	5	2	1	5,311	15.21	\$12,955	84	76	61	95	82	65	96	93	89	577	576	578	90.9	90.5
NEW BEDFORD	PK-12	22	3	3	12,036	14.41	\$13,220	39	40	27	54	22	12	55	43	25	454	450	466	55.7	40.7
NEW SALEM-WENDELL	PK-6	1	0	0	144	11.81	\$13,498	80	75	55	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NEWBURYPORT	PK-12	3	1	1	2,251	13.31	\$12,523	69	53	53	89	58	49	94	90	80	538	539	547	93.4	73.6
NEWTON	PK-12	16	4	2	11,765	13.21	\$16,243	83	80	70	89	77	60	91	89	80	591	591	597	84.6	82.8
NORFOLK	PK-6	2	0	0	1,071	14.21	\$11,711	84	76	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NORTH ANDOVER	PK-12	5	1	1	4,014	15.61	\$10,949	65	55	59	88	60	48	89	84	82	530	524	549	96.9	89.4
NORTH ATTLEBOROUGH	PK-12	7	1	1	4,750	16.41	\$9,700	73	60	70	88	58	55	86	84	85	514	498	518	85.5	66.7
NORTH READING	PK-12	3	1	1	2,735	14.31	\$10,888	80	76	67	95	71	60	89	89	80	523	518	517	94.1	77.5
NORBORO-SO BORO	9-12	0	0	1	1,409	13.91	\$13,396	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95	92	546	547	564	95.8	82
NORTHBOROUGH	PK-8	4	1	0	1,883	13.81	\$11,567	80	64	72	94	70	70	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NORTON	PK-12	3	1	1	2,828	15.41	\$11,286	58	46	54	80	46	38	91	82	82	503	504	493	80.7	55.8
NORWELL	PK-12	2	1	1	2,345	10.31	\$11,043	82	81	75	90	65	60	98	96	83	537	542	551	98.7	92.3
NORWOOD	PK-12	8	1	1	3,437	12.81	\$12,993	58	57	49	84	50	42	87	74	57	498	504	514	84.3	68.3
OLD ROCHESTER	PK, 7-12	0	1	1	1,151	13.71	\$14,323	N/A	N/A	N/A	90	63	51	91	90	67	518	524	527	88.4	64.7
PEABODY	PK-12	8	1	1	6,093	14.41	\$12,456	67	48	50	79	43	39	73	69	53	478	479	492	78.7	57.2
PEMBROKE	PK-12	3	1	1	3,441	10.31	\$9,998	71	69	60	80	64	41	86	80	74	495	493	512	93.9	57.8
PENNINGTON	PK-12	4	1	1	3,226	14.31	\$10,821	77	60	70	88	71	57	92	82	82	548	539	548	88.1	65
PLAINVILLE	PK-6	2	0	0	823	15.91	\$18,175	91	71	65	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PLYMOUTH	PK-12	9	2	2	8,240	13.91	\$12,207	68	52	63	87	50	49	85	73	67	498	489	509	83.8	49.2
QUINCY	PK-12	11	5	2	8,969	13.21	\$13,526	80	58	47	84	51	42	76	73	65	469	463	509	84.1	52.3
RANDOLPH	PK-12	4	1	1	2,851	13.11	\$14,393	39	36	22	71	41	29	68	62	44	447	444	443	64.4	57.3
READING	PK-12	5	2	1	4,392	14.51	\$10,742	75	74	63	93	76	65	94	88	80	536	539	584	93.7	82.5
REVERE	PK-12	6	3	2	6,145	14.51	\$12,359	50	51	38	79	34	28	71	71	52	451	447	450	64.8	40
ROCHESTER	PK-6	1	0	0	599	14.51	\$10,634	70	68	68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ROCKLAND	K-12	3	1	1	2,278	16.31	\$10,976	54	40	36	71	40	28	84	72	46	500	484	487	82.3	55.3

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DISTRICT	GRADES	SCHOOLS IN DISTRICT			ENROLLMENT	STUDENT-TO-TEACHER RATIO	PER-PUPIL SPENDING	MCAS SCORES									GRAD. RATE	PERCENTAGE TO COLLEGE			
		ELEMENTARY	MIDDLE	HIGH				5TH GRADE			8TH GRADE			10TH GRADE					SAT SCORES		
								ENG.	MATH	SCI.	ENG.	MATH	SCI.	ENG.	MATH	SCI.			READING	WRITING	MATH
ROCKPORT	PK-12	1	1	1	977	12.51	\$11,959	69	68	66	67	75	66	86	76	67	508	506	501	87.4	71.8
SALEM	PK-12	8	1	1	4,496	11.01	\$14,746	49	42	38	65	34	21	68	61	44	460	459	474	74.3	43.8
SAUGUS	PK-12	4	1	1	2,866	14.01	\$11,079	61	47	42	71	34	23	74	70	53	482	495	501	81.7	62.7
SCITUATE	PK-12	4	1	1	3,278	14.21	\$11,113	84	77	74	92	66	63	92	88	73	522	526	538	91	78.8
SEEKONK	PK-12	2	1	1	2,154	14.91	\$11,408	72	56	57	66	49	53	87	66	69	484	489	491	84.8	60.2
SHARON	PK-12	3	1	1	3,426	13.61	\$14,334	86	82	73	95	77	68	96	93	86	579	575	584	93.6	86.5
SHERBORN	PK-6	1	0	0	450	13.21	\$14,121	86	69	73	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SHREWSBURY	PK-12	6	2	1	5,841	15.81	\$10,651	81	76	74	91	68	60	91	88	78	524	534	545	93.6	73.8
SILVER LAKE	PK, 7-12	0	1	1	1,903	13.81	\$12,475	N/A	N/A	N/A	86	56	48	89	84	67	490	490	503	95.4	54.6
SOMERSET	PK-12	4	1	1	2,729	12.61	\$12,272	78	56	53	83	55	48	87	81	76	505	493	517	92.1	56.3
SOMERVILLE	PK-12	9	1	2	4,842	12.41	\$16,219	43	40	30	64	31	24	70	60	48	448	460	473	73.8	43.7
SOUTHBOROUGH	PK-8	3	1	0	1,556	13.81	\$12,639	78	76	63	93	62	59	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
STONEHAM	PK-12	4	1	1	2,650	13.31	\$11,400	68	43	53	78	42	33	92	85	78	505	496	510	89.8	72
STOUGHTON	PK-12	6	1	1	3,776	12.71	\$11,005	66	61	48	82	54	43	84	75	69	485	485	493	79.9	59.1
SUDBURY	PK-8	4	1	0	3,164	14.81	\$11,248	87	85	74	95	75	67	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SWAMPSCOTT	PK-12	3	1	1	2,256	13.01	\$12,323	76	50	55	89	55	56	92	84	62	528	546	554	88.9	75.4
SWANSEA	PK-12	4	1	1	2,078	14.11	\$10,080	73	43	52	75	38	47	87	83	66	528	504	527	96.1	45.9
TAUNTON	PK-12	10	4	1	7,920	15.71	\$11,251	67	49	46	76	38	32	79	70	63	473	466	496	75	47.6
TEWKSBURY	PK-12	5	2	1	4,217	16.31	\$10,321	62	49	51	85	43	36	79	78	59	511	511	529	87.8	63.4
TOPSFIELD	PK-6	2	0	0	650	12.81	\$11,799	90	82	72	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TRITON	PK-12	3	1	1	3,171	14.61	\$11,263	74	70	67	84	54	42	82	75	72	513	503	529	84.6	52.2

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9/14/2010 1:51 PM

To: Steve Mills  
From: Alixe Callen  
Re: Student Handbook  
Date: September 22, 2010

The ABRHS Extracurricular Agreement for Athletics (Chemical Health Policy) needs to be modified in order to be consistent with recent changes in the MIAA requirements. The new rules do not discriminate between athletes who are in season and those who are not. Hence, all athletes who are found in violation of the chemical health agreement—from the first practice of the school year to the last athletic contest of the school year—will have the same consequence in terms of loss of eligibility.

It is recommended that in order to bring the ABRHS Extracurricular Agreement for Athletics into MIAA compliance the section on VIOLATION DURING THE OFF-SEASON be deleted (see attached).

**APPENDIX 1**  
**ACTON-BOXBOROUGH REGIONAL SCHOOLS**  
**EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

**PREAMBLE**

This agreement, among students, their parents or guardians and the Acton-Boxborough Regional Schools, is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is also designed:

- To help ensure the physical and mental health of students.
- To enable student athletes and leaders to set an example of responsible behavior.
- To promote zero-tolerance of under-age (21 years) drinking, as defined by **federal and state laws**, as well as of the use of illegal and harmful chemical substances among our youth.
- To bind the community together in support of its students.

This agreement was first developed by the Massachusetts Interscholastic Athletic Association (MIAA), and was created pursuant to the rules of the MIAA. Our high school and junior high school membership in this association allows our athletic teams to compete in the Dual-County League. To maintain membership, we must adhere to and enforce the MIAA policy.

**RULE**

During the school year or from the first day of practice, if earlier, a student shall not, regardless of the quantity, use or consume, possess, buy, sell or give away any beverage containing alcohol\*, any tobacco product, marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing." This policy includes products such as "NA or near beer".

\*The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

**PENALTIES**

**FIRST VIOLATION**

When the coach and/or athletic director and/or school administration find that a student has violated the above rule, the student shall lose eligibility to participate in his or her particular athletic activity. The student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season during which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 25% of the interscholastic contests in that season. Parents(s)/guardians(s) and counselors will be notified of such finding and the resulting action as soon as possible.

A student charged with violation of the above rule will first be given the opportunity to be heard and to present evidence in his or her defense before a finding for or against a student is made.

**ACTON-BOXBOROUGH REGIONAL SCHOOLS  
EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

A student may appeal a finding against him or her by following the procedure outlined in Section III of the ABRHS Student Handbook.

**CAPTAIN'S RULE**

If a captain of a team has been found to have violated the above rule, his or her captaincy will be revoked as well. The revocation of captaincy shall be for one calendar year (12 months) from the date of the violation of the first offense.

**SECOND AND SUBSEQUENT VIOLATIONS**

If a student is found to have violated the above rule a second or subsequent time, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season during which the violation occurs. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 60% of the interscholastic contest in that season. Parents(s)/guardian(s), counselors and the ABRHS Student Assistance Team will be notified of such finding as soon as possible.

Upon the finding of a second or subsequent violation, the student may of his/her own volition become a participant in an approved chemical dependency program or treatment program. The student may be certified for reinstatement in MIAA activities after a minimum of 40% of the interscholastic contests in that sport. The director or a counselor of a chemical dependency treatment center must issue such certification. Such a program and certification must be confirmed and approved by the ABRHS Student Assistance Team. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 40% of the interscholastic contest in that season. Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the students next season of actual participation, which may affect the eligibility status of the student during the next academic year.

It is recommended that the student be allowed to remain at practice.

Delete:

**VIOLATION DURING THE OFF-SEASON (SUMMER NOT INCLUDED)**

If a violation occurs in the off-season during the school year, the student shall lose eligibility for the next two interscholastic events of the subsequent athletic season in which the student is a participant.

A second or subsequent violation in the off-season will be dealt with in the same manner as a second or subsequent violation during the active season.

The captain's rule also applies to violation in the off-season.

The first time a student athlete signs this agreement, he or she is considered to be bound by the agreement for his or her entire athletic career at the Acton-Boxborough Regional School System. However, each year the student athlete and parent must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

**ACTON-BOXBOROUGH REGIONAL SCHOOLS  
EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement can be obtained from the principal's office of the Acton-Boxborough Regional High School or the R.J. Grey Junior High School.

**SIGNATURES**

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS SENIOR HIGH SCHOOL.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL. I further certify that I am the legal guardian of the above-named student and that I am a legal resident of the Town of \_\_\_\_\_.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL - and I understand its provisions, terms and consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Captain's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coach's Signature

Reviewed by School Committee June 15, 1995, Revised June 6, 1996; March 24, 1997; February 1999; February 2000; June 2005

**Proposed Resolution regarding State Initiative Petition Question Three**

Acton – Boxborough Regional School Committee

10/7/10

Whereas the proposed reduction of the Massachusetts Sales Tax from 6.25% to 3% would seriously reduce state revenue and would have an adverse effect on the local aid necessary to fund our schools and other vital local services.

Be it resolved that:

The Acton-Boxborough Regional School Committee opposes the state initiative petition question three which would reduce the Massachusetts Sales Tax from its current level of 6.25% to 3% effective January 1, 2011.

See attached supporting information from the Massachusetts Taxpayers Association, as well as analysis by the Massachusetts Municipal Association found at:  
<http://www.mma.org/local-aid-and-finance/4976-sales-tax-ballot-question-threatens-local-aid>





# News Release

333 WASHINGTON STREET  
BOSTON, MA 02108-5170  
617-720-1000  
FAX 617-720-0799

For Immediate Release

September 22, 2010

## MTF Report on Question 3: Heading Over the Cliff

Voter approval of Question 3 would result in across-the-board cuts of approximately 30 percent in virtually all state programs, including local aid, higher education, human services, prisons, courts, environmental protection, and state parks and beaches, according to a report released today by the Massachusetts Taxpayers Foundation.

The MTF report, *Question 3: Heading Over the Cliff*, concludes that if Question 3 passes, state leaders would face a \$4.5 billion dollar shortfall in the fiscal 2012 budget – an already existing structural deficit of at least \$2 billion plus \$2.5 billion of reduced tax revenues by cutting the sales tax from 6.25 percent to 3 percent. Because almost half of the state's \$32 billion budget is spending that is legally required, the \$4.5 billion in reductions must be spread over the remaining \$16.9 billion of "discretionary" spending, which would require across-the-board cuts of 28.4 percent. State programs have already been cut by more than \$2 billion since the fiscal crisis began in 2009.

In addition, since the tax cut would take effect on January 1, 2011, the state would have to deal with the loss of approximately \$1 billion in sales tax revenues in fiscal 2011, requiring large mid-year cuts across state government.

"It is not an exaggeration to say that the resulting massive spending cuts would eliminate or erode a wide range of services – from education and public safety to health care and human services – that for decades the citizens of Massachusetts have counted on the government to provide," the report said.

The report concludes that the cuts in local aid would result in thousands of layoffs of municipal employees, chiefly teachers, police and fire, decimating the core services of education and public safety and falling most severely on cities and poorer communities that depend so heavily on state aid.

Since state aid and property taxes are far and away the two major sources of municipal revenues, the cuts in state aid would inevitably lead to higher property taxes in many communities. This would put an added burden on many lower and middle income taxpayers.

Similarly, for the 270,000 students attending the University of Massachusetts and the 24 state and community colleges, the cuts in higher education would result in sharp increases in tuition and fees, as well as fewer course offerings, reduced faculty time and other elements of a quality education.

The report also points out that even with last year's increase in the sales tax from 5 percent to 6.25 percent, Massachusetts still ranks in the bottom group of states in terms of sales tax burden. Of the 45 states with a broad-based sales tax, Massachusetts ranks 43<sup>rd</sup> in revenues collected per \$1,000 of income and 35<sup>th</sup> per capita. Massachusetts has a very narrow base on which sales taxes are collected (e.g. exempting food, clothing up to \$175, and services), which is the principal explanation for its low ranking even with a rate of 6.25 percent.

The Massachusetts Taxpayers Foundation is nationally recognized, nonprofit organization that conducts research on state and local taxes, government spending, and the economy. Founded in 1932, the Foundation has won numerous prestigious national awards over the last decade for its work on transportation reform, business costs, capital spending, state finances, MBTA restructuring, state government reform, and health care.

\*\*\*\*\*

*Office of the Superintendent*  
Acton Public Schools  
Acton-Boxborough Regional School District  
(978) 264-4700 x 3211  
<http://ab.mec.edu>

TO: Acton-Boxborough Regional School Committee  
FROM: Steve Mills  
DATE: October 1, 2010  
RE: VOTE to Appoint Sharon Summers as ABRSD Treasurer

-----

Last spring, after a conversation with Stephen Hemmen, the Executive Director of the Massachusetts Regional School association (MARS), I became aware of a requirement under Massachusetts General Law that regional school districts cannot have their finance directors act as the treasurer of that same school district.

Chapter 71, Section 16B, states that “a business manager, assistant superintendent for business or employee with title of similar import with responsibilities similar to those of a town accountant shall be subject to section 52 of said chapter 41 and shall not hold the office of treasurer or assistant treasurer or hold any responsibility for the receipt or disbursement of money.”

When Massachusetts general law was amended as part of Chapter 6 of the Acts of 2002, Mrs. Sharon Summers, then the Finance Director for the Acton-Boxborough Regional School District, separated her duties as Director of Finance from any collection of cash/receipts for the regional school district in order to comply with the spirit of the law. All the handling of money, daily deposits and handling of checks and the accounting for the regional district was separated from the day-to-day duties of the Director of Finance position from that point.

I became aware of Mrs. Summers’ intention to retire during the summer of 2010 earlier this year. Due to her knowledge of the regional school finances, her certification as a treasurer, and her availability to work the part time hours required, I approached Mrs. Summers about serving the regional school district in a new capacity after her retirement as Finance Director for the regional district. She has agreed to serve in this capacity, working approximately four hours each week for which she is receiving a fixed annual stipend of \$9,167.

Under this arrangement, Mrs. Summers will perform these duties as Treasurer for the regional school district completely separate from the duties of her replacement as Director of Finance, Donald Aicardi.

Our auditor is recommending that the Regional School Committee take a vote to appoint the Treasurer. I would be pleased to answer any questions that you might have.

Recommended Motion for the Vote:

*Based on the recommendation of Superintendent Dr. Stephen Mills, the Acton-Boxborough Regional School Committee appoints Sharon Summers as the Treasurer of the Acton-Boxborough Regional School District.*

11.1.

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

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

**Submit for Superintendent and School Committee approval**

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

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

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

**Please TYPE or use COMPUTER FORM**

• Name of Teacher(s): Rick Kilpatrick

• School: Acton-Boxborough Regional High School

• # of Students going: 12 # of Chaperones (gender): 3 (male)

Names of Chaperones: Rick Kilpatrick and two parent chaperones

• Date(s) of Trip: December 10<sup>th</sup> and 11<sup>th</sup> School Time Involved: None

• Purpose of Trip/Destination: This is a pre-season 2-day/1-night trip to cape Cod. We will be playing two scrimmages against local high school teams. The purpose of the trip is to prepare for the upcoming season, build team camaraderie, and have fun.

• Have you taken this trip before? Yes, this will be our 12<sup>th</sup> year taking this trip.

• Any special arrangements required (such as extra insurance, ADA accommodations)? No

• Cost per Student: (Please describe how the cost is determined.) None

• Who will pay for the trip? The Basketball Boosters Club is paying for all expenses, including hotels and meals.

• Has any fundraising been done? No If so, what?

---

• Are any parents driving? Yes

• If so, have appropriate insurance forms been filled out? These forms will be completed shortly before the trip, once we know the make-up of the team and who the parents will be that are driving.

• Have you followed the procedure outlined in Policy IJOA I have reviewed them closely. When the team is chosen all of the appropriate forms will be filled out.

• Other comments:

☒ Approved ☐ Not Approved

  
\_\_\_\_\_  
Department Leader

9/17/10  
Date

☒ Approved ☐ Not Approved

  
\_\_\_\_\_  
Principal

9/17/10  
Date

☒ Approved ☐ Not Approved

  
\_\_\_\_\_  
Superintendent

9/22/10  
Date

☐ Approved ☐ Not Approved

\_\_\_\_\_  
School Committee

\_\_\_\_\_  
Date

11,2

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

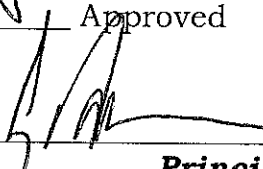
Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

**Please TYPE or use COMPUTER FORM**

- Name of Teacher(s): Elizabeth Broadwater
- School: RJ Grey Junior High
- # of Students going: ~100 - 150 # of Chaperones (gender): 10 - 15
- Names of Chaperones: Mary-Fran Doiron, Sandy Egnaz, parents chaperones
- Date(s) of Trip: 1/22/11 with snow date of 1/29/11 School Time Involved: none
- Purpose of Trip/Destination: ski trip / Waterville Valley NH
- Have you taken this trip before? Yes
- Any special arrangements required (such as extra insurance, ADA accommodations)?  
No
- Cost per Student: (Please describe how the cost is determined.) Bus cost is \$30 per student. See attached for lift ticket and rental costs. The cost was determined by the bus contract and Waterville Valley's lift and rental pricing.
- Who will pay for the trip? Students
- Has any fundraising been done? No If so, what? \_\_\_\_\_  
\_\_\_\_\_
- Are any parents driving? No  
If so, have appropriate insurance forms been filled out? \_\_\_\_\_
- Have you followed the procedure outlined in Policy IJOA? Yes

• Other comments:

☒ Approved ☐ Not Approved

  
\_\_\_\_\_  
**Principal**

9/13/10

**Date**

☒ Approved ☐ Not Approved

  
\_\_\_\_\_  
**Superintendent**

9/15/10  
**Date**

☐ Approved ☐ Not Approved

\_\_\_\_\_  
**School Committee**

\_\_\_\_\_  
**Date**

*Revised 11/15/06*

**Acton-Boxborough Regional School District  
R.J. Grey Junior High School  
Ski Trip Information and Permission Slip**

Dear R.J Grey Families,

We are planning a ski trip to Waterville Valley in New Hampshire on Saturday, January 22, 2011. The snow date is Saturday, January 29, 2011. We will leave the R.J. Grey lower parking lot promptly at 6:00 am and will return at approximately 6:15 pm.

Please understand that we must have students' sign-ups in multiples of 46 in order to pay for the busses. We will sign-up students on a first come, first served basis and can make no guarantees that all requests will be honored. Chaperones and the school do not take responsibility for damages or injuries that may occur on the trip. **Helmets are strongly recommended for all participants** and may be rented, even if not renting other equipment.

If you are give permission for your child to participate, please complete the Data Form, permission slip on the back, and rental form if applicable, and return it to Ms. Broadwater in the box outside room 403 **no later than Friday, December 10, 2010. Please make sure to give a telephone # that you can be reached on the day of the trip.**

If you are interested in chaperoning the trip, please email Elizabeth Broadwater at [ebroadwater@mail.ab.mec.edu](mailto:ebroadwater@mail.ab.mec.edu). All chaperones need to be CORI checked. Chaperones will receive free lift tickets and rentals if needed.

Please send your child with a copy of pertinent insurance information on case of injury. (Name of insurance company, policy number, subscriber's name, etc.)

---

**Date Form**

Student Name: \_\_\_\_\_ Telephone # \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age as of 1/22/11: \_\_\_\_\_

**Please check all cost that apply. Please make checks out to RJ Grey.**

		Check all that apply
Bus	\$30.00	
Teen Lift Ticket (13 – 15)	\$43.00	
Youth Lift Ticket (12)	\$33.00	
Ski Rentals	\$29.00	
Snowboard Rentals	\$29.00	
Helmet Rental	\$ 8.00	
Intro To Ski (rentals, lesson, lower mountain lift ticket)	\$70.00	
Advance Package (rental, lesson, all mountain lift ticket)	\$80.00	
<b>Total Cost</b>		



**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): Kendra Harrison and Amanda Daigle
- School: ABRHS
- # of Students going: ~15-20 # of Chaperones (gender): 2 (both female)

Names of Chaperones: Kendra Harrison and Amanda Daigle

- Date(s) of Trip: 2/18/2011 to 2/27/2011 School Time Involved: 1 day (Fri 2/18)
- Purpose of Trip/Destination: community service and cultural exploration
- Have you taken this trip before? no

- Any special arrangements required (such as extra insurance, ADA accommodations)?  
medical insurance (to be provided by company)

- Cost per Student: (Please describe how the cost is determined.)  
\$2270-2570;

in-country costs to be determined by providing company (\$1200-1500)  
flight (\$820)


extra costs (bus to airport, tourist card, health insurance, lunches, chaperones): \$250

- Who will pay for the trip? students/families
- Has any fundraising been done? No If so, what? \_\_\_\_\_
- Are any parents driving? No

If so, have appropriate insurance forms been filled out? \_\_\_\_\_

- Have you followed the procedure outlined in Policy IJOA? yes
- Other comments: Tours, Trips Treks & Travel is a well-respected company registered both in the US (Missouri) and in the Dominican Republic. It is known for personalizing tours for individuals and organizations, with the options of cultural and educational tours and excursions alongside community service project opportunities.

☒ Approved ☐ Not Approved

  
Principal

9/10/10  
Date

☒ Approved ☐ Not Approved

  
Superintendent

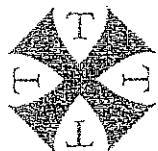
9/15/10  
Date

☐ Approved ☐ Not Approved

\_\_\_\_\_  
School Committee

\_\_\_\_\_  
Date

# preliminary itinerary



Tours Trips Treks & Travel  
Dominican Republic

Cabarete  
Dominican Republic  
Tel: (809)867-8884  
Fax: (206)600-1700  
info@4tdomrep.com  
4tdomrep.com

## Acton-Boxborough High School Service & Cultural Adventure 2010

### Day 1: February 18, 2011 (Friday)

- Arrival to Santiago Airport (STI).
- Transfer (.25 hour) to hotel & check-in.
- Orientation & What You Should Know Right Now.
- Dinner at Comedor Central.
- Accommodations: Hotel Aloha Sol, Santiago (3-star).

### Day 2: February 19, 2011 (Saturday)

- Breakfast in the hotel.
- City Tour of Santiago by Bus.
- Visit to Hospedaje Public Market.
- Guided Tour of Centro Leon Cultural Museum.
- Lunch at Centro Leon.
- Independent Service Project.
- Dinner in the hotel.
- Accommodations: Hotel Aloha Sol, Santiago (3-star).

### Day 3: February 20, 2011 (Sunday)

- Breakfast in the hotel.
- Independent Service Project.
- Independent Lunch.
- Independent Service Project.
- Dinner at Olé.
- Evening walk to the Monument Area.
- Accommodations: Hotel Aloha Sol, Santiago (3-star).

### Day 4: February 21, 2011 (Monday)

- Independent Service Project.
- Independent Lunch.
- Independent Service Project.
- Dinner at Comedor Encanto.
- Movie (Spanish) at Centro Plaza.
- Accommodations: Hotel Aloha Sol, Santiago (3-star).

### Day 5: February 22, 2011 (Tuesday)

- Breakfast in the hotel.
- Transfer (1.5 hour) to Rio Grande de Abajo community.
- Meet Host Families, Dynamics, Community Tour.
- Lunch with Host Family.
- Service Project with "Brigada Verde", local environmental youth group.
- Dinner with Host Family.
- Evening with Host Family.
- Accommodations: Host Family, Rio Grande de Abajo. (Poor-Rural Host Family)

### Day 6: February 23, 2011 (Wednesday)

- Breakfast with Host Family
- Service Project with Brigada Verde.
- Lunch with Host Family.
- Cocoa Harvesting Workshop
- Dinner with Host Family.
- Evening Activity with Brigada Verde.
- Accommodations: Host Family, Rio Grande de Abajo. (Poor-Rural Host Family)

### Day 7: February 24, 2011 (Thursday)

- Breakfast with Host Family.
- Transfer (.75 hour) to Damajagua.
- Cascading in the 27 Waterfalls of Damajagua.
- Lunch at Damajagua.
- Transfer (1 hour) to Tubagua and check-in to Tubagua Plantation Village.
- Dinner at Tubagua Plantation Village
- Accommodations: Tubagua Plantation Village (Bunkhouse).

### Day 8: February 25, 2011 (Friday)

- Breakfast at Tubagua Plantation Village.
- Transfer (.2 hour) to Yásika.
- Zip Line Canopy Tour.
- Lunch at Tubagua Plantation Village.
- Waterfall hike.
- Dinner at Tubagua Plantation Village.
- Accommodations: Tubagua Plantation Village (Bunkhouse).

Draft 3 Modified 5 SEPT 2010

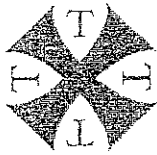
Education

Community Service

Adventure

**WWW.4TDOMREP.COM**





Tours Trips Treks & Travel  
Dominican Republic

Cabarete  
Dominican Republic  
Tel: (809)867-8884  
Fax: (206)600-1700  
info@4tdomrep.com  
4tdomrep.com

## Acton-Boxborough High School Service & Cultural Adventure 2010

### Day 9: February 26, 2011 (Saturday)

- Breakfast at Tubagua Plantation Village.
- Transfer (.5 hour) to Puerto Plata.
- Beach Time on Long Beach.
- Lunch at La Sirena.
- Shopping at Mercado Modelo.
- Transfer (.5 hour) to Tubagua.
- Farwell Bonfire Dinner at Tubagua Plantation Village.
- Accommodations: Tubagua Plantation Village (Bunkhouse).

### Day 10: February 27, 2011 (Sunday)

- Breakfast at Tubagua Plantation Village.
- Transfer (1.5 hour) to Santiago Airport (STI).
- Lunch at Airport.
- Departure.

To: Stephen Mills  
cc: David Palmer  
Brian Dempsey  
From: Alixe Callen  
Date: September 20, 2010  
Subject: Donation

---

Please accept a donation of \$500 from the International Institute of Education on behalf of the GE Star Awards program. The award was presented to Brian Dempsey and will be used to benefit the SHS Science Department.

The funds will be deposited into Fund 3305 – SH Gifts.

Thank you.

# INSTITUTE OF EDUCATION INTERNATIONAL

809 United Nations Plaza  
New York, NY 10017-3580  
Tel: 212-205-6482  
Fax: 212-205-6494

September 8, 2010

Brian Dempsey  
Acton-Boxborough Regional High School  
36 Charter Road  
Acton, Massachusetts 01720  
US

## Re: GE STAR Awards: A GE Foundation Program

Dear Brian Dempsey:

In April, you were sent a letter informing you that Mark Pantano had been selected to receive a 2010 GE STAR Award, and nominated you to receive an accompanying award for your school. On behalf of the GE Foundation, the Institute of International Education (IIE) is pleased to present your school with a one-time financial award of US\$500. Enclosed please find your school's award for use as directed by you for educational purposes. Please cash this check within six months of the date of this letter.

Should you have any further questions about the GE STAR Awards program, please send by mail, telephone, fax, or email to:

GE STAR Awards

Institute of International Education  
809 United Nations Plaza  
New York, NY 10017 USA

Telephone: 1-800-486-0308  
Fax: 1-212-205-6494  
E-mail: [gestar@iie.org](mailto:gestar@iie.org)

Please accept our congratulations and best wishes for continued success in your future endeavors.

Please understand that by accepting this award, you agree that neither you nor any organization you represent in connection with this award will promote or engage in violence, terrorism, bigotry or the destruction of any state, nor will you make payments from the proceeds of this award to any individual or entity that engages in these activities.

We send our best wishes for continued success and congratulations on your fine support of high-achieving students such as Mark.

Sincerely,



Shannan Spisak  
Program Manager  
Global Scholarship Programs

Encl.

## Memo

To: Steve Mills  
From: Steve Desy  
RE: Acceptance of a gift, line coaches salary  
Date: September 24, 2010

The Dan Rinaldi Heart Award Fund has offered to fund a coach's salary for the football program. This is the seventh year that the foundation represented by Danny Rinaldi's sister, will have funded this position.

I recommend that the School Committee accept this gift of \$5, 125 to pay the salary of an assistant football coach.

To: Stephen Mills  
From: Larry Dorey  
Re: Discipline Report for  
Date:10/1/2010

There were 52 discipline referrals to the administration during the month of September. This total is up from 16 last year. 23 students were suspended this month, while 1 student was suspended during September, 2009

#### Suspensions

<b>Infraction</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Abusive/Obscene Language			1		
Alcohol Possession/Use					6
Disruptv./Uncoop/Behav.					
Drug Possession/Use			2	1	5
Drug Paraphernalia					1
Fighting	2				3
Harassment					1
Leaving					2
Other			1		
Noncompliance w/school rules			1		1
Stealing	3				
Threatening					1
Truancy Issues	1				2
Vandalism			1		1
Total	7	0	6	1	23

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

c: Alixe Callen



## Other Infractions

<b>Infraction</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Abusive/Obscene Language			1		
Alcohol Possession/Use	1				6
Bus Discipline Issue					2
Chem H-Alcohol			1		4
Chem H-Drugs		1			
Computer Use Violation		1			
Disrespectful			2	1	
Disruptv./Uncoop/Behav.			1	2	1
Drug Paraphernalia					1
Drug Possession/Use			2	1	5
Fighting	2				3
Forgery	1	1	1		
Forgery/Cheating		1			
Harassment	3	3	3	1	3
Leaving School Grounds	5	12	11	3	14
Non compliance w/school rules			1	1	1
Other			7		4
Out-of-School Issue			2		
Parking Violations				4	
Physical Aggression					1
Stealing	3				
Tardy				1	1
Threatening		1			2
Truancy	5	2	6	2	3
Vandalism			1		1
Total	20	22	39	16	52

To: Steve Mills  
From: Steve Desy

**Over the last several years we have seen a dramatic reduction in the number of girls interested in girls' ice hockey. Three years ago we had to suspend our JV program. Recently four girls enrolled in private schools in the area.**

**This season we have 15 young ladies (3 goalies) who have indicated an interest in participating in the program. Of these 15, 7 are seniors. We believe this number of student-athletes in ice hockey is insufficient to run a program and will lead to a significant health and safety risk for those involved.**

**The RJ Grey Junior High School in Acton, MA does not sponsor a girls' ice hockey program. A waiver of Rule 53, for eighth grade participants, will allow the program to continue with an appropriate size roster of 18 to 20.**

**Our hope is that short term we are able to have a full roster. Long term we believe that by providing an 8<sup>th</sup> grade waiver we will be able to have the number of participants to preserve the program.**

**Thank you for your consideration.**

**MIAA**  
33 Forge Parkway  
Franklin, MA 02038



TEL: (508) 541-7997  
E-mail: [miaa@miaa.net](mailto:miaa@miaa.net)  
FAX: (508) 541-9888

**Application for Waiver of Athletic Eligibility Rule 53**  
(Grade 7 or Grade 8 Students on Senior High School Squads)

This form must be completed in detail and include all pertinent accompanying documentation in one mailing. This request will be considered only for inclusion of the entire membership of the 7<sup>th</sup> and/or 8<sup>th</sup> grade class. The waiver request must be submitted, minimally 60 days prior to the start of each athletic season (i.e., fall, winter, and spring) to the District Athletic Committee Chair of the petitioning school.

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1. Name of Senior High School: Acton-Boxborough Regional High School

2. Current high school grade structure (e.g. 9-12): 9-12

3. High school enrollment (all grades):                      Boys 1030                      Girls 929

4. Name of middle school: RJ Grey JHS

5. Current middle school enrollment:	Grade 7	Boys 234	Girls 241
	Grade 8	Boys 230	Girls 272
	Grade 7 & 8	Boys 464	Girls 513

6. Grade(s), sport(s) and level(s) for which the waiver is requested: Girls Ice Hockey, varsity, waiver to include 8<sup>th</sup> grade students

7. Levels of the sport(s) offered at the high school: Varsity

8. Have you requested, or been approved, for a cooperative team? Yes ☐ No ☒

If Yes, please identify fully those approved sports.

9. Does your school district offer Middle Level participation? If yes please list: NO

Published: July 1, 2001

Revised 3/9/10

**PART B**

Criteria that must be addressed and submitted with this form:

1. Evidence must be submitted that the rule does not accomplish the purpose for which it was intended.
2. The requested level of athletic participation must be specific and accompany the waiver request.
3. It must be stated that there is no middle level participation opportunity for that sport. No approval will be granted if a middle level opportunity exists in that sport.
4. Minutes of the League Meeting, including a recorded formal vote of support from all league schools, must be attached to this request.
  - a. A "simple majority" vote is necessary for the request to be advanced to the District Athletic Committee (DAC).
  - b. The "league" is the group of schools against whom the petitioning school will compete in that sport.
5. A "simple majority" of a quorum of the DAC is required for approval.
6. The High School Principal is responsible and accountable for adherence to all MIAA and local standards, and must develop protocols with the Middle School Principal to ensure the integrity of all rules. Further "Supervision" and "Jurisdiction" as defined by MIAA Rule 51 must not be overlooked.

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The waiver request must be accompanied by supportive signatures of the following:

Receiving Secondary School Principal

Sending Middle Level Principal

Superintendent of Schools

School Committee Chair

Athletic Director

Varsity Coach(es) of the Sport Program (s)

Acton Boxboro Boston Latin Lincoln Sudbury Newton South Waltham Westford Academy	<b>DUAL COUNTY LEAGUE</b>	Arlington Bedford Concord Carlisle Tyngsboro Wayland Weston
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**TO:** DCL Athletic Directors

**FROM:** Dooley

**SUBJECT:** Minutes for April 13, 2010

1. All forms for the ADs' scholarships should be given to John by May 1<sup>st</sup>. If you have a candidate, please get this information to John ASAP
2. Scheduling of night Field Hockey and Soccer games will be up to the individual schools involved. If there are changes in sites and times, make sure the commissioners are notified.
3. AD concerns to be brought to the principals by John at their April 28<sup>th</sup> meeting:
  - a. April vacation 5-day commitment to no DCL scheduled games
  - b. Home rule will be in effect for all league schools pertaining to practices and non-league games during that 5-day period.
4. Keith presented a template that we will put in effect for the fall season.
  - a. Card or paper template, yet to be decided.
  - b. Coaches will take cards to end of season meeting with commissioner. These cards will indicate officials' level of performance.
  - c. It is the coaches' responsibility to fill out these forms at the end of each contest.
  - d. These cards should be available to all level coaches.
5. Post season Ski meeting:
  - a. Weston ski track may be up for sale. Ramifications to the DCL were discussed.
  - c. Nashoba ski hill concerns include escalating expenses and safety concerns. There will be a meeting with Nashoba officials and coaches to discuss these issues.
6. The freshman and JV Track Meet will be held at Acton Boxboro on May 20<sup>th</sup> at 4:00 PM
7. The e-mail sent to you today by Bob Conley is a result of our meeting yesterday with Paul Poisson. I am hopeful that this arrangement will get us through this spring Track season.

**PLEASE CHECK TO SEE THAT THE OFFICIALS ASSIGNED TO YOUR HOME MEET  
ACTUALLY SHOW UP AND WORK THE MEET.**

8. Please send to Scott P. the names of your Bob Chrusz' Sportsmanship award recipients by May 15<sup>th</sup>.

9. A middle school waiver for Wrestling was approved unanimously for Acton-Boxboro.

10. A cooperative team for Girls Ice Hockey was approved unanimously for Westford Academy and Littleton.

11. A middle school waiver for Girls Ice Hockey was approved unanimously for: Acton-Boxboro, Lincoln-Sudbury, Wayland, Concord-Carlisle, Newton South, Waltham, and Arlington.

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

To: Steve Mills  
 From: Andrew Shen and Elizabeth Broadwater  
 Re: Discipline Report for September 2010  
 Date: October 1, 2010

There were 31 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of September. There were 6 suspensions this past month.

	<u>Sep-06</u>	<u>Sep-07</u>	<u>Sep-08</u>	<u>Sep-09</u>	<u>Sep-10</u>
<i>Total Discipline Referrals Reported</i>	30	24	21	19	31

	<u>Sep-06</u>	<u>Sep-07</u>	<u>Sep-08</u>	<u>Sep-09</u>	<u>Sep-10</u>
<b>Total Suspensions</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>6</b>
Disrespectful /inappropriate/disruptive behavior		2			
Drug-related incident			1		
Fighting					2
Physical aggression		1		1	1
Threatening					3
Truancy Issues		1			

	<u>Sep-06</u>	<u>Sep-07</u>	<u>Sep-08</u>	<u>Sep-09</u>	<u>Sep-10</u>
<b>Total Other Infractions</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>18</b>	<b>25</b>
Abusive language/profanity				1	
Bus discipline	3	1	3		
Class/school truancies	3	2	3		
Disruptive behavior (classroom, cafeteria, hallway)	16	9	13	13	19
Disruptive/Uncooperative Behavior		1	1	1	
Harassment/bullying/teasing	1	3		1	
Non-compliance with school rules	5	1		2	4
Physical aggression	1	2			
Teasing					2
Threatening		1			
Vandalism	1				

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

c: Craig Hardimon



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**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

TO: School Committee

**Pupil Services**

FR: Liza Huber

RE: Stimulus Visit

DATE: September 29, 2010

On September 27, 2010, the Acton and Acton-Boxborough School Districts hosted an on-site visit along with State Senator Jamie Eldridge and State Representatives Jennifer Benson and Cory Atkins. This initiative was developed by the Massachusetts Recovery & Reinvestment Office with Director, Jeffrey Simon, to observe our programs and witness the interconnections among the stimulus money, the retention of jobs, and the effect on the schools themselves. To have been chosen for their review as one of the suburban schools in Massachusetts is quite an honor.

We arranged visitations to our specialized programs whose staff members had been supported by ARRA funds (The Connections Program at Conant Elementary; the Connections Program at RJ Grey Junior High School; and, the Occupational Development Program at Acton-Boxborough Regional School).

We concluded those visits with a round discussion by meeting with selected members of the program and the co-chairs of the SpEd PAC, and Superintendent of Schools. The emphasis of the discussion noted several points: First, the schools are under a great deal of fiscal austerity and scrutiny to reduce budgets. Second, the critical nature of funding special education programs and initiatives (an example, through stimulus moneys) is paramount in connecting dollars to programs and to kids. Third, through these stimulus moneys, we were able to save staff and thus our programs. By doing so, we averted the potential of hemorrhaging our budget to out of district placements.

Every participant received an agenda (attached) and a program description of our special education programs. They walked away with a vital message: we put our ARRA moneys to work and reaped the benefits by saving our programs and averting costly out-of-district programs.

We also thank the school committee for its confidence and respect for our programs, especially those outlined above. That commitment helped us develop extraordinary programs.

***Agenda & Attendees***  
**Stimulus Visit**  
**Monday, September 27, 2010**

**Point of Contact**  
**Acton Public/Acton-Boxborough Regional School District:**  
**Liza Huber, (Cell) 508-596-3722**

**9:30AM**

Conant Elementary School  
80 Taylor Road  
Acton, MA 01720

***Observation: The Connections Program***

***Staff Members Supported by ARRA funds***

Jana Bardsley, Special Educator  
Kristen Kelley, Special Educator  
Helena Burton, ABA Trainer  
Michael Liuzzo, ABA Trainer

**9:50AM**

RJ Grey Junior High School  
16 Charter Road  
Acton, MA 01720

***Observation: The Connections Program***

***Staff Members Supported by ARRA funds***

Shauna Wilkinson, Special Educator  
Cameron Smith, Special Education Assistant

**10:15AM**

Acton-Boxborough Regional High School  
36 Charter Road  
Acton, MA 01720

***Observation: The Occupational Development Program (ODP)***

***Staff Members Supported by ARRA funds***

Tammy Morgan, Special Educator  
Steve Singer, Special Education Assistant  
Kathy Gallant, Special Education Assistant

**10:30AM-11:00AM**

**Round Table Discussion – Acton-Boxborough Regional High School, Room 115N**

Dr. Stephen Mills, Superintendent  
Liza Huber, Director of Pupil Services  
Mary Emmons, Special Education Coordinator, Acton-Boxborough Regional Schools  
Lynne Laramie, Special Education Coordinator, Acton Public Schools  
Jana Bardsley, Special Educator  
Kristen Kelley, Special Educator  
Shauna Wilkinson, Special Educator  
Kathy Gallant, Special Education Assistant  
Nancy Sherburne, Co-Chair, SpEd PAC  
Bill Guthlein, Co-Chair, SpEd PAC



## **2010-2011 School Year**

### **Action and Acton-Boxborough Regional School District**

#### **Special Education Programs and Services**

The Acton and Acton-Boxborough Regional School District offers a continuum of specialized services from the preschool level to the age of 22. Learning Center programs, specialized programs, and related services are provided to meet the needs of individual learners. While descriptions of programs are provided, adjustments are made as needed to address individual student needs. All programs emphasize skill development and skill remediation along with the development of self-advocacy skills for greater independence and responsibility for learning.

#### **Early Childhood**

##### **Early Childhood Services**

- Pre-referral observations, consultations and screenings
- Systematic transition from Early Intervention Services starting when children are 2.6 years old
- Special Education Evaluations
- Direct service to meet the therapeutic needs of individual children
- Comprehensive Integrated Preschool Program
- In-house program serving students with Autism Spectrum Disorders
- Preparation and assistance with transition to Acton Public School Programs
- Consultation with parents and staff working with children in area preschools and daycares
- Collaboration with others serving young children and their families through the Acton Early Childhood Advisory Council/Community Partnerships for Children, First Connections and Minute Man Early Intervention
- Referral and consultation with other agencies providing services to young children with special needs as necessary

#### **Acton Public Schools Preschool**

##### **Program Descriptions**

The APS Preschool consists of two programs, the Integrated Preschool (IPS) and the Preschool Applied Behavioral Analysis (ABA) Program. The Integrated Preschool provides services to students who are developing typically and students with delays across the developmental spectrum through use of an integrated therapy model. The curriculum follows the MA Early Learning Guidelines. The Preschool ABA Program provides a continuum of programming for students diagnosed on the Autism Spectrum. Students in the ABA Program are also enrolled in the IPS classes to provide opportunity for social/pragmatic skill development.

##### **Integrated Preschool**

- \* Four half-day sessions/One full-day session
- \* Currently serving 75 students (32 w/special needs)
- \* Related Services: (both groups)
  - Speech/Language Therapy
  - Occupational Therapy
  - Physical Therapy
  - Audiological/Educational Specialist S/L
  - Activities of Daily Living (ADL)
- \* Ongoing support and consultation with families

##### **Preschool ABA Program**

- \* 2:1 or 1:1 instruction
- \* Consultation/supervision by Board Certified Behavioral Analyst (BCBA)
- \* Extensive support to families through daily home logs, and individual monthly clinics

## **2010-2011 School Year**

### **Acton and Acton-Boxborough Regional School District**

#### **General Definitions For Special Education Program and Services**

##### **Learning Centers**

Learning Center programs at the elementary and secondary levels provide services to students whose primary disability is typically in the areas of learning, communication, and/or executive functioning. The majority of students are fully enrolled in regular education classes but small group instruction is available to address individual needs. Accommodations are provided as needed for students to access the general education curriculum. Some students require support within the general education classroom. All students are assigned a school counselor.

##### **Specialized Programs**

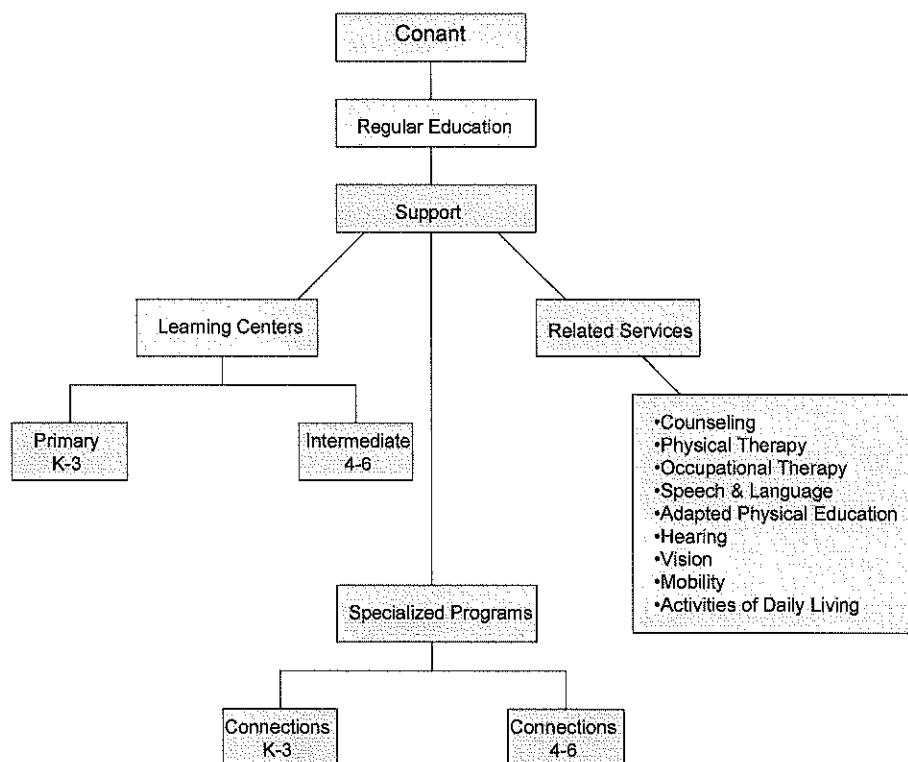
Specialized programs generally have a smaller number of students. Students in specialized programs require additional supports within the general education classroom and/or accommodations or modifications to the classroom curriculum. Students may be provided with individual and/or small group academic instruction, as needed to address individual needs. All specialized programs within the elementary schools emphasize development of self-advocacy skills, greater independence and responsibility for learning. Students from the primary specialized programs (Grades K-3) who continue to require intensive support can transition to intermediate level specialized programs (Grades 4-6) where they can continue to be supported within our public school community with their typical peers.

##### **Related Services**

Acton-Boxborough Regional School Districts offers a wide range of identification, educational and therapeutic support services. Related services include:

- Speech and Language services
- Psychological and Counseling Services
- Occupational Therapy
- Physical Therapy
- Mobility Services
- Vision Services
- Deaf and Hard of Hearing Services
- Adapted Physical Education
- ADL, Life Skills, Employability, and Community based services

## The Conant School



### Specialized Program Description

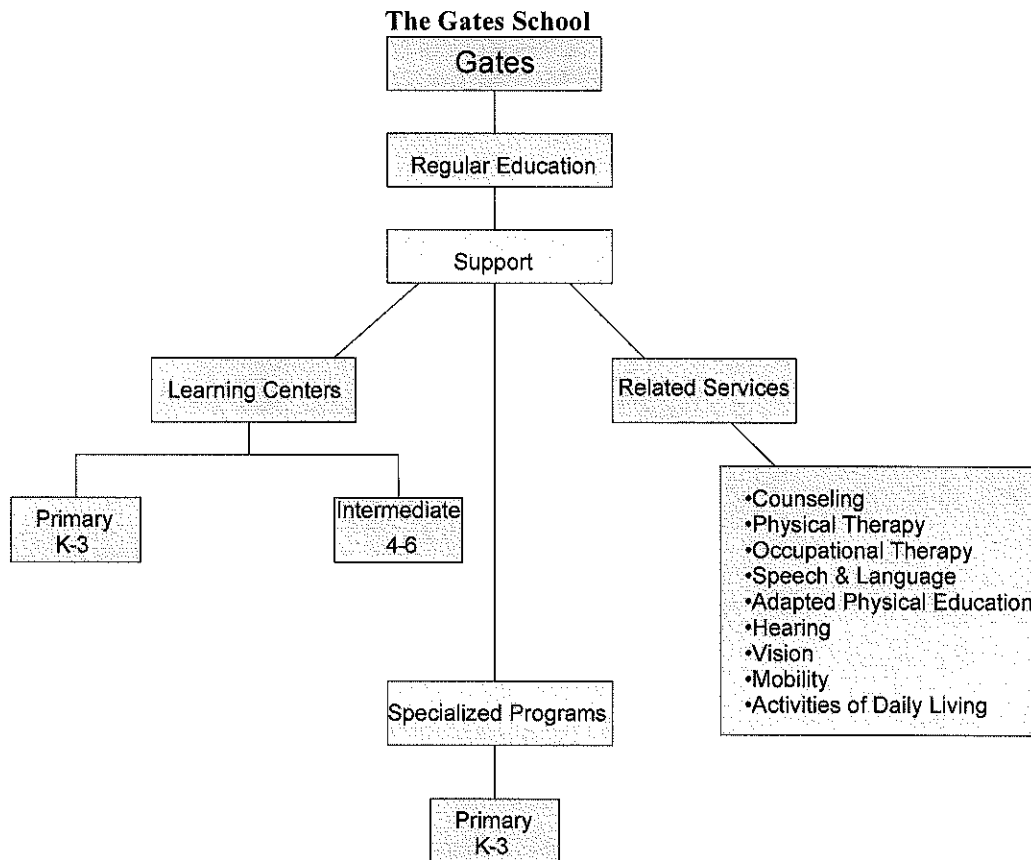
The Connections Program at the Conant provides a continuum of programming for students diagnosed on the Autism Spectrum K-6. "Connections" offers a systematic, structured behavior based teaching approach for students who have successfully transitioned from the District's Integrated Preschool Program.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with social/peer interaction
- Significant difficulty in interpreting verbal and nonverbal communication
- Hyper-focused patterns of interest

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Small social skills groups to develop social pragmatic skills
- Supported mainstream inclusion opportunities to provide peer modeling
- Program support to parents/staff by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce academic skills
- Speech and Language services to develop language and social pragmatic skills



### **Specialized Program Description**

The Specialized Program at Gates (K-3) provides intensive therapeutic support and instruction for students with learning and therapeutic issues. This program provides academic, social pragmatics and behavioral support for students who have significant needs.

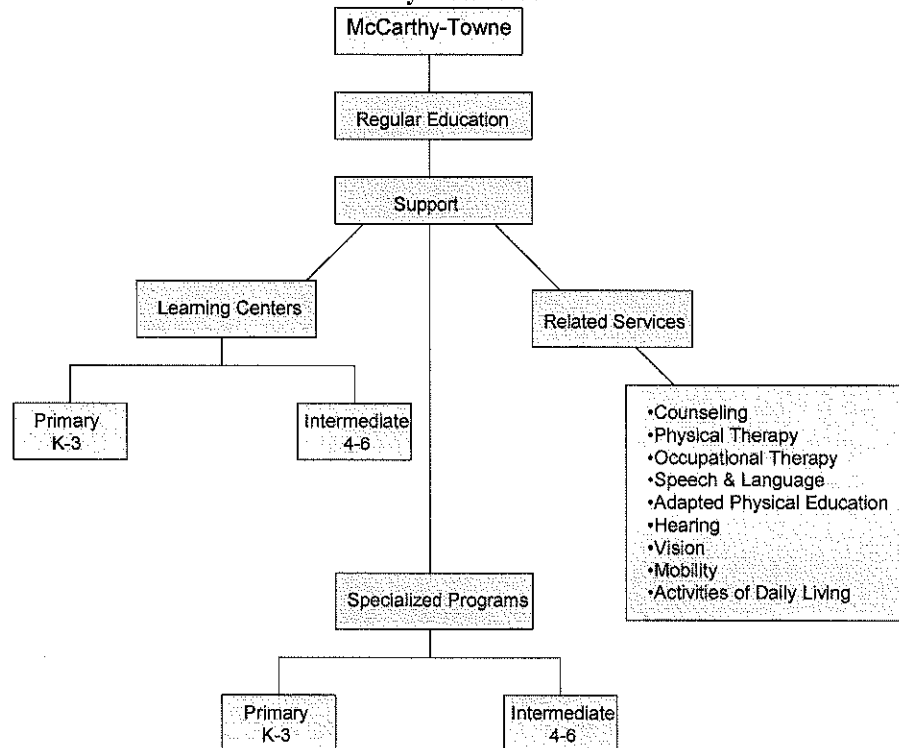
Students may exhibit one or more of the following characteristics:

- Significant difficulties with social/peer interaction
- Significant difficulty in interpreting verbal and nonverbal communication
- Significant difficulties with aspects of organization and academic production
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Small social skills groups to develop social pragmatic skills
- Supported inclusive opportunities to provide peer modeling
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce academic skills
- Speech and Language services to develop language and social pragmatic skills
- Individual or small group counseling
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development

## The McCarthy-Towne School



### Specialized Program Description

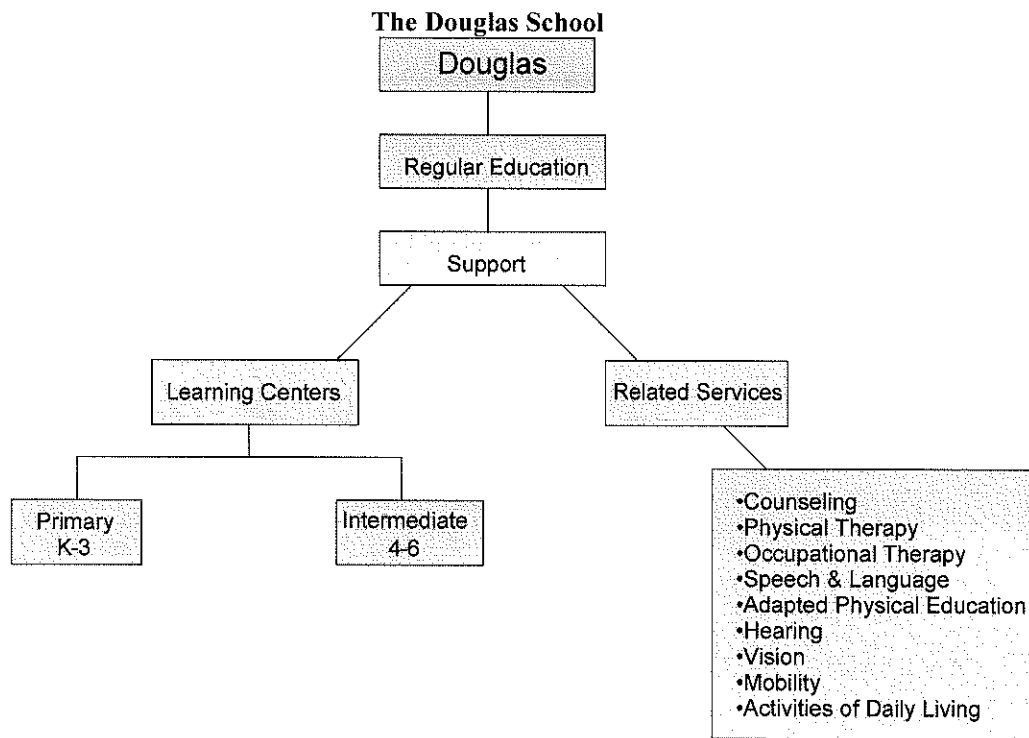
The McCarthy-Towne School provides a continuum of services for students who require intensive support and instruction for students with learning and therapeutic issues. A continuum of services is provided (K-3 and 4-6). This program provides academic, social pragmatic and behavioral support for students.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

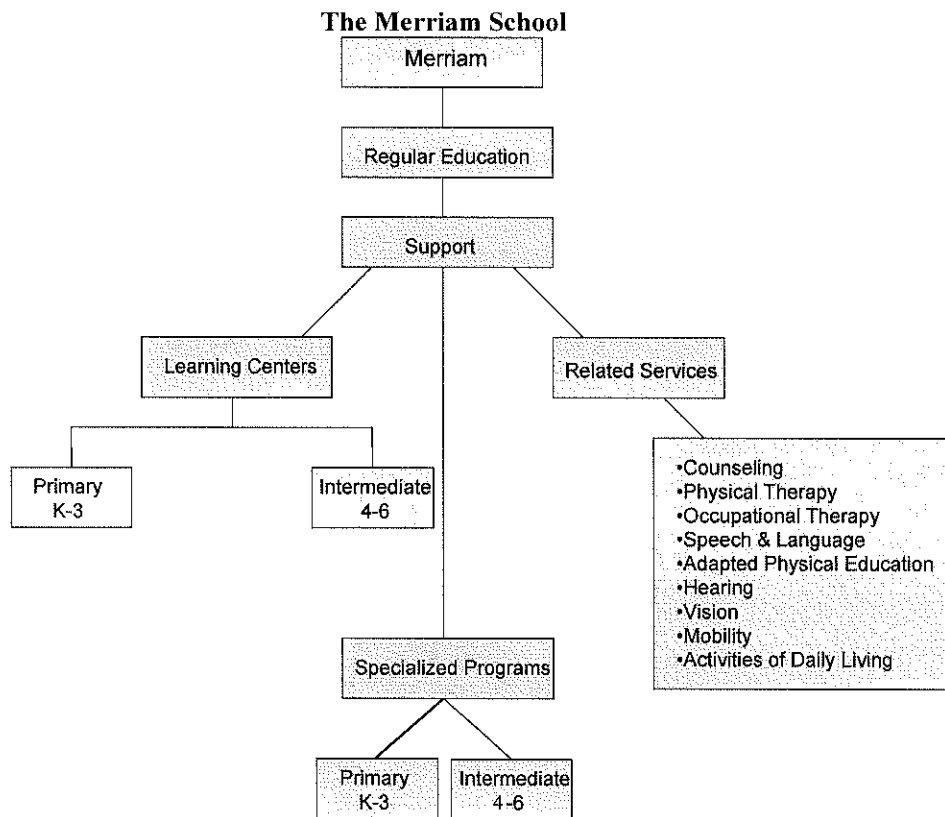
Specific services provided in the program include but are not limited to:

- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within mainstream experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development



### **Learning Centers**

Learning Center programs at the elementary and secondary levels provide services to students whose primary disability is typically in the areas of learning, communication, and/or executive functioning. The majority of students are fully enrolled in regular education classes but small group instruction is available to address individual needs. Accommodations are provided as needed for students to access the general education curriculum. Some students require support within the general education classroom.



### **Specialized Program Description**

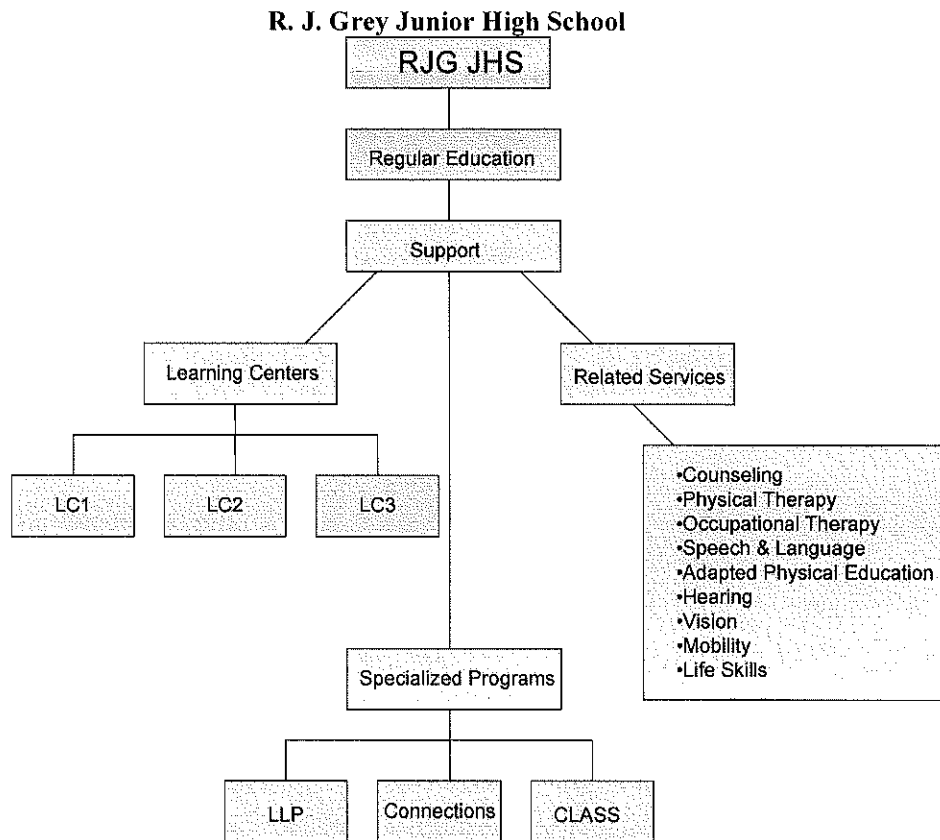
The Specialized Primary Program (K-3) and Intermediate Program (4-6) at Merriam provides intensive support and instruction for students with learning and therapeutic issues. This program provides academic, social pragmatics and behavioral support for students.

Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within inclusive experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consult to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development



### **Specialized Program Descriptions**

At this time there are three specialized programs at the junior high school. All specialized programs are attached to a 7<sup>th</sup> and 8<sup>th</sup> grade regular education team.

#### **The Language Learning Program (LLP)**

Students in LLP typically have moderate to severe language based learning and/or communication disabilities and may exhibit one or more of the following characteristics:

- Difficulties with oral and written expression
- Difficulties with reading acquisition and/or reading comprehension
- Difficulties with math computation and applications
- Possible anxiety (related to learning issues), distractibility and/or focusing/attentional issues, executive functioning deficits
- Significant difficulties with all aspects of organization and academic production
- May be functioning below grade level in one or more basic academic areas

#### **The Connections Program**

The Connections Program offers an inclusive education to students who may be diagnosed with one or more of the following disabilities:

- Asperger Syndrome
- Pervasive Development Disorder, NOS
- Communication
- Non-Verbal Learning Disability (NVLD)



Students in this program are generally able to access grade level curriculum within the regular education classroom, but may require flexibility in their schedule to allow for periods of less inclusion. Specific services within the program may include:

- Small group academic instruction
- Supported regular education classes
- Executive Functioning support
- Social pragmatic support and instruction
- Sensory diet accommodations
- Therapeutic and behavioral support

### **The Center for Learning and Student Services (CLASS)**

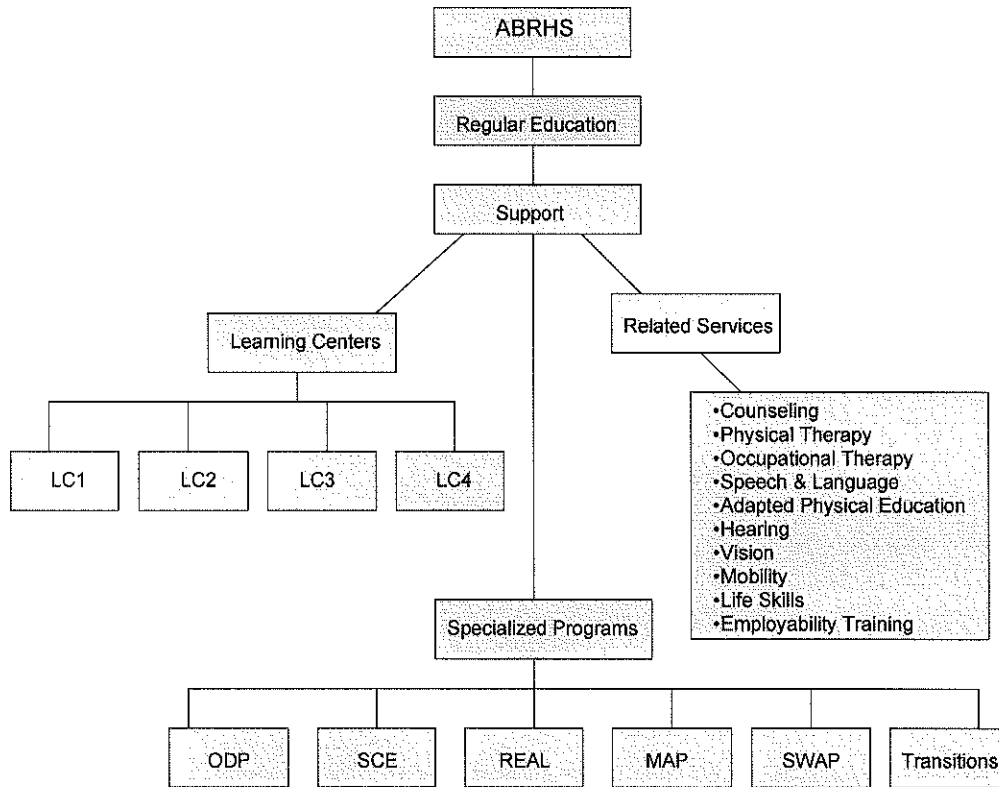
The CLASS program offers a therapeutic model to students who face emotional challenges. Students in CLASS may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning deficits

Specific services provided in the program may include:

- Peer modeling within inclusive experiences
- Small group academic instruction
- Supported regular education classes
- Individual and small group counseling
- Most students participate in outside counseling with an opportunity to coordinate strategies to support the student's emotional growth
- Behavioral programming and reinforcement

## Acton-Boxborough Regional High School.



### Specialized Program Descriptions

In general, all specialized programs within the high school community emphasize the development of self-advocacy skills with greater independence and responsibility for learning. Students are encouraged to pursue a course of study to prepare for post-secondary opportunities. Starting at the age of 14, all students are encouraged to be part of the IEP process and to be actively involved in transitional planning to address post-secondary goals.

### The Occupational Development Program (ODP)

The ODP program provides appropriate functional and inclusive education for students with moderate to intensive special needs. Highly individualized instruction is provided and the following interventions and supports:

Aspects of the program and student needs may include the following:

- Inclusive opportunities within the general education program as appropriate
- Small group instruction with remediation of basic skills as appropriate to meet individual needs
- Most students are in ODP are working toward a Certificate of Completion and typically attend school until age 22
- Some students participate in small group special education classes outside of the ODP classroom. These courses fulfill graduation credit requirements and provide MCAS preparation.
- Schedules based on employability and academic needs
- Community based learning
- Employability training with opportunities within the school and town community
- Work behaviors are taught, practiced, reinforced, and generalized
- Small group and individual counseling
- Support with transition to post-secondary opportunities and adult agency involvement

### **Supported Career Education Program (SCE)**

SCE is a highly structured program for students who need close monitoring and a high degree of staff/student involvement. For specific students, the program offers small group academic instruction in all four major academic subjects, for high school credit.

Aspects of the program and student needs may include the following:

- Some students may require employability and life skill training that focuses on independence building
- Students may have a unique learning style, communication disability, Specific Learning Disability that results in below grade level performance, Autism Spectrum Disorder, or significant executive functioning issues
- Students in SCE are often struggling to access the regular education curriculum or have significant social pragmatic issues that impact social relationships and friendships
- Emphasis on transitional programming for post-secondary educational opportunities and vocational training
- Difficulty with oral and/or written expression
- Difficulty with reading and/or comprehension
- Difficulty with math computation and applications
- High levels of anxiety, distractibility and/or focusing/attentional issues
- Significant difficulties with all aspects of organization and academic production

### **The REAL Program (Relational/Emotional/Academic Learning)**

The REAL program offers a therapeutic model to students who face emotional disabilities. These students are often “at risk” with behavioral, social and/or emotional needs. Typically, students in REAL have experienced difficulty in school. All students are capable of performing grade level academic work and are capable of earning a high school diploma.

Aspects of the program and student needs may include the following:

- Some students may require supported classes
- All students participate in individual and/or small group counseling with the school psychologist
- Most students participate in outside counseling and communication between the outside therapist and the program further enhances therapeutic supports
- Therapeutic support is provided throughout the day as needed
- Student performance and attendance are monitored
- Consistent communication between home and school is provided

### **Alternative Programs at ABRHS**

Alternative programs provide programming to both regular and special education students in a less traditional school model.

### **STAR Center**

- A tutorial service for students struggling with a medical or social/emotional issue requiring stabilization.
- Students are referred by a counselor, special educator, or school administrator.
- Duration of tutoring program may be short-term or year-long depending on the needs of the student.

**Merriam Alternative Program/MAP**

- Students in grades 9 through 12 who are struggling to participate in a large classroom setting
- Students are provided grade level academics and opportunities to participate at the high school
- A special educator is an integral part of the program

**School to Work Alternative Program (SWAP)**

- School to work alternative program for 11th and 12th grade students
- Academics taught two nights per week at ABRHS
- Students must have a job
- Students must be motivated

**Transitions**

- Grade 9 students, referred by JHS staff, who require a continuation of the “team concept” offered at the JHS
- For student on IEPs, a Special Educator is available for academic support and an assistant is part of the classroom design for reinforcement of academic skills, organization, and self-advocacy strategies

## Negotiations Update

September 16, 2010

## Contract Negotiations Three Unions

- Acton Education Association  
(AEA - Teachers, Nurses) 374 FTE  
*In Process*
- AFSCME (Custodians, Maintenance)  
36 FTE \$20 - \$29 per hour  
*Three year contract voted Sept 2, 2010*
- Office Support Association (OSA)  
30 FTE \$16 - \$24 per hour  
*Three year contract voted Sept 2, 2010*

## Three Non-Union Groups

- Support Staff  
Cafeteria Workers, Classroom Assistants, Special Ed Assists, etc. 232 FTE \$14 - \$20 per hour  
Hourly Staff – same salary and health changes as OSA and AFSCME
- Transportation (Bus Drivers) 30 FTE \$19 per hour  
Hourly Staff – Same salary and health changes as OSA and AFSCME
- Administrators and Salaried Staff 54 FTE  
Same health changes as OSA and AFSCME

## Total Employees

- Teachers 374 FTE
- Hourly Employees 328 FTE
- Administrators and Salaried Staff (Tech, Finance, etc.) 54 FTE
- Total FTE 756 FTE

## Health Insurance

### OSA / AFSCME/ All Non-Union Employees

- All plans moving to 75%/25% effective July 1, 2010
- MHP and PPO move to 50%/50% effective July 1, 2011
- One time reimbursement:  
Sept 2010 = 10% of current plan  
Sept 2011 = \$1200 family plan; \$500 individual  
Sept 2012 = \$600 family plan; \$300 individual
- Save \$1M over three years.

## Salaries

### OSA / AFSCME /All Non-Union Hourly Employees

- FY '11 = 0% Salary Increase
- FY '12 = \$1.00 per hour increase
- FY '13 = \$1.10 per hour increase

## Severance

- OSA and AFSCME contracts provided severance when employees retired or voluntarily left the district.
- Employees who worked for the districts for ten or more years received \$50 for each year of service or \$100 for each year of service if they were over 60 years old.
- Severance removed from both contracts.
- One time payout of current accumulated severance:  
 OSA = \$36K  
 AFSCME = \$31K

## FY '10 to FY '11 Budget

OSA / AFSCME/Support Staff/Transp (All Hourly Employees)

In thousands	FY '10 Budget	FY '11 Budget	FY '11 costs with new contracts	Over (Under) FY '11 Budget
Salaries	\$9,051	\$9,114	\$9,123	\$9
Health Insurance	\$2,207	\$2,500	\$2,205	(\$295)
Total Ongoing Costs	\$11,258	\$11,614	\$11,328	(\$285)
One Time Costs			\$360	\$360
Total Costs	\$11,258	\$11,614	\$11,689	\$75



## FY '10 – FY '13 Increase OSA / AFSCME/Support Staff/Transp (All Hourly Employees)

In thousands	FY '10	FY '11 New Contracts	FY '12	FY '13	Overall Increase FY '10 - 13
Salaries	\$9,051	\$9,123	\$9,621	\$10,227	\$1,176
Health Insurance*	\$2,207	\$2,205	\$2,357	\$2,526	\$319
Total Ongoing Costs	\$11,258	\$11,328	\$11,978	\$12,753	\$1,495
% Increase		.62%	5.74%	6.47%	13.28%
One Time Costs		\$360	\$190	\$98	
Total Costs (One time plus ongoing)	\$11,258	\$11,689	\$12,168	\$12,851	

\*Includes health increased premium costs FY '11 (Actual) = 10%; FY '12 = 7%; FY '13 = 7%

## Total Increase FY '10 – FY '13

### OSA / AFSCME/Support Staff/Transp (All Hourly Employees)

- FY '10 – FY '13 Increase = 13.28%
  - FY '11 .62%
  - FY '12 5.74%
  - FY '13 6.47%
- Average Annual Increase = 4.43% per year
- Includes:
  - Health Insurance Premium Increases  
FY '11 10%; FY '12 7%; FY '13 7%
  - Employee moves from 15% to 25% Health Ins Contribution
  - Cost of Living Increase  
FY '11 no increase; FY '12 \$1.00 per hour;  
FY '13 \$1.10 per hour

## AEA Teacher's Contract

- Current contract in effect until new contract is signed.
- Until new contract is signed:  
 No COLA (Cost of Living Increase)  
 FY '10 – FY '11  
 Leaves Health Ins at 85% - 15%  
 Steps Added

## Teacher's Increases FY '10 – FY '11 With no changes to contract

- Salary
 

	FY '10 – FY '11	
	\$25.7M - \$26.7M	+4% (\$1M)
Steps	+\$600K	
ERI	+\$200K	
Lane Changes	+\$100K	
Other (Ins/Outs)	+\$100K	
No Cost of Living Increase		
- Health Insurance
 

	FY '10 – FY '11	
	\$5M - \$5.5M	+10% (\$500K)
- Total Increase  
(Salary and Health)
 

	FY '10 – FY '11	
	\$30.7M - \$32.2M	+4.9% (\$1.5M)

### Three Teacher's Growth FY '07 – FY '10

Step 06-07	Step 4	Step 7	Step 14
	Masters	Masters +15	Masters + 30
Salary 06-07	\$47,700	\$56,496	\$70,213
Salary 09-10	\$61,163	\$70,167	\$79,947
Increase*	\$13,463	\$13,671	\$9,734
% Increase	28%	24%	14%
	Steps 1-7	Steps 8-16	Steps 17+
% teachers	0-30%	30-80%	80-100%

### Typical Hourly Employee (Full time 12 Month)

Salary 06-07	\$42,000	
Salary 0910	\$46,000	
Increase*	\$4,000	
% Increase FY '07 – FY '10	9.5%	
Salary 12-13	\$50,300	Additional Health Contribution:
Increase	\$4,300	\$2,686
% Increase FY '10 – FY '13	9.35%	



AFSCME							
	Hourly Rate	Hours worked per year	Average Total FY '10 Salary	FY '10 Salary - Health Insurance (Family HMO)	FY '10 - FY '13 Total Salary Inc 0, \$1.00, \$1.10	FY '10 - FY '13 % Salary Increase	FY '10 - FY '13 net dollar inc (Salary - Health)
Grade 6 Custodian	\$20.95	2080	\$46,000	\$43,604	\$4,368	9.50%	\$1,682
Grade 8 Lead Custodian	\$22.82	2080	\$50,000	\$47,604	\$4,368	8.74%	\$1,682
Grade 15 Plum, Elec, HVAC, Grounds	\$29.94	2080	\$63,000	\$60,604	\$4,368	6.93%	\$1,682
							2.78%

Transportation							
	Hourly Rate	Hours worked per year	Average Total FY '10 Salary	FY '10 Salary - Health Insurance (Family HMO)	FY '10 - FY '13 Total Salary Inc 0, \$1.00, \$1.10	FY '10 - FY '13 % Salary Increase	FY '10 - FY '13 net dollar inc (Salary - Health)
School Year Bus Driver	\$18.63	1517	\$29,000	\$26,604	\$1,820	6.28%	\$866
							3.25%

Support Staff							
	Hourly Rate	Hours worked per year	Average Total FY '10 Salary	FY '10 Salary - Health Insurance (Family HMO)	FY '10 - FY '13 Total Salary Inc 0, \$1.00, \$1.10	FY '10 - FY '13 % Salary Increase	FY '10 - FY '13 net dollar inc (Salary - Health)
Special Ed Assistant	\$20.08	1046.5	\$25,000	\$22,604	\$1,256	5.02%	-\$1,430
Full time Kind Assis	\$16.69	1128.4	\$22,000	\$19,604	\$1,354	6.15%	-\$1,332
19 hr classrm assistant (no	\$16.69	692	\$11,000	\$11,000	\$830	7.54%	\$830
							7.54%

To: Stephen Mills  
From: Alixe Callen  
Date: September 7, 2010  
Subject: Donation from Target

---

Please accept a donation of \$346.79 from Target as a result of their "Take Charge of Education" program, which is explained in their attached letter.

The donation will be deposited into Fund 3308: SH Gift – Other.

Thank you.

A handwritten signature in cursive script, appearing to read "Alix Callen", written in dark ink.

# CONGRATULATIONS!

## HERE'S YOUR TAKE CHARGE OF EDUCATION<sup>®</sup> CHECK FROM TARGET

0452 1516 2190673

ACTON-BOXBORO REG HIGH SCHOOL  
ATTN: PRINCIPAL  
36 CHARTER RD  
ACTON, MA 01720 2931

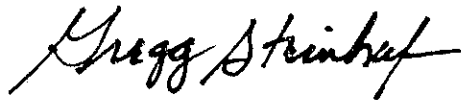
On behalf of Target, I'm pleased to present you with your school's 2010 Take Charge of Education donation check. As dedicated advocates for K-12 education, we hope this money provides even more possibilities for your school and students.

Take Charge of Education donations are accumulated when supporters of your school make purchases using their REDcard. Target donates up to 1% of these purchases to the eligible K-12 school\* they've designated. Then, each September, we distribute checks to schools across the country.

Please note: once you cash the check, you can use the money for whatever your school needs most. There are no restrictions on how you spend it.

To learn more about Take Charge of Education, visit [Target.com/tcoe](http://Target.com/tcoe). I wish you all the best for a successful school year.

Sincerely,



Gregg Steinhafel  
Chairman, President and CEO, Target Corporation

\*Subject to Take Charge of Education program rules. See store or [Target.com/tcoe](http://Target.com/tcoe) for details. REDcards<sup>™</sup>: Target<sup>®</sup> Visa<sup>®</sup> Credit Card, Target Credit Card<sup>™</sup> and Target Check Card<sup>™</sup>. Subject to application approval. ©2008 Target Stores. The Bullseye Design and Target are registered trademarks of Target Brands, Inc. All rights reserved. 618432

The face of this document has a security background and micro printing in the signature line.



**TARGET.**

Take Charge of Education  
Mail Stop 2A-O  
PO BOX 59214  
Minneapolis, MN 55459-0214

### TAKE CHARGE OF EDUCATION<sup>®</sup>

2190673

82-164  
1021

CHECK NO.

DATE

08/30/10

AMOUNT

\*\$346.79

**PAY** Three hundred forty six and 79/100 Dollars

VOID AFTER 7 MONTHS

Pay to the  
order of

ACTON-BOXBORO REG HIGH SCHOOL  
ATTN: PRINCIPAL  
36 CHARTER RD  
ACTON, MA 01720 2931



0000000000058624

Aspen, Colorado 81051



President and CEO, Target Stores

⑈2190673⑈ ⑆102101645⑆126400037738⑈



# AMERICANS FOR PEACE AND TOLERANCE

*Promoting peaceful coexistence  
in an ethnically diverse America*

September 17, 2010

**Members of the Board:**

Dr Charles Jacobs  
*President*

Dr. Dennis Hale

Sheikh Dr. Ahmed Mansour

Mr. Steve Mills  
16 Charter Road  
Acton, Massachusetts 01720

Dear Mr. Mills:

This is a request under the Massachusetts Public Records Law (M. G. L. Chapter 66, Section 10). According to the attached document, **Acton school district** is listed by the 501c3 educational non-profit organization **Primary Source** as a "partner district." I am requesting that I be provided a copy of:

1. Any and all communications, electronic and hard copy, between **Acton school district** officials, faculty, and/or staff, and **Primary Source** officers, staff, representatives, and/or donors created between January 1<sup>st</sup>, 2005 and the present date.
2. Any and all official agreement documents between **Acton school district**, its officials, faculty, and/or staff, and **Primary Source**, its officers, staff, representatives, and/or donors created between January 1<sup>st</sup>, 2005 and the present date.
3. Any and all communications and documents created in relation to any proposed, planned, and/or taken field trips by **Acton school district** students to the **Islamic Society of Boston Cultural Center (ISBCC)**, the **Islamic Center of Boston in Wayland (ICB)**, and/or the **Islamic Society of Boston in Cambridge (ISB)** created between January 1<sup>st</sup>, 2005 and the present date. This includes communications and documents in **Acton school district's** possession created by, between, or among **Acton school district** officials, faculty, and/or staff; the officials, staff, and/or members of the **ISB**, **ISBCC**, and/or **ICB**; and officers, staff, representatives, and/or donors of **Primary Source**.
4. Any and all communications, electronic and hard copy, between **Acton school district** officials, faculty, and/or staff, and the officials, staff, and/or members of the **ISB**, **ISBCC**, and/or **ICB**.

As you are aware, I must be provided with this information within 10 days. If you cannot comply with my request, please provide an explanation in writing.

Sincerely,

  
Ilya Feoktistov

Research Director, Americans for Peace and Tolerance  
617-462-7938

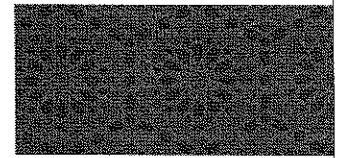


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## Our Partner Schools &amp; Districts

**Contact the Primary Source representative in your school or district**

Acton &amp; Acton-Boxborough

Cambridge

Milton

The Advent School

Carlisle

Needham

Arlington

The Carroll School

Newton

Avon

Charter School Consortium

Notre Dame Academy, Hingham

Bedford

Academy of the Pacific Rim

The Park School

Belmont

Boston Collegiate Charter  
School

Randolph

Boston

Chelsea

Scituate

The Engineering School

Cohasset

Sharon

Media Communication  
Technology High School

Concord &amp; Concord-Carlisle

Shrewsbury

Parkway Academy of  
Technology and Health

Dover-Sherborn

Somerville

Social Justice Academy

Harvard

Swampscott

Urban Science Academy

Hingham

Watertown

Brimmer and May School

Hopedale

Wellesley

Brockton

Hopkinton

Weston

Brookline

Lexington

Weymouth

Buckingham, Browne, &amp; Nichols

Lilla G. Frederick Pilot Middle  
School

Whitman-Hanson

Burlington

Marblehead

Winchester

Xaverian Brothers High School

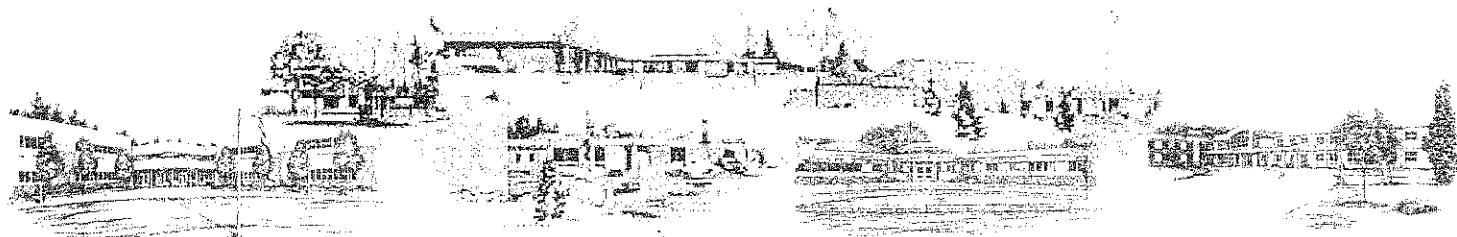
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ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road Acton, MA 01720-2995 Phone: 978-264-4700 x3211 Fax: 978-264-3340 Email: smills@mail.ab.mec.edu

September 29, 2010

Stephen E. Mills, Ed.D.  
Superintendent of Schools

Ilya Feoktistov  
Research Director, Americans for Peace and Tolerance  
15 Main Street  
Suite 118  
Watertown, MA 02472

Dear Mr. Feoktistov,

We are in receipt of your Massachusetts Public Records Law (M.G.L. Chapter 66, Section 10) request for communications and documents between our schools and Primary Source dated 9/17/10, received by us on 9/20/10.

The Executive Director of Primary Source informed us on 9/27/10 that many of the documents that you are looking for are those that,

“... Primary Source contends are not subject to disclosure under the Massachusetts Public Records Law (specifically, see Mass. Gen. Law c. 4, § 7(26)(a-s)). This includes certain proprietary business information and other sensitive communications between the district and other partner districts, or between the district and its attorney concerning Primary Source.”


Accordingly, it is Primary Source's position that we may lawfully withhold many, if not most, of the types of documents that you are asking for. Although we are prepared to comply with your request, this information makes it more challenging.

In addition, we would incur significant cost to retrieve emailed information from our system going back five years. We would ask you to pay for the cost of obtaining the documents before we begin collecting them. Our technology director has estimated this to be:

\$6,325	Dell Power Edge Server T31 w/ additional specs
\$1,209	Windows Server 2008 R2 Standard software
\$1,000	Systems Administrator labor
\$ 500	Administrative Assistant labor (20 hours x \$20) plus copying costs
<hr/> \$ 9,034	<hr/> Total cost

Perhaps it would be easier to ask for these materials directly from Primary Source. We will wait to hear back from you before proceeding with your request.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen E. Mills". The signature is fluid and cursive, with a large initial "S" and a long, sweeping underline.

Stephen E. Mills, Ed.D.  
Superintendent of Schools

To the members of the ABRHS School Committee,

9-10-10

This email is to inform you about a situation that concerns me.

My name is Donna Corey, a Boxborough mother of nine, and a long time resident and supporter of the Acton Boxborough School systems. I have never taken the time to write the school board, however, I feel compelled to do so now.

Just before the start of school, my youngest daughter tried out for the Field Hockey team. She is currently a Junior, and has played Field Hockey since 7th grade. She was cut from the team with "no" explanation to her. To the best of my knowledge 6 girls were cut. This email though, is not about being cut.

After my daughter was cut, it was brought to my attention that the coach was friends with one of the players on Facebook. I researched it myself, and discovered that the player in question had a non private wall, and yes it was true. The coach was indeed communicating with this player prior to the tryouts. Should that be happening? In addition, my daughter was asked for her check before the cuts were made. Is this the correct procedure in Sports tryouts? (By the way, the check has not been returned to us yet.)

I am writing to ask you, "Is it acceptable for faculty/staff/coaches to connect/network with their students/players/parents on Facebook?" As a former Boxborough Minuteman Regional High School School Committee member, I understand how you would need to research this question/concern of mine. However, I did some of my own research on school policies, and was unable to find any wording in any policy regarding Facebook.

I would hope that this might lead to some discussion at a future school committee meeting to implement a school wide policy about Facebook between teachers/staff/coaches and students/players/parents.

Thank you for taking the time to read this. I hope this can help clarify a policy about Facebook in the future. Please do not hesitate to contact me.

Sincerely,

Donna Corey