

Acton Public School Committee Meeting

June 16, 2011

7:30 p.m.

(Joint SC Exec Session 7:00 p.m.
followed by Joint SC Open Meeting)
at the

R.J. Grey Junior High Library

ACTON PUBLIC and ACTON BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

June 16, 2011
7:00 p.m. Joint SC Executive Session
Followed by Joint SC Open Meeting
7:30 p.m. APS Open Meeting

AGENDA

1. JOINT SCHOOL COMMITTEE:
CALL TO ORDER
2. EXECUTIVE SESSION
"strategy in preparation for negotiations with nonunion personnel"

Followed by JOINT OPEN MEETING
2.1 2011 Administrator's Benefits Manual – minor revision – VOTE

REGIONAL MEETING ADJOURNS, APS MEETING BEGINS

3. CHAIRMAN'S INTRODUCTION
 - Welcome to new School Committee member, Dennis Bruce
4. STATEMENT OF WARRANT AND APPROVAL OF MINUTES
 - 4.1 May 19, 2011 (*addendum*)
 - 4.2 June 6, 2011 (Joint with Acton Board of Selectmen)
5. PUBLIC PARTICIPATION
6. UNFINISHED BUSINESS
 - 6.1 Acton Leadership Group (ALG) Report – *Xuan Kong (oral)*
 - 6.2 Acton Finance Committee Report – *Xuan Kong (oral)*
 - 6.3 Acton Board of Selectmen update – *Xuan Kong (oral)*
 - 6.4 FY'11 and '12 APS Budget Update – *Steve Mills*
 - 6.4.1 Possible VOTE to reallocate FY'12 funds (*addendum*)
 - 6.5 Health Insurance Trust Report – *John Petersen*
 - 6.6 Staffing Update – *Marie Altieri (addendum)*
 - 6.7 Cost Savings Task Force Update – *Xuan Kong (oral)*
 - 6.8 Long Range Strategic Planning Subcommittee update – *Steve Mills (oral)*
 - 6.9 Kindergarten Update – *Marie Altieri*
 - 6.9.1 Enrollment Chart (*addendum*)
 - 6.10 Class Size Task Force Presentation – *Amy Heddison*
 - 6.10.1 Slides
 - 6.10.2 Class Size Survey Data (*addendum*)
 - 6.11 School Committee Meeting Schedule, 2011 – 2012 – *Mike Coppolino*
 - 6.12 Update on Acton Boxborough Youth Soccer Field Development Proposal – *Steve Mills (oral)*
7. NEW BUSINESS
 - 7.1 Appointment of School Committee Reps to ALG for FY 12 – *Mike Coppolino (oral)*

- 7.2 Appointment of School Committee Rep to Rep. Jennifer Benson's District Advisory Group – *John Petersen (oral)*
- 7.3 Revision of DARE program – *Steve Mills*
- 7.4 Teacher-to-Teacher Update – *Deborah Bookis (oral)*
- 7.5 Committee Goals 2011 – request from BOS Selectman, M. Gowing (*addendum*)

8. FOR YOUR INFORMATION

- 8.1 Monthly APS Financial Reports (*brought to meeting*)
- 8.2 Student Enrollment Numbers/Class Size - June 1, 2011
- 8.3 ELL Student Population Report - June 1, 2011
- 8.4 School Committee Members List, 2011-2012
- 8.5 Curriculum Update
 - 8.5.1 Teacher-to-Teacher
 - 8.5.2 Leadership Institute Agenda
- 8.6 Summer Hours – ABRHS Cafeteria
- 8.7 Summer *Interaction* is found at <http://comed.ab.mec.edu>
- 8.8 *Lamplighter* – June 2011 (*posted next week*)
<http://ab.mec.edu/about/publications>
- 8.9 Correspondence from the Community
 - 8.9.1 “Correcting Erroneous Information”
- 8.10 Appeal of Public Records Request Response, Letter from Secretary of the Commonwealth, Public Records Division, 5/24/11
- 8.11 School Newsletters –
 - Acton Public School Preschool: <http://ab.mec.edu/Preschool/index.htm>
 - Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>
 - Douglas Digest: <http://douglas.ab.mec.edu/index.html?pto/pto>
 - Gates Gazette: <http://gates.ab.mec.edu/gazette.html>
 - McCarthy-Towne Bulletin: <http://www.mctptso.org/bulletin/>
 - Merriam Community News: <http://merriam.ab.mec.edu/newsletters.html>
- 8.12 OnTeam, Pupil Services, June 2011 (*addendum*)
- 8.13 “Green Ribbon Schools” Announcement, U.S. Dept of Education (*addendum*)
- 8.14 Email from Glenn Koocher (MASC) re K. Branch’s “Secretary Duncan May Announce Plans to Offer Regulatory Relief”, 6/10/11 (*addendum*)
- 8.15 “Inadequacies of the Foundation Budget” email from P Schlichtman, 6/2/11 (MASC info) (*addendum*)

9. NEXT MEETINGS -

- Joint /AB/APS School Committee Summer Meeting, July 26 at 6:00 p.m. - Sargent Library in Boxborough (to be confirmed) (possible second meeting on Aug 2 at 7:30 p.m.?)
- Acton-Boxborough Regional School Committee Meeting – Thursday, Sept 1, 7:30 p.m. at RJGJHS Library
- Acton Public School Committee Meeting – Thursday, Sept 15, 7:30 p.m. at Douglas School

10. ADJOURN

ACTON PUBLIC SCHOOL COMMITTEE MEETING
Draft Minutes

Room 204
Acton Town Hall

June 6, 2011
7:15 p.m.

Members Present: Michael Coppolino, Xuan Kong, Kim McOsker, Paul Murphy, John Petersen
Members Absent: None
Others: Janet Adachi (BOS), Lili Early, Michael Gowing (BOS), Pamela Harting-Barrat (BOS), Steve Ledoux, Beth Petr

At 7:18 p.m., the Acton Public School Committee was called to order by Michael Coppolino, Chair. The Acton Board of Selectmen was called to order by Michael Gowing, Chair to begin the joint meeting.

The meeting was called, per state law, to fill the vacancy on the School Committee created by the resignation of Terry Lindgren on May 12, 2011. By joint agreement of the Chairs, the deadline for application to fill the vacancy was June 2, 2011. Two applications were received. Two BOS members were recused from the meeting due to a conflict of interest (Dave Clough, John Sonner).

1. Introduction

Dennis Bruce and Adria Cohen were welcomed and introduced by the Chairs. They each made introductory remarks about their desire to serve on the Acton Public and Acton-Boxborough Regional School Committees.

2. Questions from the Committees

- **What do you perceive your role to be as a School Committee member?**

Adria emphasized that she has sat at both sides of the desk as a parent and a licensed educator. Budgetary concerns are paramount to her, with a focus on quality education. She has extensive experience in immersion classes, initiating and funding new programs and working with English Language Learners with over 35 years of experience working in school environments.

Dennis described a focus as a collaborative member of the Committee, looking forward to working on a wide variety of issues. His professional background is in auditing and sales, working with numbers and processes. Serving as the Gates PTO Treasurer has given him valuable insight.

- **One of the concerns that people have with the School Committee is whether committee members act as an advocate for the students or an advocate for the town overall. Who would you advocate for?**

Both applicants said that although elected by the people to represent the children, school committee members must also look at it from the expense side, from the taxpayers' side. They emphasized the need to spend wisely and be fiscally responsible while ensuring the best education possible for students.

- **Some policies are specific to Acton and some apply to many communities. What is the best decision-making process for creating policy?**

Dennis felt that it is good to have benchmarks, but just because towns are similar, doesn't mean their policies make sense for Acton. He emphasized talking to people on the boards, committees and in the community.

Adria cautioned about how the word policy is used. She looks at how other communities of similar demographics and size have handled issues because it is not always necessary to reinvent the wheel. It must kept in mind that our policies must stand up to the scrutiny of our parents and our taxpayers.

- **There is an increasing burden on parents with children in the schools to raise money via their PTOs and other groups. What percentage of the school budgets should be impacted by this fundraising, if any?**

Adria emphasized how much the schools appreciate the PTOs and felt they should fund materials and activities that can't be funded through the regular budget. She suggested that 10% of the budget, or maybe a little less.

Dennis has spent a lot of time fundraising for Gates with his wife, with much of it going to fund assistants. He feels that the percentage should be left to the principals and administration of each school to decide, based on their own philosophies. He mentioned the difficulty that parents feel when their fundraising feels like it is required.

- **Please describe your involvement in the Acton Public schools and how many School Committee meetings you have attended.**

Dennis has children at the Gates School and has served as PTO Treasurer and has been very involved there. He has attended many School Committee meetings.

Adria moved to Acton in 1987 and her son is now in college. She was involved when regionalization was looked at years ago and spoke with curriculum directors about getting more foreign language programs in the schools. She is very active in the school system where she works and would like to get more involved now because her son benefited so much from our schools.

3. Closing Statements and **VOTE**

After closing statements, the chairs thanked Dennis and Adria for volunteering for the School Committee and wanting to get involved.

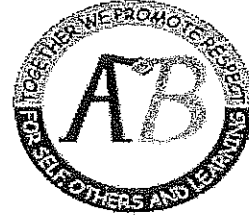
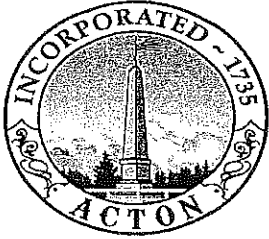
It was unanimously **VOTED** by roll call that Dennis Bruce should fill the vacancy on the School Committee. (Xuan Kong - Dennis, Paul Murphy -Dennis, Kim McOske -

Dennis, John Petersen - Dennis, Mike Coppolino - Dennis, Mike Gowing - Dennis, Pam Harting-Barrat - Dennis, Janet Adachi -Dennis)

The Chairs thanked everyone involved. Adria was urged to stay involved in the community where her considerable experience and skills would be very valuable.

The meeting was adjourned at 7:51 p.m.

Respectfully submitted,
Beth Petr

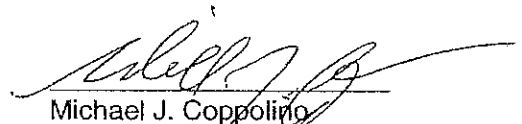


June 6, 2011

RE: The Joint Selectmen and Acton Public School Committee Meeting to Fill the Acton Public School Committee Vacancy as Result of Mr. Terry Lindgren's Resignation

At a duly called public meeting on June 6, 2011, in accordance with MGL Chapter 41, section 11, the Town Charter and the Acton-Boxborough Regional School Agreement, the remaining members of the Acton Public School Committee and the members of the Acton Board of Selectmen in attendance met, accepted applications, debated and by a majority of the roll call votes elected Mr. Dennis Bruce to complete the term of School Committee person Terry Lindgren, who resigned on May 12, 2011. Said term to begin on June 7, 2011 and ending at the conclusion of Annual Town Meeting in 2012.


Mike Gowing
Chair, Board of Selectmen


Michael J. Coppolino
Chair, Acton Public School Committee

NEW PROFESSIONAL STAFF, K-12
2011-2012

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Meghan Giannetto	Gr 3 Teacher	Douglas	10M+30	1.0
Louisa McCarthy	Lib/ Media Specialist	RJGJHS	3B+15	1.0
Tiffany Petranto	Spanish Teacher	RJGJHS	5B	1.0
Mary Clare Hayes	Psychologist	RJGJHS	8M+60	1.0
Bethany Dunakin	English Teacher	RJGJHS	6M	1.0
Kerri Tomlin	K-6 Counselor	McT	10M	1.0
Peter R. Cavanaugh	English Teacher	ABRHS	5M	1.0
Chuck Donovan	Social Studies Teacher	RJGJHS	2B	1.0
Nancy Young	Science Teacher	ABRHS	2M+30	1.0
Jennifer L. Walsh	Gr 4 Teacher	Gates	5M+45	1.0
Allison Larson	Sp Lang Pathologist	Gates	3M+30	1.0
Craig Andrews	English Teacher	ABRHS	6M	1.0
Stacey Robinson	English Teacher	ABRHS	2M+15	1.0
Adrienne Pucko	Math Teacher	ABRHS	7B+15	1.0
Darsi Decker	Gr 3 Teacher (one year)	McT	1M	1.0
Amy Browne	Gr 1 Teacher (one year)	Douglas	1M	1.0
Alexandra Hillman	Gr 6 Teacher (one year)	Douglas	6M	1.0

TOTAL: 17 new staff (as of 6/14/11)

6/14/11

ABRSD Schools - by school
2011-2012

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<u>Junior High</u>				
Louisa McCarthy	Lib/Media Specialist	RJGJHS	3B+15	1.0
Tiffany Petranto	Spanish Teacher	RJGJHS	5B	1.0
Mary Clare Hayes	Psychologist	RJGJHS	8M+60	1.0
Bethany Dunakin	English Teacher	RJGJHS	6M	1.0
Chuck Donovan	Social Studies Teacher	RJGJHS	2B	1.0

Total JH: 5 new staff

<u>Senior High</u>				
Peter R. Cavanaugh	English Teacher	ABRHS	5M	1.0
Nancy Young	Science Teacher	ABRHS	2M+30	1.0
Craig Andrews	English Teacher	ABRHS	6M	1.0
Stacey Robinson	English Teacher	ABRHS	2M+15	1.0
Adrienne Pucko	Math Teacher	ABRHS	7B+15	1.0

Total HS: 5 new staff

Other ABRSD staff

Total ABRSD new staff: 10

6/14/11

APS Schools - by school
2011-2012

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<u>Conant</u>				
<u>Douglas</u>				
Meghan Giannetto	Gr 3 Teacher	Douglas	10M+30	1.0
Amy Browne	Gr 1 Teacher (one year)	Douglas	1M	1.0
Alexandra Hillman	Gr 6 Teacher (one year)	Douglas	6M	1.0
<u>Gates</u>				
Jennifer L. Walsh	Gr 4 Teacher	Gates	5M+45	1.0
Allison Larson	Sp Lang Pathologist	Gates	3M+30	1.0
<u>McCarthy-Towne</u>				
Kerri Tomlin	K-6 Counselor	McT	10M	1.0
Darsi Decker	Gr 3 Teacher (one year)	McT	1M	1.0

Merriam

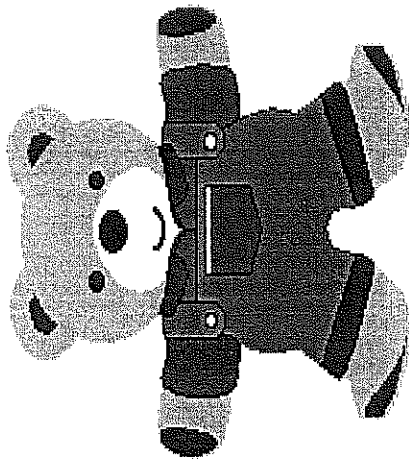
Additional APS new staff:

Total APS new staff: 7

APS/AB Staff (both districts):

TOTAL APS/AB NEW STAFF: 17

All Students



First Choice	278	Second Choice	9	Third Choice	2	Fourth Choice	0	Fifth Choice	1
Choice -->	95.86%		3.10%		0.69%		0.00%		0.34%
Percent -->									

School Choices for All of Incoming Class of 2024

Class of 2024

Conant All Day	Conant 1/2	Douglas All Day	Douglas 1/2	Gates All Day	Gates 1/2	Towne All Day	Towne 1/2	Merriam All Day	Merriam 1/2	Total
Place At	20	38	20	38	20	38	20	38	20	290
Total Placed	58	58	58	58	58	58	58	58	58	58
Wait All Day	13	10	3	15	9	15	9	15	9	50
Wait for Sch & Program	2	2	0	0	0	0	0	3	4	5
Wait All Programs	4	0	0	1	1	0	0	7	7	7
Total of Both										12

6/14/2011

2:35:24 PM

6.9.1
(A)

CLASS SIZE TASK FORCE

Recommendations 6/2/2011

Overview

- Survey results indicate a majority of responders feel that children would benefit from smaller class sizes
- Significant number of families are supplementing with private tutors
 - This plus the PTSO funds is essentially an additional tax/surcharge for households with children in the school system
- There are ways to mitigate the negative effects of large class sizes that are "cost-effective"
 - Fundamental issue of tax base and population growth needs to be addressed realistically
- Consistent support for teachers' efforts
 - Recognition that large class sizes impact teachers' ability to know each student, return work in a timely manner and provide more than a few in-depth assignments

Survey results

- 579 people completed survey
 - Responding for more than one child/school
- Comments and tallied answers do not always "foot"
- General conclusions (i.e. significant number of responses):
 - Not enough individual attention for students at all levels
 - More teaching assistants would help
 - The "average" child is being missed
 - Teachers are overloaded both in terms of administrative work and teaching needs; "crowd control" and "classroom management" were consistent themes
 - Tutoring (at home or professionally) a significant issue beginning in Junior High

APS recommendations

- Two modular units for Gates
 - While assistants are important there is a space issue
- District-funded, FULL-TIME assistants
 - Assistants need to be trained and their responsibilities need to be clearly described
- Math and reading specialists in each elementary school
- More screening and support at K-2 levels to identify and manage learning and behavior issues
 - Teachers spending time on disruptive behaviors/other children's learning and experience negatively impacted
 - Early identification and management of special needs will save money in the long-term

Conclusion

***SINGLE MOST IMPORTANT
GOAL IS TO INCREASE
STUDENT – TEACHER
INTERACTIONS AT ALL
LEVELS***

Next Steps

- Feasibility analysis
 - Administration and SC need to determine to what extent they can commit to addressing this issue at this time
 - Financial analysis of options
- Town and school need to work together more closely to monitor and understand future growth
 - Impact on schools is significant
 - Need to engage community

Thank you

- Task force members, particularly Christine Phillips, Torri Horovitz and Kristina Rychlik
 - Brendan Cotter, Chris Renzi, Nancy Sherburne
- Administration
- Principals and teachers
- Students, particularly Dr. Callen's "Senior Advisory Group"
- All parents, particularly those who answered our survey and provided thoughtful and thought-provoking insights and comments

Acton Class Size Survey



1. Your comments are entirely anonymous, but to help us better understand your responses, please check all that apply by indicating if your family has:

	Response Percent	Response Count
child(ren) not yet in either of the systems but you plan having them attend <input type="checkbox"/>	5.1%	30
child(ren) in the Acton Public School System <input type="checkbox"/>	83.8%	498
child(ren) in the Acton/Boxborough Regional School System <input type="checkbox"/>	43.3%	257
child(ren) who have graduated from either of the systems <input type="checkbox"/>	8.9%	53
not had child(ren) attend either the local or regional school system and do not plan to in the future <input type="checkbox"/>	0.2%	1
child(ren) living in Acton but attending private school <input type="checkbox"/>	1.5%	9
answered question		594
skipped question		0

2. Our family has attended the APS or ABRS for:

	Response Percent	Response Count
zero years	0.8%	5
1-5 years	46.1%	274
6-10 years	35.5%	211
11-15 years	11.6%	69
16 years or longer	5.9%	35
answered question		594
skipped question		0

3. If your family could qualify their overall experience in the APS and/or ABRS, in regards to class size, would you characterize it as:

	Response Percent	Response Count
class size has been a positive influence on the school experience	20.4%	120
class size has been a negative influence on the school experience	53.1%	313
indifferent to class size as to if it may or may not affect the school experience	25.8%	152
you cannot answer because you have not had children attend the school systems	0.7%	4
Additional comments?		232
answered question		589
skipped question		5

4. If you feel that class size has adversely affected your child(ren)'s school experience, would you say that your family (please check all that apply):

	Response Percent	Response Count
talks to the teachers/principal regarding concerns	33.6%	158
talks to your child(ren) regarding class size concerns	24.9%	117
discusses concerns with other parents/guardians	57.2%	269
discusses concerns with the School Administration and/or School Committees	11.5%	54
none of the above	32.6%	153
Additional comments?		52
answered question		470
skipped question		124

5. Have you employed a tutor to help your child(ren) in a particular subject?

	Response Percent	Response Count
Yes	36.1%	211
No	63.9%	374
Additional comments?		119
answered question		585
skipped question		9

6. If you're answer to (5) above was yes, did your family spend for tutoring in an average school year:

	Response Percent	Response Count
\$499 or under	25.8%	57
\$500 - \$999	25.8%	57
\$1,000 - \$1,999	25.3%	56
\$2,000 - \$3,000	12.7%	28
over \$3,000	10.4%	23
answered question		221
skipped question		373

7. If you feel that class size has had an impact on your child(ren)'s school experience, we would appreciate any stories that might help to better illustrate your perspective to those seeking to better understand this aspect of our school system.

	Response Count
answered question	244
skipped question	350

8. Do you have any ideas that would help us gather information in the future regarding class size OR any ideas that would help in mitigating any negative effects class size may engender.

	Response Count
answered question	224
skipped question	370

Class Size Survey – Summation Notes

Comments below were pulled out of the general comments because they represent an overwhelming pattern or because they were particularly illuminating. Blue highlight indicates an especially frequent comment.

- Skeptical that problem will be addressed, gathering info is great but unless there is something you can do about it, what is the point?
- Average student is ignored, since teacher is focusing on those who need extra help, or are discipline issues
- Students behind on work, not getting what they need
- Behavior issues detract from learning for others – teacher frequently does crowd control
- So many families have left the system for private school – we would too if we could afford it
- Class size is difficult to understand given the taxes we pay in Acton
- Teachers/administrators have high expectations for children to take initiative to get educational needs met – children are expected to be self-advocates – not age appropriate.
- Assistants help with the continuity in classes (for absent teachers, moving to out of class activities, small group work etc.) – smaller class sizes would meet needs for all of day, not just an hour here or there
- Class size affects non-curricular activities too, some kids hold off participating in activities feeling that they cannot compete against peers – especially at HS
- Send survey through district email, not through PTOs, to make sure you reach all parents
- Send survey to teachers to look for solutions, they really know what is going on
- Children find it hard to pay attention with so many distractions going on in class from other students moving around, leaving and coming back into class etc.
- Even specialists are overwhelmed by case loads – no time for specialists to meet w/classroom teachers
- Some schools are at a disadvantage because of space – Conant, Douglas, Gates vs. Blanchard for example
- Town is out of sync with schools in terms of allowing the constant building of new housing
- Parents tutor their own children, (not just help with homework- tutor particular subject) (high frequency comment)
- Class size affects discipline and bullying incidence
- Math at Jr High is a problem, class size and lack of ability of teachers to handle this, tutors employed just to keep child up to speed
- Feedback on papers/ tests is too delayed at Jr. H/HS in particular, to be of any use to the student
- Advanced children not challenged since teacher spends time with most needy children
- Lack of individual attention (high frequency comment – across board elementary, Jr. H and HS)
- So many ADD “diagnosis” are due to class size, and not an inappropriate ability to concentrate
- MCAS force the pace of all of studies in class, which makes it difficult to bring all kids to understanding curriculum by end of year
- IEP is a gift, feel lucky child has qualified
- Classes are loud, physically crowded

Class Size Survey – Solutions Suggested by Responders

- Increase communication with parents and students especially when grades fall below at C
- Use old McCarthy Towne Building to open a Kindergarten center and open up classrooms at the elementary schools
- Build assistants into the district budget
- Support Special education teachers
- Have advisory hours, 15 minutes at beginning and end of each day, so students can check in with teachers – especially at upper grades
- Better coverage of classes that have children with behavioral issues, or ADD, or autism
- At HS eliminate classes with low enrollment and use teachers for core courses (or alternative low enrollment classes to every other year)
- Support librarian time since they support student studies
- Do better job of screening children at an early age to avoid SPED cost in later years
- Raise taxes
- Use student teachers more
- Start HS program for mentoring in younger grades
- Ask for more parent volunteers for classroom
- Curriculum specialists to alleviate some tasks of classroom teachers
- Have SC members attend at least one day of classes, observing classes at random
- Work with town to reduce building
- Refurbish older schools and add classes
- Issue residency requirements to attend school
- Do not take students from other towns
- For elementary – more breaks to help kids then focus in a busy classroom
- Restructure time may help kids deal with larger class sizes (small groups)
- More training for teachers to manage the range of students in a typical classroom
- Differentiate curriculum for students on both ends of spectrum
- Have homework more individualized – geared to each students needs

**ACTON and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS
2011-2012**

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

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

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

Meetings start at 7:30 p.m., unless otherwise noted and are posted online at <http://ab.mec.edu/about/meetings>.

July 26 (Tues)	Joint School Committee Workshop - 6 pm, Sargent Library, (to be confirmed), followed by Acton-Boxborough Regional Meeting, followed by Acton Public School Committee Meeting
September 1	Acton-Boxborough Regional School Committee
September 15	Acton School Committee @ DOUGLAS
October 6	Acton-Boxborough Regional School Committee Meeting
October 20	Acton School Committee @ MCCARTHY-TOWNE
November 3	Acton-Boxborough Regional School Committee @ ABRHS
November 17	Acton School Committee @ MERRIAM
December 1	Acton-Boxborough Regional School Committee
December 15	Acton School Committee
January 5, 2012	Acton-Boxborough Regional School Committee
January 19	Acton School Committee
February 2	Acton-Boxborough Regional School Committee (open budget hearing- required by law)
February 16	Acton School Committee (open budget hearing-required by law)
March 1	Acton-Boxborough Regional School Committee
March 15	Acton School Committee @ GATES
March 22	Joint Meeting (serves as April mtgs.)
May 3	Acton-Boxborough Regional School Committee
May 17	Acton School Committee @ CONANT
June 7	Acton-Boxborough Regional School Committee
June 21	Acton School Committee

Acton Public Schools
Curriculum Specialist's Office
16 Charter Road
Acton, MA 01720

Memo to: Steve Mills and Deborah Bookis
Re: DARE Curriculum in Grade 6
From: Eileen Sullivan
Date: April 14, 2011

As you know, Acton has had a long and successful history of implementing the DARE program in our sixth grade classrooms. From the early years with Officers Jim Cogan and Todd Fenniman until the present, we have persisted with the curriculum, despite its lack of effectiveness data¹. This is due to the strong relationships it fosters between the Youth Officers and our students, the consistently high quality of Acton's Youth Officers and their ability to relate to our students. Our teachers have been staunch supporters of the program, and remain so today.

As in many of our curriculums, we are moving toward more-research-based approaches to instruction, and it is time to apply the same standards to our Health/Wellness efforts as well.

Despite our past success, I feel it is time to reconsider the role of the Youth Officers in our upper grade classrooms. As we research and implement new, state-mandated anti-bullying and anti-cyberbullying lessons it would be very helpful to be able to incorporate our strong relationship with the Police Department into those efforts and lessons. I think it would be a better use of valuable instructional time than our current DARE classes. This might also free up officers' time in order to be involved in additional classrooms where cyberbullying and bullying lessons are being implemented as well.

I look forward to our conversation regarding this issue.

¹ "Scientific evaluation studies have consistently shown that DARE is ineffective in reducing the use of alcohol and drugs and is sometimes even counterproductive -- worse than doing nothing. That's the conclusion of the U.S. General Accounting Office, 1 the U.S. Surgeon General, 2 the National Academy of Sciences, 3 and the U.S. Department of Education, 4 among many others."
<http://www.alcoholfacts.org/DARE.html>

7.5
①

From: Mike Gowing
Date: Fri, 10 Jun 2011 14:42:26 -0400
To: Mark Hald <mhald@acton-ma.gov<mailto:mhald@acton-ma.gov>>
Cc: Board of Selectmen <BOS@acton-ma.gov<mailto:BOS@acton-ma.gov>>
Subject: All Boards and Committees notification

To all board and committee Chairs:

In April, we decided that it would be a good idea for all of the Chairs of the Acton boards and committees to get together and discuss ideas for improving communication, increase efficiency and work collaboratively. I would like you to set aside Monday, July 25, 7 to 9 PM in room 204 to get together again.

Before that time, I would like all of you to discuss with your respective boards the following issues in preparation for that meeting:

Goals -- please be prepared to discuss 2 to 3 objective goals that your board or committee would like to accomplish this year. The goals should be easily identifiable and, with a little work, obtainable. They could be things like: recruit two new members for the board, or, reduce application completion time from three weeks to two weeks, or, get approved minutes submitted within 10 days. It could also incorporate longer-term goals with greater complexity, however, make sure that the objective is clear and measurable (don't set vague goals like "improve the process").

Barriers -- what are the barriers to your board or committee becoming more efficient and effective? Zoning? Bylaws? Unclear direction?

Resources needed -- what resources you need in order to accomplish your goal or improve your process? A budget? Staff assistance? More members? Training? Legal? I.T.? I italicized "need" to differentiate it from "want," or something that would be nice to have.

The purpose of this meeting will be to discuss these issues and see what is common and what is unique. After you have come up with the goals for your group, please submit them to me via e-mail no later than July 18th and I will consolidate them and send them out to all boards and committees just prior to the meeting. To make this task easier, and have some continuity, I have also attached a goal setting worksheet. If you can use this to record the data, it will be easier to summarize. As this meeting will not constitute a quorum for any of the boards, we should be able to use the time to brainstorm ideas and share experiences. I would give each Chair (or Vice Chair, or long-term member, if neither is available) up to three minutes to outline their committees' goals and strategies. After all have presented, we will open it up to general discussion about how we can use the information to go forward.

The value that all of your boards and committees bring to this town is enormous and demands a lot of volunteer time to accomplish it. I think that if we can creatively share ideas on how to improve efficiency and effectiveness, we can transform those many volunteer hours into a better town to live in. Please feel free to contact me with any questions you might have or clarifications you might need by e-mail.

Thank you all for what you do and the time that you donate. The town is better for your efforts.

Town of Acton – Committee Planning 2011

Committee Goals 2011

1-3 Goals	Date to be Completed	Interaction / Collaboration with other Committees and Staff
Goal 1	Planning done by fall 2011	<i>Need to work with town staff and coordinate with ...</i>
Goal 2 This may include • Result 1 • Result 2	Early August	<i>Collect info from all groups ...</i>
Goal 3 • Additional Detail	Fall 2011	<i>Work with Selectman liaison to ...</i>

Special Needs the Committee has (staff, resources, other):

Other staff, committees, members who are essential in meeting goals:

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2010-2011 ACADEMIC YEAR

May-11

Levels	Sept. 1		Oct. 1		Nov. 1		Dec. 1		Jan. 1		Feb. 1		Mar. 1		Apr. 1		May 1		Jun 1	
	A	B(1)	A	B(1)	A	B(1)	A	B(1)	A	B(1)	A	B(1)	A	B(1)	A	B(1)	A	B(1)	A	B(1)
K	318	48	326	320	325	325	324	324	323	323	324	324	324	324	327	327	327	327	326	326
1	347	54	354	347	347	347	349	349	350	350	350	350	350	350	348	348	348	348	347	347
2	344	69	346	342	344	346	347	347	346	346	347	347	348	348	348	348	349	349	349	349
3	343	68	345	344	344	344	344	344	343	343	344	344	344	344	345	345	345	345	345	345
4	370	71	375	369	370	370	370	370	371	371	371	371	371	371	367	367	367	367	367	367
5	362	80	365	360	364	364	364	364	365	365	365	365	365	365	361	361	361	361	361	361
6	393	75	394	394	394	394	394	394	392	392	393	393	393	393	395	395	395	395	395	395
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In D.Pre-sch.	40	7	40	41	44	44	48	48	50	50	50	50	51	51	51	51	53	53	55	55
O.D. Pre-sch.	8	3	8	5	3	0	1	3	2	0	1	2	2	0	1	2	0	1	2	0
O.D. SPED K-6	13	4	13	13	20	4	20	20	20	20	20	20	20	20	20	20	20	20	20	20
A.P.S. Total	2538	479	2566	2535	2553	2553	2556	2556	2555	2555	2556	2556	2562	2562	2563	2563	2566	2566	2566	2566
7	400	73	401	395	397	397	396	396	394	394	394	394	394	394	393	393	393	393	395	395
8	401	76	402	401	401	401	400	400	402	402	402	402	402	402	400	400	400	400	399	399
J.H.S. Total	801	149	803	796	798	798	796	796	796	796	796	796	796	796	793	793	793	793	794	794
9	416	110	416	402	404	404	405	405	406	406	406	406	406	406	407	407	407	407	407	407
10	394	100	394	390	392	392	391	391	388	388	388	388	388	388	385	385	385	385	383	383
11	381	93	380	370	370	370	370	370	368	368	368	368	365	365	364	364	364	364	364	364
12	385	117	385	381	381	381	381	381	382	382	382	382	382	382	382	382	382	382	382	382
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1576	420	1576	1543	1547	1547	1548	1548	1544	1544	1544	1544	1540	1540	1538	1538	1538	1538	1536	1536
Total H.S. & HS	2377	569	2377	2339	2345	2345	2344	2344	2340	2340	2340	2340	2336	2336	2331	2331	2331	2331	2330	2330
O.D. SPED 7-12	43	10	43	42	41	41	40	40	41	41	41	41	40	40	41	41	41	41	41	41
Reg. Total	2420	579	2420	2397	2406	2406	2406	2406	2399	2399	2399	2399	2395	2395	2392	2392	2392	2392	2391	2391
A.P.S. Total	2538	479	2566	2535	2553	2553	2556	2556	2555	2555	2556	2556	2562	2562	2563	2563	2566	2566	2566	2566
Reg. Total	2420	579	2420	2397	2406	2406	2406	2406	2399	2399	2399	2399	2395	2395	2392	2392	2392	2392	2391	2391
Grand Total	4958	579	4958	4916	4939	4939	4940	4940	4936	4936	4936	4936	4932	4932	4935	4935	4938	4938	4937	4937

All Principals (2)

C. Bates

D. Aicardi

A. Bisewicz

K. Nelson

E. Weiner

S. Mills

M. Altieri

D. Bookis

L. Huber

Distribution:

In D. = In District

Pre-School = SPED

P.G. = Post Graduates

Ungr. = Ungraded

O.D. = SPED Out of District

NESEDEC Correction 10/6/10 7th Sheet

Students other than Choice counted under column C:

Staff Students -

Tuition In Students -

Sped Tuition in Students

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

6/9/11
11:08 AM

Grade YOG	Conant				Total	Douglas				Total	Gates				Total	McCarthy-Towne				Total	Merriam				Total	#Sec	Avg-Size
	Rm	CAD	CB	CC		DAD	DB	DC	GAD		GB	GC	1#	2#		Case +	TAD	TB	TC		3#	4#	MAD	MB			
K-23																											
	Rm 3	21	21	20	62	21	21	21	63	21	20	20	61		20	21	22	63	21	21	21	22	85	334	16	20.9	
Gr. 1-22																											
	Rm 5	22	23	23	68	22	22	22	66	20	23	21	64		22	24	22	66	22	22	22	23	89	353	16	22.1	
Gr. 2-21																											
	Rm 9	23	24	23	70	23	23	24	70	24	24	23	71		22	24	24	70	23	23	23	24	70	351	15	23.4	
Gr. 3-20																											
	Rm 18	24	23	23	70	22	22	24	68	23	23	24	70		24	23	23	72	23	23	23	23	69	347	15	23.1	
Gr. 4-19																											
	Rm 14	25	25	24	74	24	25	25	74	25	25	25	75		24	25	25	74	25	25	25	25	75	372	15	24.8	
Gr. 5-18																											
	Rm 11	24	24	24	72	24	25	25	74	24	24	25	73		25	24	25	74	24	24	24	24	72	365	15	24.3	
Gr. 6-17																											
	Rm 11	25	25	25	75	25	24	25	74	24	24	24	72		25	25	25	75	25	25	25	25	100	396	16	24.8	
Total Staff																											

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools

June 1, 2011

Category	Total as of 5/1/2011	Additions	Subtractions	Total as of 6/1/2011
Conant	26	+1	0	27
Douglas	20	0	0	20
McCarthy-Towne	21	+1	0	22
Merriam	32	0	0	32
APS TOTAL	99	+2	0	101

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

**SCHOOL COMMITTEE MEMBERS
2011 -2012**

Acton Public Schools			<u>Term Expires</u>
Dennis Bruce	Acton	dbruce@mail.ab.mec.edu	April, 2012
Michael Coppolino*	Acton	mcoppolino@mail.ab.mec.edu	April, 2013
Xuan Kong	Acton	xkong@mail.ab.mec.edu	April, 2013
Kim McOsker	Acton	kmcosker@mail.ab.mec.edu	April 2014
Paul Murphy	Acton	pmurphy@mail.ab.mec.edu	April 2014
John Petersen**	Acton	jpetersen@mail.ab.mec.edu	April, 2012

* * * * *

Acton-Boxborough Regional Schools

(all of the above, plus the following Boxborough members)

Brigid O. Bieber	Boxborough	bbieber@mail.ab.mec.edu	May, 2012
Maria Neyland	Boxborough	mneyland@mail.ab.mec.edu	May, 2014
Bruce Sabot	Boxborough	bsabot@mail.ab.mec.edu	May, 2013

* Acton Public School Committee Chairperson

**A-B Regional School Committee Chairperson

6/10/11

Office of the Director of Curriculum and Assessment

Acton Public Schools

Acton-Boxborough Regional School District

(978) 264-4700 x 3213

<http://ab.mec.edu/curriculum/curriculum.shtml>

TO: Stephen Mills, Superintendent
FROM: Deborah Bookis, Director of Curriculum and Assessment
DATE: June 2011
RE: Teacher-to-Teacher Initiative, Impact on Teaching and Learning

As you know the Teacher-to-Teacher Initiative was borne from one of the outcomes of last year's Summer Leadership Institute, *It's All About Instruction*. That outcome, *providing teachers with more time to collaborate*, was the goal of the Teacher-to-Teacher Initiative. It was supported by the Leadership Team and financially supported through a collaborative effort by the Personnel, Pupil Services and Curriculum Departments.

Specifically, the goals of the Initiative were to provide every teacher in our districts the opportunity to:

- Learn about us as teachers, about our students, and about instruction in our districts.
- Form new questions or insights related to teaching and learning.
- Gain insight into questions we've framed about our own teaching.
- Enhance our collective understanding of our practices.

While we have received much positive feedback about the initiative, and over time have shared some of that with you, tonight we'd also like to share the impact it's had on teaching and learning for our teachers and students.

Two short videos, one prepared by Jodi Phelan, McCarthy-Towne Technology Integration Assistant and the other prepared by two ABRHS Advanced Broadcasting students, Prashanth Samathkumaran and Alex Dai, document the effect the Teacher to Teacher Initiative has had on four teachers and their students. In addition, the packet contains five documents written by educators that express how their experiences impacted their teaching and student learning.

Christine's Mystery book discussion groups

(Kelly Carter)

Set up: All have finished reading their books

Groups of three kids mostly, with a hand out in front of them.

Five-Seven groups. Some groups of five, four and two.

Have made groups and listed them on the board.

- Walks around while they're doing the warm up to check that they have **already** done their hw
- Purpose of the stickies is to keep track of your thoughts as you're reading the book.

Intro: Reviews the following:

Use a different color pen/pencil during the group discussion so that it is obvious what was hw and what you are adding in group

Expectations for Group Discussion

All members must contribute

Great oppty to share ideas/learn/NEED TO PARTICIPATE

Listening and responding respectfully

Conversation – not just sharing answers – RESPOND

Disagree and agree

Ask questions of each other

Review all questions on hand-out

Use SD from novel to back up ideas

Use your sticky notes from the WHOLE BOOK

Stay focused on the novel – save other discussions for lunch

Don't be afraid to change your mind (Good critical thinking)

Christine will join group for five minutes

Continue your conversation

Show her sticky notes and hw – each of them ten point assignment

Save your questions that stump you for when I come around

Share your answers to Question 5 from the hw (what was the deeper meaning of the book)

Question for Christine

1. **How much time did you give them to answer the Mystery novel HW sheet #2? – ONE night**
2. Is there a question sheet #1? Did they do this activity half way through?
3. Guidelines for stickys?
4. How many weeks did you give them to read the book, start to finish? Was there any homework during this time other than reading?
5. Are you assessing the sticky note 10 pts while you are in their groups?
6. What happens if someone hasn't finished the book?
7. Do you do much group discussion?
8. Are the groups always the same?
9. When you assess hw#2, do you only assess their answers from the night before?
10. What follow-up do you do with the stickies during the reading? Answer their questions yourself? In groups?
11. Since there's different reading level of the books, is the grouping for the project somewhat skewed?

12. Do you do anything with the pentominoes in *Vermeer*?
13. **Did most kids get a 10 on the hw? Most did well – spot checking question 2 or 5. Some are missing the correct interpretation of 2 – need to include the solution.** For the stickies, is it simply a matter of having 20 even if the quality of what's written on them is poor?
14. Are you really assessing every question on the hw or looking at a specific one – you do it quickly, I'm jealous!
15. You gave two journal entries during their reading of mysteries? What were the prompts? When did you assign them? Rubrics? Do they often write in journals?
16. Do you let them read ahead? What about kids who do and then NOT giving it away? Them forgetting things?

Observations

Before sitting with any group, she walked around some and observed.

It seems like they are finished with the discussion half-way through the period but did return to the discussion some.

And Then There Were None – least to worst crime being killed

I don't see a lot of added notes to their pages.

LOTS!! Of sticky notes in the books. They write questions they have on the stickys.

Westing Games – in the will it says “took away my life” not killed me – so that's why

It's Crow - Who is the protagonist – who's is most focused on – Turtle?

Christine is assessing stickies when meeting in groups.

While kids read the mystery – as homework – really only hw assigned – kids work on critical thinking skills that connect with mysteries – Figuring out the **Billy the Kid's Lost Treasure** – *see handouts for this*

This activity reinforces active reading skills and is well-organized

Christine just made it as to assessing all 7 groups – sticky notes AND the 10 pt HW

The deeper meaning of the book – you should be able to come up with MANY examples of it from throughout the book

The small groups – three especially – seems to work best as there can be little hitchhiking.

Ideas

Have students do speed dating when they are about 1/3 of the way through the book

Have students put stickies for 1/3 and 2/3 point.

Assess sticky notes in R of T early in the reading of the novel.

Remind students that in this group discussion there's the oppty to better/deeper understand the book.

Maybe when done reviewing the hand-out they open a mystery envelope to

To answer one more question.

For Mysteries: Would you prosecute Judge Wargrave in *And Then There Were None*

Could also do some brainstorming for group project.

Write a blurb for the back of the book – adjectives to describe it, the summary – Design the cover of the book – visually entice the reader

So when deciding the order of groups to meet, can leave the self-directed group for later or right at the beginning. Visit the ones that need more direction for the middle so that you can redirect their focus for the remainder of the period.

Teacher to Teacher
Christine Fenniman

On November 17, 2010, I had the opportunity to visit and observe three math teachers at RJ Grey. I divided my team time equally between two seventh grade teachers and one eighth grade teacher. Each teacher presented their lessons and ran their classrooms in a different manner which allowed me to see a variety of methods in action. As I observed I took detailed notes that I have referred back to many times when planning my own lessons. One of the teachers used a particular method to check homework which I plan to incorporate into my teaching in the near future. This experience also allowed me to establish a professional relationship with one of the 7th grade teachers whom I had not had an opportunity to work with previously. I now plan lessons and share notes with her, benefiting both of us and our classes. The Teacher to Teacher Program was extremely valuable to me as I am restarting my teaching career after a 13 year absence as a full time teacher. I hope to have the chance to do this again.

Teacher-to-Teacher Visit

Robin Crown

November 16, 2010

The teacher-to-teacher program afforded me the opportunity to visit another school district to observe six of their middle school world language classes. I was able to see classes in Spanish and French ranging from sixth to eighth grade and meet with several teachers as well as the district department head.

This school district begins world language study in grade six with classes every other day and completes the first year of the language by the end of eighth (7 and 8 have world language everyday). This extra year allows for further advancement in the language by grade 9, the reading of an introductory novel by the end of grade 8, and many extra enrichment activities, two of which will be elaborated upon below. The school has created its own middle school program using resources from various publishers and other sources. As would be observed in our district, there was a wide variety of teaching styles and methods. All classrooms have Smart Boards thus enabling teachers to create and import audio and visual material, which is then stored on the central database for all teachers to access. All teachers used the Smart Boards extensively to enhance teaching: to present agendas, warm-up activities, grammatical concepts, practice activities, games, homework correction, and audio/visual resources. In some classrooms, the students interacted with the Smart Board to complete teacher-created and internet activities/games.

Several of the enrichment activities included in the language program that I had the opportunity to observe were an art presentation and a Spanish bilingual reading. Funded by their cultural arts program, the world language program received a grant to bring in Art Quest, an educational arts program, for interdisciplinary art and language presentations. This day's presentation was designed for the French program. The students were exposed to a variety of paintings and visual arts by French painters. The presenter asked the students to look at the paintings in terms of color, expressions, clothing, body language, background, activities being carried out, how the painter used geometrical compositions, and the purpose of the painting. The other enrichment activity was literacy based. In a seventh grade Spanish classroom, the media specialist, who is from Puerto Rico, read an award winning bilingual book to the students. Her enthusiasm and expressive reading captivated the students. Over the last several years this school district has been increasing their collection of children's book in other languages. Many students expressed an interest in taking out these books from the media center.

Both as a Spanish teacher and Building Department Leader it was a valuable experience. It was interesting to see the different teaching styles and approaches and be able to obtain new ideas. The presentations in art and by the media specialist exemplified how this district is using an interdisciplinary approach to expand and motivate students' learning. It has given me new perspective in my various roles.

Susan Ervais-Bohmiller
ABRHS Special Educator

Teacher to Teacher Experience 11/19/10

I had an opportunity to spend the day with Davida Bagatelle, a special educator at the Bromfield School in Harvard. Since Davida runs her program very differently than I do, this was a wonderful chance for me to "borrow" some new techniques. Several new initiatives have already been implemented in my program as well as across the high school Special Education department due to my experience in Harvard. A Wiki site has been developed, allowing our students to have immediate access to teachers' notes, assessment dates, and handouts from any computer. This has drastically improved student independent skills and has reduced paper waste. Studystack.com has become an essential tool for many of my students when preparing for their vocabulary assessments. In addition, many time-saving features for our IEP writing program (Esped) are now being used by Special Educators, thus reducing the time spent on paperwork and increasing the time spent with our students.

**Teacher to Teacher Summary of Diane Spring's visit to the Nashoba
Regional School District on Dec. 7th, 2010**

"In recent years, research has highlighted major societal, legal, and medical technological changes and their effect on the demand for school health services. These changes include: an increased awareness of the relationship between health and educational achievement." MA Department of Public Health, Essential School Health Services Data Report, 2009-2010.

In keeping with our APS & AB School S.M.A.R.T. Goal to support high quality instruction, I visited the Mary Rowlandson Elementary School in Lancaster, MA. My intent was to examine their models of rendering health care as compared to ours in hopes of bringing back ideas we could integrate. (I was also able to sufficiently "impress" them with some ideas that we've implemented in our Districts. :)

In summary, specific ideas that I learned which I feel would benefit our students and the nursing staff that cares for them were as follows:

The nursing staff there has developed a memorandum of agreement with Worcester State College which allows that college's audiology department to perform all the State-mandated hearing screenings on the students free of charge to the District. Currently our school nurses do all these screenings and resultant documentation and follow up with a couple of days of substitute nurse coverage paid for by our Pupil Service Department. If we could find a college which would support us in this way, we could render more timely identification of hearing issues in our students, save some wear on our nurses and save some money for the District. This will be a goal to pursue.

I was told of a free program offered by Fallon Community Health Plan called "Commit to Be Fit", which provides a curriculum, materials and fitness coordinator support to integrate more fitness activities in the middle school grade levels. I have let Fallon know that we would be interested in piloting their program next school year.

Nashoba School District also brings in a mobile dental unit, free of charge to the district- (private insurance is charged or free care is given if they meet financial criteria). This service provides families an option if they cannot afford traditional dental office care, or if they find that bringing their children to a dental office and dodging work schedules is a deterrent to regular care. A needs assessment for our community would have to be explored to ascertain the possible need in our Districts. The Nasoba District is also an overall affluent district as is ours, however the nurse stated she and

her colleagues were surprised with how many families chose to avail themselves of this mobile dental clinic.

The Nashoba staffing model integrates a part-time nurse who floats between schools to assist the regular nurses based on the volume and acuity of medical need of the school per the school nurse leader's judgment. For example, this floater can assist at a school where there are too many children with diabetes, feeding tube care or other condition requiring much nursing attention so as to decrease the chance of accidental error given the high acuity of such conditions and often constant flow of visitors to the health office. If the need becomes greater in another school another year or time of year, that mobile caregiver can shift where she is working. She can attend field trips and ride on buses to and from school to cover such medically involved children; She can help out with large amounts of documentation required in each health office, and she can cover direct care to free the regular nurse to go into the classrooms to deliver more preventive care lessons. (It is of note that this District's nurse- to- baseline ratio is close to ours minus this floater position.)

In closing, I would like our administration and school committee members to know that the nurse I visited and her nurse leader were impressed with our "Teacher to Teacher" program and were going to pursue it for their district. Thank you for this opportunity to enrich our scope of practice so as to better care for our students, their families and staff.

Respectfully submitted,

Diane Spring, RN, NCSN

Nurse Leader Acton Public Schools/

Gates School Nurse

From:  "Allen Nitschelm" <allen@thehomesteader.com> 6/2/2011 3:31:24 PM  

Subject: Correcting erroneous information

To:  <fincom@acton-ma.gov>

Cc:  APS School Committee  smills@mail.ab.mec.edu
 "ABRSC" <abrsc@acton-ma.gov>  <bos@acton-ma.gov>
 <manager@acton-ma.gov>

Attachments:  Attach0.html 5K

Dear Members of FinCom,

At your last meeting on May 24, 2011, we heard a lot of good news. We heard that the \$2+ million overstatement of reserves was just a typo, we heard that the state economy looking up, we heard that state aid was coming in higher then expected, we heard the schools will be returning more money than projected to reserves, and we heard the new school labor contracts were favorable and would produce savings in future school budgets.

All of the above may be true except the last bit of news. The new labor contracts are actually going to cost taxpayers a lot more down the road than we have been led to believe. There will be no potential savings in the health-insurance change. Just the opposite is true.

After requesting documents related to the school contract negotiations, I have studied contract terms and financial impact over the next 10 years in a series of articles on Ac Forum. My conclusion is much different than the one offered by the school administrator who appeared at your last meeting.

Going against the advice of the Town Manager and the Finance Committee, the School Committees granted generous raises to teachers that will result in over **\$32 million dollars in net compensation increases** over the next 10 years versus a "net zero" contract. (Raises were also given to other unionized staff and these increases are not included.) I project salaries and bonuses to increase by \$44 million (over net zero) while the health-care savings will be \$11 million.

If you assume 2% COLAs after FY14 as I did (the historic average is 3.2% per year), teachers' salaries will increase over 5% a year, every year, for the next 10 years. Since these salaries account for about half the school budget, you can probably guess that th

financial commitment alone will almost certainly lead to an operating override. Had the schools stuck to the "net zero" negotiating position of the town and your Committee, the yearly increases with the same future COLA assumptions would have been less than 5 per year and perhaps an override could have been avoided.

This fiscally disastrous outcome should change the town's long-range spending projections, should the ALG wish to consider it when it does the multi-year plan. This along with the "typo," might warrant a public correction to the Town Meeting information as presented in April.

You might want to ask the schools to provide your Committee with a long-range projection of the cost of all their new contracts. Mr. Petersen assured the public that the schools had done their due diligence prior to approving these contracts, but it doesn't hurt to get a second opinion. Surely the Schools looked at the long-term commitments they were making for the town and whether those commitments would require a gamble on a risky operating override to fulfill?

Allen Nitschelm

Acton Forum

www.ActonForum.com

"It's *Still* All About Instruction"

Annual Summer Leadership Institute

Acton Public Schools and Acton-Boxborough Regional School District

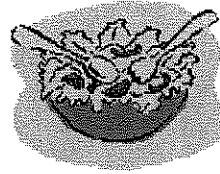
June 28th and 29th, 2011

Day One-ABRHS Library

- 8:30 Breakfast**
- 9:00 Superintendent's Welcome**
- 9:20 Opening Activity #1: What I learned From Leadership**
- 9:40 Last Year's Outcomes**
- 10:00 Formative Assessment & Planning for Professional Development Day**
- 12:00 Lunch**
- 12:45 Update from Evaluation Task Force Committee**
- 1:45 Kim Marshall-Feedback to Teachers**
- 4:00 End Time**

Day Two-ABRHS Library

- 8:30 Breakfast**
- 9:00 Activity #2: Respond to blog**
- 9:20 Collaborative Learning Team Protocols: Looking at Student Work for Instruction**
- 11:30 Lunch**
- 12:15 School-Based Professional Development**
- 1:45 Break**
- 2:00 Update on Long-Range Strategic Plan**
- 2:15 How Can Leadership Support Teaching and Learning?**
- 3:30 Sharing Circle**
- 4:00 End Time**



**The High School Cafeteria will be open again
this Summer from 6/27/11 to 8/5/11.**

**Breakfast and Lunch will be sold daily
From 9:00 a.m. to 11:30 a.m.**

Morning Break:

We will offer.....Bagels, Cinnamon Rolls, Fresh Fruit, Yogurt, Breakfast Sandwiches, Bottled Water, Assorted Juices, Hot Chocolate etc.

Grab and Go Lunch: 11:00 a.m.-11:30 a.m.

We will offer assorted wrap sandwiches, salads and daily specials! All lunches are served with choice of milk, fruit and vegetable.

If your child currently receives free or reduced lunch, their Eligibility will continue through the summer For more information, contact....Kirsten Nelson, Food Service Director at 978-264-4700 x3221.

It is our Pleasure to serve you!



The Commonwealth of Massachusetts

William Francis Galvin, Secretary of the Commonwealth
Public Records Division

May 24, 2011

SPR11/142

Mr. Allen Nitschelm
9 Marian Road
Acton, MA 01720

Dear Mr. Nitschelm:

I have received your letter appealing the response of the Acton-Boxborough Regional School Committee to your request for records.

I have directed a member of my staff, Attorney Rebecca S. Murray, to review this matter. Upon completion of the review, I will advise you in writing of the disposition of this case. If in the interim you receive a satisfactory response to your request, please notify this office immediately.

Any further correspondence concerning this specific appeal should refer to the SPR case number listed under the date of this letter.

Very truly yours,

A handwritten signature in black ink, appearing to read "Shawn Williams".

Shawn A. Williams
Assistant Director

SAW/js

cc: Ms. Brigid Bieber



June 2011

Dear Parents/Guardians,

Five years ago, I accepted the position of Director of Pupil Services and have reaffirmed over this time span that success in the schools is based upon the relationship that emerges between the school and home community. The measurement of success is the learning and achievement of your children so that they have every opportunity to learn in a safe environment, develop a toolbox of skills for the step after high school, and become avid life-long learners through the understanding and appreciation of a diverse curriculum. Success is defined for me when I meet someone who has been through our schools and talks about a teacher who has made a difference in his/her life, or to read about a student who has climbed every hurdle in adult life. Then I know that this school home partnership is working – because of your efforts and the school's perseverance in reaching for the optimum in learning.

Through your support and feedback over the last five years, we have been able to accomplish much for our students. I will only highlight a few examples to make my point. Through parent feedback and collaboration, we were able to create and re-align our resources to develop a continuum of specialized programs for our students which resulted in making transition points of moving from one school to another, one level to another, or from out-of-district to in-district a more successful school experience.

We promulgated a Special Education Task Force that studied the fiscal drivers in special education and a program review from the Department of Elementary and Secondary Education (DESE). These reports addressed our adherence to the fiscal standards set by the School Committee and our educational programming and quality of services for our students through DESE. Both types of reports were welcomed and respected because it gave our department a great opportunity to reflect on the findings. Subsequently, we used those documents as a springboard to launch action plans in order to think through cost savings methods without jeopardizing services for our children and to collaboratively work with you, as parents, guardians and Special Education Parent Advisory Council, on the quality of services and adherence to state standards. We have worked diligently to exceed those standards and provide each child an opportunity to be accepted as an individual and respected and valued for his/her talents.

We created an environment that is conducive to learning, safety, and offer an atmosphere where differences are respected. In collaboration with school and home, there have been studies or task forces that addressed safety, wellness, and demographics. We carefully and thoughtfully wrote guidelines and procedures for the prevention of bullying and recommended updates to our School Committee policies.

Moreover, our theme of prevention has been the key ingredient in helping our Pupil Services department realize our primary goal – giving every child an equal opportunity to succeed. When there was an economic decline that affected your home and our schools, we re-aligned resources, wrote grants, and used our entitlements wisely to maintain the level of service that our students deserve. AARA, IDEA, pre-school, and a health grant are examples of our efforts, offsetting private tuitions, assisting in the retention of staff, offering medical training for designated medical challenges and bringing into the schools and onto our fields, AEDs (automated external defibrillators). Even though the economic landscape may go unchanged for a while, we continue with our resoluteness to offer programs and services to meet every child's needs. That's my commitment to you.

Our work internally in the schools saw dramatic changes by streamlining our child study teams so that students are referred quickly and receive attention promptly. That multi-disciplined team offers new strategies for learning, implements their recommendations and follows up on the child's progress.

This approach (analyzing, synthesizing, and implementing recommendations effectively and efficiently) carried over to our MCAS study by identifying improvement areas; we acted on them through a team approach by carefully developing practice exams, sequencing our curriculum topics, working with our teachers who deliver instruction and re-aligning and adding staff in different configurations to meet student needs.

And finally, we offered to our staff targeted professional development to enhance their skills. We celebrated the 5th annual co-sponsored school home annual workshop with the support from the Special Education Parent Advisory Council. These workshops and forums offered an opportunity for both staff and parents to reflect on new ideas and support each other.

Now, the summer affords an opportunity for planning an exciting 6th year. As you begin your busy summer plans with your children, you continue to be part of our team.

Sincerely,


Liza

Liza Huber
Director of Pupil Services



Co-Chair: Nancy Sherburne (978) 635-0968 nsherburne@mindspring.com
Co-Chair: Bill Guthlein (978) 263-0610 william.guthlein@verizon.net
AB SpEd PAC Website <http://www.abspedpac.org>

From:  Kate Crosby

Monday, June 13, 2011 4:22:18 PM 

Subject: Green Ribbon Schools--new launch by US Dept of Education

To:  News

8.13
A

You all will remember that our high school was recognized recently for excellence as a "Blue Ribbon School" by the US Department of Education.

US DOE is now launching a new "Green Ribbon Schools" program to give recognition for leadership in energy and environmentally sustainable practices!

Press release is below. They are still developing some aspects of the program, and will release details in the fall.

-Kate

U.S. Department of Education: "Green Ribbon Schools"

The Department of Education, the Environmental Protection Agency, and the White House Council on Environmental Quality launched the concept of the U.S. Department of Education Green Ribbon Schools on April 26, 2011. Green Ribbon Schools (ED-GRS) is currently under development. Further information and applications for schools will be released in fall 2011.

ED-GRS will incent and recognize public and private elementary, middle and high schools embody energy, cost, health and environmentally sustainable learning spaces and education as these boost overall health, productivity and academic achievement. The recognition program is part of a larger Department of Education effort to identify and disseminate knowledge about practices proven to result in improved academic achievement, graduation rates and 21st century workforce preparedness, as well as a government-wide effort to increase energy independence and economic security.

While the U.S. Department of Education has not yet determined final Green Ribbon Schools criteria, we provide some initial guidance as to **Steps toward Energy, Cost, Health and Environmentally Sustainable Learning Spaces and Education**. The Department offers this as a resource for schools, teachers, parents and students who are excited about Green Ribbon Schools even in its early stages, but does not guarantee that schools taking these steps will be awarded the Green Ribbon.

Kate Crosby
Energy Advisor

8.14
(A)

From: Glenn Koocher [gkoocher@masc.org]
Sent: Saturday, June 11, 2011 9:21 AM
To: mascinfo@lists.masc.org
Subject: [mascinfo] Secretary Duncan May Announce Plans to Offer Regulatory Relief

As you can see, there is pressure mounting on US Education Secretary Arne Duncan to provide regulatory relief on No Child Left Behind. These arguments apply equally for Massachusetts where regulatory burdens equal or exceed those at the federal level.

We are hopeful that the anti-regulation mindset takes hold. However, decades of experience and years of regulatory culture in the public sector tell us that bureaucrats rarely overcome their lust for authority, power and control, and education is, unfortunately, one of the fields where these people can and do run amok.

School Committee members might pay close attention to see how Sec. Duncan responds to the growing grassroots response. Otherwise, as many as 85% of our schools will be in some form of sanction even though our schools produce the nation's highest performing students.

Glenn Koocher
MASC

From: Branch, Kathleen [mailto:kbranch@nsba.org]
Sent: Friday, June 10, 2011 4:49 PM
To: execdir
Subject: Secretary Duncan May Announce Plans to Offer Regulatory Relief

Greetings! Media calls have come in regarding planned announcements by Secretary Duncan to provide regulatory relief from certain No Child Left Behind (NCLB) requirements. As you are aware, we have expressed our support for regulatory relief for over a year in view of delays in the reauthorization of the Elementary and Secondary Education Act (ESEA), and in recognition that many of the mandated sanctions have had little impact on improving student achievement. Additionally, we have voiced strong objections to requiring local school districts to implement ineffective and costly sanctions when state and local revenue streams have been significantly reduced. We believe that while our preference is that ESEA is reauthorized during this first session, if such reauthorization was not completed by June, local school boards would need to have such sanctions deferred pending completion of the reauthorization. Our hope, of course, is that if the Secretary does offer relief, that any new requirements would be less burdensome and costly than currently mandated actions required under the existing law. Secretary Duncan has scheduled a conference call with NSBA and other members of the Learning First Alliance (LFA) next week, and we will provide you with any details that are made public. As you are also aware, NSBA and AASA are promoting a petition drive that will ensure maximum deregulation, which we expect to continue.

Thank you.

Sincerely, Kathleen & NSBA's Advocacy Team

Kathleen Branch, MEd, CAE
Director, National Advocacy Services
Office of Federal Advocacy & Public Policy
National School Boards Association
703.838.6735
www.nsba.org/advocacy

8.15
(A)

Cc: mascinfo@lists.masc.org

Subject: Re: [mascinfo] Adequacy study - House bill H0153 - ACTION ALERT!

On Thu, Jun 2, 2011 at 8:14 PM, Paul Schlichtman <paul@schlichtman.org> wrote:

One of the topics of frequent discussion is that the foundation budget, which drives Chapter 70 aid calculations, is inadequate.

Among the readers of this list, this truth is self-evident. When the foundation budget was established as part of the Education Reform Act of 1993, the legislature established a minimum level of services for which every student is entitled, then calculated the cost of providing that level of service. This became the foundation budget, which is codified in MGL Chapter 70, Section 2.

<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter70/Section2>

At this time, there were a significant number of districts spending below foundation. As a public policy issue, the state set forth local aid allocations and minimum local spending requirements designed to bring school systems up to the foundation level. Districts that were spending above foundation had minimum local contributions calculated to prevent a race to the bottom, called maintenance of effort, so that a district spending at 130% of foundation couldn't use the foundation budget as an excuse to disinvest from the schools.

Fast forward to FY2012. Every district is now at or above foundation, but districts are no longer capable of providing the services required under the education reform act. Athletics and transportation, all part of initial foundation budget, have shifted from the budget to user fees. Services for students that included school nurses and librarians, all included in the original foundation budget, have been eliminated or significantly reduced by cash-starved school districts.

My home town of Arlington has always been a frugal community, but it was spending at 129.3% of foundation in FY 1993. During the past 18 years, the system has suffered through many reductions in service and the imposition of some fairly steep fees, particularly in the period starting in FY2004. This is the year that our Chapter 70 aid, and the aid to most communities, was cut by 20% unless that cut would have forced a community below foundation. In FY2004, when our aid was reduced from \$6 million to \$4.8 million, our net school spending requirement precipitously dropped from 122.7% of foundation to 109.0% of foundation. While our net school spending requirement has raced to the bottom at 101.2% of foundation, our actual spending of 127.8% of foundation is pretty close to the 129.3% in place when Education Reform was instituted in FY1993. However, I will once again state that the level of service we are providing our children today is significantly less than it was in 1993, and we are reliant on a heavy toll of user fees that didn't exist in 1993.

Our neighbor to the west, Lexington, has attempted to maintain its level of services and has passed frequent overrides to prevent cuts. Their spending on schools has moved up from 138.5% of foundation in FY1993 to 175.5% in FY2011.

I frame the Arlington discussion to present a point of comparison to your town, which you can find on the DESE website:

<http://finance1.doe.mass.edu/chapter70/>

This will generate an Excel spreadsheet that you can play with, and it includes every city, town and regional school district in the Commonwealth. If you want the FY1993 numbers, you need to unhide the rows on the district-level spreadsheet, as the packaged display only includes the last 10 years.

I suspect that the level of service envisioned in the original foundation budget (100% of foundation) in 1993 would be somewhere between 140% and 150% of foundation in FY2011, which leads us to the reason I am writing. Representative Jason Lewis of Winchester, and a couple of dozen representatives, have proposed a bill (House 153) that calls for an adequacy study. The bill will cost out the true cost of providing an adequate (basic, foundation) education in the Commonwealth, and report back to the Legislature no later than September 1, 2012. Knowledge is power, and I know that we will not be able to make an effective case for adequate state funding without solid evidence that address the court mandates that led to the adoption of Ed Reform in 1993.

This bill has a chance to pass, but it won't happen without some help. The public hearing for this bill is next Tuesday, June 7, from 10:00 AM-01:00 PM in A-2. You don't actually need to make the trip into Boston for the hearing, but you should write to your representative and senator and ask for support for this legislation. This is particularly important if you have a rep or senator on the education committee or in leadership. You can also submit written testimony - Representative Lewis will also pass on written testimony if you write to him at Jason.Lewis@mahouse.gov

I am including the text of the bill below. The time is now. Please take a few minutes to call your legislators, get your friends to call, and help to return the foundation budget to a realistic, evidence-based calculation of the adequacy mandated by our state constitution.

HOUSE 0153

SECTION 1. Chapter 71 of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by adding the following new section:-

Section 94. In order to determine, as a basis for legislative action, the resources needed to achieve the commonwealth's educational goals, a committee, to be known as the Education Resource Study Committee, made up of the chairs of the joint committee on education, the secretary of administration and finance, or her designee, the secretary of the executive office of education, or her designee, the commissioner of elementary and secondary education, or his designee, is hereby authorized to conduct a study to determine the resources necessary to achieve the commonwealth's educational goals. The committee shall contract with an independent consultant to conduct an assessment to ascertain the resources and the costs of the resources needed to provide all students in Massachusetts with the opportunity for a high quality education to enable them to reach their potential as set forth in the Education Reform Act of 1993.

For purposes of its work, the committee and consultant shall have access to all necessary papers, vouchers, books and records pertaining to the department of elementary and secondary education and to any school district in the commonwealth. The department of elementary and secondary education shall cooperate with the committee and consultant for any purpose connected to its work pursuant to this act including, but not limited to, participating in interviews and producing books, records and documents. School districts and their personnel shall make every effort to cooperate with reasonable requests of the committee and consultant for any purpose connected to its work pursuant to this act and to the extent possible shall participate in interviews and producing books, records and

documents. The committee and consultant may request reasonable assistance from the commissioner of elementary and secondary education and from the superintendent of any school district. The commissioner shall furnish the committee and consultant with any relevant information in his possession which is requested by the committee and consultant. School districts shall endeavor to provide relevant information in their possession to committee and consultant to the extent possible consistent with the need to maintain the confidentiality of information in their possession.

The committee shall:

(1) Prepare a request for proposals for the conduct of a resource study, advertise nationally for such proposals, evaluate the proposals and contract with an appropriate independent entity or independent consultants to conduct a professional evaluation of

a) the extent of educational and other resources required by school districts so that they are able to implement fully each of the seven curriculum frameworks and fulfill the goals of the Education Reform Act and this act, and

b) the resources required by the department of elementary and secondary education so that it is able to fulfill its responsibilities under the provisions of the Education Reform Act. Such responsibilities shall include providing technical assistance to school districts so that they can improve the capacity of school districts to implement the curriculum frameworks effectively and devising instructional strategies which improve learning for diverse student populations

(2) Include in its request for proposals the requirements that in conducting its study, the consultant shall do the following:

(a) consider and evaluate all the resources which relate to student learning and educational opportunity, including, but not limited to: class size; special education programs, including programs for English language learners; pre-school programs for all 3 and 4 year-olds and full-day kindergarten; additional resources needed to assure educational opportunity for low-income students; salaries needed to attract and retain high quality professionals; technology; extra-curricular programs; remedial programs for students at risk of failing to satisfy graduation requirements; books and other curriculum materials; and equipment for science lab programs.

(b) Reexamine the manner in which the Chapter 70 foundation budget is adjusted for inflation, including, but not limited to, the following: the choice of a price index; the possibility of using different price indices for different components of the foundation budget(e.g., a health care index applied to the employee health insurance component); and whether the current 4.5% cap should be raised or eliminated altogether. The overriding purpose of the re-examination is to ensure that the inflation adjustment to the foundation budget matches changes in actual education costs.

- (c) provide the committee with a proposed work plan before beginning the study;
- (d) interview and consult with representatives of educational professions and other groups involved in issues of educational policy and finance, including, but not limited to the Massachusetts Association of School Superintendents, the Massachusetts Association of School Committees, the Massachusetts Teachers Association, the American Federation of Teachers/Massachusetts, the Massachusetts Municipal Association, the Rennie Center for Education Research and Policy, the Council for Fair School Finance, the Massachusetts Budget and Policy Center, the Massachusetts Taxpayers Foundation, Massachusetts Business Alliance for Education, , the Massachusetts Parent Teacher Organization, Stand for Children, academics and researchers involved in educational strategies, and the general public through public hearings and through such other means as the consultant shall direct;
- (e) review successful educational programs in schools and school districts with diverse socio-economic characteristics and racial make-up and assess the possibility of replicating such programs in other schools and school districts;
- (f) consider and evaluate opportunities for greater efficiencies and cost savings within and among school districts, including, but not limited to consolidation of districts, consolidation of purchasing and other administrative functions, and leveraging online/distance learning capabilities;
- (g) file monthly progress reports with the committee outlining the work of the previous month and the work planned for the upcoming month;
- (h) after the completion of one-third of the work and again after completion of two-thirds of the work, participate in a forum with the committee to provide an opportunity for public comment;
- (i) issue a preliminary report on its work and the cost study and solicit comments, criticisms and suggestions from professional educators, education administrators and experts in education policy and finance concerning the report; and
- (j) deliver a final report to the President of the Senate, the Speaker of the House of Representatives, and the Joint Committee on Education no later than September 1, 2012.

Section 2. A sum of \$600,000 will be appropriated for the design and completion of this study.

Action

1/11/2011	House	Bill Filed.
1/24/2011	House	Referred to Joint Committee on Education.
1/24/2011	Senate	Senate concurred.
4/21/2011	Joint	Hearing scheduled for 06/07/2011 from 10:00 AM-01:00 PM

Petitioners: Ruth B. Balser<<http://www.malegislature.gov/People/Profile/RBB1>>,
Jennifer E. Benson<<http://www.malegislature.gov/People/Profile/JEB1>>,
Michael D. Brady<<http://www.malegislature.gov/People/Profile/MDB1>>,
William N. Brownsberger<<http://www.malegislature.gov/People/Profile/WNB1>>,
Gale D. Candaras<<http://www.malegislature.gov/People/Profile/GDC0>>,
Katherine M. Clark<<http://www.malegislature.gov/People/Profile/KMC0>>,
Michael A. Costello<<http://www.malegislature.gov/People/Profile/MAC1>>,
Sal N. DiDomenico<<http://www.malegislature.gov/People/Profile/SND0>>,
Stephen L. DiNatale<<http://www.malegislature.gov/People/Profile/SLD1>>,
James J. Dwyer<<http://www.malegislature.gov/People/Profile/JJD1>>,
Lori A. Ehrlich<<http://www.malegislature.gov/People/Profile/LAE1>>,
James B. Eldridge<<http://www.malegislature.gov/People/Profile/JBE0>>,
John V. Fernandes<<http://www.malegislature.gov/People/Profile/JVF1>>,
Michael Finn<<http://www.malegislature.gov/People/Profile/MJF1>>,
Sean Garballey<http://www.malegislature.gov/People/Profile/S_G1>,
Anne M. Gobi<<http://www.malegislature.gov/People/Profile/AMG1>>,
Jonathan Hecht<http://www.malegislature.gov/People/Profile/J_H1>,
Kate Hogan<http://www.malegislature.gov/People/Profile/K_H1>,
Patricia D. Jehlen<<http://www.malegislature.gov/People/Profile/PDJ0>>,
Jay Kaufman<<http://www.malegislature.gov/People/Profile/JRK1>>,
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Jason M. Lewis<<http://www.malegislature.gov/People/Profile/JML1>>,
Paul Mark<<http://www.malegislature.gov/People/Profile/PWM1>>,
Michael O. Moore<<http://www.malegislature.gov/People/Profile/MOM0>>,
Denise Provost<http://www.malegislature.gov/People/Profile/D_P1>,
Angelo J. Puppolo<<http://www.malegislature.gov/People/Profile/AJP1>>,
Tom Sannicandro<http://www.malegislature.gov/People/Profile/T_S1>,
John W. Scibak<<http://www.malegislature.gov/People/Profile/JWS1>>,
Carl M. Sciortino<<http://www.malegislature.gov/People/Profile/CMS1>>,
Frank I. Smizik<<http://www.malegislature.gov/People/Profile/FIS1>>,
Thomas M. Stanley<<http://www.malegislature.gov/People/Profile/TMS1>>,
Benjamin Swan<http://www.malegislature.gov/People/Profile/B_S1>,
Cleon H. Turner<<http://www.malegislature.gov/People/Profile/CHT1>>,
Alice K. Wolf<<http://www.malegislature.gov/People/Profile/AKW1>>,
Stephen Kulik<http://www.malegislature.gov/People/Profile/S_K1>

Current Status: Joint Committee on Education

<<http://www.malegislature.gov/Committees/187/Joint/J14>>

By Request: No

[http://www.malegislature.gov/Content/Images/buttons/btn_showBillText-165x25.png]<<http://www.malegislature.gov/Bills/BillText/7916?generalCourtId=1>>
Rep Lewis bill. H0 153

Paul Schlichtman

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