



**Acton Public
School Committee Meeting
September 16, 2010
7:30 p.m.
at the
C.T. Douglas School Cafetorium**

ACTON PUBLIC SCHOOL COMMITTEE MEETING

Cafetorium
Douglas School

September 16, 2010
7:30 p.m.

AGENDA

- I. CALL TO ORDER
- II. CHAIRPERSON'S INTRODUCTION
- III. APPROVAL OF MINUTES OF JULY 28, 2010 (addendum) and STATEMENT OF WARRANT
- IV. PUBLIC PARTICIPATION
- V. EDUCATION REPORT - Douglas School, *Principal Chris Whitbeck*
- VI. UNFINISHED BUSINESS
 1. Update on Collective Bargaining - *John Petersen*
 - a. Statement from Chair , Brigid Bieber, at Joint SC meeting 9/2/10
 - b. Summary of Changes
 - c. Negotiations Update Presentation
 2. Acton Leadership Group (ALG) Report - *John Petersen*
 - a. Draft minutes of 8/17/10
 - b. Packet for 9/17/10 (*brought to meeting*)
 3. Acton Finance Committee (FinCom) Report - *Sharon McManus*
 - a. APS/AB Presentation to FinCom 9/7/10
(includes slides in VI. 1. c. above)
 4. Health Insurance Trust (HIT) Update, 8/26/10 - *John Petersen*
 5. FY'10 Final Budget Close Out - *Don Aicardi*
 6. FY'11 Budget - *Steve Mills/Don Aicardi*
 - a. Memo re New Educational Funding
 7. Student Enrollment Update - *Marie Altieri*
 8. Staffing Update - *Marie Altieri*
 - a. List of Professional Staff
 - b. Leaves of Absence, Resignations, Retirements
 - c. Information about New Teachers
- VII. NEW BUSINESS
 1. MCAS Updates - *Deborah Bookis*
 - a. Annual Yearly Progress (AYP) Update
 - i. Parent/Guardian Letters to McCarthy-Towne, Merriam, Conant
 - ii. Pupil Services Response to Anticipated MCAS Results
 - iii. Special Education Parent Advisory Council (SpedPAC) Letter
 - b. Enclosure Letters
 - i. 3rd Graders' Parent/Guardians Letter
 - ii. 4th - 10th Graders' Parent/Guardian Growth Model Letter
 2. Recommendation to Appoint Stephen Mills as APS Representative to CASE, 2010-11 - **VOTE** - *Steve Mills*
 3. Recommendation to Appoint Xuan Kong as Acton Representative to EDCO as a Voting Board Member - **VOTE** - *John Petersen*

4. Recommendation to Approve McCarthy-Towne Field Trip to Merrowvista, 10/20/10 – 10/22/10 – **VOTE** – *Steve Mills*
5. Recommendation to Approve Conant Field Trip to Sargent Camp, N.H. , 11/8/10 – 11/10/10 – **VOTE** – *Steve Mills*
6. Recommendation to Accept Gifts from Community Education to Conant, Gates and McCarthy-Towne Schools – **VOTE** – *Steve Mills*

VIII. **FOR YOUR INFORMATION**

1. Parent Communication Map
2. SMART Goals – on agenda for 10/7/10 Joint School Committee meeting (*addendum*)
3. Website Links to School Newsletters:
 - 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>
 - Acton Public School Preschool: <http://ab.mec.edu/Preschool/index.htm>
4. ELL Student Population, September 2010
5. Pupil Services – On Team, August 2010
6. Fall Open House Schedule
7. Douglas Walk for Peace – Sept. 23
8. Invitation to Annual O.D.P. (Occupation Development Program) Coffee (*addendum*)

IX. **EXECUTIVE SESSION** (*if needed*)

X. **NEXT MEETING:** **October 21, 7:30 pm, at McCarthy-Towne School**

XI. **ADJOURNMENT**

Statement read by Brigid Bieber at 9-2-10 AB/JT School Committee meeting:

The Acton-Boxborough Regional and Acton Public School Committees are pleased to announce settlement of three - year contracts with the American Federation of State, County and Municipal Employees (which represents, the Custodians among others "AFSCME") and Office Support Association ("OSA"), two of the three school unions.

We appreciate the hard work and commitment of all of the individuals represented by AFSCME and OSA. These outstanding school Districts that our children and our communities have come to enjoy and from which we all benefit, are only possible through the exceptional efforts of each school employee.

We would like to thank the Association representatives and each and every person represented by these organizations for their willingness to "come to the table" in a spirit of cooperation so that we could reach these three year agreements in a very uncertain economic environment. We believe each of the new Contracts between the ABRSD/APS and AFSCME and between ABRSD/APS and OSA balance the needs of the Districts for long-term, structural changes in compensation and benefits while meeting the needs of our employees for fair and competitive total compensation packages.

**OSA AFSCME and Hourly Staff
Salary and Health Insurance Changes
FY '11 – FY '13**

A. COLA

FY '11	No Salary Increase
FY '12	\$1.00 per hour for all hourly employees
FY '13	\$1.10 per hour for all hourly employees

B. Health Insurance

Employees will increase their contribution for health insurance from 15% to 25%, effective July 1, 2010.

Effective July 1, 2011, employees who subscribe to Blue Cross Blue Shield Master Health Plus or Blue Care Elect PPO will increase their contribution to 50% of the cost of the premium.

To help offset the increased cost of health insurance, the School Committee will provide a one time reimbursement each September for three years according to the schedule below for active employees who were enrolled in a district sponsored health plan on June 30, 2010 and who continue to be enrolled in a district sponsored health plan in September of the specified year.

September 2010:	10% of the actual cost of the plan in which the employee is enrolled.
September 2011:	\$1200 for employees enrolled in a family plan \$500 for employees enrolled in an individual plan
September 2012:	\$600 for employees enrolled in a family plan \$300 for employees enrolled in an individual plan

C. Severance for OSA and AFSCME Employees

Delete Severance from the Contract

In exchange for deleting this provision from the Contract, all current OSA and AFSCME employees who have five (5) or more full years with the school district (s) as of June 30, 2010 will receive a payout in accordance with the severance article as written:

All OSA and AFSCME employees who have five (5) or more full years with the school district(s) as of June 30, 2010 will receive \$50 for each full year of service. If the OSA or AFSCME employee is over age 50 on June 30, 2010, they will receive a check for \$100 for each full year of service.

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 FY '10 – FY '11
 (Salary and Health) \$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%	

Impact on Hourly Employees

No Increase FY '11; \$1.00 per hour FY '12; \$1.10 FY '13

Health Insurance Changes from employee paying 15% to 25%; Includes FY '11 actual rates, FY '12 7% rate increase, FY '13 7% rate increase; Health Example is HMO Family

Health Insurance Rates FY '10 - FY '13					
	FY '10 (85%)	FY '11 (85%)	FY '11 (75%)	FY '12 (75%)	FY '13 (75%)
Health Insurance Rates		actual rates	actual rates	7% rate inc	7% rate inc
HP Family	\$2,396	\$2,664	\$4,439	\$4,750	\$5,082
HP Individual	\$1,035	\$1,143	\$1,904	\$2,037	\$2,180
Offset			Full Reimburse	\$1200/\$600	\$600/\$300
					\$2,686
					\$1,145

OSA						
	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 net % inc (Salary - Health)
Full Time Full Year	\$21.86	2080	\$46,000	\$43,604	\$4,368	3.86%
Full Time 212 Days (Elem Admin)	\$21.86	1696	\$43,500	\$41,104	\$3,562	2.13%
19 hour school year (no health ins)	\$16.49	692	\$13,500	\$13,500	\$1,452	10.76%

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%

ALG (draft) Minutes August 17, 2010

Present: Bart Wendell, facilitator; Mary Ann Ashton, FinCom; Lauren R. Morton & Mike Gowing, BoS; John Petersen, SC; Steve Ledoux, John Murray, Steve Mills, Dan Arcardi, staff. Absent: Xuan Kong, SC, Bill Mullen, FinCom.

Audience: Steve Barrett, Finance director, Marie Altieri, school finance dept., Ruth Kohls, LWV; Becki, Beacon reporter, Clint Seward & Charles Kadlec.

The Minutes of March 24 were accepted with the suggestion that the whole of Xuan's suggestion be added to the minutes.

Steve Ledoux announced that the ALG may no longer add agenda items at the meeting because of the OML changes. So at the end of the printed agenda there may no longer be a line for "Other" Instead, agenda items must be generated at the close of the present meeting or by email request at least 48 hours prior to the posting of the agenda.

II. Review of ALG Charter and Ground Rules

Extra info: ALG Charter & Ground Rules (revised 6/09) 2007-2008

Bart: the ground rules have essentially been the same for the past seven-eight years

John Petersen suggested that the Town manager and Superintendent be allowed to bring along what ever staff member would be the most helpful & not be confined to the Assistant Town Manager & the Assistant Superintendent (there is not one)

Lauren suggested that a change in wording from plan to model

JP: I think it's a good idea to move away from a multi-year plan—ALG is tasked with projecting revenues---once that's done then we can build a model. I would like to see the revenue projection task split.

Mary Ann: What the ALG has done over the long time is a plan---and we have made agreements to go forward. It is important that what we do has the boards behind us. It has to be the best plan for the year and the years beyond our best effort. What we do is for Town Meeting consumption ---saying that the revenue is not captured in a model---it is more interactive than a plan.

John M: The ALG is a one-year plan and a multi-year model. The intention is to plan for this year and present what will happen in the out-years

Recommended changes:

Revenue projections

Recommending a one-year plan and building a multi-year model

John M: Take the ALG plan (words) out of the warrant & entitle it a "plan from the three boards"

Bart asked if there should be changes in the public participation relegated to the end of the meeting?

Mary Ann: We need to ask the Town manager to update the ALG website to include minutes and the review materials used at the meetings.

Bart: The link is not up to date---there are no recent minutes. Minutes will be put up after accepted but the information must be made public on request even if not accepted.

John M: there needs to be financial plan column with a "change from previous run" so it will be easier to see the changes on the spreadsheet.

III Budget and revenue updates

Steve L: Local aid has come in as predicted---there is a shortfall in excise

Steve B: For FY 10 excise is down \$81k; fees are up \$59k; interest is down \$110k; state aid to the town is down \$23k leaving a shortfall of \$155k

Steve M: FY 10 closeout is better than forecast we have returned \$225^k to E&D [AB region] and \$205k from APS

Mary Ann asked for information on the money from the federal government---she wanted to know how it would flow---Title I ? The answer from Don Arcardi is that he does not know anything other than what he reads in the paper but does expect the governor to make a proposal this week.

IV Spreadsheet maintenance

Mary Ann reported that last year the spreadsheet was maintained by Marie Altieri in consultation with Steve Barrett and herself. She noted that the spreadsheet has "grown" and the format does need to be changed to recognize that additional tools now available to keep records. There needs to be cover sheet with management info in detail & in part they can use the numbers that are already being generated by the schools---and there needs to be a way to keep a history of the sheets & their changes [she already does this for her personal use]

Suggestion: Mary Ann, Marie & Steve prepare a draft of a possible spreadsheet format for next meeting and make it an agenda item.

There was discussion on who would be the "point person" for the maintenance and changes and there was agreement that it was better to have someone from staff rather than someone from a volunteer board.

******Proposal: point person would be from the Town staff---agreed**

******Proposal: look at the past decisions that supported the agreements---agreed**

There was discussion on the levels of analysis and how the Town does estimates of revenues such as fees (which includes more than building permits) excise tax revenue and interest

*****Proposal: decision page with assumptions used for building plan---agreed**

There was further discussion on who exactly would do the maintenance. It was agreed once again that the person should be a "professional" [staff]

*****Proposal: allow Steve Ledoux & Steve Mills to decide---with the idea that the final product would be a collaborative work---agreed**

V. Meeting Calendar

Extra info: a proposed schedule of meet dates for 2010-11

The discussion centered on the best dates---Wednesday for Bill Mullin, but not good for Steve Ledoux and moving the start time to 7 AM which Bart said he could not make

Bart proposed meeting at 7:15 rather than 7:30 and members would confer by email on their best days of the week. Meanwhile ALG will next meet on September 16 at 7:15

Task: Steve Ledoux and Steve Mills will produce the Master Calendar that will show all the meeting dates for the selectmen, finance committee and school committee & holidays. From that, the best days for the ALG meetings will be established when the committee meets again in September.

VI: Agenda

Because of the new OML, the agenda must be set & posted 48 hours prior to the meeting time. Members were encouraged to set out agenda items now, for the next meeting and any other items were to be emailed to the Town Manager to be sent out with the meeting packet

The Agenda will have the following items: Approval of minutes; Budget revenue update; ALG spreadsheet; task calendar---for when things need to be done to get ready for Town Meeting; ALG meeting schedule.

Additional items must be submitted by noon on September 13

VI Public input

Mr. Kadlec suggested that the wording on the Charter be changed because there was no staff for the Finance Committee.

Under spreadsheet he said it would be useful to have an early decision on who would present the spreadsheet at Town Meeting. He said that "people take it as official [document] and under the charter it is the FC's job, so it would be nice to have the VC do the presentation.

He would like the committee to rethink the time for public input. He felt that the public has been relegated to second class citizens. He added that making comments while the issue was being discussed may be useful and that it does not take that much time.

Adjourned 8:35

Next Meeting September 16th—7:15 AM

Ann Chang

APS/AB Update for FinCom

September 7, 2010

FY '10 Closeout

- APS turned back \$200K to Free Cash
- AB turned back \$225K to E&D
- This is in addition to the \$494K reduction made to the FY'10 AB budget Oct, 2009.

ED Jobs Funding Bill

- President Obama Signed \$10B Education Jobs bill at the end of August.
- Massachusetts received \$204M.
- APS will receive \$335K.
- AB will receive \$440K
- Total K-12 = \$775K

Ed Jobs Bill Continued

- APS/AB \$775K can be used in FY '12 or First quarter FY '13 (Through Sept 30, 2012).
- Distributed in the form of a grant.
- Must be used to pay for salaries or benefits for instructional staff.
- Given projections for decreased state and federal revenues, the School Committee would like to preserve for FY '12 and FY '13

Goal to preserve funds for FY '12 and FY '13

- ARRA IDEA Unused Stimulus: \$ 620K
- Unused Ed Jobs: \$775K
Grant can be used through Sept 2012

Negotiations Update

Negotiations
Update

Contract Negotiations Three Unions

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FY '10 to FY '11 Budget

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Total Increase FY '10 – FY '13

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- Until new contract is signed:
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 - 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	FY '10 – FY '11	
(Salary and Health)	\$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%	

Impact on Hourly Employees

No Increase FY '11; \$1.00 per hour FY '12; \$1.10 FY '13

Health Insurance Changes from employee paying 15% to 25%; Includes FY '11 actual rates, FY '12 7% rate increase, FY '13 7% rate increase; Health Example is HMO Family

Health Insurance Rates FY '10 - FY '13						
	FY '10 (85%)	FY '11 (85%)	FY '11 (75%)	FY '12 (75%)	FY '13 (75%)	FY '10 - FY '13 total increase excluding offset
Health Insurance Rates		actual rates	actual rates	7% rate inc	7% rate inc	
HP Family	\$2,396	\$2,664	\$4,439	\$4,750	\$5,082	\$2,686
HP Individual	\$1,035	\$1,143	\$1,904	\$2,037	\$2,180	\$1,145
Offset			Full Reimburse	\$1200/\$600	\$600/\$300	

OSA						
	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 net % inc (Salary - Health)
Full Time Full Year	\$21.86	2080	\$46,000	\$43,604	\$4,368	9.50%
Full Time 212 Days (Elem Admin)	\$21.86	1696	\$43,500	\$41,104	\$3,562	8.19%
19 hour school year (no health ins)	\$16.49	692	\$13,500	\$13,500	\$1,452	10.76%
					\$1,682	3.86%
					\$875	2.13%
					\$1,452	10.76%

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)	FY '10 - FY '13 net % inc (Salary - Health)
Grade 6 Custodian	\$20.95	2080	\$46,000	\$43,604	\$4,368	9.50%	\$1,682	3.86%
Grade 8 Lead Custodian	\$22.82	2080	\$50,000	\$47,604	\$4,368	8.74%	\$1,682	3.53%
Grade 15 Plum, Elec, HVAC, Grounds	\$29.94	2080	\$63,000	\$60,604	\$4,368	6.93%	\$1,682	2.78%

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

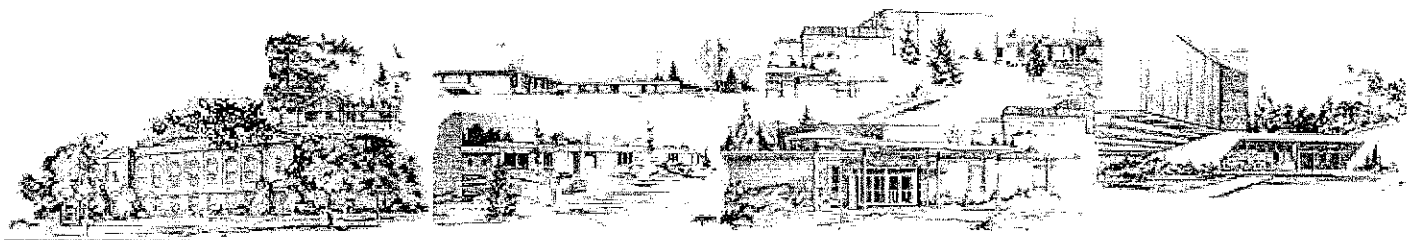
Support Staff								
	Hourly Rate	Hours worked per year	Average Total FY '10 Salary	FY '10 Salary - Health Insurance (Family HMO)	FY '10 - FY '13 Total Salary Inc 0, \$1.00 , \$1.10	FY '10 - FY '13 % Salary Increase	FY '10 - FY '13 net dollar inc (Salary - Health)	FY '10 - FY '13 net % inc
Special Ed Assistant	\$20.08	1046.5	\$25,000	\$22,604	\$1,256	5.02%	-\$1,430	-6.33%
Full time Kind Assis	\$16.69	1128.4	\$22,000	\$19,604	\$1,354	6.15%	-\$1,332	-6.80%
19 hr classrm assistant (no	\$16.69	692	\$11,000	\$11,000	\$830	7.54%	\$830	7.54%

Acton Health Insurance Trust Report

John Petersen

The Trust met on August 26th 2010

- Cash Flow Report (Jul-Sept) showed a favorable variance of \$245K (7%). About 2% of the favorability relates to reinsurance.
- The trustees agreed that the boards should plan on 8% health care inflation for FY12.
- Mr. Evans was re-elected as chair, Mr. Gowing will serve as secretary
- Next Trust Meeting September 23rd at 8am RJ Grey CO conference room



Acton Public Schools # Acton-Boxborough Regional School District
16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340 E-mail:
daicardi@mail.ab.mec.edu

Donald Aicardi
Finance Director

TO: Superintendent Stephen Mills
FROM: Don Aicardi, Director of Finance *DA*
RE: FY10 Close
DATE: August 26, 2010

Please see attached reports from our financial reporting systems for both Acton Public Schools and Acton/Boxboro Regional School District for FY10 fiscal year end.

The FY10 Acton Public Schools FY10 year end balance is \$200,788.99. The FY10 Acton/Boxboro Regional School District FY10 year end balance is \$224,931.35.

These year end balances are not significantly different than the year end balances you reported to the respective school committees in July. However, there is a slight decrease of \$3,200.54 in the Acton Public Schools year end balance primarily from the number reported previously due to a small over-expenditure in a Town meeting article related to the Douglas Street heating system, in addition to the usual closing out of encumbrances.

These year end numbers are currently being audited by Borgatti & Harrison for the Acton/Boxboro district per the normal procedure. We anticipate being contacted in the near future by the Town of Acton to schedule the year end audit process for the Acton Schools.

If I can provide any more information to you or the School Committees, let me know.

08/11/2010 11:00
dkellyTOWN OF ACTON / ACTON PUBLIC SCHOOLS
FY '10 OBJECT SUMMARY - CY

JUNE 30, 2010

Pg 1
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FOR 2010 13

1005 GENERAL FUND SCHOOL

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	11,589,980	31,496	11,621,476	11,546,479.89	6,884.00	68,111.95	99.4%
02 SALARIES, PRINCIPALS	534,285	0	534,285	529,497.02	.00	4,787.98	99.1%
03 SALARIES, CENTRAL AD	408,505	-250	408,255	402,001.24	.00	6,253.76	98.5%
04 SALARIES, SUPP STAFF	2,776,490	0	2,776,490	2,715,038.60	.00	61,451.40	97.8%
06 SALARIES, BUILDINGS	247,342	0	247,342	254,044.23	.00	-6,702.23	102.7%
07 SALARIES, CUSTODIAL	671,236	0	671,236	656,297.67	.00	14,938.33	97.8%
08 SALARIES, HOME INSTR	1,051	0	1,051	341.30	.00	709.70	32.5%
09 SALARIES, SUBSTITUTE	266,973	-11,480	255,493	393,538.63	.00	-138,045.89	154.0%
10 FRINGES, COURSE REIM	17,000	0	17,000	10,814.50	625.00	5,560.50	67.3%
11 FRINGES, HEALTH INSU	3,792,778	0	3,792,778	3,518,448.79	10,000.00	264,329.21	93.0%
16 INSTRUCTIONAL SUPPL	239,839	-9,845	229,994	236,125.42	11,154.20	-17,285.62	107.5%
17 INSTRUCTIONAL TEXTBO	70,736	15,231	85,967	84,885.44	38,493.56	-37,411.84	143.5%
18 INSTRUCTIONAL, LIBRA	18,347	0	18,347	16,591.41	1,767.56	-11.97	100.1%
19 OTHER, CAPITAL OUTLA	273,560	-2,105	271,455	396,698.41	53,311.47	-178,555.04	165.8%
23 OTHER, MAINTENANCE B	211,468	0	211,468	205,889.71	12,893.33	-7,315.04	103.5%
24 OTHER, MAINTENANCE O	97,993	0	97,993	86,207.24	4,770	11,781.06	88.0%
26 OTHER, LEGAL SERVICE	65,000	0	65,000	86,766.25	4,855.00	-26,621.25	141.0%
27 OTHER, ADMIN SUPPLIE	223,358	6,543	229,901	171,831.40	14,253.29	43,816.57	80.9%
29 OTHER, CUSTODIAL SUP	45,100	0	45,100	61,767.53	.00	-16,667.53	137.0%
30 OTHER, SPEED TRANSPOR	526,497	-8,438	518,060	518,059.50	10,655.98	12,354.67	100.0%
31 OTHER, STUDENT TRANSP	338,716	0	338,716	315,705.35	.00	2,117.45	83.8%
32 OTHER, TRAVEL	13,340	-244	13,096	10,310.31	668.24	-34,153.07	101.5%
33 OTHER, SPEED TUITION/	2,304,524	-20,908	2,283,616	1,994,693.40	323,075.33	167,345.89	83.6%
34 OTHER, UTILITIES	1,019,664	0	1,019,664	820,043.60	32,274.51	.00	.0%
57 OTHER	0	0	0	.00	.00	.00	.0%
TOTAL GENERAL FUND SCHOOL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%
GRAND TOTAL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%

** END OF REPORT - Generated by Denise Kelly **

08/11/2010 10:51
dkellyTOWN OF ACTON / ACTON PUBLIC SCHOOLS
FY '10 ADMIN SUMMARY - CY

JUNE 30, 2010

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FOR 2010 13

ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
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1005 GENERAL FUND SCHOOL

01 SUPERINTENDENT	89,635	0	89,635	94,361.93	7,639.13	-12,366.06	113.8%
02 DIR CURR AND INSTRUCTION	66,693	0	66,693	51,224.15	21,110.65	-5,641.80	108.5%
03 FINANCE DIRECTOR	3,858,870	0	3,858,870	3,569,919.17	7,089.51	281,861.32	92.7%
04 PERSONNEL DIRECTOR	17,155,958	0	17,155,958	16,903,927.85	10,883.24	241,146.91	98.6%
05 PUPIL SERVICES DIRECTOR	2,254,427	0	2,254,427	2,193,378.51	333,511.22	-272,462.73	112.1%
06 INFORMATION TECH DIRECTOR	2,220,983	0	2,220,983	3,323,269.03	.00	-102,286.03	146.3%
07 FACILITIES DIRECTOR	1,653,021	0	1,653,021	1,461,109.37	85,185.01	106,726.62	93.5%
08 MUSIC DIRECTOR	15,335	0	15,335	13,556.94	1,316.57	461.49	97.0%
09 ART DIRECTOR	29,323	-250	29,073	26,761.92	2,232.59	78.49	99.7%
10 MCCARTHY TOWNE PRINCIPAL	79,323	0	79,323	70,481.12	8,777.00	64.88	99.9%
11 DOUGLAS PRINCIPAL	80,020	250	80,270	80,368.26	.00	-98.26	100.1%
12 GATES PRINCIPAL	78,826	0	78,826	75,522.45	8,624.16	-5,320.61	106.7%
13 CONANT PRINCIPAL	81,034	0	81,034	78,859.77	11,793.84	-9,619.61	111.9%
14 MERRIAM PRINCIPAL	90,334	0	90,334	89,336.37	22,753.25	-21,755.62	124.1%
TOTAL GENERAL FUND SCHOOL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%

GRAND TOTAL 25,753,782

0

25,753,782

25,032,076.84

520,916.17

200,788.99

99.2%

** END OF REPORT - Generated by Denise Kelly **

FOR 2010 13

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
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1000 GENERAL FUND

01 SALARIES, TEACHING	15,377,039	-1,614	15,375,425	15,373,505.34	18,441.00	-16,521.66	100.1%
02 SALARIES, PRINCIPALS	730,784	0	730,784	719,581.08	.00	11,202.92	98.5%
03 SALARIES, CNTRL ADMN	427,691	0	427,691	429,670.36	.00	-1,979.36	100.5%
04 SALARIES, SUPP STAFF	2,528,028	-30,417	2,497,611	2,441,039.08	.00	56,572.22	97.7%
05 SALARIES, ATHLETICS	411,223	0	411,223	397,759.13	.00	13,463.87	96.7%
06 SALARIES, BUILDINGS	277,816	-10,000	267,816	314,147.53	.00	-46,331.53	117.3%
07 SALARIES, CUSTODIAL	823,610	-30,000	793,610	790,184.94	.00	3,425.06	99.6%
08 SALARIES, HOME INSTR	7,354	0	7,354	9,294.87	.00	-1,940.87	126.4%
09 SALARIES, SUBS	202,277	-7,890	194,387	233,461.07	.00	-39,074.07	120.1%
10 FRINGES, COURSE REIM	28,000	0	28,000	24,944.50	960.00	2,095.50	92.5%
11 FRINGES, HLTH INSUR	5,244,227	-322,400	4,921,827	4,830,995.79	.00	90,831.21	98.2%
12 FRINGES, OTHER EE INS	25,587	0	25,587	19,676.75	.00	5,910.25	76.9%
13 FRINGES, UNEMPLMNT	27,000	0	27,000	39,199.16	10,000.00	-22,199.16	182.2%
14 FRINGES, WORKRS COMP	101,000	-11,000	90,000	79,597.90	.00	10,402.10	88.4%
15 FRINGES, PENSION	874,986	-5,000	869,986	865,476.81	.00	4,509.19	99.5%
16 INSTRUCT, SUPPLIES	255,505	11,180	266,685	223,547.43	6,671.12	36,465.95	86.3%
17 INSTRUCT, TEXTBOOKS	123,747	-5,058	118,689	104,932.65	72,541.48	-58,784.98	149.5%
18 INSTRUCT, LBY	28,873	-1,000	27,873	26,029.71	21.00	1,822.29	93.5%
19 OTHER, CAP OUTLAY	355,993	-36,000	319,993	340,561.78	162,519.56	-183,088.34	157.2%
20 OTHER, DEBT SERVICE	1,885,212	0	1,885,212	1,885,211.28	.00	.00	100.0%
21 OTHER, PROP/CASUALTY	122,040	-30,000	92,040	91,488.20	.00	551.80	99.4%
22 OTHER, MAINT BLDG/GR	344,817	0	344,817	331,061.92	32,680.58	-18,925.50	105.5%
23 OTHER, MAINT EQUIP	196,815	6,000	202,815	175,973.76	10,506.20	16,335.04	91.9%
24 OTHER, LEGAL SERVICE	131,625	-11,002	120,623	145,541.97	2,763.12	-27,681.67	122.9%
25 OTHER, ADMIN SUPP	547,545	9,698	557,243	463,412.94	38,302.30	55,527.98	90.0%
26 OTHER, ATHLETIC SUPP	134,756	-419	134,337	129,681.84	6,088.65	-1,433.49	101.1%
27 OTHER, CUSTODI. SUPP	62,859	0	62,859	75,148.92	.00	-12,289.92	119.6%
28 OTHER, SPED TRANSP	728,036	1,496	729,532	729,516.18	.00	.00	100.0%
29 OTHER, STUDENT TRANS	587,584	-8,559	579,025	574,463.15	2,362.15	-3,674.43	99.6%
30 OTHER, TRAVEL	24,214	-4,704	19,510	22,771.21	413.22	-3,674.43	118.8%
31 OTHER, SPED TUITION/	2,994,794	2,289	2,997,083	2,769,659.88	47,849.74	179,573.47	94.0%
32 OTHER, UTILITIES	1,492,403	-10,000	1,482,403	1,258,931.33	87,512.07	135,959.60	90.8%
33 OTHER, SEWER	249,395	0	249,395	217,403.00	.00	31,992.00	87.2%
TOTAL GENERAL FUND	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%
GRAND TOTAL	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%

** END OF REPORT - Generated by Denise Kelly **

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ACTON / BOXBOROUGH REGIONAL SCHOOLS
FY10 SCHED 1 APPR - CY - ADMIN SUMMARY

JUNE 30, 2010

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FOR 2010 13

ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
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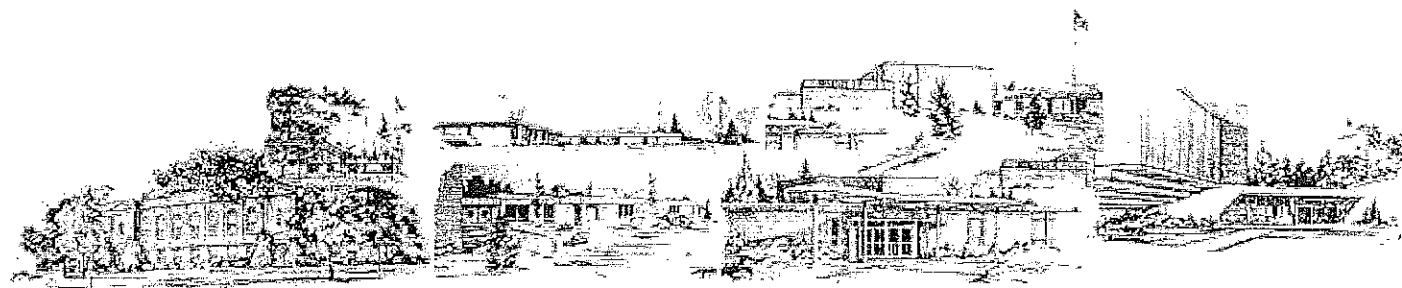
1000 GENERAL FUND

01 SUPERINTENDENT	97,246	-5,732	91,514	141,470.22	2,763.12	-52,719.34	157.6%
02 DIR CORR AND INSTRUCTION	109,584	-2,173	107,411	80,897.62	95,366.35	-68,852.97	164.1%
03 FINANCE DIRECTOR	8,504,463	-364,290	8,140,173	8,015,132.24	4,410.14	120,630.62	98.5%
04 PERSONNEL DIRECTOR	20,353,889	-76,000	20,277,889	20,254,170.93	28,791.00	-5,072.93	100.0%
05 PUPIL SERVICES DIRECTOR	4,222,104	-6,163	4,215,941	3,971,903.04	54,936.64	189,101.32	95.5%
06 INFORMATION TECH DIRECTOR	488,321	-2,176	486,145	401,685.27	39,466.33	44,993.40	90.7%
07 FACILITIES DIRECTOR	2,628,632	-18,559	2,610,073	2,362,429.99	167,746.19	79,896.82	96.9%
08 MUSIC DIRECTOR	23,597	-574	23,023	23,983.05	.00	-960.05	104.2%
09 ART DIRECTOR	45,097	-1,995	43,102	42,135.50	57.77	908.73	97.9%
19 ATHLETIC DIRECTOR	146,075	-419	145,656	143,839.07	20,023.65	-18,206.72	112.5%
21 SENIOR HIGH PRINCIPAL	491,787	-11,258	480,529	476,014.07	28,780.64	-24,265.71	105.0%
22 JUNIOR HIGH PRINCIPAL	242,040	-5,061	236,979	220,210.46	57,290.36	-40,521.82	117.1%

TOTAL GENERAL FUND

37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%	
GRAND TOTAL	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%

** END OF REPORT - Generated by Denise Kelly **



Acton Public Schools # Acton-Boxborough Regional School District
16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340 E-mail:
daicardi@mail.ab.mec.edu

Donald Aicardi
Finance Director

TO: Superintendent Stephen Mills
FROM: Don Aicardi, Director of Finance *DA*
RE: Education Funding Update
DATE: August 26, 2010

On August 10, 2010, President Barack Obama signed into law a bill which provides \$10 billion in additional federal recovery money to states called the Education Jobs Fund (Ed Jobs). Approximately \$204 million of the \$10 billion was allocated to the Commonwealth of Massachusetts. On August 24, 2010, Governor Deval Patrick announced that these grant funds, considered to be a new federal grant, would be allocated to school districts throughout the state in conjunction with the Chapter 70 school funding formula.

For The Acton Public Schools, this will mean additional **\$334,635** will be available for expenditure when the final amounts of Chapter 70 aid, the SFSF grant, and the new EdJobs federal grant are combined and compared to the state aid numbers used for town meeting last spring.

For The Acton/Boxboro Regional School District, this will mean additional **\$442,325** will be available for expenditure. When combined with APS, this will make approximately \$775,000 available.

The primary purpose of these new federal EdJobs funds, aimed at salary compensation and benefits and support services only, has been designed to help districts retain existing employees, to recall or rehire former employees, or to hire new employees. Federal guidelines restrict funding targeted for only expenses related to employees who provide direct school level educational or related services.

It is important to note that districts can utilize these funds **until September 30, 2012**, which would incorporate not only the FY11 school year, but all of FY12 as well, and the first quarter of FY13.

School finance officials across the state were told during a conference call held this afternoon that applications to access these funds, similar to the process already followed by districts to access the SFSF grant, will be available during the next few weeks. As with ARRA funds, there will be strict and rigorous review of all expenditures with reports to be filed on a quarterly basis.

We will continue to closely follow all information provided to us by DESE staff during the next several weeks. During an era during which all municipal budgets have been stretched to the limit, this is very positive news for both APS and A/B.

ACTON

Chapter 70
SFSF Grant
Ed Jobs Grant

FY11 January, 2011 Governor's Budget	
\$5,480,709 \$0 \$0	
\$5,480,709	

FY11 Spring 2010 Town Meeting (Assumed 5% Cut)	FY11 June, 2010 Final State Budget	Variance Town Meeting vs. Final State
\$5,206,674 \$0 \$0	\$5,160,527 \$100,954 \$0	(\$46,147) \$100,954 \$0
\$5,206,674	\$5,261,481	\$54,807

FY11 August, 2010 (New Federal Funds)	
\$5,160,527 \$27,704 \$353,078	
\$5,541,309	

Variance Town Meeting vs. New Federal	
\$334,635	

ACTON/
BOXBORO

Chapter 70
SFSF Grant
Ed Jobs Grant

FY11 January, 2011 Governor's Budget	
\$7,362,007 \$0 \$0	
\$7,362,007	

FY11 Spring 2010 Town Meeting (Assumed 5% Cut)	FY11 June, 2010 Final State Budget	Variance Town Meeting vs. Final State
\$6,993,907 \$0 \$0	\$6,931,919 \$135,608 \$0	(\$61,988) \$135,608 \$0
\$6,993,907	\$7,067,527	\$73,620

FY11 August, 2010 (New Federal Funds)	
\$6,931,919 \$37,214 \$467,099	
\$7,436,232	

Variance Town Meeting vs. New Federal	
\$442,325	

\$776,960

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- Finance Home | News
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- Accounting & Auditing
- Chapter 70 Program
- Charter Schools
- Circuit Breaker
- ESE Budget
- Federal Renovation Program
- Grants: Information
- Nutrition Programs
- Per Pupil Expenditures
- Regional Districts
- School Building Issues
- School Choice
- School Finance Regulations
- Statistical Comparisons
- Transportation
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- School Finance Contacts
- Links

School Finance: Chapter 70 Program

Update on Federal Education Jobs Funding and FY11 Chapter 70 Program

August 25, 2010

On August 10 President Obama signed Public Law No. 111-226 which provides additional federal recovery funding to states. Title I of this law establishes a new "Education Jobs" program, with approximately \$204 million allocated to Massachusetts. On August 24 Governor Patrick announced that these funds will be allocated to K-12 school districts in conjunction with the state's Chapter 70 school funding formula, as follows:

- \$54.6 million will be used to replace a portion of the FY11 state fiscal stabilization fund (SFSF) allocations previously used to supplement the FY11 Chapter 70 program. Each district's SFSF reduction will be offset by a dollar-for-dollar allocation of Education Jobs funds. The SFSF funds freed up by this change will be reserved for other essential services outside of the K-12 area.
- \$143.6 million will be used to offset the previously announced 4% cut in most districts' Chapter 70 aid and to fully fund the minimum aid provision of the Chapter 70 formula at \$25 per pupil. This means that every operating district will see a minimum increase of \$25 per pupil compared to FY10 levels, based on the combined amounts of state Chapter 70 aid, federal SFSF grants, and federal Education Jobs grants.
- \$2.2 million will be used to fund Chapter 70 obligations for four districts as a result of recently approved DOR local contribution waivers (authorized by St. 2009, c.27, s.115 and St.2010, c.134).
- \$3.6 million has been reserved for state-level grant administration, monitoring, oversight, and reporting activities.




As a result of this additional funding, the total Chapter 70 program (including state Chapter 70 aid, federal SFSF grants, and federal Education Jobs grants) will rise from \$4.043 billion in FY10 to \$4.072 billion in FY11, a \$29 million or 0.7 percent increase. Most districts will be receiving more funding for FY11 than was projected on June 30, and no district will receive less. Eleven districts will see no change in their total funding from the June 30 projections; these are districts that are receiving sizeable increases in state Chapter 70 aid for FY11 that exceed the \$25 per pupil minimum.

The primary purpose of the Education Jobs program is to allow local school districts to retain existing employees, to recall or rehire former employees, and to hire new employees for the 2010-11 school year. Please see the U.S. Department of Education [guidance paper](#) for more information on the allowable uses of these funds; these allowable uses differ significantly from the rules for the SFSF program. Superintendents and school committees should begin immediately to plan for the coordinated use of both SFSF and Education Jobs funds. Please note that SFSF grants may be used for eligible expenses back to July 1, 2010; Education Jobs grants may be used for eligible expenses back to August 10, 2010. If a district has unspent Education Jobs funds remaining at the end of FY11, it may request the carryover of those funds into FY12 and/or the first quarter of FY13.

Districts will shortly be receiving guidance and instructions on how to access their SFSF funds (including any funds carried over from FY10) and their Education Jobs funds. Our goal is to have all of these grants awarded no later than the end of November, and earlier if possible. As is the normal practice with federal grants, the school committee will be the recipient of the SFSF and Education Jobs grants, and no action is required by the local appropriating authority. Normal cash drawdown procedures will be in effect, as will ARRA reporting requirements.

The new Education Jobs funding and the adjustments to the previously announced SFSF allocations do not change any of the core components of the Chapter 70 formula. Enrollment, foundation budgets, minimum contributions, Chapter 70 aid, and net school spending requirements remain the same as the amounts published on June 30. Although SFSF and Education Jobs grants help districts reach the funding targets under the Chapter 70 program, these grants are not included in districts' net school spending requirements.

We have updated the following documents on our website to reflect the addition of the Education Jobs funds:

-  **Summary chart** showing foundation enrollment, foundation budget, Chapter 70 aid, required local contributions, and SFSF and Education Jobs allotments for each school district.
-  **Summary chart for regional school districts** showing foundation enrollment and required local contribution for each member of the district.
-  **White paper** describing the major components of the formula.

by recently passed federal Education legislation. Both federal grants are determined through the federal net school spending have not changed since the original Chapter 70 release published on

Actual
Acton Public Schools
2010 - 2011
September 1, 2010

Grade YOG	Conant			Douglas			Gates			McCarthy-Towne			Merriam				Total	#Sec.	Avg.		
Rm	CAD	CB	CC	DAD	DB	DC	GAD	GB	GC	2#	Case +	TAD	TB	TC	MAD	MB	MC	MC2	4#		
K-23	21	20	21	21	19	21	21	21	20	62		21	21	19	61	21	19	20	20	80	
	Rm 3	4	6	3	4	5	1	3	8	1#	113	311	312	22	3#	323	234	322	224	1#	7#
Gr. 1-22	22	23	23	22	22	22	22	22	22	66		21	22	22	65	22	22	22	22	88	
	Rm 5	7	8	6	7	8	5	6	10	1#	114	301	302	21	1	231	321	135	1#	2#	
Gr. 2-21	23	24	22	23	23	23	23	23	23	69		22	24	25	71	22	23	23	68		
	Rm 9	10	17	9	10	11	7	9	17		212	213	314	22	1#	222	233	332	1#	2#	
Gr. 3-20	24	23	22	22	23	24	23	24	24	71		24	23	23	70	22	22	22	66		
	Rm 18	19	20	12	13	14		18	19	1#	115	210	310	24		330	331	230	4#	5#	
Gr. 4-19	25	25	24	25	25	25	25	26	25	76		26	25	24	75	25	25	25	75		
	Rm 14	15	16	19	20	21	14	15	16		211	303	313	24	78	223	335	235	2#	3#	
Gr. 5-18	24	24	24	25	24	25	24	25	24	73		25	24	25	74	24	24	24	72		
	Rm 11	12	13	15	16	17	11	12	13		112	214	215	25		333	324	232	335	1#	1#
Gr. 6-17	25	25	24	25	24	25	24	25	24	73		25	25	25	75	24	24	25	25	98	
	Total Staff	1#			2#			5#			6#			14#				28#			
Total Range	21 Sec. Aver.	23.2	20	21 Sec. Aver.	23.3	19	21 Sec. Aver.	23.3	20	26	490	21 Sec. Aver.	23.4	19	26	24 Sec. Aver.	23.8	19	25	547	

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

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun. 1					
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	Tot		
K	318	0	8	326	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
1	347	0	7	354	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
2	344	0	2	346	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
3	343	0	2	345	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
4	370	0	5	375	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
5	362	0	3	365	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
6	393	0	1	394	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
In D. Pre-sch.	40	0	0	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
O.D. Pre-sch.	8	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
O.D. SPED K-6	13	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot		
A.P.S. Total	2538	0	28	2566	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
7	400	73	8	481	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
8	401	76	5	482	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
J.H.S. Total	801	149	13	963	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
9	416	110	3	529	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
10	394	100	6	500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
11	381	93	6	480	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
12	385	117	12	514	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
H.S. Total	1576	420	27	2023	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot
Total JHS & HS	2377	569	40	2986	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot
O.D. SPED 7-12	43	10	0	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot	
Reg. Total	2420	579	40	3039	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot
A.P.S. Total	2538	0	28	2566	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot
Reg. Total	2420	579	40	3039	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot
Grand Total	4958	579	68	5605	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tot

All Principals (2)

C. Bates

D. Aicardi

S. Mills

Distribution:

In D. = In District

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

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

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

NEW PROFESSIONAL STAFF, K-6
2010-2011

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>FTE</u>
Laura Prichard	Music Teacher	Merriam	.2
Amy Myrick	5 th Grade Teacher	Gates	1.0
Diann Oster	Nurse	Douglas	.8
Katharine Shiebler	¾ Loop Teacher	Merriam	1.0
Amy Bisiewicz	Dir. of Educational Technology	APS/AB	1.0
Matthew McDowell	Assistant Principal	McT/Merriam	1.0
Beth Warner	Art Teacher	Douglas	.4
Noel Erickson	Reading Specialist	Douglas	1.0
Kerrin E. Stewart	Music Teacher	Conant/Merriam	1.0
Sarah Senna	4 th Grade Teacher	Conant	1.0
Kerry Cusick	Reading Specialist	Merriam	1.0
Damian Sugrue	Principal	Conant	1.0
Donald Aicardi	Director of Finance	APS/AB	1.0

9/10/10

**Acton Public Schools
2010-2011**

Certified Staff Leaves of Absence

Rosemarie Begin
Mary Ann Mehler
Elizabeth White
Hilary Tolan

Returning To APS

Vanessa Bergman
Alexandra Ganss
Kari James
Linda Nadolny
Heather Matthews

Certified Staff Not Returning

Tina Bloom
Emily Murphy
Leah Robb
Catherine Suess
Christine Price
Ron Tomlin
Stacey Waite
David Ljungberg
Christina Harris

Certified Staff Retirements

Melany Appelle
Mariann Eden
Laurie Jaffe
Judy Melillo
Aurora Winters

Cusick, Kerry

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/13/10

Position: Reading Specialist

Location: Merriam School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 42
Kaufman

Candidates Interviewed: 10

Interviewers: Stephen Mills, Ed

Recommended Candidate: Kerry Cusick

Step/Salary: M 10 + 15, \$70,167

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Providence College	M. Ed.	2006	Literacy
Providence College	B.A.	2001	Special Education

Certification Required: Yes
Reading (All Levels)

Certified: Yes

Experience:

9/2008-Present:	Reading Specialist, R.E. Shaw Elementary School, Millbury, MA
9/06-6/08:	Second Grade Teacher, North Smithfield Elementary School, N. Smithfield, RI
9/03-6/06:	Fifth Grade Teacher, Dr. Harry L. Halliwell Memorial School, N. Smithfield, RI
9/01-6/03:	Resource Inclusion Teacher, Dr. Harry L. Halliwell Memorial School, N. Smithfield, RI

Kerry Cusick
Philosophy of Education
May 30, 2010

I believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as an educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that I believe are conducive to establishing such an environment: (1) the teacher acting as a guide, (2) promoting respect for all things and all people, and (3) .

When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When each student is heard, an environment evolves where students feel free to express themselves. I believe that children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and confident of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

For me, teaching provides an opportunity for continual learning and growth. One of my hopes as an educator is to instill a love of learning in my students, as I share my own passion for learning with them. I feel there is a need for compassionate, strong, and dedicated individuals who are excited about working with children. In our competitive society, it is important for students to not only receive a solid education, but to work with someone who is aware of and sensitive to their individual needs. I am such a person and will always strive to be the best educator that I can be.

Erickson, Noel

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/13/10Position: Reading SpecialistLocation: Douglas School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: YesAdvertised: Yes

#Applicants: 42
 Chris Whitbeck

Candidates Interviewed: 10Interviewers: Stephen Mills,Recommended Candidate: Noel EricksonStep/Salary: M 3, \$50,449

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Lesley University	M. Ed.	2009	Elementary Education
Hamilton College	B.A.	2001	Psychology

Certification Required: Yes
 Reading (All Levels)

Certified: YesExperience:

2009-Present:	First Grade Teacher, Kennedy-Longfellow Elementary School, Cambridge, MA
12/08-6/09:	Grade One, Long Term Substitute Teacher, Maria L. Baldwin Elementary School, Cambridge, MA
9/08-12/08:	Grade Two, Long Term Substitute Teacher, Maria L. Baldwin Elementary School, Cambridge, MA

Noel Erickson
Educational Philosophy Statement

I believe in a balanced approach to education. It is important for students to have explicit instruction coupled with a chance for discovery. Specifically, in literacy students benefit from different literacy opportunities during a school day. These include, read alouds, whole class reading and writing lessons and small guided reading and writing group instruction.

As an elementary school teacher I design and implement daily reading and writing workshop lessons and lead guided reading groups. Through this instruction and formal assessments I am able to plan my instruction based on my student's different learning needs. Differentiating my instruction based on my students differing skill levels allows each child to make obtainable academic gains. During my course work at Lesley and my time as a teacher in Cambridge I learned to continuously be formally and informally assessing students in order to best inform my instruction.

It is also important to connect literacy across the curriculum. Integrated learning enables students to see relationship between subject areas, which is more applicable to real life. Specifically, using children's literature within different subject area often assists students understanding.

It is important that as a teacher I continue to motivate my students to want to learn by continuing to remain current in my instruction. By continuing to reflect upon and develop my teaching practices, which I have done throughout my time as a student and as a teacher, I will continue to improve as an educator.

Senna, Sarah

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/13/10

Position: Classroom Teacher

Location: Conant School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 128
Chris Price

Candidates Interviewed: 10

Interviewers: Stephen Mills,

Recommended Candidate: Sarah Senna

Step/Salary: M 1, \$46,422

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of New Hampshire	M.Ed.	2010	Elementary Education
University of New Hampshire	B.A.	2009	English

Certification Required: Yes
Elementary Education (1-6)

Certified: Yes

Experience:

9/09- Present:	Intern, Peter Woodbury Elementary School, Bedford, NH
10/08-12/08:	Literacy Focused Student Teacher, Little Harbor Elementary School, Portsmouth, NH
9/08-6/09:	Teaching Assistant, Main Street Elementary School, Exeter, NH
4/10-6/10:	Grade Four Teacher/Long Term Substitute, Peter Woodbury Elementary School, Bedford, NH

Sarah Senna

Educational Philosophy

A school is a place to foster thoughtful, intelligent, creative, and caring individuals who will grow up to be successful contributing members of society. As an educator, I believe in inspiring students to have a desire to learn. Ways to motivate students to want to learn are to appeal to their interests, provide them with choice in the classroom, and set them up for success. When students become frustrated, their desire to learn plummets and it is my job as a teacher to not necessarily prevent all frustrations, but to provide students with the proper tools to deal with these frustrations so they can succeed.

I believe that all students have the potential to succeed, but that success for each student may be defined differently. All individuals are capable of learning and succeeding. With a focus on each individual student however, learning and succeeding can be very different on a student to student basis. I believe that there are many different learning styles within a classroom and all of these styles should be part of the classroom structure. This belief ties in with Gardner's idea of multiple intelligences. I believe in recognizing that all students learn differently and I think that all students can learn, but how they learn is where differentiation occurs. Some students will learn perfectly fine from receiving a packet of information they have to read about the water cycle, while others will understand it better by seeing a picture or diagram, while yet others will understand it from singing a song.

In my classroom, I believe in looking for the positive in every student. As a teacher, I want to make it my goal to try and compliment the work or effort of each student daily. This feedback might be through written notes on pieces of work, verbal confirmation while I am teaching a lesson, or in one-on-one meetings with students. Even if I am working with a student in a situation where I am giving him or her constructive criticism, it is important to find at least one point of praise to offer to the student and to create a sandwich for them; a positive comment, then the criticism and suggestions ended with another positive comment. Those seemingly small words of encouragement can mean the world of difference to some students; I want to show them that I believe in them.

It is my commitment to be a positive role model to my students and to have an open classroom community which in turn will facilitate a positive learning environment. First and foremost, a community classroom is one where students feel safe. If a student does not feel safe, both physically and academically safe, then learning will be hindered. It is my job as a teacher to remove unsafe obstacles to learning to allow for growth. Also, when my students leave the classroom I would like them to not only be educated academically but to have learned about caring and respect. In order to accomplish this I feel that it is important to involve both parents and the community within a classroom.

Finally, I believe that the classroom is a fun place to be. I think education should be fun for students, for the most part. As students are only human, some might not find math lessons using blocks to count very fun at all, but variety in a classroom is the key to fun in my opinion. It is my hope as a teacher that my students will be constructive, unselfish, and academically wise members of society who will want to continue to become educated individuals.

Shiebler, Katharine

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/13/10

Position: Classroom Teacher

Location: Merriam

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 78
Kaufman

Candidates Interviewed: 10

Interviewers: Stephen Mills, Ed

Recommended Candidate: Katharine Shiebler

Step/Salary: M1, \$46,422

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Wheelock College

M.S.

August 2010

Integrated Elementary &
Special Education

University of Rhode Island

B.A.

2008

Anthropology

Certification Required: Yes
Elementary Classroom (1-6)

Certified: Yes

Experience:

8/2009-Present: Student Teacher, Merriam School, Acton, MA

8/08-6/09: Special Education Assistant, Merriam School, Acton, MA

Katharine Shiebler
Philosophy of Education
July 15, 2010

I believe that all children are capable of achieving high levels of success, and leading happy, fulfilling lives. However, when it comes to this belief, I understand that equality and equity are not the same. We cannot simply level the playing field and assume all students can reach the same goals. Some will need more help than others, and all will need a teaching style that suits their unique abilities. Whether a child has special needs, comes from a low socio-economic background, is not a native English speaker, or has any other unique requirement, as a teacher it is my job to ensure that I do absolutely everything in my power to ensure that child succeeds.

Education should be a partnership, and respect and communication are essential for this partnership to function. As a teacher, I will listen to my students, and give them ample opportunity to have a voice in their own educational processes. I will create a classroom environment that welcomes discussion and does not frown upon civil disagreements. I will talk with parents often, and make them feel welcome in my classroom and comfortable discussing their child's education. When teachers, students, and parents all feel listened to and included, a child's best interests are served.

Education can and should be fun. It is my responsibility as an educator to ensure children are engaged, and that they understand why they are learning the material I teach. If children are bored, they won't retain information. Therefore it is in my best interests to create lessons that connect with children, and teach in ways that cater to all different types of learning styles.

As obviously important as academic content is, the importance of social learning should not be underestimated. It is part of my job to help students navigate the social world, and to learn how to interact with their peers in ways that are safe, respectful, and fulfilling. Knowing how to resolve conflicts, compromise, and engage in shared decision-making are skills that are useful throughout our whole lives. By helping children hone these skills, I am setting them up for success long after they leave my classroom.

One of the most important functions education serves is to assist children in becoming functional members of a democracy, and empowering them to work for social change. When children understand our nations founding principles, and understand the role they play in upholding them, they grow to be adults who will educate themselves, vote, and participate in the political process. Without each generation fulfilling this role, a democracy cannot function. In addition, part of an educator's job is to not only inform students of past historical injustice, but to call their awareness to issues that exist today, both in their own lives and on a global level. To do this, an emphasis on questioning and searching for real answers must be cultivated in the classroom. Furthermore, students must be guided on their search for ways to change the injustice they see in the world. Again, this is a skill that will be valuable throughout student's lives.

Stewart, Kerrin

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/13/10

Position: Music Teacher

Location: Conant School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 42

Candidates Interviewed: 10

Interviewers: Stephen Mills,

Mark Hickey, Chris Price

Recommended Candidate: Kerrin Stewart

Step/Salary: B 1, \$42,982

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Providence College

B.A.

2010

Music

Certification Required: Yes

Certified: Yes

Music: Vocal/Instrumental/General (All Levels)

Experience:

June-August 2010: Performing Arts Activity Specialist, Teen Quest/Brooks Summer School Program, N. Andover, MA

May-June 2010: Long term Music Substitute, John Eliot School, Needham, MA

March-May 2010: Student Teacher, Riverside Middle School, East Providence, RI

Jan.-March 2010: Student Teacher, Steere Farm Elementary School, Burrillville, RI

Music education is an integral part of the education of every child. This education begins when a person first hears the sounds of daily life in the womb and continues, both formally and informally, throughout that person's life. As Oscar Hammerstein once said, "All the sounds of the earth are like music." As such, every person is exposed to music whether he or she is attending a concert or simply walking down the street. This constant exposure leads to subconscious music education. Whether a person simply listens critically enough to determine what genres of music are pleasing to his ear, or that person finds himself suddenly walking to the beat of music he hears, his mind is processing and thinking about music on some level. The necessity of formal music education lies in harnessing the mind's natural tendency to process music in order to create conscious thoughts and actions.

Music education must introduce students to the basic technical concepts of music, including music of all cultures, from the earliest age possible. While a child just entering kindergarten will not understand the complexities of rhythm and melody in the same way a high school student will, these concepts should be introduced in simplified form and then expanded upon each subsequent year through a spiral curriculum. In addition, children need to be exposed to music of all cultures throughout their studies. Dr. Max Bendiner once stated, "Music...may be a bond between nations, races, and states, who are strangers to one another in many ways; She may unite what is disunited, and bring peace to what is hostile." Multicultural music is an incredible resource for teaching elements such as modes, unusual rhythms, and ethnic instruments. For children to gain an appreciation for music on a global level, they must be exposed to everything music has to offer before their minds have formed impressions of other cultures or of what music "should" sound like. In addition, this cross-cultural exposure will lead to tolerance and acceptance of other ethnicities in an increasingly diverse world.

As children study music, they should be taught all aspects of music. This includes learning how to sing, play instruments, improvise, read and write music, compose music, listen critically to music, and evaluate performances. Although not every child will excel in all of these activities, a proverb from Zimbabwe astutely states: "If you can walk, you can dance. If you can talk, you can sing." Every child, no matter what learning, emotional, or physical disabilities he might have, can be successful in each of these activities with the right guidance. When a child experiences success in music, that child gains an incredible sense of self-worth and finds a new way to express himself. In addition, all of these skills are essential for any child continuing musical studies at a higher level.

The most important aspect to a successful music education curriculum is achieving a balance of the technical aspects and the emotion contexts of music. Music education is a holistic experience combining the analytical elements of music with the affective responses generated. Children only benefit so much from learning note values and musical terms. When a child understands these elements and can also describe the emotion he feels while playing or listening to a piece, that child has truly learned something about music. Many children receiving an education in music will not devote the rest of their lives to formal music study or performance; however, every one of these children will sing "Happy Birthday" to a friend or listen to the radio. The role of the music educator is to impart to these children an understanding of both the intellectual and emotional aspects of music needed to appreciate fully the music in the world. Music is after all a universal language ever present in daily life, and every person should be given the knowledge necessary to participate in the conversation.

Warner, Beth

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/13/10

Position: Art Teacher (.4 FTE)

Location: Douglas School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 14

Candidates Interviewed: 5

Interviewers: Stephen Mills,

Chris Whitbeck, Diana Woodruff

Recommended Candidate: Beth Warner

Step/Salary: 9M +15, \$27,002.00
(prorated)

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Mass. College of Art	M.S.	2002	Art Education
Mass. College of Art	B.F.A.	1996	Painting

Certification Required: Yes
Visual Art (PreK-9)

Certified: Yes

Experience:

2007-2008:	Art Teacher, Marlborough Public Schools, Marlborough, MA
2007-2009:	Art Teacher, Hudson Area Art Alliance, Hudson, MA
2005-2006:	Art Teacher, Assabet Valley Family Network, Marlborough, MA
1999-2004:	Art Teacher, Acton Public Schools, Acton, MA

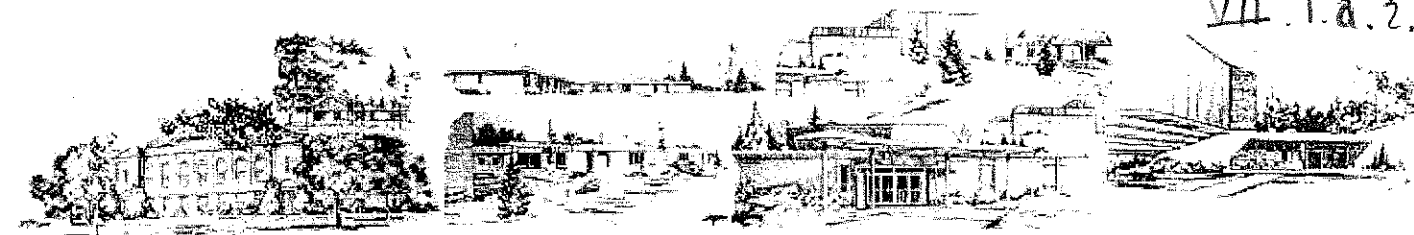
Teaching Philosophy Beth Warner

In thinking about what makes up a solid, educational elementary art program three factors come to mind. The first is the development of observational skills. Teaching children more involved ways of seeing will not only allow them to develop their own methods of representation but will enhance their appreciation of the world around them.

Another important principle is providing them with an opportunity to explore art media to its fullest extent. Enabling a student to become acquainted with and gain control of a material allows for expressive and aesthetic considerations. This opportunity may not have been possible if the student's only time with the material was trying to master it.

Finally, providing children with a focus on both the process and the product in art making makes for a strong art program. Often students feel the need to rush through an art project, either because of a time limit or an eagerness to move on to the next assignment. Encouraging students to work through a process in art allows them to make thoughtful, conscious decisions. It helps them to slow down and develop patience. It also teaches them to respect their work due to the time invested in its creation. When a product is achieved, students obtain a sense of accomplishment and pride that comes with its completion.

As my experience as an art educator grows, I am confident that my ideas and philosophies will as well. However, I feel a focus on these three elements will produce a deeper understanding for children making and looking at art.



Acton Public Schools # Acton-Boxborough Regional School District
16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Fax: 978-264-3340 E-mail: dbookis@mail.ab.mec.edu

Deborah Bookis
Director of Curriculum
and Assessment

August 16, 2010

Dear Parent or Guardian:

As we have only received preliminary data from the state, we will be posting our school and district MCAS and Adequate Yearly Progress Reports on the districts' website in early September. It will contain important information about student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests and the progress we are making toward helping all students become proficient in English language arts and mathematics.

In addition to meeting the requirements of the state's education reform law of 1993, the MCAS fulfills the requirements of the No Child Left Behind (NCLB) law, which requires schools to demonstrate that students are making academic progress. Every year a school's target Adequate Yearly Progress (AYP) is reestablished and increases by a certain number of points.

Students pass an MCAS exam by scoring in the top three of the four scoring categories: advanced, proficient and needs improvement. Only grade 10 tests are required as one condition of eligibility for a high school diploma; however, assessing students in earlier grades allows our school district to target areas where student learning and achievement can be enhanced.

AYP is determined by both aggregate and subgroup scores. Subgroups consist of 20 or more students in categories such as special education, low income, limited English proficiency, and by race/ethnicity. A school that does not show AYP for two consecutive years in English language arts/reading or mathematics, either in the aggregate or any subgroup, is designated by NCLB Accountability Status as a School Identified for Improvement.

Although the McCarthy-Towne School scored "high" in its performance rating for mathematics, it has been identified for *improvement in mathematics* for the Special Education *subgroup* as they did not meet their improvement target. The purpose of this letter is to explain what the designation means, what we are doing to improve teaching and learning, and how you can become involved in helping the school improve.

We are doing many things to improve teaching and learning in the school, including:

- Analyzing individual student test results to determine areas of strength and challenge
- Developing individualized strategies to support students in those areas of challenge
- Enhancing current classroom teaching strategies to address group areas of weakness
- Consideration of Alternative Assessment for MCAS

Through a student-centered analysis, we expect that certain students, due to the nature of their disabilities, require consideration for alternative MCAS portfolio assessment. This will be addressed through the special education team meeting process. Meetings for targeted students will be coordinated by the Pupil Services Coordinator (K-6) and will occur by November 2010.

- Time on Learning and/or MCAS Accommodations

Again, through the student-centered analysis, specialized service delivery for identified special education students may require a temporary increase in specialized instruction and/or additional non-standard accommodations to address MCAS mastery. Prior to MCAS testing, these services may be re-evaluated.

In addition, the faculty will continue to implement (year 2) the new Scott Foresman mathematics program, while they reshape their grade level discussions and study to refine and increase the understanding of student concept/skill mastery and how these concepts and skills are assessed. This process is already a goal in McCarthy-Towne's 2010-11 School Improvement Plan, as this type of teacher collaboration and work benefits all students in the school. Primary special educators will continue to employ the use of *Assessing Mathematics Concepts* to better understand students' conceptual understanding of number sense and operations; Special Educators will receive training on how to administer and use these assessments.

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become successful adults. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings
- Serving as a volunteer in the school or district
- Encouraging other parents to become involved.

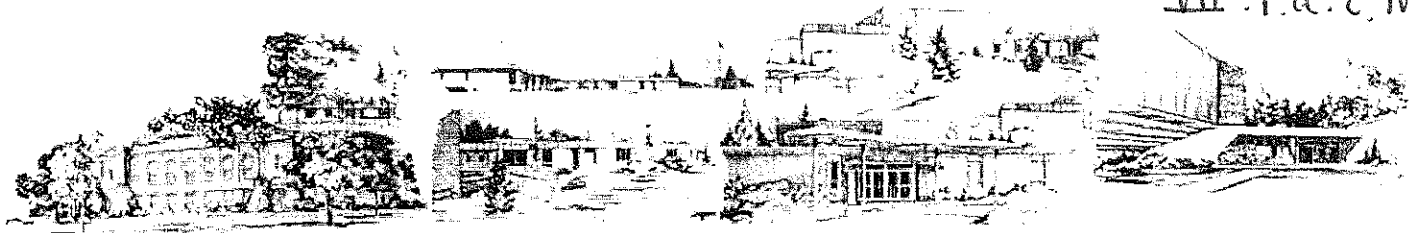
NCLB regulations also require school choice for schools receiving Title I funds. As our district already offers school choice among its five elementary schools, if you wish your child to attend one of the other four elementary schools (Merriam, Conant, Gates and Douglas), please contact David Krane, Principal of McCarthy Towne, as soon as possible but not later than August 25, 2010. Please be aware that the other four elementary schools scored "very high" for their mathematics performance rating.

For more information on participating in the school improvement process, please contact David Krane at 978-264-3377.

Sincerely,



Deborah Bookis
Director of Curriculum and Assessment



Acton Public Schools ☉ Acton-Boxborough Regional School District

16 Charter Road Acton, MA 01720 Phone: 978-264-4700, x3213 Fax: 978-264-3340 E-mail: dbookis@mail.ab.mec.edu

Deborah Bookis
Director of Curriculum
and Assessment

August 30, 2010

Dear Parent or Guardian:

As we have only received preliminary data from the state, we will be posting our school and district MCAS and Adequate Yearly Progress Reports on the districts' website in early September. It will contain important information about student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests and the progress we are making toward helping all students become proficient in English language arts and mathematics.

In addition to meeting the requirements of the state's education reform law of 1993, the MCAS fulfills the requirements of the No Child Left Behind (NCLB) law, which requires schools to demonstrate that students are making academic progress. Every year a school's target Adequate Yearly Progress (AYP) is re-established and increases by a certain number of points.

Students pass an MCAS exam by scoring in the top three of the four scoring categories: advanced, proficient and needs improvement. Only grade 10 tests are required as one condition of eligibility for a high school diploma; however, assessing students in earlier grades allows our school district to target areas where student learning and achievement can be enhanced.

AYP is determined by both aggregate and subgroup scores. Subgroups consist of 20 or more students in categories such as special education, low income, limited English proficiency, and by race/ethnicity. A school that does not show AYP for two consecutive years in English language arts/reading or mathematics, either in the aggregate or any subgroup, is designated by NCLB Accountability Status as a School Identified for Improvement.

Although the Merriam School scored "very high" in its performance rating for English language arts, it has been identified for *improvement in English language arts* for the Special Education *subgroup*, as they did not meet their improvement target. The purpose of this letter is to explain what the designation means, what we are doing to improve teaching and learning, and how you can become involved in helping the school improve.

We are doing many things to improve teaching and learning in the school, including:

- Analyzing individual student test results to determine areas of strength and challenge.
- Developing individualized strategies to support students in those areas of challenge.
- Enhancing current classroom teaching strategies to address group areas of weakness.

- Consideration of Alternative Assessment for MCAS.

Through a student-centered analysis, we expect that certain students, due to the nature of their disabilities, require consideration for alternative MCAS portfolio assessment. This will be addressed through the special education team meeting process. Meetings for targeted students will be coordinated by the Pupil Services Coordinator (K-6) and will occur by November 2010.

- Time on Learning and/or MCAS Accommodations

Again, through the student-centered analysis, specialized service delivery for identified special education students may require a temporary increase in specialized instruction and/or additional non-standard accommodations to address MCAS mastery. Prior to MCAS testing, these services may be re-evaluated.

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school and school success helps children become successful adults. We encourage you to become involved in helping us improve. Some suggestions include:

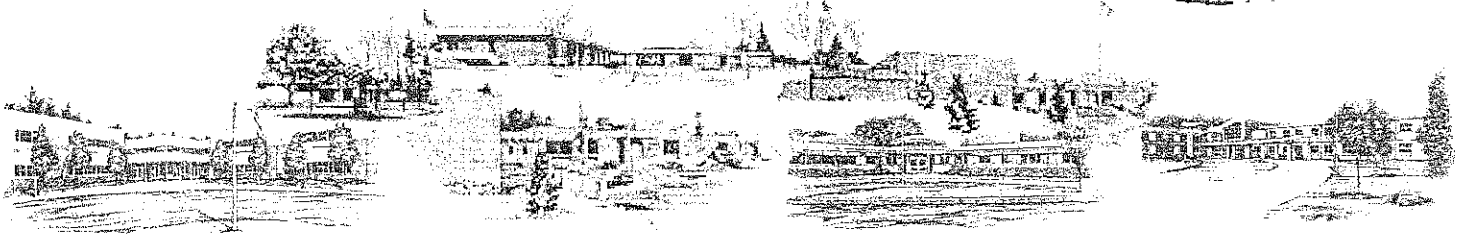
- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact Ed Kaufman at 978-264-3751.

Sincerely,



Deborah E. Bookis
Director of Curriculum and Assessment



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

August 30, 2010

Dear Parent or Guardian:

As we have only received preliminary data from the state, we will be posting our school and district MCAS and Adequate Yearly Progress Reports on the districts' website in early September. It will contain important information about student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests and the progress we are making toward helping all students become proficient in English language arts and mathematics.

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Students pass an MCAS exam by scoring in the top three of the four scoring categories: advanced, proficient and needs improvement. Only grade 10 tests are required as one condition of eligibility for a high school diploma; however, assessing students in earlier grades allows our school district to target areas where student learning and achievement can be enhanced.

AYP is determined by both aggregate and subgroup scores. Subgroups consist of 20 or more students in categories such as special education, low income, limited English proficiency, and by race/ethnicity. A school that does not show AYP for two consecutive years in English language arts/reading or mathematics, either in the aggregate or any subgroup, is designated by NCLB Accountability Status as a School Identified for Improvement.

We are pleased to report that the Conant School score "very high" in its performance rating for both mathematics and English language arts. It also **achieved AYP** for **both** Special Education subgroups in the subject areas by meeting its improvement target in mathematics and surpassing its improvement target in English language arts. Although it made AYP for both the aggregate and subgroups, it is still identified for improvement under NCLB guidelines for the Special Education subgroups in mathematics and English language arts, as this is only the first year for these subgroups to make AYP after not making AYP for two consecutive years. The purpose of this letter is to explain what the designation means, what we are doing to continue to improve teaching and learning, and how you can become involved in helping the school improve.

We will continue the work that was initiated last year, including:

- Analyzing individual student test results to determine areas of strength and challenge.
- Developing individualized strategies to support students in those areas of challenge.
- Enhancing current classroom teaching strategies to address group areas of weakness.

In addition, we will continue to use the data collection tools that directly informed classroom teachers' practices and interventions, including small group and re-teaching as indicated. Our reading assistants, under the direction of our Reading Specialist, will continue to support teachers in creating instructional groups to address specific areas of need, especially those identified by the use of benchmark and diagnostic reading assessments. Primary teachers and special educators either were trained this summer or will be this year in the use of *Assessing Math Concepts* to identify students who are struggling with mathematics concepts in number sense and operations.

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become successful adults. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact Damian Sugrue at 978-266-2550.

Sincerely,



Deborah E. Bookis
Director of Curriculum and Assessment

Spring 2010 MCAS Scores August 2010, Anticipated Results

By Liza Huber, Director of Pupil Services

Introduction:

The federal government uses student and school MCAS performance to determine if schools and district are “steadily progressing”, year by year, toward achievement by 2014 of the national goal set forth in the No Child Left Behind Act (NCLB). The goal is: “...all students will achieve proficiency in English Language Arts and Mathematics”.

The Commonwealth of Massachusetts, through the Department of Elementary and Secondary Education (DESE) evaluates MCAS results to determine a school’s performance based on Adequate Yearly Progress (AYP).

Knowing that all children learn differently, we, as educators, pride ourselves in meeting individual needs through guided instruction, reinforcement of solid instruction, individual and group learning (collaborative learning), etc. With that acknowledgement of a unique style of learning for each child, we now focus our efforts on meeting the state requirements to meet the Adequate Yearly Progress standard as defined by NCLB.

Although there may be different opportunities and settings to discuss the validity and reliability of MCAS scores and its statistical prediction of measured learning, we celebrate the fact that all of our students in all MCAS tested grades achieved AYP for the aggregate in English Language Arts and mathematics. For the special education subgroup that did not make AYP, we intentionally are focusing our efforts on meeting the remedial steps necessary to meet AYP standards.

NCLB/AYP Reporting:

School	Preliminary Accountability Status
Merriam	Improvement – Year 1 for ELA special education sub-group; <i>Did not make AYP for math – No status</i>
McCarthy Towne	Improvement – Year 1 for math special education subgroup; <i>Did not make AYP for ELA – No status</i>
Conant	Improvement – Year 1 (for 2010, made AYP in ELA and math)
RJG JHS	Corrective Action for math special education subgroup
A-B School District	Improvement – Year 1 for math special education subgroup

Discussion:

ABRHS

If designated out-of-district (OOD) students had been correctly reflected as “medically excused”, instead of “absent”, aggregate scores would have been calculated differently. In that case, the region (grade 7-12 as a whole) would have made AYP.

Next Steps

1. Short term: Each OOD placement (2) will receive letters from the District to follow through accurately on the MCAS administration and to coordinate their efforts on the same day of administration about any ambiguities to the Director of Pupil Services.
2. Long term: The District will appeal DESE’s ruling for the high school in light of this funding.

RJG JHS

Our disaggregated data shows that four students’ scores affected our overall AYP score in math. We would have remained in an “improvement year” instead.

Next Steps

1. Short term: History tells us that short term intervention on fundamental mathematics and MCAS alignment helps students pass the math section on MCAS (high school continuum). This year, we will contractually arrange a similar model at the junior high for those selected students (and others) who need that intensive intervention.
2. Long term: We will be meeting with the junior high math building chairperson to review the effects of the detailed plan which categorized all MCAS problems by category and strand (2006-2009), categorized all the expected level of proficiency and a timeline for the fundamentals curriculum both for 7th and 8th grades, and revised math tests for each chapter so that MCAS-type questions could be included for diagnostic teaching, re-teaching or reinforcement, and practice.

Conant, McCarthy-Towne, Merriam Schools

Improvement – Year 1 is the preliminary accountability status as Conant made AYP in special education for ELA and math. McCarthy-Towne and Merriam results have been previously described.

Next Steps

1. Short term: To ensure mastery in mathematics, we will focus on number sense, a predictor of success in algebra, and maintain an increased focus on operations. Basic fact fluency and whole number knowledge, which define number sense, will be incorporated more frequently in the daily instruction. In general, the elementary teachers teaching math are providing students with opportunities to practice writing answers to short-answers and open response questions. We are aware that students with specific disabilities may not have the skill set required at the time the MCAS assessment is administered; therefore, we will increase practice and repetition for multiple choice, open response and short answers.
2. Long term: We continue to look closely at the mathematics questions and skills to ensure that we are adequately teaching these concepts. Multiple choice, short answer, and open response questions reflect the five math content strands.

System goals for the elementary schools include the following:

- Elementary teachers will examine additional math support programs, particularly for students who fall below grade level in grade 6, but are not on an IEP.
- English Language Arts, special needs staff, and math teachers will consider coordinating a way of teaching all students techniques for answering open response questions on MCAS. This coordination will assist students in mathematical thinking and reasoning.
- A review of math concepts and skills prior to testing and a review of the strategies and techniques for answering open-ended questions will be incorporated in lesson plans.
- Small group math classes taught through special education will be restructured to address an MCAS review during each class.
- In order to reinforce math concepts and to introduce students to the full range of question types, a variety of configurations will be considered for instructional practice in order to support particular sub-groups of students: pull aside in the classroom, pull out of the classroom in small groups, and reinforcement during non-academic times, e.g., before school, etc.

Conclusion:

Our focus this year will be two-fold:

1. Continue the data analysis to align curriculum and content strands, both sequentially and areas covered, e.g.math (number sense and operations; patterns, relationships and algebra; geometry; measurement; data analysis, statistics and probability.
2. Intensive group instruction as described in the aforementioned schools.

August 25, 2010

Dear School Committee Members,

We continue to be very concerned about the MCAS performance of special education students given our districts' preliminary 2010 MCAS results. At this juncture it does not look like the special education students at R. J. Grey Junior High and McCarthy-Towne Elementary school have achieved AYP in Mathematics this year. While this is the first year that McCarthy-Towne will be designated as a school that "Needs Improvement" for this student population, unfortunately, it will be the fourth consecutive year that R. J. Grey JH has not made AYP for this subgroup of students. That means that R. J. Grey will now be entering a "Corrective Action" status, which carries some significant penalties for the district.

The good news is that preliminary MCAS results indicate that Conant special education students did make AYP this year in both Mathematics and English Language Arts. Dr. Chris Price deserves a tremendous amount of credit for this accomplishment. She proactively assessed the needs and abilities of her students individually and by group; enhanced classroom teaching strategies to address group areas of weakness; piloted data collection tools to directly inform teachers' practice and interventions including small group instruction and re-teaching, and explored new teaching strategies in specific curriculum areas, such as the Six Traits Writing program and use of Digi-Block math manipulatives to teach basic math operations. Also important Conant hit the ground running with its program the first day of school. Conant's successful interventions serve as a model for how to achieve AYP and we hope all schools in the district will implement these steps to improve student learning.

While many good interventions were undertaken at R. J. Grey to improve special education students' performance last year, more emphasis was placed on re-evaluating whether or not students should be assigned to take the alternative MCAS, identifying non-standard test accommodations for students and providing temporary specialized instruction for students to get them through last year's MCAS administration. We see these as stop-gap measures, not useful long-term solutions to improve future student learning. What Conant was able to do in one year R. J. Grey has not yet been able to accomplish in three. From what we have been able to gather, it appears that serious evaluation and intervention at the Junior High began in earnest only last year. A comprehensive plan was not put forward until the end of November 2009, so implementation probably began some time after that. Unfortunately, with the holidays that only left approximately 3 months until MCAS testing began, so we likely did not see the full benefit of the proposed interventions at R. J. Grey last year. Additionally, it is unclear to us who has been responsible and accountable for achieving AYP at R. J. Grey. While we are strong proponents of a team approach to solving challenges, we would suggest that one person still needs to be charged with ultimately seeing that all parties are coordinating efforts and on track to achieve the broader goal.

We applaud R. J. Grey for doing a comprehensive analysis of student performance in Mathematics and identifying individual and group areas of student weakness. It was determined that too much time was being spent on disability remediation and not enough

on core Mathematics curriculum for special education students. As a result last year special educators were provided additional training in math standards and instruction. This year the school is proposing to take that one step further by introducing a co-teaching model for all small group special education mathematics classes, which will include both a certified mathematics teacher and a special educator. This is a positive, long-term solution that should benefit students in those specific classes and builds coordination between regular and special education teachers. However it is unclear to us how many students at the Junior High will directly benefit from this particular intervention. Given Conant's success we would encourage R. J. Grey to pursue the remainder of the substantive interventions that were employed so successfully by that school last year, such as piloting data collection tools to directly inform teachers' practice and interventions throughout the year and exploring new teaching strategies in specific curriculum areas.

Finally, we'd like to reiterate our concerns about the increasingly negative consequences for both individual schools and the district if special education students' don't achieve AYP. As noted in our Nov. 15, 2009 letter:

1. As a first year school needing improvement McCarthy-Towne must:
 - A. Notify parents of its failure to make AYP and explain how it will address the problem and involve parents in the improvement process;
 - B. Develop or revise its two-year school improvement plan to address the subjects, grade levels and subgroups that didn't make AYP;
 - C. If it were a Title 1 school it would also need to dedicate 10% of its Title 1 funds to professional development in the area(s) needing improvement.

In addition to the above requirements, the district must:

- Provide technical assistance and resources to support the school's improvement efforts.
2. As a second year school needing improvement last year R. J. Grey, in addition to the above requirements, also had to:
 - Provide free tutoring in math, reading, language arts and science to all low-income students at a cost to the school of up to 20% of its Title 1 funding.
Note: These may or may not be the students who scored below proficient on MCAS or even be students who receive special education services.
 3. This year as a school now in "Corrective Action," R. J. Grey must, in addition to the above requirements, also:
 - Take one specific corrective action from a list provided by the state, which includes:
 - 1) **Instituting a new curriculum;**
 - 2) **Extending the length of the school day or year;**
 - 3) **Replacing school staff; or**
 - 4) **Decreasing management authority at the school.**
 4. If R. J. Grey were to not make AYP for this subgroup again in the spring of 2011, the school would be classified as needing "Restructuring." This is the most severe

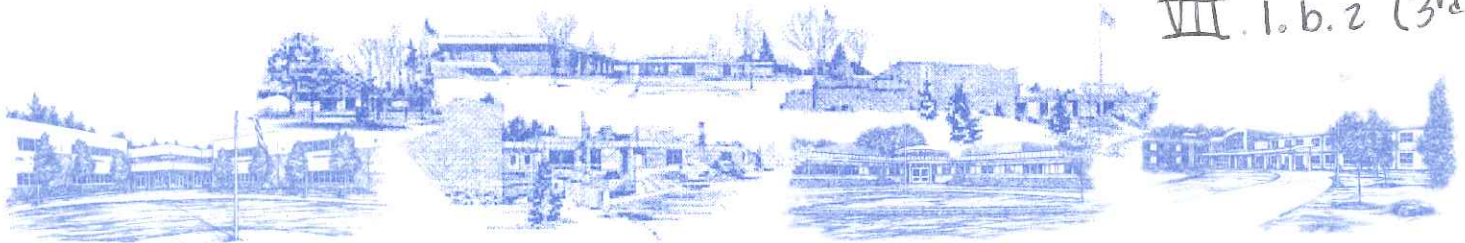
penalty category a school can achieve under NCLB and would involve a “**major reorganization of the school's staffing and governance.**” These are serious consequences and it is essential that our special education students make effective progress this year so that the state does not impose a major reorganization on R. J. Grey’s staffing and governance. While we recognize how incredibly busy you are, we hope that this issue will be a higher priority for the School Committee this year.

Should these additional consequences be imposed, it would further strain tightly stretched human and financial resources during this difficult economic time as well as tarnish our schools’ excellent reputation. Whereas, addressing the fundamental educational issues head on and successfully raising MCAS scores for the special education subgroup, which constitutes about 15% of our total student population, would not only avoid these negative consequences, but improve the aggregate school and district MCAS scores, allowing our district to continue demonstrating AYP in the coming years.

We appreciate your consideration of our concerns on this issue and look forward to working with the district to improve student proficiency in this MCAS subgroup to the benefit of all.

Sincerely yours,

William J. Guthlein & Nancy E. Sherburne
AB SpEd PAC Co-Chairs



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 2010

Dear Parents/Guardians,

In the spring of 2009, Massachusetts public school students in the third grade took MCAS tests in English Language Arts Reading Comprehension and Mathematics. Enclosed you will find a Parent/Guardian Report containing your child's scores on the tests that includes your child's response to each test item. You can review the released test items on the Department of Elementary and Secondary Education's website:

<http://www.doe.mass.edu/mcas/testitems.html>.

The enclosed report also includes some suggestions for helping your child. In addition, we offer the following suggestions if you decide to talk with your child(ren) about their scores:

- Make clear to them that while MCAS scores tell us some important things about our academic skills, they do not by any means reflect the full range of our skills and capabilities.
- Talk about areas of strength and weakness, rather than about test scores.
- Support the schools in conveying the message that test performance is confidential and ought not to be discussed at school.

For information about our district results, please visit our website

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

Sincerely,

Deborah E. Bookis



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 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 10th graders reach the Proficient performance level on the MCAS and are therefore concentrated at the top of the scale."¹ 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."² 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

¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009

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

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

Submit for Superintendent's and School Committee approval
at least 60 days before the proposed trip.

Please TYPE or use COMPUTER FORM

- Name of Teacher(s): Caitlin Walsh, Karen Shiebler, Vanessa Bergmann
- School: McCarthy-Towne
- # of Students going: 74 (30 boys 44 girls) # of Chaperones (gender): 6 female staff members, 8 female chaperones, 8 male chaperones, and 1 nurse

Names of Chaperones: The list will be sent in late September

- Date(s) of Trip: October 20, 2010- October 22, 2010 School Time Involved: 3 school days
- Purpose of Trip/Destination: 5th grade outdoor education and community building
Camp Merrow Vista, N.H.
- Have you taken this trip before? Yes
- Any special arrangements required (such as extra insurance, ADA accommodations)?

Yes, insurance certificate is requested.

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

\$ 190.00 tuition, plus \$23.00 transportation, \$213.00 per student total cost

- Who will pay for the trip? Scholarship fund, families, and AYF grant

- Has any fundraising been done? No If so, what? _____
-

- (over)
- Are any parents driving? Parents can drive to the site, but without any children in the vehicles.

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

- Have you followed the procedure outlined in Policy IJOA (attached)? Yes
- Other comments:

This is a wonderful experience for our fifth graders. Please see the attached comments from students last year.

☒ Approved _____ Not Approved _____

[Signature] 9-8-10

Principal Date

☒ Approved _____ Not Approved _____

[Signature] 9-10-10

Superintendent Date

_____ Approved _____ Not Approved _____

School Committee Date

This form must be submitted to the Superintendent at least 60 days prior to the trip.

Dear Fifth Grade Families,

It is time once again for our annual trip to Camp Merrowvista in New Hampshire. While this wonderful outdoor adventure is an integral part of our science curriculum, it also provides an opportunity for students to gain some independence and to take on new challenges. And as you may have heard, it is an incredible amount of fun!

Our trip will take place from October 20th through October 22nd. Busses will leave before school on Wednesday, and will return after school on Friday.

We are in need of 16 chaperones, 8 men and 8 women, to share cabins with the children and to help monitor during the transitions between activities. Some important points to remember before signing up:

- You **MUST** commit to the entire trip, as we need the continuity of coverage. There can be no exceptions to this Merrowvista policy.
- The cost per chaperone is 52 dollars to cover the price of meals.
- You **MUST** have a CORI check in order to attend (form attached).

Because our space is limited by the number of beds and bus seats, we will only be accepting forms until **Sept. 15th (Back to School Night)**. If we have more than 16 volunteers, we will choose chaperones in a random lottery. Any forms returned after Sept. 15th will unfortunately not be able to be included.

We will be happy to answer any questions that you may have about this chaperoning opportunity. If you haven't done it before, this is a truly enjoyable field trip.

Thank-you so much for your support!!!

Karen, Caitlin and Vanessa



General Information about Merrowvista

About the organization...

Merrowvista is a part of the American Youth Foundation (AYF), a national, not-for-profit organization that develops leadership in young people and the adults and institutions that serve them. The AYF's summer camps, conferences and year-round programs have proven to be successful models for youth development since 1925. The organization is governed by a board of directors assisted by advisory boards in several communities.

Can I send/receive mail?

Participants and chaperones can receive and send mail during their stay at Merrowvista. Please be sure to include the name of the school or organization when addressing the mail.

Please note our address: 147 Canaan Road, Center Tuftonboro NH, 03816

Can I call my child?

It is highly unusual for participants to receive or make telephone calls while they are here. In most cases, participants may use the phone only in emergencies and with the approval of school staff. However, teachers and chaperones may have access to a phone which they can use with a calling card or by calling collect.

In an emergency...

If an emergency does arise and you need to contact someone at Merrowvista, you may call the office at (603) 539-6607. Between the hours of 5 p.m. and 9 a.m., a voice mail system will direct you to leave a message that will allow you to reach Merrowvista staff at that time.

Dietary needs...

Well-balanced meals are served three times a day with a vegetarian option. Please inform the school or organization contact person of any special dietary needs, including allergies, and include that information on the Health History Form.

Special needs...

Please inform the school or organization contact person of any recent injuries and behavioral, emotional, or physical concerns that might affect participation in the program, and include such information on the Health History Form.

Lost and found...

Merrowvista tries to reunite lost items with their owners before they leave. Please mark items with the participant's name so that they are more easily reunited with the owner. Items that are left are kept for a short amount of time and can be shipped to the owner at the parent/guardian's expense.

Some Thoughts On Merrowvista...

(as written by the 5th graders at the McCarthy-Towne School, Acton, MA)

At Merrowvista my favorite thing was the climbing tower. I learned how to put on a harness. The first time I went to the climbing wall it was my goal to make it half way and I did. But the second time I went up I kept climbing and climbing. Finally I made it to the top of the climbing tower. It taught me to keep going.

My favorite activity was the night walk. It was so cool how when you rub quartz together it makes a light! Also, when you bite wintergreen it makes a light!

I think cruisers was very fun because you got to run around getting food, setting up tables and sweeping was the most fun I had at Merrowvista.

I really liked the hike to the ledge. The hike itself was challenging, but the view made it all worth it! It was spectacular looking out over the lake. If I looked really hard, I could see the tower. The hike down was harder than the hike up because of the leaves and rocks.

At Merrowvista they really took saving the earth seriously, with the ORT and compost. I do wish that we could stay a little longer because we really didn't do all the things I could have. But we got to see a sawmill ruin. That was cool because Matt told us that it was 500 hundred years old and they powered it with water.

At Merrowvista I had a blast! I especially enjoyed the climbing wall. It was very fun to be doing it with all your friends. Everyone was very encouraging. It made you feel very confident. It felt amazing when I figured I was only a couple feet from the top. Also, you got to work with people you wouldn't normally with in your leadership group. Working with one group helped you get to know one another.

I loved Merrowvista because it was inviting and very clean. Also, the cabins had heaters. The people were very nice to me and my teammates. We all had breakfast, lunch and dinner together in the dining hall. The counselors were very nice and helpful.

On our trip to Merrowvista we learned a lot about the earth. The first thing we learned was that it is really bad to waste food. So for meals, at the start we would take only as much as we could eat. If you finished that, then you could take more.

Merrowvista was awesome! I can still smell the bacon and French toast in the air. I can still see the tiny heads of people from the top of the 45 foot wall. I can still feel the gross leftovers from the dishes on my hands. I can still taste the crisp, night air. I can still hear the crunchy leaves under my feet.

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


- Name of Teacher(s): Melissa Heek, Barbara Raffa, Kimberly Macey
- School: Conant
- # of Students going: 74 # of Chaperones (gender): 4+
- Names of Chaperones: ?
- Date(s) of Trip: Nov. 8-10, 2010 School Time Involved: all day
- Purpose of Trip/Destination: nature studies, team building / Sargent Camp N.H.
- 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.) \$220.
- 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:

<input checked="" type="checkbox"/> Approved _____ <div style="text-align: center;"><u>Principal</u></div>	<input type="checkbox"/> Not Approved <div style="text-align: right;"><u>8/26/10</u> Date</div>
<input checked="" type="checkbox"/> Approved _____ <div style="text-align: center;"><u>Superintendent</u></div>	<input type="checkbox"/> Not Approved <div style="text-align: right;"><u>9/10/10</u> Date</div>
<input type="checkbox"/> Approved _____ <div style="text-align: center;">School Committee</div>	<input type="checkbox"/> Not Approved <div style="text-align: right;">_____ Date</div>

Acton-Boxborough Community Education

*** MEMO ***

TO: Steve Mills

FROM: Erin Bettez 

RE: Surpluses for Extended Day Programs at Conant, Gates and McCarthy-Towne

DATE: August 12, 2010

Enclosed please find three checks:

\$13,631.21 made payable to Conant School (3rd and final disbursement for the year)

\$45,090.80 made payable to Gates School

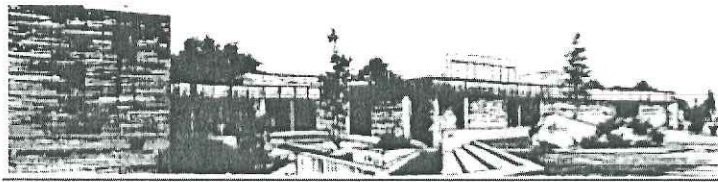
\$17,195.84 made payable to McCarthy-Towne School

These checks represent 75% of the surplus created by Community Education's extended day programs operating at these schools during FY10 and each is a gift to the host school.

cc: David Krane

Lynne Newman

Damian Sugrue



Paul P. Gates M.D. School

75 Spruce St. Acton MA 01720 Phone: 978-266-2570 Fax: 978-266-2573 Email: lnewman@mail.ab.mec.edu
Lynne Newman, *Principal*

September 7, 2010

To the Acton School Committee:

I am writing to request your acceptance of a gift in the amount of \$45,090.80 from Community Education from the proceeds of the Extended Day program held at the Gates School. This gift and any subsequent gifts will be used to purchase contract services, supplies, and equipment for our school.

Offering before and afterschool care through Community Education has proven to be very successful and parents truly appreciate having childcare available at the Gates School. Many thanks for your continued support. If you have any questions, please do not hesitate to contact me.

Sincerely,

Lynne Newman, Principal

McCarthy-Towne School
Eleven Charter Road, Acton, MA 01720

Telephone: 978-264-3377, FAX: 978-264-4098

Email: dkrane@mail.ab.mec.edu

September 7, 2010

To the Acton School Committee,

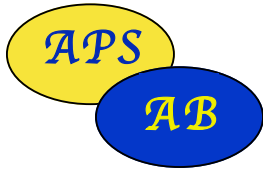
I am writing to request your acceptance of a gift in the amount of \$17,195.84 from Community Education from the proceeds of the McCarthy-Towne School Extended Day program being held at the Parker Damon Building. This gift, and any subsequent gifts, will be used to purchase contract services, supplies, and equipment for our school.

This program has had a profoundly positive effect on our school community and has enhanced the quality of life for many McT families. We thank you for all your support as this program now begins its second year offering this service to our school community. If you have any questions, please do not hesitate to call me.

Sincerely yours,



David Krane
Principal
McCarthy-Towne School



ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
16 Charter Road, Acton, MA 01720
<http://ab.mec.edu/>

Telephone: (978) 264-4700
Fax: (978) 264-3340

PARENT COMMUNICATION MAP

2010-2011

Dear Acton and Acton-Boxborough Parents,

The school districts always seek to promote good communication – with parents, the civic and business community, the Town, and within and among the schools themselves. This *Parent Communication Map* is a tool that facilitates good communication.

While some types of communication – for example, congratulations – engender little or no confusion, other categories can sometimes lead to unnecessary misunderstanding, conflict, or frustration. The purpose of the "map" is to prevent some of the more avoidable communication problems.

We expect that the *parent communication map* will help parents to obtain assistance when they have questions, comments or concerns about the educational program or some aspect of their children's school experience. The map indicates where parents should begin with various kinds of queries, concerns or ideas. Many issues can be addressed through this initial contact. In the "referral" column, the map also lays out the next step parents may take if their problem is not resolved or their question cannot be answered through the initial contact. The structure of the map is grounded in one underlying principle: If the solution to a problem is achieved at the level closest to that problem, the result will be more effective and lasting.

The Acton Public Schools and the Acton-Boxborough Regional School District are two distinct entities. This *communication map* indicates how you should pursue questions or concerns within each of these two distinct organizational structures. If you know the name of the person you are supposed to contact, you may call (978) 264-4700 and connect to that individual through our automated telephone system, or you may call your school directly.

We would like to emphasize the importance of the map structure when it comes to classroom inquiries. At fall open houses and back-to-school nights, or even earlier via memo or other communication, your children's teachers will provide you with information about how to contact them. Please bring to the teacher first any question related to classroom issues. Supervisors and administrators are willing to listen to questions and concerns related to classroom issues, but if you haven't spoken to the teacher yet, they will ask you to begin there. Most problems can be resolved when parents take this initial step. Teachers are interested in the concerns of parents and want to address those concerns in an open and professional manner.

If you have any suggestions after you have "road tested" our map, please don't hesitate to share them with us. Thank you.

I wish you well in the upcoming school year.

Sincerely,

Stephen E. Mills, Superintendent
August 2010

ELEMENTARY SCHOOLS

NATURE OF CONCERN	CATEGORY	INITIAL CONTACT	REFERRAL
Policy	Schoolwide	Principal	Superintendent
Pupil Placement	Early Admission to Kindergarten	Coordinator of Special Education	Director of Pupil Services
	Kindergarten Registration/ Placement	Registrar	Director of Personnel and Administrative Services
	Classroom	Principal	Superintendent
Student Records	Content/Availability	Principal	Director of Pupil Services
Transfers	Within School District (Not Out of District)	Principal/Coordinator of Special Education	Director of Pupil Services/ Director of Personnel and Admin. Services
Transportation	Busing/Crossing Guards	Principal	Director of Facilities and Transportation
Teaching/Instruction	Performance	Teacher	Principal
Student Progress	Academic Progress	Teacher	Principal
	Social Development	Teacher/Counselor	Principal
Discipline	Classroom	Teacher	Principal
	Lunchroom	Teacher	Principal
	Playground/Recess	Teacher	Principal
Curriculum	Content	Teacher	Principal/Specialist/Department Head
	Content/Policy	Special Subject Teacher	Specialist/Director of Curriculum and Assessment
	Policy	Teacher	Principal/Director of Curriculum and Assessment
Special Learning Needs	Regular Education/ Special Needs	Counselor/Special Educator	Counseling Chairperson/Coordinator of Special Education/ Director of Pupil Services
	APS Preschool Screening	Coordinator of Early Childhood	Director of Pupil Services
	Transportation	Special Educator	Early Childhood Coordinator/ Coordinator of Special Education/ Director of Pupil Services
Counseling	Kindergarten Screening	Kindergarten Teacher	Principal/Director of Pupil Services
	Program/Performance	Counselor	Principal/Counseling Chairperson/ Director of Pupil Services
Instrumental Music	In-school Lessons	Instrumental Music Specialist	Director of Music
Extended Day Opportunities	Programs	Community Education	Community Education Director/ Superintendent
	Registration Information		
Private Tutoring	Referrals	On-line Tutoring Database http://ab.mec.edu/	Director of Curriculum and Assessment
Health	Medical Issues	School Nurse	Chairperson of Nursing/ Director of Pupil Services
On-line Emergency Card	School-related	Principal	Information Management Specialist

SECONDARY SCHOOLS

NATURE OF CONCERN	CATEGORY	INITIAL CONTACT	REFERRAL
Policy	School-related	Principal	Superintendent
Administrative Decision	School-related	Principal	Superintendent
Information	Schoolwide/Systemwide	Principal	Superintendent
Discipline	School-related (including attendance and tardiness)	Assistant Principal	Principal
Transportation	Regular	Assistant Principal	Director of Facilities and Transportation
	Special Needs	Counselor/Special Educator	Coordinator of Special Education/ Director of Pupil Services
Personal or school-related issues that may impact educational performance	Counseling	Counselor or Assistant Principal	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
Student Records	Content/Availability	Counselor	Counseling Chairperson Coordinator of Special Education Director of Pupil Services
Student Progress	Classroom issues: grades/academic concerns; pupil/teacher relationships	Classroom Teacher	Counselor/Department Leader Assistant Principal/Principal
Scheduling	Placement/programs: schedules, placement, college/postgraduate admissions, career planning	Counselor	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
Special Learning Needs	Regular Education and Special Needs	Counselor/Special Educator	Counseling Department Chairperson/ Coordinator of Special Education/ Director of Pupil Services
Curriculum: course content Placement: policy information and advice Approval for credit	Departmental	RDL (Regional Department Leader) BDL (Building Department Leader)	Director of Curriculum and Assessment
Health	Medical Issues	School Nurse	Chairperson of Nursing/ Director of Pupil Services
Athletics	Schedules Team Activities	Coach	Athletic Director
Curriculum and Instruction	Systemwide	Director of Curriculum and Assessment	Superintendent
Private Tutoring	Referrals	On-line Tutoring Database http://ab.mec.edu/	Director of Curriculum and Assessment
Home/Hospital Programming	Regular Education and Special Needs	Counselor/Special Educator	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
On-line Emergency Card	School-related	Principal	Information Management Specialist

Any concern should be directed first to the teacher, counselor or principal, using the charts provided inside. Should further information and assistance be needed, the following directory may be used. Call (978) 264-4700 to reach all departments.

ELEMENTARY CONTACTS

LEVEL I – SYSTEMWIDE SPECIALISTS

Curriculum Specialist, K-6: Eileen Sullivan

SPECIAL SUBJECTS

Reading Specialists: Amy Barrett, Kerry Cusick,
Noel Erickson, Renee Luttati, Sharon Ryan
Art Teachers: Melissa Hayes, Celia Knight, Anne Kress,
Heidi Kupferman, Beth Warner
Music Teachers: Peter Broggi, Chris Porth, Karen Sheppard,
Kerrin Stewart, Kim Ward
Physical Education Teachers: William Chan, David James,
Mary O'Brien, Jill Reed
Special Education Staff: Check with each building

LEVEL II – PRINCIPALS

Conant School: Damian Sugrue
Douglas School: Christopher Whitbeck
Gates School: Lynne Newman
McCarthy-Towne School: David Krane
Merriam School: Ed Kaufman

PROGRAM MANAGERS

Elementary Principals: See above
Title I Coordinator: Deborah Bookis, Director of Curriculum
and Assessment
Special Needs/ESL: Lynne Laramie, Coordinator of
Special Education
Counseling/Psychological Services: Ginny Conway,
Chairperson
Preschool Services: Carol Huebner, Coordinator
Nursing Services: TBD
Health Education: TBD
World Languages: Claire Dix, RDL, ABRHS
Visual Arts: Diana Woodruff, Director
Music: Mark Hickey, Director
Physical Education: TBD
Out-of-District Coordinator: Matthew Kidder

SECONDARY CONTACTS

LEVEL I – SYSTEMWIDE SPECIALISTS

Regional Department Leaders located at the High School

English Language Arts RDL: Dianne Telicki
Math RDL: Bill Noeth
Science RDL: David Palmer
Social Studies RDL: Pam Lynn
World Languages RDL: Claire Dix
Special Education BDL: Cheryl Alfieri-Simmons

Building Department Leaders located at the Junior High

English Language Arts Contact Person: Melanie Scalice
Math BDL: Philip Stameris
Science BDL: Mary-Frances Doiron
Social Studies BDL: Lynne Bover
World Languages BDL: Robin Crown

LEVEL II – PROGRAM MANAGERS

High School Principal: Alixe Callen
High School Assistant Principal: Susan Atwater-Rhodes
High School Assistant Principal: Larry Dorey
High School Assistant Principal: Jim Marcotte
Junior High School Principal: Craig Hardimon
Junior High School Asst. Principal: Andrew Shen
Junior High School Asst. Principal: Allison Warren
Title I Coordinator: Deborah Bookis, Director of Curriculum
and Assessment
Special Needs/ESL/Academic Support: Mary Emmons,
Coordinator of Special Education
Counseling/Psych. Services: Stephen Hitzrot, Chairperson
Nursing Services: Diana McNicholas, Chairperson
Visual Arts: Diana Woodruff, Director
Music/Performing Arts: Mark Hickey, Director
Athletics: Steve Desy, Director
Summer School: Chris Clinton, Director
Physical/Health Education: TBD
Out-of-District Coordinator: Matthew Kidder

LEVEL III – CENTRAL AND SYSTEMWIDE OFFICES

Deborah Bookis, Director of Curriculum and Assessment
Marie Altieri, Director of Personnel/Administrative Services
Liza Huber, Director of Pupil Services
Donald Aicardi, Director of Finance
Amy Bisiewicz, Director of Educational Technology

Kirsten Nelson, Coordinator of Food Services
John D. Head, Director of Transportation and Facilities
Erin Bettez, Director of Community Education
Marty Finnegan, CASE Transportation Administrator

Stephen E. Mills, Superintendent of Schools
email address: smills@mail.ab.mec.edu

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools

September 1, 2010

Category	Total as of 6/1/2010	Additions	Subtractions	Total as of 9/1/2010
Conant	21			18
Douglas	22			21
McCarthy-Towne	17			15
Merriam	22			24
APS TOTAL	82			78



August 2010

Dear Parents,

Welcome back! I hope you all had an enjoyable summer and are ready for a new school year. As always, we anticipate that your child's learning in our schools will reflect high standards, academic achievement, social and emotional gains, and a solid sense of citizenship. These core values are taught with deep commitment on your part and we reciprocally understand the expectations that you have for our schools for achievement and the ladder of success.

In May 2010 we wrote a working paper on achievement entitled – **The Road to Success: Optimal Student Achievement, A Design, Universal in Scope and Individual in Approach to All Learners**. We emphasized in that paper that students' success is based upon setting achievement as a top priority, creating an environment that is conducive to learning, executing the integrated Commonwealth's frameworks and standards, delivering solid instruction, and measuring that instruction for growth.

In July 2010, the Commonwealth became the 26th state to adopt the Common Core (national), which emphasizes which material and skills will be taught in English and math. The consequence of this action will mean that the MCAS as we know it will have changes and perhaps, a new test will be developed for Massachusetts by the Department of Elementary and Secondary Education (DESE). We will work closely with DESE to ensure that our standards are aligned with the new requirements.

These national standards will evaluate performance of computation and numeric operations at earlier grades. Nonfiction reading and expository writing will also be evaluated throughout the appropriate grades; the emphasis of MCAS is presently on literature and creative writing.

With these changes in mind, how to do we get from one point to another so that our children are successful? In the May 2010 OnTeam (<http://www.ab.mec.edu/departments/pupilservices/pspdf/OnTeamMay-Jun10.pdf>) we examined educational structures like integrated classrooms, and shared with you some thinking of our direction for regular education initiatives, differentiated instruction, and opportunities for teachers to further define, share and redirect learning strategies. Critically important to these ideas are teacher training, dedication and commitment to co-planning so that instruction is seamless between special and regular education.

In order to shift to more integration, we continuously evaluate that student needs are addressed through the Child Study Team (CST) and SAT (Student Assistance Team) so that rapid intervention happens which helps the student succeed quickly. We are developing models that address short, intensive, intentional, and focused help so that every child has equal opportunity for success in both regular and special education.

In looking at the learner, we respect the child's learning style and constantly raise the achievement ladder with skills in language, linguistics and writing, with numeric operations and estimation, with compare and contrast techniques, how to make inquiries and make judgments, and how to transition (and push) from concrete to abstract thinking -- without ever forgetting the uniqueness and individual creativity of each child.

Good instruction is based upon a number of factors: active learning environments (level of interest, motivation, high standards, etc.), reciprocity and cooperative learning between and among students, opportunities to draft, edit and receive prompt feedback and direction, core values of respect for each individual's way of learning (and mastery) of skills, and high expectations from the teacher. We know that in the development of intelligence, there is a logical, sequential and conceptual pathway for growth and learning.

Additionally, homework becomes a critical tool to reinforce the aforementioned ideas. Parents are partners in helping their children with organization, persistence and goal completion. For the student, it is an opportunity to practice, research, organize and plan for a long-term assignment. It develops management skills, self-discipline (study habits) and a style for learning, which is responsible and independent.

Here are a few take away messages that are important to build upon in creating a school that holds achievement and success as top priorities:

- ◆ The learning matrix is centered on the student with supports from the home and school.
- ◆ An understanding of the theory of learning with guided practice is an important underpinning.
- ◆ Creating programs both vertically and horizontally are important factors in implementing a system of learning for all students.
- ◆ Prevention of learning problems yields better opportunities for the student's predicted success.
- ◆ Good instruction engages students more.
- ◆ Good teaching and high standards create an atmosphere for individual and group learning.
- ◆ Respect for each other's learning style, set of skills, and knowledge to the subject being studied is not only respected but is expected.

But, now the task is two-fold: how do we help our teachers with the demands that they already have become the "best of the best", but also how do we evaluate progress and measure the student's growth? There are several instruments to measure growth - - from measuring the mastery of skills across grade level and building (horizontal and vertical axes) to the tracking of progress of an individual student.

In measuring, it is not one concept that is important but rather the compilation of all indices for measurements, both formal and informal. Hard data, from high stakes testing, measured through the MCAS and individual growth models, is necessary to move the system and us forward for adequate yearly progress (AYP) and to track an individual's performance. Additionally, we factor in other sources: self-evaluation from the student, teacher or departmental feedback from progress reports or tests, portfolios, and input from our families. It is the combination of all factors that help us to move forward in curriculum, and in student growth.

Moreover, in this on-going assessment of curriculum and student growth (and ways to improve both), consultation, supervision, and professional development of teachers are not only critical to student achievement, but necessary to facilitate further student learning. The schools have designed rubrics for measuring teacher performance by documenting the following areas: currency in curriculum, planning and preparation, classroom environment, effective instruction, assessment of curriculum, and professional responsibilities.

As we move forward, the district continues to hire highly qualified individuals to meet the ever growing changes of diverse learners in the classroom. Together with these hiring practices, focused professional development, opportunities for "focused learning strategies", differentiated teaching and the measurements thereof, we anticipate that the high standards set will continue to be achieved through data gathering, measurement, highly qualified teachers, reflective thinking about curriculum and achievement, and the ideas, input and support from our families.

In starting off this year, our district theme will be student achievement with an emphasis on instruction. As part of this delivery, Pupil Services will be planning our 5th annual Parent Workshop on October 29, 2010. Speakers will help both schools and families focus on what it takes for our children to learn and how we know they are actually learning. More information on this workshop will follow. As always, we welcome your ideas.

Liza Huber

Liza Huber

Director of Pupil Services

Enc: Pupil Services 2010-2011 Communication Map
Pupil Services 2010-2011 Administration Directory
Pupil Services 2010-2011 Building Based Contact Directory

The Acton Public/Acton-Boxborough Regional School District is pleased to provide you with translated materials in languages other than English.



Co-Chair: Nancy Sherburne (978) 635-0968 nsherburne@mindspring.com
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AB SpEd PAC Website <http://www.abspedpac.org>



Hold the Date

October 29, 2010

**Acton, Acton-Boxborough Regional Schools
Pupil Services**

&

Acton-Boxborough SpEd PWC

Present their 5th Annual Special Education Parent Workshop

**What does it take for our children to learn?
How do we know they are learning?**

More details to follow.

Open House Dates - Fall 2010 6/25/10

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CONANT - Sept. 13, 7-8 pm, gr. K-3
Sept. 15, 7-8 pm, gr. 4-6

DOUGLAS - Sept. 15

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

7-7:45 pm - Grades 3 & 4

8-8:45 pm - Grades 5 & 6

Sept. 22

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

7-7:45 pm - Grades 1 & 2

GATES - Sept. 21

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

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

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

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

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

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

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

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

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

We invite you to join us
for the tenth annual
C. T. Douglas School
Walk for Peace
Thursday, September 23, 2010
Rain date, Thursday, September 30, 2010
Agenda

10:15 Pledge of Allegiance, Douglas School Circle

Speakers: Dr. Chris Whitbeck, Principal
Senator Jamie Eldridge
Representative Jennifer Benson
Dr. Stephen Mills, Superintendent
Ms. Lauren Rosenzweig
Readings

Song - Peace Like a River, led by Mr. Peter Broggi

10:30 One mile walk through Indian Village

11:15 After the walk - Reconvene in the circle

Closing Remarks

Song - We Shall Live In Peace, led by Mr. Peter Broggi

In celebration of the United Nations Day of Peace, Douglas School is sponsoring its tenth annual Walk for Peace. Douglas students and members of the school community will walk one mile to raise funds for peace. Money raised from this effort will be donated to Pennies for Peace, part of the Central Asian Institute, to support the building of schools in Pakistan.
More information available at <https://www.ikat.org/pennies-for-peace>

Following the walk and school dismissal, members of the Douglas community are invited to gather for a picnic. Recipes will be collected from our diverse community to publish a cookbook for families to enjoy, and to raise additional funds to support peace efforts.

Please join us in this positive and empowering effort!