

**Acton Public
School Committee Meeting
September 20, 2012
7:00 p.m.**

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

ACTON PUBLIC SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

September 20, 2012
7:00 p.m.

AGENDA

- 1.0 CALL TO ORDER (7:00)
- 2.0 CHAIRPERSON'S INTRODUCTION
- 3.0 STATEMENT OF WARRANT
- 4.0 APPROVAL OF MINUTES
- 5.0 PUBLIC PARTICIPATION
- 6.0 EDUCATION REPORT – Christopher Whitbeck, *Douglas School Principal* (7:10)
- 7.0 APS SCHOOL COMMITTEE BUSINESS (7:40)
 - 7.1 Acton Health Insurance Trust Report – *Kim McOsker (oral)*
 - 7.2 ALG Report– *Kim McOsker*
 - 7.2.1 Approved Minutes of 8/9/12
 - 7.2.2 Draft Minutes of 9/13/12
 - 7.3 Acton BOS/Finance Committee Reports – *Dennis Bruce (oral)*
 - 7.4 Regionalization School District Study Committee (RSDSC) Update – *Steve Mills (oral)*
- 8.0 FOR YOUR INFORMATION (7:55)
 - 8.1 Pupil Services
 - Social Thinking and Interaction Workshop on October 17th
 - Acton Public Schools Preschool Open House on October 18th
 - 8.2 Staffing Update
 - 8.3 Student Enrollment, 9/1/12
 - 8.4 Curriculum Update, Open House Information for Parents
 - 8.5 School Newsletters
 - Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>
 - Douglas Digest: <http://douglas.ab.mec.edu/pto/digest.html>
 - Gates Gazette: <http://gatesschoolpto.org/gazette>
 - McCarthy-Towne Bulletin: <http://www.mctptso.org/bulletin/>
 - Merriam Comm News: <http://www.merriampto.org/Merriam>
 - Acton Public School Preschool: <http://ab.mec.edu/Preschool/index.htm>
- 9.0 NEXT MEETINGS:
 - October 4, 7:30 p.m. JT/AB SC meeting at RJGJHS Library
 - October 18, 7:00 p.m. APS SC meeting at RJGJHS Library

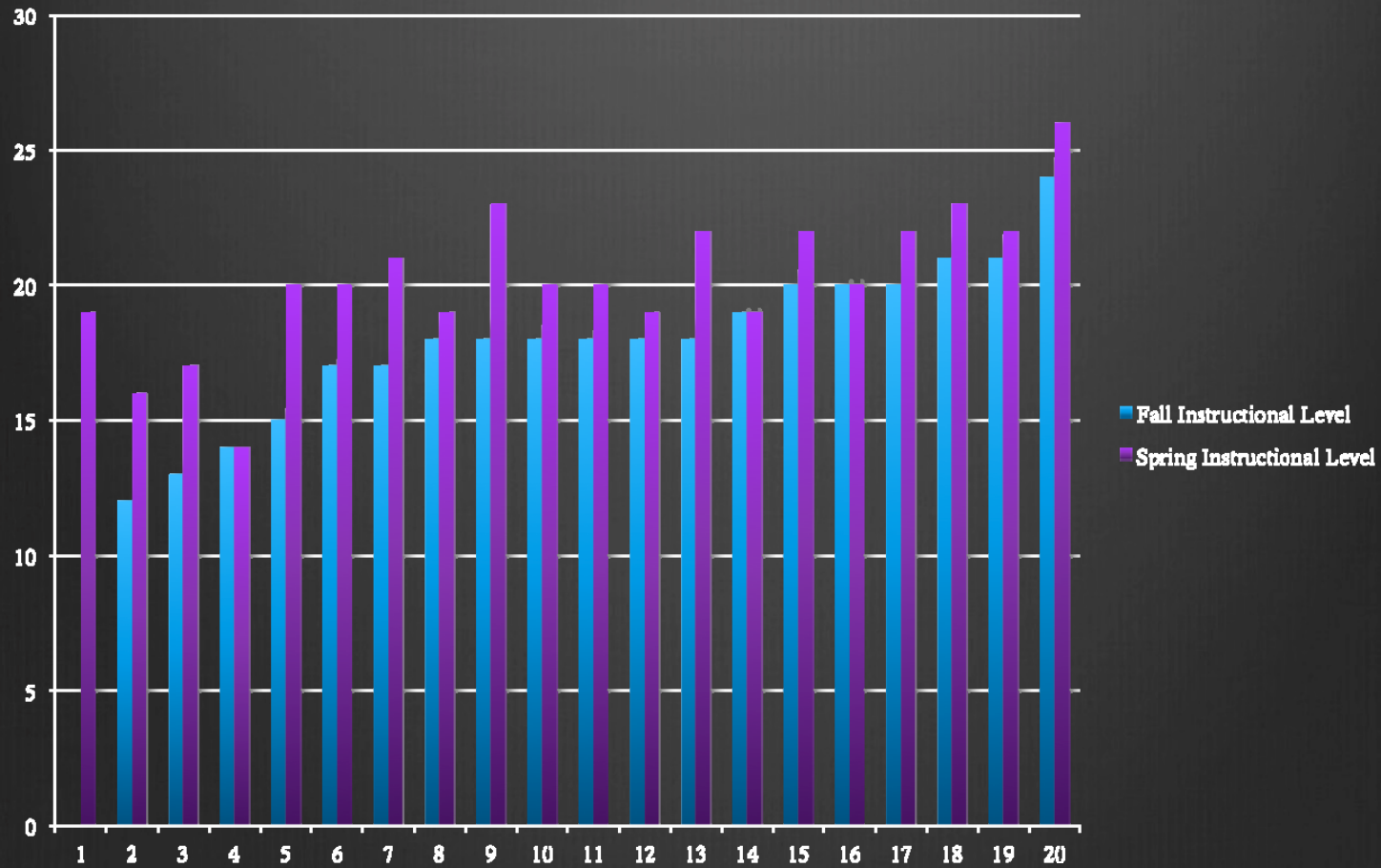
ADJOURN (8:00)

Student Growth Analysis

Douglas School

Fall & Spring reading Benchmark Scores – Grade 4

Student	Fall Instructional Level	Spring Instructional Level	Fall Instructional Level	Spring Instructional Level	Accuracy	Self-correction	Fluency	Comprehension
1	x	19	n/a	S	96%	0	2	9 of 10
2	12	16	L	P	98%	0	2	5 of 10
3	13	17	M	Q	99	1:03	3	5 out of 10
4	14	14	N	O	97%	2	3	6 of 10
5	15	20	O	T	99%	1	2	7 of 10
6	17	20	Q	T	99%	1:04	3	5 out of 10
7	17	21	Q	U	98%	1:02	3	5 of 10
8	18	19	R	S	99.80%	11:03	2	4 of 10
9	18	23	R	W	99.30%	1:41	2	8 of 10
10	18	20	R	T	98%	2	2	5 of 10
11	18	20	R	T	98%	0	3	5 of 10
12	18	19	R	S	99%	2	2	4 of 10
13	18	22	R	V	98%	1:02	1	6 of 10
14	19	19	S	S	99%	1:01	2	6 Of 10
15	20	22	T	V	99%	1	3	6 of 10
16	20	20	T	U	98%	2	2	5 of 10
17	20	22	T	v	96%	1:08	2	4 of 10
18	21	23	U	W	98%	2	2	5 of 10
19	21	22	U	V	98%	0	3	6 out of 10
20	24	26	X	Z	99%	1:22	2	9 of 10

Fall to Spring Reading Growth – 4th grade

Fall & Spring Benchmark Scores – Grade 4

Student	Fall Instructional Level	Spring Instructional Level	Fall Instructional Level	Spring Instructional Level	Accuracy	Self-correction	Fluency	Comprehension
1	x	19	n/a	S	96%	0	2	9 of 10
2	12	16	L	P	98%	0	2	5 of 10
3	13	17	M	Q	99	1:03	3	5 out of 10
4	14	14	N	O	97%	2	3	6 of 10
5	15	20	O	T	99%	1	2	7 of 10
6	17	20	Q	T	99%	1:04	3	5 out of 10
7	17	21	Q	U	98%	1:02	3	5 of 10
8	18	19	R	S	99.80%	11:03	2	4 of 10
9	18	23	R	W	99.30%	1:41	2	8 of 10
10	18	20	R	T	98%	2	2	5 of 10
11	18	20	R	T	98%	0	3	5 of 10
12	18	19	R	S	99%	2	2	4 of 10
13	18	22	R	V	98%	1:02	1	6 of 10
14	19	19	S	S	99%	1:01	2	6 Of 10
15	20	22	T	V	99%	1	3	6 of 10
16	20	20	T	U	98%	2	2	5 of 10
17	20	22	T	v	96%	1:08	2	4 of 10
18	21	23	U	W	98%	2	2	5 of 10
19	21	22	U	V	98%	0	3	6 out of 10
20	24	26	X	Z	99%	1:22	2	9 of 10

How do we show growth in all areas of reading?

Unit **Individual Profile of Progress**
1

Name _____

Date _____

Assess Progress:
A = adequate progress

N = not making adequate progress

N/A = not assessed

Shaded cells indicate formative assessments.

Problem(s)	Progress Check 1	Assess Progress	Comments
Oral/Slate Assessment			
1	Solve problems using mean and median. [Data and Chance Goal 2]		
2	Identify perimeter and area of a rectangle. [Measurement and Reference Frames Goal 2]		
3	Convert between metric units of measure. [Operations and Computation Goal 2]		
4	Solve problems using perimeter and area. [Measurement and Reference Frames Goal 2]		
5	Round whole numbers to the nearest ten thousand and round decimals to the nearest tenth. [Number and Numeration Goal 1]		
Written Assessment Part A			
1–4	Analyze and compare data landmarks. [Data and Chance Goal 2]		
5	Use algorithms to add, subtract, multiply, and divide whole numbers. [Operations and Computation Goal 2]		
1, 2, 5–7	Construct and interpret a graph. [Data and Chance Goal 1]		
8	Use the Percent Circle to measure sectors $\pm 2\%$. [Measurement and Reference Frames Goal 1]		
Written Assessment Part B			
9	Calculate perimeter and area of a rectangle. [Measurement and Reference Frames Goal 2]		
10	Represent equivalent names for numbers. [Number and Numeration Goal 4]		
11	Interpret a step graph. [Data and Chance Goal 1]		
12	Apply multiplication and extended facts; estimate products of whole numbers. [Operations and Computation Goal 2]		

AMC Anywhere™ - Class Instruction Report

Counting Objects - Task 1

Teacher: Amy Browne

Date Range: 08/01/2011 - 09/11/2012

Counting Objects - Task 1: Counting an Unorganized Pile						
		Counting an Unorganized Pile to				
Student	Date	4	7	12	21	32
Working on Numbers to 4						
	11/21/2011	P	P	I	I-	
	11/23/2011	P	P	P		
	11/23/2011	A	P	P		
	11/23/2011	A	P	P		
	10/18/2011		A	P		
	11/23/2011		A	P	P	
	10/07/2011			A	I-	
	11/21/2011			A	I	
	10/05/2011			A	I	
	10/14/2011			A	P	
	11/23/2011			A	P	
	11/23/2011			A	P	
	10/26/2011			A	P	P
	10/05/2011			A	A	
	10/07/2011			A	A	I
	11/21/2011				A	P
	11/23/2011				A	P
	11/21/2011				A	A
Incomplete or Not Assessed						

AMC Anywhere™ - Student Progress Report

All Assessments

Student:

Report Date: 09/11/2012

Counting Objects - Part 1: Counting													
	Task 1					Task 2							
	Counting an Unorganized Pile to					Making a Pile of							
Date	4	7	12	21	32	5	9	18					
11/21/2011				A	P			A					

Counting Objects - Part 2: One More/One Less														
	Task 3 (w/Counters)						Task 4 (w/o Counters)							
	One More to			One Less from			One More to				1 Less from			
Date	8	12	21	8	12	21	8	12	21	100	8	12	21	100
11/21/2011			A			A			A-	I			A-	A-

Discussion points - ALG Meeting August 9, 2012 – FINAL

Present: Bart Wendell, facilitator; Pam Harting-Barrat, Janet Adachi (Board of Selectmen); Xuan Kong, Kim McOsker (School Committee); Mary Ann Ashton (FINCOM); Dr. Steve Mills, and Steve Barrett

Absent: Steve Ledoux, Don Aicardi

Audience: Dr. Bob Evans (FINCOM), Dick Callendrella, Charlie Kadlec & Bob Ingram (AVG)

Bart opened with discussion on quorum issue as “no substitutions” was his understanding.

Group allowed Town substitution for “Information Sharing purposes” only~ no decisions can be made/no consensus can be reached.

Agenda Item #1 – Approve Minutes of June 20, 2012

This will be discussed and voted at the September 2012 ALG meeting.

Agenda Item #2 – Update on FY12 Revenues/Expenses and FY13 Revenues

Dr. Mills discussed the strong financial position of the ABRSD and also commented on the strong reserve levels. FY12 was good year. The books are still being closed at APS but there will be FY12 budget turn-backs from both entities in the \$200k - \$300k range. The E& D position at the ABRSD is expected to be strong at 6-30-2012 certification.

Dr. Mills also discussed the ABRSD borrowing for Lower Fields project. Excellent rate received and tenants are already signed on to the project.

Steve Barrett discussed that although books still being closed, FY12 revenues would exceed budget. Excellent collection rate noted. Approx. \$600k of unbudgeted tax title monies received which will flow to free cash. Motor vehicle excise settling in at around \$2.55m versus budget of \$2.6m. Investment income flat and fees were trending above projections.

Pursuant to FY12 expenses, all entities would have budget turn backs and this would replenish free cash. FY13 state aid greater than projections. FY13 on track.

Agenda Item #3 – Discussion of OPEB working Group

MaryAnn Ashton talked about the entities (FINCOM/APS/ABRSD/Town) having designated individuals. The new OPEB group has not started working yet.

Pam stated she was concerned about OPEB and hoped that there would be state intervention. She was optimistic about relief to Cities & Towns.

MaryAnn was hoping that ALG could provide new group some guidance? Her idea was that ALG should ask the new OPEB group for 2 or 3 proposals which include a \$ recommendation and a funding recommendation. She discussed the purpose behind this new OPEB group was to alleviate OPEB \$ and funding decisions from larger ALG.

Janet thought that we didn't have enough background information necessary to make decision.

Bart cautioned the group that they were coming close to a "decision" and that they had already agreed that this would be an "information sharing" meeting only due to substitution/quorum difficulties.

Xuan, speaking on behalf of ABRSD, discussed that the desire of the ALG was to get OPEB issue cleared and then on to budget. He told MaryAnn that she could share that the ABRSD wants to have options as to OPEB amount to fund and funding source.

Janet asked what the original FINCOM OPEB group looked at and MaryAnn discussed that and the various updates to the original “white paper” which included:

- Creation of OPEB Trust Fund
- Securing OPEB funding from April 2012 ATM
- Plan Design changes

All of this will be very helpful to the new OPEB group.

Janet thought we should wait for formal guidance at next month ALG meeting.

Regionalization

Xuan gave a comprehensive update on the K-6 Regionalization process. He discussed that there was a clear charter and 3 subgroups:

- Transitional/governance
- Infrastructure/asset management
- Operations

He further discussed a few of the many challenges that the subgroups encountered including:

- representation on the permanent committee.
- Need for transitional school committee
- Building ownership
- Existing debt obligations

It was noted that Dr. Evans’ proposal had been received.

Pam noted that this is a very complex issue.

MaryAnn presented a suggested calendar for FY14 Budget planning that she and Xuan drafted. It will be refined at the September 2012 ALG meeting.

Agenda Items for meeting on Sept. 13, 2012

FY14 Calendar

OPEB working group

Regionalization update

FY12/FY13 Financial update

Quorum issue/substitutions

Under Citizen concerns Mr. Kadlec asked about the effect of full regionalization on OPEB and the need for the groups to communicate.

Dr. Evans asked whether there was a role for the HIT (Health Insurance Trust) and MaryAnn responded that her proposal includes HIT membership in the group as noted in June 2012 ALG meeting minutes.

Next Meeting: September 13th – 730AM in Room 204 (Faulkner Room)

ALG Minutes 09/13/2012 Draft

Present: Bart Wendell, facilitator; Mary Ann Ashton & Doug Tindal, FC; Kim McOsker & Xuan Kong, SC; Janet Adachi, BoS; Steve Ledoux, Steve Barrett & Don Aicardi, staff. Absent: Pam Harting-Barat & Steve Mills.

Audience: Pat Clifford (FC); Marie Altieri (school staff); Jon Petersen; Dick Calandrella & Bob Ingram (AVG)

- I. Discussion points from 08/09 were accepted
- II. FY 14 calendar

Mary Ann & Xuan worked on the time table and sequence for the ALG meetings. They charted the issues, ALG discussion dates, ALG preliminary consensus date, dates that the ALG info could be taken to boards for discussion, final ALG consensus & confirmation by boards.

Issues: Revenue projections; Override? No override?; split allocation and impact of FC's Long Range Financial Plan (LRFP)—are all to be discussed at the October ALG meeting. The preliminary ALG consensus for all of these issues needs to be at the early November meeting with final consensus at the 2nd November meeting. OPEB recommendation will be at the 1st November meeting with the preliminary consensus being the December meeting. There are no dates filled in for Capital plans nor the Minutemen capital plans. In December & January there will be time for further revisions on the allocations for the split and the meetings in the New Year will be taken up with revisions in the revenues and assumptions for the three year plan.

Steve L asked that for his budget timetable he needed OPEB preliminary consensus discussion and split resolution in November.

Mary Ann said she understood the need for the information as early as possible but that she had charted a very ambitious schedule for the OPEB group. Their first meeting is on Oct 3 & all the recommendations need to go through all the boards. Steve noted that the OPEB revenues will come off the top & that makes it very difficult to build a budget when that number is not known.

Bart asked if there were any other changes (there was no move to make the requested change)

Doug T. Invites the Town and schools to visit with the FC on Sept 25th—it will be a potential for a candid discussion of where things stand.

Doug T. added that by law the schools & towns were supposed to report operations to the FC on a ¼ basis. We need a mechanism for the FC to see what's happening with OPEB. We need a tactical conversation and what it (OPEB expenses) means for the coming year—it can start as tentative numbers

Xuan said that he understood the need for communication—what are you looking for from the schools? How we did in FY 12 or 13 & what we expect for FY 14?

Doug: I expect a two-way street with the FC having a chance to express their opinions---it's not just setting a schedule we need to see what the implications of what we do today will affect the future.

MA: In the past the FC has had a point of view document which considered the economy/state & local ---in broad terms it set out issues we should take into consideration for FY 14

Doug: LRFP runs through the whole —we need an on-going dialogue about what is on the ALG spreadsheet the numbers we have now when projected 4-5 years out are untenable. We need to make decisions now that impact the future

Bart: are the three entities aligned with this?

Xuan: last week the SC adopted a budget calendar. On Oct 4 Don will present the historic & actual spending. The superintendent will talk about his vision for district-wide improvements; overall budget impacts; pluses and minuses of savings. A meeting with the FC would be more logical for the SC after the 4th. In first week of November the SC will prioritize initiatives; develop budget implications and look to the future based on the FC's model.

Mary Ann: we understand the problem---boards want to be prepared for the October ALG meeting. The first four issues on the list need input from all the boards. If you move the decisions to later there will be more push-back---we will be squeezed and there will not be enough time for discussion. It's possible that the FC could go ahead without hearing from the schools.

Kim: APS meets on the 20th it is possible that we could look at this as part of our meeting. But it is more important to have representation from the whole board

Doug: I'm not advocating seeing the Town & school budgets. The FC is sensitive to the big picture and the focus should be on LRFP---there is momentum behind the initiatives and we need to look at the implications for a LRFP.

Bart: is the agreement optimal---looking at the overall schedule can the three get together for an initial discussion on the 25th. The SC has problems getting their internal process to fit

Xuan: I cannot be there. So it will depend on whether Don & S Mills can get prepared for FY 14---they have FY12 & 13.

It was noted that the 25 is the start of Yom Kippur and was decided that it was not a good date because of absences so the discussion then turned to other dates and Oct 9th was picked. S. Ledoux will be away.

III OPEB

Mary Ann reported that the subcommittee will first meet on Oct 3 with reps from the SC, FC, and BoS& HIT. Don & S. Barrett will be the staff reps. The FC's subcommittee is finishing off their work and they will have the needed general back ground info.

Mary Ann suggested that the charter for the group be: the OPEB group will present the ALG with 2-3 proposals complete with the dollar amounts and the funding sources.

**** It was agreed that this should be the charter/charge

The work will be done in November.

IV Regionalization

Xuan reported that there seems to be a good deal of consensus among committee members but there are three sticking points: first is the construction cost-- Boxboro wants to continue their 5% discount. This would leave Acton with 80% of the costs This will be the topic of discussion for the Oct 2 meeting; second is the representation on the school committee. At present Acton has six members & Boxboro three. The change suggested is that Acton have five Boxboro three but Acton's votes are more heavily weighted. And finally there are the anticipated revenue opportunities---one is an increase in regional transportation reimbursement. The DSE has indicated that state aid could increase by \$150k.

There will be savings but the question is how to split them between the towns at 80/20 or 70/30. These savings will be for the initial years and will not continue. S Mills is working on a grant from the DOE for legal assistance for the special town meetings

V Financial update

Steve L reported that all the FY 12 info was in to the DOR but he has no idea when they will certify our free cash number. In FY 13 there is nothing unusual to report. He noted that there is a looming problem with Minuteman Tech which will impact the FY 14 budget. "Their whole capital program is a mess." Arlington wants to change the voting and they could block the entire budget. The state wants the feasibility study to use the enrollment for the member towns 435 students and not include the out of district students who attend--- which would push the enrollment to 800. Some of the member towns want to see what the programmatic reductions that would occur if the funds were based on the lower enrollment figures. Belmont is not sure that the feasibility study needs to go to the 16 member towns. Minuteman could be the "wild card" for the FY 14 budget.

Mary Ann noted that Minutemen was holding a breakfast meeting this AM & the FC sent Bob Evans to listen and see if he can get a hold on the implications.

Don reported that APS is turning back \$360k; AB is turning back \$269k---same as was reported at Town Meeting. The estimate for the E&D is @1.6M it is capped at \$1.9M.

The FY 13 cherry sheet aid has through Ch. 70 by \$250k greater than was estimated last spring. There will be a SC vote on Oct 4 to use the state aid money and decrease the use of E&D. That will make the E&D \$1.9M--- right under the cap and puts the region in a very good financial position. The increase is due to an additional \$40/student that was added to the Ch.70 calculation. When we look at FY 14 we will use the foundation budget & not add on the \$40/student. Don is waiting for the DOR to certify his numbers.

There were no comments on these reports.

VI LRFP

Extra info; Doug's LPFP in Acton

Doug noted that the numbers on the ALG spreadsheet show a deficit three years out. A plan would look at these numbers and question the expenditures being made now. He added that he would like a "summit" on these questions and have all three boards participate.

All seemed to acknowledge that a LRFP was needed and that it could not be done by one board but needed that participation of all.

Mary Ann recounted the ALG 20/20 process of the past which was used not only to discuss important issues facing the town but also as a means for the board members to meet each other. Part of the exercise was one of role playing where for example a SC member had to take on the persona of a selectman & see the problems from that perspective.

One of the conditions for such meetings was the requirement that all the board members attend and Bart was to act as a facilitator. The agenda for the meeting would be: "Questions to be answered; a. Do you believe that a comprehensive LRFP is needed? B. If yes what form should it take? 1. Revenue & expense model similar to FC approach; 2 statement of quantitative and qualitative goals and timelines; and 3. Some other approach"

The challenge/problem is to find a date when this meeting can take place.

Xuan suggested that the Boxboro selectmen, FC & SC members also be invited. It was agreed. Pre meeting info will be developed by the FC.

VII Quorum issue/ Substitution

Bart noted that the August 9 meeting there were questions of substitution and thus quorum problems.

He asked what the group meant when they said there was not to be any to make up the quorum numbers.

Steve L. noted that the August meeting was an anomaly---he was out of town & he expected Steve Barrett to fill in for administrative staff.

The discussion revolved around the need for continuity of all the participants and that sending a substitute for one meeting was not a satisfactory situation because there was not a carry-over of information. After much discussion it was determined that there could be changes in the members for long term participation. In fact this has happened when the FC designated to serve could not make the meetings and a substitute was used to take his place. But this sub became the FC member for the ALG. There was a questions as to whether it was as important with staff---it was agreed that it was not.

However, Steve Barrett will be the new staff person for the Town.

Steve L announced that he could not make the meeting on Oct 11th. This is a crucial meeting. Mary Ann reminded the group that they "lost" last October & had great difficulty making up for the lost time.

So it was agreed that the Oct 11 meeting be moved to October 17th

Agenda items will include: calendar; regional update; OPEB working group.

There were no comments from the public.

Adjourned 8:55

Next Meeting Oct 17th 7:30 AM---204

Ann Chang

LONG RANGE FINANCIAL PLANNING IN ACTON

This initiative follows up on a number of discussions which have been held by both the Town and the Schools and here in ALG with respect to the benefits of carrying out integrated financial planning for the long term in Acton. In the course of the comments made in the Finance Committee overview at Town Meeting, we recommended that a dialogue on this subject begin on a more or less formal basis among the Board of Selectmen, the School Committee, and the Finance Committee. We have asked for time today to describe the background leading up to this point and to present to you a draft agenda which could be used to focus our first meetings on the subject of Long Range Financial Planning.

Background

Summary of Facts:

The first fact is that over the next few years Acton may continue to face a period of continuing financial uncertainty. Given the situation in Europe with the sovereign debt crisis, and the emerging unsteadiness in the Chinese economy, it is not possible at this time to know whether our national economy will become more difficult or begin to see some improvement in the coming years. In this circumstance Acton needs a method to plan for either eventuality.

The second major fact is that Acton has been operating with a budget deficit for the past several years. It is not prudent for the Town to assume that it can continue to dip into reserves indefinitely. This Long Range Financial Planning process is intended to give our decision makers a sound basis for making appropriate choices in the future.

The third major fact that Acton is just beginning to address is the unfunded liability for OPEB (Other Post-Employment Benefits) which is the Town's obligations to its retired staff members. The current outstanding amount is substantial. In order to retire this obligation in an orderly manner, the Town might have to start setting aside each year a substantial sum – perhaps into the millions of dollars. Among the purposes of the Long Range Financial Forecast process is to provide a sound basis for understanding the budgetary impacts of this liability on our finances in the future.

The fourth major fact is that Acton has developed a structural imbalance inasmuch as our costs appear to be rising faster than our capacity for dealing with them in the future, given our current tax revenue and state aid situation. The following is excerpted from the finance committee overview given at town meeting on April 2, 2012

Structural Problem

- *Total personnel cost - \$63.6M.*
- *Total tax levy proceeds - \$64.3.*

- *Tax levy limited to 2.5%.*
- *Personnel costs rising faster than 2.5% for foreseeable future without reductions in headcount.*
- *Deficit spending masked by availability of reserves.*

Steps Taken to Date:

The Finance Committee established a standing subcommittee to focus on the question of long range financial planning. Members of the committee evaluated the process now in place for understanding the effects of income and expense decisions in the near-term on our long-term balance. We have had many contentious discussions in town about the use of Reserves. The subcommittee gave this matter a good deal of thought concluded that it would be necessary to develop an objective model for comparing performance of various categories of expense over time.

The subcommittee developed three yardsticks for evaluating proposed budgets in any given year based on prior experiences. These yardsticks can be described as:

- *Most Favorable*
- *Least Favorable*
- *Most Likely*

The subcommittee has found that comparing proposed expense levels against the yardsticks results in meaningful insights into whether or not various expense decisions may be significantly out of alignment with the direction that the town has been taking over the years. The subcommittee believes that the availability of these insights can be a valuable assist to our decision-makers in both the Town and the Schools.

Supplement to Current ALG Spreadsheet Process:

At the present time, our ALG spreadsheet with its multi-year plan is reflecting increasing deficits with minimal OPEB contributions. When the subcommittee applied its LRFP model to budget forecasts, the results showed that deficits are likely to be greater even with the "Most Favorable" yardstick. This suggests that the time has come for us to take a more sophisticated approach than is available in a three-year model typical of prior ALG spreadsheets. Not only should the ALG spreadsheet be extended in time - to five years, but the way we think about trends become apparent in the ALG spreadsheet should be informed by statistical model which is represented by the subcommittee's LRFP yardsticks.

RECOMMENDATION:

We believe that the time has come for ALG to set in motion a formal discussion of the relative importance of long-range planning, the impact of unfunded liabilities such as OPEB, and the impact of structural problems in the growth of expenses relative to revenues. This discussion can take place in a

formal setting involving the full membership of the three boards or we can designate individuals to serve on a working group which would have as its mission the defining of Long Range Financial Planning, the thought processes which lie behind our budget development year-by-year, and some of the hard choices that may be necessary if our expenses and capital costs overwhelm our current revenue arrangements. Whether that will involve some day of struggle over overrides or whether it will stimulate more creativity in holding down expense levels remains to be seen. If we are going to go forward with these weighty considerations it seems only sensible that we should all be on the same page and functioning as teammates.

Attached is a sketch of what the agenda could be for the first meeting which results from this initiative. As you can see, there is a strong emphasis on sharing our particular perspectives on budgeting, expense levels, and capital expenditures and what those mean for our finances in the long-term. Out of this exchange of views can become a sincere and effective effort to develop a common language and shared goals for financial planning.

Agenda-Joint Session on Long Range Financial Planning

- I. Introduction
 - A. Statement of the Problem
 - B. Process that will be followed
- II. Fincom LRFP Subcommittee
 - A. Background of LRFP sub committee
 - B. Planning Tool
 - C. Drivers and ranges of assumptions
 - D. Example of results
- III. School Committee
 - A. Background on SC Long Range Plan
 - B. Thoughts on how to plan for future needs
- IV. BOS
 - A. Background on Acton 2020
 - B. Thoughts on how to plan for future needs
- V. Questions to be answered?
 - A. Do you believe a comprehensive LRFP is needed?
 - B. If yes what form should it take?
 - 1 Revenue and expense model similar to Fincom approach
 - 2 Statement of quantitative and qualitative goals and timelines
 - 3 Some other approach
- VI. Next Steps

Back By Popular Demand!

The Acton and Acton-Boxborough Schools

Invite you to participate in our
Sixth Annual Pupil Services Workshop

Social Thinking and Interaction

Infusing Social Thinking Skills Across All Settings Through A Language Processing Perspective

Pamela Ely, MS. CCC-SLP

Director/Owner the Ely Center, Newton, MA

Pamela is a consultant/specialist who interfaces with several school systems, including Acton and Acton-Boxborough, in the use of various diagnostic protocols and treatment techniques for identifying and facilitating language processing and social-communication issues for all students.

This is a Professional Learning opportunity for parents/guardians, educational professionals & community members.

Wednesday October 17, 2012

10:00 AM - 12:00 PM Workshop at Congregation Beth Elohim (Prospect St. Acton)

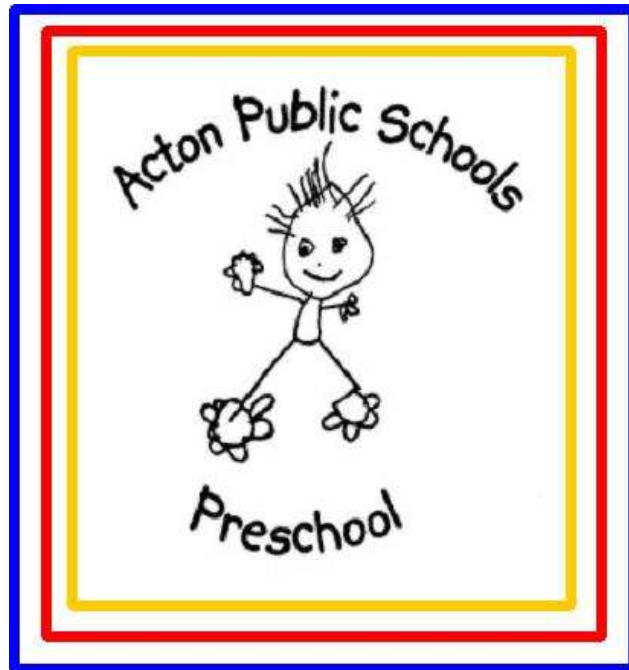
1:00- 2:00 PM Hands On Follow-up Session at Congregation Beth Elohim

7:00 PM - 9:00 PM Repeat of morning workshop at R.J. Grey JH Auditorium

There is no charge for this workshop and you can register for an individual session or all three

Please register with Julie Towell, Pupil Services Liaison, at jtowell@abschools.org or call 978 264 4700 ext. 3267





The Acton Public Schools Preschool

Invites you to our

Open House

***This has been rescheduled to
October 18, 2012***

**Please drop in anytime between 8:00 AM – 10:30 AM
for light refreshments and a tour of our programs**

**Administration Building
15 Charter Road**

Please contact Julie Towell, Pupil Services Liaison with any questions

9/14/12

NEW PROFESSIONAL STAFF, K-12**2012-2013**

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Sara Mann	English Teacher	ABRHS	M1	1.0
Michael Csorba	English Teacher	ABRHS	M1	1.0
Kalie Judd	Physical Ed Teacher	ABRHS	B2	1.0 (1 year)
Cristin Hodgens	English Teacher	ABRHS	M8	1.0
Julia Lawson	English Teacher	ABRHS	B1+15	1.0
Nicole Emby	P.E. Teacher	Douglas	B1	1.0
Kathryn Powell	Spanish Teacher	RJGJHS	M7	1.0
Jillian Gilfoil	Classroom Music Teacher	McT	B2	1.0
Natalia Kaghashvili	ELL Teacher	Gates	M1+30	.4
Katherine Rossignol	.8 Soc St/.2 Eng Teacher	ABRHS	M1	1.0
Jennifer Gavett	Counselor	ABRHS	M4+15	1.0
Nancy Capalbo	Lead Teacher/Sp Educator	APS Pre	B9+15	1.0
Thomas Blondin	Financial Analyst	CO		1.0
JoAnn Campbell	Assistant Principal	ABRHS		1.0
Daisy Wiggins	Academic Supp Ctr Teacher	ABRHS	M3	1.0
Rebecca Hadfield	½ Day Kindergarten Teacher	Douglas	B5	.5
Katharine Simmons	Sp/Language Specialist	RJGJHS	M5	.4 (1 year)
Katelyn Saaristo	Physics Teacher	ABRHS	B1	1.0 (1 year)
Jill Christensen	World Language Teacher	ABRHS	D8	1.0
Susanna Kittredge	Special Education Teacher	RJGJHS	M1+30	.5 (1 year)
Vanessa Parravano	Italian Teacher	ABRHS	B1	.4 (1 year)
Lindsay Hussey	Grade 4 Teacher	Gates	M3	1.0 (1 year)

TOTAL: 22 new staff (as of 8/1/12)**TRANSFERS OF PROFESSIONAL STAFF, K-12****2012-2013**

<u>Name</u>	<u>New Position (Previous Position)</u>	<u>School</u>
Gabrielle Berberian	JH ASC Teacher (JH Soc. Studies)	RJGJHS
Elizabeth Walker	JH ASC Teacher (HS English)	RJGJHS
Andrew Shen	JH Principal (JH Asst. Principal)	RJGJHS
James Marcotte	JH Asst. Principal (HS Asst. Principal)	RJGJHS
Melissa Dempsey	Student/Faculty Support Coord. (Admin. Asst.)	ABRHS
Mary Ann Mehler	McT Teacher (Conant Teacher)	McT
Amanda Cence	HS Math (JH Math)	ABRHS

Hussey, Lindsay

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 8/27/2012

Position: Grade 4 Classroom Teacher

Location: Gates

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: 229

Candidates Interviewed: 12

Interviewers: Lynne Newman,
Heather Ryder, Jennifer Walsh

Recommended Candidate: Lindsay Hussey

Step/Salary: M+45, \$64,493

Resume: X

Application: X

References Checked: X

College

University of Florida

University of Florida

Degree

M.Ed.

B.A.E

Date

12/22/2009

12/23/2008

Major/Minor

Elementary Education

Elementary Education/Spanish

Certification Required: Yes

Certified: Yes

Experience

1/2012 - Present

Kindergarten Instructional Assistant, Hastings Elementary School, Lexington, MA

2/2012 - Present

Extended Day Teacher at Bowman Elementary School, Lexington, MA

12/2009 – 11/2011

Third Grade Classroom Teacher, Palma Sola Elementary School, Bradenton, FL

06/2011 – 07/2011

Summer Reading Camp Teacher, Moody elementary School, Bradenton, FL

Actual
Acton Public Schools
2012 - 2013
September 1, 2012

Grade level totals correct
Distribution by Room not complete

[illegible]

8.3

Office of the Director of Curriculum and Assessment

Acton Public Schools

Acton-Boxborough Regional School District

(978) 264-4700 x 3213

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

TO: Dr. Stephen Mills, Superintendent
FROM: Deborah Bookis, Director of Curriculum and Assessment
DATE: September 12, 2012
RE: Open House Information for Parents

In an effort to help parents understand the changes to the new Massachusetts English Language Arts and Literacy Framework and the new Massachusetts Mathematics Framework, both of which fully include the Common standards, Jean Oviatt-Rothman and I have prepared and/or downloaded the following documents:

Common Core Overview

Common Core Shifts

Grade Level National PTA Brochures <http://www.pta.org/4446.htm>

We will be attending an Open House for each elementary school where these documents will be available for parents and we can answer any questions that arise. In addition, these documents, which also include links to other sites about the Common Core, have been posted to our district website. Principals will then be able to reference the link to our website in parent communications. The efforts by the district and principals are to support teachers as they begin to implement the new standards.

Overview for Parents: The Common Core State Standards

What are the Common Core State Standards?

By providing clear goals for student learning, educational standards help teachers ensure their students have the skills and knowledge they need to be successful.

The *Common Core State Standards* provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

[From Common Core State Standards Initiative website: www.corestandards.org.]

Why the Move To the Common Core?

- College and Career Readiness is the new national norm.
- Workplace reading, measured by lexiles, exceeds grade twelve complexity significantly. (Stenner, Koons, & Swartz)
- The demands that college, careers, and citizenship place on readers have either held steady or increased over the last 50 years.
- Students in college are expected to read complex texts with substantially greater independence than are students in typical K-12 programs. (Erickson & Strommer, 1991; Pritchard, Wilson, & Yamnitz, 2007)
- K-12 texts have actually trended downward in difficulty in the last half century (Chall, Conard, & Harris, 1977)
- Forty-eight states have adopted the CCSS and are participating in two assessment consortiums to create new state assessments for 2014-2015

(From Supplementary Materials, Greater Boston Readiness Center Common Core Advisory Team)

How Are the Common Core Standards Incorporated Into the New MA Frameworks?

The *Massachusetts Curriculum Frameworks for English Language Arts & Literacy* and *Mathematics* build on the *Common Core State Standards*. Each state was allowed to determine and include unique standards, in addition to adopting all of the Common Core Standards. Massachusetts added 15% in additional standards to the Common Core, resulting in the current *Massachusetts Curriculum Frameworks for English Language Arts & Literacy* and *Mathematics*. The Acton Public Schools are implementing these new Massachusetts standards during the 2012-2013 school year.

To Learn More

Websites:

National Parent-Teacher Association Parents' Guides to Student Success:

<http://www.pta.org/4446.htm>

Common Core State Standards Initiative: <http://www.corestandards.org/>

Massachusetts Common Core Standards Initiative page with links to 2011 *Curriculum Frameworks for English Language Arts & Literacy* and *Mathematics*:

<http://www.doe.mass.edu/candi/commoncore/>

Online Videos:

Teaching Channel: Common Core State Standards: Elementary School video:

<http://www.youtube.com/watch?v=1IPxt794-yU&feature=plcp>

The Hunt Institute for Educational Leadership and Policy videos on the Common Core State Standards: <http://www.youtube.com/user/TheHuntInstitute?feature=watch>

Common Core Shifts

English Language Arts/Literacy

1. Building knowledge through content-rich nonfiction.

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science, and the arts; the K-5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text – literary nonfiction – than has been traditional. In grades 6-12, the Standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, the Standards do require substantial attention to literature throughout K-12. Half of the work of ELA teachers in K-5 and the core of their work in 6-12 is in literature.

2. Reading, writing and speaking grounded in evidence from text, both literary and informational.

The Standards place a premium on students writing to sources; i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions – questions in which the answers require inferences based on careful attention to the text.

3. Regular practice with complex text and its academic language.

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity – and inextricably connected to reading comprehension – is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit).

Mathematics

1. Focus strongly where the Standards focus.

Focus: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

2. Coherence: Think across grades and link to major topics within grades.*

Thinking across grades: The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.

3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.*

Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives, so that students are able to see math as more than a set of mnemonics or discrete procedures.

Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication, so that students have access to more complex concepts and procedures.

Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

Grade	*Priorities in Support of Conceptual Understanding and Fluency
K-2	Addition and subtraction: concepts, skills, and problem solving
3-5	Multiplication and division of whole numbers and fractions: concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations

(From Achieve the Core website: www.achievethecore.org)