

Acton Public School Committee Meeting

November 15, 2012

7:00 p.m.

at the R.J. Grey Junior High School Library

ACTON PUBLIC SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

November 15, 2012
7:00 p.m. APS SC Meeting

AGENDA

1. CALL TO ORDER
2. STATEMENT OF WARRANT
3. APPROVAL OF MINUTES
 - 3.1 10/18/12 APS/JT SC meeting
4. PUBLIC PARTICIPATION
5. EDUCATION REPORT – “Measuring and Examining Student Growth”
Lynne Newman, Principal, Paul P. Gates School
6. SCHOOL COMMITTEE BUSINESS
 - 6.1 ALG Update – *Kim McOsker*
 - 6.1.1 Meeting of 11/8/12
 - 6.1.2 Revised minutes for meeting of 10/17/12
 - 6.2 Health Insurance Trust (HIT) Update – *Kim McOsker (oral)*
 - 6.3 FY13 Status Report, 1st Quarter – *Steve Mills, Don Aicardi*
 - 6.4 APS Long Range Financial Model FY14 to FY18 – *Steve Mills, Don Aicardi*
 - 6.5 Regionalization Update – *Xuan Kong*
 - 6.5.1 School Committee Chairs’ Draft Memo
7. FOR YOUR INFORMATION
 - 7.1 Pupil Services
 - 7.1.1 ELL Student Population Report
 - 7.1.2 Preschool Enrollment Report (*addendum*)
 - 7.2 Monthly Enrollment
 - 7.3 Dismissal Schedule for November 21 and December 21, 2012
 - 7.4 Kindergarten Registration flyer
 - 7.5 School Newsletters
 - Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>
 - Douglas Digest: <http://douglas.ab.mec.edu>
 - 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>

NEXT MEETINGS: December 6, 7:30 p.m. in the RJGJHS Library, ABRSC Meeting
December 20, 7:00 p.m. in the RJGJHS Library, APSC Meeting

April 29, 7:00 p.m. Special Town Meetings in Acton and Boxborough regarding preK-12 Regionalization

ADJOURN

ACTON PUBLIC SCHOOL COMMITTEE MEETING
Followed at 9:00 pm by Joint Acton Public/Boxborough Public/Acton-Boxborough Regional SC/
Regional School District Study Committee Meeting (see separate agenda)
DRAFT MINUTES

Library
R.J. Grey Junior High School

October 18, 2012
7:00 p.m. APS SC Meeting

<i>Members Present:</i>	Mike Coppolino, Xuan Kong, Kim McOsker, Paul Murphy, Deanne O'Sullivan
<i>Members Absent:</i>	Dennis Bruce
<i>Others:</i>	Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr

Chairperson Kim McOsker called the Acton Public School Committee to order at 7:00 p.m.

2. STATEMENT OF WARRANT

APS warrant #201308 dated 10/16/12 in the amount of \$323,314.13 was signed by the Chairperson and circulated to the Committee for signatures.

3. APPROVAL OF MINUTES

The minutes of the 9/20/12 APS Meeting were approved as written. Xuan Kong abstained because he was not at the meeting.

4. PUBLIC PARTICIPATION

Parent Jim Yarin asked why the McCarthy Towne School's curriculum, in his opinion, does not allow for as much "stratified by ability learning" as he believes is found at the other Acton elementary schools. Dr. Mills responded.

5. EDUCATION REPORT

David Krane, Principal of the McCarthy-Towne School presented on "Measuring and Examining Student Growth at McCarthy-Towne". A key element of informed instruction is using a variety of data to show growth. This includes using: benchmark and interim assessments, performance assessment, student-led conferences and MCAS Math & ELA results. Interim assessments to guide instruction in literacy include: running records, teacher/student conferring, guided reading groups, student/student conversations (teacher observed), interactive read aloud, and writing prompts. Math assessments include: ADM (Kathy Richardson), end-of-unit, pre-, and post tests, performance assessment, anecdotal (observational) assessment, student/teacher conferring, and writing prompts. Reading stamina, when children can read quietly to themselves, is an important skill in First grade and one that students can measure. A final slide showing the McT 6th grade archeological dig highlights many aspects of genuine and authentic learning.

Mr. Yarin asked again why McCarthy-Towne School's curriculum was different from others'. Parent Jonathan Chinitz spoke about his many years of excellent experience at McT and said that he would not pay any attention to a 4th grader's math scores because there are so many other ways to measure a child's learning and growth.

6. SCHOOL COMMITTEE BUSINESS

6.1 MCAS Update

Director of Curriculum and Instruction, Deborah Bookis summarized the aggregate 2012 MCAS performance and growth data. MCAS results can be used to illuminate strengths, weaknesses, and gaps in curriculum and instruction. They can also be used to fine-tune alignment with the ELA and Literacy, Mathematics, and STE State Frameworks. These results can also help to identify students who may be

struggling. Beginning with the 2012-2013 school year, accountability reporting has changed significantly as a result of Massachusetts' approved ESEA/NCLB flexibility waiver.

Regarding English Language Arts (ELA) District Analysis, Deborah reported that the literature strand is one that requires attention. Students did not perform well on questions that required an analysis of the text, inference, and using text evidence to support conclusions, or evaluating the arguments and claims in a text. This is also one of the shifts in the Common Core.

Regarding the Mathematics District Analysis, Elementary Mathematics Specialist/Coach, Jean Oviatt-Rothman reported that overall, our students demonstrated that they are well prepared by the end of their elementary careers. Open response questions continue to be challenging, but students' success with these questions improves as they move up in the grades.

The STE (Science, Technology and Engineering) MCAS District Analysis was reported by Curriculum Specialist Eileen Sullivan. In the report, she stated that the High Needs subgroup (includes students with disabilities and those from low-income families) requires attention. Eileen reported that our weaknesses in the Science test tend to reflect items not addressed in our curriculum. The revised MA Framework for Science is expected in late spring 2013.

Ms. Bookis' report included a valuable page of Action Items and Initiatives (page 28) that the School Committee was very interested in. She concluded that MCAS data is one snapshot of how our students are learning and by that measure, our students continue to do well. In response to a question, Deb said that each principal has access to his/her own data and shares it with the teachers. Mike Coppolino said that the SGP for students with disabilities is alarming and he hopes something good will happen for this group. Deb was meeting with the math specialist and Liza Huber the next day to discuss this.

Deb will report back to the School Committee in January on progress made. Mr. Yarin spoke again from the audience stating that this presentation illustrates the importance of objective assessment and that success is not measured only by MCAS scores.

6.2 ALG Update on 10/17/12 meeting

Kim reported that ALG met with the other Boards on Monday night and then on Wednesday morning for a presentation by Don Aicardi and Steve Barrett. Xuan expressed concern that the School Committee's projections for state aid are higher than the Acton Finance Committee's. ALG talked about the split a little but no decisions were made. Xuan will forward the Fincom Point of View (POV) first draft to School Committee members for input to take back. All are hoping for a good foundation for school and town to work together this year on the budgets.

6.3 Health Insurance Trust (HIT) Update on 10/18/12 meeting

Kim reported that HIT met today and had a preliminary conversation about rates for next year. It will be a higher rate this year based on demand for services. If HIT did not have reinsurance they would be down quite a bit this year. Cook and Co. sees this year as an anomaly.

6.4 Long Range Financial Planning

Don Aicardi presented a Historical Spending Review from FY07 to FY12. He began by stating that the annual APS budget is a statement of the educational values of our community. He noted an important point to understand is that Federal funds (ARRA SFSF, ARRA IDEA) used to support the budgets are "non-recurring" and their loss affects future budget availability. Circuit breaker is an important recurring Federal source. Don summed up:

- Chapter 70 Increased by 2.5M from FY06 - FY09, then flattened out at 5.1M FY10 – FY12.
- Total # of Students increased 4.5% from FY02 - FY10 and then dropped -4.6% to similar FY02 level (2,500) in FY13.
- Total Staff has been increasing; with emphasis on "non-certified staff"

- Even though population is decreasing, class size average has been held steady due to decrease in K-6 sections.

The Committee asked about some of the special accounts and preschool enrollment (slide 17). These will be on the next meeting agenda. Liza was asked if it was a good decision to hire more preschool staff last year and she said that given the regulatory requirements for staff-student ratio, it was. Liza will provide more specifics at the next meeting. Xuan pointed out that PTO funds are not in these numbers and therefore, not in any of the spending figures. Don was asked about how substitutes are shown. Spending in substitutes is now offset by the vacancy factor line item.

Because members of the public were waiting to hear the school gift votes, the Committee skipped to 6.7:

- 6.7 Recommendation to Accept Gift from Conant School PTO
- 6.8 Recommendation to Accept Gift from Douglas School PTO
- 6.9 Recommendation to Accept Gift from Gates School PTO
- 6.10 Recommendation to Accept Gift from McCarthy-Towne School PTO
- 6.11 Recommendation to Accept Gift from Merriam School PTO

Paul Murphy moved, Mike Coppolino seconded and it was unanimously,

VOTED: to accept the donations of the PTOs to the elementary schools, items 6.7 thru 6.11, with much gratitude.

- 6.12 Recommendation to Accept Gift from APS Preschool Parents and Staff

Xuan Kong moved, Mike Coppolino seconded and it was unanimously,

VOTED: to accept the gift from the APS Preschool Parents and Staff in honor of Debbie Bennett's retirement.

JOINT SCHOOL COMMITTEE MEETING

At 9:04 p.m. the Acton-Boxborough Regional School Committee, the Boxborough Public School Committee and the Regionalization School District Study Committee were called to order.

See separate agenda and Joint School Committee minutes.

At 9:48 p.m., the Acton-Boxborough Regional School Committee, the Boxborough Public School Committee and the Regionalization School District Study Committee adjourned.

ACTON PUBLIC SCHOOL COMMITTEE BUSINESS continued.

- 6.4.2 FY14 Preliminary Budget Priorities and Calendar

Dr. Mills' preliminary FY14 proposal is an investment budget based on the Long Range Strategic Plan and sound financial management. He proposed adding:

- FTE Special Education Teacher New Resource Room at Douglas School
- More Classroom Assistants Funded From Operating Budget to Alleviate Fundraising Stress by PTOs
- Additional Assistant Principals (one for Douglas)
- Increased Opportunities For Professional Learning

Revenue assumptions include: Chapter 70, Circuit Breaker and Regional Transportation. The budgets also assume the Fall, 2012 preliminary planning rate from the Health Insurance Trust. Dr. Mills stated that Deborah Bookis will be very involved in next year's budget requests. His goal is to add one or two more professional development days for staff. He concluded that the budget discussion will continue from now until it is voted at the Town Meetings.

- 6.5 Regionalization Update

See minutes from Joint School Committee meeting earlier in the evening.

6.6 Enrollment Report, October 2012

Marie Altieri reported that the Oct 1 Report is in the packet. Peter and Mary Ann Ashton will present enrollment projections at the November 1st meeting. Highlights include:

- Total enrollment for PreK-6 is flat from last year to this at 2500 students
- Kindergarten has 273 children, much lower than previous years
- Dropping kindergarten sections as we have has been a good decision
- Pockets of large classes are currently at 3rd and 6th grade, with 21 new 3rd graders who came in this year, 17 over the projection
- Acton to Boxborough enrollment percentages are shifting as expected.
- Enrollment by Race Report shows that overall the percentage of K-6 minority students increased from 34% to 38%. Asian K-6 graders increased from 31% to 32.65%, Conant students went from 51% to 56.6% and Conant Kindergarten is 70% Asian. This is a big jump. McCarthy-Towne School also increased by 2.5%.

The Committee discussed how and why enrollment was changing. The Ashtons' report will include some of this. Marie pointed out that the last time the economy tightened some families put off moving until their children were older, like 2nd or 3rd graders instead of before Kindergarten. Some may have also left private schools. This could explain the increase in older students moving in.

Xuan said that regarding the enrollment by race data, he doesn't believe in quotas but educationally most people would like each school to reflect the community's diversity. He asked, "What have we been doing or plan to do to align the numbers to better reflect our community?" After much discussion with attorneys in his previous job, Dr. Mills said that there is no obligation to do anything because people do have a choice. The District cannot tell families that they cannot go to a particular school, unless there is no space in the classes. That said, one of our core values is diversity and that is not happening as much at Conant. Dr. Mills has talked to Principal Damian Sugrue and will ask other principals to reach out to their Asian families to see if they can welcome other Asian families to their schools. This will be discussed over the next few months.

Back to Regionalization Discussion

Xuan asked the Committee if they could discuss and vote on the position statement from the three School Committee chairs regarding regionalization. He emphasized that parents would like to know these answers as soon as possible. Given the late hour, the Committee decided to consider this statement at their 11/15/12 meeting.

NEXT MEETINGS: November 1, 7:30 p.m. in the RJGJHS Library, ABRSC Meeting
November 15, 7:00 p.m. in the RJGJHS Library, APSC Meeting

The APS SC adjourned at 10:30 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: agenda



School Committee Meeting November 15, 2012

1

School Improvement Plan 2012-2013

District Strategic Goal #2 – Advancing Standards-based Learning

- Objective #1: Essential content and learning expectations that are aligned to State Mathematics Standards will be clearly identified in each grade level, and will be clearly communicated to teachers, students, and parents.
- Objective #2: Common assessments, collaborative data analysis and specific student feedback will become a part of the instructional practice of all teachers.

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K-2 Math Assessments

- *Assessing Math Concepts (AMC)*
 - The AMC Assessment identifies four levels:
 - Ready to Apply (A)
 - Needs Practice (P)
 - Needs Instruction (I)
 - Needs Prerequisite (N)
 - Kindergarten: Assessment 1, 2, and 4
 - Grade One: Assessment 3, 5, and 6
 - Grade Two: Assessment 7, 8, and 9 (beginning 2013-2014)
- Grade Two Benchmark Assessments

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AMC Report Informs Instruction

Teacher: Subeick, Linda Date Range: 08/01/2012 - 11/08/2012

Counting Objects - Task 1: Counting an Unorganized Pile		Counting an Unorganized Pile to				
Student	Date	4	7	12	21	32
Working on Numbers to 7 (1 Student)						
	10/16/2012					
Working on Numbers to 12 (1 Student)						
	09/24/2012					
Working on Numbers to 21 (9 Students)						
List of students	10/16/2012					
	10/16/2012					
	10/6/2012					P
	10/12/2012					
	10/03/2012					
	10/02/2012					
	10/02/2012					
	10/10/2012					
	10/01/2012					
Ready to Apply (9 Students)						
List of students	10/02/2012					
	10/03/2012					
	09/24/2012					
	10/16/2012					
	10/16/2012				A	
	09/24/2012					
	09/25/2012					
	10/01/2012					
	09/28/2012					
Total Students: 20						

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AMC Report Kindergarten

=Ready to Apply

=Needs Practice

=Needs Instruction







AMC Anywhere™ - Instruction Report by School


Teacher: Maclean, Jillian Date Range: 08/01/2012 - 11/08/2012

AMC Report 1st Grade

More/Less Trains: Finding the Difference between Trains/Groups

Student	Date	Using One Train to Determine Another	Finding the Difference between Trains	Finding the Difference between Groups
Needs Prerequisite (2 Students)				
List of students	10/19/2012	N	N	
	10/19/2012	I	N	
Working on Finding the Difference between Trains (6 Students)				
List of students	10/19/2012	I	I	
	10/19/2012	I	P	
	10/19/2012	I	P	
	10/22/2012	P	P	
	10/22/2012	A	P	
Working on Finding the Difference between Groups (8 Students)				
List of students	10/19/2012	I	A	N
	10/22/2012	I	A	I
	10/22/2012	A	A	I
	10/19/2012	N	A	P
	10/19/2012	I	A	P
	10/22/2012	I	A	P
	10/22/2012	I	A	P
Ready to Apply (4 Students)				
List of students	10/19/2012	P	A	A
	10/19/2012	P	A	A
	10/22/2012	P	A	A
	10/22/2012	A	A	A
Total Students: 20				

 =Needs Prerequisite
 =Ready to Apply
 =Needs Practice
 =Needs Instruction



3rd Grade

Formative & Summative Assessments

- Previous Year MCAS Performance
- Beginning-of-Year
- Quick Check
- Topic/Chapter
- Benchmark
- End-of-Year
- Basic-Facts Timed

November 15, 2012



Spring 2012 MCAS School Results by Standards Mathematics 3rd Grade

	Possible Points	School % Correct	State % Correct	School/State Diff
Mathematics				
All Items	40	84%	75%	9
Question Type				
Multiple Choice	26	89%	80%	9
Open Response	8	73%	63%	10
Short Answer	6	77%	69%	8
Domain / Cluster				
Measurement and Data	9	81%	69%	12
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1	82%	63%	19
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3	74%	64%	10
Represent and interpret data.	4	85%	73%	12
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	1	85%	72%	13
Number and Operations in Base Ten	4	83%	76%	7
Use place value understanding and properties of operations to perform multi-digit arithmetic.	4	83%	76%	7
Number and Operations—Fractions	2	74%	63%	11
Develop understanding of fractions as numbers.	2	74%	63%	11
Operations and Algebraic Thinking	4	82%	75%	7
Represent and solve problems involving multiplication and division.	3	77%	71%	6
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	1	97%	86%	11
	21	86%	79%	7
	21	86%	79%	7

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Name _____

Quick Check
2-3

- Use breaking apart to add $36 + 24$. Which expression does **NOT** show a correct way to do this?
 - $3 + 6 + 2 + 4$
 - $30 + 6 + 20 + 4$
 - $36 + 20 + 4$
 - $30 + 20 + 6 + 4$
- Use mental math to find the sum.
 $57 + 18 = \blacksquare$
 - 65
 - 69
 - 75
 - 86
- Lorna is playing a game. She gets 13 points on her first turn. She gets 17 points on her second turn. Use mental math to find her score so far.
 - 31
 - 30
 - 29
 - 20
- Writing to Explain** You have learned about the Associative (Grouping) Property of Addition. It says that you can group addends in any way and the sum will be the same. How do you use the Associative Property when you break apart addends? Give an example.

3rd Grade Quick Check (Exit Ticket)

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Grades 4-6

Formative & Summative Assessments

- Previous Year MCAS Performance
- Beginning-of-Year
- Formative Assessment Probes
- Pre/Post Unit of Study Assessments
- End-of-Year
- Basic-Facts Timed

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Spring 2012 MCAS School Results by Standards Mathematics 5th Grade

	Possible Points	School % Correct	State % Correct	School/State Diff
Mathematics				
All items	54	84%	69%	15
Question Type				
Multiple Choice	32	89%	74%	15
Open Response	16	78%	58%	20
Short Answer	6	77%	65%	12
Domain / Cluster				
Geometry	3	80%	70%	10
Classify two-dimensional figures into categories based on their properties.	2	76%	64%	12
Graph points on the coordinate plane to solve real-world and mathematical problems.	1	89%	81%	8
Measurement and Data	6	76%	56%	20
Convert like measurement units within a given measurement system	5	78%	57%	21
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	1	67%	52%	15
Number and Operations in Base Ten	12	83%	68%	15
Perform operations with multi-digit whole numbers and with decimals to hundredths.	4	91%	75%	16
Understand the place value system.	8	79%	64%	15
Number and Operations—Fractions	4	86%	68%	18
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1	79%	62%	17
Use equivalent fractions as a strategy to add and subtract fractions.	3	88%	70%	18
Operations and Algebraic Thinking	2	95%	85%	10
Write and interpret numerical expressions.	2	95%	85%	10
	27	87%	71%	16
	27	87%	71%	16

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COMPUTATION AND ESTIMATION 135

PROBE 15B: VARIATION: WHAT'S YOUR ADDITION STRATEGY?

Sam, Julie, Pete, and Lisa each added the numbers 1.6 and 0.8.

1. Circle the method that most closely matches how you solved the problem.

2. Explain whether each method makes sense mathematically.

<p>A) Sam's Method</p> $\begin{array}{r} 1.6 + .8 \\ = 1 + .6 + .4 + .4 \\ = 1 + 1 + .4 \\ = 2.4 \end{array}$	<p>This method makes sense because I can see that Sam broke the numbers apart into smaller numbers and then added these numbers.</p>
<p>B) Julie's Method</p> $\begin{array}{r} 1.6 \\ + 0.8 \\ \hline 2.4 \end{array}$	<p>This method makes sense mathematically and is what I use to add and subtract things.</p>
<p>C) Pete's Method</p> $\begin{array}{r} 1.6 + 0.8 \\ + 4 - .4 \\ \hline 2.4 \end{array}$	<p>This method does not make sense because I do not get why Pete add and subtracted 4 in the second line.</p>
<p>D) Lisa's Method</p> $\begin{array}{r} 1.6 + 0.8 \\ = 1 + .6 + .8 \\ = 1 + 1.4 \\ = 2.4 \end{array}$	<p>This method makes sense because I can see that Lisa broke one of the numbers apart to make it easier to add.</p>

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11

Formative Assessment Probe






UNIT OF STUDY 3
Expressions and Equations

Standard	Can I:	Rate It (Start Date)	Rate It (Date It)	Rate It (End Date)	Final %
6.EE.1	Write an expression using whole-number exponents.				
6.EE.1	Evaluate expressions using whole-number exponents.				
6.EE.2.a	Write expressions with variables.				
6.EE.2	Read expressions with variables.				
6.EE.2	Evaluate expressions with variables.				
6.EE.2.b	Identify the parts of an expression using sum, term, product, factor, quotient, and coefficient.				
6.EE.2.b	Understand parts of an expression can have more than one name.				
6.EE.2.c	Evaluate expressions using specific values for variables.				
6.EE.2.c	Use formulas to solve real-world problems.				
6.EE.2.c	Evaluate expressions using the Order of Operations.				
6.EE.3	Apply all properties of operations to find equivalent expressions.				
6.EE.3	Combine like terms to find equivalent expressions.				
6.EE.4	Identify if and when two expressions are equivalent.				

12

Unit of Study Expressions & Equations Students Self Assessment

Understanding Scale

Level 0	Level 1	Level 2	Level 3	Level 4
				
Even with help, I still don't understand	I'm starting to get it, but am still confused	I can do this with help or with an example in front of me	I can do this on my own without help	I can do this on my own
I can't figure out what I'm doing wrong	I am just starting to learn this, but I don't understand completely	I kind of get it, but I may make a mistake	I can show I understand	I can explain how to do it I can teach someone else how to do it

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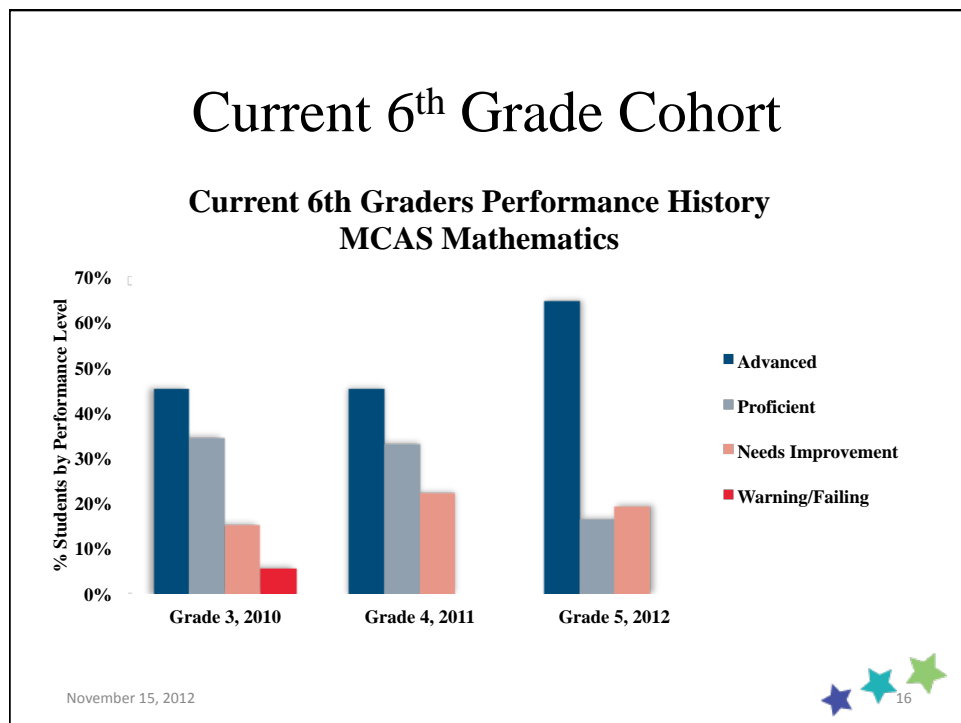
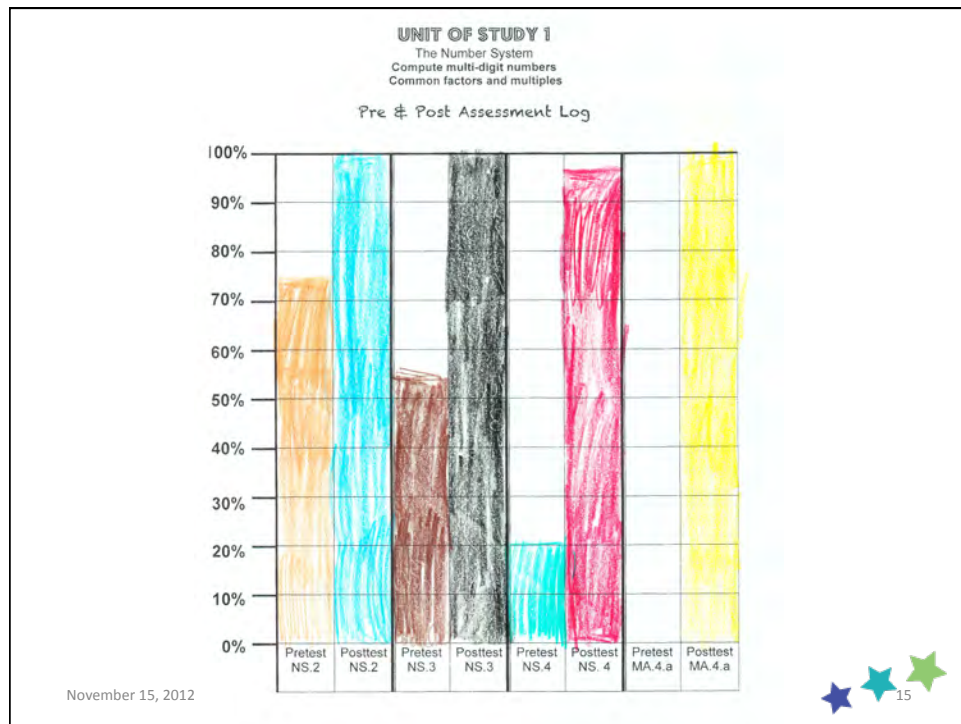
UNIT OF STUDY 1

The Number System

Standard	Can I:	Rate it (Start Date)	Rate it (Date it)	Rate it (End Date)	Final %
6.NS.2	Divide multi-digit numbers using the standard algorithm.	2 (9/4)	4 9/27	4 10/10	
6.NS.3	Add multi-digit decimals using the standard algorithm.	3 (9/4)	4 9/27	4 10/10	
6.NS.3	Subtract multi-digit decimals using the standard algorithm.	4 (9/4)	4 9/27	4 10/10	
6.NS.3	Multiply multi-digit decimals using the standard algorithm.	2 (9/4)	3 9/27	3 10/10	
6.NS.3	Divide multi-digit decimals using the standard algorithm.	2 (9/4)	3 9/27	4 10/10	
6.NS.4	Find the greatest common factor (GCF) of two whole numbers less than or equal to 100.	4 (9/4)	4 10/15	4 10/10	
6.NS.4	Find the least common multiple of two whole numbers less than or equal to 12.	3 (9/4)	3.5 10/15	4 10/10	
6.NS.4	Use the distributive property to express a sum of two numbers with a common factor as a multiple of a sum of two whole numbers with no common factor.	0 (9/4)	3 9/4	4 10/10	
MA.4.a	Break a number into its prime factors	2 (9/4)	3 9/4	4 10/10	
MA.4.a	Identify if two numbers are relatively prime	2 (9/4)	3 9/4	3 10/10	
MA.4.a	Apply number theory to the solution of problems	2 (9/4)			

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2012-2013 Professional Learning Opportunities

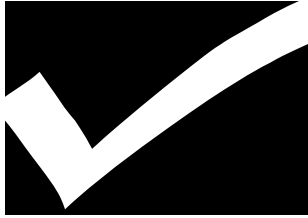
- Conant & Gates Math and Science Reasoning & Communication
- Formative Assessments in K – 6 Math
- 2nd Grade Workshop for Math
- Curriculum Meetings
- Grade Level Meetings
- Common Planning Time

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18



Acton Leadership Group Meeting

November 08, 2012

7:30AM

Town Hall, Faulkner Hearing Room 204

Bart Wendell Facilitating

----- Agenda Topics -----		
		<u>Comments</u>
1. Approve Minutes of October 17, 2012	General Discussion	
2. Update of FY13 Revenues and Expenses	Steve Mills Steve Ledoux	
3. Preliminary Consensus on Revenue Projections	ALL	
4. Preliminary Consensus on Split Allocation	ALL	
5. Discussion of Override/Non-Override	ALL	
6. Impact on Fincom Longe Range Plan	ALL	
7. Update on Regionalization	Xuan Kong	
8. Update on OPEB Working Group	Don Aicardi Steve Barrett	
9. Public Comment		
10. Next Meeting – November 29, 2012		

Town of Acton Multi-Year Financial Model
Prepared for Annual Town Meeting by Board of Selectmen, School Committee and Finance Committee

11/7/2012

Town of Acton Revenues	FY12 Recap	FY13	FY14	FY15	FY16
A. Revenues (GROSS)					
Tax Levy (excluding debt exclusion)	\$63,767	\$66,398	\$68,499	\$70,653	\$72,860
State Aid	\$12,089	\$12,684	\$13,035	\$13,686	\$14,371
EdJobs (Acton share of APS & ABRSD for school use in FY13)	\$0	\$0	\$0	\$0	\$0
Local Receipts	\$3,906	\$4,018	\$3,821	\$3,916	\$4,014
Debt Exclusion	\$3,073	\$3,051	\$2,962	\$2,936	\$2,907
SBAB Reimbursement	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009
Total Revenues (including debt)	\$83,845	\$87,160	\$89,325	\$92,200	\$95,161
B. Debt Exclusion Debt Service					
APS School Debt Exclusion	\$611	\$615	\$614	\$616	\$617
Public Safety Facility Debt Exclusion	\$483	\$473	\$462	\$451	\$434
Municipal Debt Exclusion	\$378	\$343	\$244	\$230	\$222
JHS/SHS Debt Exclusion	\$1,601	\$1,620	\$1,642	\$1,639	\$1,633
SBAB Reimbursement-Parker/Damon	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009
Total Debt Exclusion/SBAB	\$4,082	\$4,060	\$3,971	\$3,945	\$3,916
C. Available Town Revenues (NET) (A - B)	\$79,763	\$83,100	\$85,354	\$88,255	\$91,245
Town of Acton Expenditures	FY12	FY13	FY14	FY15	FY16
Town of Acton Municipal Budget	\$25,061	\$25,959	\$27,257	\$28,620	\$30,051
Nursing Enterprise Fund Tax Subsidy	\$0	\$200	\$200	\$200	\$200
Transportation Enterprise Fund Tax Subsidy	\$75	\$206	\$206	\$206	\$206
+ Transfer to Acton Municipal for APS Debt	\$309	\$203	\$198	\$132	\$100
+ Transfer to Acton Municipal for COPS	\$72	\$0	\$0	\$0	\$0
Total Municipal Allocation	\$25,517	\$26,568	\$27,862	\$29,159	\$30,557
Percentage change year-to-year	1.81%	4.12%	4.87%	4.66%	4.80%
Acton Public Schools Allocation	\$26,495	\$26,765	\$28,088	\$29,152	\$30,649
- Transfer to Acton Municipal for APS Debt	(\$309)	(\$203)	(\$198)	(\$132)	(\$100)
- Transfer to Acton Municipal for COPS	(\$72)	\$0	\$0	\$0	\$0
Total APS Allocation	\$26,114	\$26,562	\$27,890	\$29,285	\$30,749
Percentage change year-to-year	0.79%	1.72%	5.00%	5.00%	5.00%
Town of Acton Portion of ABRSD Allocation	\$29,207	\$29,871	\$31,097	\$32,311	\$33,586
Percentage change year-to-year	1.24%	2.27%	4.10%	3.90%	3.95%
Total Minuteman Allocation	\$777	\$826	\$838	\$876	\$915
Annual Minuteman Allocation		\$802			
Acton Share of Trade Hall Remediation Project		\$24			
Percentage change year-to-year	27.80%	6.33%	1.43%	4.50%	4.50%
Other Post Employment Benefits (OPEB) Trust Contribution	\$0	\$500	\$700	\$900	\$900
Town of Acton		\$310	\$432	\$559	\$559
Town of Acton Portion of ABRSD OPEB Contribution		\$190	\$268	\$341	\$341
Health Insurance Design Changes (TBD) (Acton Mun & APS & ABRSD)		\$0	\$0	(\$1,040)	(\$1,040)
D. Town of Acton Expenditures (NET)	\$81,615	\$84,328	\$88,386	\$91,490	\$95,667
E. Subtotal Town of Acton Projected Balance	(\$1,852)	(\$1,228)	(\$3,032)	(\$3,234)	(\$4,421)
F. Appropriation of Reserves (TOTAL)	\$1,853	\$1,606	\$2,065	\$2,052	\$2,006
G. Total Town of Acton Projected Balance	\$0	\$378	(\$967)	(\$1,182)	(\$2,415)
Town of Acton - Tax Impact	FY12	FY13	FY14	FY15	FY16
Existing Valuation ('000s)	\$3,641,550	\$3,641,550	\$3,664,461	\$3,686,678	\$0
New Growth value ('000s)	\$0	\$22,911	\$22,217	\$21,728	\$0
Total Valuation ('000s)	\$3,641,550	\$3,664,461	\$3,686,678	\$3,708,407	\$0
Tax Rate	\$18.55	\$19.13	\$19.56	\$20.02	\$0.00
SF Value	\$500,492	\$500,492	\$500,492	\$500,492	\$0
SF Tax Bill	\$9,284	\$9,574	\$9,790	\$10,019	\$0
% Change	2.61%	3.12%	2.25%	2.35%	0.00%
\$ Change	\$236.27	\$289.93	\$215.48	\$229.85	\$0.00

Summary

11/7/12 4:06 PM

Location of Change (Sheet)	Subject Title	Amount	Explanation of why assumption changed	Date of Change	Proposor
Front Page Roll Up Front Page Roll Up	Health Insurance Design Changes (TBD) Reduction- <i>Removed</i> Town of Acton Portion of ABRSD OPEB Contribution	\$952 (\$267)	Assumption of Reduction Technical Correction-Now Correctly Subtracts Acton Portion of ABRSD OPEB	2-Nov-12 2-Nov-12	Don Aicardi Don Aicardi
		<u>\$685</u>			

Revenues Increase/(Decrease) since last meeting? \$685

Location of Change (Sheet) Subject Title Amount Explanation of why assumption changed Date of Change Proposor

2/16/2012 Meeting S0

Revenues

Tax Levy

	FY12 Recap	FY13	FY14	FY15	FY16
Base	\$ 63,020	\$ 64,998	\$ 67,048	\$ 69,149	\$ 71,303
Unused Levy Capacity	\$ (615)				
2 1/2%	\$ 1,576	\$ 1,625	\$ 1,676	\$ 1,729	\$ 1,783
New Growth	\$ 402	\$ 425	\$ 425	\$ 425	\$ 425
Prior Year Overlay Deficit					
Overlay	\$ (616)	\$ (650)	\$ (650)	\$ (650)	\$ (650)
Total Tax Levy (excluding debt exclusion)	\$ 63,767	\$ 66,398	\$ 68,499	\$ 70,653	\$ 72,860
Debt Exclusion	\$ 3,073	\$ 3,051	\$ 2,962	\$ 2,936	\$ 2,907
Total Tax Levy (including debt exclusion)	\$ 66,840	\$ 69,449	\$ 71,461	\$ 73,589	\$ 75,767

Tax Impact

	FY12 Recap	FY13	FY14	FY15	FY16
Existing Valuation ('000s)	\$ 3,641,550	\$ 3,641,550	\$ 3,664,461	\$ 3,686,678	\$ 3,708,407
New Growth value ('000s)	\$ -	\$ 22,911	\$ 22,217	\$ 21,728	\$ 21,230
Total Valuation ('000s)	\$ 3,641,550	\$ 3,664,461	\$ 3,686,678	\$ 3,708,407	\$ 3,729,636
Tax Rate	\$ 18.55	\$ 19.13	\$ 19.56	\$ 20.02	\$ 20.49
		3.12%	2.25%	2.35%	2.35%
SF Value	\$ 500,492	\$ 500,492	\$ 500,492	\$ 500,492	\$ 500,492
SF Tax Bill	\$ 9,284	\$ 9,574	\$ 9,790	\$ 10,019	\$ 10,255
% Change	2.61%	3.12%	2.25%	2.35%	2.35%
\$ Change	\$ 236	\$ 290	\$ 215	\$ 230	\$ 235

Debt Exclusion & SBAB Income

	FY11 Recap	FY12 Recap	FY13	FY14	FY15	FY16
Debt on APS	\$619	\$611	\$615	\$614	\$616	\$617
Debt on JHS/SHS	\$1,593	\$1,601	\$1,620	\$1,642	\$1,639	\$1,633
Municipal Debt Incurred	\$394	\$378	\$343	\$244	\$230	\$222
Debt on PSF	\$492	\$483	\$473	\$462	\$451	\$434
Total Debt Exclusions	\$3,098	\$3,073	\$3,051	\$2,962	\$2,936	\$2,907
SBAB Reimbursement - Parker Damon	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009	\$1,009
Total Debt Exclusions + SBAB Reimb	\$4,107	\$4,082	\$4,060	\$3,971	\$3,945	\$3,916

Other Post Employment Benefits (OPEB) Trust Contribution

Town of Acton

Town of Acton Portion of ABRSD Contribution

Total OPEB Trust Contributions

FY13	FY14	FY15	FY16
\$310	\$432	\$559	\$559
\$190	\$268	\$341	\$341
\$500	\$700	\$900	\$900

Revenues	FY11 Rec'd	FY12 Rec'd	FY13	FY14	FY15	FY16
State Aid						
Cherry Sheet	\$ 6,261	\$ 6,190	\$ 6,583	\$ 6,996	\$ 7,346	\$ 7,713
Regional Revenue (Acton Share)	\$ 5,749	\$ 5,900	\$ 6,101	\$ 6,039	\$ 6,341	\$ 6,658
Total State Aid	\$ 12,010	\$ 12,089	\$ 12,684	\$ 13,035	\$ 13,686	\$ 14,371

	FY09 Cherry Sheet	FY10 Cherry Sheet	FY11 Cherry Sheet	FY12 Cherry Sheet	FY13 Cherry Sheet	FY14 Estimate	Variance-FY13 Final vs. FY14 Estimate
Acton							
Chapter 70	\$5,228,141	\$5,123,578	\$5,160,527	\$5,188,231	\$5,537,500	\$5,950,361	7%
SFSF Stimulus	\$0	\$357,131	\$0	\$0	\$0	\$0	
Subtotal Ed Aid	\$5,228,141	\$5,480,709	\$5,160,527	\$5,188,231	\$5,537,500	\$5,950,361	\$412,861
Charter Tuition Reimbursements	\$11,331	\$5,967	\$3,880	\$9	\$9,145	\$9,145	
School Lunch	\$12,013	\$12,013	\$9,996	\$11,212	\$10,872	\$10,872	
Lottery, Beano & Charity Games	\$1,484,039	\$0	\$0	\$0	\$0	\$0	
General Fund Supplemental to Hold Harmless Lottery	\$227,222	\$0	\$0	\$0	\$0	\$0	
Additional Assistance	\$29,696	\$0	\$0	\$0	\$0	\$0	
Unrestricted General Government Aid	\$0	\$1,232,453	\$1,183,155	\$1,097,608	\$1,183,155	\$1,183,155	
Unrestricted General Government Aid- <i>Supplemental</i>	\$0	\$0	\$0	\$0	\$0	\$0	
Police Career Incentive	\$118,000	\$18,748	\$9,245	\$0	\$0	\$0	
Veterans Bonifis	\$8,286	\$20,782	\$35,498	\$42,560	\$43,479	\$43,479	
Exemptions: Vets, Blind, Surviving Spouses & Elderly	\$38,932	\$37,687	\$38,099	\$36,566	\$37,264	\$37,264	
State Owned Land	\$62,997	\$56,752	\$51,904	\$33,760	\$53,777	\$53,777	
Public Libraries	\$33,363	\$25,937	\$25,729	\$25,780	\$26,691	\$26,691	
Subtotal-Other	\$2,025,879	\$1,410,339	\$1,357,506	\$1,267,495	\$1,364,383	\$1,364,383	\$0
Mosquito Control Projects	(\$52,897)	(\$53,264)	(\$52,842)	(\$54,033)	(\$57,881)	(\$57,881)	
Air Pollution Districts	(\$6,571)	(\$6,601)	(\$6,749)	(\$7,048)	(\$7,354)	(\$7,354)	
Metropolitan Area Planning Council	(\$6,034)	(\$6,159)	(\$6,270)	(\$6,461)	(\$6,907)	(\$6,907)	
RMV Non-Renewal Surcharge	(\$8,820)	(\$9,740)	(\$8,860)	(\$14,520)	(\$8,100)	(\$8,100)	
MBTA	(\$107,610)	(\$108,703)	(\$107,508)	(\$107,395)	(\$73,959)	(\$73,959)	
Regional Transit	(\$22,908)	(\$23,481)	(\$24,068)	(\$24,670)	(\$68,565)	(\$68,565)	
Special Education	\$0	(\$1,056)	\$0	\$0	\$0	\$0	
School Choice Sending Tuition	(\$15,000)	(\$7,650)	(\$15,000)	(\$15,000)	(\$38,460)	(\$38,460)	\$0
Subtotal-Less Assessments	(\$219,840)	(\$225,654)	(\$221,297)	(\$229,147)	(\$281,226)	(\$281,226)	\$0
Library and School Lunch Direct Aid (Cherry Sheet Offsets)			(\$35,725)	(\$36,992)	(\$37,563)	(\$37,563)	\$0
Net Cherry Sheet-Town of Acton	\$7,034,180	\$6,665,394	\$6,261,011	\$6,189,587	\$6,583,094	\$6,995,955	\$412,861
Acton-Boxborough							
Chapter 70	\$5,413,736	\$5,305,461	\$5,492,159	\$5,622,000	\$5,747,029	\$5,687,509	(\$59,520)
Regional School Transportation	\$622,353	\$488,864	\$479,959	\$527,151	\$613,339	\$613,635	\$296
Charter Tuition Reimbursements	\$113,901	\$63,297	\$87,963	\$34,945	\$87,556	\$88,576	\$1,020
Charter School Sending Tuition	(\$328,937)	(\$281,507)	(\$311,279)	(\$284,542)	(\$347,077)	(\$351,121)	(\$4,044)
School Choice Sending Tuition							
Net Cherry Sheet-Acton Portion of Acton/Boxborough	\$5,821,053	\$5,576,115	\$5,748,802	\$5,899,554	\$6,100,847	\$6,038,599	(\$62,247)

Percentage of
Acton Portion
81.61%
83.20%
81.61%
81.61%

Revenues	FY11 Recap	FY12 Recap	FY13	FY14	FY15	FY16
Local Receipts						
Excise Taxes	\$ 2,515	\$ 2,600	\$ 2,620	\$ 2,600	\$ 2,665	\$ 2,732
Fees	\$ 999	\$ 1,101	\$ 1,228	\$ 1,101	\$ 1,128	\$ 1,157
Miscellaneous Non-Recurring	\$ 84	\$ 86	\$ -	\$ -	\$ -	\$ -
Investment Income	\$ 190	\$ 120	\$ 170	\$ 120	\$ 123	\$ 126
Total Local Receipts	\$ 3,788	\$ 3,906	\$ 4,018	\$ 3,821	\$ 3,916	\$ 4,014

Motor Vehicle Excise	FY08 Recap	FY09 Recap	FY10 Recap	FY11 Recap	FY12 Recap	
	\$2,690,300	\$2,865,000	\$2,514,503	\$2,514,503	\$2,600,000	
Penalties and Interest on Taxes and Excises						
Payments In Lieu of Taxes	\$140,200	\$180,000	\$148,573	\$148,573	\$106,500	
Other Charges For Services	\$11,500	\$11,500	\$11,934	\$11,934	\$11,800	
Fees	\$115,800	\$125,000	\$23,779	\$23,779	\$19,800	
Misc	\$338,100	\$360,000	\$0	\$0	\$0	
Other Departmental Revenue	\$0	\$0	\$37,050	\$0	\$0	
Licenses and Permits	\$93,100	\$135,000	\$765,587	\$667,872	\$900,600	
Fines and Forfeits	\$177,700	\$200,000				
Fees	\$127,600	\$160,000	\$146,812	\$146,812	\$62,100	
Investment Income	\$1,004,000	\$1,171,500	\$1,133,735	\$998,971	\$1,100,800	
Miscellaneous Non-Recurring	\$723,700	\$360,750	\$190,210	\$190,210	\$120,000	
	\$0	\$0	\$0	\$83,919	\$85,547	
Local Receipts-TOTAL	\$4,418,000	\$4,397,250	\$3,838,448	\$3,787,603	\$3,906,347	

FY13 Projected	FY14 Projected
\$2,620,000	\$2,600,000
\$148,573	\$106,500
\$14,000	\$11,800
\$19,779	\$19,779
\$0	\$0
\$0	\$0
\$899,080	\$900,600
\$146,811	\$62,100
\$1,228,243	\$1,100,779
\$170,000	\$120,000
\$0	\$0
\$4,018,343	\$3,820,779

A. Beginning Reserve Position

Certified Free Cash From Last Fully Completed Fiscal Year
 Free Cash Voted Oct. 12, 2011 STM Vote
 Free Cash Voted Oct. 25, 2011 STM Vote
 Free Cash Voted Nov. 30, 2011 STM Vote
 Free Cash Voted April, 2012: Article 10 Transportation ATM Vote
 Free Cash Voted April, 2012: Article 10 Nursing ATM Vote
 Free Cash Voted April, 2012: Article 16 AFSCME Mediation Settlement ATM Vote
 Free Cash Voted April, 2012: Article 17 AFSCME Mediation Settlement ATM Vote

Subtotal Certified Free Cash

NESWC Available Balance
 Action Portion of Certified E&D from Last Fully Completed Fiscal Year
Total- Beginning Reserve Position

	For FY12 Use (thru June 30, 2010 close)	For FY13 Use (generated thru FY11 close)	For FY14 Use Estimated	For FY15 Use Estimated	For FY16 Use Estimated
	\$4,650	\$5,933	\$7,080	\$6,418	\$5,756
	(\$257)	\$0	\$0	\$0	\$0
	(\$170)	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	(\$40)	\$0	\$0	\$0
	\$0	(\$100)	\$0	\$0	\$0
	\$0	(\$145)	\$0	\$0	\$0
	\$0	(\$28)	\$0	\$0	\$0
	\$4,224	\$5,620	\$7,080	\$6,418	\$5,756
	\$2,435	\$1,859	\$1,529	\$1,004	\$479
	\$1,366	\$1,489	\$1,538	\$1,209	\$894
	\$8,025	\$8,969	\$10,147	\$8,632	\$7,130

B. Actual Annual Use Of Reserves Used In Budget

Certified Free Cash
 NESWC
 Action Portion of Certified E&D

Total- Actual Annual Use of Reserves Used In Budget

Annual Percentage Of Reserves Used to Support Annual Budget?

	FY12 Budget-FINAL	FY13	FY14 Estimated	FY15 Estimated	FY16 Estimated
	\$1,000	\$488	\$912	\$912	\$912
	\$576	\$391	\$525	\$479	\$479
	\$277	\$419	\$628	\$615	\$615
	\$1,853	\$1,298	\$2,065	\$2,052	\$2,006
	2.27%	1.54%	2.34%	2.24%	2.10%

C. Assumption of Reserve Replenishment Generated In Prior Fiscal Year

Townwide Fiscal Year Turnbacks & Excess Revenues
 Town Savings from Reducing Action Portion for ABRSD By Close of FY12 (5% Cap)
 FY12 Tax Title Principal & Interest
 Unused Warrant Articles, Land Titles
 NESWC
 Anticipation of Returning Action Portion of ABRSD E & D By Close of FY12 (over 5% Cap)
 ABRSD Fiscal Year Turnbacks-Action Portion

Total- Assumption of Reserve Replenishment

	(thru June 30, 2011 close)	(thru June 30, 2012 close)	(thru June 30, 2013 close)	(thru June 30, 2014 close)	(thru June 30, 2015 close)
	\$2,709	\$1,348	\$250	\$250	\$250
	\$0	\$250	\$0	\$0	\$0
	\$0	\$600	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$0	\$61	\$0	\$0	\$0
	(\$253)	\$0	\$0	\$0	\$0
	\$672	\$217	\$300	\$300	\$300
	\$3,128	\$2,476	\$550	\$550	\$550

D. Year End Available Balance (A Minus B Plus C)

Free Cash
 NESWC
 DOR Certified E&D Available Balance-Action Portion

Total-Year End Available Balance

Projected Year End Available Balance As A Percentage of Annual Budget?

	Thru Close of FY11; (Available for FY13)	Thru Close of FY12; (Available for FY14)	Thru Close of FY13; (Available for FY15)	Thru Close of FY14; (Available for FY16)	Thru Close of FY15; (Available for FY17)
	\$5,933	\$7,080	\$6,418	\$5,756	\$5,094
	\$1,859	\$1,529	\$1,004	\$479	\$0
	\$1,507	\$1,538	\$1,209	\$894	\$579
	\$9,300	\$10,147	\$8,632	\$7,130	\$5,674
	11.39%	12.03%	9.77%	7.79%	5.93%

Summary of Municipal Allocation

	FY12 FINAL	FY13 BUDGET	FY14 IN PROGRESS	Variance	% Change
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Municipal Budget	\$25,061	\$25,959	\$27,257		
STM Votes	\$0	\$0	\$0		
SBAB	\$1,009	\$1,009	\$1,009		
APS Debt	\$611	\$615	\$614		
Municipal Debt	\$378	\$343	\$244		
PSF Debt	\$483	\$473	\$462		
Nursing Enterprise Tax Subsidy	\$0	\$200	\$200		
Transportation Enterprise Tax Subsidy	\$75	\$206	\$206		
APS Debt Transfer in	\$309	\$203	\$198		
Town of Acton OPEB	\$0	\$310	\$432		
COPS in School Transfer in	\$72	\$0	\$0		
Total Operating Budget	\$27,998	\$29,317	\$30,623	\$1,305	4.5%

Breakout of APS Allocation

Operating Budget	\$26,495	\$26,765	\$28,088		
Less APS Debt Transfers out	(\$309)	(\$203)	(\$198)		
Less COPS in School Transfers out	(\$72)	\$0	\$0		
Net Operating Budget	\$26,114	\$26,562	\$27,890	\$1,328	5.0%

Breakout of ABRSD Allocation

Operating Budget	\$29,207	\$30,061	\$31,097		
Operating Budget-OPEB			\$268		
Debt	\$1,601	\$1,620	\$1,643		
Total Budget	\$30,808	\$31,681	\$33,007		
Less Regional Revenue	(\$5,805)	(\$5,867)	(\$6,012)		
Less E&D	(\$277)	(\$621)	(\$628)		
Net Operating Budget	\$24,726	\$25,193	\$26,366	\$1,173	4.7%

ABRSD:
Go To Table Six, Acton
column, for Gross
Expenses THEN
SUBTRACT Outside the
Debt Limit expenses

Breakout of Minuteman Allocation

Operating Budget	\$777	\$802	\$838		
Capital & Subsidy	\$0	\$24	\$0		
Total Operating Budget	\$777	\$826	\$838	\$12	1.4%

Allocation of Revenues

	FY12 FINAL	FY13 BUDGET	FY14 IN PROGRESS
Municipal	35.2%	35.8%	35.7%
Schools	64.8%	64.2%	64.3%
	100.0%	100.0%	100.0%

Check of Totals

Budget Expenses (from numbers on this page linked to ALG page)

	\$79,615	\$81,899	\$85,717
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ALG Total Revenues

Less Regional Revenues Used To Support Budget

Less E&D Used To Support Budget

ALG Spending Supported By Reserve Use

	\$83,845	\$87,160	\$89,325
	(\$5,805)	(\$5,867)	(\$6,012)
	(\$277)	(\$621)	(\$628)
	\$1,853	\$1,606	\$2,065
	\$79,615	\$82,277	\$84,750

Difference

	\$0	\$378	(\$967)
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DOUBLECHECK TO FRONT

	\$378	(\$967)
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ALG Minutes 10/17/12 – revised 11/2/12

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

Audience: Pat Clifford, FC; Charlie Kadlec & Dick Calandrella, AVG

Minutes of September 13 were approved.

2. Update of FY 13 revenues—Steve Ledoux & Steve Mills

S. Mills—too early to say do not see any dramatic changes. Steve Ledoux “ditto”

Don: The only material change is the state aid number is higher. The Regional SC voted a new table 6. That means we will not use as much E&D—change in Town Assessments; Sent in the paperwork to DOR to get the E&D certified.

SL: we will start the budget review today—go over FY 14 & requests for FY 15 & 16

3. Discussions on Revenue Projections FY 14---All; **Extra Info: spreadsheet**

MA: We asked Steve & Don to revise the spreadsheet; they have done a good job

Don walked the members through the new spread sheets

Page #1—“Things [the numbers] are the same as they were when we left off last year; most of FY 14 col. are what they were in the spring; AB & APS the same; under Health Trust the \$952k is important. The HIT is going through a design change & there will be a new score card showing the savings in the future.

The \$952k is a “guess for FY 14” which will allow the entities to go up 5%. Right now we are using the old expenditure---the \$952k—is at the bottom [of the col.] because it is not yet in the budget

Steve B: tax levy change that was based on the multi-year plan to get the budget to \$0 for Town Meeting. The tax levy is the biggest revenue source it is based on the 2.5 & growth .The tax bill will change when we set the tax rate.

Mary Ann: All of these “tax impact” numbers assume no change in the values of Single Family and will be updated once we have the new numbers for 2012—I don’t think we can expect as smooth progression.

Don: temporary levy increase [as the debt decreases] debt numbers have been update. OPEB page: \$500k, FY 13; \$700k FY 14; \$900k ---this is the same as last year---we don’t have any new numbers [from the OPEB committee] so have just repeated.

State aid numbers for FY 13 reflect the cherry sheet for APS & AB & will be reconciled on the recap sheet in Dec.[is accepted by the DOR] For FY 14 the Ch 70 is “my best guess” at the moment; AB transportation reimbursement # will increase for \$60-\$65k. As enrollment starts to decline, APS---we will be using the Foundation number & local count so we will expect an increase in Ch.70 for APS. The

proportion of Acton vs. Boxboro's costs, based on a three-year average, are highlighted in the yellow box—Acton is 80.6% of the assessment it will increase to 81.61% as Boxboro decline—Acton will be paying more.

Steve L: we should take into account the Federal "trickle down"—as the federal funds decrease there will be more costs for the states---it will have an impact.

Steve B: **Local receipts page**

Amounts peaked in FY 08---the biggest change is in the investment income; we estimate motor vehicle at \$2.6M, which may become the new average but we will not know until Feb, when the 1st bill is sent.

Doug: what is the driver for fees?

SB: the selectmen increase the fees.

SL: the permits are increasing for additions and not new construction

Doug: are we recovering our expenses with the fee increase? What percentage do we recover? Ans: more than half.

Don: **Reserve page**

Line A: Beginning positions: FY 12--\$8,025 M; FY 13--\$8,969 M; FY 14--\$10,147 M; FY 15---\$8,632 M; FY 16--\$7,130M

E&D capped at 5% of total AB --\$1.9 m; NESWC finite; free cash; part of the replenishment is from closeout of articles

Line B: Actual annual reserve use: FY 12[final] \$1,853M (% for budget support 2.7%); FY 13 [in use] \$1,298 M (% of budget support 1.54%) The change is the \$419k (lower) for Acton portion of certified E&D (% for budget support. FY 14 [estimated] \$2,065 M (% of budget support 2.36%) FY 15 [estimated] \$2,052 (% of budget support 2.23%) FY 16 [estimated] \$2,006 M (% of budget support 2.08%)

Line C: Assumption of reserve replenishment generated in the prior fiscal year: 6/30/11 \$3,128M [\$0 NESWC]; 06/30/12 \$2,476 [\$61k NESWC]; 06/30/13 \$550M [\$0 NESWC]; 06/30/14 \$550M [NESWC \$0]06/30/15 \$550 [NESWC \$0

Line D: Year End available balance (A minus B plus C) Available FY 13--\$9,300M; Available FY 14 \$10,147 M; Available FY 15 \$8,632; Available FY 16 \$7,130M; Available FY 16 \$7,130M; Available FY 17 \$5,674 M

These numbers are transferred to the composite budget on page 1.

Steve B: last page is a break out of the allocations and is helpful for administration purposes.

Xuan asked what portion of the of the turn back was for APS. Ans: \$360k

Xuan: can we expect another big turn back from the Town?

SB: In FY 12/11 there was the overlay surplus; closing down of old warrant articles; light winter—snow & ice budget was good; legal budget is down; there have been staff vacancies & unemployment costs were less.

Mary Ann: is there any overlay reserve? The Fin Com would like to see what's available

SL: The assessors will be closing out soon & then we will know.

SB: We will have a draft reconciliation of the overlay for the next meeting

Bart: does anyone want to make any changes?

Xuan: we did not discuss tax to the max—Don's revenue projections for & Ch. 70 are based on our taxing to the max.

Doug: Tax to the max is a moving part---we [FC] are firm on \$1.5M use of reserves.

Don: Does that include the use of E&D?

Doug: we want to hold to \$1.5M. Last year it was bumped up due to the collective bargaining costs adding \$2-300k. This is our recommendation which we are giving to the SC & includes E&D

Don: I think we need to have a discussion with the FC ---we have been consciously trying to replenish & now we are being told to use less.

Mary Ann: This is what we (FC) think we will circulate it as our point of view we have no purview on how others will think.

Kim: Is there a time for feed back? Is there an expectation that everyone will buy in?

Doug: we have put the POV on the table looking for feedback. We do not want to dictate but looking back at the numbers & from what we now know we will not have a "boring year"

Mary Ann: we welcome feedback but need to discuss specific reserve use at the next ALG meeting. The other area where the FC differs is the tax level and local revenues. We have agreed to be more conservative on our assessment of the state funding of Ch.70—we think it will be 2.5% rather than the 7% Don is projecting in his model

What we are assuming is a 2.5% decline in enrollment, and then anticipating cuts at the federal level we just think we should be more conservative in our numbers.

Bart: so next meeting we will discuss reserves? ---general agreement

Kim: this will impact our Long Range Plan which we will be doing in Nov.

Pam: does the \$1.5M reserve use include the \$700k for OPEB?

Mary Ann: we are waiting for the OPEB report on the level of funding and how it is to be funded.

Bart: two things are different: FC's POV—Ch 70 less than 7%; and reserve use.

Kim: do you think the OPEB expenses will be the same as are on the chart. We were going to do an OPEB consensus on Nov.29th

4. Split Allocation

Prospective numbers (on last page) FY 13 35.8%/64.2%

Bart: this is the current split---what will it be this year?

Xuan: The needs of the priority budget for the schools need to be reflected in the split. I do not think the trend of the school's percentage will decrease.

Bart: will it go up or be stable?

Xuan: we are all trying to influence each other. The SC is not shooting for a 67%--rather we are looking at what we need to fund the priority projects. I cannot say the split per se should increase or remain the same. We have a multi-year priority program that we cannot abandon—it is funded by the split

Mary Ann: the FC sees everyone's budget & sees the pent-up demand to do projects. The FC would like to maintain it as is noting that it has crept up on the schools side.

Janet: whatever we agree to I can understand the trend to shift to AB---but the school population is declining. I don't know what the impact of this decline will be. On the Town side the population is increasing—we have a problem that the police department is undermanned...

Steve L: It's too early to discuss the split. I have not seen the budget requests from the department heads. We know there is a need to increase the police but we do not know what that will mean to the budget.

Pam: there is a pent up demand on the town side. Clearly getting new police is a benefit to the schools. There will be more areas of overlap as we move ahead. It is a hard shift to move the focus from the schools—we have got to meet the needs of the older population who are staying here.

Bart: is there anything else?

Doug: collective bargaining settlements were flagged at the time; are there any more coming along?

Steve L: three contract are being negotiated: police---3 years out; superior officers & highway

Doug: will there be an impact on FY 14 Ans: yes Doug: these are moving parts that need to be understood---last year it was ¼ M dollars.

Steve L: arbitration is up to FY 11. The unions have not ratified FY 12. The loss of the Quinn bill where the state paid 50% & we paid 50% is a sticking point.

Doug: If it's \$100k that's one thing but if it's \$1 M---that's something else

Kim: I can see where the police have value for the schools being on campus. Perhaps we need to change our way of thinking---the schools also benefit the older community

Steve M: I'm not naive about school budgets. The split pits me against the town. We need to reflect on what happened in FY 12—OPEB; split; service; and reserves. All four groups have to be accounted but the revenues are the third rail. If we use only \$1.5M of reserves I'll still have a \$1 M problem. The school committee has told me to continue with the investment budget.

Mary Ann: we need to wait for better information from Steve L. about what will happen with Minuteman, as that is part of the school's share.

Steve L: Minuteman is a mess, I will not even predict on what will happen there

5. FC's Long Rang Plan

Doug: we may see these as "boring years"---nothing is breaking down except Minuteman. We seem to be coming out of the worst recession but as we look to the future we see that the budgets are not sustainable. NESWC was \$6M is now \$1M & will essentially be gone; we have no stabilization fund; we have no common understanding of how reserves should be used. The reserves are money left over—we have no formal understanding of a back stop. We have built budgets that cannot be sustained by the tax levy. The Long Range plan looks OK now but I think we are in for a lot of trouble in the future.

6. Regionalization

Xuan: Right now the committee has reached a consensus on several items. 1.School board size now at 6 & 3 will change on 5 & 3 with Acton's votes will be weighted.

2.Construction costs—Boxboro will have a 5% discount; elementary assessment will be based on population

3. There will be savings in administration, transportation but smaller Ch 70 aid. There will be \$600k/year in savings the split will be 65% Acton & 35% Boxboro

Next step will be a joint meeting with AB/APS—other outreach is a meeting hosted by the League of Women Voters on Oct.30.

Doug; Will there be any health care savings?

Xuan: there will be salary increases to match ours; their employees will adopt our plan

Steve M: there was some thought of having the school committee 5 & 5. There was a demand to have the assessment split at 50-50; then Peter Ashton suggested 70/30 the vote was 65/35.

7. OPEB

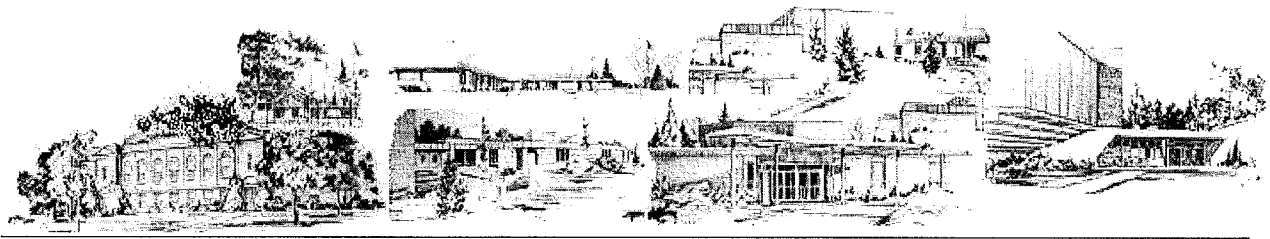
Steve B: there has been one meeting where Mr. Noone was elected chair. We were going over the actual of the budgets & looking forward as to the amounts and sources. Free cash has been certified

Public: Mr. Kadlec suggested a simplification of getting rid of the debt, debt exclusion & debt service page.

Meeting adjourned at 9 AM

Next Meeting November 8th 7:30 AM

Ann Chang



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
RE: FY13 Status Report-1st Quarter
DATE: November 9, 2012

A. Summary

I am happy to report that the Acton Public School District ended the first quarter of Fiscal Year 2013 with a \$127,583 projected year end fund balance.

B. Review of FY13 Budget-Highlights

I would like to highlight the most interesting observations for the school committee:

1. Salaries, Teaching. (\$+165K) First quarter projections for teachers are notoriously unreliable due to the lack of "real payrolls" to base projections on in addition to corrections that occur at the beginning of the fiscal year. It is important to note that there was \$125,000 in 'anticipated vacancy factor' savings applied to this account before the school year began.

2. Fringes, Health Insurance (\$+136k) & Salaries, Support Staff (\$-138k) The FY13 APS health insurance budget was completed in time to assimilate all of the changes from the municipal health insurance reform that were so well chronicled all of last year. We will continue to evaluate the number of employees actually charging to health insurance versus the assumptions used last spring. We are also seeing savings in this account from our strategy of converting vacant full-time positions, whenever possible and feasible, to non full-time positions. These savings help offset a projected deficit in the support staff account. We are reviewing those numbers at this time.

3. Salaries, Substitute (\$47K) These accounts were traditionally overspent with the assumption that vacancy factor savings from other salary accounts would cover the deficits. In order to more accurately budget for these expenses, these accounts were increased in FY12 and maintained at that level for FY13. So far this year, we are slightly below the budgeted number. Due to the unpredictable nature of the substitute account, however, we will continue to monitor this account throughout FY13.

C. Conclusion. I am happy to answer any questions that you might have. Thank you.

ACTON PUBLIC SCHOOLS FY13 BUDGET STATUS REPORT

	FY13 Budget Original	FY13 Budget Adjustments	FY13 Budget Current	FY13 Year End Projected Expenses	% Committed	FY13 Year End Projected Balance
Salaries, Teaching 01	\$12,797,558	(\$6,000)	\$12,791,558	\$12,625,905	98.7%	\$165,653
Salaries, Principals 02	\$744,462	\$0	\$744,462	\$737,321	99.0%	\$7,141
Salaries, Central Administration 03	\$487,778	\$0	\$487,778	\$486,272	99.7%	\$1,506
Salaries, Support Staff 04	\$3,492,084	\$0	\$3,492,084	\$3,630,939	104.0%	(\$138,855)
Salaries, Buildings 06	\$279,280	\$0	\$279,280	\$290,054	103.9%	(\$10,774)
Salaries, Custodial 07	\$677,601	\$0	\$677,601	\$644,700	95.1%	\$32,901
Salaries, Home Instruction 08	\$1,019	\$0	\$1,019	\$0	0.0%	\$1,019
Salaries, Substitute 09	\$378,005	(\$10,662)	\$367,343	\$320,195	87.2%	\$47,148
Fringes, Course Reimbursement 10	\$13,000	\$0	\$13,000	\$13,000	100.0%	\$0
Fringes, Health Insurance 11	\$3,027,606	\$0	\$3,027,606	\$2,891,029	95.5%	\$136,577
Instructional Supplies 16	\$243,347	\$350	\$243,697	\$250,431	102.8%	(\$6,734)
Instructional Textbooks 17	\$95,170	\$0	\$95,170	\$97,963	102.9%	(\$2,793)
Instructional, Library 18	\$16,625	\$0	\$16,625	\$16,625	100.0%	\$0
Other, Capital Outlay 19	\$285,797	(\$350)	\$285,447	\$315,156	110.4%	(\$29,709)
Other, Maintenance Buildings 23	\$194,864	\$0	\$194,864	\$196,482	100.8%	(\$1,618)
Other, Maintenance Outlays 24	\$105,943	\$0	\$105,943	\$108,956	102.8%	(\$3,013)
Other, Legal Service 26	\$38,000	\$0	\$38,000	\$38,000	100.0%	\$0
Other, Admin Supplies 27	\$212,569	\$16,662	\$229,231	\$252,344	110.1%	(\$23,113)
Other, Custodial Supplies 29	\$46,700	\$0	\$46,700	\$46,769	100.1%	(\$69)
Other, Sped Transportation 30	\$468,959	\$0	\$468,959	\$468,959	100.0%	\$0
Other, Student Transportation 31	\$347,436	\$0	\$347,436	\$361,812	104.1%	(\$14,376)
Other, Travel 32	\$14,197	\$0	\$14,197	\$22,874	161.1%	(\$8,677)
Other, Sped Tuition/ 33	\$1,782,682	\$0	\$1,782,682	\$1,806,769	101.4%	(\$24,087)
Other, Utilities 34	\$811,421	\$0	\$811,421	\$811,965	100.1%	(\$544)
GRAND TOTAL	\$26,562,103	\$0	\$26,562,103	\$26,434,520	99.5%	\$127,583

11/8/2012

2 of 2

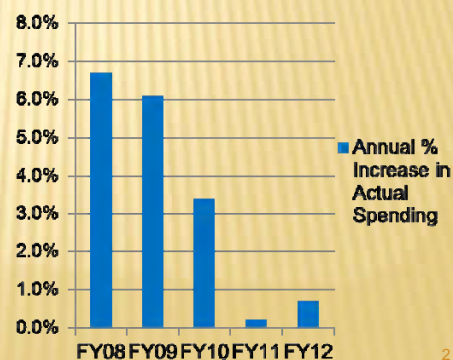
ACTON PUBLIC SCHOOLS LONG RANGE FINANCIAL MODEL FY14 TO FY18

Don Aicardi, Finance Director
November 15, 2012

APS HISTORICAL SPENDING REVIEW

What has been the annual rate of increase in actual spending, when outside funding sources are also included?

FY07 to FY08 6.7%
FY08 to FY09 6.1%
FY09 to FY10 3.4%
FY10 to FY11 0.2%
FY11 to FY12 0.7%



APS LONG RANGE FINANCIAL MODEL

Using FY07 As The Base,
Appropriated Budgets Have Increased on
Average from FY08 to FY13 **by 3.2%**

And

Using FY10 As The Base,
Appropriated Budgets Have Increased on
Average from FY10 to FY13 **by 1.0%**

3

APS LONG RANGE FINANCIAL MODEL

What was the annual rate of increase
in the appropriated budgets?

FY07 to FY08	5.7%
FY08 to FY09	7.1%
FY09 to FY10	3.1%
FY10 to FY11	0.6%
FY11 to FY12	0.8%
FY12 to FY13	1.7%



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APS LONG RANGE FINANCIAL MODEL

Number of Students
(Acton without Choice or Staff Students)

FY	K	1	2	3	4	5	6	Total	Increase/ (Decrease)
FY14	261	286	325	361	387	358	358	2,338	
FY15	261	280	299	337	366	392	363	2,298	(40)
FY16	258	280	292	310	342	370	397	2,249	(49)
FY17	231	277	292	303	314	346	375	2,138	(111)
FY18	225	248	289	303	307	318	350	2,040	(98)
FY19	251	241	258	300	307	311	321	1,990	(50)
FY20	260	269	252	268	304	311	315	1978	(12)

APS LONG RANGE FINANCIAL MODEL

This a financial MODEL.

It is not what will happen - it is an *educated guess* on what MAY happen.

It does not reflect what will be requested in January, 2013 for the upcoming budgets.

But, it is a tool that gives us valuable insights into the challenges of the budget drivers/assumptions.

APS LONG RANGE FINANCIAL MODEL

These assumptions incorporate actual spending trends **from historical spending levels** as well as **estimates for future levels** of spending - many of which are assumptions and judgment calls.

7

APS LONG RANGE FINANCIAL MODEL

These budget assumptions are based on current budgetary trends to maintain “level service.”

It also assumes no staffing level decrease due to declining enrollment at this time.

There are no escalators built in for potential “investment budget” commitments for FY14 and beyond.....

APS RULE OF THUMB: \$265k equals 1%

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APS LONG RANGE FINANCIAL MODEL

“Major Assumptions”

9

APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #1

Salaries, Teaching:

- ❖ ERI estimated at \$256,262 for FY14, and \$190,000 per year FY15 through FY18 (will end in 2021)
- ❖ Refer to Specialist account assumed level-funded at FY13 level
- ❖ All other Teacher Salary accounts assumed at 2.5% increase per year from FY15 through FY18
- ❖ Salaries, Support Staff:
 - ❖ Sped Education Assistants increased \$82K from FY13 to FY14, assumed 2.5% total increase from FY15 to FY18
 - ❖ All other Support Staff accounts assumed at 2.5% increase per year through FY18

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #2:

Principals
Central Administration
Buildings
Custodians
Substitutes

Historical salary increase patterns were not consistent-chose 2.5% as a reasonable annual increase (1% on just these accounts= \$60k)

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #3:

Fringes, Health Insurance:

- ❖ Assumes Medicare at 6% per year from FY15 to FY18
- ❖ Assumes Life Insurance level funded at 13K & Unemployment Comp level funded at 25K from FY13 to FY18
- ❖ Total Health Insurance assumed to increase 6% per year from FY15 to FY18

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #4:

Instructional, Supplies: Level Fund at FY13 level – \$243.3K

Instructional, Textbooks: Level Fund at FY13 level – \$95.1K

Instructional, Library: Level Fund at FY13 level – \$16.6K

Other, Capital Outlay: Level Fund at FY13 level – \$285.8K

Makes the assumption that increases to these line items in the upcoming fiscal years, if any, will be authorized at year end

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #5:

Other, Maintenance & Grounds: Level Funded at \$194.8K per year from FY14 to FY18

Other, Maintenance Equipment: Level Funded at \$105.9K per year from FY14 to FY18

Other, Legal Services: Assumes \$5K budget **decrease** in FY14, then assumes level funded for FY15 through FY18

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #6:

Other, Admin Supplies - level funded at FY13 level - \$212.6K

Custodial Supplies - level funded at FY13 level – \$46.7K

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #7:

Other, SPED Transportation - assumes 3% increase per year from FY14 to FY18 (major component is CASE assessment)

Other, Student Transportation -

- ❖ Assumes increase in FY14 for higher gasoline costs, then level fund
- ❖ Uses current bus leases number for FY14 and FY15; then assumes 5% increase for FY16 to FY18

Travel - assumes Level Funded at FY13 level - \$14.1K

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APS LONG RANGE FINANCIAL MODEL

MAJOR ASSUMPTION #8:

SPED Tuition – used preliminary FY14 as base, then assumed a 3% increase for FY15 to FY18 (based on historical average of 2.8% from the last five years)

Utilities - assumes savings from decrease in consumption and current favorable contract prices (NG through FY15; Electricity through mid-FY16). Savings could potentially increase if additional capital expenditures are authorized (payback in several years).

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APS LONG RANGE FINANCIAL MODEL

FROM LAST MONTH'S PRESENTATION:

Budgetary increases for level service alone will likely be well over 3%.

The “austere budget” increases of the last several years will no longer be possible due to a combination of Chapter 70 revenue affected by declining enrollment, the non-availability of federal revenue, and already authorized spending commitments.

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APS LONG RANGE FINANCIAL MODEL

FROM SLIDE 8:

APS "Investment Budget" RULE OF THUMB:
 \$265K equals a 1% annual increase:
on top of the projected percentage increases
on the next slide

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APS LONG RANGE FINANCIAL MODEL

Current Assumptions of Annual
 Budget-To-Budget Growth (IN RED):

FY07 to FY08	5.7%	FY13 to FY14	4.0%
FY08 to FY09	7.1%	FY14 to FY15	2.3%
FY09 to FY10	3.1%	FY15 to FY16	2.8%
FY10 to FY11	0.61%	FY16 to FY17	2.8%
FY11 to FY12	0.8%	FY17 to FY18	2.9%
FY12 to FY13	1.7%		

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APS LONG RANGE FINANCIAL MODEL

FROM LAST MONTH'S PRESENTATION:

APS will soon begin to grapple with a
multi-year, targeted implementation
of our Long Range Strategic Plan:

- ❖ Budgets that grow beyond level service
- ❖ Providing Information, technology & communication tools
- ❖ Hiring high quality educators
- ❖ Providing professional growth opportunities

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APS LONG RANGE FINANCIAL MODEL

FROM LAST MONTH'S PRESENTATION:

Collectively, we will have to balance the next important aspects of the **Long Range Strategic Plan** against a very challenging financial picture.

How that gets accomplished will ultimately reflect the values of the town of Acton.

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APS LONG RANGE FINANCIAL MODEL

Thank you for your attention. I will be happy to answer any questions that you have.

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11/9/2012

	2013 Budget	2014 Budget	2015 Budget	2016 Budget	2017 Budget	2018 Budget	Average Annual Increase
Salaries, Teaching 01	\$12,797,558	\$13,095,198	\$13,345,895	\$13,670,778	\$14,003,783	\$14,345,113	2.4%
Salaries, Principals 02	\$744,462	\$763,074	\$782,150	\$801,704	\$821,747	\$842,290	2.6%
Salaries, Central Administration 03	\$487,778	\$499,972	\$512,472	\$525,284	\$538,416	\$551,876	2.6%
Salaries, Support Staff 04	\$3,492,084	\$3,647,338	\$3,738,522	\$3,831,985	\$3,927,784	\$4,025,979	3.1%
Salaries, Buildings 06	\$279,280	\$286,262	\$293,419	\$300,754	\$308,273	\$315,980	2.6%
Salaries, Custodial 07	\$677,601	\$694,541	\$711,905	\$729,702	\$747,945	\$766,643	2.6%
Salaries, Home Instruction 08	\$1,019	\$1,019	\$1,019	\$1,019	\$1,019	\$1,019	0.0%
Salaries, Substitute 09	\$378,005	\$387,455	\$397,142	\$407,070	\$417,247	\$427,678	2.6%
Fringes, Course Reimbursement 10	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	0.0%
Fringes, Health Insurance 11	\$3,027,606	\$3,424,569	\$3,627,763	\$3,843,149	\$4,071,458	\$4,313,466	8.5%
Instructional Supplies 16	\$243,347	\$243,347	\$243,347	\$243,347	\$243,347	\$243,347	0.0%
Instructional Textbooks 17	\$95,170	\$95,170	\$95,170	\$95,170	\$95,170	\$95,170	0.0%
Instructional, Library 18	\$16,625	\$16,625	\$16,625	\$16,625	\$16,625	\$16,625	0.0%
Other, Capital Outlay 19	\$285,797	\$285,797	\$285,797	\$285,797	\$285,797	\$285,797	0.0%
Other, Maintenance Buildings 23	\$194,864	\$194,864	\$194,864	\$194,864	\$194,864	\$194,864	0.0%
Other, Maintenance Outlays 24	\$105,943	\$105,943	\$105,943	\$105,943	\$105,943	\$105,943	0.0%
Other, Legal Service 26	\$38,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	-2.6%
Other, Admin Supplies 27	\$212,569	\$212,569	\$212,569	\$212,569	\$212,569	\$212,569	0.0%
Other, Custodial Supplies 29	\$46,700	\$46,700	\$46,700	\$46,700	\$46,700	\$46,700	0.0%
Other, Sped Transportation 30	\$468,959	\$483,028	\$497,519	\$512,444	\$527,817	\$543,652	3.2%
Other, Student Transportation 31	\$347,436	\$366,660	\$366,660	\$375,016	\$383,789	\$393,002	2.6%
Other, Travel 32	\$14,197	\$14,197	\$14,197	\$14,197	\$14,197	\$14,197	0.0%
Other, Sped Tuition/ 33	\$1,782,682	\$1,890,036	\$1,923,681	\$1,958,335	\$1,994,029	\$2,030,794	2.8%
Other, Utilities 34	\$811,421	\$826,538	\$789,861	\$813,034	\$849,035	\$886,837	1.9%
Other, 57	\$0	\$0	\$0	\$0	\$0	\$0	#DIV/0!
Other Finance Uses, 59	\$0	\$0	\$0	\$0	\$0	\$0	#DIV/0!
GRAND TOTAL	\$26,562,103	\$27,626,903	\$28,249,219	\$29,031,486	\$29,853,554	\$30,705,540	3.1%
Annual % Increase?		4.0%	2.3%	2.8%	2.8%	2.9%	

DRAFT

TO: Acton Boxborough Regional Schools Committee
FR: Xuan Kong, Maria Neyland and Kim McOske
DT: November 9, 2012
RE: Regionalization

As the current chairs of the Acton-Boxborough, Boxborough and Acton Public School Committees, the following are our comments on ten logistical issues regarding potential regionalization of the Blanchard School. Our comments are based on questions generated by the subcommittee and initially answered by the Acton and Boxborough Superintendents. We believe that parents will want to know what will happen with these issues. The final decisions will be made by a future School Committee, not the transitional School Committee. This memo does not provide guarantees but general guidance so that parents will have less uncertainty.

1. Will there be a policy of accepting external funding to offset operating budget expenses (e.g. fundraising for classroom assistants)?

Currently the Boxborough School Committee has a specific policy prohibiting the use of external funding such as PTSOs to fund any personnel positions. The Acton Public School Committee, during the past two budget cycles, has relieved pressure on the PTSOs by adding approximately \$50,000 per school for this issue. Eventually, the new Regional School Committee will need to reconcile this issue.

2. Will all six elementary schools have a shortened day every Thursday?

We believe that a unified schedule is optimal. There are contractual issues that would need to be addressed and resolved in the negotiations process.

3. How will the start times of all six elementary schools be affected? Will the times change every year?

There has been a multi-tiered school bus transportation system in place for Acton Public for financial reasons. We believe that a unified schedule for both towns is optimal. Central Office is currently looking into the costs associated with increasing the number of buses to incorporate Boxborough into the bussing schedule. We are looking to our community members for input.

4. What about religious holidays?

We believe that the two currently existing districts will have the same calendar by the time of regionalization regarding this issue.

5. Should the Administration have authority to balance classes between towns? Should there be specific language regarding exceptions for special needs children? Should there be language to allow voluntary pre-kindergarten to grade 6 movement between towns? If parents choose to send their children to a school in the other town, will parents be responsible for transportation? If a Boxborough student goes to an Acton elementary school, will that student have equal rights to the lottery systems?

There are specific special education programs currently in the elementary schools. Each of the elementary schools has basic special education services that are available to all students in need of those services. Students receiving this level of service would have school choice similar to general education students. However, special education students from the six elementary schools who need more comprehensive services would need to attend the existing special education programs at the appropriate elementary school. Regarding the assignment of general education students to the elementary schools, as new families move in to the communities, the Superintendent's staff assigns the new students to schools based on expressed preference of the family and available seating in the elementary schools. We would expect that process to continue with the six elementary schools. Students residing in the towns will always have the opportunity to attend a school in their town. During the kindergarten lottery, residents in their town will have first right of refusal to have their children attend the school in their town as well as sibling guarantee but the Superintendent's staff will have flexibility to balance classes in both towns. If families choose to attend an elementary school in the other town, transportation will be provided.

6. How will A-B's Community Education and similar programs in Boxborough be merged and how will each town share in available funds?

Currently, there is a very robust and successful AB Community Education program. Many Boxborough residents currently avail themselves of AB Comm Ed's services. Boxborough has an Extended Day Program of their own. The Directors of the two programs would work together to establish the best way to move forward with Community Education/Extended Day Programming.

7. How will the Regional School Committee handle the distribution of current technology and equipment in each elementary school?

There is no plan now, or in the future, to redistribute current technology and equipment from any elementary school in either town.

8. If the Regional District owns each building, will this impact parent/community member accessibility related to the use of the buildings?

Parent and community members will maintain current levels of accessibility to these buildings. The Regional School District believes that all of our buildings are for community use after their educational missions are completed each day. Much like the AB Regional High School has been used for emergency services during significant weather, we recognize that the Blanchard school is the emergency shelter for the town of Boxborough and in an emergency, will be made available immediately by the Superintendent.

9. What are the issues related to staff employment?

It would be our vision that there would be one employment contract for the six elementary schools, the Junior High and the High School.

10. How would OPEB be handled to insure consistency in funding between the member entities and the proposed new preK-12 Region?

The currently Acton-Boxborough Regional School District has an OPEB line item in its budget. If Blanchard were to regionalize, it would be assumed that Acton and Boxborough taxpayers would pay their proportionate amount of the Regional School District OPEB assessment similar to all other accounts in the Regional School District Budget.

7.1.1

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools
November 1, 2012

Category	Total as of 10/1/2012	Additions	Subtractions	Total as of 11/1/2012
Conant	39	0	0	39
Douglas	23	0	0	23
Gates	13	+1	0	14
McCarthy-Towne	29	+2	0	31
Merriam	24	0	-1	23
APS TOTAL	128	+3	-1	130

TO: Dr. Steve Mills

FR: Liza Huber

RE: Monthly Reporting of Early Childhood Student Population

DATE: November 5, 2012

Forecasting and budgetary planning for early childhood services are critical responsibilities when building programs in these fiscally austere times. Attached please find three (3) documents:

- ◆ Forecasting and budgetary planning for early childhood services, dated May 30, 2012
- ◆ Early Childhood Services, dated February 28, 2012
- ◆ Monthly reporting of early childhood student population

During FY '12, we received an unexpected number of move-ins and referrals from the Department of Public Health that caused us to add an additional section to our preschool programs.

At the beginning of each school year, we anticipate the number of children that will need this type of educational programming, by close coordination with the Department of Public Health through its Early Intervention Programs, our outreach and required DESE searches in the community, and through our coordinator of early childhood programs. For example, we identified 42 eligible students. However, as we move into the school year, a number of events happen. New referrals appear from early intervention (EI), along with referrals from parents, physicians, and private preschools. The regulations require schools to provide a free and appropriate education for all identified special education students. We forecast and plan accordingly. In order to have a more robust method of reporting and forecasting, I have developed a spreadsheet that will be done on a monthly basis to trace, track, and project all eligible youngsters who fall in this category.

If we examine the current spreadsheet, although we started as of September 1, 2012 with 42 eligible students, within 60 days, we had a 14.3% increase to 48 students, once the IEPs are signed by the parent/guardian. As we are required to educate and balance integrative settings for these children, our complementary enrollment for typical peers at 50 is filled. In other words, we cannot accept any additional tuition typical peers in the program at the time.

Moreover, this monthly reporting system will help in the following ways:

- ◆ Provides tracking and documentation of special education students and sub-groups of students

- ◆ Analyzes the particular subgroup (3-year olds, 4 year olds, tuition students from other school districts, itinerant and OOD students) and offers opportunity to strengthen our “search and find” required efforts and our teamwork with early Intervention (0-3).

The planning of program and budgeting are important features in keeping us fiscally accountable. These programs are the “introduction” to parents and guardians to the Acton Public Schools and we want our parents and guardians to recognize that the schools are their partners over their child’s learning through graduation from the 12th grade or 22 years of age, whichever comes first.

To: Dr. Steve Mills

From: Liza Huber

Re: Forecasting and Budgetary Planning for Early Childhood Services

Date: May 30, 2012

Forecasting and budgeting for Early Childhood Services present challenges for program development. Like many other scenarios in special education, Pupil Services study short and long term trends, comparative data from other communities, demographic trends of the Town, and blend that knowledge into our decision making about programs. The process is a careful thoughtful, and reasonable calculation in building programs and is based upon a blend of art and science.

Regulatory Requirements

Early Childhood Services are regulated by the IDEA, which articulate the process and procedures that school districts abide by, including but not limited to, the responsibilities of the district in "child find" requirements, and the programs and services we develop to ensure the "best shot" educationally and socially for these "at risk" students.

All children are entitled to a smooth and effective transition by their 3rd birthday. The transition begins when a child is 2 years 6 months of age, and a few parents begin this process prior to that date. Usually, this is the parent's first connection with the schools and we take the time to help them through the process of accepting and dealing with the child's special needs.

Forecasting and Budgetary Planning

Despite our strong connections with community day cares, our on-going partnership with Early Intervention, and meeting child find obligations and outreach, districts are unable to accurately forecast 2-3 years out for the following reasons:

- ⇒ Some children are not yet born and for those who have been, only a small percentage of them have documented special needs at a very early age.
- ⇒ Broadly, students who are followed by EI are identified between 18 and 30 months of age, when comparisons are made and measured against typical developmental milestones.
- ⇒ Families tend to access community childcare, rather than EI, as they take a wait and see attitude toward perceived lag in their child's developmental milestones.
- ⇒ Some families are reluctant to share information until they are ready and willing to ask for help. EI regulations only require sharing of information with schools 6 months prior to a child's third birthday with parental consent.
- ⇒ Massachusetts Department of Public Health has changed the eligibility criteria for EI; students must be identified with more significant needs to receive services.

Once enrolled in community early childhood programs, it is hypothesized that identification becomes delayed so planning and budgeting are more difficult.

Thus, forecasting and budget planning for Early Childhood Services are based on the average number of children served in previous years, which includes child find, early intervention and move-in trends. In previous years, the anticipation of 14-18 students has been projected and served us well. In this school year, by October 2011, Early Intervention had referred an additional 8 students, explained primarily by move-ins. As mentioned in previous presentations, Concord-Carlisle's expansion of its programs accommodated 23 unexpected students during this FY12 school year.

Moreover, the Boston Globe article (2.26.12) noted the surge in Boston's preschool numbers and its need to open two-dozen new classrooms since September 2011. Given its wait list to provide services in a timely manner, a federal lawsuit has been filed.

Patterns and Trends:

	FY '09	FY '10	FY '11	FY '12	FY '13 Projected
As of October 1					
Itinerant	9	13	13	7	4
APS Preschool	29	36	28	31	33
As of June 1					
Itinerant Students	18	18	17	18	*10-12
APS Preschool	41	37	38	49	*47-49
					*Projection

Future Planning:

Based on current referrals and projections provided by Minute Man Early Intervention, child find activities, and inter-agency communication, it is reasonable to assume that the current program structure will be sufficient to meet the needs of anticipated students, provided that anticipated move-ins remain stable.

Given the decline in the early childhood population within the community, there may be a related decrease in the number of young children with special needs, but for the aforementioned reasons, we remain uncertain.

However, blending science and art, I am comfortable in maintaining current programs and funding (FTE's).

To: Acton Public/Acton-Boxborough Regional School Committee Members

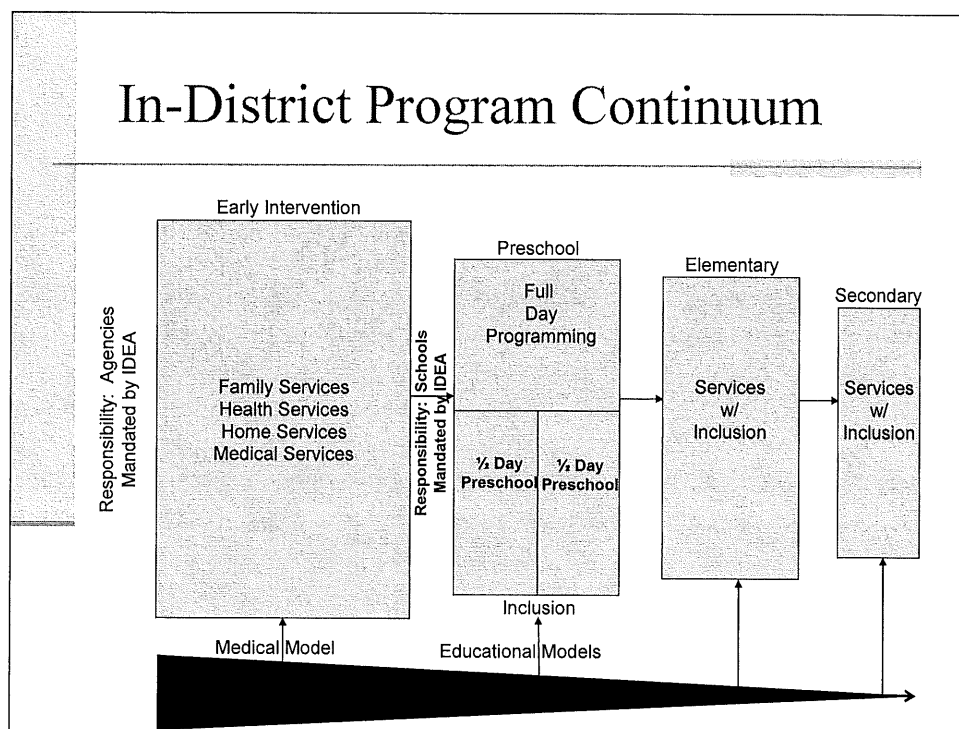
From: Liza Huber, Director of Pupil Services

Cc: Dr. Steve Mills

Date: February 28, 2012

Subject: Early Childhood Services

A few weeks ago, I gave a presentation on our Early Childhood Services by sharing the IDEA requirements, the process and procedures that school districts abide by, the responsibilities of the district in “child find” requirements, and the programs and services we develop to ensure the “best shot” educationally and socially for these at risk students. We creatively developed integrative programs so our toddlers can “model up” but coincidentally, as a collateral benefit, we have offset some of our tuition costs as we charge for those toddlers who are enrolled as regular education students. As I shared with you, we received an unexpected number of move-ins and referrals from the Department of Public Health, which necessitated adding an additional section. Early intervention programs do not necessarily pay off today, but they pay off tomorrow and all the tomorrows thereafter, evidenced by reduction in referral rate, frequency of service, type of service and longevity of service as described in my in-district program continuum slide.



What was striking though was the article that appeared in last Sunday's Boston Globe (2.26.12) which I attached as a pdf for ease of reading. Although an urban school, Boston's preschool special education numbers have surged over the last three years, which was not expected. Boston has opened two-dozen new classrooms since September, an unusual hike to the two or three added classrooms per year. A staggering realization is the chart on the last page of the article, which gives the number of students enrolled in selected programs over the last three years. Because of its wait lists, a federal lawsuit has been filed against Boston.

To look at ourselves for the moment, we are making efforts, responsive in nature to the understanding that numbers are increasing, mandated outreach has a broader net, medically fragile toddlers are being enrolled and the increase of children with autism is factual. We strive to do our best with the resources we have, make recommendations that are reasonable, and avoid potential due process situations, wherever possible. My main goal remains the same ~ develop programs that are meaningful to children, thereby giving them a set of skills so that they can compete, wherever possible, with their peers in a timely manner.

**EARLY CHILDHOOD STUDENT POPULATION
MONTHLY REPORTING & PROJECTIONS**

Acton Public Schools

November 1, 2012

	June 1, 2012	Additions For June 2012	Final Total as of June 30, 2012	September 1, 2012	Additions For September 2012	Final Total as of September 30, 2012	October 1, 2012	Additions For October 2012	Final Total as of October 31, 2012
<i>SPED</i> 3-Year Olds (In-District)	22	0	22	15	0	15	15	+2**	17
<i>SPED</i> 4-Year Old (In-District)	21	0	21	15	0	15	15	0	15
<i>SPED</i> 3-Year Old <i>Tuition in From Boxborough</i>	0	0	0	1	0	1	1	0	1
<i>SPED</i> 4-Year Old <i>Tuition in From Boxborough</i>	1	0	1	1	0	1	1	0	1
<i>Itinerant</i>	20	0	20	7	0	7	7	+4**	11
<i>OOD</i> Preschool	3	0	3	3	0	3	3	0	3
SPED TOTAL	67	0	67	42	0	42	42	+6**	48
<i>*TYPICAL</i> 3-year old (In-District)	15	0	15	23	0	23	23	0	23
<i>*TYPICAL</i> 4-Year Olds (In-District)	22	0	22	27	0	27	27	0	27
TOTAL	104	0	104	92	0	92	92	+6	98

*The school district must ensure that programs are available for eligible students 3 and 4 years of age. The programs must developmentally appropriate and located in a setting that includes student with and without disabilities (State Requirement 603 CMR 28.06 (7) and Federal Requirement 34 CFR 300.101 (b); 300.124(b); 300.323(b))

**Pending Parent Signature on IEP

11/13/12

Grade YO	Conant			Douglas			Gates			McCarthy-Towne			Merriam			Total	#Sec.	Avg. S				
Rm	CAD	CB	CC	2#	Total	DAD	DBD	DC	1#	Total	GAD	GB	Total	TAD	TB	TC	Total	MAD	MB	MC	1#	
K-25	22	18	18	58	20	20	20	20	60		19	20	39		22	20	19	61				
	Rm 3	4	5			3	4	5			1	3	8	3#		113	311	312	224	234	323	3#
Gr. 1-2	22	22	21	65	21	21	22	64	21	22	21	64			23	22	21	66				
	Rm 5	7	8			6	7	8			10	5	6	2#		114	301	302	133	135	231	334
Gr. 2-2	21	21	22	64	22	22	23	67	21	23	22	66			23	23	25	73				
	Rm 10	17	9	1#		9	10	11	2#		17	7	9	1#		212	213	314	233	321	322	332
Gr. 3-2	24	24	24	72	25	24	25	74	25	25	25	75			24	25	25	76				
																26	25	25				
Gr. 4-2	18	19	20			12	13	14			18	19	20	1#		115	210	310	230	330	331	1#
																	28	24	23			2#
Gr. 5-2	23	24	23	70	23	25	24	72	24	24	23	71			25	23	23	75				
	Rm 14	15	16			19	20	21			14	15	16			211	303	313	223	235	335	1#
Gr. 6-1	24	24	24	72	23	24	24	71	23	24	24	71			23	24	23	74				
	Rm 11	12	13			15	16	17			11	12	13	1#		112	214	215	232	324	333	4#
Total Staff	26	26	27	79	26	24	26	76	26	25	26	77			26	26	26	78				
				3#					3#				8#					10#			15#	39#
Total Range	21 Sec Average	22.9	480	21 Sec Average	23.0	484	21 Sec Average	23.2	463	21 Sec Average	23.1	486	23 Sec Average	23.0	528	2441	106	23.0	23 Sec Average	23.0	528	2441
	18	27			20	26			19	26					19	26		19	26		18	27

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2012-2013 ACADEMIC YEAR

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1				May 1				Jun 1			
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot								
K	265	43	6	271	267	43	6	273	269	43	6	275	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
1	312	59	7	319	312	59	8	320	310	59	8	318	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
2	350	54	8	358	348	54	8	356	348	54	8	356	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
3	383	53	7	390	382	53	8	390	392	53	8	400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
4	355	65	2	357	354	65	2	356	354	65	2	356	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
5	354	68	2	356	354	70	2	356	354	70	2	356	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
6	382	76	5	387	382	75	5	387	383	75	5	388	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
In D.Pre-sch. Clrm	30	0	2	32	30	0	2	32	32	0	2	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
In D.Pre-sch. Itnt	7	5	0	7	7	5	0	7	11	5	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
OOD Pre-sch	3	2	0	3	3	2	0	3	3	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
O.D. SPED K-6	20	7	0	20	20	7	0	20	20	7	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
A.P.S. Total	2461	432	39	2500	2459	433	41	2500	2476	433	41	2517	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
7	377	74	11	462	375	74	11	460	375	74	11	460	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
8	396	71	7	474	396	72	7	475	396	72	7	475	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
J.H.S. Total	773	145	18	936	771	146	18	935	771	146	18	935	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
9	413	71	12	496	408	71	12	491	407	71	11	489	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
10	397	75	7	479	392	74	7	473	393	74	7	474	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
11	420	106	4	530	419	107	4	530	417	107	4	528	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
12	381	100	7	488	379	100	7	486	376	101	7	484	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
H.S. Total	1611	352	30	1993	1598	352	30	1980	1593	353	29	1975	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Total JHS & HS	2384	497	48	2929	2369	498	48	2915	2364	499	47	2910	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
O.D. SPED 7-12	45	9	0	54	45	9	0	54	44	9	0	54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Reg. Total	2429	506	48	2983	2414	507	48	2969	2408	508	47	2964	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
A.P.S. Total	2461	432	39	2500	2459	433	41	2500	2476	433	41	2517	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Reg. Total	2429	506	48	2983	2414	507	48	2969	2408	508	47	2964	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Grand Total	4890	506	87	5483	4873	507	89	5469	4884	508	88	5481	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							

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

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional Schools
978-264-4700, x 3206

TO: All Schools

FROM: Steve Mills

ON: November 9, 2012

RE: Dismissal Schedule for **Wednesday, November 21** and
Friday, December 21, 2012*

=====

On Wednesday, November 21, the day before Thanksgiving, and Friday, December 21, dismissal times for the schools will be as follows:

Junior High:	11:06 a.m.
Senior High:	11:18 a.m.
Douglas/Gates::	12:15 p.m.
Conant/McT/Merriam	1:00 p.m.

Note: Elementary dismissal follows the usual Thursday schedule.

*December 21, the last day of school before Winter Recess, has been changed to an early dismissal day as a result of school being canceled due to the hurricane on October 30 (an early dismissal day for APS conferences).

ACTON PUBLIC SCHOOLS **2013-2014 KINDERGARTEN REGISTRATION SCHEDULE**

The following are important dates for parents/guardians of children who will be entering Kindergarten in September, 2013 (5 years old on or before September 1, 2013). See also: <http://ab.mec.edu/sturegister.shtml>

GENERAL MEETING*

Our Superintendent, Director of Curriculum and Assessment, Director of Personnel, Director of Pupil Services, Principals, Registrar, Kindergarten staff and School Nurse will be on hand to answer questions.

Wednesday, January 16, 2013 at 7:00 p.m., R.J. Grey Junior High Auditorium
immediately followed at 8:15 by K-6 Before and After School Programs Overview

SCHOOL TOURS

All schools will be open for tours on the following dates: January 25; January 29, February 4, February 6.
 Please call individual schools after January 2, 2013 to reserve tour times. You may reserve more than one tour per day.
 If school is canceled or delayed on a tour day, parents should call to reschedule.

Tour hours for Conant, McCarthy-Towne & Merriam: 9:30 - 10:45 a.m. and 11:00 - 12:15 p.m.

Tour hours for Douglas & Gates: 8:45 - 10:00 a.m. and 12:30 - 2:00 p.m.

Please do not bring young children with you on the tour.

EARLY REGISTRATION for SIBLINGS and WALKERS

Families who are eligible, or who believe they may be eligible for priority admission status (siblings of current students, walkers), are urged to register early. Both sessions will be at the Central Office located in the R.J. Grey Junior High School

You must bring a copy of your child's birth certificate/passport, most recent physical examination & immunization record.

Tuesday, January 22: 9:00 a.m. - 12:00 noon and 7:00 - 9:00 p.m.

Wednesday, January 23: 9:00 a.m. - 12:00 noon

PARENT INFORMATION EVENING MEETINGS*

Tuesday, January 22, 7:00 p.m. @ Gates - Cafetorium

Tuesday, January 29, 7:00 p.m. @ Merriam- Cafetorium

Tuesday, February 5, 7:00 p.m. @ Douglas - Cafetorium

Tuesday, February 12, 7:00 p.m. @ McCarthy-Towne - Cafetorium

Tuesday, February 26, 7:00 p.m. @ Conant - Cafetorium

** In case of snow, ANY postponed evening meeting will be held the next evening (Wednesday)*

KINDERGARTEN REGISTRATION

You must bring a copy of your child's birth certificate/passport, most recent physical examination & immunization record.

Both sessions will be at the Central Office located in the R.J. Grey Junior High School.

Tuesday, March 12: 9:00 a.m. - 12:00 noon and 7:00 - 9:00 p.m.

Wednesday, March 13: 9:00 a.m. - 12:00 noon

INFORMATION SESSION for K-6 BEFORE and AFTER SCHOOL CHILDCARE PROGRAMS

Wednesday, January 16, 2013 at 8:15 p.m., R.J. Grey Junior High School Auditorium

If you are interested in K-6 before and after school childcare programs, representatives from Community Education Extended Day and school-based before and after school programs will be available to describe their programs, enrollment process, fee structure, etc. following the General Meeting that begins at 7:00 (see above).

REGISTRATION PROCESS for COMMUNITY ED EXTENDED DAY PROGRAM, K-6

Registration forms for new families will be accepted February 28 - March 8 by mail or walk-in. Lottery will be held on Monday, March 11, at 10:00 a.m. at the Community Education Office, Administration Building, 15 Charter Rd., Acton

OTHER IMPORTANT DATES

Late April - School Placement & All-Day Kindergarten Lotteries held (as necessary). Notification letters sent out.

May 15 - All Day K non-refundable deposit (\$450) due.

May 31 - Parent-released/teacher-completed Pre-K Assessment Form due at Registrar's Office, R.J. Grey Junior High

July 1 - (Approx. date) Schools assign students to either AM or PM sessions and notify Transportation Office.

July 31 - Children's medical forms (complete immunization history, physical exam completed after 1/1/13) due at school nurse's office.

August 1 - September tuition for children registered in All-Day K (\$450) due at the Community Ed. Office.

11/09/12