

Office of the Superintendent
 Acton Public Schools
 Acton-Boxborough Regional School District
 (978) 264-4700 x 3206
<http://ab.mec.edu>

TO: Acton Public and Acton-Boxborough Regional School Committees
 FROM: Beth Petr, Secretary to the School Committees
 DATE: 11/30/12
 RE: Informal Public Input about the School Calendar

At the 11/1/12 Joint School Committee meeting, the public was invited to express their opinion about the proposed FY14 school calendar prior to the Committees' second reading and anticipated vote on 12/6/12.

As of 11/29/12, 51 parents emailed the Committees expressing the following:

Start before Labor Day: 4
 Start after Labor Day: 17

Close school on Rosh Hashanah, Yom Kippur and Good Friday 22
 Have school on these 3 religious holidays 19

Many sentiments were expressed regarding the religious holidays.

Comments of those in support of closing school on the 3 religious holidays include:

1. Classroom Concerns

- How many staff members would be out and could enough substitute teachers be hired, "What level of absenteeism is necessary to compromise the 'essential education mission'?"
- Would "real" lessons be taught and if so how would students who missed them make up the material?
- Particularly at the High School, but also at the Junior High, students are afraid to miss class due to workload, increasing "academic stress". This is true even when they are sick.
- Despite the policy that requires teachers to accommodate students who are absent for a religious holiday, some families feel this does not always happen adequately.
- How will you monitor the workload, long term projects, testing, etc. that kids will miss when they are out?
- Make these holidays half days so they count toward the required 180 days.
- Consider eliminating some of the Thursday afternoon half days and early release days to compensate for these days off.

2. Religious Concerns

- Rosh Hashanah and Yom Kippur are the holiest Jewish holidays and call for significant family time, often including long distance travel, and time spent at the temple.
- Good Friday is part of the Sacred Triduum, Catholics' holiest days.
- Significant stress for students and their families of having to choose between religious observance and school studies.
- Is this decision one of separating church and state? If so, having school on these days is not the answer.
- "An extreme hardship will be created for the Jewish community", possibly leading to resentment (that they didn't get the day off, had to come to school with nothing really happening due to absences, and anti-Semitism), if school is held on the two holidays.
- Some other religious holiday celebrations can be postponed to the weekend, but these 3 holidays must be held on the particular day.
- Other religious holidays could be added to the calendar as no school days, stressing the value of diversity, even if the school year went longer.
- With our sizable Chinese and Indian populations, Chinese New Year and Diwali should be added as no school days as well.

3. Other

- Closing school has "been a source of pride knowing that religious observances are valued in this community".
- Why not eliminate the Friday off during Labor Day week?
- "At some point isn't scheduling school hours at times of known high absenteeism of teachers and students not fiscally responsible?"
- One day holidays from school are good for the students, even if it is not their religious holiday.
- Why change the calendar now? The last survey supported keeping these 3 religious holidays as no school days.
- "It would be considerate and respectful to the families in our school community if you would let them know the rationale behind these recommendations, especially on such an emotional and personal subject."

Comments in support of having school on the 3 religious holidays include:

- These days off create significant childcare issues, especially at the beginning of the year, when many employers are asked to be flexible so parents can help their children settle into school.
- The School Committee policy appropriately addresses students taking a day off for religious reasons.

- “Who are we to say that those holidays are more important than other religious holidays?”
- There is a difference between these holidays and the Federal holidays of Christmas, Easter and New Years Day.
- Many other towns do not have these religious holidays off and students benefit by not having the interruptions during the school week.
- Several emails stated that they were speaking for “many families”.
- There are too many vacation days, consider combining February and April weeks.
- “I fully support the proposed move towards more equitable treatment of religious holidays, given the diversity of belief systems adhered to across Acton and Boxboro.” Atheists should be included in references to diversity of belief.

Comments in support of starting school after Labor Day include:

- Many families plan vacations around Labor Day weekend.
- Many children miss the first few days of school when it begins before Labor Day.
- Children lose momentum when they start before Labor Day and then have days off. If school does start before Labor Day, do not give the Friday (before Labor Day) off.
- Summer weather outdoor opportunities are special and should be enjoyed by young people and their families while they last
- Let us have a complete summer!
- Teachers’ contracts are specific about when school can start in regard to when Labor Day occurs.

Specific Questions:

1. Are the only holidays potentially impacted: Yom Kippur, Rosh Hashanah, and Good Friday?
2. Has school ever been open during these holidays in the past?
3. Has something happened to the academic year (ie, it will be longer) that resulted in this occurring?
4. What other holidays will school be open despite a religious holiday taking place?

Superintendent's Office
Acton Public Schools
Acton-Boxborough Regional Schools

TO: Acton-Boxborough Regional School Committee
Acton Public School Committee
DATE: November 30, 2012
FROM: Dr. Stephen Mills, Superintendent
SUBJECT: Calendar Discussion

In your packet, you will see all of the backup material, prior communications and community input related to your decision on the calendar. In addition, we sent a brief calendar survey to all staff to determine our need for subs for Religious Holidays and to ask staff preferences for school starting before or after Labor Day. 446 staff members completed the survey. 312 of our 401 teachers replied (78%).

Religious Holidays:

Question to staff: *The school calendar beginning next year will have school on Rosh Hashanah, Yom Kippur and Good Friday when they fall on a school day. Our Employee Contracts allow a staff member to take a Religious Day off for, "time necessarily and actually lost for observance of a recognized major religious holiday." Please indicate below if in the future you would plan to request a Religious Day off on any of these days if it falls on a school day.*

Holiday	Teachers who Need Subs	Support Staff who Need Subs	Total Staff who Need Subs
Rosh Hashanah	30	5	35
Yom Kippur	31	5	36
Good Friday	86	22	108

These numbers are consistent with the number of teachers who said they would be absent in the 2010 survey of staff. We currently average approximately 30 subs per day, and on the peak day for substitutes in the last two years we scheduled 75 subs. We have about 900 total employees and over 200 substitutes. Our normal sub pool will be able to cover the absences on Rosh Hashanah and Yom Kippur. With advanced planning we believe that we could redeploy staff and schedule enough substitutes to cover the total number absent on Good Friday as well.

In the 2010 survey, we also surveyed parents to see how many students would be absent if school were to be held on religious holidays. 200 parents said their child would be absent on the Jewish Holidays and 330 parents said their child would be absent on Good Friday. 200 parents said their child would be out on another holiday, 80 specifically mentioned Diwali and 50 mentioned Chinese New Year. It is hard to know, but if each response represents an average of 2 students, then approximately 7% of our 5500 students would be absent on the Jewish Holidays, and 12% of our students will be absent on Good Friday.

I also polled the Superintendents at a CASE meeting. All of the CASE communities have school on the religious holidays. Given that we believe we can properly staff our schools on these days, I am recommending that you have school on the three religious holidays.

Labor Day:

Question to staff: *Would you prefer that school start before or after Labor Day?*

	Before Labor Day	After Labor Day	No Preference
Teachers	123	132	57
Teachers %	39.4%	42.3%	18.3%

As you can see, the teachers are evenly divided about starting before or after Labor Day. In 2010, the same survey question about Labor Day yielded 66% of staff saying that they would prefer to start school after Labor Day. Labor Day was September 5 that year and it will be September 2 next year.

The current AEA Contract states that school may start before Labor Day when Labor Day falls between September 3 and September 7. Next year Labor Day is on September 2, 2013. If the School Committee would like to start school before Labor Day, we would need to sign a side letter with the AEA. The AEA will be bringing a draft side letter to their board for a vote on Wednesday December 5, 2013. We will know at your meeting on Thursday the outcome of that vote.

There is one last piece of information about starting before or after Labor Day. Please notice that next year Rosh Hashanah begins at sundown on September 4, 2013. We would expect students and staff observing Rosh Hashanah to not be at school on Thursday September 5 and some would not be at school on Friday September 6. I am recommending that school start before Labor Day so that all students will have four or five days of school before Rosh Hashanah. If school starts after Labor Day, grades K-7 and grade 9 will start school on Wednesday September 4, and grades 8, 10, 11, and 12 would start school on Thursday September 5, the first day of Rosh Hashanah.

In summary, I am recommending that you vote to approve Calendar A, with school starting before Labor Day and school scheduled on the three religious holidays.

5.3.4

November 2012						
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Legal Holidays; Accommodation for Religious Observances

Legal Holidays; Accommodation for Religious Observances

To: Superintendents of Schools and Charter School Leaders
From: Mitchell D. Chester, Ed.D., Commissioner of Elementary and Secondary Education
Date: August 24, 2012

With this memo, I am enclosing a list of Massachusetts legal holidays and major religious holidays for the 2012-2013, 2013-2014, and the 2014-2015 school years. School officials have said this information is useful in planning the school calendar, accommodating students and staff who observe religious holidays, and determining possible days of low attendance. For information on other religious holidays observed by members of religions represented in your school community, I encourage you to contact local clergy.

State and federal laws require schools to make reasonable accommodation to the religious needs of students and employees in observance of holy days. Massachusetts General Laws Chapter 151B, section 4 (1)(A) addresses this issue with respect to employees. With respect to students, Massachusetts General Laws Chapter 151C, section 2B reads in relevant part as follows:

Any student in an educational or vocational training institution...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Schools may meet their obligation to accommodate students by excusing individual absences for religious observance, or by adjusting the school calendar to provide a school year of at least 180 school days, while taking into account possible days of low attendance due to religious holidays.

Please share this information with your school building administrators. We hope you will find it helpful.

✓ posted

November 2012						
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8



Holiday Observances in Massachusetts

(Statewide Legal Holidays are in Bold)

This list does not include all religious holidays observed by each faith. State and federal law require schools to make reasonable accommodation to the religious needs of students and employees in observance of holy days. For information on other religious holidays observed by members of religions represented in your school community, please see <http://www.interfaithcalendar.org/> or contact local clergy. School vacations are determined by school districts and charter schools. Contact the local school administration office for details. View contact information for [Massachusetts Schools and Districts](#)

	2012-2013 School Yr.	2013-2014 School Yr.	2014-2015 School Yr.
Eid al-Fitr**	Sun., Aug. 19	Thurs., Aug. 8	Tues., July 29
Labor Day	Mon., Sept. 3	Mon., Sept. 2	Mon., Sept. 1
Rosh Hashanah*	Sept. 17-Sept. 18	Sept. 5-Sept. 6	Sept. 25-Sept. 26
Yom Kippur*	Wed., Sept. 26	Sat., Sept. 14	Sat., Oct. 4
Sukkot*	Mon., Oct. 1	Thurs., Sept. 19	Thurs., Oct. 9
Columbus Day	Mon., Oct. 8	Mon., Oct. 14	Mon., Oct. 13
Ramadan**	July 20-Aug. 18	July 9-Aug. 7	June 29-July 28
Veterans' Day	Sun., Nov. 11****	Mon., Nov. 11	Tues., Nov. 11
Diwali	Tues., Nov. 13	Wed., Nov. 3	Thurs., Oct. 23
Thanksgiving	Thurs., Nov. 22	Thurs., Nov. 28	Thurs., Nov. 27
Eid al-Adha**	Sat., Oct. 26	Tues., Oct. 15	Sun., Oct. 5
Chanukah*	Sun., Dec. 9	Thurs., Nov. 28	Wed., Dec. 17
Christmas Day	Tues., Dec. 25	Wed., Dec. 25	Thurs., Dec. 25
Kwanzaa	Wed., Dec. 26	Thurs., Dec. 26	Fri., Dec. 26
New Year's Day	Tues., Jan. 1	Wed., Jan. 1	Thurs., Jan. 1
Martin Luther King, Jr. Day	Mon., Jan. 21	Mon., Jan. 20	Mon., Jan. 19
Presidents' Day	Mon., Feb. 18	Mon., Feb. 17	Mon., Feb. 16
Chinese New Year	Sun., Feb. 10	Tues., Jan. 31	Thurs., Feb. 19
Ash Wednesday	Wed., Feb. 13	Wed., Mar. 5	Wed., Feb. 18
Vernal Equinox	Wed., Mar. 20	Thurs., Mar. 20	Fri., Mar. 20
Evacuation Day*****	Sun., Mar. 17	Mon., Mar. 17	Tues., Mar. 17
Palm Sunday	Sun., Mar. 24	Sun., April 13	Sun. Mar. 29
Passover *	Tues., Mar. 26	Tues., April 15	Sat. April 4

Good Friday	Fri., Mar. 29	Fri., April 18	Fri., April 3
Easter	Sun., Mar. 31	Sun., April 20	Sun., April 5
Orthodox Good Friday	Fri., May 3	Fri., April 18	Fri., April 10
Orthodox Easter	Sun., May 5	Sun., April 20	Sun., April 12
Patriots' Day	Mon., April 15	Mon., April 21	Mon., April 20
Memorial Day	Mon., May 27	Mon., May 26	Mon., May 25
Shavuot*	Wed., May 15	Wed., June 4	Sun., May 24
Bunker Hill Day*****	Mon., June 17	Tues., June 17	Wed., June 17
Independence Day	Thurs., July 4	Fri., July 4	Sat., July 4

*

According to the Massachusetts Lawyers Diary and Manual, "In addition to dates noted, observant Jews celebrate the second, seventh and eighth days of Passover; the second, eighth and ninth days of Sukkot; and two days of Shavuot. All Jewish holidays begin at sundown, the evening prior to the day of the holiday."

** Due to the lunar calendar these are only approximate dates.

*** Under G.L. c. 4, § 7, cl. 18, legal holidays that fall on a Saturday are observed on that day.

**** Under G.L. c. 4, § 7, cl. 18, a legal holiday shall be observed the day following when said holiday shall occur on Sunday.

***** Previous legal holiday in Suffolk County

TO: Dr. Stephen Mills, Superintendent of Schools

FROM: Members of the Acton Public School Committee
Members of the Acton-Boxborough Regional School Committee

RE: FY14 School Calendar

DATE: 11/2/12

The School Committees will be voting to set the District Calendar for the 2013-2014 School Year at their December 6th meeting. The School Committees previously adopted by consensus a statement giving guidance to the Superintendent on developing school calendars, particularly on whether to continue the practice of closing school on certain religious holidays. This letter, dated 6/7/12, setting forth the School Committees' consensus is attached for your information.

The result is that beginning in the 2013-2014 School Year, school will be held on certain religious holidays (Yom Kippur, Rosh Hashanah and Good Friday) in contrast to previous years when school was NOT held on these religious holidays. The School Committees also will consider starting School before Labor Day.

If you have concerns about the School Calendar specific to religious holidays, the before Labor Day start date, or other considerations you would like to bring to the School Committees' attention, please contact the Committee via e-mail at abrsc@acton-ma.gov by November 28th. You also are welcome to attend the December 6th meeting to share your views. The meeting will begin at 7:30 p.m. in the Jr High Library. As always, meeting materials will be posted on the School Committee website at <http://ab.mec.edu/about/meetings.shtml>

Attachment: Memo to the Superintendent, 6/7/12

To: Dr. Stephen Mills, Superintendent of Schools
From: Xuan Kong and Kim McOsker
Chairs of ABR/APS School Committees
Subject: School Calendar: School Closings on Certain Religious Holidays
Date: June 7th, 2012

At the May 3rd Joint School Committee meeting, you requested that the School Committees provide you and your staff with guidance on developing future school year calendars, particularly on whether to continue the practice of closing schools on the three religious holidays currently on our school calendar.

It is the sense of the Acton Public School and Acton-Boxborough Regional School Committees that schools shall be in session unless the Superintendent of Schools determines that the essential education mission and student safety will be compromised due to the absence of a large number of staff observing the religious holidays of their faith.

The Acton Public School and Acton-Boxborough Regional School Committees would like to re-affirm its recognition that our community has diverse cultural, ethnic, religious and social traditions which should be understood through educational practice. We shall recognize and honor our differences. Students and staff will be encouraged to appreciate and accept ethnic and religious diversity. We shall be respectful of the beliefs and practices of others.

The Superintendent of Schools should ensure that all administrators and staff properly follow the attached School Committee Policy and Procedures on Observing Religious Holidays. The procedure stipulates the expectation on instructional practice, homework and test scheduling, and other aspects of accommodating and respecting religious beliefs and practices of our community members.

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

TO: Acton Public and Acton-Boxborough Regional School Committees
FROM: Steve Mills
DATE: 4/30/12
RE: Religious Holidays and our School Calendar

Before proposing a 2013-2014 school calendar for your consideration in the fall, I would like the School Committees to decide whether or not to continue the practice of having no school on the religious holidays of Good Friday, Rosh Hashanah and Yom Kippur due to the large numbers of students and staff who have stated that they would not attend school on those days. Recognizing our current School Ceremonies and Religious Holiday Observances Policy and Procedures (File: IMD attached), I do not feel discussion is needed about how to respect the beliefs and practices of our students and staff, but rather whether school should be held on these religious holidays.

On November 23, 2010, I shared results of a parent and staff survey with you regarding our school calendar.

Here are the parents' results of the questions about religious holidays and our calendar:

- 1750 parents (of approximately 5500 students) responded to the survey
- 200 parents said they would keep their child out of school for the 2 Jewish holidays
- 330 parents said they would keep their child out of school on Good Friday
- 200 parents would observe other holidays in the calendar, most notably the Indian tradition of Diwali when 80 parents responded that their child would not attend school
- 50 parents responded that they would keep their child out of school during Chinese New Year

Here are the staff's results of the questions about religious holidays and our calendar:

- 43 staff members (25 of whom are teachers) said they would miss school due to the Jewish holidays
- 157 staff members (91 of whom are teachers) said they would miss school on Good Friday

From a purely logistical perspective, I stated at that time that managing a school during these 3 religious holidays would be a challenge given the number of students and adults that would

be absent. At that time, I continued to recommend a school calendar that included no school on Good Friday, Rosh Hashanah and Yom Kippur.

When the School Committee voted on 12/2/10, one ABRSD member voted against and one abstained from the approved calendar.

When the School Committee voted last year on the 2012-2013 calendar, religious holidays were again discussed. On 12/1/11, the ABRSD voted 7 – 6 to approve the proposed calendar that mirrored the year before with the 3 religious holidays off.

Regarding our ability to hold school appropriately on a day when 330 children and 157 staff members (including 91 teachers) were out in the case of Good Friday, or when 200 children and 43 staff members (including 25 teachers) were out in the case of one of the Jewish holidays, that is a significant concern. We could realistically fill up to 40 teachers' absences (K-12) on a typical day.

I would appreciate the School Committee's input on this important calendar issue and request that a decision be made at the June 7th School Committee meeting to give the public time to participate, if they wish.

File: IMD

SCHOOL CEREMONIES AND RELIGIOUS HOLIDAY OBSERVANCES

The Acton Public Schools and the Acton-Boxborough Regional School Districts observe the establishment clause of the first amendment to the Constitution which guarantees both the separation of church and state and also the right of an individual to free speech. The School Committees understand that there can be a tension between these two parts of the first amendment. The schools must also respect the laws of the Commonwealth of Massachusetts.

In addition, we recognize that in any group there are diverse cultural, ethnic, religious and social traditions which should be understood through educational practice. We shall recognize and honor our differences, not ignore them. Students and staff will be encouraged to appreciate and accept ethnic and religious diversity. We shall be respectful of the beliefs and practices of others

LEGAL REF.: 603 CMR 26:05

SCHOOL CEREMONIES AND RELIGIOUS HOLIDAY OBSERVANCES

Instructional Practices

1. A good education acknowledges the importance of studying about religion. This study would include such learning activities as an analysis of the role of religion in culture and an appreciation of its importance in order to reach a balanced understanding of civilization and society.
2. The treatment of religion in the schools will meet the Supreme Court's constitutional boundaries set forth in the three-part test of Lemon v. Kurtzman: (1) the activity must have a secular purpose, (2) the principal or primary effect of the activity must be one that neither advances nor inhibits religion, (3) the activity avoids excessive governmental entanglement with religion.
3. Teachers will be sensitive and knowledgeable about the diversity of religious beliefs of the students in their classes. Instructional practices will balance religious beliefs so that all students will feel included; no student will be required to participate in class activities associated with religion if unwilling, or if a parent expresses unwillingness.
4. Community resources and personnel should be used whenever possible by the schools when activities related to religious holidays are planned and implemented.
5. The school system calendar will indicate religious holidays affecting a significant proportion of our population. The school system will indicate holidays that will have an impact upon student participation in school activities.
6. Students will be accommodated if they request of the teacher that they be excused from participating in activities involving religion and/or if they are unable to participate in regular activities due to religious observances. Written parent permission should accompany such student requests.
7. The school will use the standard grievance procedure to resolve differences resulting from the implementation of these guidelines (e.g., appeal to teacher, to principal, superintendent, to the school committee).

Homework and Tests

8. As stated in the School Committee policy, we recognize that our school community is comprised of individuals with diverse religious, ethnic, cultural, and social backgrounds. It is our intent to respect our differences and maintain a liberal view of others. Consistent with this, the school system accommodates individual differences in religious observance. Thus, if a student is affected by a religious holiday that is not observed with a school wide closing, that student will be allowed to have additional, reasonable time to complete assignments and assessments that conflict with their holiday observance even in the event that the student attends classes on that day.

Curriculum Content

9. As part of a study about the role religion plays in history, culture and the arts, teachers may use religious symbols, art, and music as well as literature drawn from a religious tradition.

Sports and Extra-Curricular Activities

10. School sports, tryouts and extra-curricular activities should be scheduled so that students will be accommodated if unable to participate due to their observance of a religious holiday.

Activities, Displays and Exhibits

11. Holiday displays and exhibits in classrooms and schools will be designed to help students appreciate the variety and value of religious traditions in the world. These displays shall not be solely focused on one or two specific holidays. Activities must have an instructional purpose. The principal effect of the activity must be one that neither advances nor inhibits religion.

Programs and Observances Related to a Religious Holiday

12. Programs (assemblies, plays or other activities) conducted during any religious holidays should be evaluated as to their purpose and effect. Their presentation, content, theme or timing must be secular/educational.

The Use of Religious Music

13. Music programs should be planned in accordance with the music curriculum objectives. (See also 2, 3, and 6 above.) Music instruction and performance will be designed to help students appreciate the variety and value of cultural and religious traditions in the world.

*Approved 10/7/94 and 10/13/94 by the Acton Public and Acton-Boxborough Regional School
Procedure #8 revised to reflect current practice on 6/25/07.*

File: IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committees for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by Acton and Acton-Boxborough Regional School Committees.

The schools shall ensure that every student is scheduled to receive sufficient learning time to receive an appropriate public school education.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

LEGAL REFS.: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94



Acton Leadership Group Meeting

November 29, 2012

7:30AM

Town Hall, Faulkner Hearing Room 204

Bart Wendell Facilitating

----- Agenda Topics -----

		<u>Comments</u>
1. Approve Minutes of November 8, 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 Use of Reserves	ALL	
5. Impact on Fincom Longe Range Plan	ALL	
6. Update on Regionalization	Xuan Kong	
7. Update on OPEB Working Group	Don Aicardi Steve Barrett	
8. Public Comment		
9. Next Meeting – December 13, 2012 at 5:00 p.m.		

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

11/27/2012

Town of Acton Revenues	FY12	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	\$12,485	\$13,109	\$13,764
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	\$88,775	\$91,623	\$94,555
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	\$84,804	\$87,678	\$90,639
Town of Acton Expenditures					
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
Percentage change year-to-year			39.89%	28.57%	0.00%
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)	(\$3,582)	(\$3,812)	(\$5,028)
F. Appropriation of Reserves (TOTAL)	\$1,853	\$1,606	\$2,065	\$2,052	\$2,006
G. Total Town of Acton Projected Balance	\$0	\$378	(\$1,516)	(\$1,760)	(\$3,022)

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

11/27/12 2:55 PM

Summary

Location of Change (Sheet)	Subject Title	Amount	Explanation of why assumption changed	Date of Change	Proposer
Front Page Roll Up Front Page Roll Up	Health Insurance Design Changes (TBD) Reduction-Removed Town of Acton Portion of ABRSD OFEB Contribution	\$952 (\$267)	Assumption of Reduction Technical Correction-Now Correctly Subtracts Acton Portion of ABRSD OFEB	2-Nov-12 2-Nov-12	Don Aicardi Don Aicardi
		\$685			
Revenues-State Aid	Acton Public Schools-FY14 Chapter 70 estimate	\$519	Received new information on inflation factor from Roger Hatch from DESE on November 9, 2012; per ALG request updated FY14 estimate	9-Nov-12	Don Aicardi
Revenues-State Aid	Charter School Sending Tuition	\$30	Reconciliation to current DRAFT Table 6 for FY14 ABRSD Budget	20-Nov-12	Don Aicardi
Revenues Increase/(Decrease) since last meeting?		\$549			

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

2/16/2012 Meeting \$0

Revenues

	FY12 Prop.	FY13	FY14	FY15	FY16
Tax Levy					
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 Prop.	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

	FY10 Actual	FY12 Estap	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

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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

State Aid	\$	6,261	\$	6,190	\$	6,583	\$	6,474	\$	6,798	\$	7,138
Cherry Sheet	\$	5,749	\$	5,900	\$	6,101	\$	6,010	\$	6,311	\$	6,626
Regional Revenue (Acton Share)	\$	12,010	\$	12,089	\$	12,684	\$	12,485	\$	13,109	\$	13,764
Total State Aid	\$											

	FY09 Cherry Sheet	FY10 Cherry Sheet	FY11 Cherry Sheet	FY12 Cherry Sheet	FY13 Cherry Sheet FINAL	FY14 Estimate	Variance-FY13 Final vs. FY14 Estimate
Chapter 70	\$5,228,141	\$1,123,578	\$5,160,527	\$5,188,231	\$5,537,500	\$5,428,735	-2%
SESF 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	\$5,428,735	(\$108,765)
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, Peano & 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-Supplemental	\$0	\$0	\$0	\$0	\$0	\$0	
Police Career Incentive	\$118,000	\$18,748	\$9,245	\$0	\$0	\$0	
Veterans Benefits	\$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	\$53,760	\$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)	(\$54,053)	(\$57,381)	(\$57,381)	
Air Pollution Districts	(\$6,571)	(\$6,601)	(\$6,749)	(\$7,048)	(\$7,354)	(\$7,354)	
Metropolitan Area Planning Council	(\$6,034)	(\$6,571)	(\$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)	
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	\$6,474,329	(\$108,765)
Chapter 70	\$5,413,736	\$3,305,461	\$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)	(\$379,423)	(\$32,346)
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	\$6,010,298	(\$90,549)

\$28,301

Percentage of Action Portion	81.61%
	83.20%
	81.61%
	81.61%

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Revenues										
Local Receipts										
Excise Taxes	\$	2,515	\$	2,600	\$	2,620	\$	2,600	\$	2,732
Fees	\$	999	\$	1,101	\$	1,228	\$	1,101	\$	1,157
Miscellaneous Non-Recurring	\$	84	\$	86	\$	-	\$	-	\$	-
Investment Income	\$	190	\$	120	\$	170	\$	120	\$	126
Total Local Receipts	\$	3,788	\$	3,906	\$	4,018	\$	3,821	\$	4,014

	FY08 Recap	FY09 Recap	FY10 Recap	FY11 Recap	FY12 Recap
Motor Vehicle Excise	\$2,690,300	\$2,865,000	\$2,514,503	\$2,514,503	\$2,600,000
Penalties and Interest on Taxes and Excises	\$140,200	\$180,000	\$148,573	\$148,573	\$106,500
Payments In Lieu of Taxes	\$11,500	\$11,500	\$11,934	\$11,934	\$11,800
Other Charges For Services	\$115,800	\$125,000	\$23,779	\$23,779	\$19,800
Fees	\$338,100	\$360,000	\$0	\$0	\$0
Misc	\$0	\$0	\$37,050	\$0	\$0
Other Departmental Revenue	\$93,100	\$135,000	\$765,587	\$667,872	\$900,600
Licenses and Permits	\$177,700	\$200,000	\$146,812	\$146,812	\$62,100
Fines and Forfeits	\$127,600	\$160,000	\$146,812	\$146,812	\$62,100
Fees	\$1,004,000	\$1,171,500	\$1,133,735	\$998,971	\$1,100,800
Investment Income	\$723,700	\$360,750	\$190,210	\$190,210	\$120,000
Miscellaneous Non-Recurring	\$0	\$0	\$0	\$53,919	\$85,547
Local Receipts-TOTAL	\$4,418,000	\$4,397,250	\$3,838,448	\$3,787,603	\$3,906,347

FY14 Projected
\$2,600,000
\$106,500
\$11,800
\$19,779
\$0
\$0
\$900,600
\$62,100
\$1,100,779
\$120,000
\$0
\$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

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?

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

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?

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

FY12 Budget-FINAL	FY13	FY14 Estimated	FY15 Estimated	FY16 Estimated
\$1,000	\$488	\$912	\$912	\$912
\$576	\$391	\$525	\$525	\$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%

(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

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%

100%

Summary of Municipal Allocation

	FY12 FINAL	FY13 BUDGET	Variance	% Change
--	---------------	----------------	----------	-------------

Municipal Budget
 STIM Votes
 SBAB
 APS Debt
 Municipal Debt
 PSF Debt
 Nursing Enterprise Tax Subsidy
 Transportation Enterprise Tax Subsidy
 APS Debt Transfer in
 Town of Acton OPEB
 COPS in School Transfer in
 Total Operating Budget

\$25,061	\$25,959	\$27,257
\$0	\$0	\$0
\$1,009	\$1,009	\$1,009
\$611	\$615	\$614
\$378	\$343	\$244
\$483	\$473	\$462
\$0	\$200	\$200
\$75	\$206	\$206
\$309	\$203	\$198
\$0	\$310	\$432
\$72	\$0	\$0
\$27,998	\$29,317	\$30,623

4.5%

Breakout of APS Allocation

Operating Budget
 Less APS Debt Transfers out
 Less COPS in School Transfers out
 Net Operating Budget

\$26,495	\$26,765	\$28,088
(\$309)	(\$203)	(\$198)
(\$72)	\$0	\$0
\$26,114	\$26,562	\$27,890

5.0%

Breakout of ABRSD Allocation

Operating Budget
 Operating Budget-OPEB
 Debt
 Total Budget
 Less Regional Revenue
 Less E&D
 Net Operating Budget

\$29,207	\$30,061	\$31,097
\$1,601	\$1,620	\$1,643
\$30,808	\$31,681	\$33,007
(\$5,805)	(\$5,867)	(\$6,011)
(\$277)	(\$621)	(\$628)
\$24,726	\$25,193	\$26,368

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
 Capital & Subsidy
 Total Operating Budget

\$777	\$802	\$838
\$0	\$24	\$0
\$777	\$826	\$838

1.4%

Allocation of Revenues

Municipal
 Schools

FY12 FINAL	FY13 BUDGET
35.2%	35.8%
64.8%	64.2%
100.0%	100.0%

Check of Totals

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

\$79,615	\$81,899	\$85,719
----------	----------	----------

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	\$88,775
(\$5,805)	(\$5,867)	(\$6,011)
(\$277)	(\$621)	(\$628)
\$1,853	\$1,606	\$2,065
\$79,615	\$82,277	\$84,201

Difference

\$0	\$378	(\$1,517)
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**ACTON-BOXBOROUGH REGIONAL
SCHOOL DISTRICT
SPECIAL REVENUE ACCOUNT
REVIEW**

Don Aicardi, Finance Director
December 6, 2012

ABRSD Special Revenue Account Review

TONIGHT'S GOAL

ABRSD Special Revenue Account Review

The Finance department is responsible for tracking and reporting all school related expenditures.

Our goal is to ensure that the financial information is in a format that facilitates efficient and effective delivery of services.

ABRSD Special Revenue Account Review

While we have improved the quality of the reports and analysis for general fund revenues and expenditures, the Special Revenue accounts would benefit from improved reports to the Superintendent, our Administrators, and to the Regional School Committee.

ABRSD Special Revenue Account Review

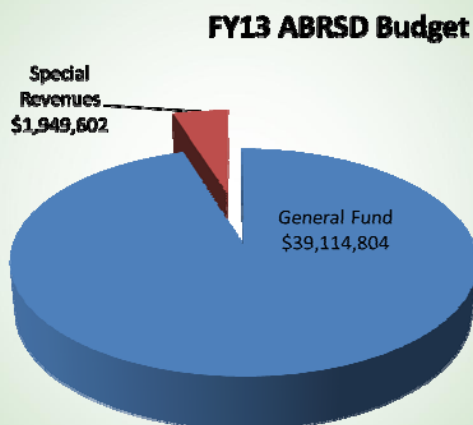
Tonight we begin the process of providing both background information on the special revenue accounts as well as a status report on how we are trying to improve our analysis of these programs.

*Tracking of what is being spent?
Acceptable available balance levels?
Tracking and timing of revenues?
Relationship to AB general operating budget?*

ABRSD Special Revenue Account Review

FUNDS FUNDS FUNDS

ABRSD Special Revenue Account Review



ABRSD Special Revenue Account Review

There are different categories of funds that exist in Massachusetts school districts.

Some funds are intended for a specific purpose and some are to support the general operation of the district.

» *MASBO's Massachusetts Regional School Administrators' Guidebook*

ABRSD Special Revenue Account Review

There are laws that govern the manner in which the monies are receipted and accessed for spending.

» *MASBO's Massachusetts Regional School Administrators' Guidebook*

ABRSD Special Revenue Account Review

These categories include:

- A) General Fund
- B) Special Revenue Funds
 - 1. Revolving Funds
 - 2. Gift Funds
 - 3. Grants
- C) Capital Project Funds
- D) Trust and Agency Funds
 - 1. Stabilization
 - 2. Pension
 - 3. Health Claim Funds
 - 4. Student Activity Funds

» *MASBO's Massachusetts Regional School Administrators' Guidebook*

ABRSD Special Revenue Account Review

Appropriated Budget (General Fund) is the budget approved each spring, first by the regional school committee and then by the town meetings of both Acton and Boxborough

ABRSD Special Revenue Account Review

Revolving Funds

ABRSD Special Revenue Account Review

Revolving funds can only be established for specific purposes noted by statute.

» MASBO's *Massachusetts Regional School Administrators' Guidebook*

ABRSD Special Revenue Account Review

Generally the revenue generated for these funds is derived from fees charged for a non-mandated service or activity (before and after school programs, athletics, transportation user fees, building usage etc.)

» MASBO's *Massachusetts Regional School Administrators' Guidebook*

ABRSD Special Revenue Account Review

The budgets for these funds are not subject to the annual adoption/ approval process required by general fund budgets.

» MASBO's Massachusetts Regional School
Administrators' Guidebook

ABRSD Special Revenue Account Review

However, expenditures from these funds must be specifically related to the purpose for which the funds are established.

» MASBO's Massachusetts Regional School
Administrators' Guidebook

ABRSD Special Revenue Account Review

Any money left in the fund at the end of the year carries forward into the next year and the fund remains open until the revenue generating activity ceases to exist.

» MASBO's Massachusetts Regional School
Administrators' Guidebook

ABRSD Special Revenue Account Review

Gift Accounts

ABRSD Special Revenue Account Review

Gift Accounts are similar in nature to revolving funds except that the revenue comes from a different source.

*MASBO's Massachusetts Regional School
Administrators' Guidebook*

ABRSD Special Revenue Account Review

Gifts can be accepted by the school committee from charitable foundations, private corporations or individuals.

*MASBO's Massachusetts Regional School
Administrators' Guidebook*

ABRSD Special Revenue Account Review

Money from these accounts can only be expended for the intended purpose and are subject to school committee approval.

*MASBO's Massachusetts Regional School
Administrators' Guidebook*

ABRSD Special Revenue Account Review

Gift accounts are closed when the funds are fully expended or the purpose has been filled.

*MASBO's Massachusetts Regional School
Administrators' Guidebook*

ABRSD Special Revenue Account Review

Gift Acceptance Procedures

ABRSD Special Revenue Account Review

- Entity communicates with the RSC via a letter detailing, how much and the criteria
- If over \$500, placed on RSC agenda for acceptance vote;
- If under \$500, accepted by Superintendent and thank you noted at RSC meeting

ABRSD Special Revenue Account Review

- Checks are sent to Denise Kelly, Coordinator of Business
- Mrs. Kelly checks RSC minutes to confirm acceptance

ABRSD Special Revenue Account Review

Depending on the type of donation:

- If similar to an existing account, the funds are deposited into that account;
- If not, a separate “fund” is set up within our financial reporting system (MUNIS) and the check is deposited into the new account

ABRSD Special Revenue Account Review

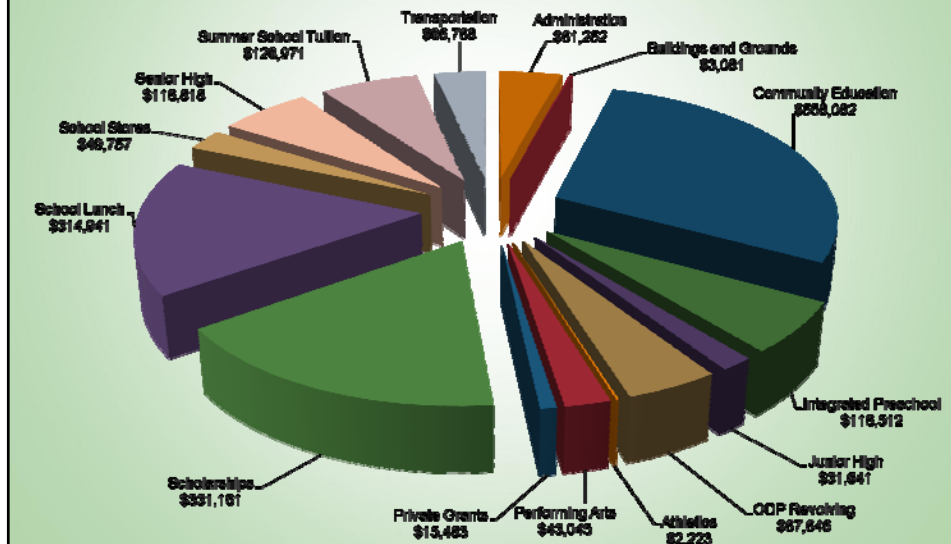
What are the categories for **special revenue accounts & gifts** currently being used by the ABRSD?

ABRSD Special Revenue Account Review

For the ABRSC, these accounts will range from the familiar to the unfamiliar.....

ABRSD Special Revenue Account Review

Special Revenues Beginning Balances for FY13 - \$1,949,602



ABRSD Special Revenue Account Review

Athletics (Three)
 Community Education (Three)
 Friends of Lower Fields (One)
 Lower Fields Construction (One)
 School Lunch (Three)

ABRSD Special Revenue Account Review

Miscellaneous Admin (Three)
Emporium Revolving (One)
Integrated Preschool (One)
Occupational Development Program (One)
Parent Involvement Project (One)
Performing Arts (Seven)
Scholarships (Twenty Three)

ABRSD Special Revenue Account Review

Small Miscellaneous (Fifteen)
Summer School Tuition (One)
Transportation (One)

Junior High (Eight)
Senior High (Twelve)

ABRSD Special Revenue Account Review

What are we doing to track revenue and expenditure trends in the special revenue accounts?

- The Finance Office was sending out status reports on an “as-requested” basis to make administrators aware of the financial status of these accounts.
- We wanted to improve both the quality and the timing of the information we were sending out.....

ABRSD Special Revenue Account Review

This summer, the Finance staff built a redesigned tracking document.

It picks up all current balances-with revenues, expenditures and encumbrances.

The information is downloaded from the integrated finance software (MUNIS) into an EXCEL document, then a macro takes the information and quickly updates the expenses and encumbrances.

ABRSD Special Revenue Account Review

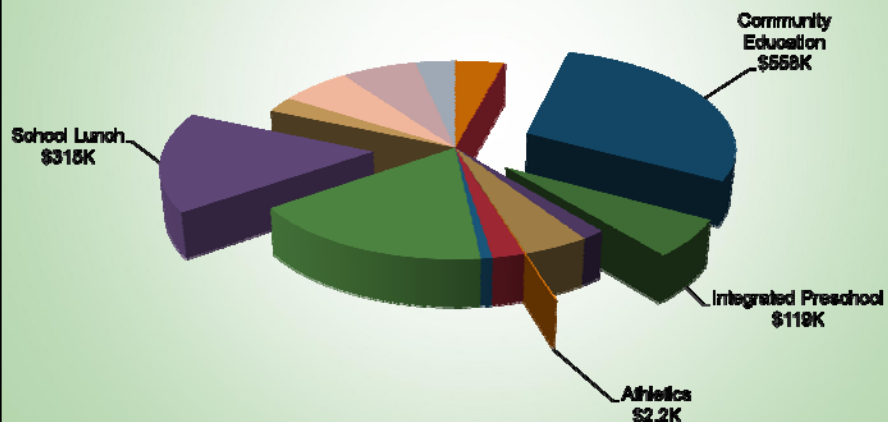
However, we have begun to build “individualized” tracking documents, on a prioritized basis, that can be sent to Administrators on a regular schedule.

We have completed tracking documents for the following “Greatest Hits” accounts: **Athletics**, **Community Education**, **Food Services** and **Integrated Preschool**.

All of them completed are works in process, and are being re-tooled after receiving feedback from administrators.

ABRSD Special Revenue Account Review

Special Revenues Beginning Balances for FY13 - \$1,949,602



ABRSD Special Revenue Account Review

How was information on these accounts being shared with the Regional School Committee?

A status report was provided in annual “Budget Saturday” briefing book that listed revenues, expenses and available balances.

Special reports were produced as requested.

ABRSD Special Revenue Account Review

Grappling with the following questions:

1. How helpful are these reports to the administrators?
2. What are the “interconnectivity” of these funds to the ABRSD general operating budget?
3. What is the appropriate “balance level” for each account at fiscal year end?
4. Timing of reports to ABRSC?

ABRSD Special Revenue Account Review

This presentation was designed to give the ABRSC a general overview of how SRA and Gifts accounts function.

There will be additional information in future school committee meetings.

I'm happy to answer any questions that you have at this time.

ABRSD SPECIAL REVENUE FUNDS
YEAR END BALANCES
11/30/2012

	FUND TITLE	FY09 BALANCE	FY10 BALANCE		FY11 BALANCE		FY12 BALANCE	
ADMIN	SUPERINTENDENT GIFTS	\$0.00	\$0.02		\$154.02	770000%	\$444.02	188%
	UNITED WAY GIFT	\$994.95	\$994.95	0%	\$994.95	0%	\$994.95	0%
	CURRICULUM GIFT	\$437.86	\$38.57	-91%	\$349.11	805%	\$956.71	174%
	ESL REVOLVING	\$10.57	\$10.57	0%	\$10.57	0%	\$10.57	0%
	INSURANCE REIMBURSEMENT	\$6,787.52	\$10,345.09	52%	\$15,574.19	51%	\$15,431.38	-1%
	TELEPHONE REVOLVING	\$21,640.70	\$16,695.47	-23%	\$26,699.84	60%	\$22,715.95	-15%
	VENDOR RECOVERY	\$34,550.25	\$58,450.75	69%	\$38,348.98	-34%	\$40,698.79	6%
	TOTAL	\$64,421.85	\$86,535.42	34%	\$82,131.66	-5%	\$81,252.37	-1%
ATHLETICS	ATHLETIC GIFTS	\$7,010.93	\$12,248.26	75%	\$6,203.76	-49%	\$0.00	-100%
	ABSAF: ATHLETICS	\$44,000.00	\$45,027.24	2%	\$5,791.13	-87%	\$0.00	-100%
	ATHLETIC REVOLVING	\$13,885.75	\$40,734.77	193%	\$0.00	-100%	\$2,223.06	#DIV/0!
	TOTAL	\$64,896.68	\$98,010.27	51%	\$11,994.89	-88%	\$2,223.06	-81%
BUILDINGS & GROUNDS	ELM STREET HOOPS GIFT	\$1,214.00	\$1,214.00	0%	\$1,214.00	0%	\$1,214.00	0%
	SOLAR PANEL PROJECT	\$464.05	\$1,555.75	235%	\$1,555.75	0%	\$1,555.75	0%
	FRIENDS OF LOWER FIELDS	\$0.00	\$0.00	0%	\$0.00	0%	\$0.00	0%
	LOWER FIELDS GIFT 2	\$0.00	\$0.00	0%	\$0.00	0%	\$0.00	0%
	LOWER FIELDS CONSTRUCTION	\$0.00	\$0.00	0%	\$0.00	0%	\$0.00	0%
	VANDALISM REIMBURSEMENT	\$311.09	\$311.09	0%	\$311.09	0%	\$311.09	0%
	TOTAL	\$1,989.14	\$3,080.84		\$3,080.84		\$3,080.84	
COMMUNITY EDUCATION	COMMUNITY EDUCATION	\$278,145.08	\$389,639.45	40%	\$466,570.20	20%	\$433,037.22	-7%
	USE OF FACILITIES	\$26,673.36	\$54,826.35	106%	\$0.09	-100%	(\$0.00)	-100%
	DRIVERS EDUCATION	\$143,146.11	\$82,559.90	-42%	\$92,027.89	11%	\$125,045.06	36%
	TOTAL	\$447,964.55	\$527,025.70	18%	\$558,598.18	6%	\$558,082.28	0%
SCHOOL STORES	JUNIOR HIGH STORE REVOLVING	\$7,856.91	\$8,847.41	13%	\$7,614.67	-14%	\$7,753.86	2%
	EMPORIUM REVOLVING	\$84,790.34	\$81,763.67	-4%	\$78,328.88	-4%	\$42,003.36	-46%
	TOTAL	\$92,647.25	\$90,611.08	-2%	\$85,943.55	-5%	\$49,757.22	-42%
INTEGRATED PRESCHOOL								
	INTEGRATED PRESCHOOL	\$45,398.89	\$60,530.49	33%	\$108,752.15	80%	\$118,511.65	9%

ABRSD SPECIAL REVENUE FUNDS
YEAR END BALANCES
11/30/2012

FUND TITLE		FY09 BALANCE		FY10 BALANCE		FY11 BALANCE		FY12 BALANCE	
JUNIOR HIGH	JUNIOR HIGH GIFTS	\$7,434.07		\$2,390.74	-68%	\$9,562.01	300%	\$11,769.11	23%
	ABSAF:JUNIOR HIGH EXTRACURRICULAR	\$13,501.60		\$13,860.38	3%	\$5,073.09	-63%	\$5,100.08	1%
	JOHN LORING MEMORIAL GIFT	\$4,616.87		\$4,628.42	0%	\$4,633.99	0%	\$4,638.61	0%
	PROJECT WELLNESS JUNIOR HIGH	\$9,071.01		\$20,410.62	125%	\$4,488.06	-78%	\$0.00	-100%
	EDFAAB GIFT - JUNIOR HIGH	\$3.64		\$3.64	0%	\$3.64	0%	\$3.64	0%
	LOST BOOKS-JUNIOR HIGH	\$2,941.00		\$3,285.43	12%	\$3,755.70	14%	\$3,880.28	3%
	LIBRARY REV - JUNIOR HIGH	\$2,832.00		\$3,498.15	24%	\$3,730.44	7%	\$6,248.92	68%
	TOTAL	\$40,400.19		\$48,077.38	19%	\$31,246.93	-35%	\$31,640.64	1%
ODP REVOLVING									
	ODP REVOLVING	\$1,417.76		\$47,706.76	3265%	\$87,085.99	83%	\$87,846.33	1%
PERFORMING ARTS	ABSAF: SENIOR HIGH PERFORMING ARTS	\$7,000.00		\$2,892.23	-59%	(\$0.00)	-100%	(\$0.00)	0%
	BAND UNIFORMS	\$4,946.36		\$6,997.10	41%	\$1,802.22	-74%	\$4,647.34	158%
	AB FRIENDS OF DRAMA GIFTS	\$25.00		\$25.00	0%	\$25.00	0%	\$25.00	0%
	DRAGONFLY THEATER	\$0.00		\$120,303.48	#DIV/0!	\$31,642.24	-74%	\$16,059.33	-49%
	PERFORMING ARTS REVOLVING	\$0.00		\$2,407.52	#DIV/0!	\$1,362.27	-43%	\$0.00	-100%
	JUNIOR HIGH THEATER REVOLVING	\$23,264.84		\$10,978.56	-53%	\$5,959.22	-46%	\$1,074.39	-82%
	SENIOR HIGH: PROSCENIUM CIRCUS	\$8,685.46		\$17,297.30	99%	\$5,966.69	-66%	\$3,997.41	-33%
	SENIOR HIGH CHORUS	\$5,040.64		\$6,341.12	26%	\$8,035.43	27%	\$17,242.02	115%
	TOTAL	\$48,962.30		\$167,242.31	242%	\$54,793.07	-67%	\$43,045.49	-21%

ABRSD SPECIAL REVENUE FUNDS
YEAR END BALANCES
11/30/2012

	FUND TITLE	FY09 BALANCE	FY10 BALANCE		FY11 BALANCE		FY12 BALANCE	
PRIVATE GRANTS	TELS PROJECT	\$3,008.57	\$0.00	-100%	\$0.00	0%	\$0.00	0%
	PARENT INVOLVEMENT PROJECT	\$4,483.70	\$3,501.11	-22%	\$5,641.22	61%	\$12,585.02	123%
	NSTA TOYOTA TAPESTRY	\$3,408.36	\$1,542.46	-55%	\$1,542.46	0%	\$1,542.46	0%
	MCC BIG YELLOW SCHOOL BUS	\$0.00	\$0.00		\$124.59		\$205.14	65%
	NSTAR POWER DOWN PROJECT	\$0.00	\$0.00		\$0.00		\$1,150.00	
	TOTAL	\$10,900.63	\$5,043.57	-54%	\$7,308.27	45%	\$15,482.62	112%
SCHOLARSHIPS	DENNIS M KULSICK	\$6,126.46	\$5,148.58	-16%	\$4,161.16	-19%	\$3,169.86	-24%
	ANDREW GRATZ	\$8.66	\$8.66	0%	\$8.66	0%	\$8.66	0%
	A B JAMBOREE	\$3,043.06	\$3,044.97	0%	\$3,048.94	0%	\$3,052.00	0%
	KATHERINE KINSLEY	\$29,858.75	\$29,697.64	-1%	\$29,594.72	0%	\$29,464.26	0%
	JAMES E KINSLEY	\$37,200.36	\$37,244.00	0%	\$37,340.11	0%	\$37,407.96	0%
	AMERICAN LEGION 284	\$56,233.26	\$54,479.17	-3%	\$52,651.65	-3%	\$50,807.78	-4%
	BRODY PEER LEADERSHIP	\$33.96	\$33.96	0%	\$33.96	0%	\$33.96	0%
	J PRENDIVILLE III	\$16,683.45	\$15,760.56	-6%	\$14,814.80	-6%	\$12,863.90	-13%
	M&P SMOLTEES	\$55,005.39	\$51,227.25	-7%	\$47,371.11	-8%	\$43,490.56	-8%
	J DEBAGGIS	\$2,932.12	\$2,933.96	0%	\$2,937.78	0%	\$2,940.72	0%
	R J GREY	\$15,511.63	\$15,025.97	-3%	\$15,056.67	0%	\$14,576.20	-3%
	CHARLES BATTTIT	\$16,527.13	\$16,823.81	2%	\$16,193.80	-4%	\$24,523.36	51%
	J SCOTT	\$1,322.06	\$325.19	-75%	\$75.70	-77%	\$1,076.24	1322%
	SCHOLARSHIP:GENERAL	\$836.88	\$1,262.07	51%	\$1,371.64	9%	\$1,360.01	-1%
	FRED S KENNEDY	\$3,411.32	\$3,482.28	2%	\$3,320.03	-5%	\$2,146.87	-35%
	CHS BRUSIE MEMORIAL	\$14,088.02	\$12,250.66	-13%	\$10,375.97	-15%	\$9,455.65	-9%
	THOMAS MEAGHER	\$8,276.43	\$7,813.30	-6%	\$7,329.46	-6%	\$6,839.07	-7%
	R & E MATUSOW	\$50,353.39	\$49,926.24	-1%	\$49,857.95	0%	\$50,043.20	0%
	R BARTOLOMEO	\$4,436.09	\$3,768.07	-15%	\$2,473.00	-34%	\$1,175.56	-52%
	SANDRA WILENSKY	\$4,877.66	\$3,889.81	-20%	\$3,395.50	-13%	\$3,099.49	-9%
	FREDERICK JOYCE	\$0.00	\$0.00	#DIV/0!	\$5,636.01	#DIV/0!	\$4,893.50	-13%
	R & R DOW	\$0.00	\$0.00	#DIV/0!	\$2.70	#DIV/0!	\$4.08	51%
	ALMA PARKHURST	\$0.00	\$0.00	#DIV/0!	\$0.00	#DIV/0!	\$28,728.19	#DIV/0!
	TOTAL	\$326,766.08	\$314,146.15	-4%	\$307,051.32	-2%	\$331,161.08	8%
SCHOOL LUNCH	CENTRAL OFFICE LUNCH	\$93,262.03	\$112,885.83	21%	\$108,189.22	-4%	\$98,409.29	-9%
	JUNIOR HIGH LUNCH	\$3,354.98	(\$4,286.70)	-228%	(\$23,708.64)	453%	(\$47,356.56)	100%
	SENIOR HIGH LUNCH	\$165,449.91	\$191,026.93	15%	\$250,891.69	31%	\$263,888.15	5%
	TOTAL	\$262,066.92	\$299,626.06	14%	\$335,372.27	12%	\$314,940.88	-6%

ABRSD SPECIAL REVENUE FUNDS
YEAR END BALANCES
11/30/2012

FUND TITLE		FY09 BALANCE	FY10 BALANCE		FY11 BALANCE		FY12 BALANCE	
SENIOR HIGH	SENIOR HIGH GIFTS	\$7,515.35	\$6,639.73	-12%	\$8,296.23	25%	\$9,605.98	16%
	SENIOR HIGH GIFT:GAZEBO	\$2,072.41	\$1,002.41	-52%	\$1,002.41	0%	\$1,282.41	28%
	SENIOR HIGH GIFT:PTSO	\$10,037.42	\$14,664.84	46%	\$13,099.69	-11%	\$15,893.62	21%
	SENIOR HIGH GIFT:OTHER	\$3,704.94	\$2,477.25	-33%	\$4,776.13	93%	\$9,569.52	100%
	SENIOR HIGH GIFT: ABSAF	\$375.25	\$375.25	0%	\$375.25	0%	\$375.25	0%
	ABSAF: SENIOR HIGH EXTRACURRICULAR	\$26,810.99	\$25,882.01	-3%	\$2,102.38	-92%	\$5,598.52	166%
	SENIOR HIGH: COMMUNITY SERVICE GIFTS	\$580.96	\$228.71	-61%	\$180.03	-21%	\$162.84	-10%
	SENIOR HIGH: SPECTRUM	\$506.00	\$140.95	-72%	\$728.95	417%	\$1,887.95	159%
	LOST BOOKS-SENIOR HIGH	\$14,309.04	\$20,693.04	45%	\$24,458.38	18%	\$29,325.26	20%
	PARKING-SENIOR HIGH	\$13.95	\$276.50	1882%	\$20,671.80	7376%	\$26,341.55	27%
	LIBRARY REVOLVING SENIOR HIGH	\$1,498.62	\$4,308.42	187%	\$7,064.57	64%	\$1,582.71	-78%
	SCHOOL TO BUSINESS	\$4,078.57	\$4,770.39	17%	\$3,313.59	-31%	\$956.88	-71%
	SMOKING REVOLVING	\$20.00	\$20.00	0%	\$20.00	0%	\$20.00	0%
	SWAP TUITION	\$4,983.52	\$4,233.52	-15%	\$4,078.32	-4%	\$256.32	-94%
	SENIOR HIGH:COUNSELING/TESTING	\$26,898.00	\$32,573.36	21%	\$29,584.94	-9%	\$15,959.56	-46%
TOTAL		\$103,405.02	\$118,286.38	14%	\$119,752.67	1%	\$118,818.37	-1%
SUMMER SCHOOL TUITION								
	SUMMER SCHOOL TUITION	\$57,254.94	\$68,073.26	19%	\$106,312.43	56%	\$126,970.84	19%
TRANSPORTATION								
	TRANSPORTATION	\$38,088.05	\$48,258.07	27%	\$56,091.05	16%	\$66,788.40	19%
GRAND TOTAL		\$1,606,580.25	\$1,982,253.74		\$1,955,515.27		\$1,949,602.07	

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

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

Submit for Superintendent and School Committee approval

The first step in this process is to meet with Blake Lochrie-our International Field Trip Coordinator to go over initial details.
Please file at least four (4) weeks in advance for 1-3 day trips
Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

Please TYPE or use COMPUTER FORM

- Name of Teacher(s): **Patricia Braunegg**
- School: **ABRHS**
- # of Students going: **TBD** # of Chaperones (gender): **1 (female); more will be recruited as needed**
Name of Chaperone: **Patricia Braunegg**
- Date(s) of Trip: **exact dates TBD; the trip will last 3 days and will fall during the April 2013 school vacation week, 4/13/13-4/19/13** School Time Involved: **none**
- Purpose of Trip/Destination: **To further students' knowledge of the language, history, and culture of Quebec, Canada**
- Have you taken this trip before? **Not this particular trip. The teacher/chaperone has run student trips to Canada, and has traveled extensively in Europe.**
- Any special arrangements required (such as extra insurance, ADA accommodations)?
Not at this time.
- Cost per Student: (Please describe how the cost is determined.) **Please see attached.**
Cost is determined by company providing the trip.
- Who will pay for the trip? **Students and their families.**
- Has any fundraising been done? **No.**
- Are any parents driving? **No.**
- Have you followed the procedure outlined in Policy IJOA? **Yes.**

• Other comments:

Due to personal issues on the part of one of our cooperating teachers in France, the ABRHS World Language Department's French exchange has had to be cancelled for this year. We wanted, nevertheless, to offer students a Francophone travel experience during the current school year, and a trip to Quebec would allow them to further develop their cultural and linguistic knowledge while visiting a geographical neighbor. StudentsLoveTravel, which has been helping us plan this trip, has been extremely responsive in assisting with the initial planning of this trip, and offers a package that is priced considerably lower than comparable trips from other companies. The company also allows a much lower minimum number of students, making a very personalized travel experience possible.

☒ Approved ☐ Not Approved

CKD
Department Leader

10/31/12
Date

☒ Approved ☐ Not Approved

AMC
Principal

10/31/12
Date

☒ Approved ☐ Not Approved

SpH
Superintendent

11/13/12
Date

☐ Approved ☐ Not Approved

School Committee

Date

Cost per student (assuming 14 students and 2 chaperones): \$630.00

Cost includes:

- One Group Director (provided by the tour company)
- Transport
- Accommodation and night security
- A la carte breakfasts and dinners
- Guides and gratuities
- sightseeing :
 - Musée du Fort
 - 3-hour walking tour of Old Quebec City
 - Old Quebec Common Jail
 - Plains of Abraham
 - Marché du Vieux Port de Québec
 - Le Mystère du Québec
 - Albert Gilles Copper Museum and Workshop
 - Shrine of Sainte Anne de Beaupré
 - Montmorency Falls
- Insurance/deposit

excluded: shopping money, lunches

1 | Read the Brochure

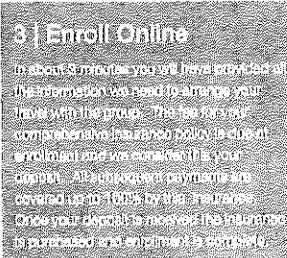
Our trip brochure provides you and your parent/guardian with the characteristics of the trip. These characteristics include the fee, duration, departure date, destination, deposit, payment schedule, trip director, flight information, and ground transport details at the time of printing.

If after consideration of the trip proposal you and your parent/guardian would like to meet our group director before enrolling, then you should attend trip kickoff meetings. Attending the kickoff meeting is not mandatory, but meeting the trip director starts an important relationship which will carry through entire trip.



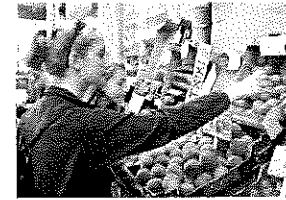
2 | Attend the Kickoff

Our Group Directors introduce themselves, our company, and our "small groups, big lessons" philosophy, before stepping through the itinerary, enrollment, deposits and insurance. They then take questions. There is a wide spectrum of style and personality between our Group Directors, some have a passion for language, some for history, others for architecture, geography, or food. This is a great way for you and your parent/guardian to get a feel for how your trip will be conducted.



3 | Enroll Online

In about 3 minutes you will have provided all the information we need to arrange your travel with the group. The fee for your comprehensive insurance policy is due at enrollment and we consider it is your deposit. All subsequent payments are covered up to 100% by this insurance. Once your deposit is received the insurance is purchased and enrollment is complete.



4 | Pack your bags!

About a month before departure everyone will meet our Group Director to review our student code of conduct and our medical/emergency release, receive packing advice, review flight and hotel information, also through the itinerary and finally review the private trip website where pictures and journal entries will be posted over the course of the trip.

Higher Standards, Lower Prices

Students: www.com 588.40/4024

For more information on our available all-inclusive tour packages, please visit our website at www.com. We offer a variety of tour packages in available, and a variety of tour packages in available, and a variety of tour packages in available.

Monthly Payment

\$12.00/month (approx. \$120.00 total)

All-inclusive Tour Fee \$249

Insurance/Deposit \$100

Chaperone \$100 (approx. \$1000 total)

Departure \$100 (approx. \$1000 total)

Excused \$100 (approx. \$1000 total)

Enrollment \$100 (approx. \$1000 total)

Flight \$100 (approx. \$1000 total)

Hotel \$100 (approx. \$1000 total)

Meals \$100 (approx. \$1000 total)

Transportation \$100 (approx. \$1000 total)

Visa \$100 (approx. \$1000 total)

Travel Insurance \$100 (approx. \$1000 total)

Travel Agency \$100 (approx. \$1000 total)

Travel Insurance \$100 (approx. \$1000 total)

Travel Agency \$100 (approx. \$1000 total)

Travel Insurance \$100 (approx. \$1000 total)

Travel Agency \$100 (approx. \$1000 total)

Travel Insurance \$100 (approx. \$1000 total)

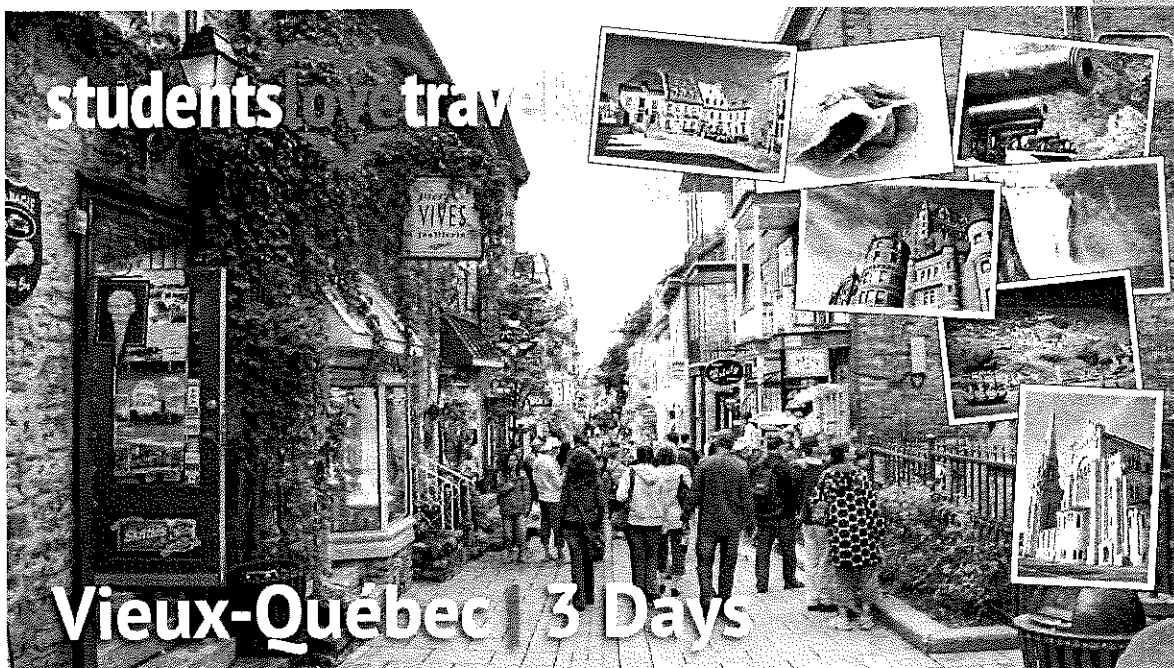
Travel Agency \$100 (approx. \$1000 total)

Travel Insurance \$100 (approx. \$1000 total)

Travel Agency \$100 (approx. \$1000 total)

Travel Insurance \$100 (approx. \$1000 total)

Travel Agency \$100 (approx. \$1000 total)



DAY ONE | premier jour



Hotel Clarendon

This stylish and comfortable four star hotel located in the center of Old Quebec has a friendly and relaxed atmosphere and the staff always goes the extra mile to ensure we have a memorable stay.

Guided Walk

Shortly after checking into our hotel we will meet with our Professional Quebec City Guide for a private 3-hour orientation tour of Quebec. Starting with a 360° view of Quebec from atop L'Observatoire de la Capitale the tour will introduce Parillon Hill, Plains of Abraham, Citadel de Québec, Artillery Park, Couvent Ursulines, L'Escalier Casse-Cou, Place Royale, Funiculaire, Château Frontenac, Terrasse Dufferin, Rue du Résor and Vile de Québec.

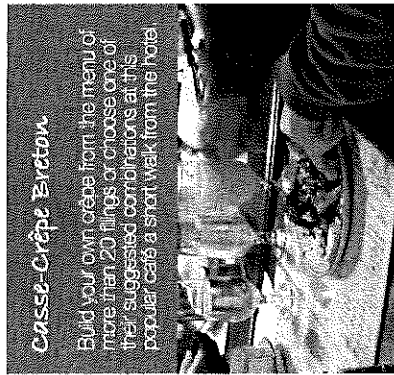


Casinos

Unleash the Big Game! Head out to the city's casinos for a night of fun and friendly staff. There are great prizes and wonderful food from our sponsors for our lucky winners.



DAY TWO | deuxième jour



Cassé-Crêpe Breton

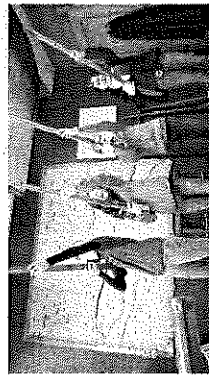
Build your own crêpe from the menu of more than 20 fillings or choose one of their suggested combinations at this popular café a short walk from the hotel.

Musée du Fort

An enormous scale model of the city with computer controlled special effects facilitates a unique and engaging presentation of the military history of Québec.

"The Military"

Under the command of both generals Wolfe and Montcalm, revisit the soldier's living conditions during the 1759 and 1760 battles on the Plains of Abraham. Go over their strategies, load rifles and guns, become an expert in artillery, and treat your wounded fellows who fell on the battlefield.



Le Pizz

Located in Place Royale, this french pizza restaurant with its long tables and extensive list of local ingredients is the perfect place for a group of students to exactly review their second day.

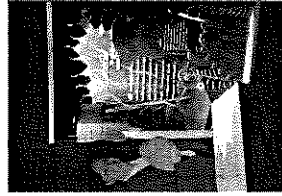


DAY THREE | troisième jour



Le Cochon Dingue

Located near the base of the funicular, the cosy and cheerful "Crazy Pig" café has the best full breakfast in Québec. En Français!



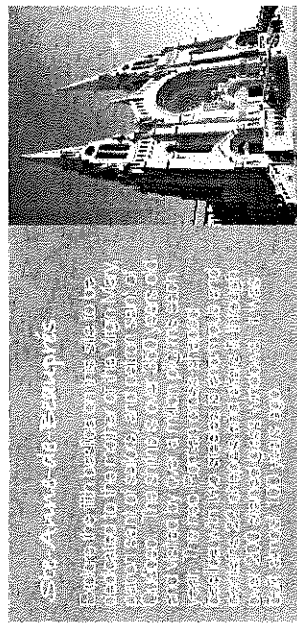
Bee Safari

Watch our guide take a hive apart, explaining how it works and how bees behave, then then taste honey made by bees that have fed on different flowers like clover, orange blossoms and blueberries. A giant glassed-in hive with a tube leading outdoors provides you with a rare opportunity to take a close look at life inside a beehive. The store offers a wide variety of items produced with the help of bees: many make great gifts for friends and family back home.



Mystère du Québec

This "Mystère" show takes you on a journey through the history of Québec, from the first settlers to the present day. It's a unique and engaging presentation of the city's history, featuring a large scale model of the city and a variety of special effects.



St. Anne-de-Bellefleur

One of the five basilicas in the world, St. Anne-de-Bellefleur is dedicated to the Mother of the Virgin Mary. The basilica is a masterpiece of architecture, with a large dome and a variety of special effects. It's a unique and engaging presentation of the city's history, featuring a large scale model of the city and a variety of special effects.



Montmorency Falls

Watch the Montmorency River run over a cliff and descend 27 stories, creating waterfalls twice the height of those at Niagara Falls. We will view the falls from observation decks as we walk along the cliffs and from the bridge suspended over the falls.

A number of questions are posed regularly to teachers considering travel, whether by principals, superintendents, or school boards. We answer them below for distribution to the appropriate parties in advance of any trip approval meeting.

Why Students Love Travel?

Students Love Travel offers private guided travel for small groups of students. We are ideally suited to teachers who wish to provide an engaging experience to a small group of their students. We design our trips to approximate the experience of an independent backpacker, replacing the cocoon of a private tour bus, pre-arranged meals, and tour guide with numerous workshops designed to safely expose each student to real world independent travel.

How does Students Love Travel compare on price?

Although we deliver a superior product to a smaller group, our Tour Fees are competitive with large group budget travel operators. We strictly control cost-of-sales (no teacher kick-backs, referral bonuses, loyalty rewards and conferences in exotic locations, no massive tele-sales team, no endless stream of glossy brochures) so that the student is essentially paying for their experience and our service fee for operating it. It's an outstanding value proposition.

What is a small group?

Between 8 and 15 students (up to 24 for Québec).

What if I have a larger group?

We offer to operate multiple simultaneous trips for larger groups. For groups slightly larger than 15 students we frequently find that the teacher prefers to keep the group together.

What are the benefits of traveling with a small group?

Students can be provided with a full immersion experience. Under the guidance of our Group Director they can order their own meals from restaurants they choose, sit with the locals and ask for advice or explanations of strange words on the menu, stop at local cafes and order their own coffee and pastries, take turns figuring out their way around on the metro or bus system, stay at small hotels located in the center of the old cities.

What/who is the Group Director?

Because we require our Group Director to assign as many tasks as possible to the students themselves we cannot hire local city guides as our group directors. These local professionals are carefully trained (and in many cases required) to guide their group in a particular way, and although this is well-suited to most tourists it's polar-opposite to our approach. We carefully select world-language teachers who are familiar with our destinations (e.g. French teachers who studied at the Sorbonne) and train them in how we want the group handled (students taking responsibility for most tasks). We frequently find our Group Directors tweaking our itineraries to suit their particular history with the destination, to the interests of their group, even to the weather. In addition (unlike a local guide) our Group Director stays at the hotel with the group and is available immediately should any sort of emergency arrive.

Wouldn't a local guide know more about the destination?

Yes. We use local guides for our walking tours. Cathedrals, Castles, Museums, Palaces and many other points of interest also include tour conducted by a specialist guide.

Do students meet the group director before the trip?

The group director will sometimes attend the initial trip information meeting at the school, and almost always attends the pre-departure meeting personally. Sometimes we use Skype, especially for schools in new territories where we do not have a network of trained group directors at our disposal.

What is the group director to student ratio?

Trips to Québec have a group director for every 24 students, all other trips have a group director for every 15 students.

Do you provide complementary travel for teachers?

A teacher may join any trip at a 10% discount, even if they are not a chaperone. For each student chaperoned a teacher earns a 15% discount, so a chaperone with six students would travel for free, and a chaperone with only 4 students would travel with a generous 70% discount.

Can parents travel as complementary chaperones?

No. Students naturally collaborate, but frequently they will need help with their assigned tasks. Because we expect our chaperones to help on these occasions, our chaperone spots are limited to teachers.

Can parents join the trip?

Our trips are designed for teachers looking for an immersive experience for a small group students, and are not appropriate for parents. If enrollments are low and a trip is in danger of being cancelled we will accept parents, on such occasions the parents are separated from the student group with the group director for the duration of the trip.

Does Students Love Travel have a code of conduct?

The student and a parent/guardian sign a code of conduct at the pre-departure meeting. A student in violation of the code of conduct may be sent home at the expense of the parent/guardian, though all efforts will be made to resolve the situation.

What are the hotels like on a Students Love Travel trip?

Our hotels are 3-star or above, meaning they have private bathroom with hairdryer, towel and linen service, and 24x7 presence in the lobby. Our hotels are central, so we have immediate access to points of interest and avoid losing a significant amount of time commuting to and from the hotel. We book our hotels well in advance, in most cases they are listed on the trip proposal provided to each student before enrollment.

How is rooming handled?

We use 6 guidelines (the first three are industry standard, the second two go beyond):

1. We assign 4 students to a Double/Double room
2. We never mix rooms across gender
3. We never mix rooms across school level (elementary/middle/high)
4. We never mix beds across schools
5. We buddy students from the same school as much as possible

Some examples are usually helpful on this topic.:

- ☉ 1 girl (1 Single/Double Bed, Possible Shared Room)
- ☉ 2 girls (1 Double Bed, Possible Shared Room)
- ☉ 3 girls (1 Double Bed, 1 Single/Double Bed, Private Room) <= Rule 4
- ☉ 4 girls (2 Double Beds, Private Room)
- ☉ 5 girls (See 3 Girls + 2 Girls) <= Rule 5 (Not 4 Girls +1 Girl)
- ☉ 6 Girls (See 4 Girls + 2 Girls)
- ☉ 7 Girls (See 4 Girls + 3 Girls)

What is the food like on a Students Love Travel trip?

Because we are a small group we can mingle with the locals at almost any restaurant and so for many meals we leave it to the students and chaperones to select the restaurant each day. We usually reserve the restaurants for the kickoff and farewell meals or when there is a restaurant we believe should not be missed.

Buffet breakfast is usually at the hotel and always includes cereal, breads, juice, coffee, cold meats, cheeses, and fruit. Occasionally we depart before breakfast is laid and instead grab breakfast at a café.

Lunch is not included, it's an opportunity for the students to fend for themselves usually as a combined lunch/shopping period. We suggest \$10 for lunch money each day.

Why are non-stop/one-stop flights with sensible layovers important?

Most students take an eight day trip with only six nights at the destination and for many this trip will be the first time they travel abroad. A single missed connection can wipe a day off the itinerary so we avoid short layovers, lost bags can cause the first day or two to be more challenging than necessary, long layovers suck the energy out of everyone. We want every minute of the trip to be a fantastic life-changing experience for the students so we provide non-stop flights when they are available, reliable (some airlines provide non-stop flights but re-schedule them constantly), and within budget (this happens quite a bit for early-bird organizers). When reliable non-stop routes do not exist (for example, a Seville & Grenada trip) we provide the best alternative routing.

Does Students Love Travel pick up the students at the school?

For coach trips we stop at any school within 30 minutes of a north/south interstate, otherwise we select a safe pick-up/drop-off location on the interstate.

For other trips the students and chaperones are responsible for transport to and from their selected airport. Teachers in remote areas frequently hire a minibus for the trip to and from the airport but mostly parents drop their students off.

Does Students Love Travel have representatives at the destination?

No. Our group director is with the group at all times, in fact they will stay at the same hotel. We provide them with 24x7 telephone support, a cellphone, computer, and camera. Each evening the group director posts pictures and journal entries to a private website so that friends and family back home can enjoy the trip. The cellphone number for the group director is provided to parents and guardians for use in an emergency.

Are passports required for students?

Passports are not required for trips to Puerto Rico or any domestic destination. For trips to Québec a Birth Certificate combined with a Student Photo ID is an acceptable alternative to a passport for students up to 18 years old. All other trips a passport is required.

Should students purchase travel insurance?

We believe so, and by requiring it we found we could cover each student at a low cost. We purchase a comprehensive group insurance policy (includes cancelation insurance) for each trip and divide the cost over the participants, this is significantly cheaper for the student than an individual policy.

Does Students Love Travel charge any additional fees?

No, our trip fee is all-inclusive. We do not charge a supplement to teachers who do not reach their original estimated group size, we do not exclude airport taxes or fuel surcharges and collect them close to departure.

What happens if a student cancels?

Students may cancel at any time up to 3 days before the trip and claim a refund from the travel insurance company. There are two levels: 100% for a listed reason, and 75% no-questions-asked.

What happens if a chaperone cancels?

We ask the chaperone to find a replacement who is acceptable to the parent/guardians or we send along another Group Director to take over chaperone duties. If parents/guardians proceed to cancel their student from the trip because of a chaperone change they may claim a no-questions-asked 75% refund of their trip fee payments from the insurance company.

What happens if Students Love Travel cancels a trip?

We refund all 100% of trip fees paid directly to the students enrolled on the trip at that time. This has never happened, the most likely reason would be insufficient numbers.

Would we ever be re-booked because of insufficient enrollment?

We will not re-book your students onto another trip by changing the date or itinerary so that you can be combined with another group, this is a common industry practice which encourages "bait and switch" trip offerings with initial prices and/or dates that are too good to be true.

How is payment handled?

Students pay individually on a monthly payment plan with the first payment due the month of enrollment and the last payment due the month before departure. Teachers travel for free if they chaperone six students, if they chaperone less than six students then they pay a partial trip fee.

So how much is paid at time of enrollment?

Only the insurance fee, and this is non-refundable. The trip fee is invoiced separately.

How long has Students Love Travel been in business?

This is our fifth sales year and fourth production year. The company was formed by Peter McGowan and Robert Delorie a few years after they parted ways with Explorica where as members of the senior executive team reporting to the Chairman & CEO they helped take Explorica from startup to the number two company in the industry after EF Tours.

Where is Students Love Travel based?

Portsmouth, NH with a network of group directors across the country working closely with us.

Who operates Students Love Travel trips?

We operate all our own trips, we do not out-source to tour operators at the destination.

What happens if a student becomes ill?

Their emergency contact will be informed immediately. Depending on the severity of the illness they will stay at the hotel or be brought to hospital. Their chaperone will stay with them. In most circumstances all bills will be covered by the group travel insurance policy (see code of conduct).

If there are liability issues, is the school exposed?

The school is not exposed, neither are the teachers who chaperone. Students Love Travel has professional liability coverage which protects us, the teachers who direct our trips, the teachers who chaperone our students, and their schools.

6.4

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

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

Submit for Superintendent and School Committee approval

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

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

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

Please TYPE or use COMPUTER FORM

• Name of Teacher(s): Mark Hickey

• School: Acton-Boxborough RHS

• # of Students going: 160 # of Chaperones (gender): 12(F)/12(M)

Names of Chaperones: TBD

• Date(s) of Trip: March 14, 2014 – March 19, 2014 School Time Involved: 4 days

• Purpose of Trip/Destination: ABRHS Marching Band to Ireland to march in the Dublin St. Patrick's Day Parade and tour of historical and educational sites and culture.

• Have you taken this trip before? Yes. The band toured Ireland on a similar trip in 2006.

• Any special arrangements required (such as extra insurance, ADA accommodations)?
Insurance is provided via the travel agency.

• Cost per Student: (Please describe how the cost is determined.) TBD – estimated \$1,600-\$1,800 per student.

• Who will pay for the trip? Student families will be responsible for cost.

• Has any fundraising been done? Yes If so, what? Pie sales / plant sales / car washes / auctions


• Are any parents driving? No

If so, have appropriate insurance forms been filled out?

• Have you followed the procedure outlined in Policy IJOA? Yes

• Other comments:

☒ Approved ☐ Not Approved


Department Leader

11/28/12
Date

☒ Approved ☐ Not Approved


Principal

11/28/12
Date

☒ Approved ☐ Not Approved


Superintendent

11/29/12
Date

☐ Approved ☐ Not Approved

School Committee

Date

Revised 11/15/06

Memo

To: Steve Mills

From: Steve Desy

RE: Recommendation: Donation of a groomer

Date: November 9, 2012

The AB Nordic Ski Booster's have offered to donate funds (\$1695) for the purchase of a Nordic grooming device. Attached is a letter from the Nordic Ski boosters detailing their donation.

I would recommend acceptance of this gift.



AB Nordic Ski Team Boosters

October 31, 2011

Mr. Steve Desy, Athletic Director
Acton-Boxborough Regional High School

Mr. Desy,

The AB Nordic Ski Boosters would like to donate \$1,695.00 from our fundraising activities to purchase a new groomer for the AB Nordic Ski Team. The groomer is a device that attaches to the back of a snow machine and smoothes a trail for the AB High School skiers to train at Quail Ridge Country Club.

Quail Ridge has already given permission for the team to groom a trail and to use the necessary equipment. Therefore, we would like to use funds from our account to donate money to the team so that it can purchase the groomer. Please accept the groomer as a gift to the Acton-Boxborough Regional High School.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Sarah Dawley', with a long, sweeping flourish extending to the right.

Mrs. Sarah Dawley
Representative of the AB Nordic
Ski Boosters

To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for October, 2012
 Date: 10/31/2012

There were 65 discipline referrals to the administration during the month of October, 2012. This total is up from 26 last year. Six students were suspended this month, while one student was suspended during October, 2011.

Suspensions for October, 2012

Referral	2008	2009	2010	2011	2012
Alcohol Use	1		1		
Disruptive/Uncooperative Behav					2
Drug Paraphernalia			2		
Drug Possession		3	1		
Harassment					2
Insubordination				1	
Other		2	1		
Leaving School Grounds		1	3		1
Physical Aggression	1				
Stealing			2		
Tardy to Class		1			
Threatening	1		1		
Truancy Issues	2	1	3		
Weapons Possession					1
Totals	5	8	14	1	6

A list of all infractions for the month of October, 2012 appears on the backside of this page.

c: Alixe Callen

Other Infractions for October, 2012

Referral	2008	2009	2010	2011	2012
Abusive/Obscene Language	1	1			1
Academic Integrity		2			
Alcohol Use	1		1		
Bullying				1	
Bus Discipline		1			
C.H. Alcohol	1		1	1	1
Disrespectful	1		2	2	
Disruptive/Uncooperative	9	3	8	3	4
Drug Paraphernalia			2		
Drug Possession		3	1		
Forgery	2			1	
Harassment		1	1	3	5
Leaving School Grounds	22	20	20	3	13
Noncompliance of School Rules		3		5	1
Other	2	5	7	3	2
Out of school issue	1	1	3	2	14
Parking Violations		1	1		
Physical Assault	1	1			
Sexual Harassment	2	1			1
Stealing	2		2		
Tardy to class		8			9
Threatening	1		1		
Truancy	5	8	9	2	13
Teasing		8	1		
Weapons Possession					1
Totals	51	67	60	26	65

Winter Athletic Coaches
2012-13

Rick Kilpatrick	Varsity Boys Basketball
Patrick Grucela	JV Boys Basketball
Tony Ammendolia	9 th Grade Boys Basketball

Tim Bassett	Varsity Girls Basketball
Peter Cavanaugh	JV Girls Basketball
TBA	9 th Grade Girls Basketball

Bill Maver	8 th Grade Boys Basketball
Jon Duclos	8 th Grade Girls Basketball
Elizabeth Marotte	7 th Grade Girls Basketball
John Flannery	7 th Grade Boys Basketball

Julie Erickson	Varsity Cheerleading
Amanda Cence	JHS Cheerleading

Eric Meninger	Alpine Skiing
TBA	.6 Assistant Alpine Ski
Pat Garrison	Nordic Skiing

Susie Alex	Varsity Gymnastics
Bill Kane	Assistant Gymnastics

Ken Feit	Varsity Girls Indoor Track
Brian Crossman	Varsity Boys Indoor Track
Stephen Hitzrot	.5 Assistant Indoor Track
Lisa Owen	.5 Assistant Indoor Track
Karen Mackin	.5 Assistant Indoor Track
Kerrin Stewart	.5 Assistant Indoor Track

Jeff Johnson
Lisa Cummings

Boys Varsity Swimming
Assistant Swim Coach

Eric Desmond
Adam Dowling

Varsity Wrestling
Asst. Wrestling

Brian Fontas
Jeff Vaughan
Bob Lavin
Curt Collarullo
Marc Currier

Varsity Girls Hockey
Asst. Girls Hockey
Varsity Boys Hockey
Asst. Boys Hockey
JV Boys Hockey

November 14, 2012

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

71.3

To: Stephen Mills
From: Alixe Callen
cc: Maria Anthony
Date: November 5, 2012
Subject: Donation from Baum Family

David and Deborah Baum have donated \$70 to our student publication "Window Seat."

We ask that you approve their donation, which will be deposited into Fund 3305, SH Gifts.

Thank you.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

To: Stephen Mills
From: Alixe Callen
cc: Maria Anthony
Date: October 31, 2012
Subject: Donation to Window Seat

Paul and Teresa Ferraiolo have donated \$25 to the student publication "Window Seat." If you can approve this donation, we would appreciate it.

Their donation will be deposited into Fund 3305 – SHS Gifts.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

To: Stephen Mills
From: Alixe Callen
cc: Susan Bohmiller
Erica Cohen
Date: October 31, 2012
Subject: Donation to SADD

Mr. and Mrs. James Yarin has donated \$25 to help support the high school's Saturday Night Activities program.

We request that you approve this donation.

Thank you.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

To: Stephen Mills
From: Alixe Callen
cc: Michelle Fox
Susan Hennessey
Date: October 31, 2012
Subject: Donation to Speech and Debate Team

Curewell Gastroenterology has donated \$250 to the SHS Speech and Debate team.

We request that you approve this donation.

Thank you.

R.J. Grey Junior High School

To: Steve Mills
 From: Elizabeth Broadwater and James Marcotte
 Re: Discipline Report for October 2012
 Date: November 2, 2012

There were 10 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of October. There were no suspensions this past month.

	<u>Oct-08</u>	<u>Oct-09</u>	<u>Oct-10</u>	<u>Oct-11</u>	<u>Oct-12</u>
<i>Total Discipline Referrals Reported</i>	40	46	30	27	10

	<u>Oct-08</u>	<u>Oct-09</u>	<u>Oct-10</u>	<u>Oct-11</u>	<u>Oct-11</u>
Total Suspensions	3	4	2	2	0
Fighting		1			
Harassment (non-sexual)	1		1		
Inappropriate/disruptive/disrespectful behavior				1	
Physical aggression	1	2			
Sexual harassment	1			1	
Stealing		1			
Truancy Issues					
Threatening Physical Attack			1		

	<u>Oct-08</u>	<u>Oct-09</u>	<u>Oct-10</u>	<u>Oct-11</u>	<u>Oct-11</u>
Total Other Infractions	51	42	28	25	10
Abusive language/profanity			1		
Academic Integrity			1		
Bus discipline	3		3	1	3
Class/school truancies	2				2
Disruptive behavior (classroom, cafeteria, hallway)	27	21	11	6	1
Harassment (non-sexual)/bullying/teasing	13	1		2	
Non-compliance with school rules		7	9	3	
Other			2		
Physical aggression	1		1	2	
Sexual harassment		1			
Tardy to class		5		3	
Threatening		1			
Uncooperative/disrespectful					

behavior	3	3		8	4
Vandalism	1	3			

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

Office of the Director of Curriculum and Assessment

Acton Public Schools

Acton-Boxborough Regional School District

(978) 264-4700 x 3213

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

TO: Dr. Stephen Mills, Superintendent
FROM: Deborah Bookis, Director of Curriculum and Assessment
DATE: November 30, 2012
RE: Report on Professional Day, November 6, 2012

The implementation of the educator evaluation pilot was the focus of Professional Day 2012. The day began for APS educators with a three-hour “Reflection and Goals” workshop facilitated by John D’Auria, President of Teachers²¹. Staff then returned to their respective schools to begin work on professional practice and student learning goals. At the region, John D’Auria shared a short presentation on the “Growth Mindset,” based on the work and research of Carol Dweck, Ph. D.; specifically, he focused on how feedback that’s connected to strategies and effort positively impact student and adult learning. AB staff then returned to their respective schools to continue work on the goal-setting process.

Below are the Professional Day summaries from the schools and departments of the Acton Public Schools and the Acton-Boxborough Regional School District.

Conant School: Submitted by Damian Sugrue

The Conant School staff returned to school and had a brief lunch meeting with the principal. We debriefed on the morning and clarified important issues; i.e., the fact that the evaluation is not based on completion of goals but instead is based on how well the teacher does relative to the state rubric, as well as what is learned through the goal setting and implementation process as it relates to professional practice and student growth. The staff then met and decided they would create their personal goals based on a common need for the school: the development of writing rubrics and assessments.

Douglas School: Submitted by Chris Whitbeck

The Professional Learning Day was very well received by the Douglas School teachers. They said that the morning was very informative and returned to school with many good ideas for professional and student learning goals. During lunch, the staff and principal discussed any questions that remained. We spent the remainder of the afternoon meeting discussing specific individual and group goals. This was an excellent use of our time, and I was able to meet with all teachers and make significant progress in the evaluation process.

Gates School: Submitted by Lynne Newman

The Gates teachers found the professional learning to be very helpful in understanding the new evaluation and supervision framework. Spending the first three hours off campus was great, and teachers found John D’Auria to be clear, informative, and overall a strong presenter. When we returned to Gates for a catered lunch and short staff meeting, staff

was ready to work by grade level in creating their student learning goal. Many teachers collaborated on their professional practice goal, but others wrote individual goals that would best fit their needs. Lynne Laramie, Priscilla Kotyk, and I worked with staff to help them write SMART goals. Our plan is to meet with staff to review their journal writing and rubric self-reflection and to sign their professional growth and evaluation fall form and individual goal setting form. Teachers have been reassured that this is a pilot year and that they should set goals that will help them to grow professionally but should also understand that we are all learning along the way.

McCarthy-Towne School: Submitted by David Krane

The faculty and staff at McCarthy-Towne have been supportive as we have rolled out the Pilot Evaluation system. I believe that it has prompted some deeper reflection about practice as teachers use the variety of documents to guide their thinking. Much of the initial concern about this new system has been mitigated by the fact that the process has been genuinely collaborative, with teachers, the AEA, Central Office, and the building principals all having seats at the table. Since this is a new experience for us all, knowing that it is a pilot program allows time to think about what is working and what may need to be adjusted. That is an important feature of how this has been presented. Process is critical for a change of this magnitude, and I feel that that process has been honored. Continued collaboration and continued process will make this a very successful endeavor.

Merriam School: Submitted by Ed Kaufman

The Professional Day at Merriam School was a successful and informative experience for all involved. After the Merriam PTO treated the staff to an "Appreciation Lunch," I met with the entire staff for about 45 minutes. I reviewed the key points from John D'Auria's morning presentation and then discussed the "nuts and bolts" of the goal-setting process. I reviewed important topics such as dual supervision, timelines, professional status vs. non-professional status requirements, and the difference between professional practice and student learning goals. There were many questions – and I took the time to answer each one with the whole group so that everyone would feel ready to work on their goals.

Both Matt McDowell and I posted sign-up sheets for individual goal-setting conferences, and then staff members went to work, either individually or in small groups, for the rest of the day. Staff members stopped in my office to consult throughout the afternoon. All in all, I think it was a great kick-off for the evaluation pilot. We're on our way!

R.J. Grey Junior High: Submitted by Andrew Shen

The opportunity to spend an entire day working with colleagues on a variety of professional learning activities was extremely useful and supported many of our current initiatives and efforts. The presentation by John D'Auria has generated numerous conversations between colleagues and with administrators about how to capture the "growth mindset" approach to various practices with students and with each other. I personally used the presentation as a starter for conversations that I had with staff members about how to frame their student learning goals. The remainder of the morning

session was dedicated to department-specific work. Several departments finished writing and reviewing their individual and shared learning goals for students and also worked in grade-specific groups to refine and expand specific curricular units; for example, the 7th-grade social studies teachers worked on their unit that focuses on the experience of Colonial-era women. In the afternoon, RJG staff signed up for different workshops and/or met with colleagues to pursue independent projects. The workshops were led by RJG staff members and included trainings on the use of library databases, using MOBI technology in the classroom, and support for using AB Schools. In addition, the junior high's two Critical Friends Groups used one of the workshop periods to hold their first meeting of the year.

Acton-Boxborough Regional High School: Submitted by Alixe Callen

After spending the first part of the morning with John D'Auria, the high school faculty split up by department to work on and towards departmental and individual goals under the direction of the department leaders. Please see the following descriptions of each department's work for more specific information.

Science

In science we split up primarily by discipline: physics, biology, chemistry, and earth science. Teachers worked together on curriculum issues. For instance, physics teachers reviewed the new labs for CP and AE and checked equipment inventory for these labs. Chemistry teachers worked on a new set of formative assessments around labs and took the time to review upcoming lab-quiz formats and expectations.

Special Education

The special education department spent the afternoon developing materials and assessments to measure their department student-learning goal.

English

The English Department spent the morning drafting common writing assessments for each course, based on the department's learning goals. Teachers plan to administer them in classes in early February and to use professional learning time on the February late-start day to look at resulting student work together. In the afternoon, department members worked together on their professional and student learning team goals and individual goals.

World Language

The department spent time discussing the session with John D'Auria, particularly focusing on how best to implement the "Growth Mindset" in world language classrooms. Following that, each department member met with the department leader to discuss his/her goals and then spent the remainder of the day beginning to work on those goals.

Mathematics

The math staff spent the morning working on their individual goals and discussing them with the department leader. The department came together in the afternoon to continue their work developing common assessments.

Social Studies

The department spent the morning crafting a goal around common vocabulary, since there is a widespread perception that students have a hard time reading because of vocabulary deficiency. After finalizing the goal, they discussed instructional strategies that would enhance vocabulary development.

The group spent the afternoon working in small groups. The US History I teachers worked on a SmartBoard project; the Psychology teachers developed common assessments; the World History staff continued their efforts on a Byzantium project, and US History II spent some time reconsidering the exam format in light of recent research about assessment.

Counseling

The Counseling Department spent the day discussing their professional and student learning goals. They started the morning discussing their shared professional goal around consistency and the services they currently provide to students in each grade level. In the afternoon, they broke into smaller groups to focus more on student learning goals. Some counselors and psychologists are working toward similar student learning goals, so they met to work on this together. Others worked on their own to finish up writing their goals and to begin working on them.

Performing Arts 7-12: Mark Hickey

The Performing Arts Department (7-12) met at the high school after John D'Auria's session on Tuesday. The rest of the morning session was used to work on both the professional and student learning goal for each individual. The afternoon was used to work on assessment tools for specific PA course needs.

Visual Arts 7-12: Submitted by Diana Woodruff

The Visual Arts Department (7-12) met at RJG after John D'Auria's session on Tuesday. We reviewed the forms for the professional and student learning goals. I stayed at the JH to work with the JH art teachers on their goals, while the high school staff returned there to work individually on their goals. For the afternoon, the HS VA staff continued to work on their goals. The JH art staff met with other members of the RJG *Arts Happening* team to plan for the arts event that will be held in the spring at RJG.

Health and Nursing: Submitted by Diana McNicholas

Both APS and AB nurses attended the evaluation training by John D'Auria with their respective districts. After their morning session the regional nurses met as a group to work on goal writing and to review the Specialized Instruction Support Rubric and the School Nurse Appendix. All the nurses met for lunch and a general discussion of the rubrics and goal writing ideas. The APS nurses finished the day working on their goal writing specific to the elementary setting.

Educational Technology: Submitted by Amy Bisiewicz

Five members of the Educational Technology department created, facilitated, and supported the training for the Administrative and Office Support Staff. Others attended the Assistant and Paraprofessional Workshops.

The Operations team worked on identifying needs and prioritizing long-term projects with an eye toward 3-5 year projects. Included in this list are software (Windows 7/8) and network upgrades (Cat 5/Wireless), along with other infrastructure needs (Altiris, BackUp Exec, AD Schema to 2008).

Assistant and Paraprofessional Workshops: Submitted by Liza Huber

District paraprofessionals (including Community Education Extended Day staff) gathered to participate in three workshops designed to understand the rights of students in the learning process and to learn new ways of supporting students academically, behaviorally, and socially.

The first workshop, led by Liza Huber, Director of Pupil Services, addressed current issues faced by paraprofessionals in the areas of civil rights (discrimination and harassment), child abuse and neglect (the role and responsibilities of a mandated reporter), bullying prevention and intervention, student records (FERPA, maintaining student confidentiality, email communication), and more. In addition to practical tips for daily use, legal requirements for student support and intervention were shared through hypothetical scenarios.

With more than thirty years of teaching experience, Mary Koert and Sally Smith offered both regular and special education assistants valuable information regarding the role and responsibilities of all teachers as part of an inclusive learning community for students with varying needs. A range of disabilities and disability categories were reviewed, in addition to a range of instructional strategies and approaches.

Finally, recognizing that each child carries his/her own identity with varying talents, Dr. Charlie Brown led staff through a pragmatic behavioral workshop designed to help staff understand the cycles of negative student behavior, while applying new strategies for providing positive behavioral support. Participants practiced specific strategies for modifying a child's environment as a way of helping children regulate their emotions, increase frustration tolerance, and participate in learning.

The talent and commitment of the districts' paraprofessional staff was evident in the overwhelming attendance and participation of this essential group of professionals.

Administrative and Office Support Staff: Submitted by Marie Altieri

The central office offered workshops to administrative and office staff. In the morning, Carol Pavan, Information Management Specialist, led a workshop on the use of PowerSchool. An HR roundtable lunch was held, focusing on Aesop, FileMaker 11, and CORIs. The afternoon workshop, facilitated by Stephanie Hoban, Curriculum Technology Specialist, emphasized some of the advanced uses AB Schools. All sessions were very informative and helped administrative staffs to resolve questions about the use of these programs.

Office of the Superintendent
 Acton Public Schools/Acton-Boxborough Regional Schools
 978-264-4700, x3211

To: Justin Goodwin and Richard Guzzardi, ABSAF
 From: Dr. Stephen Mills and Marie Altieri
 Date: 11/26/12
 Re: ABSAF Support for FY'13

Thank you very much for ABSAF's donation of \$54,945 for the 2012 – 2013 school year. We are so grateful for the Acton Boxborough Student Activity Fund's continued support of our students and programs and especially for the extra effort that went into this year's donation.

Below is a breakdown of the 2012 - 2013 plan for use of the ABSAF gift funds.

FY '12 High School Student Activities Stipends	\$12,000
FY '12 Junior High Student Activities Stipends	\$ 6,000
FY '12 Interscholastic Athletics	\$27,945
Performing Arts (FY '12)	<u>\$ 9,000</u>
Transportation – High School	\$2,000
Proscenium Circus – High School	\$5,000
Instruments	\$2,000
TOTAL:	\$54,945

Cc: A. Callen
 A. Shen
 S. Desy
 M. Hickey
 D. Aicardi

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

TO: Acton Public and Acton-Boxborough Regional School Committees
FROM: Steve Mills
DATE: 11/30/12
RE: New School Wellness Advisory Committee

In 2010, Massachusetts passed "An Act Relative to School Nutrition" which led to new regulations and guidance from the Department of Elementary and Secondary Education (DESE) requiring every Massachusetts public school district to have a School Wellness Advisory Committee.

This Committee is appointed by the Superintendent and must include school nurses, physical activity staff, school nutrition staff, parents, students, School Committee representation, as well as community youth-serving agency representation. This group must meet 4 times during the year, develop an annual action plan and submit an annual report to the Superintendent and School Committees indicating progress made regarding school health/wellness policies, programs, and practices.

I have asked Julie Towell, from our Pupil Services Department, to facilitate this new committee. I have also asked Michael Coppolino to be the School Committee representative, as he was voted by the Committees to sit on the Superintendent's Health Advisory Committee, a group that no longer meets. I am in the process of working with Julie, the school nurses, and others to appoint this committee. The first meeting will be in the next few weeks.

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
December 1, 2012

Category	Total as of 11/1/2012	Additions	Subtractions	Current Total as of 12/1/2012
RJG JHS	10	0	0	10
ABRHS	6	0	0	6
ABRSD TOTALS	16	0	0	16

11/30/12

1 of 2

ELL STUDENT POPULATION
 Acton-Boxborough Regional School District
 November 1, 2012

Category	Total as of 10/1/2012	Additions	Subtractions	Current Total as of 11/1/2012
RJG JHS	10	0	0	10
ABRHS	7	0	-1	6
ABRSD TOTALS	17	0	0	16

11/1/12

2 of 2

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

Nov-12

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.Presch. 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.Presch. Int	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 Presch	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	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	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	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	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	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	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	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	0						

A = ACTON
 B = BOXBOROUGH
 C = Choice/Staff/Tuition In
 Pre-School = SPED
 P.G. = Post Graduates
 Ungr. = Ungraded
 O.D. = SPED Out of District
 Distribution:
 In D. = In District
 S. Mills
 M. Altieri
 D. Bookis
 L. Huber
 D. Alcardi
 A. Bisewicz
 K. Nelson
 E. Weiner
 C. Bates
 All Principals (2)

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: Dr. Stephen Mills
ON: November 30, 2012
RE: Dismissal Schedule for **Friday, December 21, 2012**
=====

On 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.

The reason for changing the dismissal time for December 21st from a regular school day to an early dismissal day, was to give elementary school parents and teachers an opportunity to make up the parent-teacher conferences that were originally scheduled on October 30th, when school was cancelled due to the hurricane.