



Acton-Boxborough Regional
School Committee Meeting

October 16, 2014

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

October 16, 2014
7:00 p.m.

AGENDA

1. **Call to Order** (7:00)
2. **Chairman's Introduction** – Welcome to Student Representatives - *Senior Class of 2015 Leaders*
3. **Statement of Warrant and Approval of Minutes**
 - 3.1. Minutes of School Committee Meetings on 9/4/14, 9/18/14 and 10/9/14 (*next meeting*)
4. **Public Participation**
5. **Discussion of Naming of Elm Street Basketball Courts – VOTE** - *Maria Neyland*
 - 5.1. Memo from Screening Subcommittee
6. **Special Education Parent Council (SpEd PAC) Presentation** – *Amanda Bailey, Bill Guthlein*
 - 6.1. SpEd PAC Population Trends Report, 9/22/14
 - 6.2. Presentation slides
7. **Follow-Up and Proposal Regarding School Start Times** – *Glenn Brand*
8. **Finance Department Update** – *Clare Jeannotte*
 - 8.1. Recommendation to Accept Additional Grant Funds from the Town of Acton pursuant to M.G.L. c.44, Sec. 53A in accordance with the Intermunicipal Agreement signed 3/17/14 - **VOTE** – *Clare Jeannotte*
 - 8.2. Recommendation to Accept Gifts from the Acton Elementary Parent Teacher Organizations – **VOTE** – *Clare Jeannotte*
 - 8.3. Fiscal Year (FY)14 and FY15 Status Update (*oral*) - *Clare Jeannotte*
 - 8.4. FY16 Budget Process – *Glenn Brand, Clare Jeannotte*
 - 8.4.1. Assumptions and Timeline
 - 8.5. Five-Year Financial Forecast – *Glenn Brand, Clare Jeannotte (addendum)*
9. **Recommendation to Accept Gift from Littleton Electric Light and Water to Blanchard School – VOTE** – *Glenn Brand (addendum)*
10. **Enrollment Report**, 10/1/14 – *Marie Altieri*
11. **Technology Update** – *Amy Bisiewicz*
 - 11.1. Presentation slides
 - 11.2. Education Technology Long Range Strategic Plan
12. **FY15 Goal Setting/Evaluation Process** – *Glenn Brand, Marie Altieri*
 - 12.1. Superintendent Evaluation Process
13. **Subcommittee Updates**
 - 13.1. **Outreach** – *Kristina Rychlik (oral)*

- 13.2. **Policy** – *Brigid Bieber (oral)*
- 13.3. **Establishing New School Committee Budget Subcommittee - VOTE** – *Kristina Rychlik*

14. School Committee Member Reports

- 14.1. Acton Leadership Group (ALG) – *Dennis Bruce*
 - 14.1.1. Material for 10/9/14 meeting
- 14.2. Boxborough Leadership Forum (BLF) – *Maria Neyland*
- 14.3. Health Insurance Trust (HIT)– *Mary Brolin*
- 14.4. Other Post Employment Benefits (OPEB) Task Force– *Dennis Bruce*
- 14.5. Acton Finance Committee - *Dennis Bruce*
- 14.6. Acton Board of Selectmen - *Paul Murphy*
- 14.7. Boxborough Finance Committee- *Maria Neyland*
- 14.8. Boxborough Board of Selectmen – *Brigid Bieber*
 - 14.8.1. Appointment of ABRSC Representative for the Boxborough Master Plan Committee

15. Superintendent’s Report – *Glenn Brand (oral)*

16. FOR YOUR INFORMATION

- 16.1. High School Discipline Report, *September 2014*
- 16.2. Pupil Services
 - 16.2.1. Early Childhood Student Population, *10/1/14*
 - 16.2.2. English Language Learners (ELL) Student Population by School, *10/1/14*
- 16.3. Professional Learning Release Day Memo, *10/2/14*
- 16.4. MA Comprehensive Assessment System (MCAS) Report Mailing, *10/6/14*
- 16.5. Appointment of OPEB Trust Board of Advisors by the Superintendent
- 16.6. Enterovirus D-68 respiratory illness information
- 16.7. Education Collaborative (EDCO) relocation to Bedford, MA
- 16.8. District Office Hours for Representative Jen Benson
- 16.9. Help the Acton Town Clerk’s Office Choose the 2015 Dog Tag Style
- 16.10. Correspondence from the Community
 - 16.10.1. School Start Time
- 16.11. Junior High Discipline Report, September 2014 (*addendum*)

17. Adjourn

NEXT MEETINGS:

- 10/28/14 Joint Acton Finance Committee/Acton Board of Selectmen/ABRSC Social/Meeting, 6:15 p.m.
- 11/6/14 ABRSC Meeting, 7:30 p.m. Junior High Library
- 11/20/14 ABRSC Meeting, 7:30 p.m. Junior High Library



Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

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TO: Acton-Boxborough Regional School Committee members

FROM: Naming the Elm Street Courts Screening Subcommittee members (Maria Neyland, Dennis Bruce, Dee Biggs, Mark Longwell, Reid Larsen, Steve Desy, Molly Harer, Kate Maylander)

DATE: 10/10/14

RE: Submission of Nominees

Per School Committee policy and procedures "Naming School Facilities" File: FF, our screening subcommittee met on 10/7/14 to review the two nominations received from the public by the 9/30/14 deadline.

Each nomination was reviewed in light of the criteria outlined in the policy.

One of the nominations did not satisfy the first criteria: "A person, living or dead, for whom a public school facility may be named must have made significant contributions to education of the youth of the Acton-Boxborough Regional Schools." As a result, that nomination was not considered further.

The second nomination did satisfy both of the criteria in the policy so the screening subcommittee discussed it fully.

It was moved, seconded and unanimously,

VOTED: to submit the name of Mr. Paul Cartwright to the School Committee for consideration at their meeting on 10/16/14.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.



D'AGOSTINE, LEVINE, PARRA & NETBURN, P.C.
Attorneys at Law

268 Main Street | P.O. Box 2223 | Acton, MA 01720
tel 978.263.7777
fax 978.264.4868

Louis N. Levine
F. Alex Parra
Cathy S. Netburn
Maryann Cash Cassidy

July 31, 2014

VIA HAND DELIVERY

Acton-Boxborough Regional School Committee
District Central Office
16 Charter Road
Acton, MA 01720

RE: Naming Elm Street Basketball Courts in Memory of Paul Cartwright

Dear School Committee Members,

On behalf of the Acton basketball community and the legions of youth and adults to which Paul Cartwright was a mentor and inspiration, it is respectfully requested that the School Committee name the Elm Street Basketball Courts in memory of Paul.

Paul passed away May 14, 2014 after a six year heroic battle with cancer. He never complained, but rather continued his physically demanding job as a postal carrier and his dedication to Acton youth basketball. As his son described in his eulogy, referencing John Lennon's famous saying, Paul was "Yes, A Working Class Hero is something to be. If you want to be a hero, well just follow me."

Paul was a founder and for more than 17 years the backbone of AB Youth Basketball, which provided thousands of youths from the fourth to eighth grades the opportunity to play and, more importantly, enjoy basketball with other towns throughout Middlesex and Worcester counties. During this time he also coached both boys and girls, many of whom went on to be some of the best basketball players Acton has ever had. I am sure these players would tell you that Paul was their most influential coach. Most importantly, and lost in the competitive world we live in, Paul made it fun for young people he coached, simply because he was just a fun loving "good guy".

Paul also directed and coordinated the youth basketball referees. His approach to refereeing was the same as coaching; let the kids have fun and referee as a teacher and mentor, not just as an enforcer of the rules. Paul constantly stressed this approach to refereeing in more than 10,000 individual referee slots he assigned over the years. He officiated more games in Acton than anyone else, right up to the final weeks before he died, always making basketball fun for the kids that played it and brought proper perspective to the adults, whether they be coaches, referees or fans.



D'AGOSTINE, LEVINE, PARRA & NETBURN, P.C.

Attorneys at Law

I knew Paul for over twenty years, both as a fellow referee and a good friend. Currently, I am President of the North Central Massachusetts Basketball Officials (International Association of Approved Basketball Officials – Board 44) which has approximately 175 members. The members of Board 44 and I refereed many games with Paul. At each and every game, no matter the circumstances or the attitude of the participants, he always exemplified the best in sports – sportsmanship, learning and fun are most important. I can truly say he was an “inspiration” to referee with.

Enclosed are recommendations supporting the naming of the Elm Street Basketball Courts after Paul. Also enclosed is a rough sketch of how it is suggested Paul’s name appear at the courts.

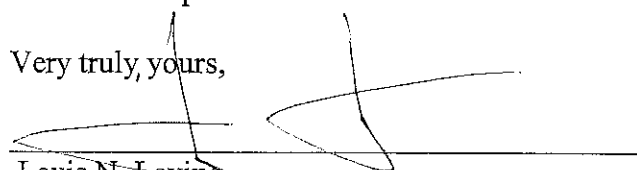
It is respectfully submitted that this request is in accordance with the Acton-Boxborough Regional School District’s “Naming School Facilities” criteria as Paul provided “[u]nusually effective and dedicated service to or on behalf of the youth in Acton or Acton-Boxborough Regional Schools, . . . [c]ommunity service, . . . and [e]ffective citizenship.”

Naming the Elm Street Basketball Courts after Paul will be a perpetual reminder of what he believed: that sports really are about sportsmanship, learning and fun. This will not only be a justly deserved tribute to Paul, but also an ongoing example for all who play, coach, referee and watch basketball at Elm Street.

I look forward to appearing before the School Committee to discuss this further. Please let me know when this would be convenient for you.

Thank you for your consideration of this request.

Very truly yours,


Louis N. Levine

e-mail: llevine@dlpnlaw.com

Enclosures (11)

- Cc: Joseph E. O’Brien, A-B Travel Basketball Program, Co-President – Via E-mail
Joshua P. Hammer, A-B Travel Basketball Program, Executive Director – Via E-mail
Mark L. Scheier, A-B Travel Basketball Program, General Counsel – Via E-mail
Rick Kilpatrick, A-B Regional High School, Head Boys Basketball Coach – Via E-mail
Ray and Cathy Gallant, past and present A-B Coaches – Via E-mail
Lisa M. O’Brien, Community Liaison, Elm Street Reconstruction Project – Via E-mail
Kimberly Landry, past A-B Coach – Via E-mail
Brett McDonald, past A-B Captain – Via E-mail
Bob Eglitis – Via E-mail

July 20, 2014

To Whom It May Concern:

I am writing in support of naming the Elm Street basketball courts in Acton in memory of Paul Cartwright. Paul represented every that is right about youth sports. He was always positive and dedicated to giving youth basketball players a great experience and an opportunity to improve their skills.

I had the pleasure of knowing Paul as a basketball official years before I became the varsity coach at A-B. When I was appointed as the varsity basketball coach, Paul was one of the first people to step forward and offer to help in any way that he could. His support and willingness to help was genuine. Instead of offering advice about the defense he thought we should play or his opinion about the best way to maximize our offensive opportunities, he offered to support our team in anyway that he could.

Paul worked tirelessly in support of A-B basketball players at all levels and it is a fitting tribute to dedicate the Elm Street courts, where so many young players hone their skills, after a man who was invested in every young athlete.

Sincerely,

Kimberly (Landry) Bennett

Troy, NY 12180

Jennifer Churchill

From: Ray Gallant < >
Sent: Thursday, July 10, 2014 9:32 AM
To: Louis Levine
Subject: Elm Street Basketball Courts Being Named in Honor of Paul Cartwright

Follow Up Flag: Follow up
Flag Status: Completed

Acton School Committee & Acton Boxborough School Committee,

It is without hesitation and with enthusiasm that we strongly recommend the naming of The Elm Street Basketball Courts in Memory of Paul Cartwright.

Paul was a selfless disciple of the Acton Youth Basketball program for approximately 20 years. He donated his time endlessly to help improve the lives of thousands of youth who learned the value of sports under the tutelage and leadership of Paul as head of The Youth Basketball Program. He taught them sportsmanship, dedication and that sports are fun. He was a blue-collar Gentleman who's only tenet was that the kids come first. In short, he made Youth Basketball and our towns a better place to live. This was all done with no fanfare, remuneration or ego. Paul saw a need, stepped in and filled that need with enthusiasm and a steady hand.

My wife, Cathy, was AB Girls Varsity Basketball Coach for 21 years. She worked with Paul and confirms the above traits and work ethic. As President of The AB Colonial Club (keepers of The Acton-Boxborough Athletic Hall of Fame) and as a coach at AB going onto 39 years, I have been involved in the naming of Leary Field, Dow Track and Isadore Stearns Gymnasium. I am familiar with the criteria and the process. The naming of The Elm Street Courts, are indeed, a memorialization of a life of service to our youth, well lived. This is without question appropriate.

Thank you for your time and consideration on this proposal.

Sincerely,

Ray & Cathy Gallant

Acton, MA 01720

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Road, Acton, Massachusetts 01720

Together we promote respect for self, others, and learning.

July 2, 2014

To whom it may concern:

I am writing on behalf of the boys basketball program at Acton-Boxborough Regional High School to wholeheartedly endorse and strongly encourage the naming of the outdoor basketball courts on Elm Street after Paul Cartwright.

The recent passing of Paul was not only difficult for the countless people who came to know and appreciate him on a personal level but going forward it will also be felt by the community's current and future basketball players for years to come. Paul *was* Acton-Boxborough basketball. Whether it was through coaching, officiating, or as a director of the Travel Basketball Program, Paul contributed endless hours for several years to the sport and thus positively impacted hundreds of young players. Paul was also an incredibly kind, funny, generous man who contributed to the town with no fanfare, enormous humility and always with a smile.

Naming the courts after Paul Cartwright would not only be an appropriate expression of appreciation and recognition for all of his hard work but it would also be an important and timeless reminder to players, young and old alike, of the importance of altruism, dedication and selflessness, three traits Paul lived by in all facets of his life.

Thank you for your time reading this letter and again, all of us in the Acton-Boxborough boys basketball program, players, coaches parents and the Boosters club, support this initiative and hope you will approve the measure.

Sincerely,

Rick Kilpatrick
Head Boys Basketball Coach
Acton-Boxborough Reg. High School



Acton-Boxborough Travel Basketball Program
P. O. Box 2795
Acton, Massachusetts 01720

July 1, 2014

Paul Cartwright was a founding Director of A-B Travel Basketball Program in 2000 and remained on our Board until his death. He was also a head coach, an assistant coach, a referee, a referee scheduler, a mediator, and a friend to more people than any of us can count.

As a referee in particular, Paul without question officiated more basketball games in Acton than anyone else ever has and most likely, ever will. Travel games on weekends in the Junior High and the High School, varsity games on weekdays in the Fieldhouse, and summer games at Elm Street. Conservatively, I would estimate Paul has refereed more than 1000 games in Acton over the years.

As a coach, Paul coached both his son and daughter during their travel team days. Paul had an preternatural ability to sum up a team, a game, a play – it really didn't matter as long as it had to do with basketball – in a very short period of time. Because of that, he was one of the most successful and well respected coaches we ever had.

As a friend, Paul had an natural ability to cross generations and deal successfully with kids who worked in the gym through grandparents who were spectators. No matter how big the game, he always took a minute before to walk up to the timer and say "Hi, I'm Paul" and learn his/her name. When he wasn't refereeing, he was still in the gym thinking about what needed to be done next. The attendance at his memorial service of current elementary school aged players who only knew him as a referee of their games shows the respect so many had for him.

Paul was pivotal in the Elm Street basketball facility being rebuilt in 2006. He enjoyed those courts and refereed games there every summer. We wholeheartedly support the petition to rename that facility after Paul Cartwright and appreciate the consideration of this proposal by the Acton-Boxborough School Committee.

Donald F. Biggs
Co-President

Joseph E. O'Brien
Co-President

Robert A. Jackson
First Vice President

David M. Poplyk
Second Vice President

Joshua P. Hammer
Executive Director

Joseph C. McDonald, Jr.
General Director

Mark L. Scheier
General Counsel

Jennifer Churchill

From: Bob Eglitis <l
Sent: Wednesday, June 25, 2014 9:58 PM
To: Louis Levine
Subject: Paul Cartwright points

Follow Up Flag: Follow up
Flag Status: Completed

- Always willing to give new officials a chance. From my first assignments in 2005 to new officials I met over the past 9 years, Paul kept giving opportunities to new officials. Had a great knack for blending seasoned officials with new officials to allow for decent officiating and on the court training.
- Taught me early on that you can have fun officiating. Keep things positive and don't let rising issues get out of control. Help coaches discuss the issues not yell and scream.
- Outside of the IAABO rule book definition Paul would at times consider his Primary area was anywhere on the court (especially with travel calls). We always had fun with that, he wanted to make sure we didn't miss anything.
- During the February vacation tournaments he had nonstop ability of managing officials schedules and payments, officiating his own games, running the 3 point contests, selling concessions, watching as many AB games as he could and always smiling and looking for some banter with fellow officials. Then going out for dinner with the Staff each night.
- Paul did a great job being a coach on the court with the younger kids and took the time to help the older kids keep their emotions or overreactions in check. I am sure he helped many kids avoid Technical fouls as they progressed in their basketball years with his positive approach to living life.

Bob Eglitis

Jennifer Churchill

From: O'Brien, Joseph [Sales Rep] <joseph.e.obrien@.....>
Sent: Saturday, June 14, 2014 11:25 AM
To: Louis Levine
Cc: Josh Hammer
Subject: Paul Cartwright

Follow Up Flag: Follow up
Flag Status: Completed

These girls were a very talented group of high school basketball players. And if you asked them, each one of them would tell you that Paul was the most influential coach in their lives that made them the players that they became in high school. Paul made it really fun for these girls because he was such a fun loving guy. But he was also a very knowledgeable basketball coach and taught the girls the fundamentals they took with them to high school. I can personally tell that they were the most fun years of my life coaching with Paul. Paul joined Josh and I as a director of the league after he was done coaching. His specialty was directing and coordinating the referees. Let me tell you he did a great job. If you talk to any basketball referee in central Massachusetts they will tell you what a great guy Paul was. He and Josh were responsible for starting the AB February tournament which celebrated its 25th year. To date this is one of the most successful tournaments in the state and we have to turn many teams away most years due to limited facilities. Paul was also a very good referee. He was still refereeing right up to the final weeks before he died. Speaking for myself and my fellow directors Josh Hammer, Dee Biggs and Bob Jackson, Paul was a living example as a father, husband and coach. He was loved and will be missed.

SCHEIER KATIN & EPSTEIN, P.C.

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BARBARA J. EPSTEIN
bepstein@skactonlaw.com

July 17, 2014

Acton-Boxborough Regional
District School Committee
36 Charter Road
Acton, MA 01720

RE: Paul Cartwright

To Whom It May Concern:

I am writing to you as a long time Acton resident, a former travel team basketball coach for many years, a former Community Education Basketball Commissioner, and far more importantly, a friend and admirer of Paul Cartwright.

Paul gave so much of this time over the past years, giving back to the community, and most specifically, anything related to Acton-Boxborough basketball.

His name is synonymous with Acton-Boxborough basketball and there is no better and more appropriate acknowledgement of Paul's many contributions than to recognize him by renaming the Elm Street courts in his memory.

Paul's death was terribly premature and the least that we can do as a community is to keep his memory alive. It is a most fitting tribute to a wonderful man.

I urge you to follow the heart of so many grateful members of our basketball community and honor Paul in this manner.

Thank you.

Very truly yours,

SCHEIER KATIN & EPSTEIN, P.C.


Mark L. Scheier

MLS/srb

To Whom It May Concern:

We, the former players of AB Travel basketball and/or AB varsity basketball fully support the motion to name the Elm Street basketball courts after Paul Cartwright. We believe naming the courts after Paul is one of the most fitting ways to honor a man who gave so much to AB Travel, and so much to us as well. As a founding director of the travel program, Paul helped to give thousands of kids the opportunity to not only play basketball, but to learn important lessons such as teamwork while making friendships that last long beyond the court. Also working as a referee, Paul was one of the best as he did a great job of effectively officiating while also explaining to us what we couldn't do when he called a foul on us. Paul Cartwright is truly one of the greatest men to have been involved with AB Basketball and has made a lasting impression on us. Naming the Elm Street courts after him would be a terrific way to cement his legacy in town.

Thank you,

Ben Shamah	1. Jake Pilecki Jake Pilecki	Bob Hogan	Sam Longwell
Brian Sponaro	MARY MURPHY	Rob Goguen	Sam Longwell
Danielle Scherer	Joe Flannery	Ming Ming	Bobby Abare
Larry Abare	2. Joe Flannery	Peter Torgo	Brooke Goshigian
John Maspey	3. M. Am	Paul	Brooke Goshigian
Jim Murphy	Michael Munday	David Crawley	Jack Pugh
Jake	4. Andrew Sweet	David Crawley	Sarah Smith
Yatthel	Andrew Sweet	David Crawley	Michelle McGahan
Jake Gotthelf	5. Greg Harrison	Elizabeth Marcotte	Michelle McGahan
Kadling Pugh	Greg Harrison	Elizabeth Marcotte	Mitchell Beaudry
Sarahine Smith	Michael Morris	David Innon	Catherine Morris
Kiel McQueen	Sean Cinkilic	David Innon	Catherine Morris
Patrick Kyapeteng	Henry Morris	David Innon	Catherine Morris
Nandi Lake	Kevin Gallant	David Innon	Catherine Morris
Bur Jan	Michael Manha	David Innon	Catherine Morris
Billy Jackman	Michael Manha	David Innon	Catherine Morris
Michael Manha	Michael Manha	David Innon	Catherine Morris
Joseph Murphy	Joseph Murphy	David Innon	Catherine Morris

Lisa M. O'Brien

Boxborough, MA 01719

July 23, 2014

Dear ABRHS School Committee Members,

I am writing you today in support of the petition being presented to your committee regarding the renaming of the Elm Street basketball courts in honor of a wonderful man, and a true friend and mentor to our Acton Boxborough youth as well, Mr. Paul Cartwright.

I've had the honor and privilege of knowing Paul Cartwright for many years now and I can honestly say that I know of no one who has anything but kind words of praise for this man and the positive fashion in which he conducted his life and enhanced the lives of all those who were fortunate enough to have spent time with him, both on and off the courts.

Paul's devotion to the youth of this town remains exemplary. The renaming of our courts will officially recognize the extraordinary service, dedication and love Paul showed towards our Acton Boxborough youth. In an era when true role models seem hard to come by, it's wonderful to know that AB has it's very own local hero, a true champion for our youth ~ Mr. Paul Cartwright. I believe that by commemorating Paul in this fashion, we shine the spotlight on a man of enormous character and courage, a model for us all to emulate.

Thank you,

Lisa O'Brien

Community liaison with Hal Rosenstock for the Elm Street Reconstruction Project

July 7, 2014

Mr. Lou Levine

Dear Mr. Levine,

We knew Paul Cartwright knew as a coach, referee, father and friend. He was involved in our basketball lives since our earliest competitive playing days. Our core developing years in the AB Travel Basketball program were spent under Paul as a coach and referee.

As a referee and founding member of the AB Travel Basketball Program we witnessed the true innate ability Paul had to always go above and beyond the standard. It was not uncommon for Paul to be the man opening the gym in the morning, sweeping the courts for the first games, stocking the concession coolers, coaching both his kids' games, and refereeing a handful of games.

As our basketball playing days winded down we began to know Paul as a friend. He was always there to offer a kind word, ask your opinion about Boston sports teams, or share a cold beer with. One of Paul's best qualities was his ability to relate to anyone; player, coach, parent, or friend.

We can still remember driving by the Elm Street courts on a summer night and seeing Paul running up and down referring a game. Something about that scene will always make sense. He always enjoyed the Elm Street courts and took pride in being involved with their restoration. We unequivocally support the petition to rename the Elm Street courts after Paul Cartwright.

Sincerely,

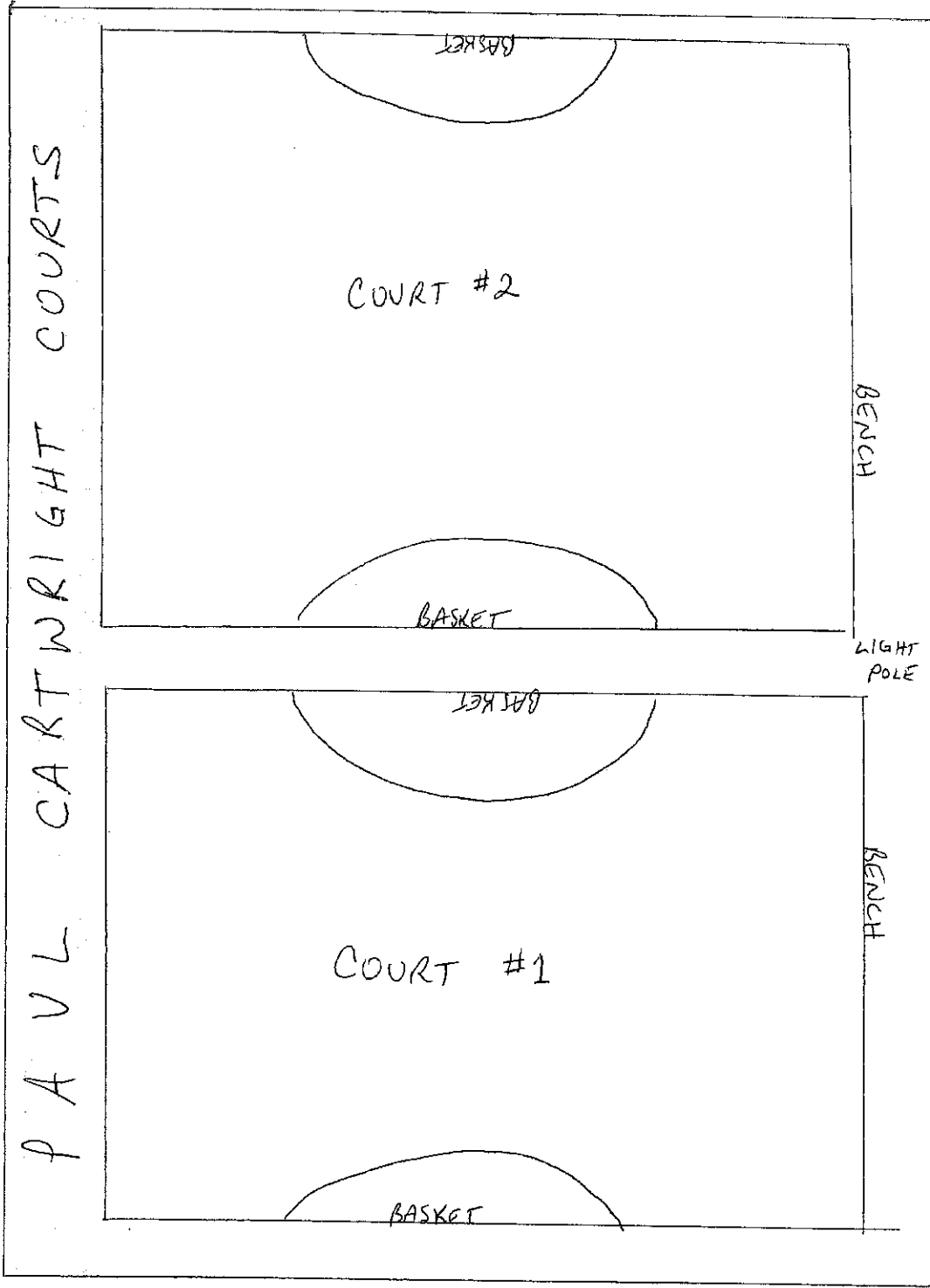
Kevin Gallant -- Michael R. Krug -- Brett J. McDonald

Class of 2003 – ABRHS Boys Basketball Captains

↑ TO PLAYGROUND ↑

↑ TO DOUGLAS SCHOOL ↑

PROPOSED AREA
FOR NAMING
↗



↓ TO ELM STREET ↓

Educational Technology Update

October 2014

Guiding Principles

ABRSD Mission

To prepare all students to attain their full potential as life long learners, critical thinkers, and productive citizens of our diverse community and global society

Guiding Principles

Values

- ...Social/emotional well-being...
- ...Excellent academic program...
- ...**Literacy, communication, and technology skills**...
- ...Welcomes and respects differences among us
- ...sound decision making...

EDTech's Long-Range Strategic Plan: Outcomes

2011-2012

- ABschools
 - District-wide staff
 - High School students
- Complete SmartBoard installations
 - 1st-6th gr. classrooms
- Infrastructure assessments
- Professional learning
 - Tech workshops

2012-2013

- ABschools expansion
 - Includes Jr. High Students
- Hire (Vacancy) Certified-Instructional Technology Teacher
 - SmartEDU courses
- Website redesign
- Identify effective classroom-based technology

EDTech's Long-Range Strategic Plan: Outcomes

2013-2014

- ABSchools Final Phase
 - 4th-12th Gr. Students
- Innovative Learning Program
 - "Bottom-up" Innovation
 - Micro-pilots
 - Chromebooks, tablets
- Complete PARCC Field Tests
- Update EDETech Learning Goals
- EDETech Media Services

2014-2015

- Purchase classroom technology
 - Per ILP results
- Merge Technical Services with Blanchard
 - Fiber Connection
- Review/Update Digital Citizenship Curriculum
- Develop Capital Plan with District committee

	Infrastructure	Staff	Student
2011	-Assess networks, servers, applications -New tech request system	-Smartboards -Google Apps (ABSchools) -PL Bootcamps	-Interactive classrooms -HS ABSchools 21st century toolkit -Hybrid courses Moodle
2012	-Internet bandwidth ^(2x) -Sonicwall UTM -SAN -Switch upgrades	-iPad K pilot -MacBook deployment -Tech replacement model (ongoing)	-Cyberbullying -Classroom based technologies -Library E-resources
2013	-Security cameras -PowerSchool upgrade -Server Virtualization	-SmartEDU courses -Innovative Learning Program	-Student technology purchases (ongoing) -HS advisory
2014	-Active Directory 2012 -Munis upgrade --Blanchard fiber connection	-Employee tech policy -K-12 tech learning goals (Common Core) -DDMs	-Computer Science Club -JH ABSchools -Parcc -4th-6th gr ABSchools
2015	-Google vault -Wireless upgrade	-Video tutorials -Unlimited ABSchools (Drive) -Digital Citizenship toolkit	-Student-produced TV programming -ABideaLab -Digital Citizenship 3.0

Additional Student Technology

Innovative Learning Program

- 8 ChromeBook Classrooms
- 9 iPad learning centers
- 1 iPad cart

ABRHS

- New World Language lab (60 desktops)
- 1 PC Lab
- 2 ChromeBook Carts (English Dept)

RJ Grey

- 200 ChromeBooks (1 per team)

Elementary

- 1 ChromeBook cart per school
- Add'l classroom based technologies per school (iPads, ChromeBooks)

2015-2016 Projected Outcomes

- Complete wireless upgrade
 - To meet future capacity needs
- Enhance professional learning opportunities
 - Anytime/anywhere training video library
- Manage online assessments
- Complete Blanchard regionalization
 - Remove redundant services (infrastructure)
 - Purchase student devices
 - Plan for new staff computers with 2016-2017 Apple lease renewal
- Complete 2016-2020 EDTech plan



Acton-Boxborough Regional School District
Educational Technology (EDTech) Department
www.abschools.org

11.2

Amy Bisiewicz, Director

**Educational Technology (EDTech)
Long-Range Strategic Plan**

Create a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning.

Values Addressed: 1, 2, 5, 6

Strategies:

- Develop a plan that would allow each student access to technology when educationally appropriate.
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, English language learners, etc.
- Integrate technology learning goals with academic goals across the curriculum.
- Identify staffing levels to provide appropriate technical and instructional support for students and teachers.
- Provide training for teachers to incorporate online interaction into their curricula.

Measurable Outcomes:

Year 1 2011-2012

- Migrate all staff off of First Class email to *ABschools* (powered by Google Apps for Education).
- Issue High School students *ABschools* accounts to provide email and other communication/collaboration tools for learning.
- Complete network assessment to identify elements that are in need of an upgrade or replacement to fulfill service and growth needs.
- Create student-led Technology Help Desk to provide more support for teachers and students using technology and equip students with life skills in technical support, troubleshooting, and listening to others.
- Implement ongoing technology-related professional learning opportunities that build capacity for technical skills and provides teachers with opportunities to practice, share ideas, and discuss technology in meaningful ways.
- Equip all 1st-3rd grade classrooms with SmartBoard technology and K-6 with document cameras.
- Distribute new MacBooks through leasing program to elementary teachers.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

Year 2 2012-2013

- Introduce ABSchools accounts to junior high students
- Implement Storage Area Network (SAN) and cloud data storage to begin consolidation of aging hardware platforms, meet storage demands of our end-users, and reduce hardware and operating costs.
- Implement new help desk ticketing system district-wide to track and manage support metrics, resolve performance issues of the current proprietary system, and provide exceptional technical support to all staff.
- Explore equitable and consistent technologies in the classroom that support K-12 technology learning goals
 - Begin plan for new EDTech program, the Innovative Learning Program (ILP).
- Hire K-12 Instructional Technology teacher to support EDTech Academics instructional team and enhance our support model.
- Identify issues with students, teachers, and administration that may need to be addressed through policy measures (update Employee Technology Policy to include social media).
- Redesign district website to include more resources for staff and families, enhance navigation, and increase communication to all learning community members.
- Continue technology-based professional learning program for teachers aligned with common learning goals for students such as Teacher-to-teacher Boot Camps.

Year 3 2013-2014

- Introduce ABSchools accounts for students in 4th-6th grade to provide access to collaborative tools.
- Establish EDTech Media Services for district-wide use and support of multi-media projects.
- Upgrade wireless infrastructure (Phase I) at all schools to meet projected demands.
 - Upgrade backbone infrastructure to support 10GB connections between our schools in support of security camera initiative.
- Explore procedures that ensure equitable access to technology to all students
 - Provide hardware to low-income families through a legal distribution of our surplus technology equipment under the premise of state/town “fixed assets” guidelines.
 - Assist families in gaining low-cost access to the Internet through Comcast’s Internet Essentials program.
- Pilot more cost-effective devices to meet increased access to student technology needs - ChromeBooks, iPads, Kindles, Android tablets
- Complete PARCC online assessment field tests per DESE
- Update K-12 educational technology learning goals to support the Massachusetts TLIF (Technology Literacy & Information Fluency) Standards and the Common Core.
- Implement an Innovative Learning Program that encourages “bottom-up” innovation, supports

technology in the classroom, and meets appropriate learning goals.

- Continue technology-based professional learning program for teachers aligned with common learning goals for students
 - Provide more guided workshops and in-service credit opportunities
 - Increase teacher access to local conferences (MassCUE, Google Summit, EDCO).

Year 4 2014-2015

- Merge technical services with Blanchard Memorial School to support regionalization plan.
- Execute server virtualization to further reduce operation and hardware costs and improve disaster recovery
 - Use cloud resources when possible (Google Drive)
- Ensure a sustainable professional development plan for teachers that can meet K-12 technology learning goals through funding commitments
- Purchase classroom-based technology based on pilot results
- Review and update Digital Citizenship curriculum to support student use of ABSchools and other online communication and social media tools
- Increase community and parent engagement
 - Back to school
 - Parent Tech nights

Year 5 SY2015-2016

- Upgrade wireless infrastructure (Phase II) at all schools to meet projected demands
 - Install next generation wireless access points
- Implement online assessments per DESE
- Bolster technology-related professional learning with video and other multimedia formats
- Ensure digital citizenship is promoted, understood, and assessed by all students
- Explore sustainable plans that allow all students access to technology when it is needed
- Increase student-produced educational programming for ActonTV and District website

Connection of Goal to Value:

In order to fully achieve their potential in the 21st century, all students must have multiple opportunities to develop technological skills.

10/10/14



Special Education Population Trends

Acton-Boxborough Consolidated* District 2004 - 2014

September 22, 2014

* The term "AB Consolidated" or similar refers to the combination of Acton, Boxborough, and Acton-Boxborough district data prior to PreK-12 regionalization.

PURPOSE AND BACKGROUND

The purpose of this paper is to identify useful population trends within the special education and other High Needs student groups over the last one-, three- and ten-year periods across the Consolidated AB district. The term “Consolidated AB district” refers to a combination of data from Acton Public, Acton-Boxborough and Boxborough school districts prior to the Pre K-12 regionalization. Data used in this paper is drawn from reports the Massachusetts Department of Elementary and Secondary Education (DESE) publishes on its website each year.

In September 2012, the AB SpEd PAC published two separate reports titled *Special Education Spending & Population Trends 2004–2011* – one for Acton Public Schools and one for Acton-Boxborough Regional Schools. These reports can be found on the PAC website at <http://abspedpac.org/reports/sped-spending-trends/>. The current report focuses on updating those trends with the last three years’ data and including Boxborough’s student population in our analysis as we look ahead to a fully regionalized Pre K-12 district.

We believe that tracking population and spending trends over time and comparing our district to other high-performing districts can provide valuable information to help inform future decision-making related to special education budgeting and planning. For the purposes of this report, we have selected Concord, Concord-Carlisle, Lexington and Westford – nearby high-performing school districts – as a peer group for comparison.

This report focuses on changes in special education and other High Needs student populations over the last one, three, and ten years for the Consolidated AB district. Students with Disabilities (SWD), Low Income students (LI) and English Language Learners (ELL) together are the three subgroups of students comprising the High Needs student group. The state tracks the performance of this High Needs group each year to determine whether or not each individual school and school district has met annual state and federal education requirements. This analysis highlights trends that will impact the overall financial resources necessary to educate students with special needs and other High Needs in Acton and Boxborough as we move forward with full Pre K–12 regionalization. Within the special education subgroup, this report looks at both the change in the number of students with special needs and the change in distribution of primary disabilities since the type and severity of students’ special needs directly impact the budget by driving the type and intensity of services needed to address students’ individual learning needs.

EXECUTIVE SUMMARY

A simple analysis of headcount strongly indicates that if current trends continue it is probable that per pupil expenditure will increase faster than inflation in the consolidated Acton, Boxborough, and AB districts. In the last year the consolidated district simultaneously experienced a decline in overall student headcount and an increase in the number of High Needs students. Over the last twelve months the total Consolidated AB student population declined by 65 students while the special education student population increased by 37 students and the overall High Needs group, including special education students, increased by 91 students.

INCREASE IN HIGH NEEDS STUDENT POPULATION

Over the last ten years the number of special education students in the Consolidated AB district has increased cumulatively by 17.2% (+142 students). The Low Income student group has increased by 79% (+120 students) and the ELL student group has increased by 212% (+125 students). This compares with total student population growth over the last ten years of only 8/10ths of one

percent (+47 students). Therefore, both over the short and long term, special education students and High Needs students have become a larger proportion of the student population in the Consolidated AB district.

The decline in total student enrollment over the last year has the arithmetic effect of increasing the per pupil expenditure (by lowering the denominator) with no change in overall spending. A lower total student headcount also has a real effect on budgets as subsidies from the state (e.g., Chapter 70) and federal government are often based on student headcount. Students classified as High Needs receive costly supplementary services above and beyond those received through general education. Therefore, the increase in High Needs students is likely to lead to an increase in absolute spending and a higher per pupil expenditure to maintain the same level of education we currently provide district students.

CHANGE IN COMPOSITION OF SPECIAL EDUCATION STUDENTS

As the number and proportion of special education students has increased, the mix of students' primary disabilities has changed in meaningful ways. Over the last ten years the number of students classified with a primary disability of Autism has exploded, up by 82 students (a 292% cumulative increase) while the number of students identified with Specific Learning Disabilities has declined by 107 over the same period. Students with some disabilities like Autism tend to be more expensive to educate than students with a Specific Learning Disability because their disability impacts multiple areas of learning, e.g., social, emotional, academic, sensory, gross and fine motor skills.

Over the last three years there has also been a large increase in students reporting a primary disability of Communications (+47 students, a cumulative increase of 25.1%), as well as substantial increases in Autism (+25 students, 29.4% cumulative), Health (+25 students, 28.4% cumulative) and Neurological (+21, 36.8% cumulative) disabilities. As mentioned earlier, during the same time period the number of students identified with a Specific Learning Disability has decreased (-21 students, -14.2% cumulative).

When looking at changes in the age distribution of students with special needs, interestingly more than half of the additional 142 special education students added to the consolidated AB district over the last ten years have been high school-aged students (aged 14-17). Another anomaly in the data is the overall decrease in the number of 5-year-old students with special needs identified over the last ten years (a 33% decrease) even as the total number of special education students has grown. While the change in 5-year-old eligibility could be due to random population changes it could also be due to policy changes regarding the criteria used to qualify students for special education. In the latter case the AB SpEd PAC would have significant concerns since the general consensus reflected in the research literature is that early special education intervention is the most successful for students as well as the most cost-effective for school districts in the long run.

BUDGET RECOMMENDATION

Given the dynamic nature of special education populations, we would recommend that the annual budgeting for special education expenditures start from the ground up, i.e., the first cut at the budget should be to determine the resources (and costs) necessary for the current group of students to achieve their goals, including an MCAS Student Growth Percentile of 51-60 in ELA and Math per federal and state standards. Our current budget process is more top down, e.g., last year's budget plus 2%, which does not take into account the increasing numbers of students with High Needs or the change in the type and intensity of special needs represented within the student population.

DATA ANALYSIS

ONE-YEAR TREND

Students with Disabilities (SWD) also referred to as Special Education students, comprise one of three subgroups of students recognized by the Massachusetts Department of Elementary and Secondary Education collectively as the High Needs group.

Each year each district reports its student population as of October 1. The October 1, 2013, census is referred to as FY 2014 data because it reflects the 2014 academic year, July 2013 – June 2014. The table below shows the FY 2013 and FY 2014 student count for all students and for each of the three subgroups that make up the High Needs group – Low Income students (LI), English Language Learners (ELL) and Special Education students. A student can be classified as a member of multiple subgroups but is only counted once in the High Needs group total. The final column of the table below indicates the number of multiple counts.

The following is a summary of highlights:

1. While the overall student population experienced a decline of 65 students from FY 2013 to FY 2014, the number of High Needs students increased by 91. This trend suggests additional demand for resources to address the academic needs of an increasing number of High Needs students. At the same time, even if resources remain flat, per pupil spending will increase as total spending is divided among fewer overall students.
2. The Special Education subgroup is the largest of the three High Needs subgroups. This subgroup grew by 37 students last year, which is a 4.0% annual rate of increase.
3. From FY 2013 to FY 2014 the two smallest subgroups of High Needs students – Low Income and English Language Learners – showed high growth rates of 19.2% and 22.7% respectively, increasing by a total of 44 and 34 students each.
4. Over the last year Boxborough has experienced explosive growth in Low Income and English Language Learners by percentage although the absolute number is small, up 15 students across all three High Needs subgroups.
5. A continuation of the FY 2013 to FY 2014 trend of 7.8% growth in High Needs students and a flat to declining overall student enrollment would likely have an upward impact on educational spending with no corresponding increase in financial support from state and federal agencies based on total student headcount.

One Year Change in High Needs Population at Consolidated A-B

		Students Classified as High Needs:					
	District	All Students	Low Income	English Learners	Special Education	Total High Needs	Multiple Classified
2014	Acton	2,496	142	152	415	650	59
	Boxborough	435	21	12	70	103	0
	Acton-Boxborough	2,947	110	20	484	510	104
	Consolidated	5,878	273	184	969	1,263	163
2013	Acton	2,531	106	127	387	580	40
	Boxborough	445	15	8	64	87	0
	Acton-Boxborough	2,967	108	15	481	505	99
	Consolidated	5,943	229	150	932	1,172	139
Change	Acton	-35	36	25	28	70	19
	Boxborough	-10	6	4	6	16	0
	Acton-Boxborough	-20	2	5	3	5	5
	Consolidated	-65	44	34	37	91	24
% Change	Acton	-1.4%	34.0%	19.7%	7.2%	12.1%	
	Boxborough	-2.2%	37.5%	47.3%	9.4%	18.4%	
	Acton-Boxborough	-0.7%	1.9%	33.3%	0.6%	1.0%	
	Consolidated	-1.1%	19.2%	22.7%	4.0%	7.8%	

COMPARISON OF CONSOLIDATED AB DISTRICT TO PEER DISTRICTS AND STATE HIGH NEEDS POPULATION

Next, we compared the Acton-Boxborough Consolidated district's High Needs student population to Concord, Concord-Carlisle, Westford and Lexington's High Needs populations and the statewide average. As in our 2012 Population and Spending Trend reports, we selected this peer group because of their similarities to AB. Each is a high-performing suburban school district in Middlesex County of about equivalent size to the Consolidated AB district. Lexington has a total of 6,700 students, Concord and Concord-Carlisle have 3,484 students, and Westford has 5,220 students while AB Consolidated has 5,878 students. When compared to the state average, all of the districts in our peer group have a very small percentage of Low Income students, ranging from 3.9% to 7.1% compared to the state average of 38.3%. In terms of total High Needs students, all of the peer districts reviewed have roughly half as many students or less in this category than the state average of 48.8%. Certainly compared to the statewide average both the AB Consolidated district and the peer districts reviewed carry a significantly lower burden related to educating High Needs students than many districts in the state.

Students Classified as High Needs

2014	Low Income	English Learners	Special Education	Total High Needs
AB Consolidated	4.6%	3.1%	16.5%	21.5%
Concord	3.9%	2.8%	17.7%	22.5%
Concord-Carlisle	4.2%	1.1%	19.2%	22.8%
Lexington	7.1%	5.5%	14.2%	26.2%
Westford	4.2%	1.1%	11.7%	16.3%
State	38.3%	7.9%	17.0%	48.8%

TEN-YEAR SPECIAL EDUCATION POPULATION TREND

Over the last ten years the population of special education students in the AB Consolidated district has increased by 142 students (17.2% cumulative growth) to reach a current total of 969 students. The number of special education students has risen and declined over the years but has shown accelerated growth in the last two years (+80 students). The table below shows the year-by-year census.

Ten Year Trend of Special Education and Total Students

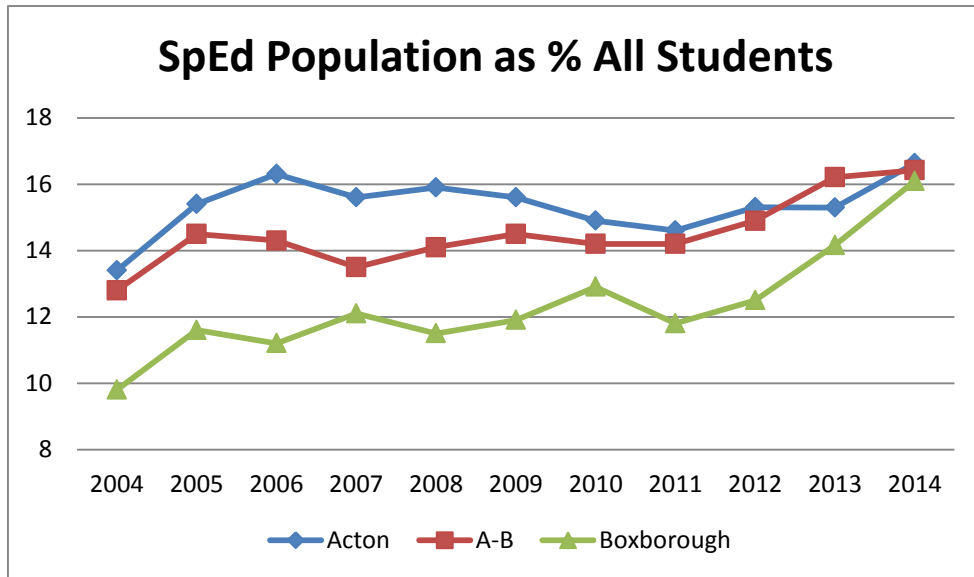
<u>Year</u>	<u>Special Education Population</u>				<u>All Students</u>
	<u>Acton</u>	<u>A-B</u>	<u>Boxborough</u>	<u>Consolidated</u>	<u>Combined</u>
2004	359	391	77	827	5,744
2005	399	391	70	860	5,792
2006	419	408	64	891	5,903
2007	404	397	67	868	5,983
2008	414	419	64	897	6,054
2009	402	437	63	902	6,040
2010	392	424	65	881	6,039
2011	378	425	58	861	5,993
2012	387	442	60	889	5,899
2013	387	481	63	931	5,860
2014	415	484	70	969	5,791

2004-2014 Trend

Change	56	93	-7	142	47
% Change	15.6%	23.8%	-9.1%	17.2%	0.8%

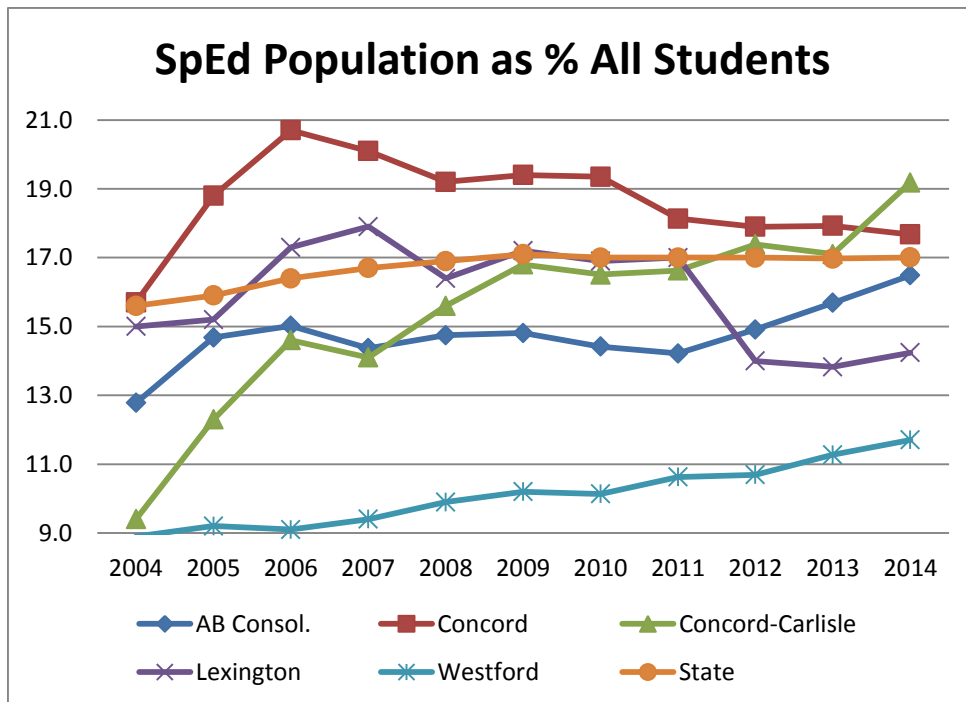
COMPARISON OF SPECIAL EDUCATION POPULATION TO ALL STUDENTS

The following chart shows how the percentage of special education students has changed over the last ten years in relation to the total student population. Acton, Boxborough, and AB have each shown the same increasing trend of special education students since 2011 and as of 2014 have almost identical percentages of special education students to total students.



COMPARISON OF AB CONSOLIDATED SPECIAL EDUCATION POPULATION TO LEXINGTON AND THE STATE

The following chart shows how the AB Consolidated special education population compares to each peer district and the state average. The AB Consolidated district has trended upward to 16.5% of its total student population and in 2014 is within .5% of the state average for the first time in the last ten years. Lexington followed the state average closely from FY 2004 to FY 2011 and then dropped 3 full percentage points in 2012, which it has maintained. That steep a percentage drop represents a reduction of 188 special education students in one year. This trend is idiosyncratic. We are unaware of any other district reporting such a major drop in one year and are curious how Lexington shifted its special education population so dramatically in one year. It is possible there was a concerted effort to move as many students as possible from IEPs to 504s, which are implemented under regular education as opposed to special education.



TEN-YEAR AB CONSOLIDATED HIGH NEEDS POPULATION TREND

The following chart shows the change in the High Needs student population over the last ten years. The special education subgroup is by far the largest subgroup of students in the High Needs category. However, the English Language Learners and Low Income subgroups have been growing at a substantially higher rate than the Special Education subgroup in recent years. Based on both the one-year and ten-year trends, the number of High Needs students has grown significantly as the overall student population has held steady or decreased slightly.

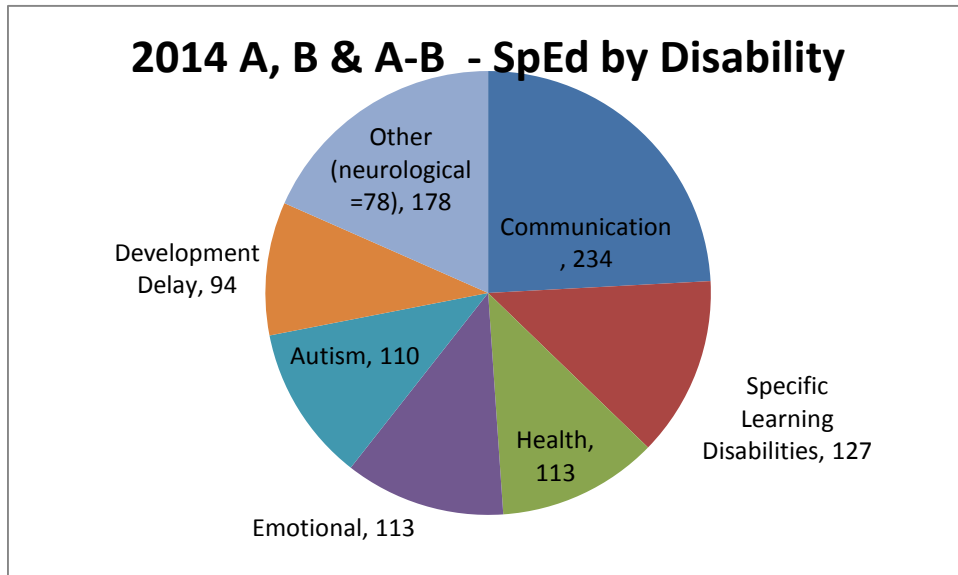
Consolidated A-B High Needs Ten Year Trend

	Low Income	ELL	Special Ed	All Students
<u>Year</u>				
2004	152	59	827	5,744
2014	272	184	969	5,791
<u>2004-2014 Trend</u>				
Change	120	125	142	47
% Change	79.2%	212.2%	17.2%	0.8%

FY 2014 SPECIAL EDUCATION DISABILITY DISTRIBUTION

The following pie chart summarizes the AB Consolidated district's 2014 special education population by the largest six disability categories, which account for 82% of all special education students. Communication is the largest primary disability category (234 students, 24% of SpEd students) followed by students with Specific Learning Disabilities (127, 13%), Health (113, 12%), Emotional (113, 12%), Autism* (110, 11%), Developmental Delay (94, 10%) and Neurological disabilities (78, 8%). Tracking the trends in primary student disability provides valuable information for special education planning and budgeting because different disabilities require different levels of educational programming and support services. Of course, there can be significant variation within a disability category in terms of how much support any individual student requires to make effective progress in the curriculum.

***Note:** Our experience has been that some students entering the district without an Autism diagnosis may be categorized as Developmental Delay or Other Neurological until formally diagnosed, meaning the percentage of students with Autism may be underrepresented by this chart.



TEN-YEAR SPECIAL EDUCATION DISABILITY DISTRIBUTION TRENDS

The AB Consolidated district has experienced a change in the mix of disabilities of its student population over time as shown in the following table. Over the last ten years (FY 2004 – FY 2014), the Autism disability category has accounted for 58% of the growth in the special education population (+82 students) while the Communications disability category has accounted for 49% of overall growth (+69 students). Countering the increase in those two disability classifications was a 75% decrease (-107 students) in students identified with a Specific Learning Disability (SLD). Overall, the special education population grew by 142 students or 17% from FY 2004 – FY 2014.

Note: Two DESE FY 2003 – FY 2004 reports on special education student counts provide conflicting data. A “Selected Populations” report indicates 732 students in the Consolidated AB district whereas the “District by Disability” report indicates a total of 827 students. For purposes of this report, the “District by Disability” data has been used since it supports the total number with individual disability counts. The DESE was notified of the apparent discrepancy. No clarification has been received to date.

TEN-YEAR SPECIAL EDUCATION DISABILITY DISTRIBUTION TRENDS (CONT'D)

	Special Education Students by Primary Disability					
	2014		Incr (Decr) since		Cum. % Incr(Decr)	
	Students	% SpEd	2011	2004	2011	2004
Intellectual	26	2.7%	5	-10	23.8%	-27.8%
Sensory Hard of Hearing	10	1.0%	0	3	0.0%	42.9%
Communication	234	24.1%	47	69	25.1%	41.8%
Sensory Vision Impairment	4	0.4%	1	1	33.3%	33.3%
Emotional	113	11.7%	14	27	14.1%	31.4%
Physical	35	3.6%	-9	20	-20.5%	133.3%
Health	113	11.7%	25	35	28.4%	44.9%
Learning Disab	127	13.1%	-21	-107	-14.2%	-45.7%
Blind	0	0.0%	-1	0	-100.0%	
Multiple Disab	25	2.6%	-6	-5	-19.4%	-16.7%
Autism	110	11.4%	25	82	29.4%	292.9%
Neurological Development	78	8.0%	21	13	36.8%	20.0%
Delay	94	9.7%	7	14	8.0%	17.5%
TOTAL	969	100.0%	108	142	12.5%	17.2%

THREE-YEAR SPECIAL EDUCATION DISABILITY DISTRIBUTION TRENDS

When we look at the three-year change in special education distribution trends within the AB Consolidated district, we see that the Communications disability category accounted for 43% of the growth in special education students (+47 students) while the Autism and Health categories each accounted for 23% of the growth (+25 students) in special education students. The cumulative three-year growth in all categories of special education students was 13% over that time period.

The key points from a review of the special education population by primary disability are:

1. The mix of disabilities is dynamic and there are some categories of disability that are growing faster than others in recent years, e.g., Communications, Autism.
2. It is possible that a substantial amount of the decrease in students identified with a Specific Learning Disability is a result of re-classification of the disability rather than a decline in the number of students with an SLD, i.e., coverage under a 504 instead of an IEP.
3. The rate of students identified for special education seems to be accelerating. Of the 142-student increase in special education students over the last ten years, 108 are attributable to the last three years.

COMPARISON OF TEN-YEAR DISABILITY DISTRIBUTION TRENDS TO PEERS AND THE STATE

A comparison of the AB Consolidated district’s growth by primary disability with the peer group and the state average shows that the AB trends are broadly similar to both groups. Over ten years, the AB Consolidated district and Concord-Carlisle experienced hyper-growth in Autism students (cumulative growth of 293% and 766.7% respectively) compared to other districts, which was much faster than Concord’s, Lexington’s, Westford’s or the state’s rapid growth. Over the last three years, the growth of Autism in AB Consolidated has remained very high (cumulatively 29%) but somewhat below the state average. The table below also shows that the consolidated district’s decline in the SLD group was not unique, but rather in line with the statewide experience. Lexington reported substantially larger percentage declines in students with Specific Learning Disabilities for both the three- and ten-year timeframes than either AB Consolidated or the state. However, the AB Consolidated district’s total growth in special education students has been considerably faster than the state average over both the three-year (A-B +12.5%, state -.2%) and ten-year (A-B +17.2%, state 6.4%) time periods.

10 Year Cumulative Growth

	AB Consol.	Concord	C-C	Lexington	Westford	State Total
Communication	41.8%	24.4%	1050.0%	158.5%	122.7%	34.7%
Specific Learning	-45.7%	-58.5%	-56.5%	-65.7%	-27.0%	-38.7%
Autism	292.9%	50.0%	766.7%	148.3%	150.0%	233.2%
Development Delay	17.5%	78.4%		97.9%	42.3%	27.4%
Other	55.6%	268.8%	307.0%	10.9%	238.2%	34.1%
Total	17.2%	4.5%	71.8%	-5.1%	29.2%	6.4%

COMPARISON OF THREE-YEAR DISABILITY DISTRIBUTION TRENDS TO LEXINGTON AND THE STATE

However, when you look at the last three years of the same data, we note that the number of students in the AB Consolidated district identified with a Communications disability moved in the opposite direction of Concord, Lexington, Westford and the state average. Over the last three years the AB Consolidated district and Concord-Carlisle reported rapid growth in students with a primary Communications disability (25% and 100% respectively), while Concord, Lexington, Westford and the statewide average declined by 3% to 32.9%. As mentioned earlier, Lexington reported a large drop in its special education student population over the last three years. The analysis below suggests those declines came principally out of the number of students with Communications, SLD, and Other disability designations. Each category for Lexington showed double digit declines in student counts over the last three years.

3 Year Cumulative Growth

	AB Consol.	Concord	C-C	Lexington	Westford	State Total
Communication	25.1%	-29.1%	100.0%	-10.9%	-32.9%	-3.3%
Specific Learning	-14.2%	-29.0%	-59.2%	-22.7%	-18.1%	-16.3%
Autism	29.4%	28.6%	52.9%	25.2%	27.1%	34.7%
Development Delay	8.0%	13.8%		2.2%	37.0%	0.0%
Other	14.1%	230.4%	191.3%	-23.0%	157.4%	9.0%
Total	12.5%	8.6%	17.9%	13.9%	8.0%	-0.2%

AB CONSOLIDATED AGE DISTRIBUTION TRENDS FOR SPECIAL EDUCATION STUDENTS

Another way of parsing the special education population is by the age of the students. The analysis below shows the cumulative change by age for the seven years FY 2004 to FY 2011, the three years FY 2011 to FY 2014, and the ten years FY 2004 to FY 2014. While the total number of special education students grew by 142 (17.2%) over ten years, the age distribution changed erratically. Over ten years, high school-aged students (aged 14-17) accounted for more than half (79 of the 142 additional students) of the ten-year growth. During the last seven years the number of special education students aged 7-9 was particularly volatile. From FY 2004 – FY 2011, the number of special education students aged 7-9 declined by 33 while all other ages increased by a net of 67 students. Then, in the following three years FY 2011 – FY 2014, this group grew by 56 students, more than half of the 108-student growth during that period.

Another anomaly is the decrease in the number of 5-year-old special education students over the last ten years even as the total number of special education students has grown. This is of potential concern to the AB SpEd PAC as these changes could be due to random change but could also be due to policy changes regarding the criteria used to qualify students for special education. As much research has indicated, early and intense special education interventions are most successful for students as well as most cost-effective for school districts. The PAC has the same concerns about the anomalous slow decrease in 10-year-olds identified with special needs while the total number of special education students is increasing. We note that the decline in 10-year-old eligibility coincides with the elimination of the Developmental Delay disability category, which only applies to students aged 3-9. While some children may no longer require special education services at age 10, it is possible that some students are being removed from special education prematurely because this disability category goes away instead of being reassigned to a different disability category such as Autism or Other Neurological.

In the chart below the class of 2014's special education population is highlighted in blue and the class of 2015 is highlighted in orange. For the purpose of this analysis, students age 17 at the time of the census (each October 1) are assumed to graduate the next June. The highlights show the growth in the class from ages 6-7 to ages 13-14 and little change from there through ages 16-17. This chart also highlights in yellow the declining trend of five and ten year olds identified with special needs over both the last three- and ten-year periods in contrast to the growing number of total students with special needs.

DISTRIBUTION OF ACTON-BOXBOROUGH CONSOLIDATED SPECIAL EDUCATION STUDENTS BY AGE (2004, 2011, 2014)

Age	<u>Consolidated (2004)</u>	<u>Change (2004-2011)</u>	<u>Consolidated (2011)</u>	<u>Change (2011-14)</u>	<u>Consolidated (2014)</u>	<u>Cum. Change</u>
3	14	3	17	0	17	3
4	14	3	17	0	17	3
5	45	-9	36	-5	31	-14
6	34	17	51	0	51	17
7	47	2	49	14	63	16
8	62	-11	51	19	70	8
9	82	-24	58	23	81	-1
10	70	-6	64	-3	61	-9
11	54	17	71	9	80	26
12	77	-4	73	3	76	-1
13	70	0	70	7	77	7
14	58	18	76	5	81	23
15	49	14	63	13	76	27
16	60	13	73	-1	72	12
17	53	-6	47	23	70	17
18	28	1	29	1	30	2
19	4	3	7	2	9	5
20	3	3	6	-1	5	2
21	3	0	3	-1	2	-1
Total	827	34	861	108	969	142

AB CONSOLIDATED CHANGE IN SPECIAL EDUCATION COHORT BY AGE

The table below shows the increase or decrease in the size of each cohort age group from the prior year. This table shows the increase and decrease in special education students as the age group or cohort gets older. For example, the “4” in the first row, first column indicates that the three-year-old group in 2013 increased by four students.

This table indicates a pattern of increasing headcounts up until 8-9 years old, a fairly steady count from then through high school (age 17), then rapid decreases the next two years. The data also shows a blip in headcount aged 10-11 in FY 2013 – FY 2014. Each year the headcount changes as a result of eligible students moving in and out of the district and the classification of new students into and out of the special education group.

**Acton-Boxborough Consolidated
Change in Special Education Population by Cohort**

<u>Age</u>	<u>2013-14</u>	<u>2012-13</u>	<u>2011-12</u>	<u>2010-11</u>
3-4	4	5	6	0
4-5	13	9	11	12
5-6	19	21	14	21
6-7	14	11	10	10
7-8	9	10	7	-2
8-9	10	7	8	-3
9-10	-2	1	3	-1
10-11	20	10	12	6
11-12	5	0	-2	-7
12-13	1	12	7	-1
13-14	0	0	-5	-2
14-15	-4	6	-3	1
15-16	1	0	1	-6
16-17	-3	-6	0	-6
17-18	-28	-39	-25	-36
18-19	-25	-12	-21	-18
19-20	-5	-2	-2	-3
20-21	-4	-1	-3	0

AB CONSOLIDATED AGE COMPARISON TO LEXINGTON AND STATE

The distribution of special education students by age in the Consolidated Acton-Boxborough district is very similar to the Lexington school district and the statewide distribution. In the table below the distribution is shown by estimated “grade” level beginning with Pre-K (3- and 4-year-olds). Statewide a higher percentage of Pre-K students are in the distribution in comparison with the Consolidated AB and Lexington districts. Lexington also has a somewhat elevated percentage of junior high students and a lower percentage of high school students versus the state average.

The term “Consolidated AB” or similar refers to the combination of Acton, Boxborough, and Acton-Boxborough district data prior to PreK-12 regionalization.

2014 Distribution of Special Education Students

<u>Grade</u>	<u>Age</u>	<u>Consolidated</u>	<u>Lexington</u>	<u>State</u>
Pre K	3-4	3.5%	2.7%	5.3%
K-3	5-8	22.2%	22.1%	21.2%
4-6	9-11	22.9%	22.9%	22.9%
Jr. High	12-13	15.8%	18.4%	15.8%
High School	14-17	30.9%	27.9%	29.3%
Post High	18-21	4.7%	6.0%	5.6%

Overall the distribution of the consolidated district's special education population is similar to that of Lexington and of the state overall. The Consolidated AB district is a bit "light" on the ends of the age distribution range (Pre-K and post high school) versus the state overall and a bit heavy during the high school years. However, these differences seem too small to be significant.

2014-2015 Goals & Special Education Population Trends Report



FALL PRESENTATION TO THE
ACTON-BOXBOROUGH REGIONAL SCHOOL
COMMITTEE

AB SpEd PAC Mission

*To ensure understanding, respect, support
and the appropriate education of all children in our community.*

Our duties under state law include:

“advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district’s special education programs.”

- Provide a network for parents; forum for sharing and discussing interests and concerns
- Maintain dialogue with broader community
- Collaborate with school community to enhance student outcomes
- Promote and enhance communication between families and administrators

2014-2015 Goals

- Conduct Parent/Guardian Survey & Analysis
- Form Parent Support Group
- Update *Special Education Parent Handbook*
- Perform 2014 MCAS Analysis & Report
- Share *Special Education Population Trends* Report

2014 Parent/Guardian Survey

- Previous surveys conducted in 2008 and 2011 (available on AB SpEd PAC website)
- Results will help guide PAC initiatives and activities
- Six previous areas of survey focus were:
 - School/Parent Partnership
 - Initial Assessment & IEP Development
 - IEP Services & Progress Reporting
 - Teachers & Administrators
 - Quality & Provision of Services
 - Bullying

Support Group & Handbook

- Establish support group to meet identified need in community
- Will address parenting challenges beyond special needs and be open to all families in the district
- Update *Special Education Parent Handbook* last published December 2011
- Needs to reflect regionalization and include updated program descriptions for all schools

Co-sponsoring FCSN Basic Rights Workshop in Sudbury on November 3rd with Sudbury and Maynard SEPACs.

Special Education Population Trends Major Findings

- The number of Students with Disabilities (SwD) is increasing as the overall student population is decreasing.
- The distribution of primary disabilities is changing to include more students with significant learning needs.
- The number of students on the Autism Spectrum is rapidly increasing.
- The number of English Language Learners (ELL) and Low Income (LI) students is dramatically increasing.
- State subsidies will be declining as overall student enrollment declines.
- Students in the High Needs group (SwD, ELL & LI) cost significantly more to educate than typical students, so per pupil expenditures will increase.

Old News

Despite enrollment drop, some space shortage in Acton schools

Although the most recent enrollment projections show a continued downward trend in enrollment in the Acton and Boxborough schools, crowding and space limitations continue to be problematic for certain areas in the Acton Public Schools elementary and preschool programs.

2011

“The statistics are just stunning”

Page 2 of 3

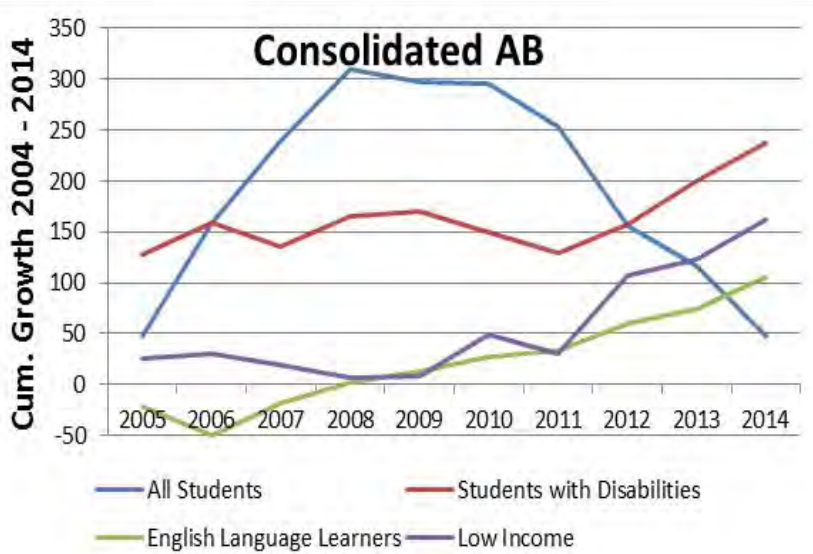
Special needs

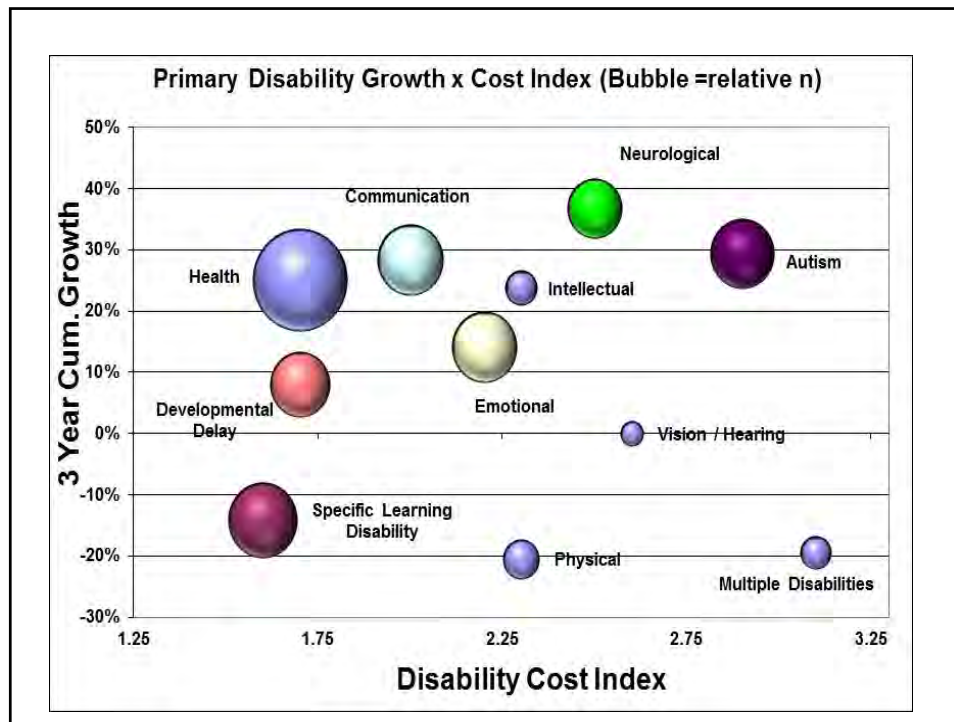
Elizabeth Huber, director of pupil services, reported to the school committee that the Acton Public Schools Preschool, an integrated program with 50 percent typical education students and 50 percent special needs students, must add a seventh section in order to accommodate the eleven additional referrals for special needs children that were added between July and Sept. of this year.

Concerned school officials wondered if this spike in special needs students was a trend or a one-time occurrence. While hearing impairment needs have dramatically decreased due to technologies such as the cochlear implant, Huber said autism has been on the rise in the last six years.

“The statistics are just stunning,” said Huber in reference to the rising numbers of children with autism.

Joy N. Wieder, *The Beacon*, 29 December 2011





Bubble Chart Information

- Vertical axis is three-year growth in headcount of each disability at Consolidated AB.
- Horizontal axis is the relative cost of each disability where 1.0 is the cost to educate a typical student.¹
- The size of the bubble is determined by the number of students in 2014 with the named disability relative to the 969 students with disabilities in Consolidated AB.

¹ Cost data for 1999-2000 was gathered by the American Institutes for Research and published in 2002 as "Total Expenditures for Students with Disabilities: Variation by Disability." Our research indicates this is the most recent credible breakout of cost by disability. The paper uses the federal list of disabilities as of 2000. We used judgment to associate the federal list to the 2014 Massachusetts list.

Budget Implications

- Subsidies from the state (e.g., Ch. 70 funding) and federal government will decrease in proportion to overall student headcount reductions.
- Per pupil education costs will rise as the number and proportion of High Needs students increases in the district.
- High Needs students typically require costly supplementary services to succeed socially, emotionally, and academically.
- Consequently, both absolute spending and per pupil spending are likely to rise just to maintain the current level of educational services we provide our students.

Other 2014-2015 Priorities

- Exploring new practice requiring all teachers to sign off on IEPs/504s within five days of receiving a signed IEP/504 and prior to the start of each year
 - Addresses continued reports of general ed. teachers not knowing students are on IEPs
 - Allows all school staff to work to the most current IEP goals and benchmarks
 - Helps staff provide transition accommodations in a timely fashion
- Discussing revisions to School Committee Policy BDFB and Procedures BDFB-R to clarify implementation of the PAC's legal mandate
- Continuing to emphasize inclusion and seamless partnership between regular and special education staff
- Lobbying for special education training for all staff and administrators

Next Meeting & Thanks

Wednesday, October 22nd, at 7:30 p.m. in the R.J. Grey library

Thank you to Nancy Sherburne, Liza Huber, Julie Towell,
Mary Emmons, and Beth Petr for their assistance and collaboration.

Thank you to the School Committee for its time and consideration.

abspedpac.org



7.0

Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Glenn A. Brand
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Glenn Brand
Date: October 8, 2014
Re: Change of School Start Time Proposal

During this summer's School Committee workshop, the Administration was asked to discuss the issue of changing or flipping the current start times of our elementary students with our secondary students and then report back to the Committee. This memo will provide the Committee with such follow-up along with a recommendation in moving this issue forward.

Change in Start Time in Context

Traditionally, school systems have organized themselves around a structure that includes middle schools (or a junior high as in the case here in Acton-Boxborough) and high schools starting earlier in the day and elementary students beginning later. In recent times, propelled largely by concerns around the health and welfare of students at the secondary level, there has been growing consideration and movement by some school systems towards reconsidering these start times and the appropriate sequence of them. Such consideration has been underscored by the impact and health-related effects on adolescents related to the beginning and end times in which this model currently tends to require students to be in school in the early morning hours.

I have had the opportunity to confer with both Andrew Shen, Principal of the R.J Grey Junior High School, and Dr. JoAnn Campbell, Principal of the Acton-Boxborough Regional High School as well as the other principals in the school system. While these discussions have not been extensive in any general sense of thoroughly analyzing the issue as it would play out here in AB, the Administration is generally supportive of the idea philosophically that the potential benefits seem to be supported by growing research for students at the secondary level. As a former middle school teacher and principal, I also support whole-heartedly this idea conceptually of reconsidering the traditional early- morning start time for students.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

Implications to Consider

However, despite strong points in favor of considering changing start times, this issue is far from simplistic in that such a change will impact the entire system and, arguably, the wider community as well. This position has been confirmed by previous study of the issue and identified by other districts around the country who have explored 'flipping' their schedules and spent years, in some cases, doing so.

At the very least, potential impacts, as suggested by our administrators, will include:

- The potential impact on the current high school schedule that currently includes eight (8) periods but would need to be redesigned;
- Availability of after school help for students could be reduced;
- After school activities including interscholastic events might conflict with surrounding school systems;
- Secondary students' ability to maintain work schedules;
- The impact on elementary students that includes departing from home earlier in the day and arriving home earlier in the afternoon.
- The impact on family and work schedules.

After brief consideration of these broad areas of impact, and realizing that this issue is more complex than perhaps thought at first glance, it becomes clear that if we are to consider moving forward, we must carefully and thoroughly review and study the benefits, implications and costs for the entire community in order to secure the appropriate support and buy-in. The administration firmly believes that this decision is a critically important one and requires a thorough review in order to garner the widespread support and understanding before being able to make a decision as to whether it is right for our school system and the communities we serve.

Recommendations

Given the growing research in support of the benefits associated with later start times for adolescents, coupled with the general support of the administration to explore the idea, I am recommending that we establish a committee to thoroughly explore the research, benefits, costs (both financial and other) and implications of changing start times here in the Acton-Boxborough Regional School District. It is my recommendation that such a committee include representation from a cross-section of teachers, administrators, School Committee and community members to thoroughly research and investigate the issue.

Proposed Timeline

December 2014 - a scope and purpose of the work for a *School Start Time Exploratory Committee* is provided to the School Committee by the Superintendent

January/February 2015 - Exploratory Committee is formed

November 2015 - the findings of the committee are reported to the community

Winter 2016 - a possible decision is explored by the School Committee

Acton Boxborough Regional School District
Acceptance of Revolving, Special Revenue, Gifts and Grants Funds
Regionalization Implementation
Revision 9/24/14

Fund	Account Title	*unaudited Balance 6/30/2014
Acton Public Schools Funds to transfer:		
GRANTS		
	2002 Title I #305	7.38
	2003 SPED Early Childhood #262	472.46
	2006 SPED Program Improvement #275	7,792.49
	2008 Title IIA #140	1.86
	2011 Outdoor Classroom #EPA	16.61
	2020 Community Service Learn	6.95
	2022 Title III ELA #180	197.50
	2024 Title III ELA Carryforward	4.00
	Total	<u>8,499.25</u>



Luther Conant School

80 Taylor Road

Acton, MA 01720

978-266-2550 www.conant.ob.mec.edu

Damian J. Sugrue Principal ~ Abigail C. Dressler Assistant Principal



8.2

Glenn Brand
Superintendent of Schools
Acton-Boxborough Regional Schools
16 Charter Road
Acton, MA 01720

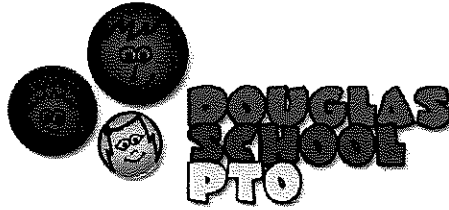
September 24, 2014

Dear Mr. Brand,

On behalf of the Conant School PTO, please accept this gift of \$17,184.23 to the Acton-Boxborough Regional School District for the funding of teaching assistants for the 2014-15 school year. Please combine this gift with \$7815.77 of unused PTO funds from the 2013-14 school year for a total of \$25,000.

Sincerely,

Damian J. Sugrue
Principal



September 20, 2014

Mr. Glenn Brand
Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

Dear Mr. Brand:

On behalf of the C.T. Douglas School PTO, please accept this gift of **\$42,748.75** to the Acton-Boxborough Regional School District for funding in the 2014–2015 school year of teaching assistants, library staff, a technology assistant, language program support, and a writing assistant, as detailed below. Please combine this gift with **\$4,595.25** of unused PTO funds from the 2013–2014 school year, for a total of **\$47,344**.

We would not be able to support these expenses without the generosity of our parents and the community. We do not take this generosity lightly, particularly given current economic conditions. Nevertheless, we feel that our budget is realistic for the coming year, and we are very happy to be able to contribute to making Douglas such a special place for our children.

Finally, we would like to welcome you to the district. We are looking forward to collaborating with you in the coming months and years.

Sincerely,

Chris Whitbeck
Karen Jarsky and Abigail Vargus
Douglas PTO Cochairs, 2014–2015

cc: Sharen Crooks; Corinne Hogseth, PTO Treasurer

Breakdown of numbers for reference:

Classroom Support/Assistants	\$16,390
Library Staff Supplement	\$4,421
Technology Assistant Supplement	\$12,086
Language Program Support	\$2,340
Additional Library Assistant Time	\$2,107
Writing Assistant	\$10,000
Total Gift to District for 2014–2015	\$47,344



Acton-Boxborough Regional School District

Paul P. Gates School

75 Spruce St.

Acton MA 01720

Ph. 978-266-2570

<http://gates.ab.mec.edu>



Lynne Newman, *Principal*
lnewman@abschools.org

September 22, 2014

Mr. Glenn Brand
Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

Dear Mr. Brand,

I would like to request acceptance of the gift of money from the Gates School PTO in the amount of \$20,000. Please combine this gift with unused PTO funds of \$ 2,020.93 from the 2013-14 school year for a total of \$22,020.93. This total amount has been designated for Classroom Assistants, including Computer and Media assistants, for the 2014 – 2015 school year.

I hope you will present this request for acceptance of this year's Gates PTO gift of \$22,020.93 to the Acton-Boxborough Regional School District School Committee at their next regularly scheduled meeting.

Sincerely,

Lynne Newman
Principal

McCarthy-Towne School
Acton-Boxborough Regional School District
11 Charter Road, Acton, Massachusetts 01720
Telephone: 978 -264-3377, FAX: 978-264-4098

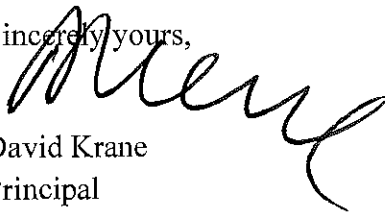
Mr. Glenn Brand
Superintendent of Schools
16 Charter Road
Acton Public Schools
Acton, MA 01720

September 23, 2014

Dear Mr. Brand,

On behalf of the McCarthy-Towne PTSO, please accept this gift of \$71,000.00 to the Acton Boxborough Regional School District for the funding of teaching assistants for the 2014-2015 school year. Please combine this gift with \$177.04 of unused PTSO funds from the 2013-2014 school year for a total of \$71,177.04.

Sincerely yours,


David Krane
Principal
McCarthy-Towne School

MERRIAM SCHOOL

11 Charter Road. Acton, Massachusetts. 01720. 978-264-4700

September 25, 2014

Mr. Glenn Brand
Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

RE: FY 15 gift from Merriam Elementary School PTO

Dear Mr. Brand,

On behalf of the Merriam School Parent Teacher Organization, please accept our gift of \$90,000 to the Acton-Boxborough Regional School District for the funding of teaching assistants at Merriam School for the 2014-2015 school year.

Thank you,

Shirlee Stein
Merriam School PTO Treasurer

cc:
Ed Kaufman, Merriam Principal
Alycen Nigro, Merriam PTO co-chair
Amy Yadav, Merriam PTO co-chair



Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

8.4.1

Glenn A. Brand
Superintendent

DATE: October 8, 2014
TO: All Administrators
FROM: Glenn Brand, Superintendent
cc: Acton-Boxborough Regional School Committee
SUBJECT: FY'16 Budget Assumptions/Key Decisions

The following budget assumptions/key decisions are not listed in priority order.

Funding Sources:

1. Assume level funded state/federal entitlement grant funds, unless otherwise indicated.
2. Assume limited or no reliance on E&D as a funding source.
3. Administration shall review the feasibility of accepting new School Choice students and make a recommendation to the School Committee.
4. Assess existing user fees (e.g. interscholastic athletics, all day kindergarten tuition, preschool tuition, school lunch, etc.) and determine if fees should be increased and/or new fees should be instituted.
5. Identify support of operations funded by other funding sources, including special revenue funds, community education, and PTO's. Assess level of continued support available.

Level Service Operating Expenditures:

1. Determine OPEB funding level.
2. Identify fixed cost obligations/assessments as early as possible (debt service, retirement assessments).
3. Assume efforts to provide special education programming in district where student-effective and cost effective.
4. Coordinate with Acton Health Insurance Trust to determine FY'16 health insurance premiums as early as possible.
5. Decide appropriate number of sections at all grade levels based upon class size policies and updated enrollment projections K-12.
6. Review/determine proper staffing levels for other staff K-12 (e.g., counselors, nurses, technology support, custodians, monitors, etc.).
7. Review/determine appropriate level for professional development (K-12).

8. Budget for technology replacement and ongoing operating costs in the operating budgets , and summarize new technology initiatives separately with descriptions and purpose.
9. Budget for continuing facility maintenance and upkeep in the operating budget; identify new acquisitions (equipment and furnishings > \$5,000) as capital outlay. Replacements of items <\$5,000 shall be budgeted in non-outlay accounts.
10. Legal mandates are funded.

Program considerations:

- a. Quantify cost of change to single tier bussing and recommended timeframe for implementation.
- b. Obtain personnel, capital and program expansion or reduction recommendations (Forms A, B1, B2, C) from all Administrators, summarize and evaluate collaboratively. Any new positions should factor in \$17,000/year for benefits. The budgeted cost for a new certified position at M3 would be \$54,000.
- c. Determine long range (5 year) capital plan proposal with Director of Facilities. Determine whether and which projects should go forward, and what funding mechanism (debt inside the regional district operating budget, debt exclusion override by two towns, or one-time revenues) should be used.
- d. Reconsideration of status of unfunded program needs raised in the FY15 budget process.
- e. Budgetary impact of District priorities relative to mental health and wellness of our students.
- f. Recognition that our budget now reflects a PreK-12 unified district.



Acton-Boxborough Regional School District

16 Charter Road

Acton, MA 01720

978-264-4700 www.abschools.org

10/8/14


**Acton-Boxborough Regional School District
FY '16 Budget Schedule**

- Sep-Oct Planning meetings with Cabinet and Principals
- 9/30/14 FY'14 workbooks issued: budget v. actual
- 10/7-10/21 Meetings with Administrators re: highlights of FY'14 actual and identify any major FY'15 budget issues
- 10/8/14 FY'16 budget instructions and workbooks issued to all administrators; Principals and Cabinet discussion of FY'16 budget assumptions, key decisions and goals
- 10/16/14 School Committee discussion of budget schedule/budget assumptions and key decisions
- 10/31/14 All completed requested operating and capital budgets and forms A, B1, B2, C turned in to Central Office
- 11/14/14 Preliminary budget compilation completed
- 11/14/14 Staffing and salary budget review/update per updated enrollment projections
- 11/1-11/30/14 Central Office meetings with administrators about budget requests
- 12/18/14 ABRSC discussion – FY16 budget highlights and status update
- Dec-Jan 2015 Cabinet & Principals budget meetings
- 1/31/15 Budget Saturday – All day session with school leaders; Selectmen/Finance Committee/public at large encouraged to attend; ABRSC preliminary vote
- 2/5/15 ABRSC budget hearing (required by law)
- 2/26/15 Initial ABRSD budget assessments voted by this date
- 4/6/15 Acton Town Meeting begins
- 5/11/15 Boxborough Town Meeting begins
-



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road Acton, MA 01720
978-264-4700 fax: 978-264-3340
www.abschools.org

Clare L. Jeannotte
Director of Finance

To: ABRSD School Committee
From: Clare Jeannotte 
Date: October 14, 2014
Re: Five Year Financial Forecast - Preliminary Assumptions

A five year forecast is being prepared for the purpose of delivering an outlook for our communities of Acton and Boxborough on the overall anticipated cost increases from FY'2016-FY'2020.

This forecast will represent an overview of the anticipated district costs which support the current level of services for the district for the next five years. This forecast does not include program improvements or enhancements to those which currently exist within our current level of services.

The quantification of these assumptions will be presented at your meeting on October 16th. Following are the assumptions which are currently the basis for this Expenditure Outlook:

Expenditures:

Salaries ABEA Teaching: Increase 3.5% per year FY16, 3% FY17 and FY18, 3.5% FY19 and FY20. This is an overall blended increase that considers contract COLA through FY17, estimates reduced sections where enrollment outlook suggests, estimates future retirees and adds applicable retiree health costs, reflects savings on new hire replacements and reduces the vacancy factor assumed each year to a more realistic amount.

Salaries, non ABEA: Increase 2.5% all years

Health Insurance – Active and Retiree increase 6% per year per Health Insurance Trust.

Middlesex retirement assessment: Using a placeholder of 5% per year; needs more analysis.

Medicare tax: Increase at 3.5% all years (conservative)

Worker's Compensation: Increase 2.5% all years

Debt service: No new debt issues or refunding anticipated. Debt service is actual. No continued support of Debt Service by Community Ed anticipated beyond FY15.

Our Mission is to prepare all students to attain their full potential as life-lang learners, critical thinkers, and productive citizens of our diverse community and global society.



**Acton-Boxborough Regional School District
Superintendent's Office**

16 Charter Road Acton, MA 01720
978-264-4700 fax: 978-264-3340
www.abschools.org

OPEB Trust Fund Contributions: FY15 is per budget at \$506,000. Assume funding in FY16 and forward at 2/3 of the Acton contribution level to include the estimated APS employee impact. ALG is using 1.4M FY'16, 1.7M FY17 and FY18. We have used 1.7M for FY19 and FY20 as well and applied 2/3 to all these amounts. Impact of Boxborough school employees not included; continuing to evaluate this and *may* be updated for Thursday.

Capital Spending: Increase \$100,000 per year for five years.

Transportation: Removed contract bus service, replaced with leased busses for PreK-12 Region, all years at actual scheduled lease payments FY15 and assumed that at renewal the buses are returned and new are leased, rather than purchasing the existing busses. No consideration of cost of Single Tier bus service is reflected at this time.

Unemployment and Legal Costs: Increased to \$50,000 and \$150,000 respectively, FY16-FY20, based on history, as more reasonable amounts.

Special Education Tuition and Transportation: Due to changes in the CASE assessment formula we no longer enjoy budget certainty from the Collaborative. Assuming 3% growth per year, that graduates or move-outs are replaced by move-ins. FY16 adjusted to a base on current FY15 projection.

Utilities, Gas and Electric: 3% cost inflation assumed all years; anticipate should be conservative per Director of Facilities. Diesel level funded; price outlook short term shows decline.

If there are changes or additions to the above, I will provide them Thursday evening.

Assessment/ Table 6:

We have not been asked to deliver an assessment number at this time for this effort. Once assumptions are agreed we will work on Table 6.



Acton-Boxborough Regional School District
Blanchard Memorial School
493 Massachusetts Avenue
Boxborough, MA 01719
978-263-4569 <http://blanchard.abschools.org>

Mr. Dana Labb
Principal

TO: Glenn A. Brand, Superintendent of Schools
FROM: Dana Labb, Principal
DATE: 10/10/14
RE: Donation from Littleton Electric Light and Water Departments

The Blanchard Memorial School has been notified that our recent proposal has been approved by the Board of Littleton Electric Light and Water Departments in the amount of \$5,000.

We ask that you and the Acton-Boxborough Regional School Committee please approve this generous donation which will be used to purchase additional iPads to complete a classroom set. The remaining funds will be allocated to a STEM/STEAM project and necessary applications.

Thank you.

**Acton-Boxborough Regional School Demographics
2003 - 2014**

	2003	2008	2012	2013	2014
Acton-Boxborough Low Income	1.9%	2.3%	4.3%	5.1%	6.2%
Acton-Boxborough Minority Students	21%	27%	35%	35%	34.3%
Conant Minority Students	32%	42%	65%	64%	66.5%

2014 Low Income By School:

Blanchard	9.8%	Douglas	5.4%	R. J. Grey Jr. High	5.7%
McCarthy-Towne	8.9%	Conant	4.8%	ABRHS	5.5%
Gates	6.5%	Merriam	4.5%		

MONTHLY ENROLLMENT
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2014-2015 ACADEMIC YEAR

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1				May 1				Jun 1							
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot				
K	274	38	7	319	275	38	7	320				0				0				0				0				0				0				0				0				0
1	301	36	7	344	303	37	7	347				0				0				0				0				0				0				0				0				0
2	312	47	8	367	314	45	8	367				0				0				0				0				0				0				0				0				0
3	325	60	11	396	325	59	11	395				0				0				0				0				0				0				0				0				0
4	376	55	8	439	377	55	8	440				0				0				0				0				0				0				0				0				0
5	380	56	6	442	377	58	5	440				0				0				0				0				0				0				0				0				0
6	357	75	4	436	356	76	4	436				0				0				0				0				0				0				0				0				0
In D.Pre-sch. Cirm	32	5	1	38	33	5	1	39				0				0				0				0				0				0				0				0				0
In D.Pre-sch. Itnt	16	3	0	19	17	3	0	20				0				0				0				0				0				0				0				0				0
OOD Pre-sch	1	0	0	1	1	0	0	1				0				0				0				0				0				0				0				0				0
O.D. SPED K-6	20	6	1	27	21	6	0	27				0				0				0				0				0				0				0				0				0
Elem. Total	2394	381	53	2828	2399	382	51	2832	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	0	0	0
7	354	68	6	428	354	68	6	428				0				0				0				0				0				0				0				0				0
8	401	72	6	479	400	73	6	479				0				0				0				0				0				0				0				0				0
J.H.S. Total	755	140	12	907	754	141	12	907	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	0	0	0
9	373	76	9	458	372	76	9	457				0				0				0				0				0				0				0				0				
10	401	72	8	481	400	71	8	479				0				0				0				0				0				0				0				0				
11	405	74	7	486	404	75	7	486				0				0				0				0				0				0				0				0				
12	394	82	8	484	393	82	8	483				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				
P.G.	0	0	0	0	0	0	0	0				0				0				0				0				0				0				0				0				
H.S. Total	1573	304	32	1909	1569	304	32	1905	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	0	0	0
Secondary Total	2328	444	44	2816	2323	445	44	2812	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	0	0	0
O.D. SPED 7-12	58	9	0	67	57	9	1	67				0				0				0				0				0				0				0				0				
Reg. Total	2386	453	44	2883	2380	454	45	2879	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	0	0	0
Elem Total	2394	381	53	2828	2399	382	51	2832	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				
Secondary Total	2386	453	44	2883	2380	454	45	2879	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				
Grand Total	4780	834	97	5711	4779	836	96	5711	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				

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

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

In D. = In District

Distribution:

G. Brand
 M. Altieri
 D. Bookis

C. Jeannotte
 A. Bisewicz
 K. Nelson
 E. Weiner
 R. Cvitkovich

D. Labb

All Principals (2)

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

October 1, 2014
Column C Breakdown

<i>Grade</i>	<i>Staff</i>		<i>Tuition</i>		<i>Total</i>
	<i>Free</i>	<i>Choice</i>	<i>In</i>	<i>Sped Tuition</i>	
<i>K</i>	6	1	0	0	7
<i>1</i>	5	2	0	0	7
<i>2</i>	4	4	0	0	8
<i>3</i>	5	6	0	0	11
<i>4</i>	6	2	0	0	8
<i>5</i>	5	0	0	0	5
<i>6</i>	2	2	0	0	4
<i>Elem. Total</i>	33	17	0	0	50
<i>Out District</i>	0	0	0	0	0
<i>Total</i>	33	17	0	0	50
<i>7</i>	2	4	0	0	6
<i>8</i>	3	3	0	0	6
<i>Sub Total</i>	5	7	0	0	12
<i>9</i>	5	3	1	0	9
<i>10</i>	2	5	1	0	8
<i>11</i>	2	5	0	0	7
<i>12</i>	3	5	0	0	8
<i>UG</i>	0	0	0	0	0
<i>Sub Total</i>	12	18	2	0	32
<i>Out District</i>	1	0	0	0	1
<i>Secondary</i>	18	25	2	0	45
<i>Grand Total</i>	51	42	2	0	95

Actual
Acton-Boxborough
Grade 1-6
2014-2015
October 1, 2014

Grade YOG	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne			Total	Merriam			Total	#Sec.	Avg. Siz						
Rm	BAD	BPM	2		CAD	CAM	1		DAD1	DAD2	DAM	2		GAD	GAM	GPM	1		TAD1	TAD2	TAM			MAD	MAM	MPM	1	7				
	29	13																														
K-27	21	21	42		20	20	40		20	20	21	61		21	19	20	60		19	19	22	60		20	18	19	57	320	16	20.0		
Rm	211	213	2	3	4	6	1	3	4	5	0		3	5	1		310	311	312	2			224	234	323	1	7					
Gr. 1-26	20	20	40		22	23	23	68		21	23	20	64		22	22	44		20	22	22	64		22	23	22	67	347	16	21.7		
Rm	219	221	227	4	5	7	8		6	7	8	2		10	8			301	302	303	1			133	231	334	1	8				
Gr. 2-25	17	18	17	52	23	22	22	67		23	23	23	69		22	22	44		22	23	23	68		22	23	22	67	367	17	21.6		
Rm	226	229	231	7	10	17	9		10	11	9	0		6	7	9	2		313	314	315	1			223	233	322	1	11			
Gr. 3-24	22	22	23	67	22	23	21	66		22	23	23	68		22	22	22	66		21	21	21	63		22	21	22	65	395	18	21.9	
Rm	243	245	247	2	18	20	14		12	13	14	0		18	19	20	2		213	214	215	1		230	324	330	331	3	8			
Gr. 4-23	20	20	19	59	24	25	24	73		24	24	24	72		24	24	24	72		24	23	24	71		23	23	23	24	93	440	19	23.2
Rm	118	128	130	0	14	15	16	0		19	20	21	2		11	15	17	1		210	211	212	2		235	321	332	335	0	5		
Gr. 5-22	21	21	17	59	24	24	25	73		25	24	25	74		23	24	24	71		22	23	24	69		23	23	24	24	94	440	19	23.2
Rm	108	110	112	2	11	12	13		15	16	17	0		12	13	14	1		113	114	115			125	232	353	1	4				
Gr. 6-21	25	25	25	75	23	25	24	72		24	24	24	72		25	24	23	72		25	23	24	72		24	25	24	73	436	18	24.2	
			19				2					6					8					7					8	50				
Total	19 Sec. Average: 20.7			394	20 Sec. Average: 23.0			459	21 Sec. Average: 22.9			480	19 Sec. Average: 22.6			429	21 Sec. Average: 22.2			467	23 Sec. Average: 22.4			516	2745	123	22.3					
Range	17	25			20	25			20	25				19	25				19	25					18	25			17	25		
	29 Acton residents attend Boxborough																															
	23 Boxborough residents attend school in Acton																															

ALL DAYK - BAD, CAD, DAD1, DAD2, GAD, TAD1, TAD2, and MAD

Acton-Boxborough Regional School District

October 1, 2014

Grade	Acton	Boxborough	*Non-Residents	Total
K	275	38	7	320
1	303	37	7	347
2	314	45	8	367
3	325	59	11	395
4	377	55	8	440
5	377	58	5	440
6	356	76	4	436
7	354	68	6	428
8	400	73	6	479
9	372	76	9	457
10	400	71	8	479
11	404	75	7	486
12	393	82	8	483
Ungraded	0	0	0	0
Post-Grads	0	0	0	0
Sped Out of District	78	15	1	94
Other	0	0	0	0
Total	4728	828	95	5651
Acton Enrollment	4728			
Boxborough Enrollment		828		
Total Acton /Boxborough	5556			
Acton %	85.10%			
Boxborough %		14.90%		
Total Percentage	100.00%			

*Non-Residents include: Choice, Staff Children and Sped Tuition-in

Enrollment by Race October 1, 2014

School	Low Income	Asian/Pacific Islander	African- American	Caucasian	Hispanic	American Indian	Minority	Percent Minority	Percent Asian	Total
Blanchard	42	142	9	229	8	6	165	41.88%	36.04%	394
Conant	28	286	10	154	9	0	305	66.45%	62.31%	459
Douglas	32	142	8	320	8	2	160	33.33%	29.58%	480
Gates	34	192	14	215	6	2	214	49.88%	44.76%	429
McCarthy-Towne	47	83	21	330	27	6	137	29.34%	17.77%	467
Merriam	26	131	10	360	15	0	156	30.23%	25.39%	516
Total	167	834	63	1379	58	10	965	35.15%	30.38%	2745
% of Total	6.08%	30.38%	2.30%	50.24%	2.11%	0.36%	35.15%			
JHS	57	316	14	552	24	1	355	39.14%	34.84%	907
SHS	119	502	29	1319	52	3	586	30.76%	26.35%	1905
Total	176	818	43	1871	76	4	941	33.46%	29.09%	2812
% of Total A/B	6.26%	29.09%	1.53%	66.54%	2.70%	0.14%	33.46%			
Grand Total	343	1652	106	3250	134	14	1906	34.30%	29.73%	5557
% of Grand Total	6.17%	29.73%	1.91%	58.48%	2.41%	0.25%	34.30%			

Count Comparison 2012-2014

Levels	Oct. 1, 2012				Oct. 1, 2013				Oct. 1, 2014			
	A	B (1)	C	Tot	A	B (1)	C	Tot	A	B	C	Tot
K	267	43	6	273	281	39	7	288	275	38	7	320
1	312	59	8	320	302	51	6	308	303	37	7	347
2	348	54	8	356	316	60	6	322	314	45	8	367
3	382	53	8	390	365	59	9	374	325	59	11	395
4	354	65	2	356	375	57	7	382	377	55	8	440
5	354	70	2	356	355	71	2	357	377	58	5	440
6	382	75	5	387	358	69	2	360	356	76	4	436
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0
In D.Pre-sch.	37	5	0	37	41	22	0	41	33	5	1	39
In D Pre-sch Itnt	0	0	0	0	8	2	0	8	17	3	0	20
O.D. Pre-sch.	3	2	0	3	0	2	0	0	1	0	0	1
O.D. SPED K-6	20	7	0	20	24	7	0	24	21	6	0	27
Elem Total	2459	433	39	2498	2425	439	39	2464	2399	382	51	2832
7	375	74	11	460	389	72	7	468	354	68	6	428
8	396	72	7	475	376	78	9	463	400	73	6	479
J.H.S. Total	771	146	18	935	765	150	16	931	754	141	12	907
9	408	71	12	491	394	72	9	475	372	76	9	457
10	392	74	7	473	404	73	9	486	400	71	8	479
11	419	107	4	530	393	81	8	482	404	75	7	486
12	379	100	7	486	405	106	6	517	393	82	8	483
9-12 Ungr.	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
H.S. Total	1598	352	30	1980	1596	332	32	1960	1569	304	32	1905
Total JHS & HS	2369	498	48	2915	2361	482	48	2891	2323	445	44	2812
O.D. SPED 7-12	45	9	0	54	43	8	1	52	57	9	1	67
Sec. Total	2414	507	48	2969	2404	490	49	2943	2380	454	45	2879
Elem Total	2459	433	39	2498	2425	439	39	2464	2399	382	51	2832
Sec. Total	2414	507	48	2969	2404	490	49	2943	2380	454	45	2879
Grand Total	4873	507	87	5467	4829	490	88	5407	4779	836	96	5711

B1contains Boxborough Choice and staff students.

Blanchard is not added in to Total Column on right for 2012 and 2013

Blanchard is added in to Total Column on right for 2014

Three Year Comparison K through 12

<i>Grade Year --></i>	<i>Gr. K-12 2012</i>	<i>Gr. K-12 2013</i>	<i>Gr. K-12 2014</i>	<i>Total 3 Years</i>	<i>Average 3 Years</i>
<i>Acton Enrollment</i>	4833	4780	4728	14341	4780.33
<i>Boxborough Enrollment</i>	913	873	828	2614	871.33
<i>Total</i>	5746	5653	5556	16955	5651.67
<i>Acton %</i>	84.11%	84.56%	85.10%	84.58%	84.58%
<i>Boxborough %</i>	15.89%	15.44%	14.90%	15.42%	15.42%
<i>Total</i>	100.00%	100.00%	100.00%	100.00%	100.00%
<i>Source 2012 10/1 Report</i>	<i>Elem</i>	<i>Secondary</i>	<i>Total</i>		
<i>Acton</i>	2419	2414	4833		
<i>Boxborough</i>	406	507	913		
	2825	2921	5746		
<i>Source 2013 10/1 Report</i>	<i>Elem</i>	<i>Secondary</i>	<i>Total</i>		
<i>Acton</i>	2376	2404	4780		
<i>Boxborough</i>	383	490	873		
	2759	2894	5653		

Three Year Comparison 7 through 12

Year -->	<i>Gr. 7-12</i> 2012	<i>Gr. 7-12</i> 2013	<i>Gr. 7-12</i> 2014	<i>Total</i> 3 Years	<i>Average</i> 3 Years
Acton Enrollment	2414	2404	2380	7198	2399.33
Boxborough Enrollment	507	490	454	1451	483.67
Total	2921	2894	2834	8649	2883.00
Acton %	82.64%	83.07%	83.98%	83.22%	83.22%
Boxborough %	17.36%	16.93%	16.02%	16.78%	16.78%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Minuteman School of Applied Arts and Sciences
October 1, 2014

GRADE	10/97	10/98	10/99	10/00	10/01	10/02	10/03	10/04	10/05	10/06	10/07	10/08	10/09	10/10	10/11	10/12	10/13
9	7	7	8	12	8	9	12	6	11	3	8	7	2	7	10	3	6
10	4	11	8	10	8	6	11	11	8	11	4	6	9	2	7	10	2
11	3	3	7	11	9	6	7	9	9	10	10	2	7	9	1	5	10
12	3	2	3	8	8	13	6	6	9	9	9	9	1	5	7	0	7
PG ACTION	7	4	7	6	9	4	2	2	0	4	1	4	3	0	0	0	0
TOTAL	24	27	33	47	42	38	38	34	37	37	32	28	22	23	25	18	25
9	3	2	1	2	3	1	5	4	2	3	2	6	1	2	0	3	0
10	1	2	2	1	4	2	2	6	4	2	3	2	7	1	1	0	3
11	0	1	2	1	1	2	2	1	4	4	2	3	2	7	1	1	0
12	2	0	0	2	2	1	2	2	1	3	4	2	4	2	5	1	1
PG	3	0	3	0	0	2	3	1	3	0	0	0	0	0	0	0	0
BOXBOROUGH TOTAL	9	5	8	6	10	8	14	14	14	12	11	13	14	12	7	5	4
GRAND TOTAL	33	32	41	53	52	46	52	48	51	49	43	41	36	35	32	23	29

Acton-Boxborough Regional School Committee

Superintendent's Evaluation
2014-2015
October 16, 2014

10/10/2014

1

The 5-Step Cycle of Evaluation



Collaboration and Continuous Learning are the focus

10/10/2014

Massachusetts Department of Elementary and Secondary Education

2

Timeline

- November 6 Presentation of Goals to School Committee
- November 20 Finalize Goals with School Committee
- February Mid-Cycle Review
- June Summative
- October 2015 Self-Reflection and Goal Setting

10/10/2014

3

Standards

The standards for Superintendents, Principals and other educators are aligned

<u>Administrators</u>	<u>Teachers</u>
Instructional Leadership	Curriculum, Planning & Assessment
Management & Operations	Teaching All Students
Family & Community Partnerships	Family & Community Engagement
Professional Culture	Professional Culture

10/10/2014

4

Components of Supt. Evaluation

* Evaluation on Goals *Exceeded, Met, Significant Progress,
Some Progress, Did Not Meet*

One Professional Practice Goal
One Student Learning Goal
District Goals

* Evaluation on Standards *Exemplary, Proficient, Needs
Improvement, Unsatisfactory*

I. Instructional Leadership
II. Management and Operations
III. Family and Community Engagement
IV. Professional Culture

10/10/2014

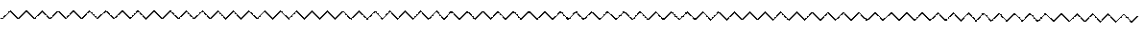
5

To: Members of the ABRSC

From: Glenn Brand, Superintendent of Schools, ABRSD and
Kristina Rychlik, Chairperson, ABRSC

Date: September 11, 2014

Re: Potential Budget/Finance Subcommittee



In recent weeks, we have discussed the potential for the ABRSC to convene a subcommittee to focus specifically on financial issues and budget development. It seems to be standard practice among school committees to have a finance or budget subcommittee, and many of our nearby districts' committees in fact do, including: Sudbury, Nashoba Regional, Chelmsford, Framingham, Belmont, Maynard, Concord-Carlisle, Needham and Natick, as well as Milton, Newton, Sharon, Brookline, Attleboro, Brockton and others.

As an example, the Sharon School Committee website describes their budget subcommittee as follows:

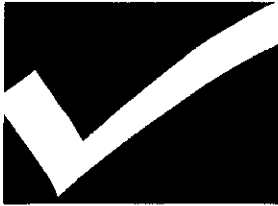
Budget

- *Works with the Superintendent to develop and present a formal budget to the full School Committee*
- *Performs a preliminary review of capital requests*
- *Examines programs, fees and other items that affect the budget.*

Meetings: At 6 p.m. before every other School Committee meeting and as needed.

We envision this being a group that could provide input to the budget process early and often, in hopes of increasing communication among the various stakeholders in the ABRSD budget, the School Committee, Administration, town boards, and public citizens. It would be helpful, for example, for this group to be tasked with the development of materials for our upcoming Acton three-board meeting.

Since this has not been standard practice for us in recent years, we'd like to discuss whether or not it makes sense to consider at this time. We welcome your comments, concerns, ideas and suggestions. In particular, if you think it sounds like a good idea, please consider participating as a member of this subcommittee.



Acton Leadership Group Meeting

October 9, 2014

7:30 AM

Francis Falkner Hearing Room 204

Peter Ashton Facilitating

Agenda Topics

		<u>Comments</u>
1. Approval of Minutes September 11, 2014	All	
2. Update of FY 15 Revenues and Expenditures of FY 14 Year End	Steve Ledoux Glenn Brand	
3. Review of Spreadsheet and Revenue Assumptions	Steve Barrett	
4. Discussion on Override / No Override	All	
5. Discussion on Split Allocation	All	
6. Special Town Meeting	Steve Ledoux Mike Gowing	
7. Proposed ALG Calendar (Revised from 9/10/2014)	Steve Ledoux	
8. Discussion of Facilitator for January and March	All	
9. Public Comment		
10. Adjourn, Next Meeting November 13, 2014		

ALG Minutes, Sept 11, 2014 - DRAFT

Present: Peter Ashton, facilitator; Mike Majors & Steve Noone, FC; Kristina Rychlik & Dennis Bruce, SC; Katie Green & Mike Gowing, BoS; Steve Ledoux & Brian McMullen: Town Staff, Glenn Brand & Marie Altieri, School Staff. Absent: Steve Barrett.

Extra Information: ALG Charter, ALG Minutes July 31, 2014-2015 Draft Calendar.

Meeting Called to Order at 7:30 a.m.

1. Minutes – July 31, 2014. Marie Altieri pointed out some minor changes. Mike Gowing moved to approve minutes as modified. Steve Noone seconded. Passed unanimously.
2. Update of FY 15 Revenues and Expenditures of FY 14 Year End.
 - a. Steve Ledoux. FY14 Audit is in progress.
 - b. Brian McMullen. NESWC Liability Fund. The town has been carrying \$1 million in reserves to fund potential liabilities resulting from the old NESWC contract. The state has passed legislation to protect the towns from this liability making the fund no longer necessary. The Board of Selectmen voted to return the funds to free cash over several years (\$500K by the end of FY2014, \$100K per year afterwards until done).

The state auditors have not approved this plan. They want the funds returned to the old NESWC enterprise account rather than to free cash. The town is able to allocate funds from this account exactly the same as from free cash so, in practical terms, this is the same solution.
 - c. Glenn Brand. FY14, In the process of closing out APS and the Region. There will be small turnbacks from the region and APS to the town for FY '14 – likely in mid-Sept when the audit is complete. In addition, there may be higher than anticipated transportation reimbursement to the tune of \$390,000 for FY '15 (based on the assumption of a 90% reimbursement for transportation costs).
3. Review of Spreadsheet. No spreadsheet to review yet
4. Global Cash Flow Update. No info yet
5. Update on Three Board Meeting
 - a. Steve Noone. The 3 board meeting has been scheduled for Oct 28th at 6:15 pm in Town Hall. Draft Agenda:

- i. Go over 5 year plans (Town and Schools). Run through the FinCom Model
- ii. Reconcile through the ALG process
- iii. Moderator for this meeting: Don MacKenzie ??
- b. Dennis Bruce. The School Committee needs to review the 5 year plan before the three board meeting. This will either need to happen at the SC meeting on Oct 16th or we will need to schedule an additional meeting.
- c. Steve Noone. The FinCom Model only needs projected percentage increases per category.
- d. Schools and Town will split the cost of the 3 board meeting.
- e. Steve Ledoux. Admin is working on logistics.

6. Special Town Meeting

- a. Mike Gowing. Fall. Nov 12 or Nov 13. Depends on the school auditorium availability. Warrant Articles (likely):
 - i. Acton Nursing Service. Probably will present 2 options. BoS will discuss their position on Sept 22nd. FinCom will discuss after that.
 - ii. Police – withdraw from civil service rules to make it easier to fill positions
 - iii. 5 zoning articles
 - iv. Local Option Meals Tax
 - v. Water Resource Protection ByLaw

7. Proposed ALG Calendar.

- a. Marie Altieri. Oct 28 items may need to move to Nov meeting (Long Range & Capital on 11/13 and 12/11. Town info will be ready. Schools will not.
- b. Peter Ashton. The ALG is scheduled to meet the morning after the Special Town Meeting. Do you want to do that ?
- c. Steve Noone. Don't schedule ALG meetings right after St Patrick's Day weekend.
- d. Dennis Bruce. After the 3 board meeting, the ALG should schedule time to discuss the Long Range Plan and FinCom Point of View
- e. Kristina Rychlik. Should we reconsider the change in time for our January meeting? We may wish to keep a consistent morning time depending on the needs and preferences of those planning to attend the meetings in the winter. When we schedule additional winter meeting dates we should reconsider the time of the January meeting.
- f. Mike Gowing. We should schedule two dates in February. We can always cancel one if we don't need it.

8. Discussion of Facilitator for January and February

- a. Bart Wendell will not be available in January and March. What should we do?

- b. Steve Ledoux. January is crucial for consensus. Whether March is important depends. Either everything is done or we are in crisis mode.
- c. Dennis Bruce. We need to have continuity. We should have a list of names soon so we can pick a facilitator.
- d. Katie Green. Perhaps not use Bart this year so can have consistency.
- e. Steve Ledoux. Bart would be fine with that.
- f. Kristina Rychlik. Consistent person for the year would be good.
- g. Steve Noone. Like using Bart. If we don't use him for the year, we may not be able to get him back in the future. February is critical. Other months are not so important. Any former chair of one of the major boards could do this.
- h. Peter Ashton. Perhaps we could use Bart but have an 'alternate' facilitator attend all the meetings (to provide continuity). If Bart can't be there, the alternate facilitator would run the meeting.
- i. No consensus yet on how to resolve this issue. Next step, build a list of possible facilitators.

9. Election Impact on Schools

- a. Mike Gowing. Availability of facilities. How much flexibility do we have with regard to scheduling elections and Special Town Meetings?
- b. Dennis Bruce. Not an ALG issue. Schools will be "as accommodating as possible"
- c. Glenn Brand and Steve Ledoux. Generally these issues are worked out by staff. ALG can be a backup forum if there are issues. This usually works well.

10. Land Use Department Move to 33 Nagog Park

- a. Land Use Departments have moved out of Town Hall to allow the renovations of that section of Town Hall

11. Public Comment

- a. Charlie Kadlec. Comments at the end aren't useful

Meeting Adjourned at 9 a.m.

Next Meeting: October 9th at 7:30 am

Paulina Knibbe

Suggested Calendar for Budget Planning for FY15 - DRAFT

Issue	ALG Discussion	ALG Preliminary Consensus	Final ALG Consensus	Confirmation by Boards
Revenue projections	10/9/2014	11/20/2014	12/11/2014	After 12/11/2014
Override? No Override?	10/9/2014	11/20/2014	12/11/2014	After 12/11/2014
Split allocation	10/9/2014	11/20/2014	12/11/2014	After 12/11/2014
Impact of Fincom Long-Range Plan	11/20/2014	12/11/2014	12/11/2014	After 12/11/2014
OPEB Recommendation - initial presentation	11/20/2014	12/11/2014		
Capital plans?	11/20/2014	11/20/2014		
Minuteman - Capital plans?				
Any further work on split allocation?	12/11/2014	12/11/2014		
	1/15/2015	1/15/2015		
Any further revision of revenues?	1/15/2015	1/15/2015		
Assumptions for 3-year plan	1/15/2015	1/15/2015		

Other Important Dates:

Manager's Budget Due
 Municipal Budget Saturday
 AB Budget Workshop
 BOS Vote Budget
 BOS MUST Vote Budget for Fincom
 ABRSC Budget Hearing



Warrant to Printer This Week
 Post Warrant
 Town Election
 Town Meeting Begins



ALG Meeting Dates:

September 11, 2014, 7:30 a.m.
 October 9, 2014, 7:30 a.m.
 November 13, 2014, 7:30 a.m.
 December 11, 2014, 7:30 a.m.
 January 15, 2015, 5:30 p.m.

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

10/10/2014

Town of Acton Revenues	FY15 Town Meeting	FY16	FY17	FY18
A. Revenues (GROSS)				
Tax Levy (excluding debt exclusion)	\$70,905	\$74,030	\$76,573	\$79,129
State Aid	\$13,865	\$14,004	\$14,160	\$14,515
Local Receipts	\$4,170	\$4,550	\$4,639	\$4,730
Debt Exclusion	\$2,947	\$2,911	\$2,852	\$2,831
SBAB Reimbursement	\$923	\$923	\$923	\$923
Total Revenues (including debt)	\$92,811	\$96,418	\$99,148	\$102,126
B. Debt Exclusion Debt Service				
APS School Debt Exclusion	\$611	\$588	\$559	\$552
Public Safety Facility Debt Exclusion	\$451	\$434	\$423	\$411
Municipal Debt Exclusion	\$230	\$222	\$201	\$185
JHS/SHS Debt Exclusion	\$1,655	\$1,667	\$1,670	\$1,682
SBAB Reimbursement-Parker/Damon	\$923	\$923	\$923	\$923
Total Debt Exclusion/SBAB	\$3,870	\$3,834	\$3,775	\$3,754
C. Available Town Revenues (NET) (A - B)	\$88,941	\$92,584	\$95,372	\$98,373
Town of Acton Expenditures				
Total Acton Municipal Allocation	\$29,126	\$30,113	\$31,164	\$31,164
Percentage change year-to-year	3.9%	3.00%	3.00%	3.00%
Acton Portion of Annual ABRSD Budget	\$62,573	\$64,729	\$67,167	\$67,167
Final Assessment Shift Per Appendix A of Regional Agreement	(\$1,067)	(\$1,420)	(\$1,649)	(\$1,649)
Total Acton Contribution To ABRSD Budget	\$61,381	\$63,715	\$66,039	\$66,266
Percentage change year-to-year	4.78%	3.80%	3.65%	0.34%
Total Minuteman Allocation	\$758	\$781	\$806	\$831
Annual Minuteman Allocation				
Acton Share of Trade Hall Remediation Project				
Percentage change year-to-year	-8.26%	3.09%	3.13%	3.13%
D. Town of Acton Expenditures (NET)	\$91,265	\$94,609	\$98,009	\$98,261
E. Subtotal Town of Acton Projected Balance	(\$2,325)	(\$2,025)	(\$2,636)	\$112
F. Appropriation of Reserves (TOTAL)	\$2,325	\$2,619	\$3,299	\$1,387
G. Total Town of Acton Projected Balance	\$0	\$594	\$663	\$1,499
(*) Annual Contributions Towards Long Term OPEB Liability	\$1,100	\$1,400	\$1,700	\$2,300
Town of Acton - Tax Impact	FY15	FY16	FY17	FY18
Existing Valuation ('000s)	\$3,742,176	\$3,846,049	\$3,884,509	\$3,846,049
New Growth value ('000s)	\$37,269	\$31,684	\$31,215	\$29,329
Total Valuation ('000s)	\$3,779,445	\$3,877,733	\$3,915,725	\$3,875,378
Tax Rate	\$19.73	\$20.02	\$20.45	\$21.94
% Change in Tax Rate	1.40%	1.50%	2.13%	2.98%
SF Value	\$515,604	\$520,546	\$520,546	\$520,546
% Change in SF Value	2.00%	0.96%	0.00%	0.00%
SF Tax Bill	\$10,171	\$10,422	\$10,645	\$11,423
% Change in SF Tax Bill	3.43%	2.48%	2.13%	2.98%
\$ Change in SF Tax Bill	\$337.23	\$251.83	\$222.51	\$330.42
(*) OPEB Contributions included in Budgets above				

Boxborough Master Plan Update



Public Kickoff and Visioning Forum
Wednesday, November 19, 2014 @ 7:00 PM
Grange Meeting Room, Town Hall, 29 Middle Road

Pursuant to State law, the Town is required to have a Master Plan. The last Master Plan for Boxborough was completed in January of 2002, and after 12 years, it is no longer relevant. Therefore, Town staff and the Metropolitan Area Planning Council (MAPC) will be producing an updated Master Plan for the Town. This Master Plan Update will serve as Boxborough's decision-making guide for land use, open space, housing, economic development, and other areas over the next ten years, through 2025. At the Public Kickoff and Visioning Forum participants will provide input on materials drafted by MAPC and Town staff to formulate a vision for the town that will help guide the community over the next ten years.

For more information or to sign up for the Master Plan Update email list, please contact Town Planner Adam Duchesneau, AICP at ADuchesneau@Boxborough-MA.gov or 978-264-1723.

Reasons for a Community to Undertake a Master Plan (Update)

- 1) A Master Plan allows a community to reach consensus on the direction it wants to take regarding land use, open space, housing, economic development, energy, health, etc.
- 2) It can think comprehensively about how all the pieces of a community fit together, not just land use or transportation on their own, but how the systems work together to form a community.
- 3) It can plan proactively for the future desired by its residents and be less subject to reactive planning once something is proposed in town. The Master Plan sets the vision and the action steps, and can be a way to compare proposals against the agreed upon vision.
- 4) It allows a community to become more proactive and access grant programs and new State initiatives because it has discussed these issues. It shows the Town is ready to possibly update zoning.
- 5) It hears from the residents, landowners, and business owners what they would like to see as the future of the community.
- 6) It learns new methods for implementation options to get to the future the residents, landowners, and business owners desire.
- 7) It also learns about new opportunities the Town was not previously aware of (e.g. a regional greenway network or an opportunity for regional collaboration on development) and can plan for changing demographics such as an aging population and foreign born populations.
- 8) It investigates and incorporates appropriate new ideas related to planning that were not around the last time the community undertook a plan (update) (such as Low Impact Development, 40R Smart Growth Zoning, municipal energy planning, Community Preservation Act implementation, agricultural preservation planning, etc.).
- 9) It finds creative ways to preserve what is best/most cherished in the community while still allowing/encouraging economic development and conversely, clearly communicating to developers what those expectations and norms are. Like good zoning, a Master Plan can also help attract developers interested in building the type of growth desired. Having a plan with a community supported vision provides developers greater confidence that their proposal will be approved if it is in line with the vision.
- 10) It encourages more residents to get involved in shaping the future of the town, which creates buy-in from new advocates for the plan when implementation actions are needed at Town Meeting.
- 11) It provides a basis for funding and resource requests and demonstrates a shared set of priorities for implementation.



"A goal without a plan is just a dream..."

