

Appendix A

**Types and Definitions of Disabilities
(excerpted from "Rights and Responsibilities in Special
Education" by the Massachusetts Dept. of Education)**

Types of Disabilities that may adversely affect educational progress

12 Different Types of Disabilities are defined in state and federal regulations

- 1. Autism**
- 2. Developmental Delay**
- 3. Intellectual Impairment**
- 4. Sensory Impairment - Hearing Loss or Deafness**
- 5. Sensory Impairment - Vision Loss or Blindness**
- 6. Sensory Impairment - Deafblindness**
- 7. Neurological Impairment**
- 8. Emotional Impairment**
- 9. Communication Impairment**
- 10. Physical Impairment**
- 11. Health Impairment**
- 12. Specific Learning Disability**

Disability shall mean one or more of the following impairments:

(a) *Autism*—

(i) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (f) of this section.

(ii) A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (i) of this section are satisfied.

(b) *Developmental Delay*—The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

(c) *Intellectual Impairment*—The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.

(d) *Sensory Impairment*—The term shall include the following:

1. *Hearing*—The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorally-presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.
2. *Vision*—The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.
3. *Deaf-Blind*—Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.

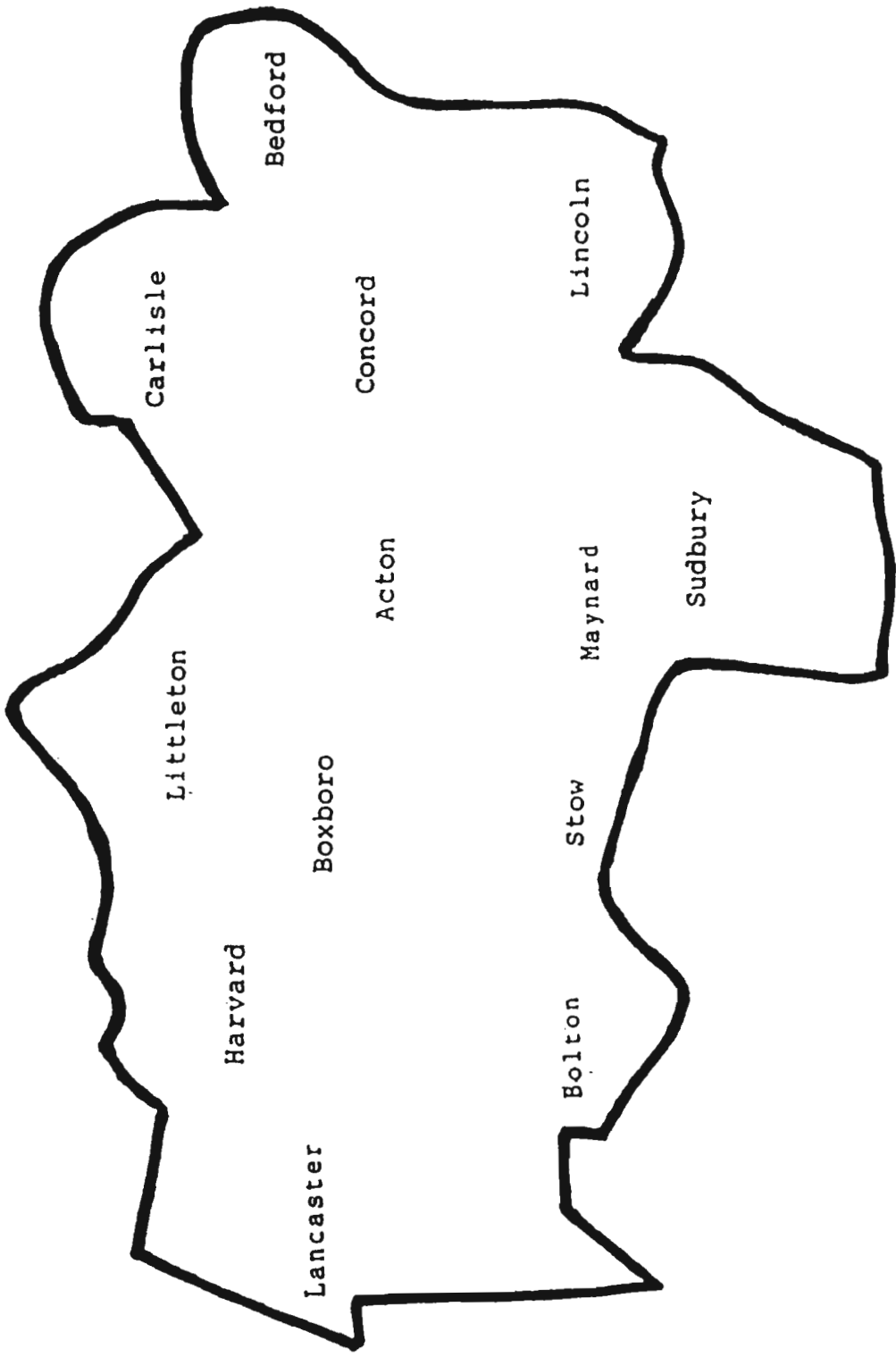
- (e) *Neurological Impairment*—The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.
- (f) *Emotional Impairment*—As defined under federal law at 34 CFR Section 300.7, the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.
- (g) *Communication Impairment*—The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.
- (h) *Physical Impairment*—The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures if such impairment adversely affects a student's educational performance.
- (i) *Health Impairment*—A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle

cell anemia, if such health impairment adversely affects a student's educational performance.

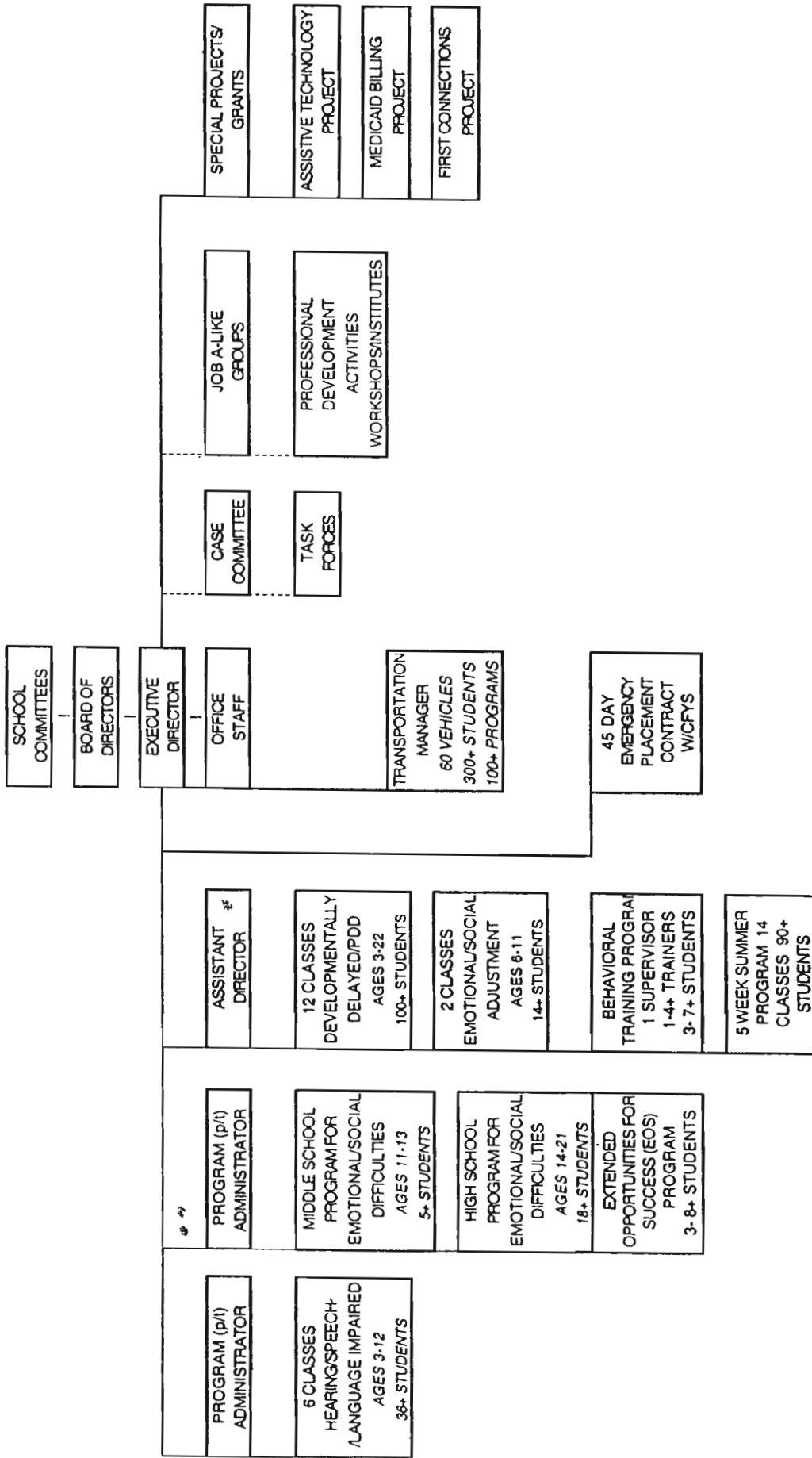
- (j) *Specific Learning Disability* is defined as follows:
- (i) *General.* The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 - (ii) Criteria for determining the existence of a specific learning disability:
 - (a) A team may determine that a child has a specific learning disability if—
 - (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child's age and ability levels; and
 - (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading comprehension.
 - (vi) Mathematics calculation.
 - (vii) Mathematics reasoning.
 - (b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of —
 - (1) A visual, hearing, or motor impairment;
 - (2) Mental retardation;
 - (3) Emotional disturbance; or
 - (4) Environmental, cultural or economic disadvantage.

Appendix B
Concord Area Special Education (CASE)

C.A.S.E. COLLABORATIVE



CASE ORGANIZATIONAL CHART



LOCATIONS OF C.A.S.E. PROGRAMS – FY03

#	BUILDING	DISTRICT
1	Douglas School – Summer	Acton
2	McCarthy-Towne Elementary School	Acton
3	Meriam Elementary School	Acton
4	Trailer – Transportation	Acton
5	Bedford High School	Bedford
6	Davis Elementary School	Bedford
7	John Glenn Middle School	Bedford
8	Blanchard Elementary School	Boxborough
9	Carlisle Elementary School	Carlisle
10	Ripley School	Concord
11	Sanborn Middle School	Concord
12	Willard Elementary School	Concord
13	Harvard Elementary School	Harvard
14	Lincoln/Hanscom Air Force Base	Lincoln
15	Russell Street Elementary School	Littleton
16	Shaker Lane Elementary School	Littleton
17	Fowler Middle School	Maynard
18	Green Meadow Elementary School	Maynard
19	Emerson Elementary School	Nashoba (Bolton)
20	Nashoba Regional High School	Nashoba (Bolton)
21	Sawyer Elementary School	Nashoba (Bolton)
22	Curtis Middle School	Sudbury

EIGHT YEAR HISTORY
WHERE DID C.A.S.E. STUDENTS GO?
(June Enrollment)

	1	2	3	4	5	6	7
	JUNE ENROLLMENT	STAYED IN SAME CASE CLASS	TRANSITIONED TO ANOTHER CASE CLASS	TRANSITIONED TO ANOTHER COLLABORATIVE OR TO ANOTHER LEA	TRANSITIONED TO HOME LEA	TRANSITIONED TO 502.5 OR 502.6	TURNED 22, GRADUATED, HOME SCHOOL OR MOVED
FY02	174	95 (54%)	44 (25%)	2 (1%)	25 (15%)	3 (2%)	6 (3)
FY01	173	99 (58%)	36 (21%)	6 (4%)	12 (7%)	11 (6%)	7 (4)
FY00	175	109 (62%)	35 (20%)	7 (4%)	16 (9%)	3 (2%)	5 (3)
FY99	172	87 (51%)	43 (25%)	14 (8%)	16 (9%)	11 (6%)	1 (1)
FY98	160	94 (59%)	35 (22%)	12 (8%)	15 (9%)	3 (2%)	1 (1)
FY97	169	97 (57%)	31 (18%)	3 (2%)	27 (16%)	7 (4%)	4 (2)
FY96	153	104 (65%)	24 (15%)	2 (1%)	13 (8%)	7 (4%)	3 (2)
FY95	161	92 (57%)	36 (22%)	2 (1%)	20 (12%)	2 (1%)	9 (6)

Number of Students Transitioned to Home School District (FY95 - FY02)

144

C.A.S.E. ASSESSMENTS FOR 2002-03 BUDGET

SCHOOL DISTRICT	1 MEMBERSHIP FEE	2 # STUDENTS IN C.A.S.E. CLASSES 2000-01	3 % STUDENTS IN C.A.S.E. CLASSES 2000-01	4 INSTRUCTIONAL ASSESSMENT	5 TOTALS COLUMN 1 COLUMN 4	6 DEBIT*	7 CREDIT**	8 TOTAL C.A.S.E. ASSESSMENTS 2002-03
ACTON	\$3,300	21.9	12.6%	\$568,480	\$571,780	29,366	-15,000	\$586,146
ACTON/BOXBORO	3,300	5.4	3.1%	139,864	143,164	26,763		169,927
BEDFORD	3,300	13.5	7.8%	351,916	355,216		-10,000	345,216
BOXBORO	3,300	7.6	4.4%	198,517	201,817	5,508	-2,500	204,825
CARLISLE	3,300	0.7	0.4%	18,047	21,347	8,563	-2,500	27,410
CONCORD	3,300	25.8	14.8%	667,738	671,038	22,880	-17,500	676,418
CONCORD/CARLISLE	3,300	1.4	0.8%	36,094	39,394	13,752	-1,500	51,646
HARVARD	3,300	6.4	3.7%	166,935	170,235	11,961	-2,500	179,696
LINCOLN	1,650	0.0	0.0%	0	1,650	6,517		8,167
LINCOLN/HANSCOM	1,650	1.6	0.9%	40,606	42,256	6,517	-2,500	46,273
LINCOLN/SUDBURY	3,300	2.9	1.7%	76,700	80,000	14,399		94,399
LITTLETON	3,300	13.1	7.5%	338,381	341,681	14,885	-7,500	349,066
MAYNARD	3,300	5.6	3.2%	144,376	147,676		-5,000	142,676
NASHOBA	3,300	13.0	7.5%	338,381	341,681	39,000	-7,500	373,181
SUDBURY	3,300	11.6	6.7%	302,287	305,587		-2,500	303,087
OTHER TOWNS		43.5	24.9%	1,123,426	1,123,426			1,123,426
TOTAL BUDGET	\$133,176	174.0	100.0%	\$5,192,053	\$5,325,228			\$4,681,559
INCOME FROM	86,971			680,309	\$767,280			
OTHER SOURCES								
SCHOOL ASSESSMENT	\$46,205			\$4,511,744	\$4,557,948	\$200,111	(\$76,500)	\$4,681,559

*LOCAL EQUIVALENT OF 8% OF IDEA FUNDS
 **RENT CREDIT AND/OR BOOKKEEPING/PAYROLL CREDIT
 Slight differences due to rounding.

**A SUMMARY OF
SPECIAL EDUCATION
DATA: C.A.S.E.
DISTRICTS**

January 2003

**PERCENTAGE OF SPECIAL NEEDS STUDENTS WITHIN THE C.A.S.E.
COMMUNITY - BY LEVEL - 2002-03**

DISTRICT	LEVELS	% SPED STUDENTS	# OF SPED STUDENTS (10/1/02)	TOTAL SCHOOL POPULATION (10/1/02)
ACTON	K-6	12.5%	322	2,578
BOXBORO	K-6	13.6%	85	627
CARLISLE	K-8	11.0%	93	847
CONCORD	K-8	16.9%	324	1,913
LINCOLN	K-8	15.4%	207	1,346
SUDBURY	K-8	12.6%	390	3,088
ACTON/BOX. REG.	7-12	12.9%	330	2,562
CONC/CARL. REG.	9-12	11.0%	139	1,267
LINC/SUD. REG.	9-12	16.4%	230	1,400
ACTON/BOXB/ACT-BOX REG	K-12	12.8%	737	5,767
BEDFORD	K-12	15.2%	353	2,317
CARL/CONC/CON-CARL REG	K-12	13.8%	556	4,027
HARVARD	K-12	14.5%	183	1,261
LINC/SUD/LINC-SUD REG.	K-12	14.2%	827	5,834
LITTLETON	K-12	15.7%	243	1,552
MAYNARD	K-12	15.4%	224	1,453
NASHOBA REG.	K-12	14.2%	439	3,101
ALL CASE DISTRICTS		14.1% (Average)	3,562	25,312

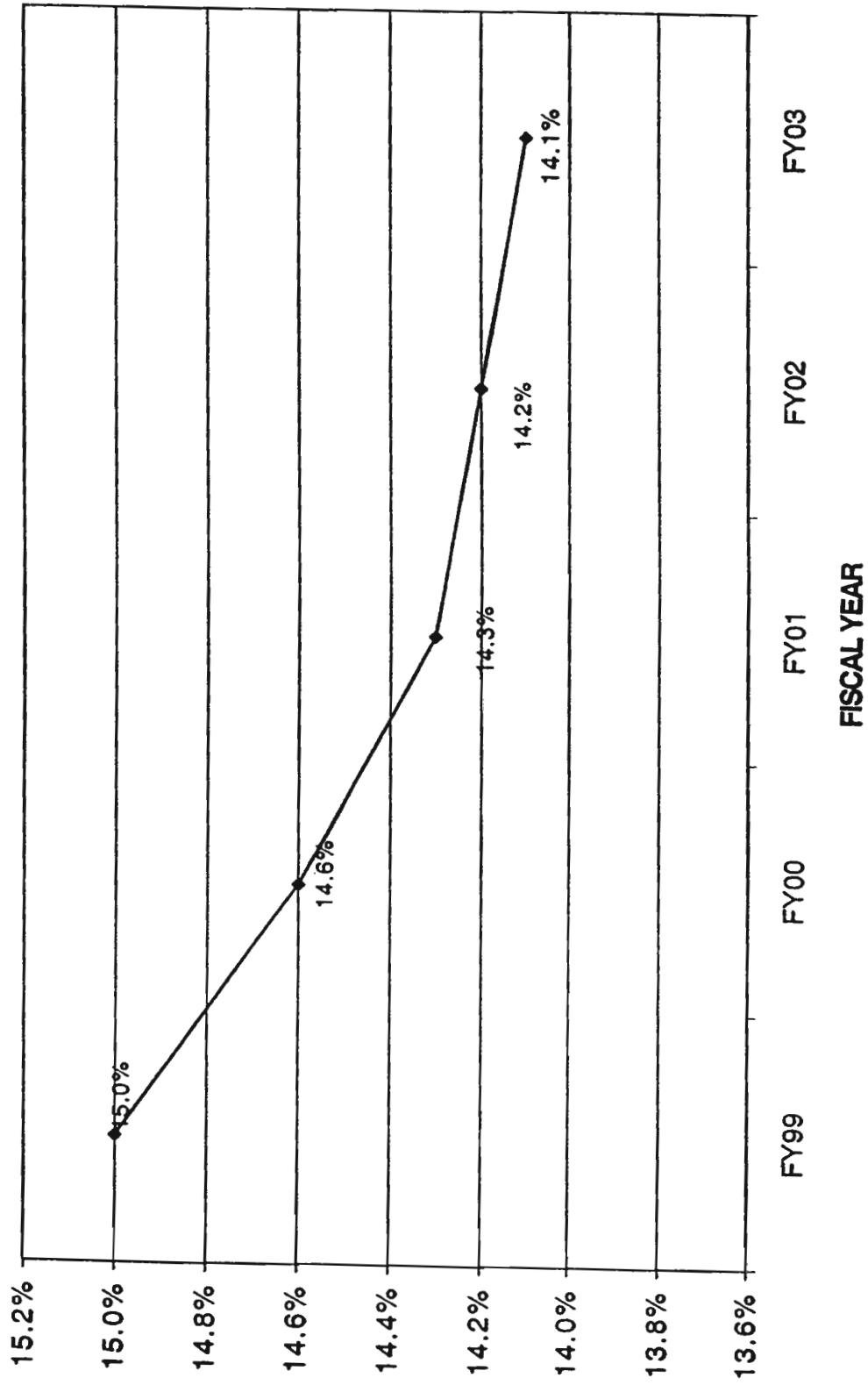
PERCENTAGE OF SPED STUDENTS IN CASE DISTRICTS

DISTRICT	# OF STUDENTS ON IEP'S	TOTAL SCHOOL ENROLLMENT*	% OF ENROLLMENT
	10/1/02	10/1/02	
ACTON	322	2578	12.5%
ACT/BOX	330	2562	12.9%
BEDFORD	353	2317	15.2%
BOXBORO	85	627	13.6%
CARLISLE	93	847	11.0%
CONCORD	324	1913	16.9%
CON/CARL	139	1267	11.0%
HARVARD	183	1261	14.5%
LINCOLN	113	736	15.4%
LIN/HAN	94	610	15.4%
LIN/SUD	230	1400	16.4%
LITTLETON	243	1552	15.7%
MAYNARD	224	1453	15.4%
NASHOBA	439	3101	14.2%
SUDBURY	390	3088	12.6%
	3562	25312	14.1%

*INCLUDES OUT OF DISTRICT STUDENTS

12/30/02

**PERCENTAGE CHANGE - SPECIAL EDUCATION STUDENTS IN
CASE DISTRICTS: FY99-FY03**



OUT OF DISTRICT PLACEMENTS: CASE DISTRICTS

OF OUT OF DISTRICT PLACEMENTS (NOT INCLUDING CASE)

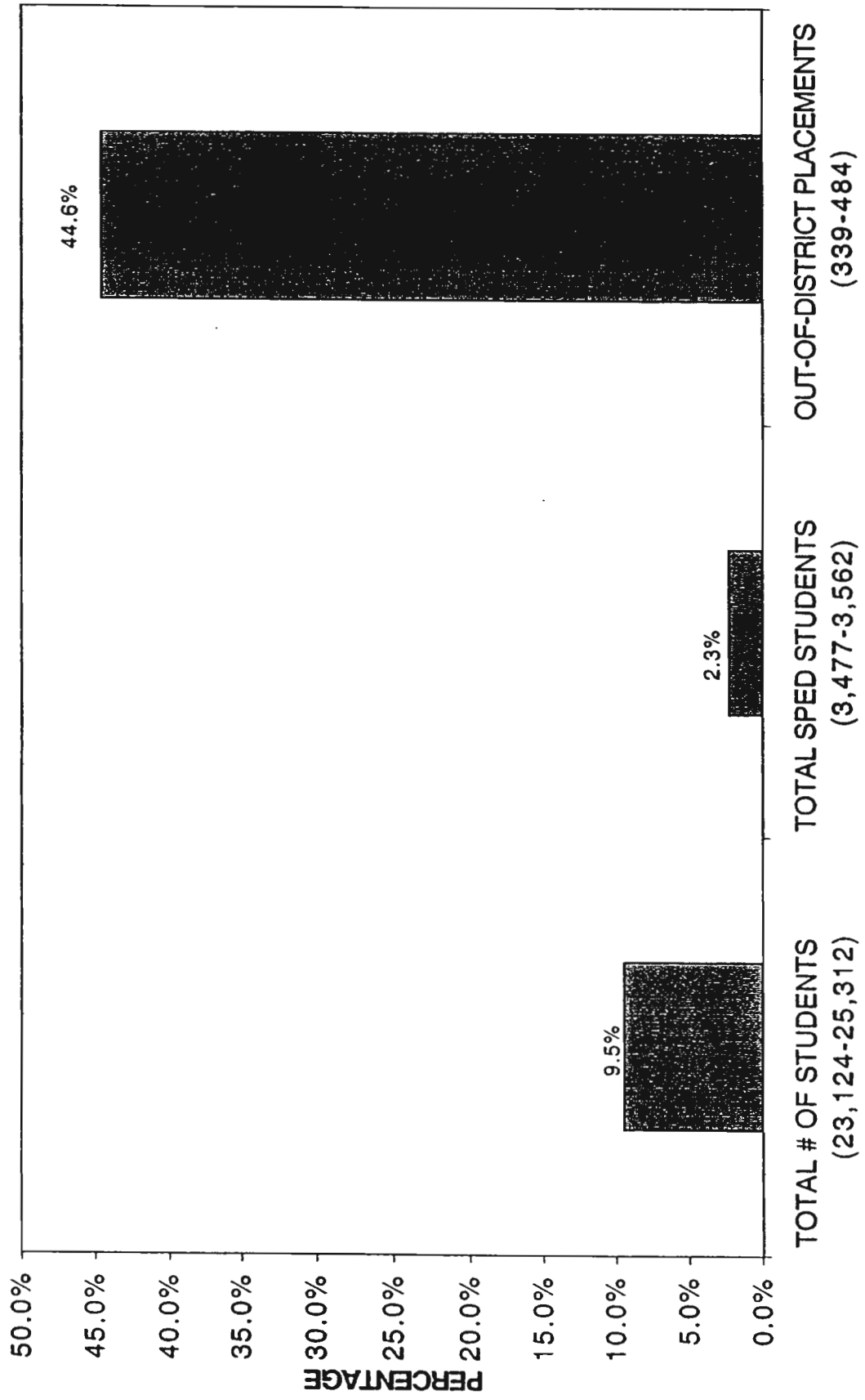
	FY99	FY00	FY01	FY02	FY03	% CHANGE FY99 TO FY03
ACTON	5	6	8	8	9	80%
ACTON/BOXB	21	30	35	38	49	133%
BEDFORD	41	40	46	56	61	49%
BOXBORO	4	6	6	9	7	75%
CARLISLE	4	4	5	4	4	0%
CONCORD	16	20	21	25	25	56%
CONC/CARL	25	26	29	26	26	4%
HARVARD	9	17	22	25	29	222%
LINCOLN	2	1	1	4	3	50%
LINC/SUDB	26	35	31	24	18	-31%
LITTLETON	15	20	22	19	26	73%
MAYNARD	25	22	21	32	29	16%
NASHOBA	26	37	44	44	36	38%
SUDBURY	11	13	11	21	20	82%
	230	277	302	335	342	49%
% INCREASE		20%	9%	11%	2%	49%

TYPE OF PLACEMENT: PRIVATE VS. PUBLIC PLACEMENT

	FY99	FY00	FY01	FY02	FY03
PRIVATE SCHOOLS (DAY AND RESIDENTIAL)	153	186	205	224	239
OTHER SCHOOL DISTRICTS/OTHER COLLABORATIVES	77	91	97	111	103
	230	277	302	335	342

	FY99	FY00	FY01	FY02	FY03
PRIVATE SCHOOLS (DAY AND RESIDENTIAL)	67%	67%	68%	67%	70%
OTHER SCHOOL DISTRICTS/OTHER COLLABORATIVES	33%	33%	32%	33%	30%
	100%	100%	100%	100%	100%

PERCENTAGE CHANGE IN CASE DISTRICTS: FY99-FY03



% OF SPED STUDENTS ATTENDING NON-CASE OUT-OF-DISTRICT PLACEMENTS

TABLE I

FY03 PLACEMENT	ACT	A/B	BED	BOX	CARL	CONC	C/C	HAR	LINC &		LITT	MAY	NAS	SUD	TOTAL
									HANS	L/S					
# OF STUDENTS ATTENDING NON-CASE PLACEMENT	9	49	61	7	4	25	26	29	3	18	26	29	36	20	342
# OF STUDENTS ON IEP'S (10/1/02)	322	330	353	85	93	324	139	183	207	230	243	224	439	390	3562
% OF SPED STUDENTS ATTENDING NON-CASE OUT- OF DISTRICT PLACEMENTS	3%	15%	17%	8%	4%	8%	19%	16%	1%	8%	11%	13%	8%	5%	10%

% OF STUDENT ENROLLMENT ATTENDING NON-CASE OUT-OF-DISTRICT PLACEMENTS

TABLE II

FY03 PLACEMENT	ACT	A/B	BED	BOX	CARL	CONC	C/C	HAR	LINC &		LITT	MAY	NAS	SUD	TOTAL
									HANS	L/S					
# OF STUDENTS ATTENDING NON-CASE PLACEMENT	9	49	61	7	4	25	26	29	3	18	26	29	36	20	342
TOTAL STUDENT ENROLLMENT (10/1/02)	2578	2562	2317	627	847	1913	1267	1261	1346	1400	1552	1453	3101	3088	25312
% OF SPED STUDENTS ATTENDING NON-CASE OUT- OF DISTRICT PLACEMENTS	0.3%	1.9%	2.6%	1.1%	0.5%	1.3%	2.1%	2.3%	0.2%	1.3%	1.7%	2.0%	1.2%	0.6%	1.4%

% OF SPED STUDENTS ATTENDING (CASE & NON-CASE) OUT-OF-DISTRICT PLACEMENTS

TABLE III

FY03 PLACEMENT	ACT	A/B	BED	BOX	CARL	CONC	C/C	HAR	LINC & HANS		L/S	LITT	MAY	NAS	SUD	TOTAL
									HANS	LINC						
# OF STUDENTS ATTENDING OUT OF DISTRICT(CASE & NON-CASE) PLACEMENTS	24	56	85	14	5	61	28	34	3	23	34	34	36	46	35	484
# OF STUDENTS ON IEP'S (10/1/02)	322	330	353	85	93	324	139	183	207	230	243	224	439	390	3562	
% OF SPED STUDENTS ATTENDING OUT-OF-DISTRICT PLACEMENTS	7%	17%	24%	16%	5%	19%	20%	19%	1%	10%	14%	16%	10%	9%	14%	

% OF STUDENT ENROLLMENT ATTENDING (CASE & NON-CASE) OUT-OF-DISTRICT PLACEMENTS

TABLE IV

FY03 PLACEMENT	ACT	A/B	BED	BOX	CARL	CONC	C/C	HAR	LINC & HANS		L/S	LITT	MAY	NAS	SUD	TOTAL
									HANS	LINC						
# OF STUDENTS ATTENDING NON-CASE PLACEMENT	24	56	85	14	5	61	28	34	3	23	34	34	36	46	35	484
TOTAL STUDENT ENROLLMENT (10/1/02)	2578	2562	2317	627	847	1913	1267	1261	1346	1400	1552	1453	3101	3088	25312	
% OF SPED STUDENTS ATTENDING NON-CASE OUT-OF-DISTRICT PLACEMENTS	0.9%	2.2%	3.7%	2.2%	0.6%	3.2%	2.2%	2.7%	0.2%	1.6%	2.2%	2.5%	1.5%	1.1%	1.9%	

SUMMARY OF PRE-SCHOOL STUDENTS (FY03) WITH SPECIAL NEEDS BY DISABILITY-CASE COMMUNITY

	AUTISM/PDD		HEARING IMPAIRED		SPEECH AND LANGUAGE IMPAIRED		DEV. DELYD (MODERATE/ MILD)		PROFOUNDLY RETARDED		EMOT. DIST.		PHYSICAL DISABILITY (CP)		OTHER (OT/PT/ VISION)		TOTALS			
ACTON	11	1	7	18	2													40	ACTON	
BOXBORO	2	1	3	5														10	BOXBORO	
BEDFORD	7	1	5	7														24	BEDFORD	
CARLISLE	1		9	2							1							13	CARLISLE	
CONCORD	7	3	13	5	1													35	CONCORD	
HARVARD	1		4	3														9	HARVARD	
LINCOLN	3		1	2														7	LINCOLN	
LINC/HANSCOM	3		10	1	1													15	LINC/HANSCOM	
LITTLETON	3	2	13	11														30	LITTLETON	
MAYNARD	5		9	9														14	MAYNARD	
NASHOBA	2		9	12														24	NASHOBA	
SUDBURY	8	1	24	12	4								2					51	SUDBURY	
TOTAL # OF STUDENTS	53	8	98	87	8	1	6	11										232	STUDENTS	
% OF TOTAL IN CASE	23%	3%	42%	38%	3%	0%	3%	5%												% OF TOTAL IN CASE

PERCENT OF STUDENTS WITHIN EACH DISTRICT

	AUTISM/PDD		HEARING IMPAIRED		SPEECH AND LANGUAGE IMPAIRED		DEV. DELYD (MODERATE/ MILD)		PROFOUNDLY RETARDED		EMOT. DIST.		PHYSICAL DISABILITY (CP)		% OF PRE-SCHOOL OTHER SPED STUDENTS IN CASE COMMUNITY					
ACTON	28%	3%	18%	45%	5%											17%	ACTON			
BOXBORO	20%	4%	30%	50%												4%	BOXBORO			
BEDFORD	29%	8%	21%	29%												10%	BEDFORD			
CARLISLE	8%	9%	89%	15%						8%						6%	CARLISLE			
CONCORD	20%	9%	37%	14%	3%											15%	CONCORD			
HARVARD	11%		44%	33%												4%	HARVARD			
LINCOLN	43%		14%	29%												3%	LINCOLN			
LINC/HANSCOM	20%		67%	7%												6%	LINC/HANSCOM			
LITTLETON	10%		43%	37%												13%	LITTLETON			
MAYNARD	36%		38%	64%												6%	MAYNARD			
NASHOBA	8%	2%	47%	50%												10%	NASHOBA			
SUDBURY	16%		47%	24%	8%											22%	SUDBURY			
% OF TOTAL IN CASE	23%	3%	42%	38%	3%	0%	3%	5%												% OF TOTAL IN CASE

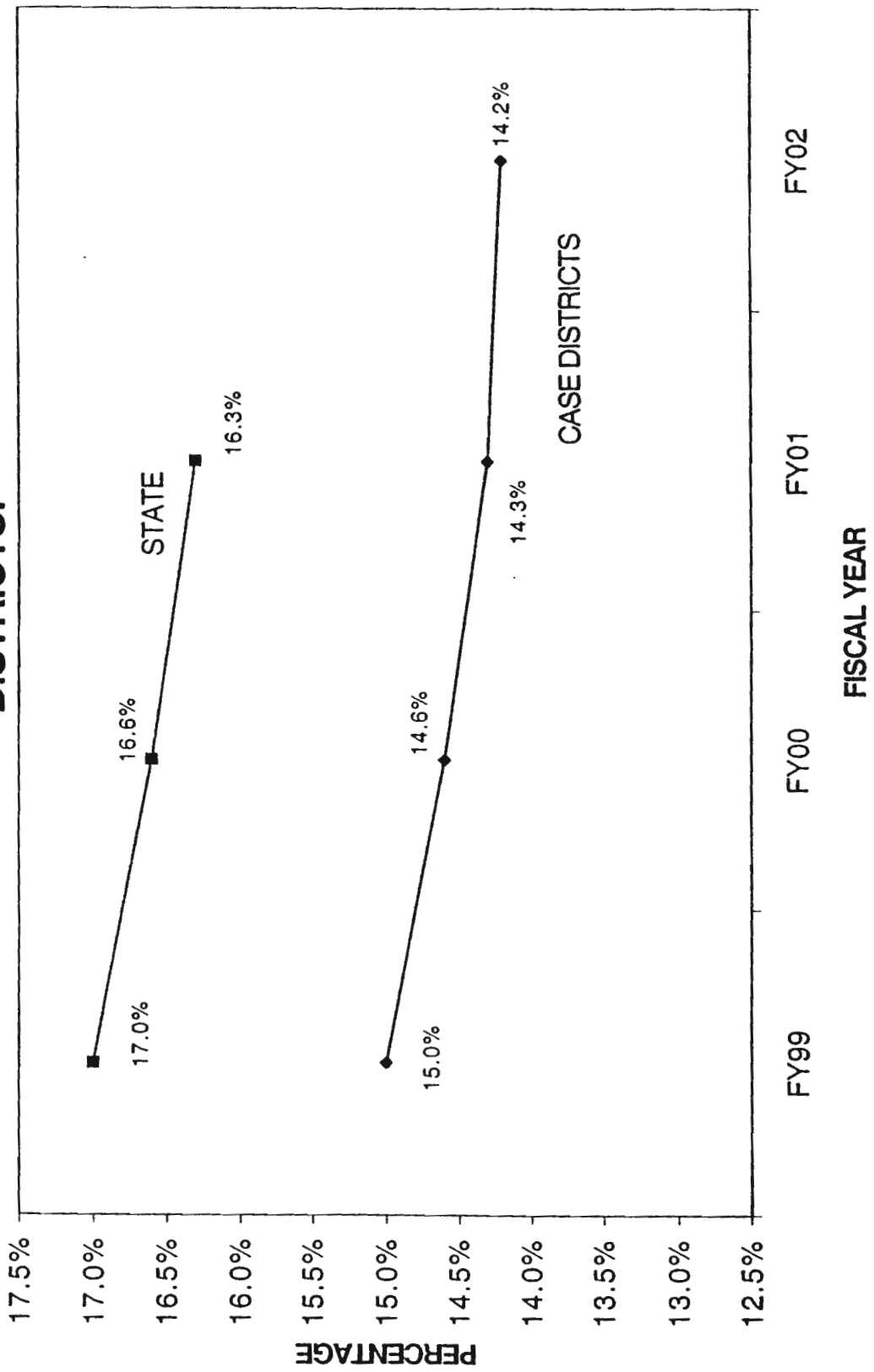
FUNDING FORMULA FOR C.A.S.E. TRANSPORTATION SYSTEM

Districts (Acton, Acton/Boxborough, Bedford, Boxborough, Carlisle, Concord, Concord/Carlisle, Harvard, Lincoln) are assessed their share of the projected transportation costs based on the percentage of students being transported during the month of October using the following weighted formula.

Weighted Formula

- 1.0 In Town
 - 2.0 Another C.A.S.E. town
 - 3.0 Outside of C.A.S.E. Community
- 80% of weight if two or three students attend the same program.
40% of weight if four or more students attend the same program.

PERCENTAGE OF SPECIAL EDUCATION STUDENTS: STATE VS. CASE DISTRICTS:



Appendix C

List of Private Schools and Collaboratives used by APS and ABRSD for OOD Placements from September 1998 through September 2003; does not include data for September 2001. Data provided by Nancy Kolb.

If students were not enrolled in the OOD placement during the month of September the school name may not be included.

ACTON PUBLIC SCHOOLS PLACEMENTS

Collaborative Placements

CASE
MEC
GLEC
SEEM

Private Placements

Community Therapeutic Day School
Cotting School
Dr. Franklin Perkins
Kennedy Day School
Knight's Children Center/Home for Little Wanderers
Lighthouse School
Manville
May Institute
Melmark
Nashoba Learning Group
New England Center For Children
Perkins School For The Blind
Seven Hills
Walker Home & School

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT PLACEMENTS

Collaborative Placements

BICO
CASE
EDCO
LABBB
MEC
SCEC-ACE

Private Placements

The Arlington School
Assabet (Concord Day School)
Beacon High School
Cardinal Cushing School
Carroll School
F.L. Chamberlain School
CHS Pathways
Clearway School
Concord Assabet
Corwin-Russell/Broccoli Hall
Cotting School
DDTC-South Vinfen
Dearborn Academy
Devereau-Glenholme, MA
Devereau-Glenholme, CT
Dr. Franklin Perkins
Farr Academy
Fulton Heights Alternative High School
Germaine-Lawrence School
Gifford School
Harbor School
Hillside
Ivy Street School
Kennedy Day School
Lake Grove/Maple Valley
League School
Learning Clinic, CT
Learning Prep School
Lighthouse School
Manville
Mass Hospital School
Mathoms/Lovering
May Institute
Melmark of New England
Metro South Academy
N.E. Center For Children
Perkins School For The Blind
St. Ann's Home and School.
St. Vincent's
Seaport Campus
Solstice
Victor School
Walker Home and School
Waltham Committee, Inc.
Wayside
Willow Hill

Appendix D Bibliography

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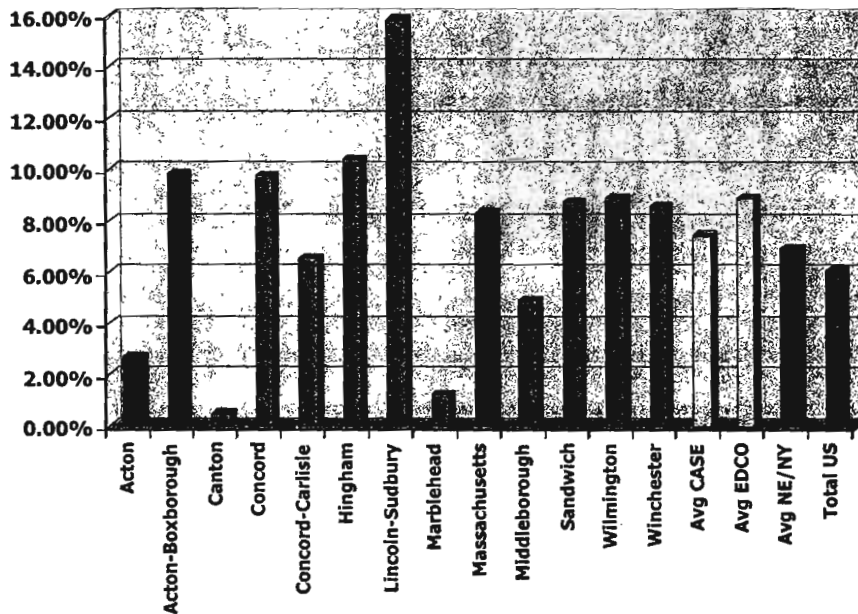
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Appendix E

Detailed Analyses and Charts on Student Disabilities

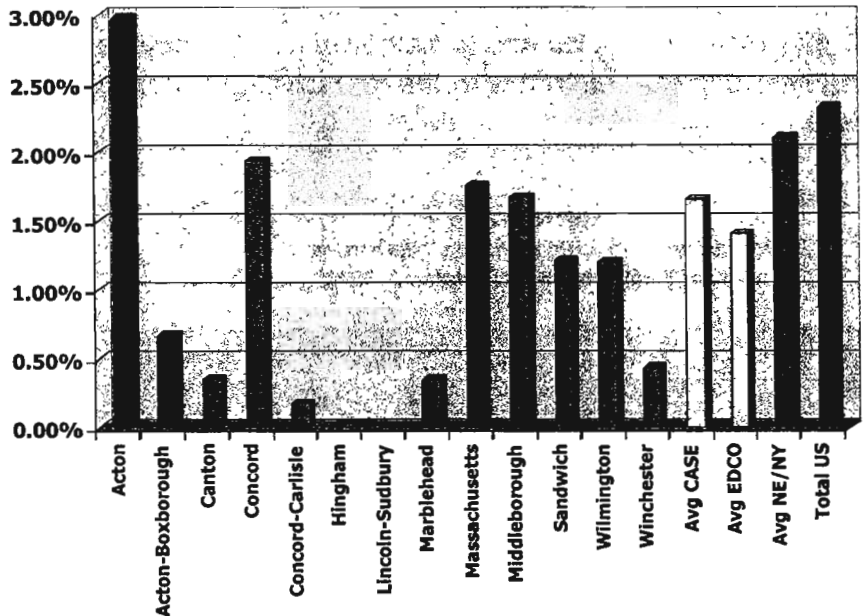
Figures E-1 through E-5 compare the percentage of students at Acton and Acton-Boxborough diagnosed with a particular category of disability as a percentage of the total student enrollment in that district with the identified group of peer communities and with national data.

Figure E-1
Students with Specific Learning Disabilities
as % of Total Enrollment (October 1, 2001)



Acton shows 2.77 percent of its total student population has been diagnosed with specific learning disabilities, and Acton-Boxborough shows 9.88 percent. The average for Massachusetts is 8.36 percent, while the national average is 6.14 percent. For communication, speech and language disabilities, 2.98 percent of Acton's student population is diagnosed with these disabilities, and .67 percent of Acton-Boxborough's student population. The Massachusetts average is 1.76 percent and the national average is 2.33 percent.

Figure E-2
Students with Communication, Speech & Language Disabilities
as % of Total Enrollment (October 1, 2001)



The numbers of students diagnosed with autism has caused concern in many school districts across the nation.¹ As shown in Table 2, autism has increased dramatically throughout the nation in all age groups between the 1992-1993 and 2000-2001 school year. Acton has seen increases in this group as well, but Acton's .28 percentage of student enrollment, and Acton-Boxborough's .25 percent match the national average of .21 percent.

¹ See, for example, "A Mysterious Upsurge in Autism," *The New York Times*, October 20, 2002; Sandra Blakeslee, "Increase in Autism Baffles Scientists," *The New York Times*, October 18, 2002; or California Department of Developmental Services, *Autistic Spectrum Disorders: Changes in the California Caseload – An Update: 1999 through 2002* (Sacramento, CA: State of California, California Health and Human Services Agency, Department of Developmental Services, April 2003).

**Table E-1
Number of Children Served Under IDEA by Disability and Age Group,
During School Years 1992-93 Through 2001-02**

All Disabilities	1992-93	2001-02	% Increase
Age Group 0-2	74,830	247,433	230.66%
Age Group 3-5	455,449	620,195	36.17%
Age Group 3-21	5,081,023	6,487,429	27.68%
 AGE GROUP 6-11			
Sorted by Four Highest Areas of Increase	1992-93	2001-02	% Increase
Autism	8,914	63,676	614.34%
Traumatic Brain Injury	1,507	7,730	412.94%
Other Health Impairments	33,487	156,070	366.06%
Orthopedic Impairments	29,138	36,941	26.78%
All Disabilities	2,399,916	2,791,993	16.34%
 AGE GROUP 12-17			
Sorted by Four Highest Areas of Increase	1992-93	2001-02	% Increase
Traumatic Brain Injury	1,844	10,947	493.66%
Other Health Impairments	29,150	171,758	489.22%
Autism	4,893	28,593	484.37%
Orthopedic Impairments	19,594	31,912	62.87%
All Disabilities	1,990,085	2,791,970	40.29%
 AGE GROUP 18-21			
Sorted by Four Highest Areas of Increase	1992-93	2001-02	% Increase
Traumatic Brain Injury	609	2,066	239.24%
Autism	1,773	5,635	217.82%
Other Health Impairments	3,426	10,839	216.37%
Multiple Disabilities	12,439	16,207	30.29%
All Disabilities	235,573	283,271	20.25%

Source: IDEA Table AA9.

Figure E-3
Students with Autism
 as % of Total Enrollment (October 1, 2001)

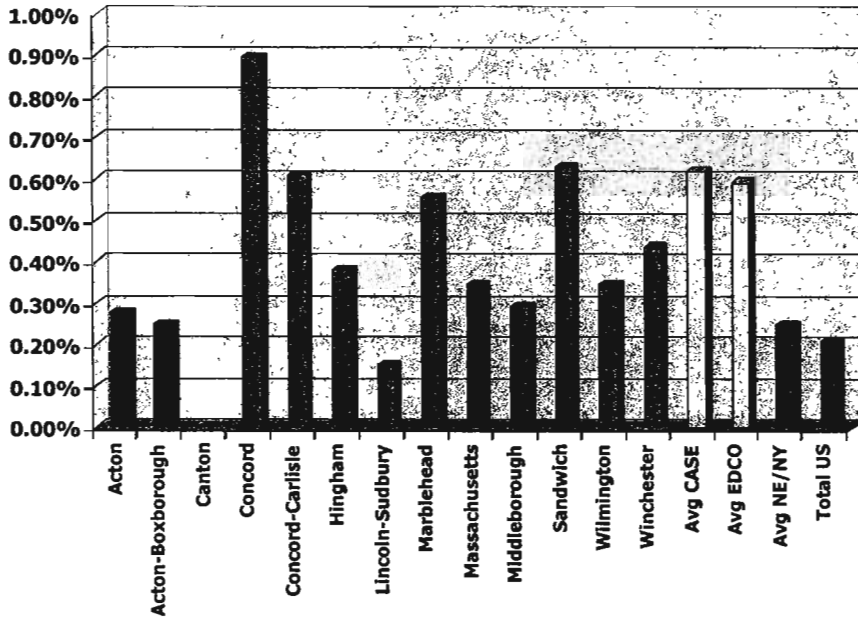


Figure E-4
Students with Developmental Delay
 as % of Total Enrollment (October 1, 2001)

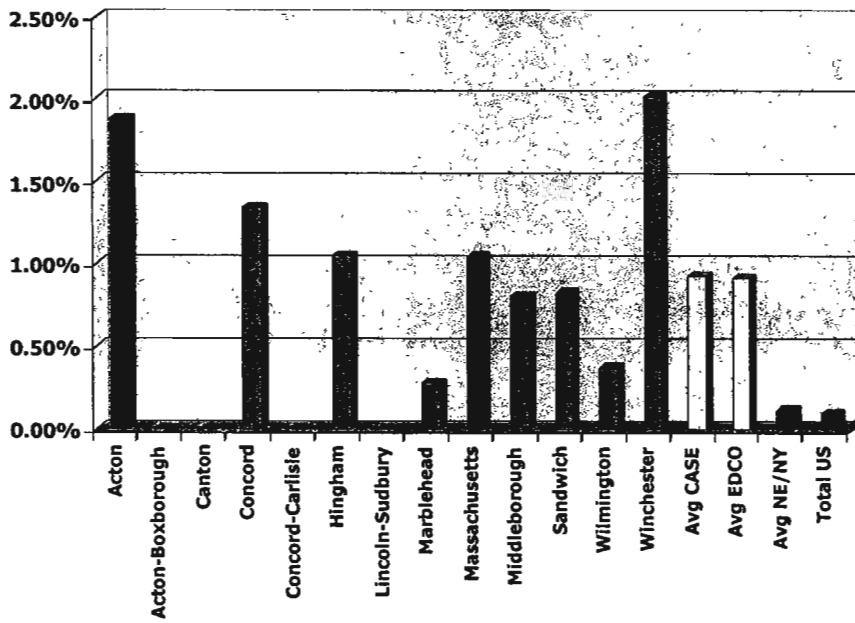
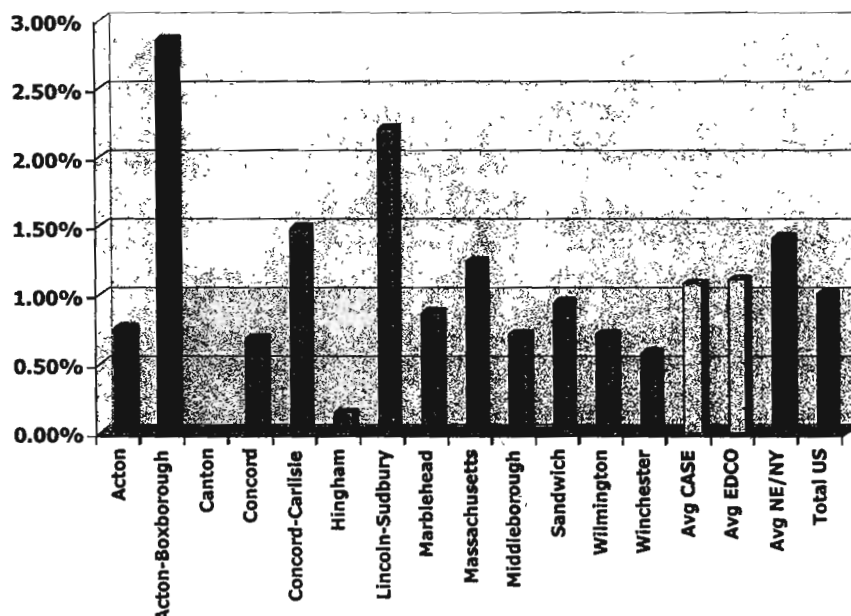


Figure E-5
Students with Emotional Disabilities
as % of Total Enrollment (October 1, 2001)



Acton ranks much higher than local, regional, or national averages for students diagnosed with developmental delays (Acton has 1.89 percent compared with .10 percent for the nation as a whole). Acton-Boxborough has a higher percentage of students diagnosed with emotional disabilities than national or state average (AB has 2.86 percent of total student enrollment, compared with 1.25 for Massachusetts and 1.02 for national data).

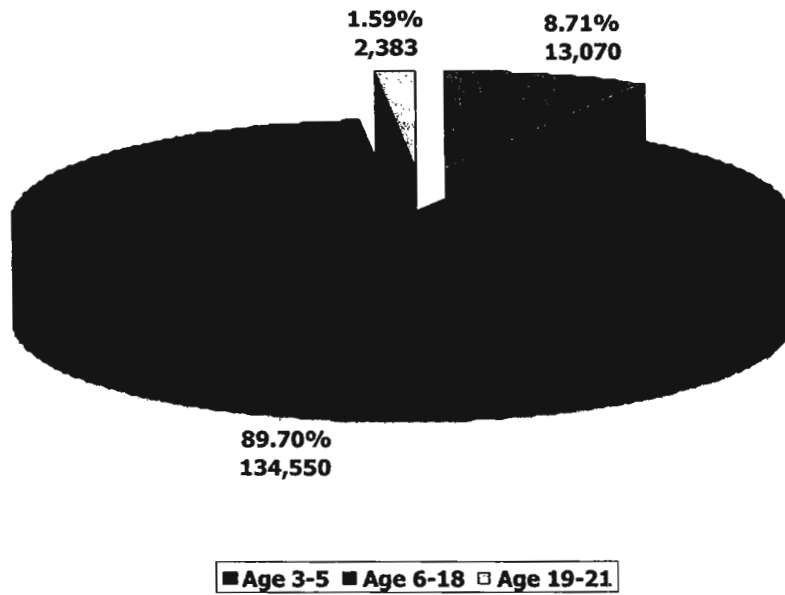
Table E-1
Special Education Enrollment, Total U.S., 1991 through 2001

	Age Group 3-5	Age Group 6-11	Age Group 12-17	Age Group 18-21	Totals
1991-92	373,117	2,342,353	1,906,097	229,996	4,851,563
1992-93	462,728	2,339,565	2,017,192	241,564	5,061,049
1993-94	486,298	2,455,472	2,063,196	238,313	5,243,279
1994-95	479,844	2,510,532	2,145,749	236,439	5,372,564
1995-96	522,166	2,588,063	2,214,424	239,812	5,564,465
1996-97	516,412	2,650,413	2,311,573	251,305	5,729,703
1997-98	527,070	2,709,339	2,401,454	262,223	5,900,086
1998-99	517,243	2,765,956	2,498,822	276,547	6,058,568
1999-00	530,782	2,797,554	2,589,186	278,555	6,196,077
2000-01	580,799	2,810,587	2,694,036	280,701	6,366,123

Total % Increase 1991 - 2001	Age Group 3-5	Age Group 6-11	Age Group 12-17	Age Group 18-21	Totals
	55.66%	19.99%	41.34%	22.05%	31.22%

Source: IDEA Table AB7, www.ideadata.org.

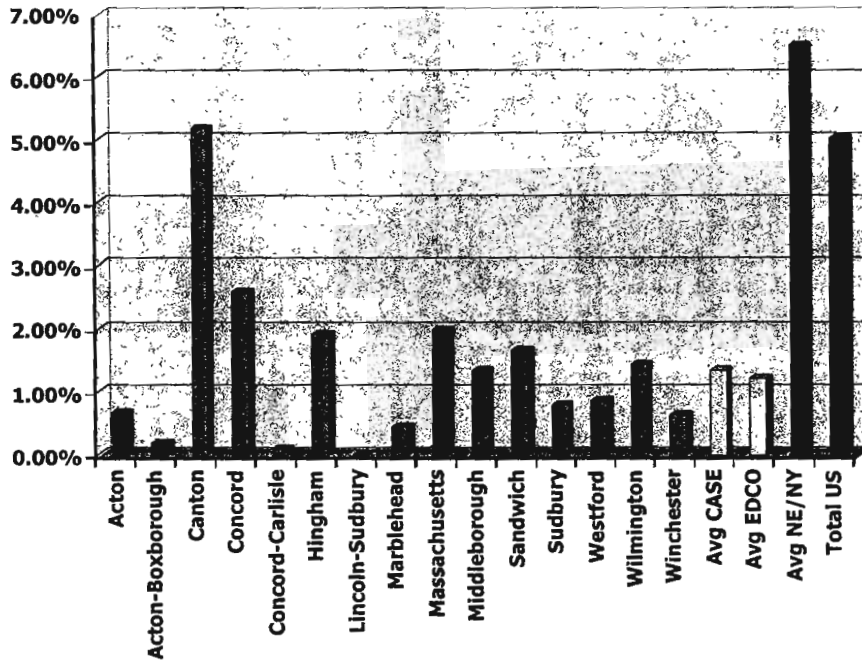
Massachusetts Age Distribution of Children with Disabilities
October 1, 2001



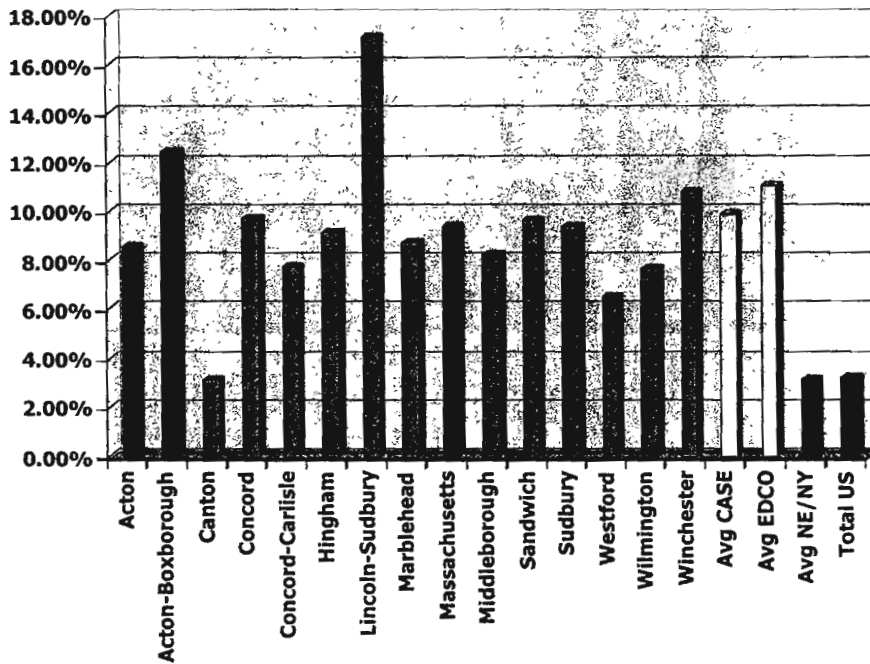
Appendix F

Detailed Charts on Student Placements

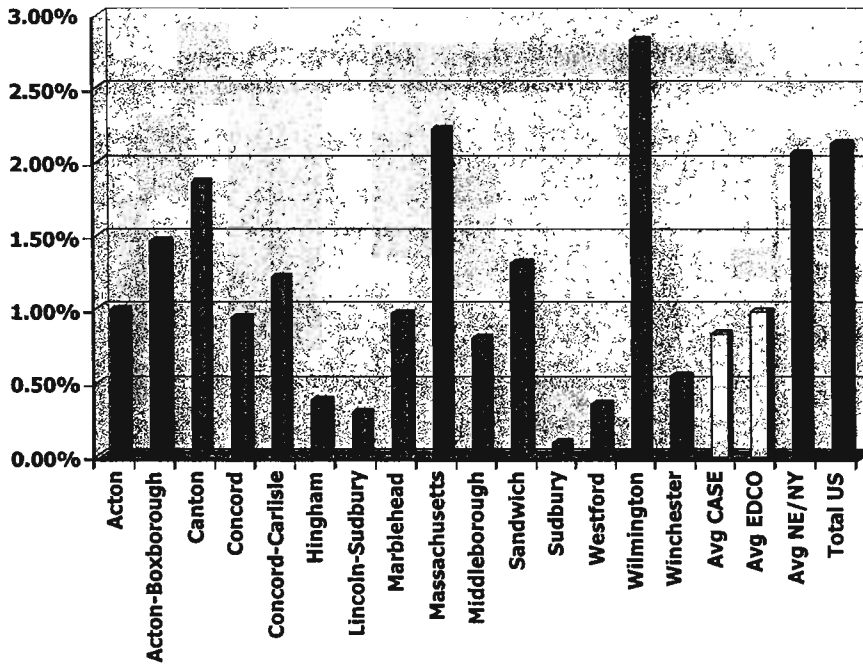
**SPED Enrollment in General Education Classroom
as % of Total Enrollment (October 1, 2001)**



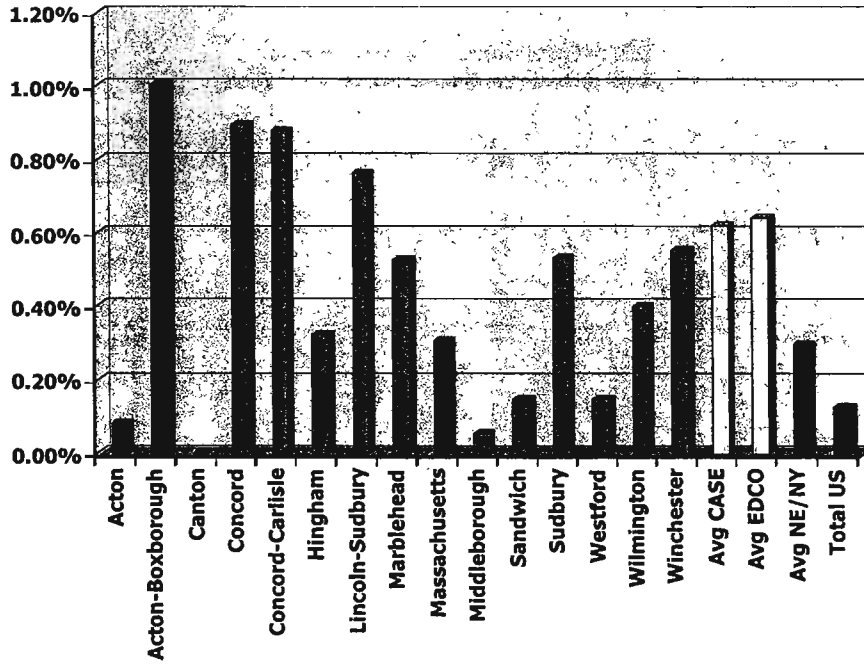
**SPED Enrollment in Resource Room
as % of Total Enrollment (October 1, 2001)**



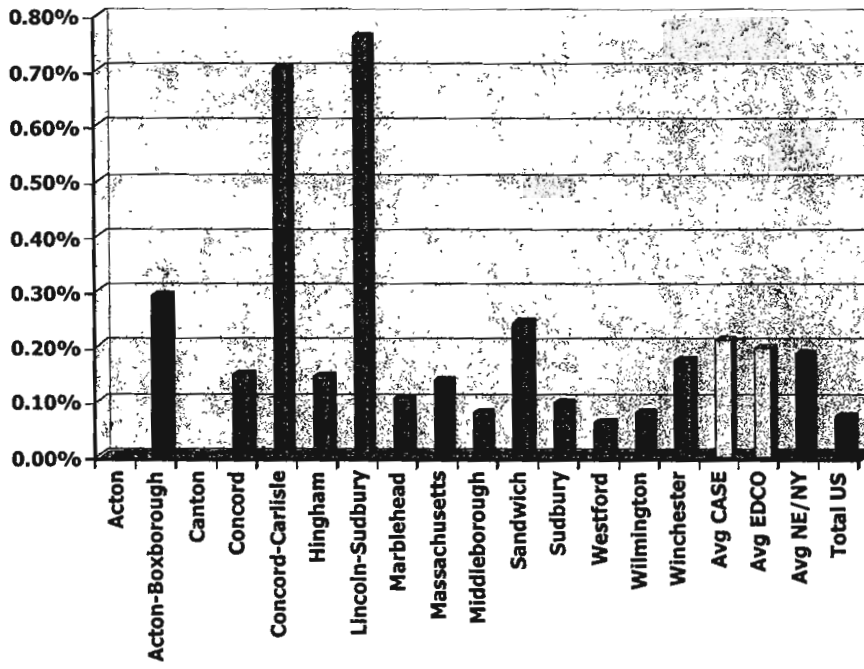
**SPED Enrollment in Separate Classroom
as % of Total Enrollment (October 1, 2001)**



**SPED Enrollment in Private Separate School
as % of Total Enrollment (October 1, 2001)**



**SPED Enrollment in Residential Facilities
as % of Total Enrollment (October 1, 2001)**



APPENDIX G SPED TRANSPORTATION RAW DATA

FY	(A) -- In-District Instruction --		(B)	(C) -- Out-of-District Tuition --		(D)	(E)	(F)	(G)	(H)
	Teaching	Other		Mass. Public	Mass Private					
							(A+B+C+D + D1)	of NSS		of Combined SPED
									(C+D as % of E)	
002 ACTON										
1996	1,038,363	339,795	492,905	111,838	174,623	2,157,524	10,728,127	18.48	28.03	
1997	1,300,825	375,484	467,781	55,512	178,581	2,378,183	11,819,294	18.61	22.00	
1998	1,585,722	367,215	363,950	80,515	225,565	2,622,967	12,708,596	18.86	16.95	
1999	1,687,996	391,182	400,668	226,992	168,582	2,875,420	13,433,437	20.15	21.83	
2000	1,815,667	395,390	509,505	175,982	196,676	3,093,220	14,024,352	20.65	22.16	
2001	2,113,108	387,585	537,100	254,648	178,937	3,471,378	15,536,672	21.2	22.81	
010 ARLINGTON										
1996	1,906,737	623,516	608,794	986,781	380,638	4,506,466	26,924,523	15.32	35.41	
1997	2,214,206	559,960	720,750	938,527	409,689	4,843,132	27,867,835	15.91	34.26	
1998	2,411,854	566,788	615,489	936,551	455,040	4,985,722	28,989,129	15.63	31.13	
1999	2,444,072	631,891	740,206	1,049,275	494,580	5,360,024	30,795,464	15.8	33.39	

2000	2,543,699	694,732	725,622	1,149,275	509,416	5,622,744	33,010,472	15.49	33.34
2001	2,528,575	583,286	945,680	1,559,168	545,984	6,162,693	34,949,868	16.1	40.65
023 BEDFORD									
1996	1,036,106	337,595	279,199	386,302	303,404	2,039,202	13,370,030	15.25	32.64
1997	1,200,349	328,417	332,477	407,280	287,402	2,555,925	14,515,261	15.63	28.94
1998	1,316,751	363,595	435,874	465,651	290,331	2,872,202	15,963,709	16.17	31.39
1999	1,323,226	313,811	637,130	615,488	300,794	3,190,449	17,140,295	16.86	39.26
2000	1,419,909	338,773	596,053	860,227	323,158	3,538,120	18,812,809	17.09	41.16
2001	1,447,511	326,179	635,583	947,770	308,245	3,665,288	20,629,517	16.3	43.20

026 BELMONT									
1996	1,198,663	636,180	411,918	518,260	227,455	2,992,476	20,703,960	13.36	31.08
1997	1,753,552	481,761	275,888	722,083	250,105	3,483,389	20,905,639	15.47	28.65
1998	1,816,141	555,285	162,907	854,053	229,218	3,617,604	22,205,657	15.26	28.11
1999	1,922,804	324,052	487,129	799,219	255,724	3,788,928	23,072,523	15.31	33.95
2000	2,190,355	299,163	528,042	1,059,792	320,923	4,398,275	24,684,565	16.52	36.10
2001	2,527,668	582,407	571,186	1,270,854	304,428	5,256,543	25,717,876	19.3	35.04

037 BOXBOROUGH									
1996	161,613	70,228	42,943	0	38,223	313,007	1,990,735	13.8	13.72
1997	178,948	94,379	52,963	0	51,458	377,748	2,231,087	14.62	14.02
1998	234,066	51,205	118,541	0	45,980	449,792	2,240,349	18.02	26.35
1999	268,372	77,140	170,340	0	31,745	547,597	2,808,175	18.37	31.11
2000	317,407	84,941	223,721	0	50,465	676,534	3,669,433	17.06	33.07
2001	458,133	153,976	295,833	0	52,271	960,213	3,988,036	22.8	30.81

046 BROOKLINE										
1996	4,217,966	1,032,401	281,234	1,630,091	615,964	7,777,656	45,010,269	15.91	24.57	
1997	4,626,294	1,129,609	257,056	1,501,076	666,112	8,180,147	47,927,547	15.68	21.49	
1998	4,933,102	1,212,761	401,074	1,604,256	672,405	8,823,598	50,220,222	16.23	22.73	
1999	5,106,419	1,208,689	168,965	2,330,444	683,536	9,498,053	52,140,501	16.91	26.31	
2000	5,715,614	1,335,917	203,536	2,225,372	759,894	10,240,333	54,850,209	17.28	23.72	
2001	6,009,985	1,589,007	273,274	2,671,415	834,437	11,378,118	58,770,743	17.9	25.88	

050 CANTON										
1996	1,071,071	386,842	357,980	652,486	142,580	2,610,959	16,437,333	15.02	38.70	
1997	1,180,144	444,340	316,834	704,707	128,290	2,774,315	17,108,865	15.47	36.82	
1998	1,199,770	391,575	294,323	739,845	152,472	2,777,985	17,514,936	14.99	37.23	
1999	1,242,785	501,531	309,179	1,010,344	191,668	3,255,507	18,673,586	16.41	40.53	
2000	1,312,852	522,399	355,662	948,649	219,237	3,358,799	20,453,960	15.35	38.83	
2001	1,436,185	598,087	495,757	935,295	266,430	3,731,754	22,082,914	15.7	38.35	

051 CARLISLE										
1996	387,943	129,054	126,619	110,003	70,668	824,287	3,910,640	19.27	28.71	
1997	439,551	118,977	72,151	268,713	150,938	1,050,330	4,391,711	20.48	32.45	
1998	614,154	127,657	98,943	167,389	104,150	1,112,293	4,700,957	21.45	23.94	
1999	840,566	142,939	93,671	118,098	77,104	1,272,378	5,115,459	23.37	16.64	
2000	946,476	178,207	108,626	111,085	58,854	1,403,248	6,123,587	21.95	15.66	
2001	1,061,241	186,676	303,677	144,312	38,420	1,734,326	6,666,461	25.4	25.83	

131 HINGHAM

1996	1,676,787	320,651	324,524	268,756	131,582	2,722,300	18,230,506	14.21	21.79
1997	1,788,878	288,584	334,915	324,828	141,774	2,878,979	19,122,929	14.31	22.92
1998	1,925,077	300,728	360,994	439,965	181,131	3,207,895	20,679,371	14.64	24.97
1999	1,983,676	341,184	501,350	501,427	212,643	3,540,280	21,894,442	15.2	28.32
2000	2,081,114	392,777	399,385	565,469	247,867	3,686,612	23,025,674	14.93	26.17
2001	2,246,001	461,070	567,714	616,285	329,226	4,220,296	24,036,071	16.2	28.05

155 LEXINGTON

1996	3,880,959	963,423	375,304	1,094,226	217,176	6,531,088	36,723,666	17.19	22.50
1997	4,362,379	951,888	472,208	1,078,044	232,843	7,097,362	39,516,835	17.37	21.84
1998	4,822,735	1,052,636	682,632	1,249,750	272,771	8,080,524	42,308,154	18.45	23.91
1999	5,342,339	1,183,914	783,199	1,464,592	303,950	9,077,994	44,460,036	19.73	24.76
2000	5,852,271	1,052,156	17,337	2,476,370	395,522	9,793,656	48,105,322	19.54	25.46
2001	6,034,719	1,556,647	3,445	2,570,442	440,427	10,605,680	52,836,771	19.2	24.27

157 LINCOLN

1996	496,333	62,098	39,563	33,958	22,638	654,590	5,195,009	12.16	11.23
1997	509,969	116,540	46,198	53,272	13,207	739,186	5,585,174	13	13.46
1998	493,662	134,325	101,016	0	12,250	741,253	5,865,913	12.43	13.63
1999	846,293	271,431	29,814	55,802	6,374	1,209,714	6,175,099	19.49	7.08
2000	821,890	81,565	5,330	72,949	0	981,734	6,479,959	15.15	7.97
2001	1,334,471	170,238	47,131	117,184	73,230	1,742,254	6,421,003	26	9.43

158 LITTLETON

1996	411,231	199,807	298,541	148,501	109,307	1,167,387	7,661,365	13.81	38.29
1997	527,945	148,035	321,761	146,981	122,679	1,267,401	7,511,560	15.24	36.98
1998	462,969	230,565	317,750	130,573	140,543	1,282,400	7,850,559	14.54	34.96
1999	449,039	217,320	310,685	131,888	129,508	1,238,440	8,380,913	13.23	35.74
2000	535,587	269,644	459,928	172,613	165,921	1,603,693	8,996,545	15.98	39.44
2001	733,178	361,772	615,214	326,394	122,450	2,159,008	11,201,092	18.2	43.61

168 MARBLEHEAD

1996	1,332,476	168,405	62,691	405,991	159,121	2,128,684	16,497,650	11.94	22.02
1997	1,452,483	212,324	247,977	594,482	144,299	2,651,565	16,922,355	14.82	31.77
1998	1,768,169	268,401	209,826	577,704	139,395	2,963,495	18,722,607	15.08	26.57
1999	2,116,346	278,613	134,156	467,460	159,117	3,155,692	20,049,025	14.95	19.06
2000	2,405,773	216,444	99,850	469,437	173,091	3,364,595	21,167,893	15.08	16.92
2001	2,636,937	182,348	154,118	860,461	84,936	3,918,800	22,447,095	17.1	25.89

174 MAYNARD

1996	771,946	246,753	125,659	306,156	106,062	1,556,576	7,875,234	18.42	27.74
1997	908,253	258,653	278,140	247,576	101,599	1,794,221	8,543,034	19.81	29.30
1998	975,984	256,798	274,239	293,747	127,856	1,928,624	9,561,815	18.83	29.45
1999	941,623	251,205	388,018	223,720	182,054	1,986,620	9,990,899	18.06	30.79
2000	1,011,409	253,872	66,977	548,638	169,153	2,050,049	10,654,409	17.65	30.03
2001	1,036,486	211,694	28,178	716,111	174,348	2,166,817	11,325,420	17.6	34.35

MIDDLEBOROUGH

1996	1,228,404	409,303	282,316	609,190	288,270	2,817,483	17,307,991	14.61	31.64
1997	1,463,265	446,795	348,589	491,292	304,052	3,053,993	18,739,794	14.67	27.50
1998	1,592,524	500,376	312,655	364,575	291,647	3,064,777	19,988,075	13.87	22.20
1999	1,713,173	531,910	416,406	350,797	372,409	3,384,695	21,276,567	14.16	22.67
2000	1,853,835	554,987	399,959	360,974	442,278	3,612,033	21,693,369	14.61	21.07
2001	2,030,248	619,877	647,959	211,391	501,887	4,011,362	22,679,164	15.5	21.42

207 NEWTON

1996	7,107,827	1,650,793	274,931	3,389,524	1,105,069	13,528,144	73,312,103	16.95	27.09
1997	7,740,756	1,916,753	524,296	2,782,254	1,047,045	14,011,104	79,842,840	16.24	23.60
1998	8,896,177	2,240,251	651,910	3,040,719	1,165,840	15,994,897	85,407,872	17.36	23.09
1999	10,431,648	2,377,556	312,404	3,345,345	1,180,693	17,647,646	95,416,810	17.26	20.73
2000	13,310,822	2,177,399	275,008	3,472,565	1,280,484	20,516,278	101,061,279	19.03	18.27
2001	15,383,456	2,480,794	111,647	4,347,838	1,387,646	23,711,381	108,508,152	20.6	18.81

261 SANDWICH

1996	1,686,922	327,120	257,469	147,951	308,382	2,727,844	17,020,226	14.22	14.86
1997	1,853,600	388,465	170,991	330,411	355,378	3,098,845	18,412,050	14.9	16.18
1998	1,938,115	410,597	213,756	455,701	329,240	3,347,409	19,261,764	15.67	20.00
1999	2,013,129	261,817	154,208	983,211	372,369	3,784,734	20,427,972	16.7	30.05
2000	2,309,675	368,056	139,500	700,835	335,687	3,853,753	21,699,031	16.21	21.81
2001	2,329,923	729,202	757,469	724,017	476,299	5,016,910	23,491,814	19.3	29.53

288 SUDBURY										
1996	1,557,498	433,525	185,643	247,679	135,801	2,560,146	13,147,296	18.44	16.93	
1997	1,600,107	428,180	129,648	367,120	153,020	2,678,075	13,856,806	18.22	18.55	
1998	1,686,161	536,786	216,956	344,455	186,601	2,970,959	15,230,895	18.28	18.90	
1999	1,806,554	221,149	249,462	438,778	198,086	2,914,029	16,327,102	16.63	23.62	
2000	2,095,776	200,648	700,548	90,154	147,944	3,235,070	18,083,735	17.07	24.44	
2001	2,545,903	285,636	775,534	0	253,057	3,860,130	20,406,683	17.7	20.09	

308 WALTHAM										
1996	3,218,176	1,009,653	747,952	1,727,752	582,685	7,286,218	41,436,154	16.18	33.98	
1997	3,404,718	1,143,610	162,227	2,424,969	707,867	7,843,391	43,570,191	16.38	32.99	
1998	3,607,513	1,243,962	708,833	1,965,194	766,430	8,291,932	46,377,502	16.23	32.25	
1999	3,556,812	1,323,811	802,436	2,072,879	822,664	8,578,602	49,075,257	15.8	33.52	
2000	3,723,298	1,476,119	762,485	2,402,230	776,793	9,140,925	52,181,067	16.03	34.62	
2001	4,005,380	1,576,682	842,597	2,314,783	929,080	9,668,522	55,279,527	15.8	32.66	

314 WATERTOWN										
1996	1,930,421	597,443	541,443	562,867	267,018	3,899,192	19,635,557	18.5	28.32	
1997	2,168,677	680,540	658,655	601,436	294,891	4,404,199	20,780,997	19.77	28.61	
1998	2,414,041	726,006	585,881	546,221	232,567	4,504,716	22,102,785	19.33	25.13	
1999	3,044,102	886,118	619,737	648,446	402,152	5,600,555	24,101,331	21.57	22.64	
2000	3,049,366	885,838	729,793	817,436	448,919	5,931,352	25,567,671	21.44	26.09	
2001	3,344,383	805,577	870,828	1,010,129	476,190	6,507,107	27,062,145	22.3	28.91	

2001	1,076,969	249,752	192,120	798,212	152,492	2,469,545	13,681,168	16.9	40.10
725 NASHOBA									
1996	0	1,610,594	434,142	323,911	435,697	2,804,344	16,313,907	14.52	27.03
1997	1,510,773	392,068	512,788	443,734	468,068	3,327,431	18,792,471	15.22	28.75
1998	1,707,853	220,540	460,425	370,330	585,233	3,344,381	18,159,834	15.19	24.84
1999	2,527,932	162,268	484,689	0	755,311	3,930,200	18,552,151	17.11	12.33
2000	2,766,297	135,690	568,694	873,835	700,920	5,045,436	21,316,824	20.38	28.59
2001	3,505,568	408,080	675,829	0	898,770	5,488,247	23,600,991	19.4	12.31

Organizational Charts

PUPIL SERVICES

Acton Public Schools

Acton-Boxborough Regional School District

June 2003

Pupil Services

Department Chairpersons

William Ryan
Superintendent of Schools

Nancy Kolb
Director
Pupil Services
APS & ABRSD

Deborah Sye
Office Manager
Pupil Services

Carol Huebner
Early Childhood Coordinator, APS

Virginia Conway
Chairperson
Counseling, Psychology
Acton Public Schools

Susan Serino
Chairperson
Counseling, Psychology
Acton-Boxborough

Louise Provan
Chairperson-SPED, ESL
Acton Public Schools

Elizabeth Huber
Chairperson-SPED Academic
Support, ESL
Acton-Boxborough

Mary Emmons
Out-of-District Coordinator
Acton Public & Acton-Boxborough

Jenny Gormley & Diana McNicholas
Chairpersons
Nursing
Acton Public & Acton-Boxborough

Secretarial Staff

Deborah Sye
Office Manager
to Pupil Services Director

Luanne Flood
Special Education Secretary
Acton Public Schools

Sharon Berg
Special Education Secretary
Acton-Boxborough

Diane Bomba
Special Education Secretary
Out-of-District & Early Childhood

Nursing Staff

Diana McNicholas
Chairperson
Nursing
K-12

Jenny Gormley
Nurse
Conant School

Noel Ratto
Nurse
Douglas School

Margaret Moschetto
Nurse
Gates School

Betty Johns
Nurse
McCarthy-Towne School

Betty Mazzone
Nurse
Merriam School

Erin Livie
Nurse
R.J. Grey Junior High School

Diana McNicholas
Nurse
Acton-Boxborough Regional H.S.

Colleen McGovern
Health Assistant
ABRHS

Nancy Jarboe
Health Assistant
ABRHS

Acton Public Schools Pupil Services - Early Childhood

Early Childhood

Nancy Kolb
Director
Pupil Services

Carol Huebner
Early Childhood Coordinator

Diane Bomba
Special Education Secretary
Out-of-District &
Early Childhood

Johanna Pyle
Integrated Preschool Teacher
Acton Public Schools

Debbie Bennett
Integrated Preschool Teacher
Acton Public Schools

Integrated Preschool (IPS)

Johanna Pyle
Integrated Preschool Teacher
Acton Public Schools

Jean Martignetti
Integrated Preschool Assistant
Acton Public Schools

Ginger Eaton
Integrated Preschool Assistant
Acton Public Schools

Mary Harrington
Integrated Preschool Assistant
Acton Public Schools

Debbie Bennett
Integrated Preschool Teacher
Acton Public Schools

Cecilia Lincoln
Integrated Preschool Assistant
Acton Public Schools

Paulette Freedman
Integrated Preschool Assistant
Acton Public Schools

Early Childhood Service Providers

Cindy Mate
Speech/Language Specialist

Gay Prosnitz
Speech/Language Specialist

Niki Holtzman
Occupational Therapist

Rene Gannon
COTA
Susan DiTavi
COTA

Anne Dempsey
Physical Therapist

Marion Beardsley
Physical Therapist

Acton Public Schools Pupil Services - Counseling & Psychological Services

Counseling & Psychological Services

Nancy Kolb
Director
Pupil Services

Ginny Conway
Chairperson
Counseling, Psychological
Acton Public Schools

Counselors
Acton Public Schools

Psychologists
Acton Public Schools

Assistants
Acton Public Schools

APS Counselors

Shelly Kopf
Counselor
Conant School

Chuck Brusie
Counselor
Gates School

Virginia Conway
Counselor
Merriam School

Judy Myers
Counseling Assistant
Merriam

Tina Morgan
Counselor
McCarthy-Towne

Diane O'Hare
Counselor
Douglas School

APS Psychologists

Nancy Ferraro
Psychologist
Douglas, Gates, Conant

Rachel Kalinsky
Psychologist
Merriam, McCarthy-Towne

Acton-Boxborough Regional High School - SPED & Academic Support

ABRHS

Nancy Kolb
Director
Pupil Services

Elizabeth Huber
Chairperson
SPED, Academic Support

Sharon Berg
Special Education Secretary

Donna Carlton
Special Educator

Gary Holbrook-DeFeo
Special Educator

Judy Smith-Prather
Special Educator

Erica Tunnickliffe
Special Educator

Tim Malloy
Special Educator

Julie Towell
Special Educator

Judy Painter
Speech/Language

Jacalyn Starr
Academic Support Specialist

Donna Carlton
Special Educator

Cathy Monahan
Special Education Assistant

Marjorie Johnson
Special Education Assistant

Karen Gaughan
Special Education Assistant

Kevin Lane
Vocational Services

Gary Holbrook-DeFeo
Special Educator

Elaine Jermanowitz
Special Education Assistant

Judy Smith-Prather
Special Educator

Rowena Jimenez
Special Education Assistant

Erica Tunnickliffe
Special Educator

Tom McKnight
Special Education Assistant

Nancy Meehan
Special Education Assistant

Tim Malloy
Special Educator

Adam Pritchard
Special Education Assistant

Ellen Dornemann
Special Education Assistant

Julie Towell
Long-Term Substitute

Michelle Starr
Special Education Assistant

Nick Ammendolia
Special Education Assistant

Judy Painter
Speech/Language

Jacalyn Starr
Academic Support Center Specialist

Lois Rosenfeld
ASC Teaching Assistant

Pat Garrison
ASC Teaching Assistant

R. J. Grey Junior High School - SPED & Academic Support

RJG JHS

Nancy Kolb
Director
Pupil Services

Elizabeth Huber
Chairperson
SPED, Academic Support, ESL

Sharon Berg
Special Education Secretary

Cheryl Simmons/Susan Bohmiller
Special Educator

Donna McDonald
Special Educator

Shauna Wilkinson
Long-Term Substitute

Kelli McSweeney
Special Educator

Annelise Roach
Special Educator

Tammy Morgan
Special Educator

Sandy Snell
Special Educator

Kristin Yargeau
Speech/Language Specialist

Cheryl Simmons/Susan Bohmiller
Special Educators

Marcelo Almeida
Special Education Assistant

Rona Berman
Special Education Assistant

Donna McDonald
Special Educator

Diane Krasnick
Special Education Assistant

Maureen Smith
Special Education Assistant

Shauna Wilkinson
Long-Term Substitute

Lisa Beddoe
Special Education Assistant

Linda Mayer
Special Education Assistant

Sandy Snell
Academic Support Center Specialist

Diane Krasnick
ASC Teaching Assistant

Patrice Rochette
ASC Teaching Assistant

Kristin Yargeau
Speech/Language Specialist

Kelli McSweeney
Special Educator

Stacia Downey
Special Education Assistant

Kara Williams
Special Education Assistant

Ron Vogel
Special Education Assistant

Annelise Roach
Special Educator

Judy Lyttle
Special Education Assistant

Rebecca Williams
Special Education Assistant

Tammy Morgan
Special Educator

Steve Singer
Special Education Assistant

Melissa Simmons
Special Education Assistant

Acton Public Schools - Elementary Special Education & ESL (1 of 3)

Elementary

Nancy Kolb
Director
Pupil Services

Louise Provan
Chairperson
SPED, ESL

Luanne Flood
Special Education Secretary

Jane Tibbetts
Special Educator
Conant

Cindy Tamaren
Special Educator
Conant

Mary Emmons
Special Educator
Conant

Cathy Cherkerzian
Special Educator
Douglas

Christine Smith
Special Educator
Douglas

Jennifer Rand
Special Educator
Douglas

Kim Doucette
Special Educator
Gates

Sue Hunt
Special Educator
Gates

Lynn Laramie
Special Educator
Gates

Tara Matthews
Special Educator
McCarthy-Towne

Allison O'Leary
Special Educator
McCarthy-Towne

Linda Roy
Special Educator
McCarthy-Towne

Kathy Button
Special Educator
Merriam

Rachel Russell
Special Educator
Merriam

Beth Tafier
Special Educator
Merriam

Conant

Jane Tibbetts
Special Educator
Conant

Rebecca Neville
Special Education Assistant
Conant

Cindy Tamaren
Special Educator
Conant

Adrienne McAllister
Special Education Assistant
Conant

Tanya McCarty
Special Education Assistant
Conant

Dawn Seward
Special Education Assistant
Conant

Glady's Edwards
Special Education Assistant
Conant

Mary Emmons
Special Educator
Conant

Marie Nitzke
Special Education Assistant
Conant

Anna Pierce
Special Education Assistant
Conant

Charlene Thatcher
Special Education Assistant
Conant

Betty Lorber
Special Education Assistant
Conant

Betty Verhulst
Special Education Assistant
Conant

Douglas

Cathy Cherkerzian
Special Educator
Douglas

Janet Austin
Special Education Assistant
Douglas

Paula Brown
Special Education Assistant
Douglas

Christine Smith
Special Educator
Douglas

Deborah Kay
Special Education Assistant
Douglas

Deborah Kelloway
Special Education Assistant
Douglas

Thais Savage
Special Education Assistant
Douglas

Sue Nichols
Special Education Assistant
Douglas

Jennifer Rand
Special Educator
Douglas

Christine Borgman
Special Education Assistant
Douglas

Deborah Hart
Special Education Assistant
Douglas

Gabrielle Klein
Special Education Assistant
Douglas

Julie Wright
Special Education Assistant
Douglas

Acton Public Schools - Elementary Special Education & ESL (2 of 3)

Gates

Kim Doucette
Special Educator
Gates

Jennifer McWalter
Special Education Assistant
Gates

Ellen Halsey
Special Education Assistant
Gates

Sue Gunther
Special Education Assistant
Gates

Barbara Bettencourt
Special Education Assistant
Gates

Kira Morell
Special Education Assistant
Gates

Udy Henderson
Special Education Assistant
Gates

Sue Hunt
Special Educator
Gates

Lauren Hunt
Special Education Assistant
Gates

Suzan Doan
Special Education Assistant
Gates

Lynne Laramie
Special Educator
Gates

Jill Finch
Special Education Assistant
Gates

Mary White
Special Education Assistant
Gates

Nancy Keele
Special Education Assistant
Gates

McCarthy-Towne

Linda Roy
Special Educator
McCarthy-Towne

Jacque Manley
Special Education Assistant
McCarthy-Towne

Bernice Higdon
Special Education Assistant
McCarthy-Towne

Allison O'Leary
Special Educator
McCarthy-Towne

Cathy Paine
Special Education Assistant
McCarthy-Towne

Leslie Murray
Special Education Assistant
McCarthy-Towne

Barbara McDonald
Special Education Assistant
McCarthy-Towne

Gretchen Lawton
Special Education Assistant
McCarthy-Towne

Amanda Murphy
Special Education Assistant
McCarthy-Towne

Cheryl Tremblay
Special Education Assistant
McCarthy-Towne

Tara Matthews
Special Educator
McCarthy-Towne

Kathy Cartier
Special Education Assistant
McCarthy-Towne

Mary Marino
Special Education Assistant
McCarthy-Towne

Lynne Veasle
Special Education Assistant
McCarthy-Towne

Merriam

Rachel Russell
Special Educator
Merriam

Lelana Richardson
Special Education Assistant
Merriam

Sarah Freeman
Special Education Assistant
Merriam

Martha Evanson
Special Education Assistant
Merriam

Kathy Button
Special Educator
Merriam

Trea Ellis
Special Education Assistant
Merriam

Karen Maroni
Special Education Assistant
Merriam

Beth Tafler
Special Educator
Merriam

Cindy Mitton
Special Education Assistant
Merriam

Wendy Gomez
Special Education Assistant
Merriam

Jane McFarland
Special Education Assistant
Merriam

Acton Public Schools - Elementary Special Education & ESL (3 of 3)

Speech & Language & ESL

Nancy Smith
Speech & Language
Conant

Jayne Carter
Speech & Language
Douglas

Jane Zimmerman
Speech & Language
Gates

Patricia Kaminsky
Speech & Language
Merriam

Karen Shiebler
Speech & Language
McCarthy-Towne

Jeanie Furlan
ESL
Conant/Douglas

Martha Marks
ESL
Merriam/McCarthy-Towne

OT/PT

Susan DiTavi
COTA

Renee Gannon
COTA

Karen Cotter
OT

Niki Holtzman
OT

Ellen Sullivan
OT

Marion Beardsley
PT

Anne Dempsey
PT

Acton-Boxborough Regional Schools - Counseling & Psychological Services

Counseling & Psychological Services

Nancy Kolb
Director
Pupil Services

Susan Serino
Chairperson/Counselor

Jane Link
Registrar

Counselors

Dennis Brett
RJG JHS

Janet Rodero
RJG JHS

Caroline O'Brien
RJG JHS

Todd Chicco
ABRHS

Christine Granahan
ABRHS

Steve Hitzrot
ABRHS

Nga Huynh
ABRHS

Linda Murphy
ABRHS

Kiyomi Nozawa
ABRHS

Andy Palmer
ABRHS

Susan Serino
ABRHS

Sara Siljander
ABRHS

Psychologists

Vicky Anderson
RJG JHS

Carolyn Imperato
RJG JHS

Missy Carpenter
ABRHS

Nancy Cohen
ABRHS

Alli Comer
ABRHS
Intern