



**Acton-Boxborough
Regional School Committee Meeting**

August 6, 2009

7:30 pm

at the

R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

August 6, 2009
7:30 pm (following Jt. Executive Session)

AGENDA

- I. CALL TO ORDER
- II. CHAIRMAN'S INTRODUCTION
 1. Recommendation to Appoint Beth Petr as Acton-Boxborough Regional School Committee Secretary, 2009-2010 - VOTE
- III. STATEMENT OF WARRANT AND APPROVAL OF MINUTES OF JUNE 18, 2009
- IV. PUBLIC PARTICIPATION
- V. UNFINISHED BUSINESS
 1. Staffing Update – *Marie Altieri*
 - List of New Professional Staff
 - Information about New Teachers
 - Leaves of Absence, Resignations, Retirements
- VI. NEW BUSINESS
 1. 2009-10 Student Handbook Modifications/ Additions – VOTE – *Alixé Callen*
 2. Recommendation to Accept Gift from Amgen, Inc. – VOTE – *Steve Mills*
 3. Recommendation to Approve Food and Related Products (TEC) Bid – VOTE – *Marie Altieri*
 4. Recommendation to Accept Gift from SADD – VOTE – *Steve Mills*
- VII. FOR YOUR INFORMATION
 1. ABRHS Info
 - School Improvement Report, 2008-09/School Improvement Plan, 2009-10
 - Discipline Report
 - Gifts from MA Bluebird Association and Acton Memorial Library
 - **This Week at AB...** - June 8 & 15, 2009
 - Letter from CAFY supporting Breathalyzer Purchase
 2. RJGrey Info
 - School Improvement Report, 2008-09/School Improvement Plan, 2009-10
 - Mandarin Initiative Summary
 - Discipline Report – June 2009
 - Grey Matters - #36, #37, #38
 - 2009-10 Student Handbook Modifications/Additions
 3. ABRSD R&Ds – *Susan Horn*
 4. Letter from MA DESE re: Meeting Highly Qualified Teacher Goal
 5. Fall Athletic Coaches
 6. Community Education Turkey Trot
- VIII. ISSUES FOR THE COMMITTEE
 1. Letter from Maynard re: Regionalization Option
- IX. EXECUTIVE SESSION (*if needed*)
- X. NEXT MEETING: September 3 - 7:30 pm, JH Library
- XI. ADJOURNMENT



MINUTES

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING MINUTES

Library
R.J. Grey Junior High School

June 18, 2009
7:00 p.m.

Members Present: Sharon Smith McManus, Brigid Bieber, Jonathan Chinitz,
Michael Coppolino, Xuan Kong, Terry Lindgren, Maria Neyland,
John Petersen

Also Present: William Ryan, Marie Altieri, Liza Huber, Tess Summers, citizens/press

The meeting was called to order at 7:00 p.m. by Chairperson Sharon Smith McManus.

STATEMENT OF WARRANT

Warrant #09-026 in the amount of \$1,581,008.07 was signed by the chairperson and circulated to the rest of the Committee for signatures.

APPROVAL OF MINUTES

The minutes of June 4, 2009 were approved as presented.

PUBLIC PARTICIPATION - None

NEW BUSINESS

1. Presentation re: New Proposed Community Access Station at ABRHS

- Bill Ryan reported on a proposal regarding a new Community Access Station at ABRHS.
- Brendan Hearn, ABRHS AV & Theater Technician, reviewed the history of the studio at the HS and informed the Committee of the new proposal. In June 2010, the Comcast contract ends, and they are getting out of the public access studio business, so the HS studio will not longer be supported by them. The Town of Acton has to make a shift to hold on to public access. A non-profit corporation will be formed which will take ownership of what services Comcast provided. It will be more visible in town. Other operational services will need to be based at ABRHS – billing, HR, etc. The existing studio space at the HS is not sufficient, so we would need to use additional space (a classroom or enclosing an overhang). The school would not need to spend any money to make changes, other than providing the space.
- Bill Ryan commented that the schools have a genuine interest in keeping the studio at the HS for classes, other offerings and community service. There will be a revenue stream coming to the studio to support all operations and staff. We will enter into some kind of agreement between the school and the new non-profit entity.
- Bill Solomon, Acton's special counsel for the license negotiations, reviewed the process by which agreement will be reached going forward. The Regional School Committee would sign a lease or license to use the space, probably for a 10-year period. By end of summer we will know if have a transfer deal with Comcast. If not, it will not be until next June before we move forward.
- Terry Lindgren suggested looking at the Towne Building for the future site of the station. Brendan said this site has come up in discussions, but it is difficult not to have the studio at ABRHS.
- Sharon McManus asked for an update to School Committee in the fall.

NEXT MEETINGS: July 1, 6 pm, Jt. SC Workshop, Sargent Library, Boxborough
August 6, 6:30 pm, JH Library

The meeting was adjourned at 7:45 p.m

Respectfully submitted,
Sarah T. Lawton, Secretary



UNFINISHED BUSINESS

8/3/09

NEW PROFESSIONAL STAFF, K-12
2009-2010

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Jillian Andrews	Social Studies	JH	1M	1.0
Cheryl Beaudoin	Kindergarten	McT	1M	.5
Christopher Charig	Music	JH	9M	1.0
Catherine Christensen	Grade 6	Douglas	1M+60	1.0
Diane Cilenio	Librarian	ABRHS	10M+30	1.0
Shelagh Conway	ABA Trainer	APS		.5
Katilyn Crowley	English	ABRHS	1M	.6
Jennifer DeLucia	Counselor	Gates	2M	1.0
Christina Harris	Music	APS	9M	.2
Suzanne Hogarty	World Language	ABRHS	10M+45	1.0
David Krane	Principal	McT		1.0
Mary Lee	Art	ABRHS	10M	.6
Lee Lentz	Chemistry	ABRHS	1B+15	1.0
Renee Luttati	Reading	Conant	7M	1.0
Kimberly Macey	Grade 6	Conant	8M/8M+15?	1.0
Kristin Penta	English	ABRHS	5M	1.0
Kelly Reed	Kindergarten	McT	10M+45	.5
Stephen Mills	Superintendent	APS/ AB		1.0
Kerri Stoffel	Grade 4	Gates	7B+15	1.0
Susie Sweeting	French	ABRHS	1M	1.0
Leslie Wagner	French/Spanish	JH	3B	1.0

TOTAL: 21 new staff (as of 7/31/09)

8/3/09

ABRSD Schools – by school
2009-2010

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<u>Junior High</u>				
Jillian Andrews	Social Studies	JH	1M	1.0
Christopher Charig	Music	JH	9M	1.0
Leslie Wagner	French/Spanish	JH	3B	1.0

Total JH 3 new staff

<u>Senior High</u>				
Diane Cileo	Librarian	ABRHS	10M+30	1.0
Katilyn Crowley	English	ABRHS	1M	.6
Suzanne Hogarty	World Language	ABRHS	10M+45	1.0
Mary Lee	Art	ABRHS	10M	.6
Lee Lentz	Chemistry	ABRHS	1B+15	1.0
Kristin Penta	English	ABRHS	5M	1.0
Susie Sweeting	French	ABRHS	1M	1.0

Total HS: 7 new staff

Other ABRSD staff

Total ABRSD new staff: 10

8/3/09

APS Schools – by school
2009-2010

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<u>Conant</u>				
Renee Luttati	Reading	Conant	7M	1.0
Kimberly Macey	Grade 6	Conant	8M/8M+15?	1.0
<u>Douglas</u>				
Catherine Christensen	Grade 6	Douglas	1M+60	1.0
<u>Gates</u>				
Jennifer DeLucia	Counselor	Gates	2M	1.0
Kerri Stoffel	Grade 4	Gates	7B+15	1.0
<u>McCarthy-Towne</u>				
Cheryl Beaudoin	Kindergarten	McT	1M	.5
David Krane	Principal	McT		1.0
Kelly Reed	Kindergarten	McT		.5
<u>Merriam</u>				
<u>Additional APS new staff:</u>				
Shelagh Conway	ABA Trainer	APS		.5
Christina Harris	Music	APS	9M	.2

Total APS new staff: 10

APS/AB Staff: 1 - Dr. Stephen Mills

TOTAL APS/AB NEW STAFF: 21

Andrews, Jillian

Enc. V 1.

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09 **Position:** Social Studies Teacher **Location:** Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 118 **# Candidates Interviewed:** 10 **Interviewers:** William Ryan,
Craig Hardimon, Lynne Bover

Recommended Candidate: Jillian Andrews

Step/Salary: 1 M, \$46,422

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of NH	M.A.	2009	Social Studies
University of NH	B.A.	2007	U.S. History

Certification Required: Yes
Pending

Certified: Yes

Experience:

2008-2009: Graduate Intern, Souhegan High School, Amherst, NH
2008: Substitute Teacher, Newmarket Jr/Sr High School, Newmarket, NH
2008: Tutor, UNH, Durham, NH

I have decided to be a teacher in order to help prepare students for participation in our great democracy. My experiences in politics have led me to see this need in our society. I believe that by analyzing the past, learning about what is currently happening in our world, and preparing for future possibilities my students will be able to create a better society. Secondary school students are at a perfect age to start learning about the nuances of the past that may have been held from them when they were younger. They are starting to realize that many of the events happening in the world affect them and their families and are curious about how they can make change to what they see as the ideal. My social studies classroom will be committed to achieving the cultural literacy in students so they can understand both their communities and the globe. I will also focus on the development of skills to facilitate students' abilities to make informed decisions and work toward positive change in our society.

What content knowledge will my students learn?

As a social studies teacher, my main goal is to educate for active citizenship. This can mean several things. My students will acquire knowledge about world and American history and culture that will lead them to be able to speak the language of political discourse. They will learn about history in a way that enables them to see how individuals and groups had a major effect on change in society, which can inspire them to work toward the same. In my classroom, I will teach explicitly about our governmental systems and how to work within them. They will learn how to make informed decisions, which will help them evaluate their voting options later in life. Practicing this in the classroom by reading a variety of viewpoints on the same topic is important. For example, in a unit on the Vietnam War, my students would learn about several different ideas. They would learn about those who still argue today that the war could have been won had we decided to not tie the hands of those fighting there, as well as the opinions of those who think pulling out was in the best interest of Americans.

Using multiple viewpoints might cause me to have to limit the number of topics I cover in history. I do believe that focusing on depth instead of breadth is important in the social studies. When designing units I think of what I would like students to recall years down the road and really emphasize those points. A fast-paced survey of American history will not allow connections to be made between students and the material. For example, in teaching a unit on the 1920s, I would not focus on attempting to teach my students more than a dozen names of the important figures of the era. I would instead focus on getting them to understand the mood of the time, the

experiences of everyday people, and a few very important events that took place. When I do mention some vital to know persons of the time, it will be in the context of the decade. The experiences of important individuals will be tied into the themes of the decade.

The teaching of social studies almost requires educators to believe in the importance of cultural literacy. This idea requires teachers to help their students learn the "shared meanings [that] are essential for communication inside our nation" (Hirsch, par. 4). In this way, my philosophy takes some inspiration from essentialism, which suggests there are a certain number of things that all students must learn. Without some degree of essentialism, the teaching of history would be made irrelevant.

My reasons for supporting cultural literacy, however, are different than those of most essentialists. Students need knowledge to work within our already present structures and institutions to create change. In order to do this, they need to become familiar with the many issues that are addressed by these organizations. A certain amount of common knowledge must be shared with others in order for them to appear legitimate and to be listened to. They also must learn about history in order to determine its effects on our present society. I will help students see that even though history is not going to repeat itself exactly, we can still use examples from the past to help make decisions today. In my classroom, students will form these connections between historical events and the present day. This will help them practice so they can do the same once their formal schooling has ended. My inheritance from essentialism does not include an attempt to create students who all share the same values. I do not emphasize cultural literacy to serve as a means to unify students, but rather for them to know what has been important in shaping our world, whether good or bad. They will come to their own conclusions based on the multiple perspectives I will present, as well as their own research.

Cultural literacy will be important to their attempts to learn in the future. I agree with the argument that has been put forth that, "community is built up of shared knowledge and values—the same shared knowledge that is taken for granted when we read a book or newspaper" (Hirsch, par. 7). Students will need some historical knowledge not just in the case that they choose to study it in the future. Most everything they read, from novels to news, will include historical references that they will need to understand.

The essentials of history will be included in my classroom, but this does not necessarily have to consist of memorizing names and dates. It will include a grasp on fundamental concepts and events that are culturally important to this day. The events

that have formed our nation and world, and which influence powerful individuals even today will be well known by my students. Events that have changed the world in many ways, such as World War II or the widespread availability of contraceptives are important for students to be familiar with about so they can know how our world came to be. Parts of the past that can be learned from, such as the eugenics movement, will be included in my US history curriculum. In order for history to seem like a worthwhile field of study for my students, they will need to understand that many historical events continue to affect us today. This will help my students to understand that the changes they make in society can have lasting effects. In my classroom, I will teach students to see how historical events have shaped their communities and envision their efforts making an impact in the future.

I do struggle with the thematic unit versus timeline debate. I feel as if students do need some chronology to get a sense of how things fit together and how different events happened concurrently and sometimes caused one another. However, this approach sometimes makes it difficult for students to realize the larger themes throughout history and how past events can influence the future. It can be more effective to have themed units, however, because it makes it much easier to tie in current events and make the curriculum more relevant and interesting to students. For example, during my labor unit it was easy to help students to see the connections between the poor working conditions exposed in the book *The Jungle* and the similarly dangerous and unhealthy environments experienced by sweatshop workers today.

What skills will my students learn?

My social studies classes will teach students to become skilled information processors by helping them to practice research skills. These will certainly be useful for future academic pursuits, but they will also assist students in finding reliable information in their everyday lives. The school library and the internet will be important places for my students to find reliable sources for their research. Additionally, students will learn how to analyze periodical sources, both online and in print. They will get some idea of how to determine if a source has a major bias. My students will learn the skills to help them find that bias in everything from news broadcasts and blogs to political speeches and campaign advertisements. Students at this age often rely on what their parents and peers tell them about controversial topics. While these are important and need to be taken into account, they will also need to learn methods of finding reliable information outside of their personal contacts.

For example, I will help students to find more reliable information sources by helping them to use any databases available to them through the school. These are more

reliable than simply "Googling" a topic. For one assignment involving political issues, I listed specific websites that they should use in their research. This helped them to find reliable, nonpartisan information and gave them examples of which kinds of sites they could trust in the future. There were also some blatantly biased sources from particular candidates and parties. Students were advised to take the agenda of the writer into account when they used these particular sources. It is important to include biased sources because they will come across these in their future lives outside of school. These research skills will also help students in finding reliable sources of news, fact-checking statements they are told, and continuing their informal education after their time in school ends.

My students will learn public speaking skills for several reasons. They will practice this skill by doing research and then defending their findings to the class, which will certainly be useful in their private lives in the future but also is helpful in many careers. The ability to speak in front of the class in both more formal and casual situations will help students to develop confidence among their peers. For example, in some of my projects, my students will have to present in front of the class. They will have an extensive and detailed assignment leading up to their presentation with multiple check-ins. They will be prepared to teach the rest of the class about what they have discovered.

I take writing across the content areas very seriously and I know that social studies allows a great opportunity for students to work on their writing in ways that cannot be accomplished in a language arts class. This year my class has worked very frequently in conjunction with the language arts teacher on team. Some of the most effective projects we conducted were writing assignments that were written after learning about the type of writing in their language arts class and then learning the history behind what they wrote in my class. This worked especially well when we had our students write short stories based on the immigration experiences of certain families.

How will my students learn?

I plan to help students develop critical thinking, analysis, and advanced cognitive skills. My goal is to help students graduate with the skills they will need to solve problems in everyday life situations, but also to help analyze the world around them. This is particularly important in a democracy like ours where students will be asked to analyze the arguments of politicians and vote for representatives and initiatives regularly. I will teach students the ability to take all the information given to them and bring it together in order to form opinions of their own. This can involve creating new opinions changing an existing opinion based on new evidence. I enjoyed seeing how

students were able to change how they thought about our country's current and past immigration policies as they learned more about the details that were and are involved. Allowing them to both learn from what we taught them, what they read, and each other's ideas was very helpful to them in this unit.

As a high quality social studies teacher, I will make history come alive for students. My students will feel as if they have been transported to another time and place through quality content and teaching techniques. This will keep students interested in history and related social studies topics even when students leave school. Because of my well-chosen sources, my students will gain the ability to understand the humanity of people in other places and times. They will learn to empathize with those in situations other than their own. Through teaching styles that include this kind of understanding, they will be able to appreciate the importance of learning history. They will also learn to think like a historian by not measuring people of the past by the same standards we have today. They will understand that cultures and environments differ so greatly that this would be an unfair judgment. When I emphasize the humanity of those in the past, students will come to see that the issues they struggle with are not unlike those of the past. I will help students to compare the actions of leaders and groups in the past to those of today. I think simulations are a very important part of social studies teaching. At one point this year we had an excellent simulation that we used with the students where they experienced what it was like for immigrants to cross over in crowded ships and be interrogated and examined by Ellis Island workers. The experience was really powerful for them and stuck with them for the rest of the unit.

Primary sources are a great way for students to feel as if they are living in the time we are studying. A great way to make use of primary sources is to allow students to analyze them on their own in a structured way, "showing how the evidence they gather from sources leads to conclusions or to further exploration of questions about the significance of the document" (Harvey and Goudvis, 210).

High quality social studies teachers make history come alive for students. Students should be able to feel as if they have been transported to another time and place through quality content and teaching techniques. This will keep students interested in history and related social studies topics even when students leave school. Students should be able to understand the humanity of people in other places and times. Students should learn how to empathize with those in situations other than their own. Through teaching styles that include this kind of understanding they will be able to understand the importance of learning history. They will also learn to think like a historian by not measuring people of the past by the same standards we have today.

They will understand that cultures and environments differ so greatly that this would be an unfair judgment.

On top of helping students to feel as though they are being placed into the past, I will help them to connect the material I am teaching to their lives outside of school. The theory of authentic intellectual work emphasizes the importance of asking students to "connect the topic to experiences, observations, feelings, or situations significant in their lives" (Newmann, Byrk and Nagaoka 22). This can be accomplished in many ways. Students can be asked in writing assignments to make their own connections between the material and their lives. I also try to include the experiences of children their own age whenever possible when I teach history. For example, I would probably spend more time on teenaged sit-in protestors and what they went through during the Civil Rights movement. This helps students to feel connected to history and helps them to see that students their own age can impact history and are important. I also try to localize my lessons whenever possible. Instead of just focusing on the major groups of immigrants in the late-19th and early-20th century to the United States, I made sure to include a lesson about which countries immigrants were coming from to specifically New Hampshire. My students of Greek, Polish, Irish, and French-Canadian descent were delighted to learn about why their families had come to America.

What will my classroom environment look like?

My classroom will employ the Coalition of Essential Schools principle of "student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services" (The CES Ten Common Principles). For example, my students are expected to do research and project work on their own very often. However, this philosophy also includes the idea of teacher-as-coach, which changes the teacher's role from instructor to encourager, editor, and helper. I very much enjoy this way of interacting with my students as they do project work. I also employ rubrics as a major way of keeping students accountable and allowing them to monitor themselves as workers.

Because my students will frequently be involved in their own discoveries and productions, they will frequently be responsible for sharing their work with fellow students. If other students are to be held accountable for the work presented by others we will go over each topic as a class with an organizer to help them follow along. Along with research, students will frequently have the opportunity to share their opinions and ideas with the class. For example, during my election unit this year, students participated in a political continuum activity where they were able to get up and move about the room to where they stood on a position. They then were able to participate in a

lively discussion about the issue. This would be useful to try before and after new learning about a subject.

I believe that learning should be differentiated for all types of students. My experience has been in a heterogeneous setting, but the skills I have learned could certainly work in a tracked school. We often create different daily assignments, assessments, and projects for our average students, advanced students, and those who need modifications. For example, we created three different quizzes for our unit on the 1920s so that all our students would have the opportunity to be challenged and to succeed.

I will include cooperative learning groups in my classroom, but I will mostly focus on informal cooperative learning. I have found that these can work together well as long as they have explicit tasks and a set time limit to accomplish what they need to for the day. It has also been useful to make sure each member of the group has a role. Some of the different tasks that can be accomplished by these groups in class are, "organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures" (Johnson and Johnson 245)

Conclusion

My goals as a social studies teacher are related to preparing students for participation in life after high school and in our great democratic experiment with both the content and skills I will teach. They will have opportunities to create new learning for themselves and take responsibility for their education. I will respect their views and so will their classmates as they grow and learn. Their education will be catered to fit the level of challenge and type of learning they need.

Works Cited

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- Hirsch, E. D., Joseph F. Kett, and James Trefil. The New Dictionary of Cultural Literacy: What Every American Needs to Know. Boston: Houghton Mifflin, 2002.
- Johnson, David W. and Roger T. Johnson. "Making Cooperative Learning Work." Kaleidoscope: Readings in Education. Ed. Kevin Ryan and James M. Cooper. Boston: Houghton Mifflin Company, 2004: 243-251.
- Newmann, Fred M., Anthony S. Byrk, and Jenny K. Nagaoka. Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?: Improving Chicago's Schools. Chicago, IL: Consortium On Chicago School Research, 2001.
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Charig, Christopher

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09 **Position:** Music Teacher

Location: Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 59 **# Candidates Interviewed:** 10
Craig Hardimon, Mark Hickey, Elizabeth Broadwater

Interviewers: William Ryan,

Recommended Candidate: Christopher Charig

Step/Salary: 9M, \$66,479

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Fitchburg State University

M.Ed.

2007

Education

Boston University

B.M.

2000

Music Education

Certification Required: Yes

Certified: Yes

Music: Vocal/Instrumental/General (K-9)

Experience:

2004-Present: Choral Conductor & Music Specialist, Boston Latin School, Boston, MA
2000-2003: Choral & Theatre Director, Wakefield High School, Wakefield, MA
2000-2003: Boys Chorus Director, Galvin Middle Schools, Wakefield High School, Wakefield, MA

Philosophy of Education

If we can assume that the purpose of education is to encourage children to become independent thinkers, then the purpose of instruction must be to hold children responsible for their thoughts and actions. This is and has always been done through assessments (both formal and informal) and is recorded in various ways throughout a student's educational career. It should be noted, however, that probably the most successful cases in education are indicative of other paradigms. I would warrant that the best students are the ones who value knowledge above credentials. Yet, in our society, credentials seem to preempt the demonstration of knowledge or skill. If this holds true, then our methods of codifying one's knowledge are under much scrutiny. It is not the suggestion of this author to *disregard* any one type of assessment, but to include *all* methods of measure, with appropriate gravity given to each. This higher order demands an instructional shift away from elitist posturing and towards clarity of personality.

For purposes of managing children, teachers frequently create a persona separate from their own natural posturing. This persona sometimes amounts to a "poker face" or a stentorian personality which gives way to leniency later on in the school year, once discipline has been established. This posturing can also result in making examples out of students for the purpose of sending political messages to the rest of the school community. If a proper discipline code is in place, the severity need not be fluctuated for such political reasons. Nor should the response of the school community influence the choice in discipline. These are examples of falseness which not only pervades education, but also our society. If we want to hope to fashion a society based on frankness, honesty, and sincerity, we must model these qualities throughout our children's lives. By building an environment of falsities, (teachers who feign non-emotion, administrators who inflate their own authority to encourage a fear of retribution, and parents who remove themselves from fault and place far too much responsibility on the system) we are encouraging children to circumvent the system rather than contribute to and invest faith in their society.

When students can clearly understand the expectations which are laid out before them, and the ways in which they will be held accountable for their actions, they have the honor of taking responsibility for their failures as well as their successes. Because our society places far too much credo in measuring success, students tend to disregard their mistakes and therefore do not value their own experiences. Instead, they fear punishment. Until we as a society admit there are times when we don't expect children to succeed, children will not take risks involved in taking ownership of their efforts. How can we expect them to become citizens under these circumstances?

If we define successful citizens as people who embrace their position in society and contribute to the good of all, then the only measure of this success is the ratio of what they produce compared to the effort they exert. When one out-weighs the other, either a person's efforts are underappreciated, or their products are over-valued. This concept could be considered extremely idealistic, but this author suggests

Christopher Charig
7-8 Music

that the main purpose of the educational community (stated in the first sentence of this essay) is synonymous with creating ideals. If our schools do not have the power to define a society's ideal, they cannot be held responsible for the worth of its people. Only encouraging students to create a successful ratio of their own worth compared to the value of what they produce, can people embrace an emotional and thoughtful commitment to anything and everything. If a person creates this balance, they have achieved a credible life; a life of dignity, the likes of which fosters other generations towards the same efforts.

Cileno, Diane

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09 **Position:** Librarian

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 39 **# Candidates Interviewed:** 10 **Interviewers:** William Ryan,
Alixé Callen, Jim Marcotte, Joan Lenington

Recommended Candidate: Diane Cileno

Step/Salary: Masters 10+30, \$72,532

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Syracuse University

M.S.

2003

Library & Information Science

University of Mass.

B.S.

1985

Journalism & Political Science

Certification Required: Yes
Library (All levels)

Certified: Yes

Experience:

2006-Present: Director of Library & Information Resources, K-12, Wellesley Public
Schools, Wellesley, MA

2002-2006: Library Media Specialist, Sudbury Public Schools, Sudbury, MA

1997-2002: Library Media Specialist, Westborough Public Schools, Westborough, MA

May 22, 2009

To the Members of the Acton-Boxborough School Committee:

Statement of Educational Philosophy

The concept of access to education lies at the heart of the first strand of my educational philosophy. At the founding of the United States, philosophers such as Thomas Jefferson helped to shape attitudes about a new and democratic system of education. Long the privilege of the elite and wealthy landowners, Jefferson believed that "an enlightened citizenry is indispensable for the proper functioning of a republic. Self-government is not possible unless the citizens are educated sufficiently to enable them to exercise oversight. It is therefore imperative that the nation see to it that a suitable education be provided for all its citizens."

On the surface this question of who should receive an education appears to have been settled long ago. And yet for me, the belief in each student's right to have access to an education that will prepare him or her for the challenges of their particular generation runs deep in my practice as a school librarian.

The school library exists to provide access to information and resources that supplement and support student learning. It follows logically then that removing barriers that prevent student access and use of library resources would form the fundamental core belief in my practice as a library educator. Are we open long enough? Do all students have time in their day to come? Does the environment support academic inquiry? Do we have the resources that students and teachers need? Do they know how to use them; to evaluate and choose wisely in a sea of information overload?

And so the first strand of my educational philosophy is a promise to make sure that I have done everything possible to allow all students sufficient access to library and information resources, as well as to help them learn information skills that they need in order to be skillful researchers in high school and in their post secondary pursuits.

The concept of teacher responsibility makes up the second strand of my educational philosophy. The mentor relationship between teacher and student is primary and vastly important in facilitating learning, and I believe that the teacher has the main responsibility for initiating this relationship and providing the building blocks- qualities of respect, fair treatment and caring for students- to sustain it.

Students have a right to a teacher who is a master of his or her content and who works hard to design active and engaging lessons based on learning objectives that are important. Students should expect a teacher who works to stretch a student's understanding of deep and important fundamental questions and who has high expectations for classroom behavior, learning and compassion toward fellow students. Students need teachers who are persistent in their pursuit of student learning and understanding- who manage their classrooms energetically but precisely to maximize learning time. Lastly, students deserve teachers who do not allow them to fail.

As a library educator, the second strand of my educational philosophy is a promise to be such a teacher. I hope to always model for students my love of learning, to bring the passion for my discipline into my work with classes and individuals, and to push for quality instruction in the library- beyond the normal show and tell of resources- where students begin to be curious and engaged in a conversation about the information rich world in which they live.

The concept of student responsibility makes up the third and last strand of my educational philosophy. Since equal access and quality teaching provide only the opportunity for learning, what is equally as important is the attitude and trust of the student learner.

Research has shown that student effort is a major factor in learning and achievement. Toward this end, students must be willing to claim their place at the table of learning, and they must do it with consistency and self-confidence, so that there can be no question in their own mind of their desire to partake of the banquet. Learning comes from the slow attainment of self-discipline- the understanding that good things take time, that knowledge is the result of two or more colliding facts that need to be sorted out, that without their participation, school is merely a holding place, a curriculum to get through, a series of tests unconnected to one another by meaning or import. Students also have responsibility to offer respect and appreciation for the work of the teacher in order to make the bond between them mutual and mature.

As a library educator, the third strand of my educational philosophy is a belief in the power of student attitude and effort in learning and achievement. Through the development of relationships built on mutual respect, I hope to encourage such dedication in all my students, and to elicit a greater effort than perhaps they thought possible. I will work to make the library a place where students come to be curious and active participants in their own acquisition of knowledge.

Thank you for your confidence,

A handwritten signature in cursive script, reading "Diane Cileno".

Diane Cileno

Crowley, Katilyn

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09

Position: English Teacher (.6 FTE) **Location:** High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 21

Candidates Interviewed: 8

Interviewers: William Ryan,

Alixé Callen, Dianne Telicki, Jim Marcotte

Recommended Candidate: Katilyn Crowley

Step/Salary: 1M, \$27,853

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Brown University

M.A.T.

2009

English

Commonwealth College

B.A.

2004

English

Certification Required: Yes

English (9-12)

Certified: Yes

Experience:

3/09-5/09:

Student Teacher, Classical High School, Providence, RI

1/09-3/09:

Student Teacher, Seekonk High School, Seekonk, MA

10/08-5/09:

Writing Center Associate, Brown Univ. Writing Center, Providence, RI

10/08-12/08:

Writing Fellow Teaching Asst. Brown Univ., Providence, RI

11/05-6/08:

Editorial Assistant - Associate Editor, Houghton Mifflin Co. Boston, MA

Teaching Philosophy

English class is about more than the text being read. I believe it is important to foster critical thinking and communication skills in my class, creating the potential for students to appreciate the texts while exercising the cognitive skills that cross discipline boundaries.

The ability to effectively organize and communicate ideas is among the most pragmatic skills students will develop. No matter what they choose to pursue beyond high school, they will need to use writing skills in both their private and professional lives. Successful writing provides both models for student writing but also the richness of meaning that stimulates and demands critical thinking to consume and interpret it. For instance, an essay I assigned on the western paradigm influences on Buddhist elements in Herman Hesse's *Siddhartha* was more than an exercise in literary analysis. It was an exercise in comparing two worldviews, synthesizing an overall understanding and articulating a coherent representation of that understanding. As students create meaning out of a text for themselves and with each other, they practice analyzing and assessing information, forming arguments and communicating effectively with both written and spoken language. The same skills students use in class to prepare for writing college academic essays are the ones they'll use writing cover letters when they apply for jobs, reading a technical manual or writing an email to a co-worker or a friend. Effective writing is a highly valued skill in many fields and one that improves with both practice and guidance. By mixing direct instruction with opportunities to draft and revise, I provide my students with both.

I believe being transparent with students about what they are learning and why is a critical element to motivate learning. If content and skills are made relevant and valuable to them, students will be more likely to invest energy in working on the skills. So, I am transparent with my students about the purpose behind the assignments I give them. I ask my students to self-assess because I want them to be more meta-cognitive about how they learn and how our class interacts but also because many professions involve self-assessments as part of an annual review process. When teaching seniors, I gave my students options for homework assignments—study guide questions, a dialogue journal or an accountability quiz—so that they took responsibility for recognizing what best prepared them for class because in college they will be responsible for managing how they learn and the amount of work they do. There is a *why* behind what I teach and how: I want my students to know it since knowing the *why* is a significant source for intrinsic motivation.

Finally, I am an unabashed consumer of books. I simply love to read and appreciate the value it adds to my life; I bring my excitement to the classroom and share it in the hope that it will pique my students' excitement. I create opportunities for my students to find books and stories that they love, that speak to them, by scaffolding my lessons to help them see what they might find interesting in the texts we read. I help them discover their own values for language and learn how to apply those in assessing literature and revising their own writing. Reading offers a chance to listen intimately to the carefully crafted thoughts of someone else, real or fictitious, to learn from them, to experience something different from our own lives and to gain a greater understanding of what is *other* and so also of ourselves. It is a personal experience and yet a shared one as well since communication involves giving and receiving—someone to tell the story and someone to hear it. Talking about our reaction to literature is another level of this experience. Creating a space for students to connect to literature and to each other is a way I give students the chance to listen to and consider many voices while encouraging them to develop their own.

Hogarty, Suzanne

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09

Position: Spanish Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 32

Candidates Interviewed: 10

Interviewers: William Ryan,

Alix Callen, Claire Dix, Debbie Levitt

Recommended Candidate: Suzanne Hogarty

Step/Salary: M10 +45, \$74,069

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Middlebury College

M.A.

2001

Spanish

University of Mass.

B.A.

1989

Spanish

Certification Required: Yes

Certified: Yes

Foreign Language (Spanish 5-12)

Experience:

9/08-Present:

Spanish/French Teacher, Boston-Latin Schools, Boston, MA

9/02-6/08:

Spanish/French Teacher, Cherry Middle Schools, Belmont, MA

2/02-6/02:

Bilingual Math Teacher, Washington Irving School, Roslindale, MA

1996-2000:

Spanish Teacher, Pierce Middle School, Milton, MA

Lee, Mary

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09 **Position:** Art Teacher (.6 FTE)

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 12 **# Candidates Interviewed:** 6 **Interviewers:** William Ryan,
Alixé Callen, Diana Woodruff, Liz Mackay

Recommended Candidate: Mary Lee

Step/Salary: Masters 10, \$41,4880.80

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
<i>Bridgewater State College</i>	<i>M.A.T.</i>	<i>2006</i>	<i>Creative Arts</i>
<i>San Diego State University</i>	<i>B.A.</i>	<i>1989</i>	<i>Painting</i>

Certification Required: Yes
Visual Art (5-12)

Certified: Yes

Experience:

2000-Present:	Art Teacher, Abington High School, Abington, MA
1999-2000:	Building Substitute, Weymouth High School, Weymouth, MA
1998-1999:	Art Teacher, Borrego Springs Unified School District, Borrego Springs, CA

Philosophy of Art Education

The arts inform as well as stimulate, they challenge as well as satisfy. Their location is not limited to galleries, concert halls and theatres. Their home can be found wherever humans chose to have attentive and vital intercourse with life itself. This is, perhaps, the largest lesson that the arts in education can teach, the lesson that life itself can be led as a work of art. In so doing the maker himself or herself is remade. The remaking, this re-creation is at the heart of the process of education. (Eisner, 1998)

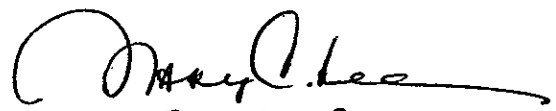
Life itself can be a work of art and this lesson is the most important in art education. A solid art program continuously strives for balance and is naturally Constructivist. It gives students repeated chances to direct their own education by allowing problem solving and critical analysis. It leads to a deeper awareness of the fast-paced visual culture in which they live. It enables students to define and transform themselves and their world. Student choice, research, collaboration, looking at multiple solutions to a problem, a variety of aesthetics, and making interdisciplinary connections are embedded in a strong curriculum.

I believe the arts are necessary as a link between students and other subjects; between the school and community --- bringing student art to the public eye --- and as a method of self-discovery. Art can connect students to the world, help them understand it as transitory, and assist them in transforming it.

I follow a Postmodernist/Reconstructivist philosophy in which students explore various time periods, cultures, races, genders, mediums. It is seeing the process that the students go through in their explorations that is most meaningful to me as a teacher. John Dewey, a Reconstructivist, "is noted for stating that each generation of children should reinvent democracy for itself, and each child should be taught to use critical thinking to create for himself the ideal world he wishes to live in, rather than passively accept what has already existed."
(<http://dictionpedia.com/en/Reconstructivism>)

A strong art educator is also a practicing artist who can "practice what they preach." A working artist researches, experiments, and shows the students that an artist stumbles, picks themselves up, re-invents themselves again and again. It's an ongoing process. A practicing artist models behavior for students and can provide current information about the contemporary art world.

The creative process is something that can be applied to many areas within an art department, disciplines within a school, or in life. Being free to make mistakes, trying various approaches, mediums and using different subject matter and styles allows students to build their self esteem and confidence as they progress.


7-14-09

Lentz, Lee

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09

Position: Chemistry Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 32

Candidates Interviewed: 10

Interviewers: William Ryan,

Alixé Callen, David Palmer, Chris Clinton

Recommended Candidate: Lee Lentz

Step/Salary: B 1 +15, \$43,982

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Boston College

B.S.

1991

Biology

Certification Required: Yes

Certified: pending

Experience:

4/09-6/09:

Long Term Substitute, Acton-Boxborough Regional High School, Acton, MA

9/02-6/08:

Substitute Teacher, Tewksbury Memorial High School, Tewksbury, MA

1996-1999:

Adjunct Faculty, Fisher College, Boston, MA

1996-1999:

Research Scientist, BBI-Bioseq. Woburn, MA

1993-1996:

Research Assistant, University of Mass., Boston, MA

Lee Sciaba Lentz
August 3, 2009
Education Philosophy Statement

The purpose of education is to prepare a child for a future life. It is not about “teaching to a test” or solely presenting facts without generating intellectual curiosity. The most important aspect of education begins with effective preparation and presentation from the instructor. A successful teacher creates inquiry through carefully planned instruction and generates interest through the provision of real-world examples.

Education is more than providing the correct answer. Rather, it unlocks undiscovered abilities and provides effective methods for observation, investigation and communication. Instruction should not be delivered in a passive, wrote manner. Students learn through participation, social interaction and applied activities. A classroom is not complete without demonstration, discussion, and individual contribution.

Finally, education should encompass the demands of a global society. Students should be prepared for their future lives through the use and understanding of technology, have the respect and understanding of diversity and possess the ability to think independently. Education serves as a template through which a student discovers their own creativity and instinct to learn. It is the role of a teacher to culture this instinct into a logical, social, and productive intelligence on which a child can build throughout a lifetime.

Penta, Kristin

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09

Position: English Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 21

Candidates Interviewed: 8

Interviewers: William Ryan,

Alixé Callen, Dianne Telicki, Jim Marcotte

Recommended Candidate: Kristin Penta

Step/Salary: M+ 5, \$55,271

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Simmons College

M.A.T.

2008

English

University of Massachusetts

B.A.

1999

English

Certification Required: Yes

English (8-12)

Certified: Yes

Experience:

8/08-Present:

English Teacher, Dedham High School, Dedham, MA

8/06-8/08:

English Teacher, Trinity Catholic High School, Newton, MA

8/05-8/06:

Teaching Assistant & Summer School Teacher, Wellesley Public Schools,
Wellesley, MA

11/04-6/05:

Substitute Teacher, Somerville High School, Somerville, MA

9/00-8/04:

Project Editor, Houghton Mifflin Company, Boston, MA

Whether participating as a shy high school student, a more confident college co-ed, or a writer in an adult-education class, I have always felt happiest within a school environment. While enthusiasm is not the only quality necessary for becoming a successful teacher, it is mandatory in order to keep an adolescent awake after his or her late night of watching *Family Guy* or instant-messaging their friends by the glow of a computer that should have been turned off hours beforehand.

“Pick a television character that most relates to a figure from Chaucer’s *Canterbury Tales*,” I might say to a group of sleep-deprived teenagers, “and write an essay that compares their traits and offers instances of behaviors that exemplify those similarities.” Although this paper’s topic might be a more lighthearted one offered at the end of the year, this assignment reflects my desire to help students understand the connections between literature and the modern world. When young adults leave school each day, I would like them to recognize that the motifs discussed in English class are present in their own realities, whether they are spouted by the rap stars they emulate or demonstrated in the dramas of their interactions with family members and peers. I believe in creating a student-centered classroom in which young adults feel confident expressing and supporting their ideas in both verbal and written forms. I accomplish this goal by relating literary themes and characters to students’ lives as much as possible; asking students to inductively determine definitions and themes, and reinforcing the need to provide specific evidence in order to strengthen their opinions about the works studied in class. For instance, this past year I asked students to discuss personal problems that they felt comfortable sharing with their peers in order to help each section of freshmen create a written definition for “conflict” within my short story unit. We explored the idea of how students’ emotions may cause different types of conflict within their own lives, and then examined how the feelings of the characters in short stories impact their decisions, actions, and the increasing tension and plot development of each piece.

Similarly, I include and ask for multiple examples of current and historical events in order to help students understand the viewpoints of people within different cultures; I hope that my efforts will help young adults further appreciate various literary settings as well as the backgrounds of authors and their own peers. In addition to exploring

historical moments myself, collaborating with history teachers and asking students to do their own research help young adults to recognize that the literature studied in class is a valuable resource regarding the societal expectations and ideals of the communities and time periods in which these books were written. I incorporated a brief “mini lesson” on the historical civil war between the Free Staters and the Republicans of Ireland in order for students to better understand the context of Liam O’Flaherty’s “The Sniper.” After studying the tainted family history that haunted Nathaniel Hawthorne throughout his career, students are able to understand the tone that he uses towards particular characters in *The Scarlet Letter*, as well as recognize the pattern of scapegoating that has been repeated throughout more recent events in our country’s history.

In addition, the development of strong writing skills is imperative for young adults to master by graduation day. One of my major priorities includes teaching students how to strengthen the quality of their own writing. Helping young adults to establish an individual writing style that will assist them in all aspects of their lives remains a major goal for me — and one that I would be irresponsible to ignore as an English teacher. Teaching writing in the context of students *and* authors’ own work enables me to help them recognize and correct flaws and improve strengths in a more accessible manner than simply completing grammatical worksheets that are remote from the curriculum being studied. By incorporating “mini lessons” about the correct use of a semicolon or the incorporation of strong transition sentences by asking students to analyze samples of their own work about literature studied in class, students are better able to improve their writing in a seamless manner that does not interrupt the flow of current thematic issues simultaneously being discussed in the classroom.

Victor Borge stated “laughter is the shortest distance between two people.” How can one better describe the connection between a teacher and her students during a funny moment in the classroom? Providing a warm environment where students feel comfortable sharing their insights with their teacher and peers is crucial. My most enjoyable classroom moments have always involved teachers who were animated, caring, and connected to young adults. Throughout my different experiences in both urban and suburban schools, I have discovered my ability to establish a positive rapport with many different types of students. I value this skill immensely. By remaining flexible and acting

as a model of tolerance for all ideas, I strive to make students aware that they are safe expressing their opinions, whether they are about a particular author's standpoint or a lesson that confused or clarified material for them. While being organized and knowledgeable about one's discipline is crucial in earning students' respect, I believe that showing interest in their feedback about pedagogical methods that were successful or futile is also essential to earn students' trust and increase their sense of ownership in the classroom. Hearing responses regarding particular lessons is fascinating to me, and I enjoy collaborating with them and asking colleagues for advice about how I can continually improve my lessons to make language arts more enjoyable for my students. Remaining adaptable, willing to communicate regularly with other teachers, and showing interest in students' opinions assist my reflections upon my own planning.

As a teaching assistant in the Special Education Department at Wellesley High School, I enjoyed providing individualized assistance to students who undertake the challenges that their learning disabilities bring to each school day. This experience has instilled an acute awareness of these students' needs and anxieties, and I feel that this sensitivity has only helped me when I have taught my own classes. Considering the many different types of learning styles makes me wonder how I can communicate most effectively to ensure that the majority of my students will understand the material being presented. By providing differentiated instruction for students whose learning styles are vastly different across and even within different levels, I am confident that students will gain confidence in their ability to learn, even while their method of understanding may be different from their peers.

Sweeting, Susannah

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09

Position: World Language Teacher

Location: High School

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 32

Candidates Interviewed: 10

Interviewers: William Ryan,

Alixé Callen, Claire Dix, Debbie Levitt

Recommended Candidate: Susannah Sweeting

Step/Salary: Masters 1, \$46,422

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Boston University

M.A.T.

2009

*Modern Foreign Language
Education*

Colgate University

B.A.

2004

French

Certification Required: Yes

Foreign Language (French 5-12)

Certified: Yes

Experience:

1/09-5/09:

Assistant Instructor, Cambridge Rindge & Latin School, Cambridge, MA

6/08-7/08:

Assistant Instructor-Summer Program, Newton North High School,
Newton, MA

9/04-7/05:

English Language Assistant, Fulbright Grant, Reims, France

1/03-5/03:

Assistant Instructor, Lycee Carnot High School, Dijon, France

My Philosophy of Education

I believe that all children can and should learn another language. In our increasingly globalized world, this is becoming an invaluable asset both in the careers and the personal lives of students. In order for students to be able to learn another language, they need the curriculum to be presented in a way that is interesting and engaging. This is best accomplished with a wide variety of activities and pedagogical methods. As there is a diversity of learning styles and interests in the students in any given classroom, teachers should use this variety to reach each individual. Students must also hear and speak, as well as read and write, the target language as much as possible, for it is only through exposure and use that anyone can acquire a language.

Language study strengthens each student's ability to understand and interact with others from many backgrounds. Therefore, it is important for young people to be exposed to a culture other than their own. This allows students to see that there are many ways of life around the world, which in turn helps them to better understand their peers, other Americans and people from backgrounds different from their own. Furthermore, learning about another culture can help students to understand their own culture and, therefore, themselves.

One main purpose of schooling should be to instill a passion to be a lifelong learner. When a student finds a subject that attracts his or her attention, a lifelong learner uses the skills taught in school to find out more about the subject. Being a lifelong learner means learning from life experiences, or being aware of moments from which one should take a lesson, as well as investigating other aspects of the experience or subject.

For example, a child's first experience of a foreign language may cause the child to feel frustration at her inability to interact with her peers. A lifelong learner would try to find ways to communicate, through gestures or a few expressions she already knew or learned from a phrase book or dictionary. She would return home wanting to learn more about the language and culture.

Schools must provide background knowledge from which students can work within a subject, the resources to investigate these interests, the proficiency to use these resources and models of lifelong learners. Being a lifelong learner is important to allow students to follow their interests to success and satisfaction in life. While exploring their interests, children also learn about themselves

Wagner, Leslie

Acton Public Schools
Acton-Boxborough Regional Schools
School Committee Staff Recruitment Form (#4)

Date: 8/31/09 **Position:** Spanish/French Teacher **Location:** R.J. Grey Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 32 **# Candidates Interviewed:** 10 **Interviewers:** William Ryan,
Andrew Shen, Allison Warren

Recommended Candidate: Leslie Wagner

Step/Salary: B3 , \$46,976

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

University of Mass.

B.A.

2007

French

Certification Required: Yes

Certified: Yes

Foreign Language (French 5-12)
(Spanish certification is pending)

Experience:

12/08-Present: Foreign Language Teacher, Quincy High School, Quincy, MA
2007-2008: World Language Teacher Assistant, White Brook Middle Schools,
Easthampton, MA
2005-2007: Teaching Assistant, Pelham Elem. After School Program, Pelham, MA

**Acton-Boxborough Regional School District
2009-2010**

Certified Staff Leaves of Absence

Amanda Bromberg
Sara Clinton
Nicolas Cosseron
Jennifer Gabel
Eleni Kakaliou
Leslie Scott-Morton
Kesha Nielsen

Returning To AB

Certified Staff Not Returning

Jonathan Arend
Julia Buonopane
Jeremy Flagg
Sinikka Gary
Dana Graham
Elizabeth Ledeboer
Mark Rodriquenz
Quixada Moore-Vissing

Certified Staff Retirements

Judy Clark
Joe Marashio
Robert Specian
Renee Voorhees

Systemwide

Bill Ryan



NEW BUSINESS

Memorandum

To: Bill Ryan
Dr. Stephen Mills
Acton-Boxborough Regional School Committee
From: Alixe Callen
Date: July, 2009
Re: Changes to the 2009– 2010 ABRHS Student Handbook

It is my pleasure to present the following amendments to the ABRHS Student Handbook. Our handbook committee, convened by Assistant Principal Susan Atwater-Rhodes and comprised of students, teachers, counselors and administrators, has recommended the following changes. I support these changes wholeheartedly, particularly given the committee's representative and collaborative nature.

Powerschool access (p. 2)

This information (the text of which follows) is a new addition to the handbook.

Parents and guardians have access to attendance, historical grades and student schedules through web-based Powerschool at <https://absis.ab.mec.edu/public>. A link is provided on the ABRHS website. User ID's and passwords are mailed to parents and guardians. They do not change during a student's enrollment at ABRHS. Questions regarding access can be addressed by the ABRHS main office. Emergency medical and contact information must be updated annually in August on the website in order to access other student information.

Library (p.7)

This paragraph will be added to the section on the library.

Subject area teachers may provide occasional passes from directed study during lunches for students who are participating in scheduled library research. Directed study teachers will be notified by the subject area teacher and/or library staff when this is necessary.

Scheduling (p.11)

This paragraph will be added to the section on the scheduling process.

Student schedules generated during the summer are mailed home. They also become available to parents and guardians through the Parent Portal of Powerschool once the on-line emergency information page has been updated during the month of August. (See Powerschool access)

Grades (p.12)

This sentence will be added to the section on grades.

Parents and guardians have access to their student's historical grades, updated each quarter through the Parent Portal of Powerschool. (See Powerschool access)

Transcripts (p. 14)

The section on transcripts has been amended. Due to changes in the College Board's reporting process, we will no longer list SATI, SATII, ACT Test Scores, AP Scores on the transcript. As such, the bullet point denoting their inclusion on the transcript will be eliminated.

Attendance (p. 22)

The following sentence will be included in the section on attendance.

Parents and guardians have access to their student's attendance records through the Parent Portal of Powerschool. (See Powerschool access)

Midterm schedule (p.19)

At the recommendation of the stress committee, we have revised the midterm schedule. Math and science midterms will now be given on different days during the first week of term three.

For 2009- 2010

Dates	Testing and Assessment Guidelines
1/25/2010	No assessment in any department.
1/26 and 1/27	Math midyear exams. No assessment in any other department.
1/28 and 1/29	Science midyear exams. No assessment in any other department

Search and Seizure (p. 19)

The section on search and seizure will be amended to read:

Lockers assigned to students remain the property of the school and are therefore subject to inspection by school staff at any time.

In addition, a student and his/her personal possessions are subject to reasonable search, including the use of a breathalyzer, without limitation, by school Officials when there is reasonable basis for believing that the search will produce evidence of a violation of school rules or of federal or state law.

Test Postponement Policy (p.21)

The stress committee has recommended an overhaul of this policy. To summarize, the significant changes are:

- 1) There will now be a heavy emphasis on communication with teachers throughout the process. Students are encouraged to speak with teachers when multiple deadlines occur on the same day.
- 2) Instead of a form, students are directed to communicate through e-mail.
- 3) The student can choose which test or quiz to postpone.
- 4) Most major assignments and some minor assignments count towards the four assessments that trigger the policy, but only tests and quizzes can be moved. A paper, presentation, project, etc. cannot be postponed using this policy.

Tardiness (p.23)

The following will be added to the tardy policy:

Students arriving late to school in excess of three days per term will be required to meet with their Assistant Principal before gaining admittance into class. Students chronically late to school will be subject to disciplinary procedures, including but not limited to detention.

Acceptable Use Policy (p. 27)

The following addition to the acceptable use policy will be included:

The policy applies to computer use and to student use of Internet-access devices at school.

No School (p. 31)

This section will be revised to read:

In case of a school closing or delayed opening, we will initiate a ConnectEd call generally by 6AM. In addition, major radio and television stations will be notified for “no school” and “delayed opening” announcements. Information will be posted on our web site, <http://ab.mec.edu> as soon as possible.

In the case of a school closing, we do not skip a day in the six day cycle. For example, if there is a snow day on Day A, the day we return will be Day A.

Residency (p. 31)

We are adding a new section to address the issue of residency.

Students are required to live in Acton or Boxborough in order to attend ABRHS. Exceptions are made through School Choice, special circumstances, and homelessness. All students are expected to maintain accurate home address information through the registrar.

The 2009 - 2020 Handbook Review Committee included:

Susan Atwater-Rhodes, Administration

Shannon Dandridge, Counseling

Adriana Buono, World Languages

Cheryl Simmons, Special Education

Sinikka Gary, World Languages

Kirsten Kunz, Administration

Amrita Mehta, Senior, School Council, Student Council, President

Daniel Hoadley, Sophomore

Michelle Higgins, Sophomore

Dan Kim, Junior, Student Council

Anusha Kothapalli, Freshman

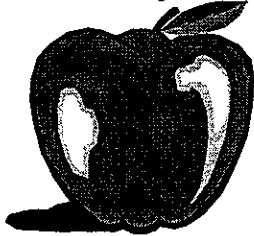
Brendan Lemire, Sophomore

To: Bill Ryan
From: Alixe Callen
cc: Brian Dempsey
Subject: Donation
Date: June 19, 2009

Please accept a \$5,000.00 gift from Amgen, Inc., to the SHS Science Dept. in honor of the 2009 AASTE winner, Brian Dempsey. The gift will be used to purchase equipment that will allow all Biology teachers to incorporate more labs into their curriculum.

The check will be deposited into Fund 3305 (SH Gifts).

Acton-Boxborough Food Services



Serving Education Daily

**Acton Public Schools
Acton-Boxborough Regional School District
Food Service Department
16 Charter Road
Acton, MA 01720-2995
Phone # 1-978-264-4700x3221
Fax # 1-978-264-3340
Kirsten Nelson, Director**

TO: William Ryan/Stephen Mills
FROM: Kirsten Nelson
DATE: June 15, 2009
RE: Recommendation to award Food and Related Products Bids

The Acton Public Schools and the Acton-Boxborough Regional School District participated with The Education Cooperative (TEC) in the following bid categories:

- 1) Paper Products
- 2) Groceries
- 3) Ice Cream
- 4) Vending
- 5) Bread Products
- 6) Milk & Milk Products

The bids were opened on April 15, 2009 and the following vendors were approved at the May 13th bid award meeting at TEC.

- | | |
|-------------------|--|
| 1) Paper Products | Mansfield Paper |
| 2) Groceries | Costa Fruit & Produce Company, Thurston Foods,
Original Pizza |
| 3) Ice Cream | New England Ice Cream |
| 4) Vending | Coca Cola
New England Ice Cream |
| 5) Bread Products | George's Bakery |
| 6) Milk | Garelick Farms |

The above named vendors have serviced the district in the past and their services have been satisfactory. The only new vendor to the district is George's Bakery who won the bread bid.

The administration recommends that the bids be awarded to the above named vendors.

To: Dr. Stephen Mills

From: Alixe Callen

cc: Susan Bohmiller
Diane McSweeney

Date: July 27, 2009

Subject: SADD Donation

We have received a grant from SADD, Inc., in the amount of \$600.00. The money will be used toward the cost of the bus to provide transportation for students who attended the prom, which was held in May at Gillette Stadium in Foxborough.

We would appreciate receiving your and the School Committee's approval of this grant.

Thank you.



FOR YOUR
INFORMATION

**Culminating Report on School Improvement Plan Goals
Acton-Boxborough Regional High School
2008-2009**

The Acton-Boxborough Regional High School School Council developed the 2008-2009 School Improvement Plan in the fall of 2008, upon the arrival of the school's new principal. The Plan was presented to the School Committee on November 20, 2008.

The 2008-2009 School Council was comprised of the following members:

Alix Callen, Principal (Co-Chair)
Jan Couch, Parent (Co-Chair)
Patrick Gordon, Student (Co-Chair)
Susan Atwater-Rhodes, Assistant Principal
Nancy Belanger, Parent
David Chamberlain, Parent
Todd Chicko, Counselor
Janet Chinitz, Parent
Nancy Coppolino, Parent
Rong Duan, Student
Kate Hermon, Director, Alternative Program
Terry Lindgren, Parent
Mary Price Maddox, Teacher
Connor Maher, Student
Amrita Mehta, Student
Dianne Telicki, English Department Leader

The School Council met on the following dates:

September 15
October 20
November 17
December 15
February 2
February 23
March 16
April 27
May 18
June 15

We are proud to report that, despite the short timeframe between the completion of the School Improvement Plan in November and the end of the school year, we made significant progress on the achievement of the goals included therein. Below you

will see the goals and the strategies for meeting those goals as they were described in the original School Improvement Plan. Subsequent to each goal, we have included a progress report.

Goal 1: We will take steps to understand and address issues of stress among members of the high school community.

Rationale: Over the past decade, stress among suburban adolescents has become an increasingly prevalent problem. Evidence suggests that we are experiencing a similar increase among Acton-Boxborough's adolescents.

Strategies:

- The faculty stress committee (formed in spring 2008) will continue to research the issue of adolescent stress. After looking at data derived locally, in combination with more far-reaching research, they will propose changes to the school's practices and policies that will help students to build strong stress management skills and to live balanced, healthy lives.
- A study group will be formed for interested parents to research and discuss the issue of adolescent stress.
- The Student Council will form a working committee to study the issue of stress.
- Information regarding effective stress management will be provided to students and their parents throughout the year via a variety of sources (forums, Back-to-School-Night, the PTSO newsletter, etc.).
- The physical education department will offer students opportunities to enroll in courses that emphasize stress management practices (e.g. yoga and meditation).
- The nurse's office will provide students with a stress relief room where students may come to practice relaxation techniques.
- We will convene a "Stress Summit," bringing together the various working groups to discuss proposals and ideas.
- We will evaluate our efforts before, during and after interventions are employed.

Report on Progress:

We are delighted to report that the majority of the strategies included above were incorporated into school practice and have resulted in significant progress towards the achievement of the overarching goal of understanding and addressing issues of stress.

Led by the faculty stress committee, research and brainstorming on this issue continues. The committee this year proposed changes to the school's test postponement policy, introduced the idea of an extra-help period for students, provided information to students about stress management techniques, re-vamped our course sign-up process to encourage students and families to make healthy

choices, and developed an assessment calendar whereby teachers could share the dates of their major assessments with their colleagues. They have also increased awareness of the issue of adolescent stress amongst the faculty and have proposed a change to next year's mid-term schedule that will hopefully result in decreased stress among our students.

As a means to begin a dialogue with parents about the issue, Alixe Callen has begun a parent book study group. The group read and discussed three books this past spring: *Doing School*, by Denise Clark Pope; *The Price of Privilege* by Madeleine Levine; and *Mindset*, by Carol Dweck.

Our nurses and physical education departments have also taken steps to address the issue of adolescent stress. The nurses' office suite now includes a stress relief room. The physical education department now includes yoga, meditation and stress management within their offerings.

Engaging students in this discussion has been a critical aspect of this effort. The Student Council has now included a sub-committee that is charged with researching the issue of adolescent stress and proposing changes to the administration. They have begun working in concert with the faculty stress committee. The two groups meet on an ongoing basis.

We continue to evaluate our efforts both in terms of particular measures (we surveyed the entire student body on this year's mid-term schedule) and on overall concerns (as part of our senior survey). We will continue to assess our efforts over time.

Goal 2: At this time of transition, we will spend time as a community discussing the core values and mission of the school, ultimately revising the school's mission statement (as necessary).

Rationale: Our accrediting agency (the New England Association of Schools and Colleges – NEASC) requires that we revisit our school's mission prior to our self-study and accrediting visit (scheduled for October 2010). Given the turn-over in staff and leadership since the last mission statement review and revision, it is appropriate that we approach this process thoughtfully and thoroughly. Furthermore, the changing demographics of the school community in combination with the changes in society, render this an opportune moment to reconsider our purpose and beliefs.

Strategies:

- The NEASC co-chairs (in collaboration with the principal) will convene a number of meetings to gather input from the school community's various stakeholders.

- The mission development committee will synthesize the input from the various constituencies and will draft a mission statement, which they will then share broadly, gather feedback, and revise accordingly.
- Once a mission statement is adopted, the various constituencies will discuss what adaptations of the school's practices and policies are necessary in order to fully enact the mission.

Report on Progress:

I am proud to report that after a thorough review process, which included multiple meetings of the faculty and student groups, as well as open forums for parents and students, the mission statement has been revised and adopted. The new statement, *Together we promote respect for self, others and learning*, is in place and we are working to make the school community aware of the change.

We have also begin to look at our school's practices and policies in light of the new mission statement. Moving forward, decision-making will be done with the mission at the center. Furthermore, we are identifying aspects of the school that might need assessment as a result of this revised mission.

**School Improvement Plan
Acton-Boxborough Regional High School
2009-2010**

The timeline for each of these goals is the 2009-2010 school year. We expect to revisit and revise this plan in spring 2010. The School Council will oversee progress towards the goals.

Goal 1: We will complete a study of our entire academic program in preparation for our re-accreditation by the New England Association of Schools and Colleges (NEASC).

Background and Rationale: We are required to renew our accreditation with NEASC every ten years. Maintaining our accreditation is critical because it indicates to colleges and universities that our school's academic offerings, facilities and practices have been assessed and found to meet their standards of good practice. The self-study is a significant undertaking, requiring the input of every faculty member, as well as a number of community members. Each faculty member and community volunteer has been assigned to one of eight committees: School and Community Profile; Curriculum; Instruction; Assessment; Mission; Leadership; School Resources and Community Resources. Each of those committees will complete a thorough report detailing the school's practices in that particular area. The faculty must then vote to adopt each committee's report.

Strategies:

- Divide faculty onto committees, assign chairs for each committee.
- Conduct survey of school community – students, parents, and faculty/staff.
- Collect, disaggregate, report and analyze data related to student achievement.
- Collect and examine student work related to our academic learning expectations.
- Examine practices and produce reports.
- Discuss reports and recommendations with faculty and community.
- Identify future goals based on self-study findings.

Goal 2: We will continue to take steps to understand and address issues of stress among members of the high school community.

Background and Rationale: Over the past decade, stress among suburban adolescents has become an increasingly prevalent problem. Evidence suggests that we are experiencing a similar increase among Acton-Boxborough's adolescents. During the 2008-2009 school year, the ABRHS community took significant steps to

address this issue –including continued research by the Faculty Stress Committee (formed in spring 2008), the formation of both a parent book group focused on the issue and a sub-committee of Student Council – each dedicated to better understanding this issue, and the creation of a stress relief room in the ABRHS Nurses’ Office.

Strategies:

- The Faculty Stress Committee (formed in spring 2008) will continue to research the issue of adolescent stress. After looking at data derived locally, in combination with more far-reaching research, they will propose changes to the school’s practices and policies that will help students to build strong stress management skills and to live balanced, healthy lives.
- The parent book group focusing on the issue of adolescent stress that was formed during 2008-2009 will continue to meet bi-monthly throughout 2009-2010.
- The school will implement a new mid-terms exam schedule intended to alleviate some of the stress that has been associated with this period in the past.
- Information regarding effective stress management will continue to be provided to students and their parents throughout the year via a variety of sources (forums, Back-to-School-Night, the PTSO newsletter, etc.). This will include information related to the link between healthy stress levels and higher academic achievement.
- The physical education department will continue to offer students opportunities to enroll in courses that emphasize stress management practices (e.g. yoga and meditation).
- Using our year-end surveys and other evaluation tools, we will continue to assess our efforts before, during and after interventions are employed.
- We will encourage conversations about student stress amongst our larger school community.

Goal 3: We will work with the school community to ensure that it is aware of the school’s new mission statement.

Background and Rationale: Our accrediting agency (the New England Association of Schools and Colleges – NEASC) requires that we revisit our school’s mission prior to our self-study and accrediting visit (scheduled for October 2010). Accordingly, during the 2008-2009 school year, the NEASC co-chairs (in collaboration with the principal) convened a number of meetings to gather input from the school community’s various stakeholders. A separate committee then synthesized the input from those constituencies and drafted a mission statement. After collecting feedback

on that draft, the statement was revised accordingly and then voted upon by the faculty, the school council, the student council, and the school committee during the spring of 2009. The next task is to ensure that the community is familiar with the new statement. Following that, we need to identify ways that our school and school community can better reflect our mission statement.

Strategies:

- We will encourage teachers to incorporate the mission in their classroom procedures and practices.
- We will incorporate the mission statement into our disciplinary practices.
- We will gather student leaders to discuss the mission in order that they can be helpful in its implementation.
- We will include information about our mission on our website, allowing people researching our school to understand our values.
- We will communicate our mission to existing community groups.
- We will reach out to the larger community to share the mission by sending out a press release in the fall.
- We will post our mission statement in various places around the school, including the cafeteria, on bulletin boards, in classrooms, and in the lobby.
- We will revise our letterhead to include the mission statement.

To: Bill Ryan
From: Larry Dorey
Re: Discipline Report for June, 2009
Date: 6/30/2009

There were 25 discipline referrals to the administration during the month of June. This total is up from 15 referrals last year. Two students were suspended this month, while there was one student suspended during June, 2008.

Suspensions

Referral	2005	2006	2007	2008	2009
Abusive Language					1
Drug Possession		2			
Harassment					1
Insubordination	1				
Stealing		1			
Truancy Issues				1	
Total	1	3	0	1	2

A comparison of the breakdown of other infractions/concerns appears on the back side of this page.

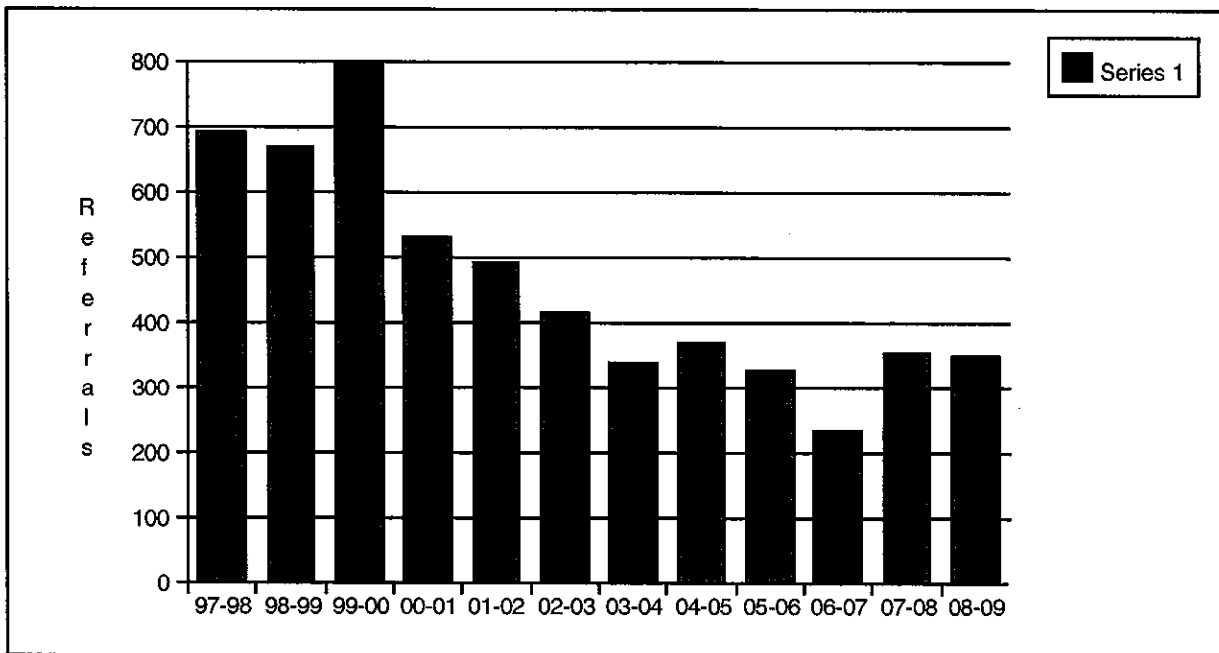
Other Infractions

Infraction	2005	2006	2007	2008	2009
Abusive Language					1
Academic Integrity					6
Bus Discipline Issues			2		4
Computer use Violation				1	
Disrespectful Behavior		1			1
Disruptive/Uncooperative Behavior	3		2	4	4
Drug Possession		3			
Harassment	1				1
Insubordination	1				
Leaving School Grounds	3	1	3		2
Non Compliance w/school rules		1		7	1
Other			1		2
Out of School Issue					1
Stealing		2			
Truancies			3	2	2
Vandalism				1	
Total	8	8	11	15	25

VII 1. (cont.)

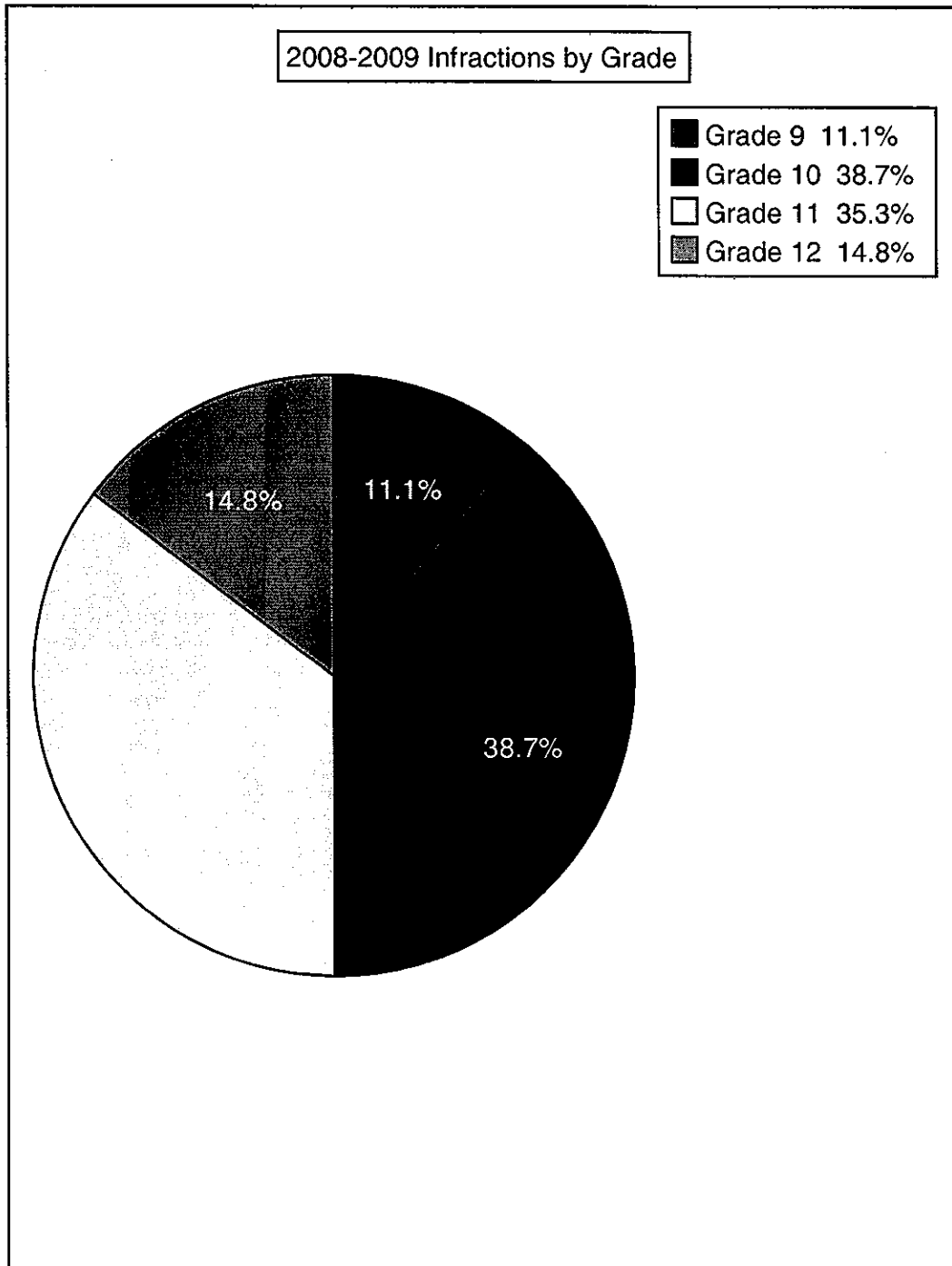
2008-2009 Discipline Referrals

97-98	691
98-99	670
99-00	795
00-01	531
01-02	494
02-03	417
03-04	340
04-05	371
05-06	328
06-07	233
07-08	353
08-09	351



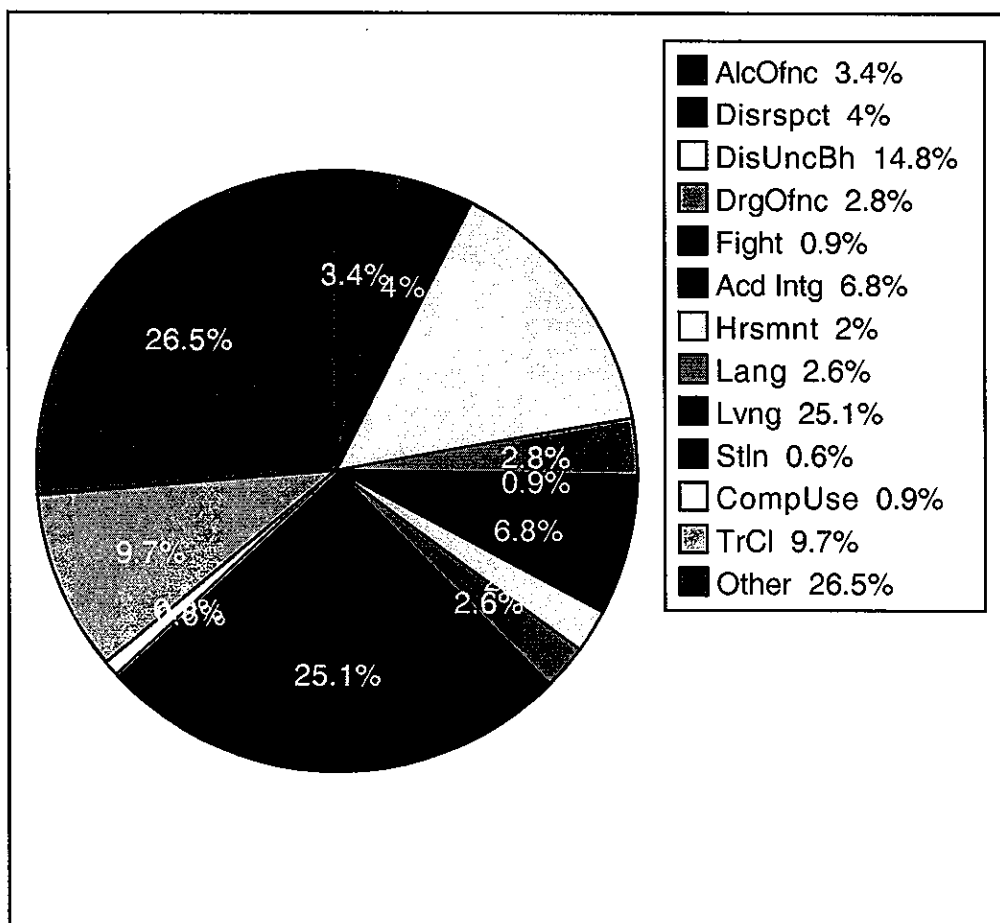
2008-2009 Infractions by Grade

Grade 9	39
Grade 10	136
Grade 11	124
Grade 12	52
Total =	351



2008-2009 Infraction by Subtype

AlcOfnc	12
Disrspct	14
DisUncBh	52
DrgOfnc	10
Fight	3
Accl Intg	24
Hrsmnt	7
Lang	9
Lvng	88
Stln	2
CompUse	3
TrCl	34
Other	93
Total =	351



To: Alixe Callen
From: Larry Dorey
Re: 2007-2008 Discipline Report
Date: 8/7/2008

- The total number of documented discipline infractions increased from 233 during the 2006-2007 school year to 353 during the 2007-2008 school year.
- Notable changes in documented discipline infractions from the previous year included the following:

	2006-2007	2007-2008
Stealing	4	9
Leaving campus	47	106
Computer use	4	16
Alcohol related	28	16
Drug related	5	13
Academic Integrity	6	22* (New Reporting Procedure)

- Suspensions
- | | 2006-2007 | 2007-2008 |
|---------------|-----------|-----------|
| In-school | 11 | 29 |
| Out of School | 51 | 39 |

- Infractions by Grade
- | | 2006-2007 | 2007-2008 |
|----------|-----------|-----------|
| Grade 9 | 33.2% | 27.8% |
| Grade 10 | 11.8% | 38.5% |
| Grade 11 | 32.3% | 15.3% |
| Grade 12 | 22.7% | 18.4% |

Alcohol/Drug Related Incidents:

In November, five students were suspended from school for drinking and possessing alcohol at a MIAA soccer event. These students had traveled to the event by school sponsored transportation. It is recommended that the practice of using "fan busses" be discussed further.

In May, a student was taken by ambulance to the hospital after consuming a large quantity of liquor. It was discovered that the liquor was taken from another student's home. The clear liquor had been poured into a water bottle and it is believed to have been consumed by the student while he sat in a biology classroom. This student later fell in the boy's bathroom lacerating his forehead. Several confirmed and unconfirmed incidents of students in possession of clear liquor in water bottles were reported at different times in the school year.

In May, two seniors were disciplined at the prom for drug and alcohol use. Also in May, one student was disciplined for drug possession at the Senior Community Service Day.

Students Leaving Campus:

64 students are to be attributed to the 106 incidents of students "Leaving Campus". Of the 64 students, 11 students are to be attributed to 3 or more of these infractions. The overall increase in the number of incidents for this particular infraction may be related to the reporting practices of the monitors, the characteristics of the particular grade levels and the impact of 990.

Academic Integrity:

Prior to the change in procedures, most academic integrity issues were not reported to the administration. The changes put forth by the Academic Integrity Committee now allow teachers to formally submit their violations. The substantial increase in Academic Integrity Violations is a direct result of these changes.

To: Alixe Callen
From: Larry Dorey
Re: 2008-2009 Discipline Report
Date: 7/27/2009

- The total number of documented discipline infractions decreased from 353 during the 2007-2008 school year to 351 during the 2008-2009 school year.
- Some changes in documented discipline infractions from the previous years include the following:

	2006-2007	2007-2008	2008-2009
Alcohol Related	28	16	12
Academic Integrity	6	22	24
Computer Use	4	16	3
Disrespect	16	12	14
Disruptive	46	66	52
Drug Related	5	13	10
Fighting	2	8	3
Harassment	10	10	7
Leaving Campus	47	106	89
Stealing	4	9	2
Truancy	26	36	35
Weapons	3	0	1

• Suspensions	2006-2007	2007-2008	2008-2009
In-school	11	29	13
Out of School	51	39	32

• Infractions by Grade	2006-2007	2007-2008	2008-2009
Grade 9	33.2%	27.7%	11.1
Grade 10	11.8%	38.9%	38.7
Grade 11	32.3%	15.4%	35.3
Grade 12	22.7%	18%	14.8

Alcohol/Drug Related Incidents:

In October, one student was suspended from school for being under the influence of alcohol during the school day. The student was discovered to be in possession of a water bottle containing clear liquor. It was believed that the student had obtained the alcohol from home.

In December, two students were suspended for being under the influence of alcohol at a school dance. In addition to the two students who were suspended, several parents were called to pick their children up at the high school. At the time the administration was concerned that these students had been in the presence of alcohol or later in the evening may have access to it. Based on interviews with the students, the evidence suggested a number of students had attended a house party before attending the dance.

There were eight Chemical Health Violation related to alcohol. The majority of the incidents occurred at two house parties that the Acton and Boxborough Police were called to investigate.

There were a total of ten drug related incidents. Five of these incidents involved possession or use of marijuana on school grounds and three of the incidents were Chemical Health Violations made known to the school via police reports. Two of the incidents were categorized under "Suspicion of Drug Use".

Weapons:

In March, one female student was suspended for bringing a weapon to school. The weapon was classified as a knife with a blade extending over two inches. It is believed that the student had no intention to harm anyone and may have been holding the knife for a friend that did not attend the school. A report was filed with the Acton Police.

Students Leaving Campus:

The total number of infractions for Leaving Campus dropped from 106 to 88. Of the 88 infractions, 36 students were involved. 17 of the 36 students had 2 or more infractions. Students leaving campus without privileges remains the largest number of discipline infractions, accounting for 25% of the 2008-2009 student infractions.

To: Bill Ryan
From: Alixe Callen
cc: Jack Dempsey
Subject: Donation
Date: June 19, 2009

Please accept a \$290.00 donation from the Massachusetts Bluebird Association, 726 Montgomery Road, Westfield, MA 01085. The donation will be used to build birdhouses for the organization.

The check will be deposited into Fund 3305 (SH Gifts).

To: Bill Ryan
From: Alixe Callen
cc: Renee Voorhees
Subject: Donation
Date: June 17, 2009

Please approve a check in the amount of \$100.00 from the Acton Memorial Library for the Helen Creeley Award. The funds will be used to purchase books in honor of this year's winner Kaila Guilmet.

The check will be deposited into Fund 3412 – SH Library Rev. (Gifts).

Thank you.



Monday, June 15, 2009 7:07:33 AM

Message

From: ☐ Deb Trentsch

Subject: Fwd: This Week at AB... 6-15-09

To: ☐ Bunny Lawton
☐ Leslie Blair
☐ Maureen Keegan
☐ Marlene Rock

----- Original Message -----



This Week at AB...

Week of: June 15, 2009

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A.M.	15d	16e	17f	18a English Finals	19b English Finals TGIF Social Studies	20
	Senior Portraits 2:30-8	Senior Portraits 2:30-8	Senior Portraits 2:30-8	Senior Portraits 2:30-8	Senior Portraits 2:30-8	
P.M.	6:00 pm School Council					

Coming Up

June 22-25 **Finals**
June 23 "the Gathering"
2:30-5:30
June 25 **Last day of school**
All Rebinds are due
in the Main Office



Good morning everybody --

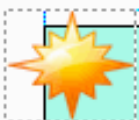
I hope you had a great weekend. After last week's drizzle, it was nice to see the sun. Let's hope it continues.

I have nothing new to report this week - though I do hope you will all sign up to come to the Gathering. It marks the first ABRHS yearly event that I will attend for the second time. Thank goodness! It will nice not to be new anymore.

Have a great week!

Alixé





English Finals: Please remember that the English final examinations are scheduled for June 18 and 19. For other departments there is a three day review period prior to finals. Therefore, please do not give tests from June 17 through June 19.

Class Advisors, Activity Advisors, etc. Please remember that you **must** submit your requests for dates on the calendar for the next school year to Susan Sousa before the **last day** of school this year (June 25). Also remember that there are only 4 dances per year and the prom counts as the 4th dance.

BANK ANNOUNCEMENT:

June 22,23,and 24 - Early closing 11:00 Last day is **June 24!**

Congratulations!

Nikki Jeanotte had baby Thomas Frank Jeannotte Thursday, June 11th, in the afternoon at 1:25.

He weighed 10 lbs. 6 oz. and was 23 inches long! Everyone is doing just fine!!!



Thank You!

The ABRHS School Store would like to
thank the ABRHS Community for their business this year.

We'll be open this week and during finals.

Come in for **drinks and snacks** while they last.

Summer shirts and shorts are still available in limited sizes.

Stop by on the **"last day of school"** for a special sale!



Monday, June 8, 2009 7:57:05 AM


Message

From: ☐ Deb Trentsch

Subject: Fwd: This Week at AB... 6-8-2009


To: ☐ Bunny Lawton
☐ Maureen Keegan
☐ Marlene Rock
☐ Leslie Blair

----- Original Message -----



This Week at AB...

Week of: June 8, 2009

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A.M.	8e	9f Summer Volunteer Opport. Fair	10a Teacher Apprecia- tion Breakfast ODP Coffee	11b	12c	13 ACTs
	Senior Portraits 2:30-8:30	Senior Portraits 2:30-8:30	Senior Portraits 2:30-8:30	Senior Portraits 2:30-8:30	Senior Portraits 2:30-8:30	
P.M.			Class 2010 Spaghetti Step-up 6:00 pm	7:30 You're a Good Man Charlie Brown	7:30 You're a Good Man Charlie Brown	

Coming Up

June 18,19 English Finals

June 22-25 Finals

June 23 "the Gathering"
2:30-5:30

June 25 Last day of school
All Rebinds are due
in the Main Office

Good morning everybody --

You will be glad to know that graduation went off without a hitch. Lani and Susan Sousa worked their usual magic, coordinating an event that was both dignified, poignant, professional, unique (I could go on and on...). The students behaved themselves (for the most part!). The weather gods worked in our favor. An amazing event!

Thanks to all of you who worked so hard to help at the ceremony. I'm not going to try and list everyone because I know I would forget somebody... However, you know who you are. Many, many thanks. I am so appreciative.

Have a great week!

Alixé

After School Testing Schedule

	WL 216E	Math/Sci 245W	Soc Stud 214E
June 9	Mullin	Bradford	Oetinger
June 10	Buonopane	Chartier	Adamchek
June 11	Baker	Dempsey, B	Dempsey, J



Thank you:

To: Lani DeRome, Diane McSweeney, Jeanne Potter, Deb Trentsch, Jane Link, Linda Mayer, Carol Pavan, Kay Steeves, Judi Bowes, Kirsten Kunz, National Honor Society Students, Dan Drinkwater, Rick Kilpatrick, Brendan Hearn and the A.V. Department and the custodial staff for all their help in making our **sixteenth local scholarship ceremony** such a tremendous success! Thanks also going out to the members of the 2009 Scholarship Committee: Co-Chairs Jim Marcotte and Kim Landry and members: Genevieve Hammond, Elizabeth Warren, I'Esha Brown, David Green, Laura Watkins, and Steve Desy.

To all the behind scenes people who made the **2009 graduation** such a huge success: Graduation Co-Chairs, Lani DeRome and Susan Sousa – Deb Trentsch, Jeanne Potter, Diane McSweeney, Sandy Alexander, Kay Steeves, Judi Bowes, Pat Haras, Linda Murphy, Bobby Glenn and his crew, Brendan Hearn, I'Esha Brown, Jodi Chu, Henry Morris, Jane Link, Joan Lenington, Genevieve Hammond, Sinikka Gary, Ray Kalagher, Wioletta Pawlowska, Susan Bohmiller, Janet Maxwell, Diane McNicholas, Nancy Harter, Robin O'Clair, Paul LeSage, Ken Priest, Dick Ballou, Gary O'Clair, Liz Warren, Susan Root, Jacalyn Starr, and Maura Champigny..

Class Advisors, Activity Advisors, etc. Please remember that you **must** submit your requests for dates on the calendar for the next school year to Susan Sousa before the **last day** of school this year (June 25). Also remember that there are only 4 dances per year and the prom counts as the 4th dance.

"the Gathering"

"Last call for the 2009 ABRHS faculty and staff Gathering."

Date: Tuesday, June 23rd

Cost: \$20 per person

Place: Maynard Rod and Gun Club

**We will be shopping this week and need a firm count.
Please let Lani know if you plan on attending."**



The ABRHS School Store

Do you need a special gift for someone?
How about some comfy shorts for walking?
We can even order children's sizes in our clothing!
We always have snacks and a cold drink.

Please stop in to say "Hello!"
Thanks for your business.



BANK ANNOUNCEMENT:
June 22,23,and 24 - Early
closing 11:00 Last day is

COMMUNITY ALLIANCE FOR YOUTH

P.O. Box 2063, Acton, MA 01270

June 3, 2009

Mr. Terry Lindgren
A-B School Committee Member
1 Woodchester Drive
Acton, MA 01720

Hi Terry,

The CAFY Board met this evening and unanimously voted to express our support for the information that Ms. Callen's provided to the School Committee at the May 7th meeting related to the decision of the high school's leadership to purchase and utilize a breathalyzer to use with students when they suspect that they had been consuming alcohol.

CAFY's Parent Survey, conducted in March and completed by 120 parents, identified the use of alcohol by our teens as one of their major concerns related to risky behavior. There are also a number of written comments from parents indicating that they have heard their teens talk about the use of alcohol and/or drugs on school property during school hours.

We believe that our school leadership takes this issue very seriously and responds appropriately when such incidents occur. In support of their efforts, we believe that the high school should have the tools, such as a breathalyzer, that are needed to determine whether or not a student has been using alcohol.

We encourage the School Committee to support this initiative.

Sincerely



Bob McGowan
Chair – CAFY Board

Raymond J. Grey Junior High School

School Improvement Plan

2009 – 2010



Raymond J. Grey Junior High School

16 Charter Road

Acton, Massachusetts

Principal: Craig Hardimon

1) To re-examine and possibly modify the RJ Grey's current statement of purpose to ensure its relevancy for addressing student needs, community expectations, and the operation of all school programs.

a) Statement of the Situation:

RJ Grey's current Statement of Purpose (Vision Statement) includes the district's mission statement, vision statement, and belief statements. While clearly articulated, RJ Grey faculty and staff recognize the need to initiate a periodic review of the school's statement of purpose to ensure that it remains a dynamic and relevant document congruent with the larger district's goals and objectives for its students.

Strategies:

- i)** Review and evaluate current Statement of Purpose for relevancy to today's world.
- ii)** Identify missing elements.
- iii)** Coordinate input from all involved parties; department meetings, faculty meetings, etc.
- iv)** Assign sub-committees with appropriate representation as needed.

b) Outcomes:

- i)** Identify and recommend areas for change and/or modification in the present Statement of Purpose (Vision).
- ii)** Submit proposed changes to faculty for discussion.
- iii)** Recommend revisions and/or changes to Statement of Purpose (Vision) for FY11.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
RJ Grey Faculty

2) Having re-examined the RJ Grey scheduling structure, faculty and staff will examine transition requirements to implement trimesters and/or activity blocks for the 2010-2011 academic year.

a) Statement of the Situation:

To ensure that RJG is meeting the needs of all students, the faculty made a commitment to re-examine the RJ Grey scheduling structure. While the current model ensures high academic standards within a student-centered atmosphere, trimesters may extend the time within the marking period spent on teaching and learning, optimize home/school communication, and provide students with more opportunities to master content through teacher feedback and support. In addition, activity blocks within teams may allow additional time for counselors, teachers, and administrators to consider increased team building activities, content reinforcement, and time for stress reduction and anti-bullying initiatives.

Strategies:

- i) Evaluate all RJ Grey communication structures for transitioning to trimesters for FY11.
- ii) Provide PowerTeacher training for all teaching faculty
- iii) Review and possibly modify progress report formats for home/school communication
- iv) Evaluate all RJ Grey scheduling structures for introducing activity blocks within teams.
- v) Prioritize scheduling needs
- vi) Prioritize teaming issues

b) Outcomes:

- i) Identify home/school communication mechanisms for FY11
- ii) Identify and consider fiscal implications for FY11.
- iii) Identify optimal scheduling structure for FY11 implementation.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
RJG Scheduling Committee, Pupil Services Staff

3) Continue to support district-wide anti-bullying initiatives within a positive school culture and climate through three specific areas of focus: stress management, bullying and teasing, and internet skills building.

a) Statement of the Situation:

To ensure that RJG is meeting the needs of all students, the staff continues to examine ways to stay current with developmental and social issues that impact adolescent functioning and independence while maintaining the effectiveness of the team model: building a sense of community and identity for the adults and young adolescents, designing and maintaining team protocols that support community and instruction, continuing to implement effective instructional practices and curriculum, and communicating with the broader community and parents/guardians about the work of the team regarding student learning.

Strategies:

- i)** Educate students by scheduling relevant student assemblies and/or team trainings.
- ii)** Respond to student stress and its impact on the school's culture and climate by developing practical ideas for reducing student stress throughout the year; homework breaks, consideration of a scheduled block of time for directed, multi-faceted team activities, etc.
- iii)** Continue to ensure building emergency preparedness by reviewing communication channels and information protocols.
- iv)** Participate in systemic discussions that will examine the existing policies on bullying and hazing (references JICFA and JICFB).
- v)** Potentially update handbook guidelines for FY11 to provide further specificity regarding current student issues (cyberspace, all types of harassment, etc.).

b) Outcomes:

- i)** If necessary, update handbook guidelines to provide further specificity regarding current student issues; cyberspace, harassment, etc.
- ii)** Identify any changes necessary for home/school communication.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team, Pupil Services Staff

4) Continue to enhance curriculum and instruction for RJG students and consider changes based on community and building needs.

a) Statement of the Situation:

As part of the RJG educational experience, staff continues their commitment to an on-going process of curriculum planning, with the goal of fostering continuous improvement of student achievement. Annual adjustments will continue to be considered, supported by our core school values. As part of this process, we continue to be committed to a junior high curriculum that values diversity and global awareness, with a strong connection to the team model and our broader school community.

b) Strategies:

- i)** Continue with curriculum articulation, Grade 6 through Grade 12.
- ii)** Review the Mandarin Chinese elective and consider possible adjustments and enhancements within the current budgetary picture
- iii)** Actively participate in the district's Educational Values and Interests Survey work.

c) Outcomes:

- iv)** Develop recommendations and implications for FY11 school year pertaining to identified goal areas.
- v)** Complete all tasks for trimester implementation for FY11.
- vi)** Identify and consider fiscal implications for FY11.

b) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
Pupil Services Staff

Raymond J. Grey Junior High School

School Improvement Plan Report 2008 – 2009



Raymond J. Grey Junior High School
16 Charter Road
Acton, Massachusetts
Principal: Craig Hardimon
Assistant Principals: Andrew Shen, Allison Warren
June, 2008

2008 – 2009 Raymond J. Grey Junior High School Council Membership:

<u>Role</u>	<u>Name</u>	<u>Length of Term</u>
Principal:	Craig Hardimon, Co-chairperson	2003 – 2009
Parents:	Kim Musto, Co-chairperson	2007 – 2009
	Ann Lack	2008 – 2009
	Jodi Phelan	2008 – 2009
	Derrick Chen	2008 – 2009
Staff:	Sandy Egnatz	2008 – 2009
	Matt Driscoll	2008 – 2009

School Council Meeting Dates:

October 14, 2008
November 18, 2008
December 9, 2008
January 13, 2009
February 10, 2009
March 10, 2009
April 14, 2009
May 12, 2009
June 19, 2009

School Council Process:

The RJG School Council generally meets on the second Tuesday of each month. Decisions are made by consensus. This year meetings and discussions addressed:

- The principal's report that included the previous month's events and activities.
- Current issues and parental concerns.
- Student issues and concerns.
- School procedures
- On and off team related issues.

School Council meetings provide the principal with a sounding board for decision making, parents and community members with a conduit of information regarding the daily interactions within the school, and students with a venue to air their concerns and have a voice in decision making regarding their school.

1) Examine new scheduling structures for RJG that continue to ensure high academic standards, appropriate supervision, and a safe and comfortable learning environment for teaching and learning.

a) Statement of the Situation:

To ensure that the RJG is meeting the needs of all students, the faculty has committed to re-examining the RJG scheduling structure. Keeping in mind that students must be appropriately supervised, challenged and scheduled within a comfortable student-centered atmosphere, this process is viewed as a challenge and an opportunity.

b) Strategies:

With consultation:

- i) Review core values of school and district
- ii) Review pros and cons of current schedule model
- iii) Consider building-based scheduling alternatives for FY10 school year
- iv) Create and prioritize a list of scheduling needs
- v) Create and prioritize teaming issues
- vi) Develop a number of scheduling structures, while making sure we are working in the best interest of staff and students.
- vii) Continue to evaluate all RJG communication structures during the scheduling process.

c) Outcomes:

- i) Develop recommendations and implications for FY10 school year pertaining to identified goal areas.
- ii) Identify alternate programmatic and scheduling models for FY10
- iii) Identify fiscal implications for FY10.

d) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team, RJG Scheduling Committee, Pupil Services Staff

End of Year Report

In the fall of 2008, the RJG initiated a customized self-assessment pertaining to re-examining the RJG scheduling structure. As part of the process, a Scheduling Committee developed and tabulated a comprehensive survey, focused on the following goals:

- To examine the strengths and weaknesses of the current schedule
- To determine team based priorities for on team/off team classes
- To determine priorities for curricular coordination with the high school

In addition, a series of team based focus groups were scheduled to analyze survey data and identify themes. In general, the process of re-examining the RJG scheduling structure has moved the school in new and positive directions. First and foremost, the process has confirmed the effectiveness of most aspects of the school's current schedule. Second, RJG has determined the viability of moving from a quarterly model to a trimester model and has made a commitment to do so by FY11. Third, the process has identified that the focus on academic achievement may be impacting the social-emotional functioning of our students. As such, RJ Grey faculty is interested in considering the possibility of a scheduled block outside of class for students; a team block that would allow for teacher directed multi-faceted activities.

At this time, the RJG has successfully researched all components of a successful schedule and are committed to an Action Plan for trimesters, with a goal to begin trimesters for the 2010-2011 school year. Pre-requisite elements include:

- Allocating professional development time (tutorial sessions) to train all staff on the use of "Power Teacher" electronic grade books.
- Allocating planning time to identify a viable progress report model for appropriate home/school communication.

2) Continue to promote school safety within a positive school culture and climate.

a) Statement of the Situation:

Promoting a positive school culture and climate requires that we support our students in developing skills and strategies to stay healthy and safe, able to focus on academic achievement. For the 2008-2009 school year, the RJG staff has identified three specific areas of focus:

Now and in the future, it is expected that children and teens will continue to use the Internet for socializing more and more. While parents can limit the amount of time their children spend on the Internet, in truth, the Internet has become a way of life. As such, teaching safety strategies for the Internet has become just as important as teaching any other traditional life skill.

Teaching students skills for identifying and addressing incidents of bullying, teasing and harassment continues to be a focus at RJG. In the upcoming year, faculty members will select a group of students with leadership/ambassador abilities to participate in specialized training at the Massachusetts Aggression Reduction Center (MARC). Together, students and staff will be trained to identify situations where bullying and teasing occurs as well as strategies for handling these situations.

Finally, managing multiple responsibilities and daily stressors can be hard on students. Staying on top of academic requirements, participating in extra-curricular clubs and activities, while maintaining friendships are all part of a young adolescent's day. Informative communication is vital to an environment that supports our students in making good choices related to school, and problem solving various situations that arise. Strategies for helping our students meet their own stress management and wellness needs, as well as developing strategies for managing a range of social situations is a focus for the upcoming year.

b) Strategies:

- i) Maximize the commitment to internet safety, stress management and bullying by educating students:**
 - (1)** Schedule relevant student assemblies.
 - (2)** Involve the Student Administration Advisory Board (SAAB) to generate ideas for promoting student leadership.
 - (3)** Develop practical ideas for reducing student stress throughout the year; homework breaks, etc.
- ii) Maximize the commitment to internet safety, stress management and bullying by continuing to educate parents and staff**
 - (1)** to assist with programmatic planning
 - (2)** continue to access MARC and the services of Elizabeth Englander

c) Outcomes:

- i) Summarize implications for FY10 school year pertaining to identified goal areas.

d) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team, Pupil Services Staff

End of the Year Report

At RJG, a safe school is a top priority. Both as an initiative and as a way of keeping the learning environment safe from any type of intrusion (violence, bullying, harassment, cyberspace bullying, etc.), we have developed extensive training, implemented that training for staff and faculty, held workshops for our families, and engaged our students in discussions about the school climate that we expect.

Specifically, parents and guardians have been given opportunities to learn more about our children's participation in the "digital world" and Elizabeth Englander, Director of the Massachusetts Aggression Reduction Center (MARC), has been an eloquent speaker on this important topic. This year Dr. Englander offered students an opportunity to participate in onsite training at Bridgewater State College and also provided workshops for RJ Grey parents at this past year's Project Wellness event. Students learned how to identify a bully and strategies they could use when they encountered bullying and teasing. After the training the students generated ways they could promote a positive school environment by incorporating their experience and new knowledge with the school counselors. The students decided the best way to deal with bullying was to host an event that all students were welcomed to attend. This event was successful with our 7th grade community. While it is important to note that the MARC program offered a variety of ways to support our school, at this time we feel it is necessary to research structured bully & teasing programs that can be incorporated into our school day.

For the 2009-2010 school year, RJG staff intend to participate in systemic discussions that will examine the existing policies on bullying and hazing (references JICFA and JICFB). A recent review of these policies suggest that updating is needed with current guidelines to reflect current middle school issues (cyberspace, all types of harassment, etc.).

A final element of the safe school initiative has been a commitment to understand and respond to the issue of student stress and its impact on the school's culture and climate. In November, 2009, RJG was part of a District-wide Stress Management training that addressed the increase in the number of teenagers requiring psychological help, as well as the range and types of problems they exhibit. As the normal challenges of adolescence are now compounded by the availability of drugs, internet access, and changes in family structure, schools no longer deal exclusively with educational problems. As such, better understanding and responding to the social and emotional challenges of growing up today

has become a priority. In coordination with the high school, this will continue as a goal for the 2009-2010 school year.

3) Continue to Enhance Curriculum and Instruction for RJG Students and consider changes based on community and building needs

a) Statement of the Situation:

As part of the RJG educational experience, the RJG staff is committed to an on-going process of curriculum planning, with the goal of fostering continuous improvement of student achievement. During the 2008-2009 school year, curricular offerings in all departments will be reviewed, considering adjustments based on our core school values. As part of this process, we continue to be committed to a JHS curriculum that values diversity and global awareness.

b) Strategies:

- i) Continue to have conversations about curriculum articulation, grades 7-12, to facilitate curricular coordination.
- ii) Continue to integrate technology within content instruction in all areas.
- iii) Continue to identify academic support programs for those students in need (regular and special education), including but not limited to RTI, Sheltered Immersion for LEP students, etc.
- iv) Redefine current world language program/curriculum to include mandarin studies.
- v) To begin the study of mandarin Chinese for FY10 (to develop simple conversational skills through oral practice and written exercise, to develop an understanding of Asian culture: daily life, history, literature and the arts).
- vi) Consider building-based scheduling alternatives for '08-'09 school year that incorporate mandarin studies.
- vii) Schedule relevant Parent/Guardian Forum

c) Outcomes:

- i) Develop recommendations and implications for FY10 school year pertaining to identified goal areas.
- ii) Identify necessary programmatic/scheduling models for FY10
- iii) Identify fiscal implications for FY10.

d) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team, RJG Scheduling Committee, Pupil Services Staff

End of the Year Report

At RJ Grey, our faculty and staff are committed to an on-going process of curricular planning, with the goal of fostering continuous improvement of student achievement. The process of reviewing textbooks is thoughtfully articulated at the district level and all

revised and new curricula is documented and posted. Yearly review of curriculum templates, a program of studies review, and on-going communication with the high school ensures a smooth transition between the junior and senior high school. In general, all teachers reviewed curriculum objectives and made some revisions which will be accessible on-line. This year, the following additions and changes were made:

- Numerous Grade 7 and Grade 8 R&D's were supported and opportunities for integrating the arts were explored. During this school year, new projects were added to enrich the curriculum by integrating the arts.
- As a follow-up to last years research development regarding adding India to the curriculum, in 2008-2009, the social studies department committed themselves to find more resources and share lessons on India; teachers also met and revisited the Middle East unit. In Grade 8, connections were drawn between the non-violent resistance movement under the leadership of MLK and Gandhi in India. A section on the Japanese Internment Camps was added to reinforce the Theatre Espresso experience; this theatre group will return as their contribution to the curriculum was significant. The overall goal of both historical dramas (grade 7&8) was to help students better understand their own place in history as responsible and active citizens of our democratic society by considering evidence and thinking about important historical decisions.
- The science department edited and revised their curriculum objectives for grade 7 and 8. In addition, eighth grade science teachers piloted new chemistry texts this year and new biology texts will be used next year by all eighth grade teams. The eighth grade science teachers will do an R&D during the summer of 2009 to collaborate on the introduction of the new biology text, Cells and Heredity.
- From a technology perspective, the use of powerschool has automated tasks for administrators and educators alike. Managing student information, including but not limited to daily attendance, emergency cards, and completing report cards has become far more efficient through the use of technology. As the school defines their transition plan for trimesters, training teachers on the use of "PowerTeacher" will be essential. In general, many RJG teachers use instructional technology to significantly enhance instruction, assessment, and curricula content. Within our classrooms, examples include the on-going use of Inspiration, (organizational software), Publisher, Powerpoint, and Paint (used for writing and book projects) in classrooms. Most recently, world language teachers received a classroom training using Powerpoint in the classroom and developing on-line student activities. Cultural, vocabulary, and grammatical concept PowerPoint presentations were developed allowing teachers to bring in authentic materials from the target language speaking countries, address the needs of visual learners, and create an authentic learning environment in which students learn the target language without translations (i.e., picture to target language versus English to target language). Engaging in-class activities were also developed; such as, Jeopardy. Teachers

created many on-line activities for students' to access from home to provide another format in which to learn and practice the target language.

- As part of our curricular review process, we continue to be committed to an RJ Grey curriculum that values diversity and global awareness as well. Through discussion and expressed interest from the Acton and Boxborough community, we agreed that one way to increase the relevance of our curriculum and match it with current trends was to consider expanding our World Language offerings to include an introductory two year Mandarin Chinese course beginning in the 2009-2010 school year. As a pilot program, our intent was to design a course for students who have no previous experience with Mandarin Chinese.

It has been essential to ensure that the implementation of a Mandarin Chinese language course has been developmentally appropriate, and congruent with the other educational philosophies and objectives of our school. To that end, the RJG undertook an extensive process to gather information and guidance on best practices that exist in other districts similar to Acton-Boxborough. Assistant Principal Andrew Shen and World Language Building Leader Robin Crown visited four other schools and interviewed the teachers and/or administrators at these schools regarding the implementation of a Mandarin Chinese program. Mandarin Chinese texts were researched and reviewed. Ms. Crown and high school Mandarin teacher have met to ensure that the RJG curriculum would align with the high school and materials have been researched and ordered. In addition, an all-day conference at UMass-Boston for department heads focused on Mandarin Programs for K-12.

RJ Grey staff have been active participants in the process of exploring the viability of adding Mandarin Chinese to the RJ Grey curriculum, thoughtfully addressing the complexities of any new curricular offering. Unfortunately, enrollment for Mandarin Chinese has been limited and as an alternative, a Mandarin elective is being offered for FY11. This course that would be similar to art, chorus, and band and structured as a half-year elective, meeting every other day, and graded Pass/Fail. It is anticipated that the elective will generate interest in the program.

To: Stephen Mills
From: Craig Hardimon
Re: RJ Grey Mandarin Initiative Summary
Date: August 3, 2009

RJ Grey prides itself on the range and depth of our educational programs that offer our students the opportunity to access a wide range of experiences. As part of this process, we continue to be committed to a junior high curriculum that values diversity and global awareness. Through discussion and expressed interest from the Acton and Boxborough community, we agreed that one way to increase the relevance of our curriculum and match it with current trends was to consider expanding our World Language offerings to include Mandarin Chinese.

To ensure that the implementation of a Mandarin Chinese language course was developmentally appropriate for middle school students, and congruent with the other educational philosophies and objectives of our school, we undertook an extensive process to gather information and guidance on best practices that exist in other districts similar to Acton-Boxborough.

An Action Plan (attached), originally formulated in March 2008, focused on the collection and analysis of data regarding student preferences and parent/guardian interest regarding Mandarin Chinese, curriculum development, student instructional groups, scheduling models, curriculum development and junior high/senior high coordination. As interest from the preliminary spring 2008 survey was promising (80 out of 500 interested respondents expressed interest in this initiative), the RJ Grey staff moved forward with exploring the viability of adding Mandarin Chinese to the RJ Grey curriculum for FY10.

As an introductory program, our intent was to design a two-year course for students who had no previous experience with Mandarin Chinese. Similar to our French and Spanish curriculums, this program would offer 7th and 8th graders Mandarin Chinese as a core academic subject on their junior high team.

Because the addition of Mandarin Chinese would impact staffing and scheduling decisions, we involved our families early. A Parent Forum was scheduled in January 2009, attracting only four parents. A pre-registration process was also designed, offering our parents/guardians a variety of materials to assist them with their decision making. Fluctuating enrollment best describes the results of the registration process. At its highest, there were 25 viable student registrations and at its lowest, 18 viable registrations. A number of scheduling variables explains the small number of registrations; some families expressed initial enthusiasm and then withdrew their registration, others were only interested if the program was offered on a full team (rather than the ½ team), etc. All in all, despite the collection and analysis of data regarding

student interest regarding Mandarin Chinese, curriculum development, and junior high/senior high coordination, ultimately, far fewer RJ Grey students actually registered for Mandarin than anticipated.

Another issue impacting a final decision regarding the Mandarin Chinese program was the unstable economy and its anticipated impact on our school budget. While Mandarin only required a re-allocation of world language FTEs for FY10, it was anticipated that potential future budget cuts would impact long term professional staff the following year. In light of the low registration and this likely budgetary crisis, RJ Grey made a decision to offer an alternative Mandarin Chinese elective course to interested students; a course that would be similar to art, chorus, and band. Structured as a half-year elective, this course would meet every other day, and will be graded Pass/Fail.

The Mandarin Chinese elective would introduce students to the study of Mandarin Chinese as a second language, providing students with the opportunity to learn very basic rudiments of speaking Chinese (greetings, person to person exchanges, family life), as well as initial exposure to the components of the written language. Aspects of Chinese culture, life, and art would be integrated throughout the course. Consistent with other Grey Block electives, this course is intended to be graded Pass/Fail and would have limited out-of-class assignments.

We are very proud of our world language program as it currently exists, and are confident that all of our students will continue to have a meaningful experience studying either French or Spanish during their time at RJ Grey. Since we only have one registration for the Mandarin Chinese elective to date, we will continue to make efforts to generate interest for as long as possible prior to the beginning of the school year. We remain committed to the idea of introducing Mandarin Chinese at the junior high and recognize that the best initiatives often take more time than originally envisioned or anticipated.

Mandarin Chinese Initiative Action Plan and Outcomes – July, 2009

Tasks	In Process	Completed
Review Task Force report		
Identify comparable school districts offering Mandarin		x
Arrange site visits to gather data re: cultural and curricular priorities and initiatives		x
Data Collection Process		
Develop survey mechanism to identify language preferences of students and their parents		x
Revise RJ Grey registration form for FY09		x
Collect and analyze data from parent/guardian Registrations		x
Curriculum Development		
Submit R&D to identify a curricular focus for Mandarin program at the RJ Grey		x
Develop a relevant Mandarin curriculum for RJ Grey students		x
Attend professional development workshops		x
RJ Grey/ABRHS Coordination		
Review HS registration form		x
Analyze student registrations for interest in Mandarin		x
Develop a curricular continuum between RJ Grey and SH		x
Implementation within RJ Grey		
Develop alternative scheduling models		x
Address impact of each model for:		
▪ Class size		x
▪ Student grouping		x
▪ Schedule flexibility		x
Identify student learning groups		x
Post/interview candidates		x
Home/school Communication		
Create vision for Mandarin program		x
Identify targeted audience/students for program		x
Develop timeline		x
Offer informational parent forum		x
Post information on RJG website		x
Create and send out Mandarin registration forms (multiple)		x

R.J. Grey Junior High School

To: Bill Ryan
 From: Allison Warren and Andrew Shen
 Re: Discipline Report for June 2009
 Date: June 26, 2009

There were 39 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of June. There were 5 suspensions this past month.

	<u>Jun-03</u>	<u>Jun-04</u>	<u>Jun-05</u>	<u>Jun-06</u>	<u>Jun-07</u>	<u>Jun-08</u>	<u>Jun-09</u>
<i>Total Discipline Referrals Reported</i>	82	76	59	39	48	34	39

	<u>Jun-03</u>	<u>Jun-04</u>	<u>Jun-05</u>	<u>Jun-06</u>	<u>Jun-07</u>	<u>Jun-08</u>	<u>Jun-09</u>
Total Suspensions	4	1	10	2	9	2	5
class/school truancies							
computer use violation							
dangerous behavior							
defacing property/vandalism							
drug-related incident			1		2		
false bomb threat							
fighting							
fire-setting							
forgery/cheating							
hallway disruption							
harassment (non-sexual)							1
inappropriate language/profanity			2		2		
inappropriate/disruptive/disrespectful behavior			2		1		2
non-compliance with school rules	1		1			1	
physical aggression	2		1		1	1	1
possession of fireworks							
possession of weapon	1						
possession/sale of illegal substance							
setting off fire alarm							
sexual harassment					2		
smoking tobacco							
stealing		1	3	1			
threatening				1	1		1

	<u>Jun-03</u>	<u>Jun-04</u>	<u>Jun-05</u>	<u>Jun-06</u>	<u>Jun-07</u>	<u>Jun-08</u>	<u>Jun-09</u>
Total Other Infractions	51	47	49	37	39	32	34
abusive language/profanity	2	3	1		2	1	
alcohol use/possession							
bus discipline	6				1	1	2
cheating				2		1	2
class/school trancies	6	10	9	4		6	1
computer violation	2	1			1		
dangerous behavior							
defacing property/vandalism		2		1			
disruptive behavior (classroom, cafeteria, hallway)	23	15	25	26	27	17	21
dress code violation							
fighting							
harassment (non-sexual)/bullying/teasing		4	2		1		5
health/safety concerns	1						
non-compliance with school rules	6	1	6	1	2	5	
out of school issue							
physical aggression	1	2					
possession of weapon							
setting off fire alarm							
sexual harassment							1
stealing		1					
threatening	1			1			
uncooperative/disrespectful behavior	3	8	6	1	5	1	2

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



Monday, June 8, 2009 9:24:05 PM

Message

From: ☛ Craig Hardimon

Subject: Grey Matters #36

To: ☛ RJ Grey
☛ Bill Ryan
☛ Susan Horn
☛ Bunny Lawton

“Treat success and failure as the twin imposters they are.”
Rudyard Kipling

Grey Matters

Volume 6

June 8 – 12, 2009

Number 36

On Tuesday, June 9th from 6:00 – 7:00 PM, I will be holding my last official “drop-in” hour of the year. As always, please feel free to stop by to say hello, ask a question, or share a comment.

Friday, June 12th, from 6:00-9:00PM, is our annual 8th grade graduation dance. This event is a wonderful way for our 8th graders to celebrate two successful years at RJG and I know the students are looking forward to relaxing, dancing, and hanging out with friends. Tickets will be on sale all week in homeroom and (as always) will not be available at the door.

This dance is not a formal event, nor is it even a “semi-formal.” We ask you not to indulge in fancy clothes, hairdos, and certainly no limos! At the same time, to give this event a special feel, we ask the students to avoid wearing jeans; girls are invited to come nicely dressed (no gowns!) and boys are asked to wear collared shirts. Ties and jackets are not necessary. We also encourage students to come without a date. As always, this dance is for R.J. Grey students only.

We are also looking forward to the end of year trips on Wednesday, June 24th. I am confident that the 8th graders will enjoy an exciting day at Canobie Lake Park and 7th graders will have lots of fun with bumper boats and miniature golf at Kimballs. While the 7th graders will end their trip and return to school for a normal 2:06PM dismissal, 8th graders will return from the Canobie trip at approximately 4:15PM. Our standard bus transportation will be provided, approximately 2 hours later than normal. Rain or shine, it will be a great day!

On the last day of school, Thursday June 25th, we hold an all school assembly in the high school auditorium where students are recognized for a variety of honors and awards. Historically, this is a student centered event and due to the growth in our student population, seats are not available for those of you interested in attending. I appreciate your understanding in this regard.

Have a great week.

Craig Hardimon
Principal
R.J. Grey Jr. High
16 Charter Rd.
Acton, MA 01720

<http://ab.mec.edu/rjweb/index.html>







Tuesday, June 16, 2009 1:29:59 PM

Message

From:  Craig Hardimon

Subject: Grey Matters #37

To:  RJ Grey
 Bill Ryan
 Susan Horn
 Bunny Lawton

"I used to be a design but now I am a tree."

8 yr old

Grey Matters

Volume 6

June 15 – 19, 2009

Number 37

Let me begin this edition of Grey Matters by reflecting back to last week's Grade 6-7 Transition Evening where current RJG students participated in a panel discussion for incoming 6th graders, offering advice and support regarding the transition to junior high. This was a well attended evening. From curricular highlights to organizational advice, from the best part of lunch to the qualities of Otis Spunkmeyer cookies, our students were articulate, supportive and helpful to the incoming 6th graders and we were incredibly proud of them. Thank you to our students: Adin Bohmiller, Lauren Trimble, Emilia Soeltz, David Nicholson, Carly Chinitz, Andrew Hoang, Annalise McDonald, Elton Tian, Samarth Gupta, John Sabbey, and Moderator, Jake Yu. Thank you to our elementary principals and our 7th and 8th grade parent volunteers as well: Andrea Koumjian-Trimble, Karyn Finamore, Anne Noeth, Dixie Edmond, Sandy Billings, Jennifer Cyrs, Karin Quantrille, Kristen Durand, Archana Gupta, and Carolyn Nicholson.

I would also like to thank Jon Duclos, Kellie Carter, Bob McGowen, Julie McKinley, and 7th grade students Hai Alvarex- Millard and Rory Lowe for participating in the parent portion of the evening. Through their comments and insights, parents of incoming 7th graders gained valuable information about the support systems available at RJG.

This past Friday evening, almost 350 8th graders participated in the 8th Grade Graduation Dance where our energetic young men and women enjoyed Kimballs's ice cream, other assorted goodies, and romped the night away. It was a special evening and a wonderful way for the class of 2013 to come together to put closure on their time at RJG.

As always, we have a great deal of assistance and support from parents and staff, and our 8th grade dance was no exception. Our Chairpersons Julie McKinley, Elaina Kourepenos, and Chris Renzi did an amazing job and the following parents were extremely helpful as well: Set Up and Decorations - Deborah Reichert, Christine Phillips,

Maria Cox, Joy Nelken-Wieder, Robin Davidson-Catalano, Sharon Schulman, Tammie Burns, Michelle Christensen, Darlene Butler, Tracy Groves, and Jennifer Cyr; Snack and Beverage servers and Ice Cream scoopers - Deane Cole, Chindy Yi Zhou, Linad Moreno, Chris Renzi, the McKinleys, Karen Sullivan, Erika and Derrick Chin, Hong Qian and the Albertson's; Balloon Delivery - Pia Finneran, Darcy Sidwell, Melissa Hatanaka and Sue Ropiak; Clean Up - Stacie Bettinson, Susan Richmond, Phillip Alvarez, Sheryl Kokkinos, Del Friedman, Anne Xiao-min Bi, Lucy Awiszus, and Matthew Liebman; Purchaser: Cathleen Griffin.

I would also like to thank the newly elected class officers - Annalise McDonald (President), Elton Tian (Vice-President) Samarth Gupta (Treasurer) and John Sabbey (Secretary) and 7th graders Bridget Ashton and Julia Marcotte for their assistance.

An event like this requires a great deal of planning and coordination and a heartfelt thank you goes to Debbie Ahl, our wonderful Student Council Advisor. This is Ms. Ahl's second year as class advisor and she has done an extraordinary job supporting our class officers Jake Yu, Suzanne Wang, Chris Walsh, and Ryan Barrett in planning and coordinating a tremendous year of activities. Ms. Ahl's time, energy and hard work is very much appreciated and we are very lucky to have her in charge!

Last but not least, a big thank you to the RJG staff who chaperoned this event: Carmen Comella, Cindy Chalmers, Bernice Higdon, Debbie Ahl, Susan Probolus, Susan Heartlein, Jen Vacca, Tim Nolan, Mike Balulescu, Liza Huber, Amanda Cence, Becky Hadden, Brandy Schmirer, Liza Levitsky, and Pat Higgins.

At this time of year, I know we are all juggling the multitude of events and activities for our children.

As a reminder, the 7th and 8th grade Variety Shows are scheduled for next Tuesday, June 23rd. As mentioned earlier, this student assembly is a fantastic opportunity for students to demonstrate their special talents to their peers. Much of last week was spent rehearsing and I expect the shows to be terrific! Given the limited auditorium seating, this show is for RJG students only.

A final reminder pertains to the actual last day of school, Thursday, June 25th. Please be aware that the entire school will travel to the high school for our end of year assembly and students will be dismissed directly from the high school at 10:45AM. Those students who typically ride the bus will board at the high school. Parent pick-up will also be at the high school, at the back circle driveway (just off Hayward Road).

Last summer 2008, the District's administrative team made a commitment to talk about our school community, acknowledging that our student population and community demographic is becoming more diverse. A major outcome of the summer was to initiate conversations with staff and faculty through a study group; a study group committed to discussing our shifting international landscape with the goal of developing three surveys; one for staff and faculty, one for parents and guardians and finally, one for students in the fall of 2009.

The purpose of the surveys is to provide information regarding the differing educational goals, perspectives, and priorities found within our school and community.

Please share your voice by clicking on the link below and completing the survey by June 22nd. **It is so important to reflect the interests of the RJG community, and we really need to hear from you!**

The resulting themes will be discussed at the district's upcoming leadership institute at the end of this school year.

Thank you in advance for your participation. Please be assured that all input is anonymous.

The link is: http://www.surveymonkey.com/s.aspx?sm=4SmKilpYsq8x83OO0Zv6yA_3d_3d

Have a good week.

Craig Hardimon
Principal
R.J. Grey Jr. High
16 Charter Rd.
Acton, MA 01720

<http://ab.mec.edu/rjweb/index.html>







Thursday, June 25, 2009 8:29:34 AM

Message

From:  Craig Hardimon

Subject: Grey Matters #38

To:  Bill Ryan
 Susan Horn
 Bunny Lawton
 RJ Grey

"Vacation used to be a luxury, however, in today's world, it has become a necessity."

Unknown

Grey Matters

Volume 5

June 16 – 19, 2008

Number 38

A belated Happy Father's Day to all our A-B Dads. Whether you spent the day with family and friends, or getting soaked on a golf course (as I did again), I hope you enjoyed your special day.

End of the year events and activities are a big part of school this week. Yesterday, despite the rainy weather, all students enjoyed our field trips; 7th graders had a great time and enjoyed ice cream, miniature golf, the new arcade, and the bumper boats at Kimball's Farm. 8th graders had a beautiful time at Canobie Lake Park. With short lines due to low attendance at the park, RJG students ignored the drizzle and thoroughly enjoyed their day.

As a reminder, today marks the last day of school where all students and staff will travel to the high school for our end of the year assembly. Students will be dismissed directly from the high school at 10:45AM. Those who ride the bus will load at the high school. Parent pick-up will be at the high school back circle driveway (just off Hayward Road).

This past Tuesday, RJ Grey student greatly enjoyed the 7th and 8th grade student variety shows where students had an opportunity to demonstrate their talents to their peers. Much of last week was spent rehearsing and the effort and commitment was clearly evident in the final performances. Great job everyone! A special thank you to all parents who were supporting this event behind the scenes and to Ms. Weeks, Ms. Berberian, and Ms. Gaebel who coordinated this event. It was a smashing success.

With the final days of school dwindling, the items in our lost and found are growing. Please make sure students check to see if their items are still in the school building before it is too late. We will be emptying the lost and found on Friday, June 26th and donating the items to charity.

For those of you who find it helpful to plan far ahead, I wanted to give our parents and guardians a heads-up

about our somewhat different than usual September 2009 schedule. ~School will begin on Tuesday, September 1, and will be in session through September 3rd that first week. ~There will then be a four day Labor Day weekend (Friday - Monday), and school will resume on Tuesday the 8th. (This caught my attention as I was planning a family vacation, and I wanted all of you to be aware of this as well.)

As we near the end of a wonderful school year, I pause to consider how RJG teachers, specialists and school counselors provide the essential ingredients for a positive learning experience. Over the years, the faculty has prioritized the need to value and nurture a student's self-esteem and self-reliance. In addition, they work together to promote enthusiasm, creativity, responsibility, empathy, respect, and cooperation. I appreciate their innovation and commitment to making a positive difference in the lives of children and I appreciate the opportunity to work with them each and every day.

I do want to take this opportunity to highlight our school's dedication to the Acton and Boxborough communities through wonderful examples of community outreach. All of our teachers have facilitated or participated in team activities designed to encourage student involvement in a range of school/community service projects; contributing to our local food pantry, organizing fund raisers for charity organizations, and providing support to our conservation areas. Please join me in congratulating our teachers as I am sure we can all agree that learning about the difference we all can make when we give service to our communities.

I also want to acknowledge our student body; our current 7th and 8th graders. While we know that students learn from their parents and teachers, they also learn from their peers, and from a range of interpersonal interactions. I am proud of the academic goals our young adolescents have achieved, and how they have demonstrated active citizenship. On behalf of the RJ Grey faculty, it has been an honor to be part of the lives of our young adults, to watch them take risks, grow and succeed. As they move ahead to their next set of challenges, I wish them continued energy and motivation to persist and achieve.

Finally, let me end this final edition of Grey Matters to thank you – our parents and guardians – for the tremendous support you have given our school throughout the year. Your participation and commitment has been an essential part of our success and my gratitude is heartfelt.

Every day, RJ Grey prides itself on effective performance; through setting high expectations, exploring new ideas and improving what we do. The year has passed quickly and June 25th marks the end of another wonderful year. On behalf of the RJG administrative team (Andrew Shen, Allison Warren and myself), I wish you an enjoyable and healthy summer.

Craig Hardimon
Principal
R.J. Grey Jr. High
16 Charter Rd.
Acton, MA 01720

<http://ab.mec.edu/rjweb/index.html>

MEMORANDUM

2009-2010 RJ Grey Student Handbook Summary of Changes & Edits

Below is a summary of important changes that have been made to the RJ Grey student handbook. For details, please refer to the section and pages that are listed below. For purposes of this handout only, specific changes are indicated in italics.

Please note that some reformatting of the Handbook was made to create a more user-friendly document. When appropriate, portions of the handbook were moved from one section to a different section in order to place similarly-themed issues and topics adjacent to each other. As the text of the portions was not changed/edited, those moves are not reflected in the chart below.

Page	Section	Change
10	School Closing	: Added: <i>"In case of a school closing or a delayed opening, we will initiate a ConnectEd call generally by 6 AM."</i>
11	Dress Code	Added: "The school dress code also applies to physical education classes"
13	Lockers	Added: "Decorations may not come into contact with any adjoining lockers <i>and are only allowed to be displayed for one day. Decorations should be removed by the owner within 24 hours.</i> " [change in italics]
14	Gym Clothes	Added: <i>"Please remember that the change of clothing you bring for gym must comply with the school's general dress code policy."</i>
17	Student Council Participation	Added: <i>"Previous incidents resulting in disciplinary actions may impact the eligibility of a student to run for office. Every student who signs up to run for office must have the approval of the Assistant Principals"</i>
17	After School Policies	Added: "If you are waiting for an activity to begin, or are waiting to get picked up after an activity, you need to remain in the <i>school library</i> or outside."
18	Athletics	Added: <i>"All students participating in an interscholastic sport at the Junior High are expected to follow the student dress code. Only coach-approved team "psychs" will be allowed on the day of the game. Violation of the team "psych" policy may result in disciplinary action by the Junior High athletic department."</i>
18	Attendance for Extracurricular Activities	Added: <i>"Attendance Policy and Requirements for Athletics, After School Events, and the Musical. In order to participate in any athletic event, after school activity (including dances), or the Musical, students must be present in school until 11:00 AM or arrive at school by 11:00 AM and stay through the remainder of the day the event is taking place."</i>
22	Disciplinary Code	Added <i>"Harassment including racial, sexual, religious, other."</i> As a possible Level Two violation. Kept it also as a Level Three violation.

39	Residency	Added to Attendance, <i>“Students are required to live in Acton or Boxborough in order to attend RJ Grey. Exceptions are made through School Choice, special circumstances, and homelessness. All students are expected to maintain accurate home address information through the registrar.”</i>
47	Wellness Policy	*inserted text of the District’s Wellness Policy verbatim
47	Life Threatening Allergy Policy	*inserted text of the District’s Life Threatening Allergy policy verbatim
50	CORI Forms	Added: <i>“Any volunteer who has not submitted a new CORI form on or after March 1, 2009 will need to complete a new CORI form.”</i>

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

RECOMMENDATIONS FOR RESEARCH AND DEVELOPMENT PROJECTS

2009-2010

<u>No.</u>	<u>Contact</u>	<u>Title</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
HS-01	William Noeth	Technology Integration for Geometry Classes	\$3,934	\$3,934
HS-02	Liz Mackay	Interdisciplinary Connection with Art/Poetry/ Community Service	\$728	\$728
HS-03	Liz Mackay	Art Curriculum Development and Revision at ABRHS	\$1,456	\$1,456
HS-04	Claire Dix	Placement Exams for Chinese 3	\$534	\$534
HS-05	Amy Li	Template for Chinese 2 AE	\$170	\$170
HS-06	Meredith Hultgren	Latin III H and Latin III AE Curriculum Development	\$850	\$850
HS-07	Lindsay Rosenman	Scholarship	\$680	\$680
HS-08	Carrie DeBlois	Don Quijote de la Mancha	\$680	\$680
HS-09	Kathy Kennedy	American Studies Integrated Curriculum Planning Review and Revision	\$534	\$534
HS-10	Dianne Telicki	Integration of Personal Writing into the High School English Curriculum	\$400	\$400
HS-11	Priscilla Kotyk	Web 2.0: New Tools, New Literacies	PDPs only	PDPs only
HS-12	David Palmer	Update of Lab Documents	\$1,116	\$1,116
HS-13	Chris Clinton	Aligning the Sci Tech Curriculum to the MCAS Curriculum Frameworks	\$582	\$582
HS-14	David Baumritter	AP Chemistry Curriculum Planning	PDPs only	PDPs only

7/30/2009

<u>No.</u>	<u>Contact</u>	<u>Title</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
HS-15	Chris Clinton	Going Green in Earth Science: Adding Green Technology into the Curriculum	PDPs only	PDPs only
HS-16	Tony Ammendolia	Develop Physical Education Website	\$2,040 Inservice Credit	\$2,040 Inservice Credit
HS-17	Priscilla Kotyk	7-12 Tech Camp: Using Technology with Classroom Instruction	\$2,520	\$2,520
Admin-01	Priscilla Kotyk	Administrator Leadership in the Digital Age	PDPs only	PDPs only
				TOTAL: \$16,224

2009 Fall Coaches

Ashley Kobuszewski	Cheerleading	4	Head Cheer
Julie Erickson	JV Cheerleading	4	Asst. Cheer
Frank Calore	Cross Country	4	Co-Head
Mark Deming	Cross Country	4	Co-Head
Mae Shoemaker	Varsity Field Hockey	4	Head FH
Emily Cunningham	JV Field Hockey	4	Asst. FH
Danielle Crowley	Freshman Field Hockey	4	Asst. FH
Bill Maver	Varsity Football	4	Head Football
Brian Maver	Asst. Football	4	Asst. Football
Bruce Oetinger	Asst. Football	4	Asst. Football
John Flannery	Asst. Football	4	Asst. Football
Tim Bassett	Asst. Football Coach	4	Asst. Football
Mike Tobin	Freshman Football	4	Asst. Football
John Carco	Golf	4	Head Golf
Brian Crossman	JHS X-Country	4	JHS XC
Ken Priest	Asst. JHS X-Country	4	JHS Asst. XC
Ann Marie Harrington	Asst. JHS X-Country	4	JHS Asst. XC
Laura Sikalis	7 th Grade Field Hockey	4	JHS Asst
Emily Mullin	8 th Grade Field Hockey	4	JHS FH
Ray Kallagher	8 th Grade Boys Soccer	4	Head Coach
TBA	8 th Grade Girls Soccer	4	JHS Soccer
Peter Colby	7 th Grade Boys Soccer	2	JHS Soccer
Matt Driscoll	7 th Grade Girls Soccer	4	JHS Asst Soccer
David Baumritter	Varsity Boys Soccer	4	Var. Soccer
Kirk Marshall	Freshman Boys Soccer	4	AsstSoccer
Tony Ammendolia	JV Boys Soccer	4	Asst. Soccer
Lee Billiard	Varsity Girls Soccer	4	Head Soccer
Annemarie Gaebel	JV Girls Soccer	4	JHS Asst. Soc
Chris Clinton	Freshman Girls Soccer	4	Asst. Soccer
Jeff Johnson	Girls Swim	4	Head Swim
Lisa Cummings	Asst. Swim Coach	4	Asst. Swim
Mary Jenkins	Diving Coach	4	Asst. Swim
Mark Starr	Volleyball	4	Head Volleyball
Bob Holdfelt	Asst. Volleyball	4	Asst. Volleyball

Volunteers

Football:

Ray Gallant
Lou Abare
Keith Maver
Mark Smith

July 27, 2009

R. J. GREY JUNIOR HIGH

RECOMMENDATIONS FOR RESEARCH AND DEVELOPMENT PROJECTS

2009-2010

<u>No.</u>	<u>Contact</u>	<u>Title</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
JH-01	Debbie Ahl	English Curriculum, 7-12: Expectations for Each Grade Level and Transitioning from JH to HS	\$1,602	\$1,602
JH-02	Robin Crown	Integrating Technology in the World Language Classroom III	\$1,530	\$1,530
JH-03	Debbie Ahl	JHS English: Development of a New Unit	\$1,602	\$1,602
JH-04	Mae Shoemaker	Consolidation and Alignment of Science Unit on Introduction of Matter	Inservice Credit	Inservice Credit
JH-05	Kellie Carter	Incorporating Drama and Role Play into the 7 th -Grade Social Studies Curriculum	\$680	\$680
JH-06	Robin Crown	Building Chinese I Curriculum	\$680	\$680
JH-07	Amanda Correia	Technology in the Classroom: Developing Videos and Powerpoints for Use in the Art Room	\$680 Inservice Credit	\$680 Inservice Credit
JH-08	Melanie Scalice	Mystery Unit Revision and Development	\$510 Inservice Credit	\$510 Inservice Credit
JH-09	Brandy Schmirer	Implementation of Cells and Heredity Texts	\$2,112	\$2,112
				TOTAL: \$9,396



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

June 8, 2009

JUN 12 2009 AM 11:55

William Ryan
Superintendent
Acton-Boxborough
16 Charter Rd
Acton, MA 01720

Dear Superintendent William Ryan:

Congratulations!

The Department has received and certified your district's 2008-2009 EPIMS data and we are pleased to see that your district has met the Highly Qualified Teacher (HQT) goal of 100%.

To ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children, *all* school districts and charter schools will be required to submit an updated Teacher Quality Improvement Plan (TQIP) to the Department. The purpose of the TQIP for districts and charter schools with 100% HQT is to report on how they will continue to ensure the equitable distribution of highly qualified teachers across all schools within the district.

The district will outline its strategy for ensuring the equitable distribution of Highly Qualified teachers across the district in the Equitable Distribution Plan section of the TQIP. It is important that both the district and the Department are confident that this Plan effectively demonstrates how the district will maintain the goal of 100% HQT across the district.

Please review the following information crucial to completing the TQIP:

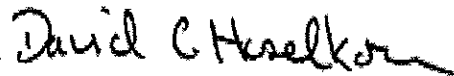
- The TQIP application is currently available to districts on the Department's Security Portal.
- Each school district's Directory Administrator must assign the 2008-2009 *TQ Improvement Plan* security role to provide the appropriate district level administrator (Superintendent, district HQT contact, etc.) access to the TQIP application. This individual should be aware of the HQT requirements and provide oversight in implementing these requirements at the district level.
- A list of Directory Administrators for each district is available at:
<http://www.doe.mass.edu/infoservices/data/diradmin/list.asp>.

- The deadline for submitting this plan is July 10, 2009.

If you have any questions regarding this notice, please contact our HQT office directly at HQThelp@doe.mass.edu.

We thank you in your continued efforts to improve student achievement.

Sincerely,

A handwritten signature in black ink that reads "David C. Haselkorn". The signature is written in a cursive style with a long, sweeping underline.

David Haselkorn
Associate Commissioner
Center for Educator Policy, Preparation, Licensure and Leadership Development

Acton-Boxborough Community Education

Administration Building, 15 Charter Road
Acton, MA 01720

MEMORANDUM

TO: Steve Mills

FROM: Erin Bettez 

RE: Community Education Turkey Trot

DATE: July 28, 2009

This memo is to let you and the School Committee know of ongoing efforts by Community Education to sponsor a Turkey Trot on Thanksgiving morning. We were approached by members of the community who asked if we would partner with them in this effort. After discussing it with Administrative staff, we think it's not only feasible but a terrific idea. All proceeds will go to the Acton Food Pantry.

Currently, the organizers are working with the town and police department on potential routes and corresponding permits/staffing needs. A local running store is considering cosponsoring the event.

The general plan is for a 5K race, starting and ending on the school campus. There may also be a 1 mile fun run for families. This year's football game is at Westford, so there should be ample space on the campus for this event.

As more details are confirmed I will keep you updated. Since details are still incomplete, I will not be putting this in our fall *Interaction* catalog which goes to print shortly. We can do effective advertising via our website, the marquee sign on Route 111, emails through the schools, and, if needed, a flyer home in backpacks.



ISSUES FOR THE COMMITTEE

Enc VIII 1.

Town of Maynard
and
Maynard
Public Schools

www.maynardschools.org



June 8, 2009

Sharon McManus
1 Horseshoe Drive
Acton, MA 01720

Dear Ms. McManus:

The Town of Maynard has created a School Building Committee under the auspices of the Massachusetts School Building Authority to investigate a range of options to resolve our High School facilities problems. In this feasibility planning process, the District is investigating a range of alternatives. One of the options under consideration is regionalizing with a neighboring district.

Our School Building Committee has designated Mark Howrey, Maynard School Committee, and Bob Nadeau, Maynard Board of Selectmen to initiate this discussion with your Committee. Could you identify an appropriate individual(s) with whom they might speak?

A prompt response would be appreciated.

Sincerely,

Mark Howrey
cm

Mark Howrey,
Maynard School Committee
mhowrey@analysisgroup.com
Work: (617) 425-8149
Home: (978) 897-1753

cc: William Ryan, Superintendent
Acton Boxborough Regional School District