



Acton Public and Acton-Boxborough Regional School Committees

Joint and Regional School Committee Meetings

March 3, 2011

7:00 p.m. Executive Session

7:30 p.m. Open Meeting

at the R.J. Grey Junior High Library

**ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETING**

**Library
R.J. Grey Junior High School**

**March 3, 2011
7:00 p.m. Joint Exec Session
7:30 p.m. AB SC Meeting
followed by APS SC Meeting**

AGENDA

- 1.0 **CALL TO ORDER** – Joint School Committee
 - JT EXECUTIVE SESSION** – to discuss strategy with respect to collective bargaining, AEA, and to discuss strategy with respect to litigation
- 2.0 **CHAIRMAN’S INTRODUCTION**
- 3.0 **EDUCATION REPORT** – *Alixé Callen, ABRHS Principal*
 - 3.1 New England Association of Schools and Colleges, Inc. (NEASC) Report of the Visiting Committee for Acton-Boxborough Regional High School, October 3-6, 2010
- 4.0 **APPROVAL of MINUTES and STATEMENT of WARRANT**
 - 4.1 Minutes of 1/6/11 Joint/AB SC meeting
 - 4.2 Minutes of 1/22/11 Joint SC Saturday Budget meeting (*addendum*)
 - 4.3 Minutes of 2/3/11 Joint/AB SC meeting with Finance Committees (*addendum*)
- 5.0 **PUBLIC PARTICIPATION**
- 6.0 **UNFINISHED BUSINESS**
 - 6.1 ALG Report – *John Petersen/Xuan Kong*
 - 6.1.1 Meeting 1/31/11 Draft Minutes
 - 6.1.2 Meeting Agenda for 3/2/11
 - 6.2 Acton FinCom Report – *Sharon McManus (oral)*
 - 6.3 BLF Report – *Maria Neyland (oral)*
 - 6.4 FY’ 11 and FY’ 12 Budget Update – *Steve Mills / Don Aicardi*
 - 6.4.1 Possible VOTE of Revised FY’ 12 ABRSD Budget and Assessments – *Steve Mills (addendum)*
 - 6.5 Health Trust Report – *John Petersen (oral)*
 - 6.6 Subcommittee Updates
 - 6.6.1. Policy – *Brigid Bieber (oral)*
 - 6.6.1.1 Recommendation to Approve New Policy on Admission of Exchange Students (File: NEW) – **SECOND READING** – **VOTE** – *Maria Neyland*
 - 6.6.1.2 Recommendation to Approve Revised Policy on Nonresident Tuition Rate (File: XXX) – **FIRST READING** – *Maria Neyland (addendum)*
 - 6.6.1.3 Recommendation to Approve Revised Policy on Field Trips (File: XXX) – **FIRST READING** – *Brigid Bieber (addendum)*
 - 6.6.1.4. Recommendation to Approve New Policy on Advertising in Schools/Corporate Sponsorship (File: NEW) – **FIRST READING** – *Sharon McManus (addendum)*

- 6.6.2. Class Size – *Terry Lindgren (oral)*
- 6.6.3. Long-Range Strategic Planning – *Steve Mills (oral)*
- 6.6.4. Cost Savings Task Force – *Xuan Kong (oral)*
- 6.7. SMART Goals Progress Updates – *Steve Mills*
- 6.8. July School Committee Workshop Review – *Brigid Bieber*
- 7.0. NEW BUSINESS
 - 7.1. Recommendation to Approve ABRHS Varsity and JV Baseball teams' overnight field trip to Easton, PA, 4/29/11 – 5/1/11 – **VOTE** – *Steve Mills*
 - 7.2. Change to ABRHS Student Handbook Policy re Captain's Rule (*page 35*)– *Alix Callen*
 - 7.3. Discussion with Acton Boxborough Youth Soccer (ABYS) regarding lower playing fields – *Steve Mills (oral)*
 - 7.4. Acton Town Meeting Plan – *Brigid Bieber (oral)*
 - 7.5. Recommendation: ABRSD Participation in School Choice 2011-2012 – **VOTE** – *Steve Mills*,
Proposed Motion: To participate in the state's School Choice program for 2011-12 by only accepting siblings of existing Acton-Boxborough Regional High School Choice students, and current 6th grade Choice students from the Blanchard School in Boxborough who will be entering R.J. Grey Junior High School in grade 7.
 - 7.5.1. School Choice data
- 8.0. FOR YOUR INFORMATION
 - 8.1. ABRHS
 - 8.1.1. Discipline Report, February 2011
 - 8.1.2. Gift to Lazarus House from ABRHS Boys Varsity Basketball Team's annual Youth Holiday Clinic, 12/10
 - 8.2. RJ Grey Junior High
 - 8.2.1. Discipline Report, February 2011 (*addendum*)
 - 8.3. Pupil Services
 - 8.3.1. ABRSD ELL Student Population, February 2011
 - 8.4. Curriculum Update
 - 8.4.1. Race To Nowhere Panel, March 15 at 7 p.m. in High School Auditorium
<http://www.racetonowhere.com/home>
 - 8.4.2. Boston Globe Scholastic Art Awards
 - 8.5. FY'11 Monthly ABRSD Financial Reports
 - 8.5.1. Budget Status Summary
 - 8.5.2. Budget Status Summary – Special Education
 - 8.6. Correspondence from the Community
 - 8.6.1. "*Homework Pressures*"
 - 8.7. Enrollment Report/Class Size Numbers – February 1, 2011
 - 8.8. RJGJHS Project Wellness, "Creating Connections" - March 23rd at Merrimack College
 - 8.9. *Lamplighter*, December 2010, posted at www.ab.mec.edu
- 9.0. AB SC ADJOURNS and APS SCHOOL COMMITTEE MEETING BEGINS
 - 9.1. ALG Review and Possible Revote of APS FY'12 Budget – *John Petersen/Don Aicardi*
- 10.0. NEXT MEETINGS:
 - March 17 at 7:30 pm, APS SC Meeting at Gates School
 - March 24 at 7:30 pm, Joint SC Meeting at RJ Grey JH Library (serves as April meetings)
- 11.0. ADJOURN

New England Association of Schools and Colleges



Commission on Public Secondary Schools

Report of the Visiting Committee for Acton-Boxborough Regional High School

Acton, Massachusetts 01720
October 3-6, 2010

Alan B. Bookman, Chair
Valerie Gardner, Assistant Chair
Alexandra H. Callen, Principal

New England Association of Schools and Colleges, Inc.
209 Burlington Road, Bedford, MA 01730-1433

TEL. 781-271-0022
FAX 781-271-0950

www.neasc.org

STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Acton-Boxborough Regional High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Acton-Boxborough Regional High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

TABLE OF CONTENTS

STATEMENT ON LIMITATIONS

Introduction.....	4
Overview of Findings.....	7
Teaching and Learning.....	7
Support of Teaching and Learning.....	8
School and Community Profile.....	9
School's Statement of Mission and Expectations for Student Learning....	14
Teaching and Learning Standards.....	15
Mission and Expectations.....	16
Curriculum.....	19
Instruction.....	24
Assessment of Student Learning.....	28
Support of Teaching and Learning Standards.....	32
Leadership and Organization.....	33
School Resources for Learning.....	38
Community Resources for Learning.....	47
Follow-up Responsibilities.....	51

APPENDICES

A. Roster of Team Members.....	52
B. Commission Policy on Substantive Change.....	53

INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards

- Mission and Expectations for Student Learning
- Curriculum
- Instruction
- Assessment of Student Learning

Support of Teaching and Learning Standards

- Leadership and Organization
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Acton-Boxborough Regional High School, a committee of eight members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Acton-Boxborough Regional High School extended over a period of 22 school months from September 2008 to June 2010. The visiting committee was pleased to note that students, parents, and school committee members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Acton-Boxborough Regional High School also used questionnaires developed by The Global Institute at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 18 evaluators was assigned by the Commission on Public Secondary Schools to evaluate the Acton-Boxborough Regional High School. The Committee members spent four days in Acton, MA, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented teachers, building administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Acton-Boxborough Regional High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 54 hours shadowing 36 students
- a total of 8 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 50 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Acton-Boxborough Regional High School.

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Acton-Boxborough Regional High School

The mission and expectations for learning were developed by a representative group of the school community. They were publicized widely throughout the school, with the mission receiving widespread publicity throughout the community. The mission reflects the fundamental values and beliefs about student learning and has played an important role in the operation and decision-making in the school.

The expectations for student learning include four learning expectations and five civic and social expectations. Rubrics have been written for the learning expectations, although there is no formal method for measuring them and ensuring that all students meet them. Indicators have not been developed for the civic and social expectations, so they also are not measured, although it appears that the school does much to ensure that the spirit of the civic and social expectations plays a large role in the school.

There is no formal review process for the mission and expectations for student learning. The school must develop a plan to do so for the future.

While the curriculum is not explicitly aligned with the school-wide academic expectations, there is a strong correlation between the two. The curriculum is rigorous and engages students in inquiry, problem-solving, and higher order thinking skills. It emphasizes depth of understanding over breadth of coverage. Up-to-date resources are available to teachers to implement the curriculum. The school provides numerous opportunities for students to extend learning beyond normal course offerings both on and off campus. However, the curriculum provides very few opportunities for interdepartmental or cross curricular connections. Also, while many teachers work informally to develop and revise curriculum, there is not sufficient time, financial resources, or personnel to continually revise the curriculum.

While the mission and expectations for student learning are informally incorporated into teaching strategies, there is no formal plan in place to do so. Instructional strategies are generally varied in classrooms, engaging students in their learning. Peer observations are a valuable tool for teachers to discuss instructional strategies and learn from each other. Technology is readily available, but additional professional development in the use of that technology will help teachers to make better use of it. Finally, large class sizes and teacher loads inhibit the use of creative instruction that will best benefit students.

While a large variety of classroom assessment tools is used by most teachers, their connection to the school-wide expectations for learning is informal. Many teachers use course-specific rubrics to measure student progress. Many teachers meet collaboratively on their own initiative to share student work to revise curriculum and instruction. Student progress is reported to students and their families through a large variety of ways. Parents report that they are satisfied with the communications they receive on student success.

Support of Teaching and Learning at Acton-Boxborough Regional High School

The school committee and superintendent provide the principal with a high level of autonomy to lead the school. The principal has communicated her vision to the school community through many programs she has supported or initiated. She has worked with teachers, other staff, parents, and students to include them in the decision-making process. Student needs are addressed through a large number of programs and through the overall structure and organization of the school. Student success is celebrated both in the school building and in school programs. The overall environment in the school is supportive of and safe for students.

Several issues must still be addressed by the school leadership. The high class size inhibits quality instructional practices. A more formal advisory/mentoring program will help to ensure that all students have an adult to turn to when needed. Finally, the very tight structure to keep teachers within their discipline does not allow for a cross disciplinary approach to learning.

Student support services, including counseling, special education, library services, and nursing all add to the well-being of students. They provide services that help to make school learning and life more successful. Counselors are available before, during, and after the school day and provide many programs to help all students. They do so in spite of a large student load. The special education teachers provide many programs to meet student needs. They also have an extremely large number of students for whom they are responsible. Library services would also benefit from more support to meet the many demands of students and teachers. While librarians would like to spend more time supporting teachers in all disciplines, the lack of personnel prevents them from doing so. Health services are comprehensive and creative in helping students and staff remain healthy. This includes a program to help relieve stress, a goal undertaken by the entire school.

The community has been very supportive of education in general, passing three overrides in the past ten years, providing many community programs to help and support students, and providing additional funds from the undesignated fund balance so that class size, already very high, would not grow even more. The renovations completed five years ago resulted in a building that provides wonderful resources for the student population. While additional staffing would greatly benefit school programs, the community should be commended for the effort it has made to support the school.

**SCHOOL AND COMMUNITY PROFILE
ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
ACTON, MASSACHUSETTS**

The Community

Acton-Boxborough Regional High School (ABRHS) is located in Acton, Massachusetts, approximately 25 miles northwest of Boston. Acton (population 20,331) and Boxborough (population 4,868) have historical ties to the American Revolution, were agricultural towns for most of their history, and experienced the transformation to high tech suburbs in the 1970s and 1980s. Residents of the two communities tend to be highly education (69% of adults with college degrees in 2000 compared to 33% in Massachusetts), and almost all families who have moved to Acton and Boxborough in recent years report they have moved here because of the school system.

In November 2009, ABRHS was the recipient of the Blue Ribbon School Award from the United States Department of Education, one of only seventeen public high schools in the country to be so honored.

In 2009, Action was also named by *Money Magazine* as number 16 on their list of Best Places to Live-Small Town, citing the town's historical sites, diversity, progressive/highly ranked school system, and relatively stable job market.

The high school is located near the geographical center of Acton and approximately three miles from the geographical center of Boxborough. It is part of a larger campus shared by the junior high school and two elementary schools. The campus is bordered by highways (routes 495 and 2), but the surrounding neighborhoods are largely residential.

The median household income at the time of the 2000 census was \$91,624 for Acton (updated to \$108,189 in 2007) and \$87,618 for Boxborough (no update available). Individuals below the poverty level represented 2.9% of Acton's population and 2.8% of Boxborough's population. Of Action residents, 14.7% spoke a language other than English at home; the comparable figure was 13.1% in Boxborough. The largest ethnic minority was Asian.

The area's multi-cultural composition is a key change in recent years. The Action Chinese Language School, which meets on Sunday afternoons in the junior high school building, offers language, culture, and recreation programs for Chinese families and others. The area has Korean and Brazilian churches, a Latino Family Network, and Indian cultural groups. The presence of these resources attracts still more international families.

Unemployment rates are 5.3% for Acton and 6.0% for Boxborough as of November 2009. Acton and Boxborough's businesses are a mix of retail, other small businesses, and light industry. Some notable local businesses include Cisco Systems, which located its east coast engineering headquarters in Boxborough in 2000, and The Haartz Corporation, a manufacturer of automobile fabrics located near the high school. Seventy percent of local property taxes are allocated to the towns' school.

The School District

As of 2009 there are 2,959 students registered in the school district, which is composed of R.J. Grey Junior High School and Acton-Boxborough Regional High School. Of school-age students, 5.5% from Acton and 6.9% from Boxborough attend non-public schools.

Acton-Boxborough's per pupil expenditure is \$12,228, slightly below the Massachusetts average high school per pupil expenditure of \$12,489.

Just fewer than 4% of the students attending Acton-Boxborough Regional High School are residents of other towns and attend Acton-Boxborough through the state's school choice program.

There are five elementary schools in Acton and one in Boxborough. Parents in Acton choose which school their children will attend (space permitting). The five Acton schools and one Boxborough school feed to one junior high, which then feeds to the high school.

Superintendent Dr. Stephen Mills, who is also superintendent of the Acton Public Schools, came to the district in August 2009. Leadership at ABRHS has been remarkably stable over the years; the school has had only four principals since becoming a regional high school in 1955. The current principal, Dr. Alixe Callen, became principal in July 2008.

The School and Students

The high school has 1953 students in grades 9-12. Fifty-two percent of students are male and 48% are female. The school population is 75% white, 20% Asian, 3% Hispanic, and 2% other. The Asian population has risen dramatically in recent years, from 8% in 2000 to the current 20%. The Brazilian population is estimated to be 1% of the total school population and is highly mobile. Awareness of diversity in sexual orientation has increased in recent years. The school's gay-straight alliance has been part of this process, as have several openly gay faculty members. In the past five years, the overall student population has grown by about 300 students but is projected to be stable for the next few years.

The high school currently has 132.4 full-time equivalent teachers, resulting in a student to teacher ratio of 15 to 1. Teacher attendance rate in 2007-2008 was 96%. Class sizes range from 3 to 68 students. The average class sizes for the five academic departments range from 21.2 to 23.3. The average teacher load by department ranges from 96 to 112, which does not include any of the small group, specialized classes. Although the planning periods of teachers teaching the same course may overlap, common planning time is not built into teachers' schedules.

The school schedule is an eight period day, six day cycle that includes one full period for lunch. Each class period is 47 minutes long. The school offers non-leveled elective courses but most academic courses are leveled: Standard Prep (SP), College Prep (CP), Accelerated/Enriched (AE), and Honors (H). Advanced Placement courses are generally designate honors courses. In addition, the school provides instruction through specialized programs, which includes special education and regular education programs. Over 80% of A-B students take some or all of their leveled courses at an "upper level" (AE or H). In the five academic departments in 2009-2010, the percentage of students taking classes at the A/E or H level ranged from 62% to 77%.

During 2008-2009, the student attendance rate was 93.7% and there were no dropouts.

Students are recognized for their accomplishments in a variety of ways. Each term's honor roll is published in the local newspaper. Four students are chosen each month to receive the Principal's Recognition Award for service to school and/or community. At the school's annual Awards Night in May, students in all four grades are recognized for academic, extracurricular, and athletic achievement. Other awards ceremonies are held for some individual departments, performing arts groups, athletic teams, and students who complete community service. Local businesses, civic organizations, other groups and businesses sponsor local scholarships, which are awarded at a special ceremony during graduation week. Achievements in competitions beyond the local community are highlighted in school and community publications.

With a large and hardworking student body and the high expectations of students and families, the individual and group achievements at ABRHS are many. Some indicators of excellence are: seventeen National Merit semi-finalists and 63 commended students in the Class of 2010; 172 students in the Classes of 2009 and 2010 named Advanced Placement Scholars; an Academic Decathlon team which has won the state title nine years in a row; an award-winning marching band, jazz band, and concert choir as well as students named to regional student performing groups; fifteen individual students recognized in the 2009 Boston Globe Scholastic Art Awards competition; two students from the Class of 2009 who were regional winners in the Siemens Competition in Science and Technology; and a drama group which mounts a critically-acclaimed series of shows each year and places well in the New England High School Drama Festival. The athletic department at ABRHS, with 33 programs and 59 teams spread over three seasons won the Dalton Trophy for the highest percentage of regular season wins across all sports in 2007-2008. The school consistently has teams that win league and division championships and has had several state championship teams in recent years (field hockey and girls' soccer in 2007, girls' tennis in 2008, field hockey in 2009) as well as a football team that broke the state record for consecutive wins (52) in 2001-2005.

In 2008 ninety-one percent of seniors took SATs compared to 84% in Massachusetts and 46% nationally. Average scores on the three portions of the SAT were at least 100 points higher than national averages. The average total SAT score was 1865 (national average 1509), and the average SAT subject test score was 705. A total of 436 students took 871 AP exams, with 58% scoring a 5.

With regard to Massachusetts standardized state tests (MCAS), students at Action-Boxborough perform well above state averages. Only 4% of students score in the "Needs Improvement" or "Failing" categories on the first attempt compared to state levels of 19% in English Language Arts and 26% in Math. Given additional tutoring and testing opportunities, students who leave high school without passing are limited to those with severe learning disabilities, social/emotional issues, or severely limited English language skills.

AB students attend school for 180 days a year, receiving a minimum of 990 hours of instruction each year. The teacher contract calls for 182 work days per year.

Special education students make up 14.5% of the school population, while students in ELL classes make up 0.7%.

In 2008-2009, 99% of seniors graduated. Ninety-eight percent of graduating seniors reported plans to go on to some form of post secondary education, with 92% expecting to attend four-year college, 6% attending two-year college, prep or technical schools, and 2% entering military service or other endeavors.

Students and community members may access resources at Minuteman Career and Technical High School in Lexington, as well as a wide variety of offerings through the Action-Boxborough Community Education Program. This program offers more than 1,200 classes for children, teens, and adults.

School Initiatives

Action-Boxborough Regional High School has engaged in a variety of school initiatives to improve student learning. From 2001-2004 ABRHS underwent a 54 million dollar building project. In the process of planning the building, ABRHS looked at school needs and strengths and designed spaces that would foster the learning experience. The entire school community, including faculty from every department, administrators, and parents, had input into this process. A key part of the building renovation was providing teachers with laptop computers and equipping classrooms with multi-media capabilities.

The culture of AB is one of mutual respect and trust that fosters personal responsibility. The administration, staff, and students have created a graduated privilege program to help students learn to manage their time well before they graduate. Under this program, freshmen are assigned to a study hall during any free periods. Older students, in general, do not have to report to a study during their free periods. They may spend their free time in any approved area of the school (library, student centers, cafeteria, etc) and can use this time to see counselors and teachers. Juniors (after first term) and seniors can apply for approval to leave campus when they do not have a class. Campus monitors, in partnership with the faculty, help to manage the privilege program.

Several recent initiatives have grown out of faculty-identified needs. An academic integrity committee has worked to educate students in this area. A stress management committee has looked at factors that contribute to student stress and has worked to make some changes. English teachers have created an elective for a senior independent project to help students develop independent learning skills, and alternative programs for “at risk” students have been enhanced. To address the needs of students new to the high school and/or the community, ABRHS has strengthened orientation programs and instituted an ambassador program to support new students. The number of languages taught in the World Language Department has grown from two to five in recent years, with the addition of Italian and Chinese and the re-introduction of Latin.

ABRHS has strong support from the local business community. Classrooms and the career exploration programs benefit from these resources, which includes speakers and job shadowing, internships, and other opportunities for students. Community groups and businesses also provide extensive support for community service, performing arts, athletic, and other extracurricular activities.

Parent involvement is also extensive. In addition to the regional parent organization, there are active parent booster groups for individual sports, and there are separate parent support groups for the music program and the drama program, as well as a local foundation to help fill the gap between the financial needs of athletics and extracurricular activities and the operating budget.

The school has no service learning or community service requirements, but almost all AB students participate in community service during their time in high school. A recognition

program and annual Senior Community Service Day are two features of the community service program.

School Improvement Planning

School improvement planning occurs in several ways: responding to end-of-year surveys of faculty and seniors, which leads to identification of needs and steps to address those needs; regular meetings of the School Council, Faculty Advisory Council, and Student Council, which discuss concerns and strategies for addressing those concerns; and reviewing standardized test results, including MCAS, to determine areas for improvement. The school officially adopts a school improvement plan for each school year.

Critical Challenges

While the committee identified no truly critical challenges facing the community presently, ongoing issues of budget and finance will surely present themselves in the coming years.

Acton-Boxborough Regional High School Mission Statement

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

Learning Expectations

In our effort to promote high standards and create life-long learners, students will:

1. Respect others, demonstrate tolerance, and accept different perspectives and cultures.
2. Set goals, meet challenges, and adapt to change in the pursuit of academic excellence.
3. Self-advocate and respect one's self by making positive decisions to maintain balance, health, and safety in one's social and academic life.
4. Communicate effectively through verbal, visual, and written language.
5. Demonstrate problem-solving skills, apply knowledge, and think critically and creatively.
6. Read for understanding, synthesize information, and develop a coherent argument.
7. Access, utilize, and gain proficiency in technology to enhance learning and understanding.
8. Work effectively with others by listening, communicating, and collaborating.
9. Be responsible and active citizens at local, national, and global levels.

TEACHING AND LEARNING STANDARDS

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

CURRICULUM

INSTRUCTION

ASSESSMENT OF STUDENT LEARNING

MISSION AND LEARNING EXPECTATIONS FOR STUDENTS LEARNING

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - reflect the school's mission.
4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

CONCLUSIONS

The mission and expectations for student learning were developed by the school community, approved by the faculty with near unanimity, presented to student and parent focus groups, and approved by the school committee in May, 2009. Results of the Endicott Survey reflect that 93% of parents indicated familiarity with the mission and 98% with expectations for student learning. The mission is posted in all classrooms, displayed on the school flagpole, and hung in the school lobby. The mission appears in the student handbook and the counseling center. Students clearly know and live the mission. Following approval of the mission and expectations, school-wide rubrics were developed and approved for the academic learning expectations in the fall of 2009. Because of the involvement of all the stakeholders, the mission has widespread acceptance. (panel presentation, school committee, self-study)

The mission statement reflects the fundamental values and beliefs about student learning held by the school community. Students' respect for self, others, and learning are core values shared and promoted by all. This is clearly evident in observations in the hallways and cafeteria and in conversations with parents, students, and school staff members. The mission statement was reviewed by the school council, student council, senior advisory group, the gay-straight alliance (Common Ground), the athletic leadership group, and the alternative learning programs to ensure it had full community input. The mission statement is concise and intentionally crafted to ensure that it is memorable and that it embodies core values. Students, teachers, and parents have a deep understanding of the mission and the fundamental values of the community. (school committee, teachers, students, panel presentation)

School personnel have defined the school's academic, social, and civic expectations for student learning in specific, measurable ways. School-wide achievements such as the Massachusetts Comprehensive Assessment System (MCAS), SAT scores, graduation rate, and college acceptances indicate a high level of academic performance. However, rubrics developed to assess the academic expectations are not being used to measure student success. In addition, the expectations are not being used formally to determine individual course expectations. Teachers use various assessment methods, but they lack connection to the academic expectations and school-wide rubrics. Thus, the academic expectations for student learning do not have direct impact on student learning. (self-study, teachers, school leadership team)

The school-wide rubrics for academic learning expectations have not yet identified targeted levels of successful achievement. In June 2009, the faculty agreed to pilot a draft of the school-wide rubrics. The rubrics have four levels that range from great to unsuccessful, but the school community has not determined what performance level a graduate must attain. School leaders indicated that the next steps regarding the academic expectations include determining a targeted level of performance. Currently, the school cannot determine if a student is reaching the desired level to be successful on the expectations for student learning. (teacher interviews, teachers, department heads, school leadership team)

The school has developed an extensive set of civic and social expectations. The impressive offerings of clubs, community service, and support programs offer opportunities for students to meet the social and civic expectations. However, the school has not determined the specific indicators for those expectations. The social and civic expectations reflect important values held by the school community, but they are not measured. Discussions around what the indicators

should be have not yet taken place. Thus, the school cannot ensure that all students are making progress in achieving the civic and social expectations. (self-study, school leadership team, teachers)

The mission statement has guided the procedures, policies, and decisions of the school and is evident in the school culture. The new stress awareness program and discussions around cyber bullying are examples of the mission affecting the culture of the school. The production of *The Laramie Project* with the approval of the school committee indicates the greater community's application of the mission. Another indication that the mission has guided the school is student engagement as active partners in the operation of the school. As a result of using the mission to make decisions, many effective policies and outstanding programs have been developed. (school committee, school leadership team, teachers)

The school does not have a formal and regular review process for the mission statement and expectations for student learning. While the school uses data to review its practices, it needs to use a variety of data to ensure that the mission and expectations reflect student needs, community expectations, and state and national standards. The implementation of school-wide rubrics is the initial step in assessing and informing decisions surrounding mission and expectations. A formal review process will ensure that the school remains mission-driven. (self-study, school leadership team, department heads)

COMMENDATIONS

1. Involvement of a wide range of school and community members in the development of the mission statement
2. A mission statement that represents community values and beliefs
3. An extensive set of civic and social expectations
4. A school culture driven by the mission
5. The procedures, policies, and decisions based on the mission

RECOMMENDATIONS

1. Establish a targeted level of achievement for all academic learning expectations
2. Develop indicators to assess student and school progress for achieving school-wide civic and social expectations
3. Develop and implement a plan for the review of the school's mission and expectations for student learning that is based on an analysis of data and that involves all members of the school community

CURRICULUM

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

CONCLUSIONS

The school's curriculum can be found online at <http://ab.mec.edu/abrhs/academics/curriculum.shtml>. Each curriculum area adheres to the prescribed format and clearly outlines the following: department philosophy, guiding principles, content, learning goals, assessments, and materials. Some curricular areas provide learning objectives that specifically address technology and health. The written curriculum for each area aligns learning objectives with the Massachusetts Curriculum Frameworks (MCF). Thus, teachers, students, and parents have access to the content and learning objectives involved in each curricular area. (curriculum guides, teachers, self-study)

The curriculum engages students in inquiry, problem-solving, and higher order thinking skills. Examples of higher order thinking can be found in all academic levels and across all curricular areas. Although teachers and students acknowledge differences between academic levels, academic challenge and opportunities to practice higher-order thinking skills are present in all academic levels. For example, students in European history participate in an inquiry-led discussion that requires application of knowledge and skills from other classes and curricular areas. Teachers in the American Studies course use essential questions to frame students' learning through thematic units. Students in world languages apply skills in authentic settings through writing newspaper articles and making videos and podcasts. Therefore, students benefit from opportunities to use higher-order thinking skills for the authentic application of knowledge. (classroom observations, self-study, teachers)

The curriculum clearly emphasizes depth of understanding over breadth of coverage. The majority of teachers and students believes that all departments emphasize depth of understanding over breadth. Parents report numerous opportunities for in-depth study. A variety of elective courses allows students to explore various topics of interest in great depth. This creates an intellectually rigorous curriculum that engages students. Although there is great interest on the part of the faculty to create interdisciplinary opportunities, there is only one interdisciplinary course in the program of studies. Formal structures to enhance the development of these co-operative units are not in place. Despite this obstacle, cross-curricular connections are being made by some groups of teachers based on their personal interests and commitment. For example, the English and visual arts departments collaborate on the Broadside Project to integrate knowledge of poetry and art. The majority of students reports that their teachers include topics from other subject areas in their lessons. However, formal structures are needed to provide opportunities for students to engage in interdisciplinary curricular courses and to add these to curriculum documents so their use can be consistent. (teachers, self-study, survey information)

Teachers in curricular areas have not identified those school-wide academic expectations for which they are responsible. The mission statement and learning expectations were developed after the written curriculum guides were completed. Consequently, teachers are not aware of how the curriculum is linked to the school-wide learning expectations. As a result, teachers have no way to measure student achievement in terms of the school-wide learning expectations. (teacher interviews, curriculum guides, teachers)

The curriculum is not explicitly aligned with the school-wide academic expectations. While there is a correlation between the curriculum and learning expectations, neither teachers nor

students can identify intentional connections made between these two. The lack of alignment between the curriculum and school-wide learning expectations impacts the school's ability to ensure all students receive sufficient practice to achieve the school-wide learning expectations. (curriculum guides, students, teacher)

The school provides numerous opportunities for students to extend learning beyond normal course offerings and the school campus. For example, career breakfasts provide opportunities for students to meet with professionals from various fields. Seniors have the opportunity to participate in internships. A hybrid AP Environmental Science course is offered that includes connections to online assignments, labs, and assessments. Students participate in curriculum-related international travel. Finally, the school offers a wide variety of clubs and athletic teams that cater to the diverse interests and needs of the student body. Therefore, students have ample opportunities to extend their learning beyond the school day and the course offerings. (self-study, panel presentation, students)

There are formal structures and informal opportunities that facilitate coordination and articulation between and among most academic areas within and between schools. For example, regional department leaders (RDLs) meet every two weeks. RDLs also meet monthly with their department members at the high school. In addition, the building department leaders (BDLs) from the junior high school meet monthly with their department members. RDLs and BDLs meet regularly, and the RDLs attend department meetings at the junior high school. Further, some eighth grade teachers meet yearly with ninth grade teachers to discuss student placement and curricular expectations. There are informal opportunities for coordination within departments, but they are usually teacher-initiated, and the frequency of these initiatives varies by department. Although there is collegial sharing within curriculum areas and between grade levels, there is no formal procedure to ensure comprehensive consistency of curriculum within departments and between schools. (self-study, teachers department leaders)

Teachers have many up-to-date resources at their disposal to implement the curriculum. Materials include new textbooks, consumables for labs, and primary source documents. Technology includes ceiling-mounted LCD projectors in each classroom, teacher laptops, a well-equipped library/media center with instructional technicians for teacher support, graphing calculators, and two language labs. Additionally, the teachers have access to mobile laptop labs that can be brought directly to classrooms for student work. However, the Macintosh computers in the visual art department are outdated and in need of replacement. Despite the availability of these resources, some teachers do not make regular use of these technologies to support the delivery of the curriculum. Some teachers use old-fashioned, light operated overhead projectors on carts to display acetate slides instead of the ceiling-mounted LCD projectors connected to their laptops. As a result, the uneven use of technology to support the delivery of curriculum impacts all students' dynamic engagement with the course material. (students, teacher, classroom observations)

The professional staff is informally involved in the ongoing development, evaluation, and revision of the curriculum. Groups of teachers meet informally to analyze data on standardized tests and classroom assessments to determine curricular strengths and weaknesses. This process would benefit from formalizing curriculum development to ensure continuity in all areas. (self-study, teachers, school leadership team)

The district does not commit sufficient time to the development, evaluation, and revision of curriculum. While the school provides two early release days and one full day for professional development during the year, much of this time is taken up by initiatives other than curriculum development and revision. There are additional opportunities for curriculum development during the summer, but there is no formal requirements or structures to support this work or integrate its results into the written curriculum. Some departments have looked at student work and developed common assessments on their own, but these practices are not formally incorporated into a curriculum review process. Consequently, timely, relevant, and lasting revisions to the curriculum are not formally made. (teachers, central office administrators, department leaders)

The curriculum development and revision process has not been sufficiently enhanced through professional development opportunities. Teacher-led and teacher-initiated book groups provide opportunities for faculty members to examine and revise curriculum on an informal basis only. RDLs work within departments to provide professional development opportunities such as book groups; however, there is no process to take this work and formalize it in the written curriculum documents or to sustain revisions long-term. At the district level, goals have been established for literacy across the curriculum, but no plan for professional development to implement literacy goals has been established nor have literacy practices been incorporated into all curricula. The lack of a systemic approach to professional development focused on curriculum and curriculum-related skills results in curriculum guides that do not reflect the taught curriculum. This systemic approach must be created and implemented along with a formal curriculum process that insures consistency and relevance. (teachers, department leaders, self-study)

COMMENDATIONS

1. Curriculum documents that are written in a standard format for all areas and are accessible to parents, teachers, and students
2. Rigorous curriculum that stresses inquiry, problem-solving, and higher order thinking skills across all levels of instruction
3. Multiple opportunities across curricular areas for authentic application of knowledge and skills
4. Teacher commitment to developing cross-curricular opportunities despite time constraints
5. Wide variety of co-curricular activities
6. Library resources and programs that support the entire curriculum
7. Informal but ongoing intradepartmental efforts to evaluate and revise curriculum
8. Faculty commitment to ongoing informal evaluation and revision of written curriculum
9. Teachers' active research and proposals for the review and implementation of new or supplementary curriculum materials

RECOMMENDATIONS

1. Identify the school-wide learning expectations for which each curricular area will be responsible and inform all teachers and students
2. Identify a variety of effective instructional strategies within the written curriculum for all areas

3. Develop and implement formal cross-curricular opportunities for learning
4. Provide a formal policy and record for curricular coordination and articulation within and between schools
5. Provide additional professional development opportunities to support the integration of technology in the curriculum
6. Develop and implement district-and school-wide processes for formal evaluation and revision of curriculum
7. Designate specific time to support a formal procedure for the review and revision of curriculum

INSTRUCTION

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
 - personalize instruction;
 - make connections across disciplines;
 - engage students as active learners;
 - engage students as self-directed learners;
 - involve all students in higher order thinking to promote depth of understanding;
 - provide opportunities for students to apply knowledge or skills;
 - promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

CONCLUSIONS

Teachers utilize the mission and expectations for student learning in instruction so that they are achieved through many classes. For example, there is respect for self, others, and learning demonstrated through daily interactions and academic collaboration. Goals and challenges are set and met in the majority of the subject areas. English, world languages, and social studies students are required to communicate effectively through varying modes. Problem-solving and application of knowledge is evident in math and science classes. Courses and activities are also designed to encourage students to be socially and civically responsible, as seen through community service and the recycling club. Because the incorporation is pervasive and implicit rather than explicit, there is no assurance that students are actively understanding the meaning and value of the expectations even though they may demonstrate them in daily work and benefit from teacher use of the expectations as teaching principles. (self-study, student work, classroom observations, students, teachers, school leadership team)

Many of the teachers use a variety of instructional strategies that personalize, challenge, and engage students as active and self-directed learners. Instructional strategies include teacher-centered instruction, peer teaching, student presentations, demonstrations, laboratory activities, project-based assessments, and cooperative learning. In many classes, students are encouraged to personalize their learning by making choices that excite students about their academics. Students are often engaged in their classes, whether it be role-playing in social studies, using scooters to act out photosynthesis in science, or discussing *Romeo and Juliet* in English. In visual art, history, and English, students reflect on and assess their own work through corrections of papers and revisions of projects. Students, however, rarely have the opportunity to make connections across disciplines. Although specific interdisciplinary focus is lacking, students receive engaging, varied instruction in most classes. (self-study, student work, classroom observations, students, teachers, parents, school leadership team)

While there is an expectation that instructional strategies are based on the mission and expectations, large class size in many subjects inhibits high quality instruction. Out of 644 classes, 159 contain twenty-five students or more. While teachers work hard to overcome these difficulties in providing engaging instruction, all students would get more consistently personalized learning opportunities in smaller classes. (teachers, students, parents, school committee, school leadership teams)

Many teachers use formal and informal feedback from teachers, students, and supervisors as a means of improving instruction. However, most communication between teachers and parents focuses on individual student performance rather than instructional strategies. Some teachers utilize peer observation and collegial discussions to improve instruction, and the school provides substitute coverage for teachers to engage in peer observation. Most feedback is from formal evaluations by supervisors, which take place three times a year for pre-professional teachers and once every other year for teachers with professional status. While multiple sources of feedback are used, all teachers would benefit from more frequent formal observations and more formal time for reflection on practices and discussion with colleagues. (self-study, school committee, teachers, students, parents)

Teachers are knowledgeable about current research on effective instructional approaches, and most are reflective about their own practices. The majority of students and parents reports that

teachers are experts in their content. Regional department heads (RDLs) circulate academic journals while other teachers engage in graduate course work on instructional practices through local and on-line universities with Teachers as Scholars, Primary Source, and the Educational Collaborative for Greater Boston, Inc. The district also offers a mentoring program for all new teachers that includes instructional approaches and reflective journaling as part of its curriculum. Since the new teacher meetings began in 2001, 64% of the faculty has attended. Some departments share best practices or meet after exams to analyze results and adjust their instructional approaches appropriately. The superintendent and school leadership team have made a commitment to improving instructional strategies. This results in high quality learning opportunities for all students. (self-study, parents, teachers, school leadership team)

The professional culture of learning is very high for the faculty. Many teachers participate in book group studies on specific topics within their discipline from which they create lesson plans. Teachers take graduate classes in both their discipline and pedagogy although there is limited money in the budget to cover the cost of those classes. Teachers share instructional strategies informally. The discussion is rich and results in instructional strategies that support student learning, but because of the informal nature of this work, discussion about practice of varied instructional strategies is not consistent nor inclusive of all faculty members. Thus, a formal, dedicated opportunity for the exchange among professional peers provided by the school would be valued and productive. (teachers, school leadership team, self-study)

Technology is used as a communication tool among teachers, students, and parents in support of teaching and learning. Many teachers communicate with students about assignments, providing extra help via e-mail and enrichment through web pages. Students and parents have access to end of term grades online. Some textbooks are online, and some teachers use online course management systems. Thus, the technology available to teachers has enhanced communication and supports learning. The integration of technology in classrooms is inconsistent, however. All rooms have LCD projectors, and all teachers have laptops. Four class sets of laptops are available for teachers to use. Some classes use computers for simulations and virtual learning, and some classrooms are equipped with interactive whiteboards. Although teachers have access to technology, they need increased opportunities to improve their skills to integrate technology more fully into their instruction. Because the available technology is not used to its full capacity, all students do not get the same benefits from the instruction they receive. Thus, a more technology-oriented climate for teaching, learning, and assessment would enhance the educational process. (self-study, classroom observations, students, teachers, facility tour)

While informal collaboration is a regular feature of the professional culture, there is a clear desire for more structured planning and professional development time to allow formal discussion around instruction. Professional development opportunities are often the result of the initiative of individual teachers or departments, and these are likely to focus on content rather than instruction and are rarely interdisciplinary. In response to this, funding is provided in the budget for substitutes to cover classes so teachers can observe their peers, and the district is working on defining high quality instruction and creating an instrument to evaluate it. All teachers would benefit from more formal time devoted to professional development that focuses on instructional strategies to offer teachers more varied methods to deliver their content. (department leaders, teachers, self-study)

The supervision and evaluation process for teachers is used to improve instruction, to enhance learning, and to meet students' needs; however, the instrument used is outdated and time intensive. Teachers without professional status are observed three times a year and receive feedback from both the regional department leader (RDL) and the principal to use to improve their craft. Faculty members with professional status are observed once every two years by the RDL. The RDLs supervise all members of their departments. Their focus is directed at new teachers but, because of time constraints, veteran teachers receive limited feedback. Efforts are underway at the district level to develop a more effective evaluation system. Implementation of a plan for effective, research-based instructional strategies will prove valuable to teachers and administrators and must include regularity and relevant feedback. (teachers, school leadership team, central office administrators)

COMMENDATIONS

1. Informal incorporation of mission and expectations for student learning into classroom instruction
2. Varied instructional strategies used in many classrooms
3. Widespread informal discussion of instructional strategies as a means to improve teaching
4. Expertise of teaching staff
5. Faculty commitment to expand knowledge in their content area
6. Technology used to communicate among teachers, students, and parents
7. Widespread informal teacher dialogue as part of the professional culture
8. School encouragement of peer observation to support learning new instructional strategies

RECOMMENDATIONS

1. Ensure that all instruction be consistent with the school's mission statement and expectations for student learning
2. Increase personalization and active participation in all classes
3. Design and implement formal opportunities for interdisciplinary instruction
4. Provide class sizes that will allow teachers to ensure high quality instruction for all students
5. Provide time for teachers to learn and share instructional strategies
6. Provide professional development opportunities to integrate technology in support of teaching and learning
7. Implement the technology plan to ensure integration of technology into instruction
8. Develop and implement a viable supervision and evaluation system which promotes teacher reflection and instruction

ASSESSMENT OF STUDENT LEARNING

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

CONCLUSIONS

The school is developing a process for assessing school-wide and individual student progress in achieving the academic expectations of the mission statement based on school-wide rubrics. The school recently developed school-wide rubrics for student learning expectations, and will next use them to measure student success in achieving them. Student learning expectations are posted throughout the school, and will be used when designing assessments. Some faculty members reported evaluating their students' learning based on implicit school-wide goals, while others have not yet done so. With systematic use of effective school-wide rubrics, teachers in all disciplines will track student progress on the complex learning goals embodied in the school's learning expectations. (student work, meetings with teachers, students, teacher interviews)

The school is identifying indicators for assessing the accomplishment of its school-wide civic and social expectations. Data sources have been identified, but there is not yet a formal system to use the data to assess progress on achieving these expectations. The school has many extracurricular activities and community service projects that have ties to these expectations, and the program of studies lists courses with ties to social and civic expectations. In addition, civic and social expectations, particularly with regard to the new mission statement, are implicit in lesson design and instructional practice. When the expectations are articulated explicitly, students will have a clear indication of actions they must take to achieve these goals. (teachers, school leadership team, self-study)

Teachers provide course syllabi and unit outlines to students and make clear the course-specific learning goals on which students will be assessed. In addition, some teachers provide rubrics that use descriptors to clarify levels of quality for specific components of a particular product or performance. Some of these are individual teacher rubrics, some are course-specific, and some are departmental. Students have clear directions and information about how they will be graded on specific assignments, but there is not yet a system in place to ensure that students are made aware of how course activities relate to school-wide goals and how they are progressing toward meeting those goals. (classroom observations, students, teachers, student work)

Many teachers base classroom assessments of student learning on course-specific rubrics, but not on school-wide rubrics. As a result, teachers and students lose an opportunity to make interdisciplinary connections based on overarching school-wide principles, and the school does not have a data base of student achievement to report to students nor of information related to student assessment to use to inform school improvement of curriculum or instruction. (self-study, teachers, student work)

While there are no guidelines or expectations in place at the departmental or school level, some teachers use a variety of assessment strategies to determine students' knowledge, skills, and competencies and to demonstrate growth over time. These assessments include portfolios of student writing and art work, skits, posters, Socratic seminars, student blogs, and project-based assessments. Some students undertake a senior project, choosing their own area of focus to further their own knowledge of a topic of interest through a variety of self-directed activities, such as interviewing an expert, conducting research, and presenting the results to an audience. In addition, many teachers use formative assessments to inform their instruction and provide

students the opportunity to assess their learning before they take high-stakes assessments. As a result, many students have the opportunity to demonstrate their learning in a variety of ways, and students in some settings are offered a way to demonstrate their skills and understanding in a less stressful way than would be the case with only summative assessments. (student work, teachers, self-study)

Teachers meet collaboratively within departments to share student work and the results of student assessment to revise curriculum and instruction. Some departments concentrate on analysis of final exams while others focus on intermediate assessments. Regular time for collaboration is limited to department meetings and one or two building-based in-service days. Teachers may also apply for summer professional development time to collaborate on projects tying curriculum revision to assessment data. Teachers report little opportunity for interdepartmental collaboration, however. (self-study, teachers, department leaders)

The district provides a variety of professional development opportunities for teachers. These include: district-sponsored study and discussion groups, course reimbursement, conferences through the Education Collaborative for Greater Boston (EDCO), Teachers as Scholars, Primary Source, and school-wide professional development days. A release day in March of 2010 provided the faculty the opportunity to begin professional development on assessment. Many teachers understand the role of assessment in the design of instruction and use a variety of assessment strategies, but others use mostly traditional assessment strategies. As a result, not all students receive the opportunity to demonstrate their knowledge and skills in nontraditional ways that may better suit varied learning styles and not all students receive timely feedback to help them determine their progress on learning goals. (self-study, teachers, student work)

The school provides information on student progress to students and their families in a variety of ways, including e-mail, telephone contact, counseling meetings, interim reports, and mail, but this information is not explicitly linked to school-wide learning expectations. Both parents and teachers can request a conference to deal with a student concern. Many teachers have websites that allow parents to monitor course work and homework expectations. The special education department mails home quarterly progress reports to students, and interpreters are available at meetings when parents speak a language other than English. The school informs parents and the community about student and school achievement on the Massachusetts Comprehensive Assessment System (MCAS), SAT, and Advanced Placement (AP) exams. In addition, mechanisms are in place to communicate and celebrate students' success in a variety of arenas. The school does not have a process for measuring and communicating individual and school progress on achieving school-wide expectations. Thus, families and the public receive a wide range of information on student achievement, but they lack an explanation of the explicit connection between student achievement and school-wide learning expectations. (self-study, panel presentation, teachers)

COMMENDATIONS

1. Clear communication to students of assignment-specific expectations
2. Use of course-specific rubrics for classroom assessment
3. Teacher initiative in designing and using a variety of assessment strategies
4. Teacher willingness to collaborate informally for curriculum and assessment revision
5. School's commitment to sharing information with the community on student achievement

RECOMMENDATIONS

1. Design and implement a formal system to use school-wide rubrics to measure student progress toward achievement of academic expectations
2. Develop a formal system for using data to assess the success of the school in achieving its civic and social expectations
3. Design and implement a system of aligning course-specific rubrics with school-wide learning expectations and school-wide rubrics
4. Provide additional school-wide professional development in varied assessment practices including the use and interpretation of rubrics
5. Communicate individual student progress on achieving the school-wide academic expectations to students and families
6. Communicate the school's progress in achieving all school-wide expectations to the school community

SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

LEADERSHIP AND ORGANIZATION

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

CONCLUSIONS

The school committee and superintendent provide the principal with a high level of autonomy in decision-making and the authority to lead the high school. The school committee defers to the professional judgment of the principal in staffing and budget decisions. During the principal's brief tenure, she has shown strong leadership in helping faculty and students develop a highly effective mission statement. Students and faculty members know and support the mission statement, and will next develop a system to have the learning expectations drive decision-making. (self-study, school committee, central office administrators)

Since her arrival in 2008, the principal has established several strong methods of communicating her vision to the school community. There is a ninth grade parents' night as well as an ABRHS Back to School night. A weekly online newsletter is published, and regular contributions are made to the Parent Teacher Student Organization (PTSO) newsletter. The principal has also used her leadership to enlarge the Transitions and Merriam Alternative Program (MAP) programs. The principal's focus on student learning supports the large number of courses and levels offered. The principal does an effective job of communicating, and school community members are connected and informed. This allows the principal to lead the school and receive community support for her initiatives. (self-study, parents, panel presentation, teachers)

Teacher leadership is encouraged by the administration. Teachers choose textbooks, revise curriculum, and advise more than eighty student groups. Veteran teachers mentor new teachers and provide professional and personal support. A faculty advisory group meets regularly with the principal, and regional department leaders (RDLs) supervise and evaluate all professional status teachers. The assistant principals handle discipline, extra-curricular events, and act as liaisons with departments. The principal's collaborative leadership style has created an environment where teacher leadership is valued. Teachers and administrators regularly exert influence and shape school policy and practice. (school leadership team, teachers, self-study, panel presentation)

School organization and educational programs address all student needs. In addition to advanced course offerings, alternative programs exist for non-traditional learners. The MAP, the school to work program (SWAP), and the occupational development program (ODP) are designed for both general education at-risk students and special education students. More than 60 support personnel function in support of students. The school and its educational programs effectively serve the school's mission. These programs support student learning and promote equity by allowing students to access the curriculum in the way that best supports their learning style. (self-study, teachers, students)

The school offers four levels of instruction: honors/advanced placement; accelerated/enriched; college preparatory; and standard preparatory. The enrollment data within these levels reflects the diversity of the student body. The school's grouping patterns reflect the learning expectation for pursuit of academic excellence, and elective course offerings are heterogeneously grouped. Students are able to access all course levels, moving to more challenging course levels by teacher recommendation, extra coursework in the summer, or applying for an override of teacher level recommendation. Considerable effort has been made to accommodate student learning needs. Through the extensive course offerings and levels, advanced, general and special education students are effectively served by the student grouping and organization. (students, teachers, self-study, classroom observations)

The schedule reflects the mission and learning expectations in its design and implementation. Students are scheduled for seven of eight periods and are required to have an entire period for lunch. This allows students time to maintain a balance in their social and academic lives as encouraged by the learning expectations. The school day is longer than in some surrounding districts so that students can take a challenging course load and still have free time during the day. The schedule supports students' needs. While 84.4% of teachers reports that the schedule supports their professional efforts, only 25% agrees that there is opportunity to collaborate with other departments. The schedule has been in place for over fifteen years, demonstrating the school's belief that it is an integral part of student success. (self-study, teachers, parents, Endicott Survey)

There are many meaningful opportunities for staff members, parents, and students to contribute to the decision-making. Students demonstrate ownership of the process through the student council and principal's advisory group. The PTSO plays an active role in decision-making, and parent and student representatives serve on search and hiring committees. The school council also advises the principal on school policy and practices. RDLs oversee professional development and workshops. The school provides multiple vehicles for staff members to become involved in decision making and to take ownership and responsibility. Students, parents, and school staff members share in the responsibility of community building. The involvement of all three groups results in a feeling of ownership and pride in the school. (self-study, panel presentation, teachers, school leadership team)

Class sizes and number of classes taught by full-time faculty members show a high student to teacher ratio. Some teachers teach more than 125 students. The administration works with RDLs to establish and maintain class sizes that meet the needs of students, yet 36% of students feels that teachers do not have time to spend with them one-on-one. Particularly at the honors levels, time for personalized learning is limited. Efforts to keep standard preparatory (SP) and college preparatory (CP) class sizes around twenty students have resulted in the increase of the average honors class size to 27. Budgetary constraints have prevented optimal class sizes. The current student load does not allow teachers to personalize the learning of every student and hinders the variety of instructional and assessment strategies teachers are able to use. (self-study, teachers, school leadership team)

There is no formal advisory or mentoring program through which students connect with an adult in the building. While some students report feeling strongly connected to guidance counselors and individual teachers, a recent Youth Risk Behavior Survey reported that 20-25% of students do not feel connected to an adult in the building who can assist that student in achieving the school-wide expectations for student learning. Since some students cannot foster such relationships through classroom or extra-curricular interactions, they will not establish an adult connection without a formalized program. Until such a program is established, a portion of the student population will remain underserved. (self-study, school leadership, students)

The physical layout of the school has most teachers grouped by discipline. This allows for regular collaboration within a department. Yet it also means that there are limited opportunities for teachers of different subjects to engage in course development or to have discussions about student work. As reported in the survey, 51% of teachers agrees they have time to collaborate in their subject area, but only 25% agrees that this same opportunity exists across the curriculum. Interdisciplinary collaboration among teachers is limited. As a result, there are very few courses or course units that allow opportunities to collaborate across departments in support of student learning. (self-study, teachers, survey information)

All faculty and staff members at the high school are invested in the well-being and learning of all students. Guidance counselors and the counseling center are accessible at all times of the day, and three school psychologists meet regularly with students. The student assistance team (SAT) meets weekly to discuss students of concern, and faculty members chair the stress management committee focused on student well-being. Campus monitors ensure student safety, and school resource officers work with the regional schools to build relationships. School nurses promote the safety and wellness of students, and support student efforts to manage stress. The cafeteria workers provide healthy food, and the custodial staff maintains a clean and safe facility. The entire school community is invested in the well-being of the students. As a result, there are many resources for students to maintain a balance of learning and healthy living. (students, teachers, self-study)

Student successes are widely celebrated by the entire school community. Student academic and co-curricular achievement is an ongoing source of community pride, and the school is bedecked with awards and banners that proclaim student accomplishments. Student successes are lauded in the school publications and in daily announcements. Student work is prominently displayed in classrooms and in hallways. There are language awards at all levels, good sportsmanship “High Five” recognition, and an awards night. Student artwork is displayed around the building and in the local library. Formal acknowledgements include mention in the local newspaper of National Merit Scholars and the ABRHS Principal’s Recognition Awards awarded monthly to students. Recognition for student accomplishments fosters the success that is part of the school culture. Because students know they are important to the community, they strive to achieve. (students, teachers, panel presentation)

The mission states that students and adults need to work together to sustain a respectful and supportive environment. Though they acknowledge that it can be stressful, students thrive on the academic challenges and appreciate the accommodating nature of the teachers. Students believe that teachers are invested in their success and that their peers support their achievement. Student participation in making of policy and school governance promotes a climate of respect and ownership. Students are counted upon to be student ambassadors and to advocate for themselves and others. There are peer mentors and tutors, and student organizations such as Common Ground make sure that conversations around tolerance and respect are ongoing. School monitors and resource officers provide a physically safe space for students, and school staff members wear identification at all times. The school is clearly dedicated to providing emotional and physical safety to the students, and the mutual respect among students is evident. Students feel the school is a safe zone, whether marked by a sign or not. (self-study, students, facility tour)

The decisions and policies approved by the school committee support the implementation of the mission and expectations. The school committee and central office staff view learning beyond the high school as part of the greater school community. Activities support the development of social and emotional skills for all students and promote active citizenship. All stakeholders are involved in the decision-making processes such as the hiring of new faculty members, and they share a vision of creativity and excellence. The school community’s commitment to academic success and staffing levels was evident in the 2003 and 2005 budget overrides. There is transparency and frankness among the principal, the superintendent, and central office staff members. Administrators feel strongly supported by the school committee. This provides a productive working relationship between the committee and the school that supports a positive culture for implementing all teaching and learning goals. (central office personnel, administrators, school committee, school leadership team)

COMMENDATIONS

1. The autonomy provided to the principal by the school committee
2. The superintendent and school committee for the comprehensive support they provide
3. The principal's frequent communication with the school community
4. The variety of media used by the principal to communicate
5. The principal's support of programs for at-risk students
6. Decision-making shared by teachers and administrators other than the principal
7. Number of teachers who advise/coach co-curricular activities
8. The range of alternative programs offered
9. The faculty's and principal's support of alternative programs
10. The grouping patterns that support pursuit of academic excellence
11. Accommodation of various student learning needs
12. Balanced schedule that meets student needs
13. Course offerings that allow students to pursue a range of learning interests
14. Opportunities for meaningful input into decisions by faculty members, parents, and students
15. The school's recognition of students' need to manage stress
16. The safe and respectful environment maintained by school monitors
17. The welcoming decor and warm staff in the cafeteria
18. The cleanliness of the school as maintained by the custodial staff
19. The wide variety of methods that celebrate the achievement and successes of students
20. Students' support of one another
21. Orderly, respectful atmosphere of the school that supports a rigorous academic environment
22. Trust and communication between the school committee and administration

RECOMMENDATIONS

1. Provide resources to reduce student load and enable teachers to meet individual learning needs of students
2. Develop a formal adult-student advisory program
3. Develop and implement formal structures for interdisciplinary collaboration

SCHOOL RESOURCES FOR LEARNING

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.

7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social service providers;
 - appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
 - preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/Information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

CONCLUSIONS

The student support services are designed and implemented in concert with the school's mission and expectations for student learning. The mission statement is used to create an inclusive and respectful community of learners where an extensive array of guidance and counseling, special education, health services, and library services are responsive to student needs. As a result, all students have access to comprehensive and effective services to support their learning. (self-study, teachers, students)

The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning. There are programs such as Merriam Alternative Program (MAP), the ABRHS School-to-Work Alternative Program (SWAP), the Transition program, and the academic support center (ASC) that serve both special education and regular education students. In addition, the special education department provides IEP-driven services in four learning centers and three specialized programs: the occupational development program (ODP), the supported career education program (SCEP), and the relational emotional and academic learning program (REAL). (self-study, school support staff, teachers)

The counseling department provides a variety of services for the entire student body. They provide small group counseling as well as individual counseling. This begins with a freshman transition program. The department has three career breakfasts and several informational nights held throughout the year. During sophomore year, students are introduced to the Naviance program. Additionally, the counselors work collaboratively with special education personnel, library staff members, and health services personnel to remain proactive in dealing with student issues. (department leaders, students, school leadership team)

The range of health services is comprehensive and extensive. Grant sources provide supplemental programs, including the establishment of a relaxation room for students. The library provides appropriate materials to support the curriculum. Students access the library with classroom teachers and independently before and after school and during their free periods. The wide range and quality of the school support services ensures that students receive the resources they need in order to obtain a balanced education. (self-study, teachers, students)

The special education department, counseling department, and health services staffs routinely make use of community resources, including collaborating with town social workers, local and regional mental health facilities, substance abuse counselors, and well-being programs. The special education department has a partnership with local businesses to participate in the SWAP work program. Within the school setting, there is a youth officer to provide information and collaborate with the administrators regarding legal matters with students and a part-time social worker focusing on drug and alcohol issues. The counseling department provides numerous opportunities for career exploration including job shadowing, school-to-work options, and three breakfast counseling career days. As a result, students have access to a broad range of resources to meet their academic, social, emotional, and physical needs. (school support staff, school leadership team, shadowing of students)

Student learning is enhanced by the strong relationships between the support staff and the professional staff. There are partnerships among the health services, counseling department, and special education department to support students with a variety of needs. Also, the library staff works cooperatively with many teachers to enrich and support classroom instruction. As a result, students receive a coordinated approach to address emotional, physical, academic, and social needs. (support staff, department leaders, teachers)

Student support services are regularly evaluated and revisions are made to support improved student learning and well-being. The district health services staff meets monthly to discuss current issues and evaluate policies and procedures. In addition to a coordinated program review, the special education department meets regularly and informally assesses overall compliance issues. Its members also look at a variety of data regarding the special education department and student progress. The counseling department meets weekly to evaluate current practice. This data regularly drives changes within the counseling department. The library staff meets monthly to assess collections and services in order to improve program effectiveness. The recently-formed Student Library Advisory Board (SLAB) meets regularly to collaborate with staff members on library policies and programming. Regular evaluation and revision of school support services results in improved student learning. (self-study, teachers, students, department leaders)

There are extensive structures in place for effective and ongoing communication with students, parents/guardians, and school staff members designed to keep all stakeholders informed about the types of available student support services. The health office uses the school and district web-sites to communicate and update parents on current health issues, such as flu screenings. It also writes a "Health and Wellness" column each month in a counseling services' newsletter for parents. The library web-site is updated regularly, as are library brochures, bulletin boards, and a faculty/staff newsletter. The special education department maintains communication with teachers, parents, and the school through email, phone communication, annual reviews, quarterly progress reports, current functioning reports, newsletters, the parent advisory council and special education night for college-bound students. Students and parents communicate with the counseling department through email and the phone system. Also, there is a monthly newsletter that is sent home. Naviance and PowerSchool are also used to communicate with families. Thus, the communication about the availability of services for students and all stakeholders is timely and effective. (parents, school support staff, students, self-study)

Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal and state law. Records of the special education department are treated respectfully and securely and are available to authorized staff members. Confidential special education files are stored in the pupil services office, and only authorized staff members have access. Special education teachers also maintain a locked file cabinet containing the most current IEP, current testing, quarterly progress reports, and school/parent communication for students on their caseload. Health services use a program called School Nurses Assistance Program (SNAP) that allows the department to log information, track students, and set medical alerts for specific students. Only the nurses have access to this program. In the counseling department, records are maintained in a confidential and secure manner. Library circulation records for all patrons are private and confidential. Student confidential information is secure. (teachers, school support staff, self-study)

Currently, there are not sufficient certified/licensed personnel and support staff to provide effective special education, counseling, and library media services. There is not a sufficient number of special education staff members in the four learning centers to meet the needs of students. Teachers within learning centers have caseloads of 40-50 students. These teachers are responsible for writing IEPs, generating quarterly progress reports, chairing annual review meetings, performing academic testing for three-year re-evaluations, and supporting students during class periods. A building department leader (BDL) position has been developed to help alleviate required evaluation testing responsibilities, but teachers do not have time for formal tracking of daily progress, nor are there many opportunities for common planning/meeting time among regular education and special education staff members. As a result, the time devoted to ensuring and monitoring delivery of daily IEP services for students has been diminished. (school support staff, school leadership team, self-study, teachers, central office administrators)

The special education assistants provide support in the learning centers, specialized programs, and the regular education classroom. While there are nineteen full-time special education assistants, the ability to collaborate with teachers in regular classrooms could be enhanced to better meet the needs of students. In addition, special education assistants could benefit from professional development that allows them to collaborate more with regular educators in the classroom. Thus, there is a need for training special education assistants on how to incorporate best practice while implementing appropriate accommodations and modifications to better meet the needs of students. Providing professional development on the most effective way for special education assistants to be utilized in the classroom and in collaboration with the regular education staff would improve inclusive instruction for students on IEPs. While students may be served in learning centers, the learning and instruction for students is not as cohesive as is needed for this type of learner. (teachers, department leaders, classroom observations)

Current staffing caseloads in the counseling department are 1:230. Taking into consideration the broad range of services that counselors provide, this level of staffing creates challenges in providing a personalized program of comprehensive guidance and counseling services. (teachers, parents, department leaders, central office administrators, school leadership team)

The library is staffed with one professional and two and one half paraprofessionals. The recent reduction in library staffing inhibits the ability of the librarian to collaborate with teachers and offer students one-on-one and small-group instruction. (teacher interviews, teachers, school support staff , self-study)

The school provides a full range of student services that includes a comprehensive guidance curriculum. Every student is assigned a counselor in grade nine, and that student remains with the counselor for the remainder of the student's high school career. This provides continuity and allows students to feel comfortable with their individual counselor. Students are seen regularly in groups and individual sessions. The counselors assist with course selection and consult with families and faculty members to resolve student issues. They provide support with delivery of special education services and consult with outside agencies as needed. Counselors assist students with post-college planning using Naviance as a tool for guidance and meet regularly with students throughout the college application process. Students are encouraged to complete a job shadowing program, attend the three career breakfasts, and attend all small group sessions as well as the many evening informational sessions provided by the counselors.

Students are encouraged to take the Senior Seminar and complete a senior project. With the wide range of services provided by the counseling department, students feel comfortable that issues of academics and well-being are addressed. (teachers, students, department leaders)

The counseling department provides support for students in special education and in the academic support center by training peer mentors and peer leaders. In addition, peer mentors volunteer within the community, other schools, and regular classrooms, providing additional individualized attention and support for student learning. (classroom observations, students, department leaders)

Health Services

Health services provide a full range of high quality services which include preventive health and interventions, appropriate referrals, mandated services, emergency response mechanisms, as well as ongoing student health assessments. In addition, school nurses provide direct services to students on a daily basis, including administering medications and conducting ongoing health appraisals. The school nurses also manage a newly-designed relaxation room. Generally, health services staff members regularly collaborate and work closely with counseling staff, including participation in the student assistance team (SAT) referral process, and special education personnel to assist with any health-related issues or accommodations under a 504 plan or IEP. However, there is an expressed need for improved communication between health services and counseling regarding those students re-entering school after long-term illnesses and hospitalizations and between health services and the athletic department concerning sports-related injuries both on and off the field. As a result, although systems are in place to respond to and proactively address most student health needs, communication between counseling, health services, and athletics needs to improve. (self-study, teachers, support staff)

Library Information Services

The library services program, though active, is not fully integrated into the school's curriculum and instructional programs. Thirty percent of students feels the library is not used often during their classes. Less than half of the faculty collaborates with the library staff on student learning. English and social studies teachers collaborate frequently with library staff members, but library use by other departments is limited. Some teachers and students are not using the library to its full potential. (teachers, self-study, students)

Library staff members are knowledgeable about the curriculum and support its implementation in a variety of ways. The librarian is a member of the student handbook committee and co-chairs the academic integrity committee. Further, the librarian serves on the newly-formed district teaching and learning committee, but she does not participate in RDL meetings when curriculum is discussed resulting in gaps regarding the library staff's ability to respond to changing curriculum needs. (survey information, teacher interviews, meetings with teachers)

A wide variety of print and non-print materials, technologies, and other library/information resources is available. These include hard copy and online periodicals, several online subscription databases and reference resources, and multiple hard copies of all content-area textbooks. Recently, the library staff has worked to expand the collections to include materials

for English language learners, for students in the occupational development program, and for gay and lesbian students, as well as students in various alternative education programs. Students can search for print and non-print materials using Destiny, a web-based card catalog. There are numerous desktop and laptop computers for student and staff use as well as an adjacent computer lab. This results in in-house collections that are both responsive and available to the school's student population and staff in order to improve student learning. (survey information, teachers, teacher interviews)

The library, a large and inviting space with updated furnishings and collections, is accessible to the school community before, during, and after school. Open from 7:00 A.M. to 3:30 P.M. Monday through Friday, the library averages 650 student visits and five whole-class visits per day. Students freely access the facility and services during their free periods as well as during their directed studies. However, managing high student demand for access during the lunch periods is an issue. Because the library is welcoming and very accessible, it is utilized at a high level by students throughout the day. (teachers, students, self-study, panel presentation)

Currently, the library program does not foster a culture of independent inquiry for all students. According to an information-literacy skills assessment, 48% of the school's students struggle to select a topic, direct their own research, and choose authoritative resources. There is no intentional, integrated information skills curriculum, nor is there a systematic way to ensure that all students are oriented to the collections, services, and programs the library has to offer. Consequently, not all students are acquiring information literacy or independent inquiry skills. (self-study, teachers, survey information)

The library has policies in place for the selection and removal of information resources and the use of technologies and the Internet. Written selection and reconsideration policies are available online through the district's website. The acceptable use of school technology is clearly defined in the student handbook and is also outlined on the library's website as well. Consequently, over 81% of students is aware of the school's policies regarding Internet use during school. (self-study, teachers, teacher interviews)

Special Education

The school provides special education services to students in accordance with local, state, and federal laws. Prior to being referred for eligibility determination of special education services, students are first referred to the Student Assistance Team (SAT) by a parent, teacher, school counselor, student, or administrator. The SAT, comprised of classroom teachers, the school counselor, a school psychologist, an administrator, a special educator, and a nurse, discuss appropriate pre-referral strategies. If warranted, a special education evaluation may be pursued and determination of eligibility is completed through the formal initial evaluation process as mandated by state and federal regulations. If a student qualifies for special education services, an IEP is written and a student is placed in a learning center or a specialized program. The learning centers are led by a special education teacher and two special education assistants. These assistants also go into some regular education classes to support those students as required in their IEPs. The three specialized programs, occupational development program (ODP), supported career education (SCE), and the relational emotional and academic learning program (REAL) target students with specific needs. These programs are taught by special education teachers and staffed by assistants. Services in speech/language are provided and are

sometimes taught in conjunction with the school psychologist. Instruction in social skills is provided. Consequently, the programs available provide a wide range of services that allow for flexibility and personalization to meet the needs of students displaying a variety of disabilities. (self-study, school support staff, teachers)

COMMENDATIONS

1. The mission as the driving force in the development and delivery of student support services
2. The academic support center which provides teacher and mentor support throughout the school day
3. Ambassador program that supports freshman transition day
4. The freshman transition program
5. The relaxation room which is designed to reduce stress in students
6. The extensive partnerships with community resources
7. Student library advisory board
8. The amount and quality of information disseminated to parents, families, and students about school support services
9. Systems to ensure student record confidentiality
10. The relationships that develop between students and counselors over four years
11. The counseling efforts in the extensive college planning process
12. The broad scope of counseling programs
13. The high quality health services
14. Regularly updated library collections
15. Availability of all current textbooks for student use in the library/ media center
16. Extensive student use of the library
17. The accessibility of library policies and procedures both online and in hard copy
18. Focus of the special education staff on meeting individual student needs
19. Individualized, personalized, flexible programming for students
20. The learning centers staff that delivers specific supports to students
21. The effective occupational development program and supported career education programs that focus on individual special education student needs

RECOMMENDATIONS

1. Reduce the high professional staff caseload for counselors
2. Provide professional development for special education assistants and classroom teachers to collaborate on the design and delivery of classroom instruction and assessment
3. Increase the staffing in counseling to ensure delivery of the wide range of programs
4. Increase staffing in the library
5. Improve communication concerning students' well-being between health services and counseling services
6. Improve communication concerning students' well-being between health services and athletics
7. Integrate the library's collections, programs, and services as a resource for faculty and their classes
8. Increase library staff participation in regional department leader meetings when discussing curriculum that affects library purchases
9. Develop and implement an integrated library information skills curriculum for all disciplines and grade levels

COMMUNITY RESOURCES FOR LEADING

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

CONCLUSIONS

The school actively engages parents and families as partners in each student's education and encourages their participation through a variety of school programs and parent support groups. There are numerous programs and support groups active in the high school community. Many programs facilitate collaboration among home, school and community. Examples include parent teacher student organization (PTSO), the special education parent advisory council (SEPAC), school council, a principal-led parent book group, and a monthly newsletter. The school website is an essential and highly effective vehicle for communicating about school events, workshops, and youth advocacy. As a result of these focused efforts, strong partnerships thrive among the school, parents, and the community. (self-study, teachers, panel discussion)

The school fosters productive business/community/higher education partnerships that support student learning. The part-time school-business liaison facilitates partnerships that represent a diverse group of business leaders. The Worker's Credit Union bank branch is located in the school to provide students with work and business foundations. Several special education and alternative programs offer job training such as the school-to-work alternative program (SWAP), the occupational development program (ODP), and the supported career education program (SCEP). In addition, students volunteer at a wide variety of community sites, including the Acton Community Pre-school, local hospitals, libraries, museums, and nursing homes. Representatives from the various colleges and universities work with the students at the college fair. The counseling department organizes a yearly visit to Middlesex Community College to introduce students to college life. Through job shadowing, internships, career speakers, and the work study program, students make connections with local businesses and organizations. Student educational experience is directly linked to authentic learning and real-life applications. (self-study, students, teachers)

The school's physical plant enhances all aspects of educational programs and support services. As the result of a major renovation in 2005, numerous student areas promote the school's student-centered focus. The state-of-the art science labs, the art and fine arts departments, the library/media center, computer labs, radio station, community access studio, counseling center, and fitness center provide a positive learning environment for the school and the community. As a result of increasing enrollment, the physical plant is at capacity, and is now beginning to hinder the delivery of educational and support service needs. Technologically, the building is well equipped, and an educational technology plan is in place for 2010-2013. All teachers have personal computers or laptops; all classrooms have ceiling-mounted LCD projectors; and some classrooms are equipped with interactive whiteboards. Spacious, bright classrooms and clean facilities create an inviting learning environment. The physical plant and its campus renovations are a source of pride for the administration, the faculty, the student body, and the community. (panel discussion, teachers, facility tour)

The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. The facilities director and school administrators inspect the building daily and expeditiously address any concerns. The building is fully handicapped accessible, equipped with two elevators that access all floors, and boasts a stair-slide in the middle of the second floor hallway for wheelchair-bound individuals. The bathrooms are located on each level with appropriate accessibility. Administrators, hallway monitors, and key staff members are equipped with mobile phones for emergency situations. Additionally, school resource officers work to maintain a safe environment for the entire school community. The school facility provides a safe and comfortable environment for learning. (self-study, facility tour, classroom observations)

As part of the extensive renovation, the school has satisfactorily updated technology and the equipment in the fitness facilities, library, and media centers. The director of facilities and the educational technology director oversee, supervise, and coordinate most of the equipment within the school. An HVAC technician, master electrician, and master plumber handle specific maintenance concerns. Custodians maintain a clean facility and handle light maintenance while some services are contracted out. Work request forms are available and easily accessible, and needed repairs are completed in a timely manner. The technology resources center is responsible for the maintenance, replacement, and support of computer hardware and software. The educational technology director keeps multiple databases for the inventory and maintains records of all hardware and software in the school district. The principal is responsible for the acquisition of furniture and non-specialized equipment, but no formal inventory system is used for items under \$5,000 in value. Regional department leaders (RDLs) oversee department-specific equipment which is maintained and replaced when needed. An audio-visual technician maintains multimedia systems throughout the building. The school community demonstrates a strong commitment to the students by providing a well-equipped, well-maintained, safe, and comfortable learning environment. (teachers, classroom observations, facility tour)

The school has a planned and adequately funded program of building and site management that ensures appropriate maintenance, repair, and cleanliness of the school plant. Students, staff members, and parents agree that the school is cleaned and well maintained. Ten full-time and two part-time custodians provide 5 day/24 hour custodial coverage plus additional coverage for special events. A thorough cleaning is completed every summer, including floor resurfacing and any other work that is needed. Other maintenance contracts cover roofing, elevators, and fire safety and suppression systems. Long-term maintenance contracts are in place for athletic fields including turf, sod, and irrigation. The custodial staff and entire school community demonstrate a strong commitment to funding the maintenance for the physical plant. (self-study, facility tour, panel discussion)

The school community sufficiently addresses future programs, enrollment changes, staffing, facility needs, and capital improvements. School personnel utilize the PowerSchool and Naviance programs for record keeping, attendance, grades, scheduling, and most local and state data-driven reports. At the community level, the Acton Leadership Group (ALG) and the Boxborough Leadership Group create three-year projections for school enrollment, school budget, and potential capital projects. Given the relatively recent building renovation, there is currently no formal long-range capital improvement plan; however, there is one in the process of being written. Also, the technology plan needs to be updated and implemented. Planning is underway to address funding the staffing issues, higher student enrollment, overcrowded classrooms, and the updating of curriculum materials. The school community is highly invested in its future programs and is fully aware of the need to continue planning for ongoing facility maintenance and enhancement. (self-study, panel discussion, teachers)

The community and the school committee adequately ensure dependable funding to provide and maintain appropriate school programs, staffing, services, facilities, equipment, technology support, and instructional materials. The budget is data-driven, using the student enrollment as the basis for future planning. Most budgeting decisions are student-centered and supportive of staff needs. Communication between the principal, the superintendent, and the school committee is both open and constructive. Three successful override votes in the past ten years show the strong relationship between the town and the school district. In addition, approximately 70% of the town budget is allocated to schools. Also, the town used two million dollars from the undesignated fund balance so the reduction of teachers positions would not be necessary in a recent budget. One of the greatest challenges for the school is to maintain

appropriate and effective class size. The school community understands this concern, and it is a focus of the budget conversation. There is a level of trust and respect among school committee members, superintendent, and building administrators regarding the allocation of financial resources for the school. (self-study, panel discussion, teachers)

Faculty and building administrators are actively involved in the budgetary process, including its development and implementation. Teachers, RDLs, and the principal begin the bottom-up budget process with a focus on available resources. RDLs share their faculty's needs with the school administrators. Administrators and faculty members collect and analyze data such as test scores, class sizes, and the number of students identified as requiring accommodations in order to allocate resources effectively for various programs. The sense of trust and transparency among the RDLs, the high school principal, superintendent, the school committee, and Acton Education Association to determine realistic financial resources is evidence of a strong commitment to the budgetary process from all key stakeholders. (self-study, school committee, central office administrators, panel discussion)

COMMENDATIONS

1. Deep culture of partnership among school, students, and community
2. Extensive parent and community support for school programs
3. Effective partnerships for community organizations
4. Effective use of existing technology for communication
5. Collaboration of community organizations and school groups to help support students in need
6. School business partnership committees
7. The career breakfast program that brings professionals from the community to the school
8. Student involvement with Danny's Place Youth Services
9. Health suite equipped with a stress relief center
10. Full-time monitors for hallways and monitoring parking
11. Clearly delineated cleaning and maintenance schedules
12. Clearly accessible work forms for maintenance/repair requests
13. Extensive parent and community support for site management
14. Clean and well-maintained building
15. Collaboration between community organizations and the school groups to provide appropriate resources
16. Effective communication between community and school district to meet budgetary needs
17. Undesignated fund allocation to eliminate the need to reduce teaching positions
18. Trust and transparency among all stakeholders as they develop the annual budget

RECOMMENDATIONS

1. Implement and revise the educational technology plan
2. Develop and implement a long-range capital improvement plan

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Acton-Boxborough Regional High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Acton-Boxborough School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix on page 53. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee would like to thank the steering committee, the faculty, staff, administration, parents, and students in Acton-Boxborough Regional High School for their hospitality during the four-day visit. The organization by the steering committee allowed the visiting committee to focus on the school, its many successes, and the ways in which it can improve. The visiting committee also appreciated the many personal touches provided throughout the visit.

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
OCTOBER 3-6, 2010

VISITING COMMITTEE ROSTER

Alan B. Bookman, Chair

Glastonbury Board of Education
682 Hebron Avenue-Building 2
Glastonbury, CT 06033-3044

Valerie Gardner, Assistant Chair

New England Association of Schools & Colleges
Huntington, VT 05462

Anna Buono

Marblehead High School
2 Humphrey Street
Marblehead, MA 01945

Carolyn Connolly

Pembroke High School
80 Learning Lane
Pembroke, MA 02359

Meghan Cronin

North High School
150 Harrington Way
Worcester, MA 01604

Pamela Culver

Masconomet Regional High School
20 Endicott Road
Topsfield, MA 01983

Laurie Dias-Mitchell

Dartmouth High School
555 Bakerville Road
Dartmouth, MA 02748

Brenda Dolliver

Dracut Senior High School
1540 Lakeview Avenue
Dracut, MA 01826

Jenna Galster

Holliston High School
370 Hollis Street
Holliston, MA 01746

Katerina Kambosos

Doherty Memorial High School
299 Highland Street
Worcester, MA 01602

Robert E. Keuther

Marshfield High School
167 Forest Street
Marshfield, MA 02050

Susan Miller

Middleborough High School
71 East Grove Street
Middleborough, MA 02346

Robert Pettengill

West Springfield High School
425 Piper Road
West Springfield, MA 01089

Donna Sartanowicz

Brookline High School
115 Greenough Street
Brookline, MA 02445

Pamela Shufro

Medfield Public Schools
459 Main Street, 3rd floor
Medfield, MA 02052

Sean Smith

Amherst Regional High School
21 Mattoon Street
Amherst, MA 01002

Rose Stadig

North Reading High School
189 Park street
North Reading, MA 01864

Corinne Woodworth

Duxbury High School
130 St. George Street
Duxbury, MA 02332

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact of the change on the quality of education in the school. The following are potential areas where there might be negative substantive changes:

- ◆ available programs, including fine arts, practical arts, and student activities
- ◆ available facilities, including upkeep and maintenance
- ◆ level of funding
- ◆ school day and/or school year
- ◆ administrative structure, including the number of administrators and supervisors
- ◆ number of teachers and/or guidance counselors
- ◆ number of support staff
- ◆ student services
- ◆ the use of distance educational programs or courses
- ◆ educational media services and personnel
- ◆ student enrollment
- ◆ grades served by the school
- ◆ the student population that causes program or staffing modification(s), e.g., the number of special needs students or vocational students or students with limited English proficiency.

**ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEES
MEETING Draft Minutes**

Library
R.J. Grey Junior High School

January 6, 2011
7:00 pm Joint SC Executive Session
7:30 pm Joint SC Meeting
followed by AB SC Meeting

Members Present: Brigid Bieber, Mike Coppolino, Herman Kabakoff, Xuan Kong, Terry Lindgren, Sharon McManus (7:10), Maria Neyland, John Petersen, Bruce Sabot
Members Absent: none
Others: Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr

The AB School Committee meeting was called to order at 7:03 p.m. by Brigid Bieber, chair. The APS School Committee meeting was called to order at 7:04 p.m. by John Petersen, chair.

JOINT EXECUTIVE SESSION

At 7:04 p.m., it was moved, seconded and unanimously

VOTED by role call: that the **Acton-Boxborough Regional School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.

YES (Bieber, Coppolino, Kabakoff, Kong, Lindgren, Neyland, Petersen, Sabot)

This was done after Brigid Bieber declared that an open meeting may have a detrimental effect on the bargaining position of the Board. She said the meeting was to discuss contract negotiations with the AEA.

At 7:04 p.m., it was moved, seconded and unanimously

VOTED by role call: that the **Acton Public School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.

YES (Coppolino, Kabakoff, Kong, Lindgren, Petersen)

This was done after John Petersen declared that an open meeting may have a detrimental effect on the bargaining position of the Board. He said the meeting was to discuss contract negotiations with the AEA.

At 7:30 p.m., the Committees were polled and voted to go out of Joint Executive Session.

JOINT SCHOOL COMMITTEE OPEN MEETING

APPROVAL of MINUTES

The minutes of December 2, 2010 were approved as amended on page 6 by both Committees.

STATEMENT of WARRANT

Warrant #11-013 dated 12/16/10 in the amount of \$1,343,220.78 and warrant #11-014 dated 12/30/10 in the amount of \$2,069,031.78 were signed by the AB Chairperson and circulated to the Committee for signatures.

Warrant #201113 dated 12/28/10 in the amount of \$598,724.11 was signed by the APS Chairperson and circulated to the Committee for signatures.

ITEM TAKEN OUT OF ORDER

Item 6.1 Recommendation to Approve ABRHS Trip to Italy, April vacation 2012 was taken out of order because a teacher was available for questions from the Committee. *See below.*

COMMITTEE COMMENTS

Herman Kabakoff announced that he would not run again for School Committee. He appreciated how welcoming everyone was when he was appointed to fill the nine months of Jonathan Chinitz's term leading up to the annual election.

John Petersen announced that he will run for the one year term left on Jonathan Chinitz's seat, creating two openings of three year seats.

Sharon McManus repeated her announcement from the December APS meeting that after 6 years on the Committee, she will not run again. She was thanked and said that it has been a wonderful opportunity to impact children's education and the community.

PUBLIC PARTICIPATION - none

JT UNFINISHED BUSINESS

1. ALG/FinCom Report

John Petersen reported on the 12/6/10 ALG meeting. He asked for comment on the way ALG operates and how an item like COPS funding keeps coming up. He advocated for supporting the municipal budget to pay for programs like police and not to make unusual arrangements. Not everyone at ALG is supportive of that position so John asked for the Committee's opinion. Xuan and Terry agreed with John. Herman asked if the Committee could be informed when the updated ALG spreadsheet is posted. John reported that there has been a lot of discussion at ALG about the recap process. Terry said there was something about the waterfall in the minutes that seems to imply that the waterfall would still be considered in the future. Terry asked John to tell ALG not to support the waterfall going forward.

Xuan Kong reported on the Fincom. Dr. Mills will present an overview of the budget to them next week. Several members asked Xuan to thank the Regional School Committee members for their support of a contingency plan (waterfall).

2. BLF Report

Maria Neyland reported that the BLF met last night. Their shortfall has gone down. She said that a 10% cut for state aid is one of their assumptions.

3. FY'11 and FY'12 Budget Update

Dr. Mills believes that the Districts are in pretty good shape because we have made some smart frugal decisions this past year. We have resisted the temptation to use a lot of the federal money right away. Steve thanked the FinCom, Board of Selectmen and the School Committees for their support. Now he has to look at needs (textbooks, technology) over a 3 year timeframe, July 2010-2012. Unaddressed needs exist and it is his job to inform people. This fiscal work is the first item in a 5 year strategic plan that the Subcommittee is now discussing.

Dr. Mills highlighted slide #5 noting the 1.6 % Change from Final FY'11 for K-12 Level Service Budget as a very significant number. He mentioned slide #9 "Compensation for Salaried/Admin" showing 48 employees to whom he would like to give a \$2,000 increase next year. The current FY'12 budget has a placeholder for a 3% increase for this group. He said that new staff is cheaper than those who have retired. Slide 14 shows a new term called "vacancy factor". This is the difference created when money is in the budget for staff but the person has not been hired yet. It

is not a surplus, but is more accurate to call it a vacancy. Health insurance is a huge budget driver and with 80% of the budget in salaries at APS, it makes it very hard to cut.

Slide #25 is key regarding how year end balances should be used. See slide #29 (ABRSD Summary) and #28 (APS Summary) with recommended amounts for textbooks and technology to be spent based on year end FY'11 status as reviewed in March. Dr. Mills emphasized that he is presenting a "need" list, not a "wish" list. He has never known a school district that did not have in place a textbook replacement policy. The Acton Community Access Television organization (ACAT) has informed Dr. Mills that they intend to move out of the High School and take equipment with them. 140 students a year use the equipment and more take classes using it. Dr. Mills will be meeting to see how this can be handled with a minimum of disruption and expense to the High School. Dr. Mills will continue to work closely with all of the Boards on the budgets.

Questions/Comments from the Committee heading into the All Day Budget Session 1/22/11:

- Please outline the plan to integrate the technology into the teaching plans.
- Questions may be emailed to Don and he will send the answers to the Committee.
- The 6 people that work in Community Education are the only ones funded by CE.
- Xuan stated that it is great that with the temporary funding sources a level service budget and some needs can be achieved, but this is accomplished using \$2m in reserve and one time funding. He asked, "If we take away this funding, what is the gross expense that the two districts incur - last year, this year and going into the future? What deficit structure are we creating with this budget, and at what price that is artificially reduced now?" For example, special education costs look like \$2m but really they are \$2.5 m because circuit breaker pays \$.5m. Marie Altierie said that there is no ARRA money in next year's budget. It was used this year for special education costs, so that is some of what was paid forward. One time grant money has not been built into these budgets. Don Aicardi agreed. Sharon McManus also expressed concern about understanding this point.

4. Health Trust Report

John Petersen reported on the 12/16/10 meeting. The trustees recommend that budgets be based on an 8% increase in health care costs because of the expectation that the voted rates in February will be no higher than 8%.

5. Subcommittee Updates

- a. Policy – Brigid Bieber reported that the subcommittee met on Dec 20 and discussed exchange students, student travel, field trips and corporate sponsorship
- b. Class Size – Amy Hedison reported that meetings have been held with all principals, and continue with students, parents and teachers. She suggested that as budgets are being reviewed, the Committee reframe "class size" because it varies so much by grade, age and subject. She said to consider the accessibility/approachability/availability of trained adults and how much the children feel the adults are available. It was suggested that perhaps the committee should break up class size to focus on younger kids, older kids, middle school and high school kids.
- c. Long-Range Planning – Steve Mills reported that at their first meeting, they discussed how to take the temperature of a community and decided that a survey would be done. They are looking at large chunks of information from various local searches over the past few years, and from other communities.

The APS School Committee adjourned. The AB Regional School Committee continued.

AB NEW BUSINESS

- 1 Recommendation to Approve ABRHS Trip to Italy, April vacation 2012

- a. Field Trip form (same as 12/2/10 packet)
- b. 5.05: Free or Discounted Travel and Admissions
- c. Comparison of costs- ACIS and EF Tours

This item was taken out of order earlier in the meeting because Blake Lochrie (staff member leading the trip) returned to the School Committee a second time to answer questions. When the trip came up at the 12/2/10 AB SC meeting, it was late and the Committee had a number of questions about the cost and the paperwork required from chaperones. Several members questioned why this trip cost \$4,000 per student and whether it should be offered by our school. Blake explained that the trip is run with a student-focus, as opposed to an older adult-focus which would be quite different. It is a very full agenda, day and night, and the accommodations are in a prime location, suitable for young people. Student safety is a priority. Xuan Kong said that as School Committee members, we need to try to make school experiences as inclusive as we can by not costing so much. Bruce Sabot advocated for the trips and perhaps trying to find ways to help kids pay for trip expenses if they really want to participate and are unable to pay for it. Terry said that we are offering lots of valuable experiences that cost money and some kids just cannot do it.

Mike Coppolino asked about insurance coverage. Blake said this company (www.ACIS.com) provides a significant amount of insurance. Regarding compensation, Blake said that as the trip leader, he goes for free. If there are above a certain number of kids on the trip, then he would get a free trip, plus if there are an even higher number of students on the trip, they would get some money. Blake said that this is usually about \$50 per chaperone and that they spend it on soda and incidentals for the kids. Blake said that he personally puts in a lot of extra time and effort between now and when they depart, to be sure things go smoothly.

Blake will be responsible for being sure all chaperones file the document required by Ethics Training. Marie Altieri will follow up. Brigid pointed out that the Principal and Superintendent both have to approve a trip before it comes to the School Committee. Xuan questioned whether Blake can accept additional compensation if a higher number of students go on a trip. Blake said that he has gone to France and England with AB students with this company and it has been extraordinary.

It was moved, seconded and

VOTED: to approve the ABRHS Trip to Italy, April vacation 2012

(YES: Bieber, Kabakoff, Kong, McManus, Neyland, Sabot NO: Coppolino,
ABSTAINED: Lindgren)

Blake and the staff who volunteer for student field trips were thanked for their efforts and dedication to bringing these wonderful experiences to the kids.

2 Recommendation to Approve ABRHS Trip to AYFP at Merrowvista

It was moved, seconded and unanimously

VOTED: to approve the ABRHS Trip to the American Youth Foundation Program (AYFP) at Merrowvista on 2/9/11 – 2/11/11

3 Recommendation to Approve ABRHS Trip to China, 6/23 – 7/13/11

It was moved, seconded, and

VOTED: to approve the ABRHS Trip to China on 6/23/11 – 7/13/11

(YES: Bieber, Coppolino, Kabakoff, Kong, McManus, Neyland, Petersen, Sabot
ABSTAINED: Lindgren)

Xuan said that the same questions exist for this trip, as they do for the Italy trip. He wants to be sure that our employees are clear about what they can and cannot do regarding these kinds of field trips, as well as the paperwork required.

4 Recommendation to Accept Gift from Qin Wang and Hua Yang to the High School

Materials for this meeting are posted on the schools' website at <http://ab.mec.edu/about/meetings.shtml>.

It was moved, seconded and unanimously

VOTED: to accept with gratitude a gift of \$1000 from Qin Wang and Hua Yang to ABRHS.

5 Recommendation to Accept Current Non-Resident 6th Grade Student from Blanchard School

It was moved, seconded and unanimously

VOTED: to accept the proposed Non-Resident 6th Grade Student from Blanchard School for FY11

There was discussion about how the Boxborough Teachers' Association contract can guarantee this placement, but it is pending a majority vote of the Regional School Committee.

AB FOR YOUR INFORMATION

7.1 ABRHS

- a. Discipline Report, December 2010
- b. Mathematics Olympiad

7.2 RJ Grey Junior High

- a. Discipline Report, December 2010

7.3 Pupil Services

- a. ABRSD ELL Student Population, December 2010
- b. OnTeam, Dec/Jan 2011

7.4 Curriculum Update

- a. Professional Development memo

7.5 FY'11 Monthly ABRSD Financial Reports

- a. Budget Status Summary
- b. Budget Status Summary – Special Education

7.6 Correspondence from the Community - *none*

7.7 Enrollment Report/Class Size Numbers – December 1, 2010

7.8 Revised School Improvement Plans (*changes in red*)

- a. RJGJHS
- b. Conant
- c. McCarthy-Towne
- d. Merriam

Dr. Mills highlighted these revisions. John stressed the importance of talking about the School Improvement Plans and asked Steve how they are reviewed.

7.9 FY'10 AB Food Services Report, *Kirsten Nelson*

7.10 Proscenium Circus' production of *Urinetown*, Jan 28 – Feb 5, for 2 complimentary tickets for School Committee members see Beth by Jan 20th

7.11 Letter to the Editor: The Beacon, *John Petersen*

7.12 AEA Grant Recipients

The meeting adjourned at 9:40 pm.

NEXT MEETINGS:

January 20 - 7:30 pm, APS SC Meeting at RJ Grey JH Library

January 22 – 9:00 am – 3:00 pm, JT SC Budget Presentations at RJ Grey JH Library

February 3 – 7:30 pm, Open Budget Hearing (AB) at RJ Grey JH Library

February 17 – 7:30 pm, Open Budget Hearing (APS) at RJ Grey JH Library

Respectfully submitted,
Beth Petr

Documents Used: See agenda attached

Materials for this meeting are posted on the schools' website at <http://ab.mec.edu/about/meetings.shtml>.

ALG Minutes Jan 31 Draft

Present: Bart Wendell, facilitator; Lauren Rosenzweig Morton, Mike Gowing BoS; John Petersen, Xuan Kong, SC; Mary Ann Ashton, FC; Steve Mills, Don Aicardi, Steve Ledoux & John Murray, staff. Absent; Bill Mullin, FC.

Audience: Marie Altieri, school staff, Clint Seward, FC; Ruth Kohls, LWV; Paul Huff & Bob Ingram, AVG

Minutes of Jan 13th were accepted

Budget Revenue Update FY 11& 12

Steve L: there has been no indication of 9c cuts. Excise tax bills will be due in Feb where approximately 80% of that revenue will come in. The snow & ice budget was all spent up by the last storm. In the past, they tried to cover the deficit from the operational budget before the close of the FY. "The situation does not look good" based on the weather forecasts.

For FTY 12 House I has a 10% cut in local aid & level Ch 70---going by the ALG plan it is a positive \$1.6m swing.

Mills: Aton, unlike other districts has tried to protect services—but there have been serious cuts. I do like the Governor's statement to increase Ch 70 ; we've downsized the IT dept: have not replaced an asst. superintendent. We've spent \$1m less than budgeted—have not spent the all the stimulus money; holding off on Ed Jobs money. The vote on the regional budget is next Thursday. The report to the SC gave the following options: A. Judicial spending to keep level service B buy needed technology & text books C. let the money flow back into E&D & free cash D. combination. Mills said that if he knew last September what he now knows, he would have spent the ARRA money on the textbooks & technology. In some cases our assumptions have been too conservative---we have a lot of needs—especially in personnel---our class sizes are far too large.

Bart: what about the revenue side?

Lauren: we need to have more discussions. Last year the town shifted \$96k to the schools & now the town is faced with a snow & ice deficit; there are critical positions we have not filled

Bart: I have a sense that ALG was put together out of desperation because we could not talk together. Things can "blow up " here or outside---it's far better that it happens here rather than "back stage" You all need to decide & be very clear as to what you want & need

John I think we're talking about the spreadsheet--**#3 on the agenda**

Don went through the changes in the spreadsheets; on the revenue side the \$500k in new growth has been lowered to \$75k; revenues that are directed solely to the library & school on the recap sheets have been removed; school choice revenue is removed making a \$299k drop in available revenues; Minuteman assessment (\$288k) HIT correction \$104k positive

Basically there is a \$2m deficit for FY 12

MA: last year the FC asked that the use of reserves be kept to \$2m---it was in the ALG plan. We now see that \$3.28m was used

Don: the actions of Town Meeting---contracts, the purchase of the Caouette land (\$753,190) the use of \$808K from NESWC & \$748 from E&D makes the total \$3,278k

J. Petersen: the contracts were not discussed at ALG & were outside the model.

J. Murray; we must go back to Town Meeting to vote on the contracts & cannot take the money from operations but must use that set aside for the contracts. Once the contracts are settled, the money comes from the operating budget

JP: ALG sheet is a model not a plan—it is one of the tools for budget planning; the ALG plan is at least \$1.5m in error for revenues. The issue is to use these numbers as a gut feeling to get to the budgets--- it would be a happy case to look at the Town budget as providing needed services at a reasonable total.

Mike: it's tool, much as a speedometer---we have to be in the same realm—as to the State numbers we really don't have a clue---I think it's pushing it a bit to say we have a big error. All we're talking about is the use of reserves---we don't have any "extra"

Lauren: We need to focus on the budgets---I think both are sound—efforts need to keep them at level service & honoring past agreements where everyone is covered for what they need.

JM On the comparison sheet—above the \$2m we need another \$2.1m to balance the use levels or do cuts—House I has \$330k gift or cut. We are already saving from HIT@ \$70k so the amount drops to \$260k

J P: the rates for the HIT last year were too high—I think we will vote to lower the increase to 8%

MA: I think we have done well in the past with our projections. But House I is the first budget to come out---it still needs to go through the House & then the Senate---it could change a lot. There is still a structural state deficit.

I would like to use the Governor's budget less 5%

JP: agree & disagree. We have been way too conservative and have left money unused where there have been real needs that are unmet---we need to state that our unmet needs will require \$2.5m in reserves

Mike: we can put a "stick in the ground" at \$2.5m The town also has capital needs if we use all the reserves in two years we will not have any left.

MA: the FC feels very strongly that the \$2m is the limit for reserve use. We had that limit last year but in fact spent \$3.278m---there are still contracts to be settled and we have the snow & ice...we need to be conservative

Bart: I am hearing a strong push-back on the \$2.5m

Xuan: I have been listening but I need to be an advocate for the schools---the SC will have to make the ultimate choice---we cannot allow the children to have 20 year-old text books. I know the FC said \$2m but if the SC really needs the money (\$200K) we do not want to be held to a precise number

Bart: I'm hearing between \$2 & \$2.5m range for the reserve use—is that before the close of Town Meeting---before the payment for the deficit in the snow & ice?

JM: what about the reserves of AARA & EdJobs?

Lauren this money was meant to plug holes in the schools budget---so they don't need to use as many tax dollars

Bart: can someone suggest a proposal for agreement?

Mary Ann: my proposal: Steve Mills saves the Ed Jobs for FY 13--& it does not appear on the ALG spreadsheet this year BUT does appear as reserves for FY 13

Steve M: If I knew this I would have spent the ARRA money last fall. I don't want to see pain on the town side---feel quite strongly that 5% is a \$970k problem (HIT needs to be scrubbed---as do others. What I see as constituting local revenues is the Cherry sheet---Ch 70 Ed Jobs id for FY 13 & is a one-time revenue

Mike: when you use Ed Jobs money you free up other cash

Bart: do we have an agreement to include a proposal for Ed Jobs & AARA?

Don: there's no AARA pot

JM: some want the capacity generated by AARA should be in reserves, others say capacity should not

Bart reminded that one ALG could not tie the hands of the next year.

There was concern on the Town side that there would be level service on one side & level service plus on the other.

It was agreed that Ed Jobs money would be shown as revenue for FY 13

Mary Ann: let's assume from the governor's budget 5% off; ---that will give the sc a better chance to decide which numbers to use; with HIT at 5%

There was a general consensus that there needs to be better scrubbing of the numbers & the info that was now in hand did now allow that---reducing the budgets to stay within the \$2m use of reserves will mean cutbacks. There was also a recognition that each entity would need to make priority lists and as the revenues become clearer, items will be added to the operations or eliminated.

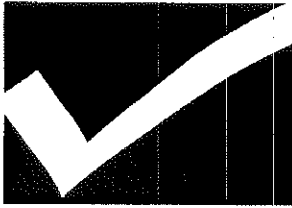
Mary Ann: asked that three year plan be added to the agenda

Bart said he could not make the next scheduled meeting.

The next date will be decided by email.

Adjourned 9:15

Ann Chang



Acton Leadership Group Meeting

March 02, 2011

7:15 AM

Town Hall, Faulkner Hearing Room

Bart Wendell Facilitating

----- Agenda Topics -----		
1. Approval of Minutes, January 31, 2011	General Discussion	
2. Budget Revenue Update FY 11 and FY 12	Steve Ledoux Steve Mills	
3. ALG Spreadsheet	General Discussion	<ul style="list-style-type: none"> • Revenue Assumptions • Budget Assumptions • Reserve Use • COPS Program Funding
4. Finance Committee, Contingency Planning	Mary Ann Ashton	
5. Update on Minuteman Tech	Dore' Hunter	
6. Adjourn		

File: JFABB

ADMISSION OF EXCHANGE STUDENTS

The District may accept, on a tuition free basis, with the approval of the building Principal and the Superintendent and on a space available basis, up to three exchange students total in grades 7 - 12 per year. The exchange student must:

Deleted: Committee

Deleted:

- 1) Be sponsored by an officially recognized exchange student program.
- 2) Reside with a host family in one of the district towns.
- 3) Have a working knowledge of the English Language.
- 4) Hold a J1 Visa.

Students who are accepted and placed in grade 12 will be ineligible to receive a diploma, but may be awarded a certificate of attainment.

Verification of local residence and pertinent records must be provided by the student/organization to the District before approvals are issued.

Deleted: administration

Deleted: 1/27

2/23/11

S.M.A.R.T. Goals 2010-2011

(Voted 11/4/10) 2/28/11

Mid year update: 2/11
Final Update: 6/11

Specific
Measurable
Attainable
Related to Student Academic Outcomes
Time-bound

Goal #1. District-wide: Supporting High Quality Instruction in every school, every classroom, every day					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
All schools in Acton and Acton-Boxborough provide learning environments in which students are empowered to apply what they’ve learned, to think critically, to communicate their ideas and to assess their learning. These skills and the content standards are taught through a variety of instructional materials and strategies. To those ends, we are committed to assessing the alignment of standards, articulating effective instructional	a. Implement the priority “next steps” of the Leadership Institute, “ <i>It’s All About Instruction</i> ” and the ways in which leadership supports effective instruction. b. Convene a <i>Teaching and Learning Committee</i> representative of the grades and departments K-12. c. Assess the current status of literacy in the district; (standards, curriculum, assessments,	By June 2011	Superintendent, Director of Curriculum and Assessment	1. The successful completion of the priority next steps of the Leadership Institute 2. A written District Literacy Plan to be implemented and evaluated in the following two school years. Plan written and finalized by June 2011. 3. Documented and shared updates to our K-12 ELA benchmarks 4. A summary of the evaluation of and	1. “It’s All About Instruction” message is established, First session of T-to-T Initiatives is complete, Second session implemented, Grades 1-6 using Benchmark Reading Assessment and Running Records, K-2 using formative math assessment,

practices, and providing our staff with a vibrant professional development program. In addition, developing a district-wide curricular plan creates an opportunity for coordinated intra- and inter- district efforts and curricular discussions.	<p>instructional practices, family and community involvement)</p> <p>d. Develop a Literacy Plan to be implemented the following academic year.</p> <p>e. Align ELA curricular standards with common core standards and identify what students will know and be able to do at the end of each grade level</p> <p>f. Begin process to identify power standards and areas that need additional resources and/or professional development based on research of instructional practices</p> <p>g. Evaluate the structure and offerings of our professional development program to determine if it meets the needs of the districts', schools', and staffs' goals.</p>			recommendations for the professional development program. Summary to be written by June 2011.	<p>Conversations taking place at JH and HS, Administrators/BDLs/RDLs are getting into the classrooms, Identification of video clips of instruction in progress, Task Force identified to work on Teacher Eval and processes.</p> <p>2. Committee of 21 educators has begun work on District Literacy Plan, considering the Practices of the District following DESE protocol</p> <p>3. Committee of K-12 teachers, led by Matt McDowell, reviewed summer work of ELA Curriculum Sub-committee and created template that is being completed for each grade.</p> <p>4. Committee of K-12 teachers and admin, led by Eileen Sullivan, met and discussed adult learning, created a survey for the district using The National Staff Development Council information</p>
Goal #2. District-wide: Bullying Prevention and Intervention					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
Bullying Prevention and Intervention Task Force members agree that all schools in Acton and Boxborough must include a bullying prevention approach that is proactive and educational. Moreover, research indicates that creating a supportive school climate is the most important step in preventing incidences of bullying, teasing, and harassment. This approach includes five specific components: a commitment to a pro-social curriculum and/or program that promotes positive peer relationships, annual discussion of the Bullying Prevention and Intervention Policy with students and staff, adequate supervision of students to address bullying prevention and intervention, on-going	<p>a. Continue to provide training for school staff, with regards to promoting safe schools and recognizing the signs of harassment and bullying and promoting a concurrent response for the perpetrator, victim and bystanders.</p> <p>b. Continue to provide training for school staff regarding internet safety.</p> <p>c. Community Symposium in partnership with outside agencies (CAFY, ABCHY, etc.) focused on bullying prevention.</p> <p>d. Develop a multifaceted and systemic approach that includes:</p> <p style="padding-left: 40px;">(1) Developing a common language for recognizing harassment and bullying issues/incidents.</p> <p style="padding-left: 40px;">(2) Educating and empowering students</p>	By January 2011	Superintendent, Building Principals, Director of Pupil Services	<p>1. Operationalize procedures for recognizing, investigating, reporting, and responding to bullying issues and incidents; development of record keeping procedures for effective intervention and responses to incidents of bullying, teasing, and harassment; document reductions in bullying incidents. Document written by June 2011.*</p> <p>2. Document reductions of violations of internet improprieties. *</p> <p>3. List common definitions and language and prevention activities.</p> <p>*Since no previous data has been systematically collected, we will establish a baseline during</p>	<p>In response to the new bullying prevention and intervention law, the District has developed and adopted a bullying prevention and intervention Plan. Bullying prevention initiatives have been operationalized to ensure a safe and supportive learning environment for students including:</p> <ul style="list-style-type: none"> • Annual training for all school staff • School based training for students addressing specific bullying prevention approaches

training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying, and supporting bystanders and victims, and finally, systematic evaluation of the overall bullying prevention and intervention approaches used by the school. The school committee is now reviewing a revised bullying prevention policy and related procedures that include methods for responding to the bully/perpetrator, the victim/target and any bystanders/observers.	(3) while involving them in prevention activities through specific programming and training. Involving parents/guardians in anti-harassment and bullying efforts.			school year 2010-2011, and future outcomes, 2011-2012, etc. will be measured against the 2010-2011 baseline.	<ul style="list-style-type: none"> • Reporting, responding and documenting of bullying and cyber bullying incidents • Purchasing pro-social research based curriculum for all schools • Promoting safety through prevention strategies including but not limited to professional development, age-appropriate curricula and in-school support services. • Communication and collaboration with families through parent forums, workshops, and mailings
Goal #3. Pupil Services (with a focus on Achievement)					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
Pupil Services places the highest value on student achievement and respects that each child has a unique set of skills for learning. That said, the community must have its administrators and faculty committed to the principle of high standards for achievement and engage students in dynamic, creative ways to encourage a thirst for learning. Pupil Services sets achievement as that top priority, creates an environment that is conducive to learning, executes the integrated Commonwealth's frameworks and standards, delivers solid instruction and measures and evaluates that growth across curriculum lines.	<ol style="list-style-type: none"> Evaluate student needs through Child Study Team and Student Assistance Team monitoring. Create an environment for more integration into regular education classes. Enhance efforts for regular education initiatives including professional development on differentiated instruction, literacy development, and strategies for learning. Examine and highlight "pull aside" models within regular education (separating regular education students by skill and providing small group, short term tutorials) that are connected to the curriculum being taught. Examine and highlight "pull out" models within special education (a special education model for small group instruction outside the classroom) with an earlier return to the regular education classroom. Develop opportunities for teachers to define, share and redirect learning strategies (focused; intentional). 	By June 2011	Superintendent, Director of Pupil Services	<p>What effect did the aforementioned strategies have on achievement?</p> <ol style="list-style-type: none"> 1. Randomly observe the child study teams to ensure that student needs and subsequent subscribed learning strategies are rapid, efficient, and effective. 2. Examine two factors: the number of students affected by the CST and number of referrals to special education and the number of student IEPs that shifted to more integration during school year 10-11, including out-of-district. These reports will be written by June 2011. 3. In developing the needs of the professional and support staff, focused development on learning strategies for literacy and math is emphasized. A compilation of focused (intentional) workshops that target students' needs will be documented. This report will be written by June 2011. 4. Teacher input from special and regular education teachers and the success of students' performance will be documented through a random sampling of those who 	<p>Through child centered approaches and preventative work, a positive decline is evident in the percentages of students receiving special education services; 17.7% in FY08 to 15.9% in FY11 and 15.7% in FY07 to 14.9% in FY11. Pupil Services took the following action steps:</p> <ul style="list-style-type: none"> • Establishing a close school-home partnership • Ensuring open dialogue between parent/guardian and the school • Retraining our child study teams for better efficacy and efficiency • Increasing collaboration with building principals so that all students have <u>equal opportunity</u> to learn • Implementing our action plans from the Special Education

				participated in these models. 5. See above. 6. Summarize and document efforts and results from co-planning opportunities for teachers, including specialists and clinicians.	Fiscal Drivers Task Force, December 2008. • Successfully completed and received excellent ratings from the DESE Coordinated Program Reviews of both Districts
Goal #4. Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
The community places a high value on the preservation of an excellent education for its students and highly involved citizenry. In light of the current economic picture, identifying new sources of revenue, reviewing personnel needs and costs, as well as actively engaging in community forums and discussions will be required to manage what can only be described as a fiscal crisis for our schools. State revenues will be volatile as we proceed with budgetary planning and we anticipate that 9c cuts within the current fiscal year will impact FY12 projections.	a. Define budget assumptions for FY12. Prepare budget calendar. b. Identify specific FY12 budget projections. c. Re-evaluate school choice opportunities. d. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF). e. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough. f. Identify long-range needs and develop a rational capital management program. g. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related.	Ongoing through the fiscal year	Superintendent, Director of Finance	1. Prioritize personnel needs and costs as well as curriculum/program needs. 2. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs 3. Reduce the price per therm of natural gas by 5% for budget savings. 4. Visit each school to learn how to maximize dollars in order to meet instructional goals. 5. Prepare balanced budgets for approval by both town meetings that promote instructional goals. 6. Perform monthly review of budget status throughout the fiscal year and report to School Committee on a regular basis.	1. January 2011 2. January 2011 3. Reduced the supply cost of NG by 31% for FY12 to FY14 4. August 2010 5. Spring 2011 6. 1st Report , Spring 2011
Goal #5. Supporting Faculty and Staff					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
We actively promote collaborative relationships among staff and administration and the community. In addition, we are committed to initiating working partnerships with the Town, the business community, neighboring school districts, and	a. Ensure that the faculty and staff are of high quality and are mentored, supervised and supported to perform at the highest professional level. b. Continue to develop a strong and experienced	By June 2011	Superintendent, Director of Personnel	1. Continue to maintain 100% highly qualified professional teaching staff as determined by the DESE through NCLB. 2. The successful completion of contract negotiations, resulting in contracts for 2010-	1. The DESE EPIMS submission for October 1 staff showed 100% highly qualified staff for APS and AB. The state has increased the EPIMS

organizations. Within this partnership, we view the classroom as the heart of the school system. To provide an appropriate learning environment in the classroom, we are committed to recruiting and retaining outstanding teachers, and providing those teachers with supervisory and evaluation procedures that are collegial, supportive and accountable.	<p>leadership team amidst significant retirements over the last three years.</p> <ul style="list-style-type: none">c. Complete Negotiations with the Acton Education Association, Office Support Association and AFSCME;d. Support high quality instruction in every classroom, every period of every day.e. Reduce duplication of work/systems through improved automation of electronic programs.			<p>2013 that fit within available revenues.</p> <ul style="list-style-type: none">3. Ongoing support and mentoring of five new administrators that were hired and began new roles in the summer of 2010.4. Support high quality instruction by increasing opportunities for administrators and teachers to observe instruction, including walk -throughs, peer observations and informal observations.5. Facilitate a complete review and update of the districts' teacher evaluation tool through an inclusive process. Create this document during 2011.6. Continue to automate personnel functions including the rollout of Munis Employee Self-Service. Review and update systems to consolidate personnel and finance functions wherever possible.	<p>submissions to three times per year and included student course schedules for each teacher.</p> <ul style="list-style-type: none">2. The OSA and AFSCME contracts changes have been implemented. Contracts have been updated, signed and distributed. A complete revision of OSA job descriptions has been completed and distributed. The administration and School Committee continues to work to complete AEA negotiations.3. In collaboration with the Curriculum and Pupil Services offices, teachers have been given the opportunity to spend two half days or one full day observing other teachers in various aspects of their craft through the "teacher to teacher" initiative. Feedback has been very positive.4. The "Evaluation Process Review Task Force" has been formed and will begin to look at evaluation systems to make recommendations. Kim Marshall, a renowned educator who has developed one such evaluation process came to AB and presented several ideas related to evaluation. Over 40 staff members (administrators and teachers) attended the session. This work will continue over the next year.5. More pieces of Munis' Employee Self Service has been rolled out, including staff members having access to W-2 and payroll information. Munis is being upgraded which will allow for more pieces of Employee Self Service to be implemented. Finance and Personnel continue to work very closely to find efficiencies wherever possible.
--	---	--	--	--	--

Goal #6. Establish a supporting role for the Facilities Department to integrate into curriculum development and outstanding instruction.					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
Utilize the Facilities Department and resources to continue to and become more integrated in the Districts' over arching goal of supporting high level instruction, excellence in curriculum development, and a complete high level educational experience for all stakeholders.	<ul style="list-style-type: none"> a. Establishment of an official energy conservation and education curriculum supporting all schools and grade levels using grant funding to get the program off the ground. b. Make the Director of Facilities available minimally once per academic year to each school building in a basic substitute capacity. To better familiarize the department with the issues facing teachers in the school buildings and to better understand the level of instruction we currently deliver. Also, this gives the teacher being substituted for the availability to take part in their own professional development opportunities. 	To be completed by June 2011	Superintendent, Director of Facilities	<ul style="list-style-type: none"> 1. Reduction in overall district energy consumption by 3% across APS / ABRSD from established baseline. 2. By June 2011 substituting by the Director of Facilities should have occurred in seven of seven district school buildings. 	<ul style="list-style-type: none"> 1. Will attain goal of 3% reduction by June. 2. Four visits completed as substitute teacher to better understand "It's All About Instruction"
Goal #7. Leverage technology to effectively support educational and operational goals.					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
The district recognizes and values the importance of technology in our schools and administrative offices. The Educational Technology (EdTECH) department will build the foundation, vision, and district capacity needed to leverage the power of technology as a tool to enhance instruction, engage student learning, improve operational efficiencies, and inform decision	<ul style="list-style-type: none"> a. Unite the TII and IT departments under one umbrella, the Educational Technology department with a focus on cultivating a learning culture. Educational Technology staff will define workflow processes inclusive of operational and academic tasks. The team will create an internal knowledgebase 	By June 2011	Director of Technology	<ul style="list-style-type: none"> 1. Completion of 3-5 Year Educational Technology Plan 2. Assess end-user satisfaction of the educational technology department through online end-of-year survey. 3. Uptime of services to be above 95% 	<ul style="list-style-type: none"> 1. Technology Plan drafted and presented to School Committee (Nov 2010) and submitted to DESE 2. Not applicable 3. Uptime Performance Metrics

making.	<p>accessible to all members.</p> <p>b. Support high quality instruction in every classroom, every period of every day. Educational Technology leadership will meet with constituents of the learning community by attending monthly site visits to schools and be accessible to teachers. All Educational Technology staff will be encouraged to participate in appropriate technology meetings.</p> <p>c. Provide high quality, service-oriented technology support to schools and central offices.</p> <p>d. Maintain infrastructure to ensure delivery and maximum uptime of services with an eye towards cost-efficiencies. Participate in community task-force initiatives.</p>				<p>(July 19,2010- February 17,2011)</p> <ul style="list-style-type: none"> Servers Availability = 99.52% Overall Network = 99.88% Internet Availability = 99.86% Network Services Avail = 99.89%
Goal #8. Community Education: Improve Use of Facilities Reservation Process					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
Our school buildings are a valuable resource for the greater community. Community Ed. processes more than two thousand requests for space each school year including a significant number from non-school groups. The current process requires all requests to be submitted on paper. It is inefficient and time-consuming for users, for Community Ed, and for school district staff.	<p>a. Explore online reservation system options.</p> <p>b. Seek system that allows approved permits to be circulated electronically, reducing paper.</p>	FY11 with roll out of new process for 11-12 school year	Director of Community Education, CE staffer overseeing Use of Facilities	<p>1. Use of Facilities space reservation process is done online.</p>	<p>1. Two-day onsite training held with an ActiveNet consultant to help us work through initial issues/set-up to allow outside users to request space electronically.</p> <p>2. Working on punch list of additional items and hope to begin testing the system in April. A variety of potential users (within the district as well as outside) will be asked to try it out and provide feedback/concerns so we can make adjustments.</p> <p>3. Goal remains to have the new system in place for the 2011-2012 school year.</p>

<p>Goal #9. The successful attainment of AYP for the special education subgroup in mathematics at RJ Grey Junior High School</p>					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011
<p>While RJ Grey Junior High met its AYP targets in the participation, performance and attendance categories for the aggregate, it did not meet the AYP target for improvement in the sub-group category for special education in mathematics. Because we are concerned about and committed to improving the performance gap that has been identified between this sub-group and the aggregate, we will use an analysis of the data, curriculum, instructional strategies and personnel to develop and implement a comprehensive plan to shrink this gap.</p>	<p>In addition to the five steps taken in 2009– 2010, we will implement the following curricular and instructional changes:</p> <ul style="list-style-type: none"> a. Add a certified math teacher to co-teach Math Fundamental classes. b. Offer a Math Support class for a particular sub-group of students (during the school day). c. Implement the change of sequence of the math curriculum to cover required MCAS topics in a timely manner. d. Allocate time within Learning Centers to practice and reinforce MCAS topics and strategies. e. Follow a calendar, day-by-day, of all MCAS topics to be covered. f. Address the behavioral supports needed for an identified group of students with emotional and attentional challenges g. Schedule bi-weekly administrative meetings (including regular and special education staff) to monitor programming and progress for identified student at risk; both regular and special education. h. Offer targeted professional development to enhance the use of math related strategies across settings 	<p>School Year 2010-2011</p>	<p>Stephen Mills Craig Hardimon</p>	<p>Despite having a myriad of instructional needs, the special education subgroup at RJ Grey continues to demonstrate increased proficiency level on the spring mathematics 2011 MCAS test. In order to make AYP in 2011, the special education subgroup's goal is to achieve the subgroup's target range of 71.1-76.1.</p>	<p>The Turnaround Team identified and implemented a series of initiatives to continue our efforts to prepare students for the upcoming MCAS exams in Math. With specific attention paid to our special education subgroup, the following action-steps have been taken:</p> <ul style="list-style-type: none"> ▪ Development of a “mock” MCAS math exam to assess student strengths and weaknesses regarding common exam question types. ▪ Administering the mock MCAS math exam to ALL special education students, which also allowed us to gage whether students not originally being monitored should be included in our efforts moving forward. ▪ Scoring and reviewing the mock MCAS math exam and identifying trends and patterns related to students who shared specific disabilities and challenges (i.e. performance of students with anxiety, with social/emotional difficulty, etc.). ▪ Reviewing the mock MCAS math exam results and explore appropriate supports and remediation programs to support varied needs. Identified different models of tutoring support and incentives. ▪ Began the process of identifying specific strategies

					and measure to implement during the actual administering of the MCAS exam (optimal grouping and testing environments, new accommodations for individual students)
--	--	--	--	--	---

**ACTON PUBLIC AND ACTON-BOXBOROUGH REGIONAL SCHOOL
COMMITTEE MEETINGS (approved 9/2/10)
(Minutes of Workshop only)**

**Sargent Library
427 Massachusetts Ave.
Boxborough**

**Wednesday, July 28, 2010
6:00 p.m. Joint Executive Session
followed by Joint School Committee Workshop
followed by Joint School Committee Meeting**

<i>Members present:</i>	Brigid Bieber, Michael Coppolino, Herman Kabakoff, Terry Lindgren, Sharon Smith McManus, Maria Neyland, John Petersen, Bruce Sabot
<i>Members absent:</i>	Xuan Kong
<i>Others:</i>	Steve Mills, Beth Petr

JOINT SCHOOL COMMITTEE ANNUAL WORKSHOP

1. Annual Agenda

The Chairs will work with Beth to update this list of upcoming business (particularly VOTES).

2. List of Committee Assignments

See Attachment A. The new Director of Curriculum and Director of Educational Technology positions will be added to the Admin Benefits Handbook, page 14, for School Committee to vote on at next meeting. Beth will work with Steve and Marie on this. Beth will see if Herman is required to do the New School Committee member training, given that he was appointed for a term of only 8 months. Steve Mills will get an update on the Corporate Sponsorship activity for the next meeting.

3. Open Meeting Law Changes - change any current practices?

Major changes have been made to Postings, Minutes, and Executive Sessions. Most members attended the Acton and Boxborough Open Meeting Law forums. Beth attended both and is comfortable with the changes and asking our attorney, if necessary.

4. Potential Areas for Committee Work:

a. Central Office Reorganization

John Petersen asked what role the committee would like to play in this process, and how they would like to feed ideas to Steve. Maria and Bruce feel they have no role in how Steve sets up his Central Office, or salaries. Sharon agreed. John agreed but pointed out that CO is different because of School Committee's fiduciary responsibility. Terry said that the Committee needs to understand the job descriptions, but should not be in the role of creating. Mike questioned why we don't have an assistant superintendent and formal chain of command. Steve Mills is completing the most significant work he'll do during his Superintendency by creating his own Administrative team. He is very excited about how it is shaping up. Brigid asked Steve to speak up if School Committee members are going directly to staff for too much information. Steve was asked to give the message to his Central Office staff that it may be OK to say no to a School Committee member if they are asking for too much, given the time constraints the Central Office is working under.

b. Explore ways to move Hayward Center/other sped programs for long-term savings

Mike wants to pursue any and all initiatives that might bring programs and kids back into our districts. He would like Liza and Don to consider the return on investment

that programs would bring (buy a van?). He does not want this to be a subcommittee.

c. Increase targeted professional development

APS and ABRSD are way behind in per pupil expenditures on professional development, an important way to make better teachers. This is a budget discussion item – where on the priority list should targeted professional development be.

d. Sub-Committee to engage in long term visioning and planning

The Committee agreed this is valuable, but some members questioned the priority level given all of their other pressing issues. Varying opinions were expressed regarding who is responsible for developing the vision for our schools (Superintendent or School Committee?). The demographics survey data is one tool that can help guide the vision. Boxborough Schools have their 5 year enrollment plan on their website. The Committee agreed to continue this important discussion at a future meeting. Xuan's original email will be included in the next meeting packet.

e. Policy Issues (i.e. Early Admission to K, Exchange Students, Field Trips)

Policies will be a focus for the fall. A new one for Corporate Sponsorships will be needed. Sharon will pull a list together. Religious holiday/calendar issues should be reviewed before doing next year's calendar (January).

5. School Committee Effectiveness

a. Have meetings end by 10p.m.

The Committee agreed to try to stay on topic and the Chair was asked to control discussion as appropriate. It was requested that joint meetings and presentations be kept to essentials only. More frequent meetings during budget time may be considered.

b. Improve Committee working together constructively

Some members felt the Ground Rules and Contributions cards created last year were valuable and should be kept. The Committee represents the community and should exemplify civility at all times. Differences in understanding statements and ideas are to be expected in any group. A key in a disagreement is often a misperception. When starting a debate, the Committee agreed to be very clear about what the SC is being asked to do or decide. It helps to focus on the discussion.

c. Discuss public perception of School Committee

The Committee agreed about the importance of respectful behavior and good judgment when it comes to their meetings. The public is relying on them to make important decisions and they agreed that they all take that responsibility very seriously. It was suggested that a group photo be taken and posted on the School Committee website.

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

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

Submit for Superintendent and School Committee approval

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

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

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

Please TYPE or use COMPUTER FORM

- Name of Teacher(s): Patrick Grucela _____
- School: ABRHS _____
- # of Students going: 32 # of Chaperones (gender): 3 (male) _____

Names of Chaperones: Patrick Grucela, Garrett McCarthy, Tony Ammendolia

- Date(s) of Trip: 4/29/11-5/1/11 School Time Involved: 1 day _____
- Purpose of Trip/Destination: non-league baseball game / Easton, Penn. _____
- Have you taken this trip before? yes _____
- Any special arrangements required (such as extra insurance, ADA accommodations)? no
- Cost per Student: (Please describe how the cost is determined.) \$300
- Who will pay for the trip? AB Baseball Boosters cover 2/3 of cost and students cover the remaining 1/3
- Has any fundraising been done? yes If so, what? Gold card sales _____

- Are any parents driving? no _____

If so, have appropriate insurance forms been filled out? _____

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

• Other comments:

✓ Approved Not Approved

S. Desj
Department Leader

2/4/11
Date

✓ Approved Not Approved

Albert Allen
Principal

2/4/11
Date

✓ Approved Not Approved

St. H. M. M.
Superintendent

2/7/11
Date

 Approved Not Approved

School Committee

Date

February 4, 2011

To Superintendent Mills and School Committee:

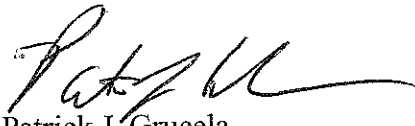
The Acton-Boxborough Regional High School varsity and junior varsity baseball teams are proposing a trip to Pennsylvania during the upcoming spring season. Over the last four years, we have developed an interstate rivalry game with my alma mater, Easton Area High School of Easton, PA. We have hosted Easton in 2007 and 2009 and traveled to Easton ourselves for a games during the 2008 and 2010 seasons. After the success of this trip and our relationship with Easton, we are looking to travel there again this spring.

The dates of the trip will be during the last weekend in April and would require players missing one day of school on Friday April 29, 2011. The varsity and junior varsity teams, accompanied by coaches and parents (driving separately and without students), will depart Acton-Boxborough Regional High School Thursday afternoon or early Friday morning. The team will travel directly to Easton, check in to the Holiday Express, and have a practice Friday afternoon on the Easton Area High School field. The varsity and junior varsity games will be played on Saturday afternoon. The Easton Area High School baseball program is hosting a dinner for both teams at the high school on Saturday evening. We will depart Easton on Sunday morning, stopping along the way to attend a major or minor league baseball game, depending on ticket availability. We will also partake in an historical walking tour of New York city on the return trip. The teams will arrive back at Acton-Boxborough Regional High School on Sunday night in preparation to attend school Monday morning. There will be no baseball practices or games scheduled for Monday afternoon.

While taking a trip of this magnitude takes a lot of effort and support from the school and community, the benefits are well worth it. The student-athletes will get to visit key educational sites related to the founding of our country, build relationships with other young men in another state, experience what it would be like to travel and play ball at a higher level, and most importantly, develop greater camaraderie with their teammates. Funding for the trip will take place through the baseball boosters, with much fundraising help from the players and coaching staff.

The coaching staff understands and appreciates all the hard work done by you in supporting all teams and student organizations in the Acton and Boxborough school communities and we especially thank you for your continued support of the baseball program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patrick J. Grucela', written over a horizontal line.

Patrick J. Grucela
Head Varsity Baseball Coach

To: Stephen Mills, Superintendent, Acton-Boxborough Regional Schools
Acton-Boxborough Regional School Committee
From: Alixe Callen, Principal, ABRHS
Re: Student Handbook Policy Change
Date: February 16, 2011

Our Student Handbook includes two appendices that are particular to student-athletes and those students involved in extra-curricular activities (Appendix 1: Extracurricular Agreement – Athletics – Senior High School and Appendix 2: Extracurricular Agreement – Senior High). As you know from our conversations earlier this year, much of the content of those appendices is drawn from the Massachusetts Interscholastic Athletic Association's policies. However, the so-called "Captain's" and "Officer's" Rules are specific to Acton-Boxborough. They read:

Captain's Rule (page 35, Student Handbook)

If a captain of a team has been found to have violated the above rule, his or her captaincy will be revoked as well. The revocation of captaincy shall be for one calendar year (12 months) from the date of the violation of the first offense.

Officer's Rule (page 37, Student Handbook)

If a student officer of a class or school sponsored organization is found to have violated the above rule, the student will no longer be eligible for that position and any other leadership role for one calendar year (12 months) from the date of the violation.

These rules apparently date back approximately 20 years, when they were proposed by the Superintendent's Advisory Council. Over the years since, both high school administrations have noted significant concerns with this policy.

While I wholeheartedly agree that a student should be removed from any current leadership positions as a result of a chemical health violation, I do not believe that rendering them ineligible for a full year afterwards provides either a disincentive to engage in future misbehavior or an opportunity to grow and learn from the incident.

As a new policy to replace the Captain's and Officer's Rules (pages 35 and 37) we propose the following:

Leadership Rule

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service.

If that student would like to be eligible for a future leadership position at any time during his/her high school career, they must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

School Choice

- Enrollment in school choice is rapidly decreasing.
- Moving staff funded by school choice gradually into the appropriated budget.

	FY '09	FY '10	FY '11	FY '12	FY '13	FY '14	FY '15
Choice Students	71	49	40	32	25	20	20
FTE funded by choice	7.2	7.2	7.0	3.8	2.8	1.8	1.8

Acton-Boxborough Regional School District					
School Choice Projections					
FY08-FY12					
	FY08	FY09	FY10	FY11	FY12
# of Students *	70				
Grade 12		27	21	11	6
Grade 11		22	11	7	6
Grade 10		11	7	6	4
Grade 9 ** Sibling Projections of present Choice		6	6	2	5
Total ABRHS Choice		66	45	26	21
Boxborough Choice Grade 8			0	2	6
Boxborough Choice Grade 7			2	6	5
Total Choice 7-12			47	34	32
(*) Per DOE Rept					
(**) Sibling Choice Projection Report					
(****) Choice:Boxborough					
Beginning Balance	\$ 205,578	\$ 363,802	\$ 340,733	\$ 207,018	\$ 44,442
Budget (*) Expenses	\$ (243,960)	\$ (368,249)	\$ (385,437)	\$ (380,036)	\$ (221,509)
Income from Choice	\$ 402,183	\$ 345,180	\$ 251,722	\$ 217,460	171,555
Proj Balance 6/30	\$ 363,801	\$ 340,733	\$ 207,018	\$ 44,442	\$ (5,512)

To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for February, 2011
 Date: 2/28/2011

There were 51 discipline referrals to the administration during the month of February. This total is up from 26 last year. 6 students were suspended this month, while 3 students were suspended during February, 2010.

Suspensions

Infraction	2007	2008	2009	2010	2011
Abusive/Obscene Language	1				1
Disrespectful			1		
Disruptive/Uncooperative Behavior					1
Drug Use		2			
Drug Possession					1
Fighting					2
Harassment				1	
Insubordination				2	
Leaving School Grounds		4			
Physical Aggression	1		2		
Stealing		2			1
Truancy Issues		2	3		
Total	2	10	6	3	6

A list of all infractions for the month of February appears on the backside of this page.

c: Alixe Callen

Other Infractions

Infraction	2007	2008	2009	2010	2011
Abusive/Obscene Language	1				1
Academic Integrity			3		1
Bullying					1
Bus Discipline Issue					7
C.H. Alcohol		1		5	
C.H. Drugs	1				
Computer Use					9
Disrespectful	1	2	4	1	
Disruptive/Uncooperative Behavior	6	1	7	7	4
Drug Offense			1		1
Drug Possession					1
Drug Use		2			
Fighting					2
Forgery			1		3
Harassment				5	1
Leaving School Grounds	8	17	2	2	
Non Compliance w/school rules	1			2	
Other	1		2	4	2
Out of school issue					2
Physical Aggression			2		
Stealing		3			1
Tardy to Class			1		
Teasing/General Harassment					5
Threatening	1				
Truancy	2	1	5		10
Total	22	27	28	26	51

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

36 Charter Road, Acton, Massachusetts 01720 • (978) 264-4700

February 2, 2011

Ray Joyce
Lazarus House
410 Hampshire St., 2nd floor
Lawrence, MA 01842

Dear Ray -

In December 2010, the boys varsity basketball team from Acton-Boxborough Regional High School once again held its annual Youth Holiday Clinic. We had over 90 players participate, which was a record high. Traditionally, a portion of the proceeds are donated to a charity chosen by that year's team. Past recipients have included the American Red Cross, the Jimmy Fund and the Jimmy V Foundation for cancer Research. After much thought and discussion, this year's team has chosen the Lazarus House as its 2010 recipient. I am proud to include with this letter a check for \$2280.00.

Thank you for all your efforts and best wishes in your future work.

On behalf of the 2010 A-B Colonials Boys Basketball Team,



Rick Kilpatrick
Head Boys Basketball Coach
Acton-Boxborough Reg. High School
W - (978) 264-4700 Ext. 3552

CC: Dr. Alixe Callen, Principal
Steve Desy, Director of Athletics

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
March 1, 2011

Category	Final Total as of 2/1/2011	Additions	Subtractions	Current Total as of 3/1/2011
RJG JHS	7	0	0	7
ABRHS	10	0	0	10
ABRSD TOTALS	17	0	0	17

Race to Nowhere Film Screening at ABRHS

On March 15, 2011 at 7pm, the PTSO and the AB Coalition for Healthy Youth will host the film 'Race to Nowhere' in the ABRHS auditorium. A panel consisting of a pediatrician, a mental health professional, a counselor, school administrators and two AB Students will be available to answer questions and concerns after the film screening. We highly recommend that parents and guardians of children of all ages in the Acton-Boxborough schools attend, as well as ABRHS students.

Please join us - it will be a very thought provoking evening! You may purchase tickets through the link below.

<http://rtnactonboxborough.eventbrite.com/>

Tickets ordered in advance: \$10 for adults and \$5 for students

Tickets sold at the door cost \$15.

This award winning documentary continues to attract attention from parents, educators and community groups nationwide, and the feedback has been very positive. It speaks to the pressures faced by American school children and their teachers in a system and culture focused on achievement, competition and pressure to perform. Sometimes our achievement culture comes at a high cost - students become disengaged and stress-related illnesses are on the rise. The film provides an important platform for dialogue about causes of stress and how to mitigate them, and ends with practical suggestions for students, parents, teachers, administrators, and medical professionals.

<http://www.racetonowhere.com/screenings/acton-boxborough-regional-high-school>



HOME THE FILM LATEST NEWS SCREENINGS TAKE ACTION COMMUNITY ABOUT THE ISSUES PRESS
STORE CONTACT

ACTON BOXBOROUGH REGIONAL HIGH SCHOOL

LOCATION

Acton Boxborough Regional High School
36 Charter Road
Acton, Massachusetts
United States
See map: Google Maps

DATE

Tuesday, March 15, 2011 - 7:00pm

CONTACT INFORMATION

Name: RTNTEAM
Phone: 925 310 4242
Email: tickets@racetonowhere.com

[Ticket Prices: \\$10 in advance, \\$15 at the door, or \\$5 student ticket with valid student ID](#)

[Tickets](#) [E-postcard](#)

[Print](#) [Email](#) [Share](#)

[TRAILERS](#)
[JOIN US](#)
[FOLLOW](#)
[NEWSLETTER](#)
[PRE-ORDER](#)
[NEWS](#)
[SCREENINGS](#)
[SHA](#)

TAKE PART IN OUR NATIONWIDE SCREENINGS DAYS

Find a screening Host a screening Our next screenings are: FEB 10, FEB 24, MAR 3, MAR 10, MAR 22, APR 1, and APR 4
[Click here to read more](#)



PARENTS EMBRACE DOCUMENTARY ON PRESSURES OF SCHOOL

Thanks to everyone for taking the lead in bringing the film to communities nationwide. Shining a light on the issues the film raises will help create the movement our youth and educators need.
[Click here to read more](#)

LATEST HEADLINES FROM RACE TO NOWHERE

Most New York Students Are Not College-Ready
Most New York Students Are Not College-Ready
A Decline in Science Fair Participation
State of the Union
Feedback from Central New Jersey
Highlights from Last Week

Like! 68 likes. Sign Up to see what your friends like.

[About the Reel Link Films](#) [Privacy](#) [Contact](#)

© 2010 3527 MI Diablo Blvd, Lafayette CA 94549 | Tel: (925) 310-4242

TEXT "RACETONOWHERE" TO 96362 TO STAY INFORMED.

PG-13 PARENTS STRONGLY CAUTIONED
Parents strongly cautioned. Some material may be inappropriate for children under 13.



FILM

Boston Globe Scholastics Art Awards 2011

Congratulations to the following Acton-Boxborough students whose artwork received awards in the 2011 Boston Globe Scholastics Art Competition. This year there were 12,000 individual pieces of work submitted from schools across the state.

Gold and Silver Key winning works are on exhibit at the State Transportation Building in Boston from February 14 through April 7, 2011. The hours are Monday - Friday, 9:00 a.m. - 5:00 p.m. and Sunday, 12:00 noon - 4:00 p.m. There are no Saturday hours or holiday hours (2/21/2011)

Students who received Gold and Silver Keys will be honored at awards ceremonies at John Hancock Hall, Boston on Sunday, March 6. Gold Key winning work will go on to New York for the National Scholastics judging.

ABRHS**Gold Key Awards for Individual Work:**

Clarissa Budd – Gr. 11 – Photography
 Rebecca Doig – Gr. 11 - Drawing
 Yujun Jiang – Gr.12 - Painting
 Brian Li - Gr. 10 - Painting
 Sunny Li – Gr. 12 - Digital Art
 Anna Pruett – Gr.11 - Mixed Media
 Allison Wang – Gr.11 - Drawing
 Ruoyun Xie – Gr.10 - Drawing
 Ruoyun Xie – Gr. 10 - Painting
 Shuwen Yu – Gr. 9 - Drawing

Silver Key Awards for Individual Work:

Jennifer Chen – Gr. 10 - Painting
 Kathleen Cheng – Gr. 12 - Painting
 Frederick Kronewett II – Gr.10 - Photography
 Samantha Murray - Gr. 11 Photography
 Himani Parekh - Gr.10 - Painting
 Zinnia Smith - Gr. 12 - Mixed Media
 Allison Wang - Gr. 11 - Fashion
 Kelly Wang - Gr. 11 Drawing
 Katherine Wu – Gr. 12 - Mixed Media
 Katherine Wu - Gr. 12 - Painting

Honorable Mention Awards for Individual Work:

Dori Badics - Gr. 10 - Painting
 Annie Bechard - Gr. 11 – Painting
 Sindhu Bharadwaj - Gr. 12 - Painting
 Chloe Bulpin - Gr. 12 - Painting
 David Casteneda – Gr. 10 - Photography
 Claire Cote - Gr. 10 - Painting
 Amanda Davies – Gr. 10 - Photography
 Emily Foster – Gr. 11- Photography
 Gabby Gonzalez – Gr.10 – Photography
 Molly Gundlach – Gr. 11 - Drawing
 Jillian Hammer – Gr.10 - Photography
 Stephanie Lin – Gr. 10 Photography
 Sophie Paolino – Gr. 12 Photography
 Alice Tkacs - Gr. 12 - Photography

Esther Yan – Gr. 11 - Mixed Media
David Zhao - Gr. 10 - Drawing

Gold Key Awards for Portfolios: (Grade 12)

Chloe Bulpin - Art Portfolio
Ryan Cullen - Photography Portfolio
Rachel Frazee - Photography Portfolio
Yujun Jiang - Art Portfolio
Sunny Li - Art Portfolio

RJC

Gold Key Award for Individual Work:

Che Ryeong Jung – Gr. 8 - Drawing

Silver Key Awards for Individual Work:

Katherine Amato - Gr. 8 – Painting
Che Ryeong Jung – Gr. 8 - Painting
Che Ryeong Jung - Gr. 8 – Painting
Aidan Pavao – Grade 7 – Paper Mola

Honorable Mention Awards for Individual Work:

Caroline Cao – Gr. 8 – Mixed Media
Sonja Heels – Gr. 7 – Paper Mola
Colin Lemire – Gr. 7 – Paper Mola
Che Ryeong Jung – Gr. 8 - Painting

8.5.1

02/28/2011 16:45 | ACTON / BOXBOROUGH REGIONAL SCHOOLS
dkelly | FY 11 OBJECT SUMMARY

PG 1
glytdbud

FEBRUARY 28, 2011

FOR 2011 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND	-----						
01 SALARIES, TEACHING	15,863,388	-7,150	15,856,238	7,995,042.02	7,114,838.14	746,357.84	95.3%
02 SALARIES, PRINCIPALS	719,582	0	719,582	463,283.49	251,063.02	5,235.49	99.3%
03 SALARIES, CNTRL ADMN	424,885	0	424,885	279,380.95	153,187.22	-7,683.17	101.8%
04 SALARIES, SUPP STAFF	2,637,878	0	2,637,878	1,516,995.63	969,166.08	151,716.29	94.2%
05 SALARIES, ATHLETICS	411,494	0	411,494	290,190.22	63,388.36	57,915.42	85.9%
06 SALARIES, BUILDINGS	272,837	0	272,837	230,437.16	73,324.98	-30,925.14	111.3%
07 SALARIES, CUSTODIAL	765,337	0	765,337	484,258.47	235,386.53	45,692.00	94.0%
08 SALARIES, HOME INSTR	7,133	0	7,133	8,649.25	.00	-1,516.25	121.3%
09 SALARIES, SUBS	204,393	0	204,393	158,528.63	2,199.27	43,665.10	78.6%
10 FRINGES, COURSE REIM	28,000	0	28,000	14,029.00	.00	13,971.00	50.1%
11 FRINGES, HLTH INSUR	5,639,686	0	5,639,686	4,127,479.68	.00	1,512,206.32	73.2%
12 FRINGES, OTHR EE INS	25,810	0	25,810	12,486.93	.00	13,323.07	48.4%
13 FRINGES, UNEMPLMNT	27,000	0	27,000	83,960.64	.00	-56,960.64	311.0%
14 FRINGES, WORKRS COMP	96,300	0	96,300	83,746.15	.00	12,553.85	87.0%
15 FRINGES, PENSION	842,449	0	842,449	842,449.00	.00	.00	100.0%
16 INSTRUCT SUPPLIES	242,761	0	242,761	146,970.16	24,618.61	71,172.23	70.7%
17 INSTRUCT TEXTBOOKS	123,931	0	123,931	55,200.68	9,534.30	59,196.02	52.2%
18 INSTRUCTIONAL, LBY	28,873	0	28,873	24,254.25	2,232.89	2,385.86	91.7%
19 OTHER, CAP OUTLAY	305,113	0	305,113	171,001.27	4,694.49	129,417.24	57.6%
21 OTHER, DEBT SERVICE	1,892,293	0	1,892,293	1,796,730.65	.00	95,562.35	94.9%
22 OTHER, PROP/CASUALTY	96,062	0	96,062	80,585.85	.00	15,476.15	83.9%
23 OTHER, MAINT BLDG/GR	344,694	0	344,694	207,173.04	23,461.20	114,059.76	66.9%
24 OTHER, MAINT EQUIP	196,048	0	196,048	164,590.88	16,644.60	14,812.52	92.4%
26 OTHER, LEGAL SERVICE	129,776	0	129,776	48,022.30	8,565.77	73,187.93	43.6%
27 OTHER, ADMIN SUPP	569,615	7,150	576,765	285,558.56	61,278.18	228,928.26	60.3%
28 OTHER, ATHLETIC SUPP	62,885	0	62,885	50,830.36	83.12	11,971.52	81.0%
29 OTHER, CUSTODL SUPP	62,859	0	62,859	50,206.13	13,392.88	-740.01	101.2%
30 OTHER, SPED TRANSP	583,635	0	583,635	690,693.26	44,051.22	-151,109.48	125.9%
31 OTHER, STUDENT TRANS	626,628	0	626,628	395,313.68	123,793.41	107,520.91	82.8%
32 OTHER, TRAVEL	23,934	0	23,934	13,114.53	1,069.00	9,750.47	59.3%
33 OTHER, SPED TUITION/	3,301,333	0	3,301,333	1,996,723.35	1,529,813.45	-225,203.80	106.8%
34 OTHER, UTILITIES	1,422,403	0	1,422,403	740,285.60	100.00	682,017.40	52.1%
35 OTHER, SEWER	249,395	0	249,395	185,474.93	30,124.95	33,795.12	86.4%
TOTAL GENERAL FUND	38,228,410	0	38,228,410	23,694,646.70	10,756,011.67	3,777,751.63	90.1%
GRAND TOTAL	38,228,410	0	38,228,410	23,694,646.70	10,756,011.67	3,777,751.63	90.1%

** END OF REPORT - Generated by Denise Kelly **

NOTE: The following will be reclassified from Appropriated once monies are received and processed:

ARRA SPED IDEA	\$ 10,583
Circuit Breaker Reimbursement	\$355,881

8.5.2.

02/28/2011 16:45 |ACTON / BOXBOROUGH REGIONAL SCHOOLS
dkelly |FY 11 SPED PROGRAMS

|PG 1
|glytdbud

FEBRUARY 28, 2011

FOR 2011 99

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND							

07 SPECIAL EDUCATION							

05040701 51404 SPED DIRECTOR	46,504	0	46,504	30,328.00	16,234.48	-58.48	100.1%
05040702 51502 PUPIL SVC SECRETARY	50,518	0	50,518	32,874.16	17,142.49	501.35	99.0%
05050701 52430 SPED TRANSPORTATION	565,205	0	565,205	665,205.00	.00	-100,000.00	117.7%
05050701 52476 SPED TRNS MEDICAL AI	0	0	0	3,456.00	28,944.00	-32,400.00	100.0%
05050702 51502 SPED SECRETARY	1,499	0	1,499	3,595.74	.00	-2,096.74	239.9%
05050703 52402 SPED TRAVEL	1,559	0	1,559	765.52	.00	793.48	49.1%
05050703 52406 SPED POSTAGE	5,325	0	5,325	1,534.31	3,790.46	.23	100.0%
05050703 52410 SPED DUES AND FEES	298	0	298	298.00	.00	.00	100.0%
05050704 51630 SPED SUMMER ASST	1,426	0	1,426	19,962.90	.00	-18,536.90	1399.9%
05050705 51424 SPED HOME INSTR	7,133	0	7,133	8,649.25	.00	-1,516.25	121.3%
05050706 51409 TEACHER REFERRAL PR	0	0	0	58,807.41	10,589.92	-69,397.33	100.0%
05050706 52443 REFER TO SPECIALIST	196,862	-10,000	186,862	87,330.65	121,015.10	-21,483.75	111.5%
05050707 52409 SPED CONFERENCES	358	0	358	665.00	.00	-307.00	185.8%
05050708 54301 SPED OFFICE SUPPLIES	1,586	0	1,586	1,716.92	59.92	-190.84	112.0%
05050709 58708 O/L INSTRUCT EQUIP	12,102	0	12,102	17,356.94	.00	-5,254.94	143.4%
05050710 52413 SPED MEDICAL SVCS	968	0	968	406.56	561.44	.00	100.0%
05050711 52484 SPED INDEP EVALUATIO	3,873	0	3,873	.00	.00	3,873.00	.0%
05050713 52426 SPED PRIVATE DAY TUI	3,301,467	0	3,301,467	396,019.90	803,316.15	2,102,130.95	36.3%
05050713 52428 SPED RESIDENTIAL TUI	0	0	0	443,375.96	487,920.61	-931,296.57	100.0%
05050713 52488 CIRCUIT BREAKER TUIT	-643,580	0	-643,580	.00	.00	-643,580.00	.0%
05050714 52425 CASE SPED COLLAB TUI	638,859	0	638,859	732,645.00	.00	-93,786.00	114.7%
05050715 52401 SPED LEGAL SERVICES	59,776	0	59,776	17,434.23	8,565.77	33,776.00	43.5%
05050716 52470 SPED OFF EQUIP MNT	968	0	968	990.31	.00	-22.31	102.3%
05050717 52471 SPED COPY EQUIP MNT	3,873	0	3,873	3,557.50	1,309.20	-993.70	125.7%
05050718 51618 BUS MONITOR	4,850	0	4,850	.00	.00	4,850.00	.0%
05050718 51646 SPED MEDICAL AIDE	18,430	0	18,430	22,032.26	15,107.22	-18,709.48	201.5%
05050719 52443 HOME TUTOR C/S	42,479	0	42,479	11,701.55	2,277.20	28,500.25	32.9%
14040701 51411 SPED CHAIRPERSON	90,246	0	90,246	59,923.30	32,076.59	-1,753.89	101.9%
14040702 51409 SPED OUT OF DISTR SP	63,242	0	63,242	41,191.85	22,049.65	.50	100.0%
14040702 51416 OCCUPATIONAL THERAPI	60,045	0	60,045	35,439.22	24,605.64	.14	100.0%
14040702 51417 PHYSICAL THERAPIST	30,934	0	30,934	15,466.75	15,466.85	.40	100.0%
14050701 51433 SPED SUMMER PROG SPE	72,750	0	72,750	25,916.51	.00	46,833.49	35.6%
14050702 52443 SPED ADAPTIVE PHYS E	12,130	0	12,130	.00	.00	12,130.00	.0%
14050702 52483 SPED SPEC CONTR SVC	0	0	0	.00	495.00	-495.00	100.0%
14050703 52425 SPED OTHER COLLAB TU	0	0	0	419,635.49	238,081.69	-657,717.18	100.0%
14050704 52402 OUT OF DISTRICT CAR	485	0	485	.00	.00	485.00	.0%
14050704 52407 TRANSLATION	0	10,000	10,000	4,689.34	3,485.66	1,825.00	81.8%

FEBRUARY 28, 2011

FOR 2011 99

	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
14050705 51602 SPED ADAPTIVE PHYS E	116	0	116	.00	.00	116.00	.0%
TOTAL SPECIAL EDUCATION	4,652,286	0	4,652,286	3,162,971.53	1,853,095.04	-363,780.57	107.8%
28 SPECIAL EDUCATION/JH/SH							
14052801 58708 INSTRUCTIONAL EQUIPM	86	0	86	.00	.00	86.00	.0%
15042801 51425 PSYCHOLOGIST	218,706	0	218,706	116,385.88	116,385.89	-14,065.77	106.4%
15042802 51408 SPED TEACHER	579,899	0	579,899	284,678.11	261,773.95	33,446.94	94.2%
15042803 51409 SPEECH/LANG TEACHER	82,647	0	82,647	51,162.41	31,484.59	.00	100.0%
15042804 51624 SPED EDUCATION ASST	175,944	0	175,944	41,084.01	31,087.42	103,772.57	41.0%
15052801 52417 SPED EVAL AND TRAINI	660	0	660	.00	.00	660.00	.0%
15052802 54305 SPED TEXTBOOKS	1,269	0	1,269	.00	.00	1,269.00	.0%
15052802 54334 SPEECH TEXTS	494	0	494	.00	.00	494.00	.0%
15052803 54302 SPED EDUCATIONAL SUP	1,254	0	1,254	1,625.25	.00	-371.25	129.6%
16042801 51425 PSYCHOLOGIST	158,081	0	158,081	88,068.50	70,012.50	.00	100.0%
16042802 51408 SPED TEACHER	431,342	0	431,342	211,642.02	212,196.20	7,503.78	98.3%
16042803 51408 SPEECH/LANG TEACHER	109,302	0	109,302	57,989.62	51,312.58	-.20	100.0%
16042804 51624 SPED EDUCATION ASST	147,746	0	147,746	49,930.54	42,971.30	54,844.16	62.9%
16052801 54305 SPED TEXTBOOKS	1,325	0	1,325	480.36	.00	844.64	36.3%
16052801 54334 SPEECH TEXTBOOKS	497	0	497	762.97	.00	-265.97	153.5%
16052802 54302 SPED EDUC SUPPLIES	1,098	0	1,098	1,312.76	.00	-214.76	119.6%
TOTAL SPECIAL EDUCATION/JH/SH	1,910,350	0	1,910,350	905,122.43	817,224.43	188,003.14	90.2%
TOTAL GENERAL FUND	6,562,636	0	6,562,636	4,068,093.96	2,670,319.47	-175,777.43	102.7%
TOTAL EXPENSES	6,562,636	0	6,562,636	4,068,093.96	2,670,319.47	-175,777.43	
GRAND TOTAL	6,562,636	0	6,562,636	4,068,093.96	2,670,319.47	-175,777.43	102.7%

** END OF REPORT - Generated by Denise Kelly **

NOTE: The following will be reclassified from Appropriated once monies are received and processed:
 ARRA SPED IDEA \$ 10,583
 Circuit Breaker Reimbursement \$355,881

http://www.washingtonpost.com/wp-dyn/content/article/2006/09/11/AR2006091100908_pf.html

As Homework Grows, So Do Arguments Against It

By Valerie Strauss

Washington Post Staff Writer

Tuesday, September 12, 2006

To: Acton-Boxborough Regional School Committee
Date: 2/28/11
Subject: Homework Pressures

It's not the level of homework so much as the inflexibility of it. Pair that with the mandated class time, and you have exhausted kids, many of whom become ill (e.g. migraines from lack of sleep).

It makes me sad to see my very responsible 7th grader, who almost always sits right down to homework, begin to stress over it. And she's a bright one. What does this level of stress do to kids who aren't as capable? I will say that the 7th grade homework hasn't been too much most days, but high school was too much for my older daughter. Still, there are times when my 12 year old asks to work through dinner, or stays up until ten to get finished.

It makes sense that bright, self-motivated kids will do well. So why are they being crushed with homework? Does it actually add anything to their success after high school? Does it change their SAT scores?

Let the immigrant parents add their own extra homework if they wish. I'd like my child to get a good night's sleep, enjoy learning, and have a chance to explore other interests during high school. That does not mean I want to decrease the level of class she takes. Worse than doing too much pointless homework is doing too much pointless homework in a class that teaches you nothing you don't already know.

My children's scores show them to be every bit as bright as the rest of the high achieving crowd at Acton-Boxborough. I just haven't bought into the idea that high pressure equals high achievement in future life. My children have been raised to be avid learners. We do all sorts of interesting things outside the classroom. Let's start a downward trend in the amount of homework and the amount of pressure our children face. I bet it won't make any difference to the vaunted AB test scores.

Respectfully,
Trina Overgaard Toups

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2010-2011 ACADEMIC YEAR

Levels	Sept. 1		Oct. 1		Nov. 1		Dec. 1		Jan. 1		Feb. 1		Mar. 1		Apr. 1		May 1		Jun 1	
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
K	318	49	8	326	320	49	8	328	325	49	8	333	324	50	8	332	324	50	8	332
1	347	54	7	354	347	55	6	353	347	54	6	353	349	54	6	355	350	54	6	356
2	344	69	2	346	342	68	2	344	346	68	2	348	347	67	2	349	347	67	2	349
3	343	68	2	345	344	68	2	346	342	68	2	344	344	68	2	345	344	67	2	346
4	370	71	5	375	369	71	5	374	370	71	5	375	370	71	5	376	371	70	5	376
5	362	80	3	365	360	80	4	364	364	82	4	368	361	82	4	363	362	82	4	366
6	393	75	1	394	394	75	1	395	394	76	1	395	392	76	1	393	394	76	1	395
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In D. Pre-sch.	40	7	0	40	41	7	0	41	44	7	0	44	50	9	0	50	50	10	0	50
O.D. Pre-sch.	8	3	0	8	5	3	0	5	1	3	0	1	1	2	0	1	1	2	0	1
O.D. SPED K-6	13	4	0	13	13	4	0	13	20	4	0	20	20	4	0	20	20	4	0	20
A.P.S. Total	2538	478	28	2566	2535	480	28	2563	2553	482	28	2561	2556	483	28	2564	2555	482	28	2563
7	400	73	8	481	395	69	9	473	397	70	9	475	396	70	9	475	394	71	9	474
8	401	76	5	482	401	75	5	481	401	75	5	481	400	75	5	480	402	76	5	483
H.S. Total	801	149	13	963	796	144	14	954	798	145	14	957	796	145	14	955	796	147	14	956
9	416	110	3	529	402	108	4	514	404	108	4	516	406	108	4	518	406	108	4	520
10	394	100	6	500	390	101	6	497	392	101	6	499	391	100	6	497	388	101	6	492
11	381	93	6	480	370	97	8	475	370	97	8	475	370	96	8	474	368	96	6	470
12	385	117	12	514	381	115	12	508	381	115	12	508	381	115	12	508	382	114	12	508
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1576	420	27	2023	1543	421	30	1994	1547	421	30	1998	1548	419	30	1997	1544	419	28	1990
Total JHS & HS	2377	569	40	2986	2345	566	44	2955	2344	564	44	2952	2340	566	42	2948	2340	564	42	2946
O.D. SPED 7-12	43	10	0	53	42	11	0	53	41	10	0	51	40	11	0	51	41	11	0	49
Reg. Total	2420	579	40	3039	2381	576	44	3001	2386	576	44	3006	2384	575	44	3003	2381	577	42	2995
A.P.S. Total	2538	478	28	2566	2535	480	28	2563	2553	482	28	2561	2556	483	28	2564	2555	482	28	2563
Reg. Total	2420	579	40	3039	2381	576	44	3001	2386	576	44	3006	2384	575	44	3003	2381	577	42	2995
Grand Total	4958	579	68	5605	4916	576	72	5564	4939	576	72	5587	4940	575	72	5583	4941	575	70	5586

All Principals (2)

C. Bates

D. Alcardi

S. Mills

Distribution:

In D. = In District

Pre-School = SPED

A = ACTON

B = BOXBOROUGH

C = Choice/Staff/Tuition In

P.G. = Post Graduates

Ungr. = Ungraded

O.D. = SPED Out of District

NESDEC Correction 10/6/10 7th Sheet

A. Bisewicz
 K. Nelson
 E. Weiner

M. Altieri
 D. Bookis
 L. Huber

M. Altieri
 D. Bookis
 L. Huber

M. Altieri
 D. Bookis
 L. Huber

M. Altieri
 D. Bookis
 L. Huber

M. Altieri
 D. Bookis
 L. Huber

M. Altieri
 D. Bookis
 L. Huber

M. Altieri
 D. Bookis
 L. Huber

Students other than Choice counted under column C:

Staff Students -

Tuition In Students -

Sped Tuition in Students

the Lamplighter

Volume 27 Number 2 December 2010
website: <http://ab.mec.edu>

Stressed-out Teens: How Our Community Can Help Address This Growing Problem

Adolescent stress is an issue that is getting a significant amount of attention lately. By nearly every measure, adolescents today are reporting more stress than their counterparts from generations past. What about our current society is inducing this unhealthy phenomenon? What can we do about it? These are questions we in the School Districts have been wrestling with.

The causes of adolescent stress are myriad, but many have to do with the expectations that we as a society place on teenagers. Students believe they are meant to excel academically, extra-curricularly, athletically, and socially. Concerns about college seem to be at the root of some of these quests for success. On the social level, we cannot downplay the role of technology; teenagers today are connected to their peers 24 hours a day. As a result, many students feel pressured to respond virtually immediately to e-mails, instant messages, text messages, and Facebook postings.

What is a caring community to do to help students achieve a more balanced lifestyle?

1. Change procedures to help students, where possible. The schools have re-vamped exam schedules, developed test postponement policies, trained staff to provide support, provided stress-management instruction in physical education classes, and instituted strong orientation programs for incoming students.
2. Refer students to counselors when stress becomes overwhelming or chronic. Our counseling staff is well-trained and can provide support for struggling students, as well as advice for parents/guardians.
3. Encourage a larger discussion about this topic. Without a doubt, this is an issue that is cultural, not structural. We cannot simply address it by instituting new procedures. Instead, we need to look at the underlying beliefs and pressures that are influencing our adolescents, and encourage families to think critically about expectations and beliefs in the home.
4. Limit access to technology. Students have better study and sleep habits when they are not bombard-

ed with constant messaging. Parents should take away cell phones, laptops, and other communication devices at bedtime. Most homework does not require the computer. Help students by turning off technology during study time.

5. Avoid pressure-filled conversations. One senior reported recently that he counted the number of times in a day he was asked about his college plans. The answer: 56. This is unacceptable. As a community, we should help our students to live more in the moment and not be focused entirely on their post-secondary school plans.
6. Encourage students to follow their passions. Too many students believe that high school should be about building the best resume. They sign up for as many honors-level courses and extra-curricular activities as they can. Instead, students should sign up for challenging courses in areas that interest them.
7. Help students get involved – but not too involved! A moderate amount of stress is actually conducive to work production, but problems result when the stress becomes chronic. Help students build a balanced and fun schedule and think of quality of involvement rather than quantity.
8. Find time to just be together without an agenda. Non-scheduled time is something we all need regularly.

We are by no means alone in our experiences. Around the country students are reporting increased levels of chronic stress. We will continue to research this issue and provide information and support to the larger community. Every child deserves a healthy and happy adolescence.

*Alixé Callen, Stephen Hitzrot,
Craig Hardimon, Liza Huber*

From the Superintendent

Work is now underway on next year's budget, and it is my goal that "level-service" proposals be presented at the Spring Town Meetings. I also plan to present prioritized "needs lists," not wish lists, in an effort to address some of the significant needs of our schools. I believe our school budgets must be a very transparent and public process, and I welcome your participation and input during the upcoming months. - *Steve Mills*

Report on the Class of 2010

The ABRHS Class of 2010 was composed of 461 members, 98% of whom planned to pursue post-secondary education. Of these students, 92% enrolled in four-year schools, while 6% continued their education at two-year colleges, prep and technical schools. These numbers are consistent with those of previous graduating classes.

Last year's seniors filed 3028 college applications for an average of 6.5 applications per student, a decrease from 7.6 applications for the previous graduating class. 290 seniors (63% of those applying) submitted Early Decision or Early Action applications, consistent with 65% who applied early last year. In fact, 86% of all applications were processed by the end of December.

Graduates from the class of 2010 are attending schools in 36 states, Washington D.C. and Canada. Thirty-five percent remained in Massachusetts, and 50% stayed in New England. Seniors chose private institutions (63%) more often than public universities (37%). The class of 2010 enjoyed a slightly higher overall acceptance rate (63% of all applications filed) than did the class of 2009. The overall acceptance at the six New England state universities was 75%, exactly the same as for last year's seniors. The acceptance rate at UMass Amherst was 69%, similar to the 68% accepted last year, although it has been declining since 2004 when 89% of AB applicants were accepted. For more information, see the High School website at <http://www.ab.mec.edu/abrhs>.

NOTICE OF NONDISCRIMINATION

The Acton Public and Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, limited English proficiency, gender, age, religion, sexual orientation, veteran status, handicap or homelessness in admission or access to, or treatment or employment in, its programs, and activities. Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA, at 978-264-4700, x3265, who has been designated by the APSD and ABRSD to coordinate the Districts' efforts to comply with these laws, or write to the Office for Civil Rights, JFK Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance, 75 Pleasant Street, Malden, MA 02148.

(revised 10/21/10)

ABRHS Highlights

- In October, AB hosted a visiting committee of educators as part of the re-accreditation process through the New England Association of Schools and Colleges (NEASC). Culminating two years of self-study, the committees gathered information on the standards on which the NEASC evaluates high schools. This process included all faculty members and administrators, as well as many students and parents. The NEASC report with commendations and recommendations will be available to the public later this winter.
- National Merit Scholarship - 12 students were named Semifinalists and 54 received Letters of Commendation.
- 159 students from the Classes of 2010, 2011 and 2012 were awarded the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement® (AP®) Exams.
- Academic Decathlon Team placed first (out of 40 regional teams) in preliminary competition. State finals are in March.
- AB's Proscenium Circus presented Roald Dahl's children's classic "The Witches" for their fall play. It was very well received by all. "Urinetown" will be the musical performed in January/February.
- In addition to their traditional football game appearances, the ABRHS band marched in the Marlboro Labor Day Parade, Boston Columbus Day Parade and Quincy Christmas Parade where they took first place overall. At the MICCA Marching Band Festival the band earned a silver medal for their field show presentation of "West Side Story."
- The AB Chorus presented two evenings of entertainment at their annual variety show, "Cabaret." Talent included comedy, dancing, solos, duets, instrumental ensembles, classical and pop, and full choral ensembles.
- Fall Athletic Achievements included: League Champions in Field Hockey, Girls Soccer, and Boys Cross-Country; Division 1 North Finalist: Field Hockey; Swim and Dive: placed second at the State Meet; Individual State Champion in 50 and 100 yard Freestyle.

School Highlights

R.J. Grey Junior High

- Fall field trips to: Minuteman Tech, Christa McAuliffe Challenger Center, Mt. Wachusett, Great Brook Farms, Peabody Essex Museum
- Community Service: preserving local conservation trails, Toys for Tots holiday toy collection, drive for the Acton Food Pantry, book drive to support Cradles to Crayons, annual coat drive for Coats for Kids, and Pennies for Peace (P4P) - promoting education and peace in Pakistan and Afghanistan
- Spring Musical Production: "The Music Man"
- Annual Ski Trip to Waterville Valley
- Blue and Gold Day All School Assembly
- Annual Band and Chorus Concerts
- New mobile lab complete with 20 new laptops for student use
- Project Wellness Day is March 23, 2011 at Merrimack College for all 7th graders and a parent/guardian

Conant

- New technology welcomed at Conant includes a new mobile laptop cart
- Before and After School programs are fully enrolled, new Enrichment program offerings include Math Olympiad and Dodgeball 101
- Highly successful 29th Annual Craft Fair
- Field trips to Shelburne Orchard, the DeCordova Art Museum and Sargent Camp
- Community Service efforts included thank you letters to servicemembers on Veteran's Day, a warm clothing drive, and raising funds for Community Supper through the annual Turkey Trot and Toys for Tots
- New Administrative team of Damian Sugrue, Principal and Dr. Priscilla Kotyk, Assistant Principal are now in place

Douglas

- 9th annual Peace Walk raised over \$3,000 to build schools in Pakistan and Afghanistan
- World Language program with Japanese instruction, K-2, and Chinese in grades 3-4
- Annual Veteran's Day assembly, invited veterans to celebrate with us through song, poetry and classroom visits
- Assembled and sold over 200 apple pies for the Hogan Developmental Center and bought toys for Acton's Friends in Need
- "Dancing Wheels" cultural program featuring wheel chair bound adults
- Adopted a village in Kenya and raising funds with Free The Children to build a school for them

Gates

- Welcomed new Assistant Principal, Dr. Kotyk
- Boardwalk ribboncutting ceremony with Gates and Douglas students
- Author – Illustrator Matt Tavares visited Gates
- PTO sponsored the Back to School Picnic, Fall Social and Family Photo Day
- Field Trips to Shelburne Farm, Plimoth Plantation, Drumlin Farm, Rock Walk at the Sarah Doublet Reservation, Lexington and Concord, Acton Memorial Library and the West Acton Fire Department
- Community service projects –Home for Little Wanderers book drive, Acton Household Goods Recycling Ministry annual K – 6 Towel Drive
- Spirited all-school assemblies celebrated core values: Generosity, Acceptance, Trust and Respect, Enthusiasm & Scholarship

McCarthy-Towne

- Welcomed new Asst. Principal, Matt McDowell
- 25 new Mac Desktops upgraded our lab
- Leveled Text Book Room established
- Year-long all-faculty Responsive Classroom Teacher Training with "The Power of our Words"
- Fall field trips: apple picking; Gloucester tide pools; Mt. Wachusett; Hosmer House, Plimoth Plantation; Drumlin Farm; Acton Library; 5th graders to Merrowvista (environment leadership camp); 6th graders to onsite archaeological dig
- Community Service: Project Bread Spoons Project, Collected books for Home for Little Wanderers at the Fall Social, Clothing drive for Cradles to Crayons, Trick or Treat for UNICEF, and Pennies for Peace with ABRHS students

Merriam

- Welcomed new Asst. Principal, Matt McDowell
- At Community Day, students met in mixed grade family groups to do team-building related to our Core Values : Respect, Persistence in Learning, and Risk-taking
- Cultural Enrichment Committee sponsored America's first physically integrated stand-up and sit-down dance company – "Dancing Wheels"
- PTO hosted an "interactive" Community Conversation led by our art and music teachers
- Open Circle led a Bully Prevention workshop for the entire staff on Professional Day, and will be leading a parent forum in March
- Second Annual Staff vs. PTO Parents basketball game was a huge success
- This year's Theme: "Core Values in Action"

ACTON PUBLIC SCHOOLS

KINDERGARTEN REGISTRATION SCHEDULE

Important dates for parents/guardians of children entering Kindergarten in September 2011 (5 years old on or before September 1, 2011).

GENERAL MEETING*

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

Tuesday, January 11 at 7:00 p.m., R.J. Grey Union High Auditorium
immediately followed at 8:15 by K-6 Before and After School Programs Overview

SCHOOL TOURS

All schools will be open for tours on: January 19, January 25, February 2 and February 7.

Please call individual schools after January 3, 2011 to reserve tour times. You may reserve more than one tour per day. If school is canceled/delayed on a tour day, parents should call to reschedule.

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

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

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

EARLY REGISTRATION for SIBLINGS and WALKERS

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

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

Tuesday, January 18: 9:00 a.m. - 12:00 noon AND 7:00 - 9:00 p.m.

Wednesday, January 19: 9:00 a.m. - 12:00 noon

PARENT INFORMATION EVENING MEETINGS (all on Tuesdays)*

January 25, 7:00 p.m. @ Gate - Cafetorium; February 1, 7:00 p.m. @ Merriam - Cafetorium;

February 8, 7:00 p.m. @ Douglas - Cafetorium; February 15, 7:00 p.m. @ McCarthy-Towne - Cafetorium;

March 1, 7:00 p.m. @ Conant - Cafetorium

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

KINDERGARTEN REGISTRATION

You must bring a copy of your child's birth certificate or passport, most recent physical examination & immunization record. Both sessions will be at the Central Office in the RJ Grey Junior High.

Tuesday, March 15: 9:00 a.m. - 12:00 noon AND 7:00 - 9:00 p.m.

Wednesday, March 16: 9:00 a.m. - 12:00 noon

INFO SESSION FOR K-6 BEFORE AND AFTER SCHOOL CHILDCARE PROGRAMS

Tuesday, January 11 at 8:15PM, RJ Grey Junior High School Auditorium

Representatives from Community Ed Extended Day and School-based Before and After School Programs available

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

Registration forms accepted February 21 - March 4 by mail or walk-in. Lottery will be held on Monday, March 7, 10:00 a.m. @ Community Education Office, Administration Building, 15 Charter Rd., Acton

OTHER IMPORTANT DATES

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

May 13 All Day K non-refundable deposit (\$430) due.

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

July 5 (Approx. date) Schools assign students to AM or PM sessions and notify Transportation Office.

July 31 Children's medical forms (complete immunization history, physical exam completed after 1/1/11) due at school nurses' offices.

August 1 September tuition for children registered in All-Day Kindergarten (\$430) due @ Community Ed. Office.

School Communications

Several methods are available to inform you of important announcements:

- Latest News is posted on the home page of the district website at <http://ab.mec.edu>
- To join the "Dismissal Alerts" email list used to distribute information about emergency dismissals and weather-related closings, email: ListManager@mail.ab.mec.edu with the following text in the message body: subscribe ABNotify <your name>
Example: "subscribe ABNotify John Doe"
- "Connect-ED" is our automated telephone notification system used to distribute a variety of school-related announcements, emergency dismissals, weather-related closings, community events, etc. to our school families and staff. Contact information entered into our Power School program by parents/guardians is used to automatically send a call from the Superintendent's office or a student's school.
- Weather related information is also available by calling 978-264-4700, although it may not be as timely as our website posting.

"School Closing" Information

Radio and TV stations are notified of all school closings/delayed openings/early dismissals, typically in time for the 6:00 a.m. newscasts in the case of no school or a delayed opening. TV Channels 4, 5, 7 and 25 and radio stations WBZ, WEIM (Fitchburg), WHDH, WRKO-AM/680 also receive this information.

School Bus Safety

For parents of younger children, we recommend that if the bus stop for your child is not within view of your home, it may be wise to walk them to and from the bus stop, especially in bad weather. Bus drivers are instructed to drop children off at a safe location, taking extra precautions to ensure that kindergartners are delivered where there is a parent or guardian to receive them. Your cooperation is greatly appreciated.

AB Community Education News

The winter Interaction catalog arrived in homes on December 31. Sign up starts Monday, January 3 at 8 a.m. For more info, call 978-266-2525 or visit the Community Education website at <http://comed.ab.mec.edu>.

Additional Information for Parents of Young Children

AB COMMUNITY EDUCATION CHILD DEVELOPMENT PRESCHOOL and PREKINDERGARTEN PROGRAM

For 2010-2011, A-B Community Education will continue to offer a Child Development Preschool for 3 year olds on T/Th, but the M/W/F 4 year old program has been redesigned as a PreKindergarten with a focus on developing skills and concepts in preparation for the kindergarten year. Both programs will continue to stress the importance of social, emotional, cognitive and physical growth through opportunities for direct, hands-on experience, play and learning.

Community Ed programs are unique in that they include the participation of high school students who are enrolled in elective child development classes. Registration begins Monday, January 24th in the Community Education office. Please call Teresa Gorman at 978-266-2525 to visit or for more information or see <http://comed.ab.mec.edu/extended>.

OPTIONAL ALL-DAY KINDERGARTEN

(open to residents of Acton only)

For the 2011-12 school year, an optional All-Day Kindergarten will be offered at all of the schools. Parents may register for this program at the regular Kindergarten registration time. An annual tuition rate of \$4,300 (\$430/month) will be charged for the hours beyond the regular Kindergarten half-day.

ACTON PUBLIC SCHOOLS' PRESCHOOL

(open to residents of Acton & Boxborough)

The Acton Public Schools' Preschool provides an integrated learning environment where young children who are developing typically learn alongside children with special needs. Tuition is charged on a sliding fee scale. Acceptance of applications for September 2011 will begin on January 3rd. Applications received by Feb 4th will be included in the enrollment lottery. Tours of the program are ongoing. Please call Carol Huebner, Early Childhood Coordinator, at 978-264-4700, x3268. Both morning and afternoon half-day sessions will be offered, along with a full-day class for 4 year olds. Applications and more information are available on our website: <http://ab.mec.edu/Preschool/index.htm>.

The Lamplighter is published quarterly at <http://ab.mec.edu>

Dr. Stephen Mills, Superintendent of Schools
Deborah Bookis, Director of Curriculum & Assessment
Beth Petr, Editor

Acton Public Schools
Acton-Boxborough Regional Schools
Acton, MA 01720