



# **Acton Public and Acton-Boxborough Regional School Committees**

**Joint and Regional School Committee Meetings**

**September 2, 2010**

**7:00 p.m. at the  
R.J. Grey Junior High Library**

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

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

**September 2, 2010  
7:00 p.m. Joint Executive Session  
7:30 p.m. Joint School Committee Meeting  
Followed by Acton-Boxborough Regional SC Meeting**

**AGENDA**

- I. CALL TO ORDER (7:00)
- II. JOINT EXECUTIVE SESSION – strategy with respect to collective bargaining, re OSA, AFSCME and AEA contracts

**Joint Open Meeting resumes (7:30)**

- III. CHAIRMAN’S INTRO
1. Presentation by Rep. Cory Atkins, Rep. Jen Benson and Sen. James Eldridge to our schools
  2. First Day of School Report (oral) – Steve Mills
    - a. Welcome Back Letter to All Staff from the Superintendent
- IV. APPROVAL OF MINUTES OF 7/28/10 (addendum)
- V. UNFINISHED BUSINESS
1. Update on Collective Bargaining
    - a. Consider **VOTE** to approve Agreement with AFSCME
    - b. Consider **VOTE** to approve Agreement with OSA
  2. Revision to Admin Benefits Manual  
Recommendation to Approve Change to List of Administrative Positions on page 14, article 14.1 of the APS and ABRSD Administrators’ Benefits Manual dated July 1, 2010:
    - from “Assistant Superintendent for Curriculum, Instruction, and Community Education” to “Director of Curriculum and Assessment” and
    - from “Director of I.T. & Instructional Technology to Director of Educational Technology”

**VOTE** – Steve Mills

    - a. Page 14 of Manual, current
    - b. Page 14 of Manual, proposed

**APS Meeting adjourns and AB Regional Meeting continues (8:00)**

- VI. STATEMENT OF WARRANT
- VII. PUBLIC PARTICIPATION
- VIII. UNFINISHED BUSINESS
1. FY’10 Final Budgets – Steve Mills/Don Aicardi
    - a. Closing out fiscal 2010 budget
    - b. FY10 Final Object Reports
  2. FY’11 Budget – Steve Mills/Don Aicardi
    - a. Memo re New Educational Funding – Don Aicardi
    - b. Update on Corporate Sponsorship (*oral*)
  3. ALG/FinCom Update
    - a. Minutes of 3/10
    - b. Packet from 8/17/10 ALG meeting
    - c. Draft minutes of 8/17/10
  4. Health Insurance Trust (HIT) Update – 8/26/10 meeting
  5. Staffing Update – Marie Altieri
    - a. New Teacher Orientation 8/25/10 Update (*oral*)

- b. List of New Professional Staff
  - c. Information about New Teachers
  - d. Leaves of Absence, Resignations, Retirements
- 6. Finalize School Committee Assignments
  - a. 2010-2011 Assignments
  - b. Suggestions for Long-term Vision and Planning – Xuan Kong
- 7. Request to Rename ABRHS Track in honor of Dick Dow
  - a. Letter from Ray Gallant, President, The Colonial Club
  - b. Memo from Steve Desy, ABRSD Athletic Director
  - c. “Naming School Facilities” - School Committee Policy (File : FF)
  - d. “Naming School Facilities” Procedures (File: FF-R)

IX. NEW BUSINESS (9:00)

- 1. SMART Goals 2010-2011 – Steve Mills
- 2. Schedule next executive session – Brigid Bieber

X.. FOR YOUR INFORMATION

- 1. ABRHS Info
  - a. Discipline Report: 2009-2010 Summary
  - b. Student Assistance Team (SAT) Summary 2009-2010
- 2. RJGrey Info
  - a. Back to School Letter to Parents/Students
    - i. 7<sup>th</sup> Grade packet
    - ii. 8<sup>th</sup> Grade packet
  - b. Discipline Report: 2009-2010 Summary (*addendum*)
- 3. MCAS AYP Update
  - a. Parent/Guardian Letters to McCarthy-Towne and RJGJHS
  - b. Pupil Services Response to Anticipated MCAS Results
  - c. Special Education Parent Advisory Council (SpedPAC) Letter
- 4. Pupil Services – On Team September 2010 and Hold the Date: Oct 29th
- 5. The Beacon, 8/26/10, “Some seek to limit where sex offenders live, work”
- 6. Enrollment Update (*addendum*)
- 7. Interaction – Fall 2010 : <http://comed.ab.mec.edu>
- 8. the Lamplighter – September 2010 : <http://ab.mec.edu/about/publications>
- 9. Parent Communication Map: <http://ab.mec.edu/pdf/files/ParentCommunicationMap.pdf>
- 10. Fall Athletics Coaches  
AB Athletics Schedule is at:  
<http://www.highschoolsports.net/school/Acton-Boxborough-Regional-HS-Acton-MA>
- 11. Communications from the Community:
  - a. “Economy Caught in Depression, Not Recession” from C. Seward
  - b. “Better Sleep Leads to Better Grades” from T. Toups
- 12. For your calendars <http://ab.mec.edu/about/calendars>
  - a. Schools Open
  - b. Open House Dates
  - c. School Calendar 2010-2011, revised 5/6/10

XI. EXECUTIVE SESSION (*if needed*)

- XII. NEXT MEETINGS: September 16 – 7:30 pm, DOUGLAS School, APS Meeting  
October 7 - 7:30 pm, JH Library, ABRSC Meeting

XIII. ADJOURN (9:30)

## Top public schools: Small U.S. cities

From Boston burbs to Midwestern towns, these top 10 cities offer families the best public schools for places with populations between 10,000 and 100,000.

By GreatSchools Staff.

- Belmont, Mass.
- Acton, Mass.
- Weston, Mass.
- Westwood, Mass.
- Mason, Ohio
- Winchester, Mass.
- Mercer Island, Wash.
- Fishers, Ind.
- Sammamish, Wash.
- Sudbury, Mass.

### Acton, Mass.

**Education quality score:** 97.10

**Median home price:** \$520,570

**Population:** 20,753

This little town's got history with a big *H*. The home of Isaac Davis, the bold militiaman who headed up the first attack on the British during the Revolutionary War, Acton enjoys its fair share of downtown New England picturesque. But the leafy Boston burb is no stranger to nature either — its parks include the Acton Arboretum, with 64 acres of gardens, orchards, and woods.

Acton's schools are highly regarded, and last year Acton Boxborough Regional High was recognized as a Blue Ribbon school. The district uses open enrollment to assign students to schools. Parents rank their school preferences, then enter a lottery that determines their ultimate placement. Lottery systems are used in many districts nationwide to ensure diversity and give all parents a chance to get their children into high-performing schools. But in Acton no matter where kids end up, every school has a stellar record and unique core philosophy. At the Merriam School, for example, teachers stress project-based learning and stay with the same group of students for two years at a time.

Kids seem to agree. One happy student at the Douglas School wrote in to GreatSchools with this glowing testimonial: "I'm a kid and I think Douglas is awesome! At my old school I didn't like to learn. Here I'm getting 100s on my tests! Choose this school, you'll love it!"

Explore Acton schools

<http://www.greatschools.org/find-a-school/moving/slideshows/top-public-schools-small-cities.gs?content=2315&page=1#slide>





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**ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

16 Charter Road Acton, MA 01720-2995 Phone: 978-264-4700 x3211 Fax: 978-264-3340 Email: [smills@mail.ab.mec.edu](mailto:smills@mail.ab.mec.edu)

**Stephen E. Mills, Ed.D.**  
*Superintendent of Schools*

August 20, 2010

Dear Colleague:

***"It's all about instruction..."***

It is very exciting for me to welcome you back as I enter my second year as your Superintendent. I hope you all have had an opportunity to spend time with your friends and families and have enjoyed the summer, as you prepare now for the new school year. This summer we had a very rewarding Leadership Conference which included all of our Principals, RDLs, BDLs, and Central Office Administrators. Two full days were spent talking about how we can ensure high quality instruction in every school, in every classroom, every day. This will continue to be our districts' theme and primary goal throughout the year. I look forward to working with you and supporting you in reaching this goal.

Lots of activity has taken place around the schools this summer.

In the west wing of the Acton-Boxborough Regional High School, our grades 1-12 summer school completed its 37th year, with approximately 500 students enrolled in both enrichment and for credit classes. The Parker Damon Building housed both the C.A.S.E. Collaborative summer program and our own K-6 special education summer programs. Regional (grades 7-12) programs were held at ABRHS. Approximately 150 students participated in these programs. Forty five students enjoyed the APS Preschool Summer Program.

All of our facilities buzzed with activity as 3,500 students participated in Community Education's summer classes. At the Administration Building, the popular Summer Day Program provided fun and excitement for more than 400 children. The high school pool was busy from dawn to dusk, and this year additional swimming classes were added which enabled 520 children to take lessons. At the Damon Building, 141 children participated in the Acton Escapades summer enrichment programs. Community Ed. extends its heartfelt thanks to the building and facility staffs for their hard work and cooperation which contributed to a great summer.

As always, faculty were busy this summer with curriculum R&D work. In addition to the assorted projects focused on updating a course here or a unit there, resources were concentrated on several district wide priorities. The September issue of *the Lamplighter* will provide details.

Personnel matters kept us busy as well. To date, we have hired 22 new certified staff members. Most of the new hires are due to retirements and normal staff turnover. All of our new certified staff will participate in an orientation program before the start of school, and most of them will be involved in our mentoring program throughout the school year.

In addition to the annual summer cleaning, preventative maintenance, inspections and other work orders, the Facilities Department accomplished several important capital projects. With an eye on reducing our

carbon footprint and social responsibility, as well as reducing energy consumption and cost, the following projects were completed: a lighting retrofit at the Administration Building, HVAC improvements at the Parker Damon Building, a roof replacement and solar power system at Douglas, energy efficient lighting at the Junior High and High Schools, LED school zone flashers on Route 111 and Hayward Road, and new direct demand energy efficient hot water heaters at Conant, Douglas, Gates and the Administration Building. The boardwalk between Gates and Douglas was rebuilt, with significant assistance from the Friends of the West Acton Boardwalk and community fund raising. Catch basins at Gates and the Junior High were repaired, as well as asphalt at Gates and on the main campus. Please feel free to contact the Facilities Department with any questions, comments or concerns this year.

On to a new school year! The schedule for the first day for all staff (**Monday, August 30**) is attached. The first day for students is Tuesday, August 31, with the exception of grades 8, 10, 11 and 12 who start one day later.

For your calendars, please note that the Professional Staff Development Day is on Tuesday, November 2. The focus for this year will include discussions of high-quality instruction and the social/anti-bullying curriculum.

I look forward to continuing the work we began together last year, and am very pleased with my 2010-2011 Administrative Team, including new members: Don Aicardi (Director of Finance), Amy Bisiewicz (Director of Educational Technology) and Deborah Bookis (Director of Curriculum and Assessment). We also welcome new Conant Principal, Damian Sugrue, as well as our two new elementary Assistant Principals, Priscilla Kotyk at Conant and Gates, and Matthew McDowell at McCarthy-Towne and Merriam. (The two AP positions are funded by the consolidation of some Central Office positions.) Together, our focus will be on serving our teaching staff to ensure high quality instruction in every school, in every classroom, every day.

All school districts continue to face very difficult financial times in the upcoming years and Acton and Acton-Boxborough are no exception. Leading us through these fiscal challenges while maintaining the high level of excellence this community has grown to expect from the school systems is a priority again this year.

Lastly, this district continues to become increasingly diverse in terms of the student population. This is an enormous asset and an opportunity as we strive to prepare our young people for the global marketplace. I look forward to hearing more about the many ways in which our schools are teaching how to respect and celebrate these differences among our students and their families.

I hope to see you on Monday morning, August 30<sup>th</sup>, and wish you a wonderful school year.

Sincerely,



Stephen E. Mills, Ed.D.



ACTON PUBLIC SCHOOLS

ACTON-BOXBOROUGH REGIONAL  
SCHOOLS

ADMINISTRATORS'  
BENEFITS MANUAL

July 1, 2010

ARTICLE 13  
STAFF CHILDREN TUITION

- 13.1 As a benefit for Administrators covered by the agreement, their children may attend schools in the Acton and/or Acton-Boxborough Regional School Systems at no charge provided application is made no later than the annual date of Kindergarten registration.
- 13.2 If the Acton Public Schools and the Acton-Boxborough Regional School District remain a choice community, and in the event any provision of the School Choice Law is in conflict with 13.1, a substitute provision which is in compliance with the requirements of the law or regulation will be put into place.

ARTICLE 14  
LIST OF ADMINISTRATIVE POSITIONS

- 14.1 The following positions are covered by this Manual:
- Assistant Superintendent for Curriculum, Instruction, and Community Education
  - High School Principal
  - Junior High School Principal
  - Elementary School Principal
  - Director of Community Education
  - Director of Facilities and Transportation
  - Director of Finance
  - Director of Personnel and Administrative Services
  - Director of Pupil Services
  - High School Assistant Principal
  - Junior High School Assistant Principal
  - Elementary School Assistant Principal
  - Director of Athletics
  - Director of I.T. & Instructional Technology
  - Director of Performing Arts, K-12
  - Director of Visual Arts, K-12
  - Coordinator of Elementary Pupil Services
  - Coordinator of Secondary Pupil Services

**DRAFT**

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Director of Curriculum and Assessment

High School Principal

Junior High School Principal

Elementary School Principal

Director of Community Education

Director of Facilities and Transportation

Director of Finance

Director of Personnel and Administrative Services

Director of Pupil Services

High School Assistant Principal

Junior High School Assistant Principal

Elementary School Assistant Principal

Director of Athletics

Director of Educational Technology

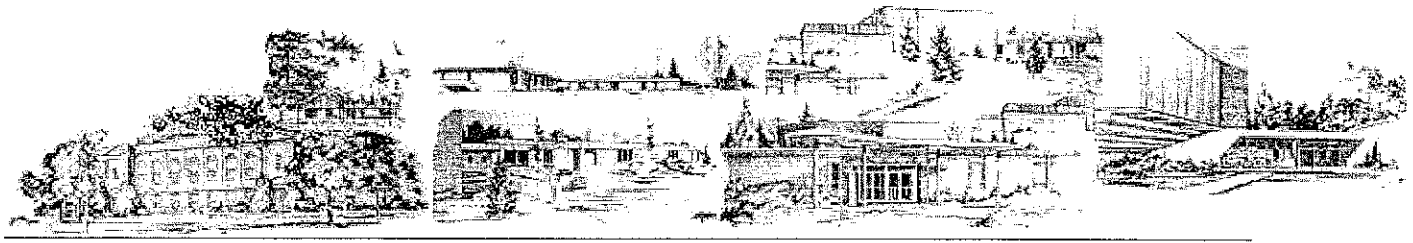
Director of Performing Arts, K-12

Director of Visual Arts, K-12

Coordinator of Elementary Pupil Services

Coordinator of Secondary Pupil Services

**DRAFT**



Acton Public Schools # Acton-Boxborough Regional School District  
16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340 E-mail:  
[daicardi@mail.ab.mec.edu](mailto:daicardi@mail.ab.mec.edu)

Donald Aicardi  
Finance Director

TO: Superintendent Stephen Mills  
FROM: Don Aicardi, Director of Finance *DA*  
RE: FY10 Close  
DATE: August 26, 2010

Please see attached reports from our financial reporting systems for both Acton Public Schools and Acton/Boxboro Regional School District for FY10 fiscal year end.

The FY10 Acton Public Schools FY10 year end balance is \$200,788.99. The FY10 Acton/Boxboro Regional School District FY10 year end balance is \$224,931.35.

These year end balances are not significantly different than the year end balances you reported to the respective school committees in July. However, there is a slight decrease of \$3,200.54 in the Acton Public Schools year end balance primarily from the number reported previously due to a small over-expenditure in a Town meeting article related to the Douglas Street heating system, in addition to the usual closing out of encumbrances.

These year end numbers are currently being audited by Borgatti & Harrison for the Acton/Boxboro district per the normal procedure. We anticipate being contacted in the near future by the Town of Acton to schedule the year end audit process for the Acton Schools.

If I can provide any more information to you or the School Committees, let me know.

08/11/2010 11:00  
dkellyTOWN OF ACTON / ACTON PUBLIC SCHOOLS  
FY '10 OBJECT SUMMARY - CY

JUNE 30, 2010

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FOR 2010 13

## 1005 GENERAL FUND SCHOOL

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	11,589,980	31,496	11,621,476	11,546,479.89	6,884.00	68,111.95	99.4%
02 SALARIES, PRINCIPALS	534,285	0	534,285	529,497.02	.00	4,787.98	99.1%
03 SALARIES, CENTRAL AD	408,505	-250	408,255	402,001.24	.00	6,253.76	98.5%
04 SALARIES, SUPP STAFF	2,776,490	0	2,776,490	2,715,038.60	.00	61,451.40	97.8%
06 SALARIES, BUILDINGS	247,342	0	247,342	254,044.23	.00	-6,702.23	102.7%
07 SALARIES, CUSTODIAL	671,236	0	671,236	656,297.67	.00	14,938.33	97.8%
08 SALARIES, HOME INSTR	1,051	0	1,051	341.30	.00	709.70	32.5%
09 SALARIES, SUBSTITUTE	266,973	-11,480	255,493	393,538.63	.00	-138,045.89	154.0%
10 FRINGES, COURSE REIM	17,000	0	17,000	10,814.50	625.00	5,560.50	67.3%
11 FRINGES, HEALTH INSU	3,792,778	0	3,792,778	3,518,448.79	10,000.00	264,329.21	93.0%
16 INSTRUCTIONAL SUPPL	239,839	-9,845	229,994	236,125.42	11,154.20	-17,285.62	107.5%
17 INSTRUCTIONAL TEXTBO	70,736	15,231	85,967	84,885.44	38,493.56	-37,411.84	143.5%
18 INSTRUCTIONAL, LIBRA	18,347	0	18,347	16,591.41	1,767.56	-11.97	100.1%
19 OTHER, CAPITAL OUTLA	273,560	-2,105	271,455	396,698.41	53,311.47	-178,555.04	165.8%
23 OTHER, MAINTENANCE B	211,468	0	211,468	205,889.71	12,893.33	-7,315.04	103.5%
24 OTHER, MAINTENANCE O	97,993	0	97,993	86,207.24	4,770	11,781.06	88.0%
26 OTHER, LEGAL SERVICE	65,000	0	65,000	86,766.25	4,855.00	-26,621.25	141.0%
27 OTHER, ADMIN SUPPLIE	223,358	6,543	229,901	171,831.40	14,253.29	43,816.57	80.9%
29 OTHER, CUSTODIAL SUP	45,100	0	45,100	61,767.53	.00	-16,667.53	137.0%
30 OTHER, SPEED TRANSPOR	526,497	-8,438	518,060	518,059.50	10,655.98	12,354.67	100.0%
31 OTHER, STUDENT TRANSP	338,716	0	338,716	315,705.35	.00	2,117.45	93.8%
32 OTHER, TRAVEL	13,340	-244	13,096	10,310.31	668.24	-34,153.07	101.5%
33 OTHER, SPEED TUITION/	2,304,524	-20,908	2,283,616	1,994,693.40	323,075.33	167,345.89	83.6%
34 OTHER, UTILITIES	1,019,664	0	1,019,664	820,043.60	32,274.51	.00	.0%
57 OTHER	0	0	0	.00	.00	.00	.0%
TOTAL GENERAL FUND SCHOOL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%
GRAND TOTAL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%

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

08/11/2010 10:51  
dkellyTOWN OF ACTON / ACTON PUBLIC SCHOOLS  
FY '10 ADMIN SUMMARY - CY

JUNE 30, 2010

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FOR 2010 13

ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
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## 1005 GENERAL FUND SCHOOL

01 SUPERINTENDENT	89,635	0	89,635	94,361.93	7,639.13	-12,366.06	113.8%
02 DIR CURR AND INSTRUCTION	66,693	0	66,693	51,224.15	21,110.65	-5,641.80	108.5%
03 FINANCE DIRECTOR	3,858,870	0	3,858,870	3,569,919.17	7,089.51	281,861.32	92.7%
04 PERSONNEL DIRECTOR	17,155,958	0	17,155,958	16,903,927.85	10,883.24	241,146.91	98.6%
05 PUPIL SERVICES DIRECTOR	2,254,427	0	2,254,427	2,193,378.51	333,511.22	-272,462.73	112.1%
06 INFORMATION TECH DIRECTOR	2,220,983	0	2,220,983	3,323,269.03	.00	-102,286.03	146.3%
07 FACILITIES DIRECTOR	1,653,021	0	1,653,021	1,461,109.37	85,185.01	106,726.62	93.5%
08 MUSIC DIRECTOR	15,335	0	15,335	13,556.94	1,316.57	461.49	97.0%
09 ART DIRECTOR	29,323	-250	29,073	26,761.92	2,232.59	78.49	99.7%
10 MCCARTHY TOWNE PRINCIPAL	79,323	0	79,323	70,481.12	8,777.00	64.88	99.9%
11 DOUGLAS PRINCIPAL	80,020	250	80,270	80,368.26	.00	-98.26	100.1%
12 GATES PRINCIPAL	78,826	0	78,826	75,522.45	8,624.16	-5,320.61	106.7%
13 CONANT PRINCIPAL	81,034	0	81,034	78,859.77	11,793.84	-9,619.61	111.9%
14 MERRIAM PRINCIPAL	90,334	0	90,334	89,336.37	22,753.25	-21,755.62	124.1%
TOTAL GENERAL FUND SCHOOL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%
GRAND TOTAL	25,753,782	0	25,753,782	25,032,076.84	520,916.17	200,788.99	99.2%

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



07/23/2010 09:23 ACTON / BOXBOROUGH REGIONAL SCHOOLS  
 Kelly FY10 SCHED 1 APPR - CY - OBJECT SUMMARY  
 JUNE 30, 2010

FOR 2010 13

1000 GENERAL FUND

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	15,377,039	-1,614	15,375,425	15,373,505.34	18,441.00	-16,521.66	100.1%
02 SALARIES, PRINCIPALS	730,784	0	730,784	719,581.08	.00	11,202.92	98.5%
03 SALARIES, CNTRL ADMN	427,691	0	427,691	429,670.36	.00	-1,979.36	100.5%
04 SALARIES, SUPP STAFF	2,528,028	-30,417	2,497,611	2,441,039.08	.00	56,572.22	97.7%
05 SALARIES, ATHLETICS	411,223	0	411,223	397,759.13	.00	13,463.87	96.7%
06 SALARIES, BUILDINGS	277,816	-10,000	267,816	314,147.53	.00	-46,331.53	117.3%
07 SALARIES, CUSTODIAL	823,610	-30,000	793,610	790,184.94	.00	3,425.06	99.6%
08 SALARIES, HOME INSTR	7,354	0	7,354	9,294.87	.00	-1,940.87	126.4%
09 SALARIES, SUBS	202,277	-7,890	194,387	233,461.07	.00	-39,074.07	120.1%
10 FRINGES, COURSE REIM	28,000	0	28,000	24,944.50	960.00	2,095.50	92.5%
11 FRINGES, HLTH INSUR	5,244,227	-322,400	4,921,827	4,830,995.79	.00	90,831.21	98.2%
12 FRINGES, OTHER EE INS	25,587	0	25,587	19,676.75	.00	5,910.25	76.9%
13 FRINGES, UNEMPLMNT	27,000	0	27,000	39,199.16	10,000.00	-22,199.16	182.2%
14 FRINGES, WORKRS COMP	101,000	-11,000	90,000	79,597.90	.00	10,402.10	88.4%
15 FRINGES, PENSION	874,986	-5,000	869,986	865,476.81	.00	4,509.19	99.5%
16 INSTRUCT, SUPPLIES	255,505	11,180	266,685	223,547.43	6,671.12	36,465.95	86.3%
17 INSTRUCT, TEXTBOOKS	123,747	-5,058	118,689	104,932.65	72,541.48	-58,784.98	149.5%
18 INSTRUCT, LBY	28,873	-1,000	27,873	26,029.71	21.00	1,822.29	93.5%
19 OTHER, CAP OUTLAY	355,993	-36,000	319,993	340,561.78	162,519.56	-183,088.34	157.2%
20 OTHER, DEBT SERVICE	1,885,212	0	1,885,212	1,885,211.28	.00	.00	100.0%
21 OTHER, PROP/CASUALTY	122,040	-30,000	92,040	91,488.20	.00	551.80	99.4%
22 OTHER, MAINT BLDG/GR	344,817	0	344,817	331,061.92	32,680.58	-18,925.50	105.5%
23 OTHER, MAINT EQUIP	196,815	6,000	202,815	175,973.76	10,506.20	16,335.04	91.9%
24 OTHER, LEGAL SERVICE	131,625	-11,002	120,623	145,541.97	2,763.12	-27,681.67	122.9%
25 OTHER, ADMIN SUPP	547,545	9,698	557,243	463,412.94	38,302.30	55,527.98	90.0%
26 OTHER, ATHLETIC SUPP	134,756	-419	134,337	129,681.84	6,088.65	-1,433.49	101.1%
27 OTHER, CUSTODI. SUPP	62,859	0	62,859	75,148.92	.00	-12,289.92	119.6%
28 OTHER, SPED TRANSP	728,036	1,496	729,532	729,516.18	.00	.00	100.0%
29 OTHER, STUDENT TRANS	587,584	-8,559	579,025	574,463.15	2,362.15	-3,674.43	99.6%
30 OTHER, TRAVEL	24,214	-4,704	19,510	22,771.21	413.22	-3,674.43	118.8%
31 OTHER, SPED TUITION/	2,994,794	2,289	2,997,083	2,769,659.88	47,849.74	179,573.47	94.0%
32 OTHER, UTILITIES	1,492,403	-10,000	1,482,403	1,258,931.33	87,512.07	135,959.60	90.8%
33 OTHER, SEWER	249,395	0	249,395	217,403.00	.00	31,992.00	87.2%
TOTAL GENERAL FUND	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%
GRAND TOTAL	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%

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

07/23/2010 .09:25  
ckelly

ACTON / BOXBOROUGH REGIONAL SCHOOLS  
FY10 SCHED 1 APPR - CY - ADMIN SUMMARY

JUNE 30, 2010

PG 1  
g1yrbud

FOR 2010 13

ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
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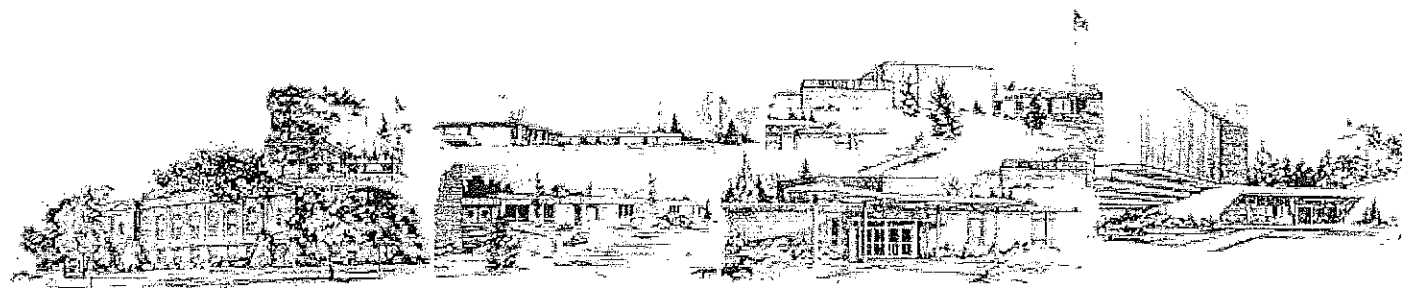
1000 GENERAL FUND

01 SUPERINTENDENT	97,246	-5,732	91,514	141,470.22	2,763.12	-52,719.34	157.6%
02 DIR CORR AND INSTRUCTION	109,584	-2,173	107,411	80,897.62	95,366.35	-68,852.97	164.1%
03 FINANCE DIRECTOR	8,504,463	-364,290	8,140,173	8,015,132.24	4,410.14	120,630.62	98.5%
04 PERSONNEL DIRECTOR	20,353,889	-76,000	20,277,889	20,254,170.93	28,791.00	-5,072.93	100.0%
05 PUPIL SERVICES DIRECTOR	4,222,104	-6,163	4,215,941	3,971,903.04	54,936.64	189,101.32	95.5%
06 INFORMATION TECH DIRECTOR	488,321	-2,176	486,145	401,685.27	39,466.33	44,993.40	90.7%
07 FACILITIES DIRECTOR	2,628,632	-18,559	2,610,073	2,362,429.99	167,746.19	79,896.82	96.9%
08 MUSIC DIRECTOR	23,597	-574	23,023	23,983.05	.00	-960.05	104.2%
09 ART DIRECTOR	45,097	-1,995	43,102	42,135.50	57.77	908.73	97.9%
19 ATHLETIC DIRECTOR	146,075	-419	145,656	143,839.07	20,023.65	-18,206.72	112.5%
21 SENIOR HIGH PRINCIPAL	491,787	-11,258	480,529	476,014.07	28,780.64	-24,265.71	105.0%
22 JUNIOR HIGH PRINCIPAL	242,040	-5,061	236,979	220,210.46	57,290.36	-40,521.82	117.1%

TOTAL GENERAL FUND

	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%
GRAND TOTAL	37,352,835	-494,400	36,858,435	36,133,871.46	499,632.19	224,931.35	99.4%

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



Acton Public Schools # Acton-Boxborough Regional School District  
16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340 E-mail:  
[daicardi@mail.ab.mec.edu](mailto:daicardi@mail.ab.mec.edu)

Donald Aicardi  
Finance Director

TO: Superintendent Stephen Mills  
FROM: Don Aicardi, Director of Finance *DA*  
RE: Education Funding Update  
DATE: August 26, 2010

On August 10, 2010, President Barack Obama signed into law a bill which provides \$10 billion in additional federal recovery money to states called the Education Jobs Fund (Ed Jobs). Approximately \$204 million of the \$10 billion was allocated to the Commonwealth of Massachusetts. On August 24, 2010, Governor Deval Patrick announced that these grant funds, considered to be a new federal grant, would be allocated to school districts throughout the state in conjunction with the Chapter 70 school funding formula.

For The Acton Public Schools, this will mean additional **\$334,635** will be available for expenditure when the final amounts of Chapter 70 aid, the SFSF grant, and the new EdJobs federal grant are combined and compared to the state aid numbers used for town meeting last spring.

For The Acton/Boxboro Regional School District, this will mean additional **\$442,325** will be available for expenditure. When combined with APS, this will make approximately \$775,000 available.

The primary purpose of these new federal EdJobs funds, aimed at salary compensation and benefits and support services only, has been designed to help districts retain existing employees, to recall or rehire former employees, or to hire new employees. Federal guidelines restrict funding targeted for only expenses related to employees who provide direct school level educational or related services.

It is important to note that districts can utilize these funds **until September 30, 2012**, which would incorporate not only the FY11 school year, but all of FY12 as well, and the first quarter of FY13.

School finance officials across the state were told during a conference call held this afternoon that applications to access these funds, similar to the process already followed by districts to access the SFSF grant, will be available during the next few weeks. As with ARRA funds, there will be strict and rigorous review of all expenditures with reports to be filed on a quarterly basis.

We will continue to closely follow all information provided to us by DESE staff during the next several weeks. During an era during which all municipal budgets have been stretched to the limit, this is very positive news for both APS and A/B.

ACTON

Chapter 70  
SFSF Grant  
Ed Jobs Grant

FY11 January, 2011 Governor's Budget	
\$5,480,709 \$0 \$0	
\$5,480,709	

FY11 Spring 2010 Town Meeting (Assumed 5% Cut)	FY11 June, 2010 Final State Budget	Variance Town Meeting vs. Final State
\$5,206,674 \$0 \$0	\$5,160,527 \$100,954 \$0	(\$46,147) \$100,954 \$0
\$5,206,674	\$5,261,481	\$54,807

FY11 August, 2010 (New Federal Funds)	
\$5,160,527 \$27,704 \$353,078	
\$5,541,309	

Variance Town Meeting vs. New Federal
\$334,635

ACTON/  
BOXBORO

Chapter 70  
SFSF Grant  
Ed Jobs Grant

FY11 January, 2011 Governor's Budget	
\$7,362,007 \$0 \$0	
\$7,362,007	

FY11 Spring 2010 Town Meeting (Assumed 5% Cut)	FY11 June, 2010 Final State Budget	Variance Town Meeting vs. Final State
\$6,993,907 \$0 \$0	\$6,931,919 \$135,608 \$0	(\$61,988) \$135,608 \$0
\$6,993,907	\$7,067,527	\$73,620

FY11 August, 2010 (New Federal Funds)	
\$6,931,919 \$37,214 \$467,099	
\$7,436,232	

Variance Town Meeting vs. New Federal
\$442,325

\$776,960



4 of 5



- > Finance Home | News
- > ARRA
- > Accounting & Auditing
- > Chapter 70 Program
- > Charter Schools
- > Circuit Breaker
- > ESE Budget
- > Federal Renovation Program
- > Grants: Information
- > Nutrition Programs
- > Per Pupil Expenditures
- > Regional Districts
- > School Building Issues
- > School Choice
- > School Finance Regulations
- > Statistical Comparisons
- > Transportation
- > Vocational Education
- > School Finance Contacts
- > Links

## School Finance: Chapter 70 Program

### Update on Federal Education Jobs Funding and FY11 Chapter 70 Program

August 25, 2010

On August 10 President Obama signed Public Law No. 111-226 which provides additional federal recovery funding to states. Title I of this law establishes a new "Education Jobs" program, with approximately \$204 million allocated to Massachusetts. On August 24 Governor Patrick announced that these funds will be allocated to K-12 school districts in conjunction with the state's Chapter 70 school funding formula, as follows:

- \$54.6 million will be used to replace a portion of the FY11 state fiscal stabilization fund (SFSF) allocations previously used to supplement the FY11 Chapter 70 program. Each district's SFSF reduction will be offset by a dollar-for-dollar allocation of Education Jobs funds. The SFSF funds freed up by this change will be reserved for other essential services outside of the K-12 area.
- \$143.6 million will be used to offset the previously announced 4% cut in most districts' Chapter 70 aid and to fully fund the minimum aid provision of the Chapter 70 formula at \$25 per pupil. This means that every operating district will see a minimum increase of \$25 per pupil compared to FY10 levels, based on the combined amounts of state Chapter 70 aid, federal SFSF grants, and federal Education Jobs grants.
- \$2.2 million will be used to fund Chapter 70 obligations for four districts as a result of recently approved DOR local contribution waivers (authorized by St. 2009, c.27, s.115 and St.2010, c.134).
- \$3.6 million has been reserved for state-level grant administration, monitoring, oversight, and reporting activities.




As a result of this additional funding, the total Chapter 70 program (including state Chapter 70 aid, federal SFSF grants, and federal Education Jobs grants) will rise from \$4.043 billion in FY10 to \$4.072 billion in FY11, a \$29 million or 0.7 percent increase. Most districts will be receiving more funding for FY11 than was projected on June 30, and no district will receive less. Eleven districts will see no change in their total funding from the June 30 projections; these are districts that are receiving sizeable increases in state Chapter 70 aid for FY11 that exceed the \$25 per pupil minimum.

The primary purpose of the Education Jobs program is to allow local school districts to retain existing employees, to recall or rehire former employees, and to hire new employees for the 2010-11 school year. Please see the U.S. Department of Education [guidance paper](#) for more information on the allowable uses of these funds; these allowable uses differ significantly from the rules for the SFSF program. Superintendents and school committees should begin immediately to plan for the coordinated use of both SFSF and Education Jobs funds. Please note that SFSF grants may be used for eligible expenses back to July 1, 2010; Education Jobs grants may be used for eligible expenses back to August 10, 2010. If a district has unspent Education Jobs funds remaining at the end of FY11, it may request the carryover of those funds into FY12 and/or the first quarter of FY13.

Districts will shortly be receiving guidance and instructions on how to access their SFSF funds (including any funds carried over from FY10) and their Education Jobs funds. Our goal is to have all of these grants awarded no later than the end of November, and earlier if possible. As is the normal practice with federal grants, the school committee will be the recipient of the SFSF and Education Jobs grants, and no action is required by the local appropriating authority. Normal cash drawdown procedures will be in effect, as will ARRA reporting requirements.

The new Education Jobs funding and the adjustments to the previously announced SFSF allocations do not change any of the core components of the Chapter 70 formula. Enrollment, foundation budgets, minimum contributions, Chapter 70 aid, and net school spending requirements remain the same as the amounts published on June 30. Although SFSF and Education Jobs grants help districts reach the funding targets under the Chapter 70 program, these grants are not included in districts' net school spending requirements.

We have updated the following documents on our website to reflect the addition of the Education Jobs funds:

-  **Summary chart** showing foundation enrollment, foundation budget, Chapter 70 aid, required local contributions, and SFSF and Education Jobs allotments for each school district.
-  **Summary chart for regional school districts** showing foundation enrollment and required local contribution for each member of the district.
-  **White paper** describing the major components of the formula.

by recently passed federal Education legislation. Both federal grants are determined through the federal net school spending have not changed since the original Chapter 70 release published on



## ALG Minutes, March 24, 2010

Present: Bart Wendell; facilitator; Paulina Knibbe, Peter Berry, BoS; Herman Kabakoff, Mary Ann Ashton, FC; Sharon McManus, Xuan Kong, SC; Steve Ledoux, Steve Mills, John Murray & Marie Altieri, staff.

Audience: Mike Gowing, BoS; Steve Barrett, town finance dept; Tess Summers school finance dept; Ruth Kohls, LWV; Janet Adachi, BoS candidate; Clint Seward, Dick Calandrella, Bob Ingram & Charlie Kadlec, AVG.

8. Other Herman asked for a discussion of warrant article 22 and the waterfall.

1. Minutes were passed over due to the lack of added corrections

### 2. FY 10 revenue update

Nothing new> There was concern about the recent announcement of a \$95m shortfall. According to Roger Hatch (DOE) indicated that there are not enough funds to cover this gap in FY 10

### 3. Spreadsheet

Extra info—spreadsheet

Because of the press for the warrant being printed, a sub committee of Mary Ann Steve Barrett & Marie met to prepare the spreadsheet for the warrant based on the discussion at ALG. They removed the columns of FY08 & 09 leaving the Town Meeting voted amount for FY 10 (even though it changed)

For FY 11 they assumed a 5% cut in state aid from the Governor's budget, there is an update for the debt; the use of \$1.275m from overlay; addition of \$463k unexpended warrant dollars; reserves were added in with the one-time adjustment of \$478K from AB transportation; assumption that there will be a 2% increase for FY12 & 13 and the use of \$1.2M of reserves.

Mary Ann said that this gives a positive net for FY12 & 13 and the SC left \$1.2m in reserves that will be added in for a future ALG plan. The message for Town Meeting that going forward that there will not be the greater anticipated use of reserves.

Paulina asked about the move of the split & the fact that the ALG plan shows the imbalance of the split as continuing.

Mary Ann said the first order was to show the budget increase of only 2% and that attending to the split was beyond the ability of the sub committee. By adjusting the split now, would leave the SC with "substantially less" We need a conversation at a later point about the split. "Clearly the intent was to keep to the 2% increase---we could not attend to both at the same time [and get the plan to press for the warrant]"

Paulina: I have drafted a possible agreement that will possibly avoid confusion in the future

Extra Info:

Paulina's version:

"As part of the 2010/2011 budget process, the municipality transferred \$96, 000 Of its allocation to the schools to help alleviate the severity of cuts in the school budget. This decision had the effect of moving the split of revenue in favor of the schools.

It is the consensus agreement of this ALG that this change in revenue split be a one-year phenomena and the split of revenue should return to its FY2010 levels (30.8%) effective in FY 2012."

Xuan's suggestion:

"As part of the FY2010 budget process, the municipality transferred \$96,000 of its allocation to the schools to help alleviate the severity of cuts in the school budget. The School Committee representatives acknowledge and appreciate the cooperative spirit of the Board of Selectmen.

It is the consensus agreement of the ALG that this change in revenue split should not be considered as a precedent or guideline for future year revenue split"

The discussion centered on changing Xuan's suggestions into something that was agreeable to all. There was a recognition that the present ALG cannot tie the hands of any future ALG.

That fact was the impetus for Paulina's concern that the generosity of the Selectmen would not be honored by future ALG committees. She wanted the addition of the percentage figure to remain.

Mary Ann countered that "this being the 11<sup>th</sup> hour" it was too late to go back into the plan & change the splits [for future years.] We have made some "wonderful agreements" this year. We have done the right thing & are going into Town Meeting with a balance budget and agreements on the future expenses.

Paulina reiterated that she just wanted to be sure that the ALG did recognize the one-year use of the funds.

Changes agreed to in Xuan's version: "...this change in revenue split is a **one-year anomaly** ...."or guideline for the **percentage or trend** for the future..... then an added footnote about the March 24<sup>th</sup> agreement not being a reflection of the ALG plan.

John Murray asked that there also be a footnote stating 'there is no commitment to the 2% increases--- they are just assumptions and not agreed as yet."

Bart cautioned that the object was to get an agreement so they could move forward & that was easier at this point if there is less specificity.

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## 6. Status of HIT

Peter report that for the present the rates are higher than what's being spent. This might lead to a lowering of the rates, perhaps.

## 7. Minuteman was skipped

## 8. Article 22

Herman questioned the need for article 22 as the money was in the operating budget.

Paulina agreed & said that the only piece that will be used is the money for the bridge work

## Waterfall

Herman was pleased that the waterfall concept proposed by the FC was accepted by the boards. He said the concept should be memorialized by the ALG process. He hopes that all the boards will vote to make it so. The tax reductions expected under the waterfall process will come about when the BoS sets the tax rate.

Paulina said there was support on the concept of the waterfall but she was not comfortable in making it an integral part of the ALG process

Bart: is it the sentiment of the group to continue with the waterfall concept?

Mary Ann—by virtue of the budgets level one & two of the waterfall will be implemented. Level three depends on the selectmen.

John Murray noted that it was the action of the Town Meeting

Mary Ann the problem arises beyond level three—I think we can go back to all the boards and say there is a consensus on the first three levels.

## Public

Mr. Kadlec remarked that “waterfall” had taken on a new meaning ---because of the persistent rains & local flooding.

He wanted to know who was going to explain the ALG spreadsheet at Town Meeting> he suggested that since FY 09 is done & we are in the middle of FY 10, the emphasis & explanations should focus on FY 11.

Bart noted that this was the last scheduled session of ALG for the season. It is always a difficult process--toes get stepped on—there are so many towns that need an ALG process ( he made note of his own

town of Petersham . He congratulated the group for “getting to this important point in the budget process.

Meeting adjourned 8:25

Ann Chang

### March 24<sup>th</sup> agreement

“As part of the FY2010 budget process, the municipality transferred \$96,000 of its allocation to the schools to help alleviate the severity of cuts in the school budget. The School Committee representatives acknowledge and appreciate the cooperative spirit of the Board of Selectmen.

It is the consensus agreement of the ALG that this change in revenue split is a one-year anomaly and not a precedent or guideline for future year revenue split’

This March 24<sup>th</sup> agreement is not being a reflection of the ALG plan. There is no commitment to the 2% increases---they are just assumptions.



# Acton Leadership Group Meeting

**August 17, 2010**

**7:30 AM**

**Town Hall, Faulkner Hearing Room**

---

Bart Wendell Facilitating

----- Agenda Topics -----		
1. Approval of Draft Minutes – 3/24/2010	General Discussion	
2. Review of Charter and Rules and Regulations	General	
3. FY11 Town/School/State Budget, Revenue Update	Steve Ledoux Steve Mills	
4. Discuss Maintenance of ALG Spreadsheets	General Discussion	
5. Discussion of Meeting Calander	General	
6. Adjourn		

BoS Mar 24<sup>#1</sup>  
4/23/10

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Meeting adjourned 8:25

Ann Chang

## ALG Charter and Ground Rules (Revised 6.09)

The Acton Leadership Group is made up of two members each from the Acton Board of Selectmen, Finance Committee, and School Committees, as well as the Town Manager, Assistant Town Manager, Superintendent and Assistant Superintendent of Schools. The primary goal of the Acton Leadership Group is to reach consensus on a multi-year financial plan for the Town of Acton to recommend to their respective boards. A secondary goal is to enhance communication and cooperation between the boards. Members provide two way communications between their board and the ALG.

ALG recommendations are based on consensus after obtaining views from all boards. All opinions are heard and there is agreement that the recommendation is the best one possible. ALG members are expected to fully represent the recommendations of ALG to their boards and support the consensus.

In summary:

- Budget Proposal: A **gross allocation budget** and funding mechanism agreement to propose (and sell) to the Boards, including a timeline, a process (hearings and non-controllable expenses) and over-rides (?)
- Enhancement of **Inter-Board** working **Relationships** including information and calendar
- **Strategic Direction**: How do we meet objectives with limited resources, to be coordinated with 2020.
- **Leadership** demonstrated by *timely* iterations and good faith consensus: All expected to 'move'.

**Quorum:** One member and one staff person per board, no substitutes

**Facilitator:** Outside facilitator runs meetings, not required for quorum.

**Agenda:** Established at previous meetings, distributed by Town Manager.

**Leadership:** Demonstrated by timely iterations and good faith consensus. All expected to be willing to compromise.

**Minutes:** Taken by outside party.

**Public Participation:** Seated outside working group, public comment period near end once agenda items completed.

A 3 5 7

**2007 – 2008 ACTON LEADERSHIP GROUP (ALG)**  
**General Description**

The ALG is a financial modeling group composed of two representatives each of the Board of Selectmen, the School Committee(s), and the Finance Committee. ALG members also include the Superintendent of Schools, the Town Manager and a member of each of their staffs. Members meet in order to coordinate and negotiate recommendations to be brought to their respective boards. The quorum includes a facilitator.

While members of the ALG agree to both report and recommend the conclusions of the ALG to their boards, the ALG acts in an advisory capacity only. The Selectmen and members of the School and Finance Committees continue to hold their own decision-making and advisory authorities.

The ALG meets on a regularly scheduled basis (usually the ??? of every month) in a posted, public meeting.

**ALG CHARTER**

**1. Creation of a budget proposal:**

A gross allocation budget and funding mechanism agreement to propose (and sell) to the Boards, including a timeline, a process and possible overrides.

**2. Timely communication:**

Good faith communication of information relevant to other Boards in a timely a manner as possible

**3. Enhancement of Inter-Board working relationships**

## ALG GROUND RULES

### 2007-2008

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- 1) Membership: Two members (Chair and Vice Chair) and two staff persons per Board. In order to facilitate continuity, substitutions are not allowed.
- 2) Quorum: One member and one staff person per Board, plus facilitator
- 3) Public Participation: After the group's discussion and at the discretion of the facilitator
- 4) Agenda: Established at previous meeting with additions submitted to the Secretariat and Facilitator
- 5) Decision-Making: By consensus. Reconsideration is also by consensus.
  - a) Members commit to a good faith decision process, which requires:
    - i) Each entity commitment to bring financial and financial related proposals to ALG for discussion prior to a final vote of that entity.
    - ii) An understanding that ALG members have different skill sets and different levels of experience with the ALG process
    - iii) Each member shall have equal access to all information.
    - iv) Full inclusion of each member in the complete decision process
      - (1) Underlying assumptions and the subsequent effects of decisions are to be fully disclosed
      - (2) Proposals are to be vetted by the full ALG. (Reminder — Off-line meetings of a majority of ALG members and serial conversations, e-mails, and documents sharing among a majority of members are violations of the Open Meeting Law).
    - v) ALG recommendations are committed to writing prior to circulation to the constituent entities
- 6) Post-Decision Expectations:
  - a) Active and respectful communication to the respective Boards in support of ALG recommendations;
    - i) The School Committees shall inform Boxborough as necessary
  - b) Full representation of each Board's reaction/decision concerning each ALG recommendation is brought back to the next meeting of the ALG
- 7) The keeper of the "Financial Plan" is the secretariat of group decisions rather than the author of the Financial Plan. and each version of the plan shall be included with the draft and final minutes of the appropriate meeting

8) Minutes: By secretariat

- a) Draft minutes shall be distributed, as early as possible, to all ALG members via e-mail

Approved final minutes shall be distributed to each ALG member, the Town Clerk, and each constituent entity

- 9) Calendar: Time 7:30 – 9:00 AM. During the time period of July – January (???) of every month and during February and March biweekly on the ??? of the ???

10) Convener/Secretariat: Town Manager

11) Overrides:

- Any year in which an operating override is being considered, 'A' (inclusive of the override amount) and 'B' (exclusive of the override amount) budgets will be put forward

- Members commit to championing and recommending adherence to 'B' Budgets when such budgets are voted by the citizenry

**Maryjane Kenney**

---

**From:** Steve Ledoux  
**Sent:** Thursday, August 05, 2010 8:59 AM  
**To:** Maryjane Kenney  
**Subject:** FW: Kick Off Meeting

Should include these items per Ann's suggestion

Steven L Ledoux  
Town Manager  
472 Main Street  
Acton, MA 01742  
Telephone (978) 929-6611

When writing or corresponding, please be aware that the Secretary of State has determined that most email is a public record and, therefore, may not be kept confidential.

**From:** ann chang [mailto:ann.chang@verizon.net]  
**Sent:** Monday, July 26, 2010 8:15 AM  
**To:** Steve Ledoux  
**Subject:** Re: Kick Off Meeting

OK.  
As part of the info package, perhaps you should include the ALG Charter & conduct rules.  
Ann Chang

**From:** Steve Ledoux  
**Sent:** Monday, July 26, 2010 8:01 AM  
**To:** Acton Leadership Group  
**Subject:** Kick Off Meeting

Our facilitator, Bart Wendell, is not available on August 10. How does August 17 @ 7:30 AM work for everyone?

Steven L. Ledoux  
Town Manager  
472 Main St  
Acton, MA 01720  
Telephone:(978) 264-9612  
Fax: (978) 264-9630

When writing or corresponding, please be aware that the Secretary of State has determined that most email is a public record and, therefore, may not be kept confidential.

8/5/2010

10 of 11

Agg # 5  
8/17/10

## Acton Leadership Group Schedule 2010-2011

### 2010

August 17	7:30 AM
September 16	7:30 AM
October 7	7:30 AM
November 4	7:30 AM
December 9	7:30 AM

### 2010

January	January	7:30 AM
February	February	7:30 AM
March	March	7:30 AM

## **ALG (draft) Minutes August 17, 2010**

Present: Bart Wendell, facilitator; Mary Ann Ashton, FinCom; Lauren R. Morton & Mike Gowing, BoS; John Petersen, SC; Steve Ledoux, John Murray, Steve Mills, Dan Arcardi , staff. Absent: Xuan Kong, SC, Bill Mullen, FinCom.

Audience: Steve Barrett, Finance director, Marie Altieri, school finance dept., Ruth Kohls, LWV; Becki, Beacon reporter, Clint Seward & Charles Kadlec.

The Minutes of March 24 were accepted with the suggestion that the whole of Xuan's suggestion be added to the minutes.

Steve Ledoux announced that the ALG may no longer add agenda items at the meeting because of the OML changes. So at the end of the printed agenda there may no longer be a line for "Other" Instead, agenda items must be generated at the close of the present meeting or by email request at least 48 hours prior to the posting of the agenda.

## **II. Review of ALG Charter and Ground Rules**

### **Extra info: ALG Charter & Ground Rules (revised 6/09) 2007-2008**

**Bart:** the ground rules have essentially been the same for the past seven-eight years

**John Petersen** suggested that the Town manager and Superintendent be allowed to bring along what ever staff member would be the most helpful & not be confined to the Assistant Town Manager & the Assistant Superintendent (there is not one)

**Lauren** suggested that a change in wording from plan to model

**JP:** I think it's a good idea to move away from a multi-year plan—ALG is tasked with projecting revenues---once that's done then we can build a model. I would like to see the revenue projection task split.

**Mary Ann:** What the ALG has done over the long time is a plan---and we have made agreements to go forward. It is important that what we do has the boards behind us. It has to be the best plan for the year and the years beyond our best effort. What we do is for Town Meeting consumption ---saying that the revenue is not captured in a model---it is more interactive than a plan.

**John M:** The ALG is a one-year plan and a multi-year model. The intention is to plan for this year and present what will happen in the out-years

### **Recommended changes:**

Revenue projections

Recommending a one-year plan and building a multi-year model



**John M:** Take the ALG plan (words) out of the warrant & entitle it a “plan from the three boards”

Bart asked if there should be changes in the public participation relegated to the end of the meeting?

**Mary Ann:** We need to ask the Town manager to update the ALG website to include minutes and the review materials used at the meetings.

**Bart:** The link is not up to date---there are no recent minutes. Minutes will be put up after accepted but the information must be made public on request even if not accepted.

John M: there needs to be financial plan column with a “change from previous run” so it will be easier to see the changes on the spreadsheet.

### **III Budget and revenue updates**

**Steve L:** Local aid has come in as predicted—there is a shortfall in excise

**Steve B:** For FY 10 excise is down \$81k; fees are up \$59k; interest is down \$110k; state aid to the town is down \$23k leaving a shortfall of \$155k

**Steve M:** FY 10 closeout is better than forecast we have returned \$225 to E&D [AB region] and \$205k from APS

Mary Ann asked for information on the money from the federal government—she wanted to know how it would flow---Title I ? The answer from Don Arcardi is that he does not know anything other than what he reads in the paper but does expect the governor to make a proposal this week.

### **IV Spreadsheet maintenance**

Mary Ann reported that last year the spreadsheet was maintained by Marie Altieri in consultation with Steve Barrett and herself. She noted that the spreadsheet has “grown” and the format does need to be changed to recognize that additional tools now available to keep records. There needs to be cover sheet with management info in detail & in part they can use the numbers that are already being generated by the schools---and there needs to be a way to keep a history of the sheets & their changes [she already does this for her personal use]

Suggestion: Mary Ann, Marie & Steve prepare a draft of a possible spreadsheet format for next meeting and make it an agenda item.

There was discussion on who would be the “point person” for the maintenance and changes and there was agreement that it was better to have someone from staff rather than someone from a volunteer board.

**\*\*\*\*Proposal: point person would be from the Town staff—agreed**

**\*\*\*\*Proposal: look at the past decisions that supported the agreements---agreed**

There was discussion on the levels of analysis and how the Town does estimates of revenues such as fees (which includes more than building permits) excise tax revenue and interest

**\*\*\*Proposal: decision page with assumptions used for building plan---agreed**

There was further discussion on who exactly would do the maintenance. It was agreed once again that the person should be a “professional” [staff]

**\*\*\*Proposal: allow Steve Ledoux & Steve Mills to decide---with the idea that the final product would be a collaborative work---agreed**

## **V. Meeting Calendar**

### **Extra info: a proposed schedule of meet dates for 2010-11**

The discussion centered on the best dates---Wednesday for Bill Mullin, but not good for Steve Ledoux and moving the start time to 7 AM which Bart said he could not make

Bart proposed meeting at 7:15 rather than 7:30 and members would confer by email on their best days of the week. Meanwhile ALG will next meet on September 16 at 7:15

**Task:** Steve Ledoux and Steve Mills will produce the Master Calendar that will show all the meeting dates for the selectmen, finance committee and school committee & holidays. From that, the best days for the ALG meetings will be established when the committee meets again in September.

## **VI: Agenda**

Because of the new OML, the agenda must be set & posted 48 hours prior to the meeting time. Members were encouraged to set out agenda items now, for the next meeting and any other items were to be emailed to the Town Manager to be sent out with the meeting packet

The Agenda will have the following items: Approval of minutes; Budget revenue update; ALG spreadsheet; task calendar---for when things need to be done to get ready for Town Meeting; ALG meeting schedule.

Additional items must be submitted by noon on September 13

## **VI Public input**

Mr. Kadlec suggested that the wording on the Charter be changed because there was no staff for the Finance Committee.

Under spreadsheet he said it would be useful to have an early decision on who would present the spreadsheet at Town Meeting. He said that “people take it as official [document] and under the charter it is the FC’s job, so it would be nice to have the VC do the presentation.

He would like the committee to rethink the time for public input. He felt that the public has been relegated to second class citizens. He added that making comments while the issue was being discussed may be useful and that it does not take that much time.

Adjourned 8:35

Next Meeting September 16<sup>th</sup>—7:15 AM

Ann Chang

## **Acton Health Insurance Trust Report**

John Petersen

The Trust met on August 26<sup>th</sup> 2010

- Cash Flow Report (Jul-Sept) showed a favorable variance of \$245K (7%). About 2% of the favorability relates to reinsurance.
- The trustees agreed that the boards should plan on 8% health care inflation for FY12.
- Mr. Evans was re-elected as chair, Mr. Gowing will serve as secretary
- Next Trust Meeting September 23<sup>rd</sup> at 8am RJ Grey CO conference room

8/27/10

**NEW PROFESSIONAL STAFF, K-12**  
**2010-2011**

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<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Amy Myrick	Teacher	Gates	1M	1.0
Diann Oster	Nurse	Douglas	1B	.8
Sara Haskin	Art Teacher	RJGJHS	4M	1.0
Christine Fenniman	7 <sup>th</sup> Math Teacher	RJGJHS	5M	1.0
Katharine Shiebler	¾ Loop Teacher	Merriam	1M	1.0
Scott Alberg	Art Teacher	ABHRS	1M+15	.4
Amy Bisiewicz	Dir. of Educational Technology	APS/AB		1.0
Matthew McDowell	Assistant Principal	McT/Merr		1.0
Beth Warner	Art Teacher	Douglas	9M+15	.4
Jeremy Blaustein	English Teacher	ABRHS	6M	1.0
Eben Bein	Science Teacher	ABRHS	1B	1.0
Michelle Fox	English Teacher	ABRHS	6M	.4
Noel Erickson	Reading Specialist	Douglas	3M	1.0
Sarah Little (1 year)	Special Educator	ABRHS/MAP	1M+15	1.0
Kerrin E. Stewart	Music Teacher	Con/Merr	1B	1.0
Ralph Arabian	Industrial Tech Teacher	ABRHS	10M	1.0
Sarah Senna	4 <sup>th</sup> Grade Teacher	Conant	1M	1.0
Sam McHale	Social Studies Teacher	ABRHS	1B	1.0
Jessica Janus	Math Teacher	ABRHS	1B	1.0
Alec Lewis	History Teacher	ABRHS	1M	1.0
Carol Watson	World Language Teacher	RJGJHS	10M	1.0
Spencer Harvey	Social Studies Teacher	RJGJHS	1B+15	1.0
Kerry Cusick	Reading Specialist	Merriam	10M+15	1.0
Adrienne Calotta	World Language Teacher	RJGJHS	1M	1.0
Damian Sugrue	Principal	Conant		1.0
Donald Aicardi	Director of Finance	APS/AB		1.0

**TOTAL: 26 new staff (as of 8/25/10)**

8/27/10

**ABRSD Schools - by school**  
**2010-2011**

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<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<b><u>Junior High</u></b>				
Sara Haskin	Art Teacher	JH	4M	1.0
Christine Fenniman	7 <sup>th</sup> Math Teacher	JH	5M	1.0
Carol Watson	World Language	JH	10M	1.0
Spencer Harvey	Social Studies	JH	1B+15	1.0
Adrienne Calotta	World Language	JH	1M	1.0

**Total JH: 5 new staff**

<b><u>Senior High</u></b>				
Scott Alberg	Art	HS	1M+15	.4
Jeremy Blaustein	English	HS	6M	1.0
Eben Bein	Science	HS	1B	1.0
Michelle Fox	English	HS	6M	.4
Sarah Little	Spec Educator	HS/MAP	1M+15	1.0
Ralph Arabian	Industrial Tech	HS	10M	1.0
Sam McHale	Social Studies	HS	1B	1.0
Jessica Janus	Math	HS	1B	1.0
Alec Lewis	History	HS	1M	1.0

**Total HS: 9 new staff**

**Other ABRSD staff**

**Total ABRSD new staff: 14**

8/27/10

**APS Schools - by school  
2010-2011**

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
<b><u>Conant</u></b>				
Sarah Senna	4 <sup>th</sup> Gr Teacher	CON	1M	1.0
Damian Sugrue	Principal	CON		1.0
<b><u>Douglas</u></b>				
Noel Erickson	Reading Specialist	DOU	3M	1.0
Beth Warner	Art Teacher	DOU	9M +15	.4
Diann Oster	Nurse	DOU	1B	.8
<b><u>Gates</u></b>				
Amy Myrick	Teacher	GAT	1M	1.0
<b><u>McCarthy-Towne</u></b>				
<b><u>Merriam</u></b>				
Katharine Shiebler	¾ Loop Teacher	MER	1M	1.0
Kerry Cusick	Reading Specialist	MER	10M+15	1.0
<b><u>Additional APS new staff:</u></b>				
Kerrin E. Stewart	Music Teacher	CON/MER	1B	1.0
Matthew McDowell	Asst Principal	McT/Merr		1.0

**Total APS new staff: 10**

**APS/AB Staff: 2 - Amy Bisiewicz, Donald Aicardi**

**TOTAL APS/AB NEW STAFF: 26**

Alberg, Scott

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

Date: 8/13/10Position: Art Teacher (.4 FTE)Location: ABRHS

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

Posted: YesAdvertised: Yes#Applicants: 10# Candidates Interviewed: 3Interviewers: Stephen Mills,

Alixé Callen, Diana Woodruff

Recommended Candidate: Scott AlbergStep/Salary: M +15, \$18,971.20  
(prorated)

Resume: X

Application: X

References Checked: X

CollegeDegreeDateMajor/Minor

Tufts University

M.F.A.

2001

Fine Arts/Studio Art

Boston University

B.A.

1997

Art History

Certification Required: YesCertified: Yes

Visual Art (5-12)

Experience:

Spring 10-Present: Student Teacher, Watertown High School, Watertown, MA

2009: Photography Instructor, Mass. College of Art/Saturday Studios, Boston, MA

2009-Present: Photography Instructor, Newton Community Education/Critique Group, Newton, MA

2001-2009: Assistant Program Director/Art Teacher, Gateway Arts, Brookline, MA



## Statement of Teaching Philosophy

I began my teaching career working with adult artists who live with significant mental illness or developmental disabilities, each of whom came from a different level of training or experience with visual art. For nine years I received an education in the equality of different approaches to lived experience, and in the original ways of understanding the world that our studio artists made tangible both through their art and their conversation. Like those artists I believe in the importance of making some kind of object or thing out of one's passions and ideas, I believe in sharing it, and I believe in challenging the world with it. My desire to be a visual art teacher is so I can construct situations in which students can create and experience art as a means toward giving form to their lives and shaping their future. Self-expression goes hand and hand with self-determination, and this points toward the meaningfulness and relevancy of all student work done in the classroom studio. My students develop a disposition as active and informed lookers, both through the process of creating art and through an engagement with contemporary art and material culture. I insist that, in the most fundamental way, to interpret or critique the world is to transform it.

Scott Alberg

Arabian, Ralph

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

Date: 8/13/10

Position: Industrial Arts Teacher    Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 21  
Alixé Callen

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Recommended Candidate: Ralph Arabian

Step/Salary: M10, \$69,148

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Fitchburg State College	M.S.	2009	Technology Education
Fitchburg State College	B.S.	1986	

Certification Required: Yes

Certified: Yes

Engineering Technology (9-14)

Experience:

10/08-Present:	Technology/Engineering Teacher, Northeast Regional Vocational Technology School, Wakefield, MA
10/07-7/08:	Science/Technology/Engineering Teacher, Masconomet Regional High School, Topsfield, MA
09/09-07/07:	Technology Education Teacher, Dracut Senior High School, Dracut, MA

Ralph Arabian

Acton-Boxborough High School  
36 Charter Road  
Acton, MA 01720

Dear Dr. Callen,

Thank you for taking the time to meet with me today. I am pleased to write this letter of why I would like to become a teacher at Acton-Boxborough High School.

There are several important characteristics that make me a great teacher. The most important is my desire, passion and dedication, not only to teaching, but also to the students. I can identify and recognize each student's strengths and weaknesses. I also understand that all students learn at a different level. I am able to notice this and adapt quickly.

As a successful Shop/Cad/Technology Engineering teacher, I am able to convey knowledge in a clear and concise manner. Prior to becoming a teacher, I had worked in the industry for ~20 years, and know which particular skill set would be required to be successful in secondary education and also in industry. Also, due to my industry experience, I have a mastery of the subject matter which earns the respect and confidence of the students. In addition to High School, I have also taught Engineering/Technology at the college level and know how to prepare students for real world technology.

I have recently completed a Master's of Education program at Fitchburg State College. I also have my Technology Engineering licensure from DOE.

It is because of my passion for teaching that I have chosen to pursue this career path, and would like to teach at Acton-Boxborough High School.

If you have any questions or require any additional information, please feel free to call me at 978-749-9536.

Thank you for your consideration,

Ralph M. Arabian  
Ralph M. Arabian

Bein, Eben

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

Date: 8/13/10

Position: Biology/Science Teacher   Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 32

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Alixé Callen, David Palmer

Recommended Candidate: Eben Bein

Step/Salary: B 1, \$42,982

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

*Dartmouth College*

*B.A.*

*June 2010*

*Biology*

Certification Required: Yes

Certified: Pending

Experience:

9/09-Present:	Student Teacher (Biology), Hanover High School, Hanover, NH
Summer 2009:	Teacher Assistant/Dorm Parent, Brewster Academy Summer Session, Wolfeboro, NH
Summer 2008:	Research Assistant, Professor Mark McPeck, Dartmouth College, Hanover, NH

Eben Bein

## Philosophy of Teaching

Luckily, curiosity only killed the cat. If it killed people, I would be dead many times over. My curiosity is insatiable and my life is filled with things to learn about: biology, education, dance, music and writing are just a few. The learning process has been a source of wonderment and growth for me, one that I want to continually experience and share with other people.

I believe that people have a very powerful, even primal desire to understand things. Knowing and following this desire both enriches our own lives and empowers us to enrich the lives of others. As a teacher, I would help my students know and follow their own urge for understanding, however central, hidden or cast aside it has been in their lives until that point.

A large part of that involves making the subject matter engaging, applicable, meaningful—in short, curiosity-inducing. This requires that I know the material deeply and that I struggle with its organization and presentation (which is my great pleasure).

Another part is respecting the students as my intellectually curious cohort. I will do so by demanding that they also learn the material deeply. I will honor their ideas by giving them opportunities to direct their own learning and real ways to apply their learning beyond the classroom. I will also ask them to develop and share strategies of learning such that they become eager, versatile and self-sufficient learners. I will share my own strategies as well as I address gaps in my knowledge and theirs.

Lastly, I will recognize our humanness—that is, encourage expression of our 3-dimensional selves with diverse interests, capabilities, personalities and limitations. I am eager to experience them human-to-human, ready to empathize, assist, encourage, empower them to embrace a challenging but ever-fascinating life of learning.

Blaustein, Jeremy

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

Date: 8/13/10

Position: English Teacher

Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 45

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Alixé Callen, Diane Telicki

Recommended Candidate: Jeremy Blaustein

Step/Salary: M 6, \$57,864

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

University of Mass./Boston

M.A.

June 2010

English

Wheaton College

B.A.

2005

English/Education

Certification Required: Yes

Certified: Yes

English (8-12)

Experience:

2008-Present: English Teacher, Nashoba Regional High School, Bolton, MA

2005-2008: English Teacher, Walpole High School, Walpole, MA

Spring 2005: Student Teacher, Foxborough High School, Foxborough, MA

Jeremy Blaustein  
Philosophy of Education Statement

While I love literature and I love teaching literature, I have loftier goals for my students than just an appreciation of reading. I believe that communication and critical thinking are the essential backbone of English Language Arts, and those are the skills that I ultimately want to help my students develop and appreciate.

A true understanding of critical thinking is the ultimate goal of my teaching. I want students who are aware of the world around them and their place in it. I want to help students learn to question the messages they are bombarded with and I want to help them develop the skills to find and process information on their own. I believe that teaching active and critical reading skills can help students develop these skills, but they must be scaffolded.

There are few skills more important than effective communication. It's a deceptively simple concept. Students need to be able to effectively listen, process, and respond, whether it is oral or written. I believe that exploring the writing process is one of the best routes to developing effective communication. Planning, drafting, and revising writing is a demanding process for students who are often unsure of what they really want to say. Developing as writers helps students begin to find and develop their own voice and their own perspective. I truly believe that through engagement in the writing process students can have insightful reflective experiences.

Finally, I believe that education and community rely heavily on each other. I'm a firm believer that community can start within a single classroom. I have seen classroom cultures that have been lively, nurturing, and creative, and classroom cultures that have been negative and stifling. The benefits to the former have been clear on both a communal and individual achievement level. When students are invested in something bigger than themselves they are more supportive and more successful. I strive to provide students with the best possible atmosphere for developing community and skills that will serve them as lifelong learners.

Calotta, Adrienne

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

Date: 8/13/10

Position: World Language Teacher

Location: Junior High

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

Posted: Yes

Advertised: Yes

#Applicants: 18

# Candidates Interviewed: 6

Interviewers: Stephen Mills,  
Craig Hardimon, Robin Crown

Recommended Candidate: Adrienne Calotta

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

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Boston College

M.Ed.

May 2010

Curriculum & Instruction

Boston College

B.A.

2009

Secondary Education

/Hispanic Studies

Certification Required: Yes

Certified: Yes

French/Spanish (5-12)

Experience:

Spring 2009: Practicum Teaching, Milton High School, Milton, MA  
Fall 2008: Practicum Teaching, Quincy High School, Quincy, MA  
Fall 2007: Col-legi Sagrat Cor, Barcelona Spain



*Aprender otro idioma y tener conocimiento de otras culturas son necesarios para participar completamente en la experiencia humana.* Knowing another language and being culturally literate are necessary to participate fully in the human experience. The word that stands out to me in the ABRSD mission that “Students and staff are a learning community participating in a global society” is “global.” With record numbers of individuals of other cultures, nationalities, ethnicities, and linguistic backgrounds coexisting in communities in Massachusetts and around the United States, encouraging students to be curious about and accepting of the traditions of others is at the core of the educational process. As a foreign language teacher, I strive to not only show students that learning a new language can be fun and useful but to challenge them to think of themselves as citizens of the world as well.

That being said, I believe that *every* child is capable of achieving these goals. I will be working with eighth graders at R.J. Grey who have only just begun the exciting adventure of learning a new language; for this reason, I am even more eager to ensure that they are met with success at each step of the way. A lot of time, energy, and thought go into each one of my lessons and assessments, and at the end of the day it is truly about the students. I frequently solicit their feedback and ask if there’s anything I can do to better support them in their learning since I believe that students are a teacher’s greatest resource. Together with parents, other faculty and staff throughout the district, and members of the community, I aim to create a learning environment that is not confined to the four walls of the classroom. Learning can and does happen everywhere, and I’m thrilled to have the opportunity to teach in a district that supports this attitude and puts families and students first.

- Adrienne Calotta

Cusick, Kerry

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

Date: 8/13/10

Position: Reading Specialist

Location: Merriam School

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

Posted: Yes

Advertised: Yes

#Applicants: 42  
Kaufman

# Candidates Interviewed: 10

Interviewers: Stephen Mills, Ed

Recommended Candidate: Kerry Cusick

Step/Salary: M 10 + 15, \$70,167

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Providence College

M. Ed.

2006

Literacy

Providence College

B.A.

2001

Special Education

Certification Required: Yes

Reading (All Levels)

Certified: Yes

Experience:

9/2008-Present:	Reading Specialist, R.E. Shaw Elementary School, Millbury, MA
9/06-6/08:	Second Grade Teacher, North Smithfield Elementary School, N. Smithfield, RI
9/03-6/06:	Fifth Grade Teacher, Dr. Harry L. Halliwell Memorial School, N. Smithfield, RI
9/01-6/03:	Resource Inclusion Teacher, Dr. Harry L. Halliwell Memorial School, N. Smithfield, RI

Kerry Cusick  
Philosophy of Education  
May 30, 2010

I believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as an educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that I believe are conducive to establishing such an environment: (1) the teacher acting as a guide. (2) promoting respect for all things and all people, and (3) .

When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When each student is heard, an environment evolves where students feel free to express themselves. I believe that children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and confident of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

For me, teaching provides an opportunity for continual learning and growth. One of my hopes as an educator is to instill a love of learning in my students, as I share my own passion for learning with them. I feel there is a need for compassionate, strong, and dedicated individuals who are excited about working with children. In our competitive society, it is important for students to not only receive a solid education, but to work with someone who is aware of and sensitive to their individual needs. I am such a person and will always strive to be the best educator that I can be.

Erickson, Noel

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

Date: 8/13/10

Position: Reading Specialist

Location: Douglas School

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

Posted: Yes

Advertised: Yes

#Applicants: 42  
Chris Whitbeck

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Recommended Candidate: Noel Erickson

Step/Salary: M 3, \$50,449

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Lesley University

M. Ed.

2009

Elementary Education

Hamilton College

B.A.

2001

Psychology

Certification Required: Yes

Reading (All Levels)

Certified: Yes

Experience:

2009-Present: First Grade Teacher, Kennedy-Longfellow Elementary School, Cambridge, MA

12/08-6/09: Grade One, Long Term Substitute Teacher, Maria L. Baldwin Elementary School, Cambridge, MA

9/08-12/08: Grade Two, Long Term Substitute Teacher, Maria L. Baldwin Elementary School, Cambridge, MA

Noel Erickson  
Educational Philosophy Statement

I believe in a balanced approach to education. It is important for students to have explicit instruction coupled with a chance for discovery. Specifically, in literacy students benefit from different literacy opportunities during a school day. These include, read alouds, whole class reading and writing lessons and small guided reading and writing group instruction.

As an elementary school teacher I design and implement daily reading and writing workshop lessons and lead guided reading groups. Through this instruction and formal assessments I am able to plan my instruction based on my student's different learning needs. Differentiating my instruction based on my students differing skill levels allows each child to make obtainable academic gains. During my course work at Lesley and my time as a teacher in Cambridge I learned to continuously be formally and informally assessing students in order to best inform my instruction.

It is also important to connect literacy across the curriculum. Integrated learning enables students to see relationship between subject areas, which is more applicable to real life. Specifically, using children's literature within different subject area often assists students understanding.

It is important that as a teacher I continue to motivate my students to want to learn by continuing to remain current in my instruction. By continuing to reflect upon and develop my teaching practices, which I have done throughout my time as a student and as a teacher, I will continue to improve as an educator.

Fenniman, Christine

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

Date: 8/13/10

Position: Math Teacher

Location: Junior High

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

Posted: Yes

Advertised: Yes

#Applicants: 27  
Craig Hardimon

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Recommended Candidate: Christine Fenniman

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

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Massachusetts	M.S	1994	Curriculum & Instruction
University of Delaware	B.S.	1992	Elementary Education

Certification Required: Yes  
Mathematics (5-9)

Certified: Yes

Experience:

2008-Present:	Special Education Tutor, Concord Middle School, Concord, MA
2007-2008:	Classroom Assistant, Gates Elementary School, Acton, MA
1996-Present:	Private Math Tutor, Acton, MA
1993-1997:	Sixth Grade Math Teacher, Parker Middle School, Reading, MA
1992-1993:	Classroom Assistant, Gates Elementary School, Acton, MA

Philosophy of Education  
Christine Fenniman

It is my belief that each and every student should become an active participant in their own learning. All students have the ability to think for themselves if given the correct instruction and guidance. At the junior high level students possess the skills needed to become independent learners and should use these skills to be active participants in their course of learning. Elementary school provides the tools needed to become strong self-directed students; junior high is the place to begin practicing and perfecting these tools.

My job as teacher is to foster an environment which encourages students to be autonomous thinkers, allows them to take risks and assists them in discovering themselves as independent learners. Students in my classes will be exposed to multiple ways to approach problems with the goal of arriving at the correct answer attributed to each individual's learning style no matter what the type of learner.

A student who takes an active interested role in their own education is going to be much more successful than the student who sits back and takes a passive role. Junior high is a great venue for students to stretch their wings, to try new things before they head off to the high school and become focused on what their future will hold.

Fox, Michelle

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

Date: 8/13/10

Position: English Teacher (.4 FTE) Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 45

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Alixé Callen, Diane Telicki

Recommended Candidate: Michelle Fox

Step/Salary: M 6, \$23,145 (prorated)

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

*Simmons College*

*M.A.T.*

*1999*

*Teaching*

*Boston University*

*B.S.*

*1991*

*Mass Communications*

Certification Required: Yes

Certified: Yes

English (9-12)

Experience:

1999--2004: English Teacher, Braintree High School, Braintree, MA

1998-1999: Intern English Teacher, Boston Latin School, Boston, MA

1997-1999: Area Coordinator, Babson College, Babson Park, MA



*Michelle Fox*  
*Personal Teaching Philosophy Statement*

As I veteran teacher, I relish the opening week of the school year. I look forward to meeting my new students and establishing clear expectations that allow students to become active participants in their learning process. All students can master material—understanding the human conflict within literature, writing thoughtful and persuasive essays and identifying the importance about how and why they learn. In order for students to achieve, to have high expectations for themselves, they must understand what skills they are developing and why those skills are important.

In addition, I believe that all teachers must make the classroom a safe and respectful place, a place where students feel comfortable to share their ideas and their different perspectives. When students can make personal connections with literature and writing, they are more engaged in their learning process. Clearly, using a variety of teacher directed and student directed teaching methods foster the willingness to share ideas, to develop trust and to increase enthusiasm for learning.

Harvey, Spencer

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

Date: 8/13/10

Position: Social Studies Teacher

Location: Junior High

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

Posted: Yes

Advertised: Yes

#Applicants: 122  
Craig Hardimon

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Recommended Candidate: Spencer Harvey

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

Resume: X

Application: X

References Checked: X

College  
Wesleyan University

Degree  
B.A.

Date  
1983

Major/Minor  
Philosophy

Certification Required: Yes

Middle School Humanities (5-8)

Certified: Yes

Experience:

1/10-Present:	Daily Substitute, R.J. Grey Junior High School, Acton, MA
8/09-12/09:	Special Education Assistant, R.J. Grey Junior High School, Acton, MA
12/09-4/09:	Long term substitute Classroom Teacher, R.J. Grey Junior High School, Acton, MA
1998-2008:	President, MarketOne International, Acton, MA

## **Educational Philosophy of Spencer Harvey**

An effective teacher is a guide to learning; one who seeks to spark critical thinking in students through artful Socratic-style dialogue. Teachers must resist adopting the “sage on the stage” persona, and instead challenge students with open-ended questions that stimulate independent analysis and encourage debate. When students discover and develop concepts on their own, or within peer groups, they are far most likely to retain, expand and apply this knowledge. This premise should inform virtually all teaching decisions, from curriculum design, to lesson planning, to assessment techniques.

Exemplary teachers believe that every student, regardless of innate ability or socioeconomic background, is capable of great achievement. It is the teacher’s job to communicate these high expectations and to provide each student with a customized set of tools and support that will lead to success.

At the junior high level, students transitioning to adolescence place additional demands on the teacher. Helping students develop a positive self-image and healthy peer relationships will often supersede the predetermined academic agenda. Only when students feel safe, secure, and confident in who they are can learning take place.

Haskin, Sara

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

Date: 8/13/10

Position: Art Teacher

Location: Junior High

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

Posted: Yes

Advertised: Yes

#Applicants: 18

# Candidates Interviewed: 6

Interviewers: Stephen Mills,  
Craig Hardimon, Robin Crown

Recommended Candidate: Adrienne Calotta

Step/Salary: M 4, \$52,591

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

University of Wisconsin

M.A.Ed.

2007

Art Education

University of Vermont

B.S.

1998

Art Education

Certification Required: Yes

Certified: Yes

Visual Art (5-12)

Experience:

2001-Present: Head Art Teacher, Dearborn Academy, Arlington, MA

Summers 06/07: Program Director, Polliwog Creative Arts Camp, Newton, MA

2000-2001: DeCordova Museum, Lincoln, MA

## **Statement of Purpose**

Art has been an integral part of who I am for as long as I can remember. It gave me a chance to express myself and to show the world who I really am as a person. I want my students to increase their self-esteem and self-worth, as well as, take pride in all that they do. Art is a great medium for this. I often use community based art in order to help create meaningful, interesting learning experiences that apply to the children's every day lives. I believe that the use of hands-on activities, cooperative learning and integrated curriculum can help students grow as individuals, as well as, come together as a group. These are all important life skills that children need to learn at an early age.

Art gives us the freedom to express ourselves in any way we choose. It is that expression that makes us who we are. Art allows us to release fear, anger and tension and to reach deep within ourselves. My goal is to help children to learn about themselves; to take what they see and show it to the world around them in an original way.

Janus, Jessica

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

Date: 8/13/10

Position: Mathematics Teacher

Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 56

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Alixé Callen, Bill Noeth

Recommended Candidate: Jessica Janus

Step/Salary: B 1, \$42,982

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

*Boston University*

*B.S.*

*2010*

*Mathematics Education*

Certification Required: Yes

Certified: Yes

Mathematics (8-12)

Experience:

1/10-2/10:	Student Teacher, North Quincy High School, N. Quincy, MA
Summers/	Director's Assistant, Acton-Boxborough Regional High Summer School,
2007-2010:	Acton, MA
12/08 & 6/09:	Student Teacher, R.J. Grey Junior High School, Acton, MA

### **Personal Philosophy on Teaching and Learning**

My methods for teaching mathematics evolve from years of learning experiences. Studying mathematics involves both student and teacher collaboration to facilitate an exploration of concepts. Consequently, I want all my students to understand the importance of collaboration and persistence, to identify advantages of communication and struggle, and to be aware that they all can find success in my classroom. I actively work to develop a habit for creativity that will lead to the pursuit of lifelong learning.

#### **Collaboration and Persistence:**

In order to increase my students' persistence and aptitude for problem solving, I believe in allowing students to be actively engaged in the learning process, to struggle, and to learn to communicate with their peers. With my help as mediator and resource, students will engage in conversations to work together to overcome mathematical challenges, creating a process that enriches their understanding of the "how's" and "why's" of mathematics. Helping students identify when they need or want to learn more about a subject and giving them the skills and resources to obtain that knowledge can help them to become lifelong learners in any field. As part of this process, it is my task to ensure that this dialogue is conducted in an atmosphere of mutual respect and toleration of diverse opinions and questions, as well as racial and gender diversity.

#### **Communication and Struggle:**

I am a proponent of requiring students to engage in frequent spoken and written discourse. I want my students to share their mathematical struggles with each other and to use their communication skills to solve problems. Struggling has often been associated with failure; however, through our struggles we often learn the most. The satisfaction of understanding challenging ideas is infinitely more rewarding than briefly memorizing a slew of equations. To encourage individual understanding and communication of challenging materials I have students review material through journal entries, games that foster peer collaboration through round robins, and group activities. When students are accountable for their work, it encourages individual understanding and communication of those materials as well as persistence to accomplish the tasks at hand so the students won't let their partners down.

#### **Success and Expectations:**

Success comes differently to all students because individual learning methods differ. I am committed to providing a challenging yet accepting and exciting learning environment via multiple teaching approaches. I aim to implement a variety of assessment strategies that allow fair assessment of diverse learning needs. I encourage all my students to participate and question the mathematics we explore. As I will expect of myself, I expect my students to be organized, and prepared for class. Moreover, in order to work towards my own success, I aim to continue my professional growth through collaborating with colleagues, consistently revising my work, attending conferences, and taking additional classes in education and mathematics. Finding appropriate motivations for my students is a constant goal for me, and I expect my methods for teaching to be constantly critiqued, revised and improved. I aim to empower both students and colleagues in their pursuit of learning and am excited to be part of a faculty that supports and encourages collaboration and innovative teaching.

Lewis, Alec

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

Date: 8/13/10

Position: Social Studies Teacher

Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 103

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Alixé Callen, Pam Lynn

Recommended Candidate: Alec Lewis

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

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Tufts University

M.A.T.

August 2010

History

Tufts University

B.A.

2009

Political Science

Certification Required: Yes

Certified: Yes

History (8-12)

Experience:

9/09-Present: Student Teacher, Waltham High School, Waltham, MA

9/08-5/09: Volunteer, Claredon Hills After School Program, Somerville, MA

1/08-5/08: English Teacher, Alcala de Henares, Spain



Alec Lewis

August 2010

### Statement of Educational Philosophy

School is a place where students can discover who they are as people and as leaders. To facilitate this discovery, the classroom should expose students to a variety of ideas and concepts and teach the skills necessary to grapple with them, manipulate them, and even transform them into new ideas and concepts. In my social studies classrooms, students will consider the logic of the foreign policy concepts of isolationism, integration, and bellicosity through the lens of the Spanish-American War. As we consider the big idea of "United States Foreign Affairs" and the specific concepts associated with this 1898 conflict, students will practice note taking, classroom debate, weighing and organizing historical evidence from opposing primary sources, and essay writing. Through the curriculum, students will develop and refine their opinions and theories on United States foreign policy and war and learn the skills that will allow them to tackle other big questions of social studies either in school or on their own. They may even create new ideas on these topics that they will apply as they become the voters and leaders of tomorrow.

To create this vibrant learning community of ideas grounded in history, students must trust each other and the teacher enough to take considerable intellectual risks in class, group, and individual work. The process of openly sharing opinions on contentious topics can be intimidating and sometimes uncomfortable, so a teacher must put significant and continual effort into building strong relationships of trust with and among students. I want my students to develop social learning bonds that they will carry with them through college and beyond, and I believe that this will occur through an intensive collective effort to think critically in the classroom. I hope to encourage this type of thinking and learning as I begin my teaching at Acton-Boxborough Regional High School.

Little, Sarah

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

Date: 8/13/10

Position: Special Education Teacher

Location: Senior High

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

Posted: Yes

Advertised: Yes

#Applicants: 16

# Candidates Interviewed: 10

Interviewers: Stephen Mills,  
Liza Huber, Mary Emmons

Recommended Candidate: Sarah Little

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

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Lesley University	M.Ed.	2009	Middle School English
Middlebury College	B.A.	2006	Psychology & French

Certification Required: Yes  
Moderate Disabilities (5-12)

Certified: Yes

Experience:

5/10- Present:	Long Term Special Education Substitute Teacher, R.J. Grey Junior High School, Acton, MA
1/10-Present:	Student Teacher, R.J. Grey Junior High School, Acton, MA
9/08-6/09:	Classroom Assistant, R.J. Grey Junior High School, Acton, MA
9/09-12/09:	President, MarketOne International, Acton, MA
9/09-12/09:	Student Teacher, R.J. Grey Junior High School, Acton, MA

Philosophy of Education  
Sarah Little, M.Ed.

I believe in a student-centered approach to education in which students play an active role in the classroom. The academic, developmental, and personal needs of students should be important factors in determining the curriculum, expectations, and environment of the class. I believe it is the role of a teacher to guide students to become independent, critical thinkers as well as to instill in them a life-long passion for learning.

I believe in teaching to multiple intelligences and learning styles. An interactive, hands-on classroom in which students are given the opportunity to demonstrate their understanding through a variety of tasks and assessments is one in which all students are valued.

A teacher must have extensive knowledge of the content area and also possess the ability to use this knowledge to make it relevant to and developmentally appropriate for students. In addition, a curriculum that uses creativity but is also congruent to state standards is vital in preparing students for a successful academic career.

I believe in inclusionary education in which special education students are an integral part of the general education classroom, and all students are shown that learning and behavioral differences do not exclude one from academic success. Creating a safe environment in the classroom in which all individuals feel safe and respected is of the utmost important.

I believe in holding students to high but attainable expectations. Every student, regardless of his or her background or learning profile, should feel that high quality work and high level thinking is expected of him or her. In addition, however, every student should feel that this level of success is attainable and that it is the teacher's role to help him or her succeed.

I believe it is the responsibility of effective teachers and school systems to educate students to be not only be life-long learners, but also to be caring, committed members of an increasingly global society. Effective teachers will instill in students a sense of responsibility to and compassion for others through diversity education, service learning, and a focus on international affairs in the classroom.

Above all, I believe it is the role of a teacher to exhibit caring and concern for his or her students, on both academic and personal levels. An understanding of the myriad factors that influence students' performance and behavior in the classroom is vital to educating them appropriately.

McHale, Samuel

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

Date: 8/13/10

Position: Social Studies Teacher

Location: ABRHS

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

Posted: Yes

Advertised: Yes

#Applicants: 103

# Candidates Interviewed: 10

Interviewers: Stephen Mills,  
Alixé Callen, Pam Lynn

Recommended Candidate: Samuel McHale

Step/Salary: B 1, \$42,982

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

*Skidmore College*

*B.A.*

*2007*

*American Studies*

Certification Required: Yes

Certified: Yes

History (8-12)

Experience:

2009-Present: Learning Center Aide, Lincoln School, Brookline MA

9/08-6/09: Classroom Assistant, Runkle School Brookline, MA

9/07-6/08: Fulbright Teacher, Department of British Studies and American Studies,  
Pavol Jozef Safarik University, Slovakia

History, the Harvard professor Bernard Bailyn once said, is an absolutely necessary enlargement of human experience—a way of getting out of one's own life and culture and seeing more of what human experience has been. Social studies provides perspective; it provides choice. It answers the questions "How did things get to be this way?" and "How can we make things better?" These questions are of great utility no matter what field a student ends up in.

It is no historical accident that some of the earliest challenges to segregation in the United States came in the public schools. I take seriously the Supreme Court's *Brown v. Board* decision and all subsequent legislation, including the federal IDEA and Massachusetts Chapter 766. If a quality education is the foundation for prosperity and happiness and if a society may be judged by how it treats those who are different, then let us strive to provide excellent educational opportunities for all students.

The question, then, is how? It seems necessary to recognize that the only thing students learn from spoon-feeding is the shape of the spoon. The world outside of high school is becoming increasingly diverse and challenging. To meet new challenges, students need to know how to ask the right questions rather than simply provide the right answers; they need to know how to think, read, and write with a careful eye and a critical mind; they need to know how to solve a problem and how to negotiate different cultures.

I see my role in the classroom as more of a facilitator or coach than as a lecturer or professor. I like to present a problem, a contradiction, or a conundrum and have students work to solve it. I like to provide transparent learning objectives that are skill-based rather than fact-based so that it is no mystery to students what they are supposed to be learning. In my student-centered classroom, students will be confronted with a wide variety of activities and assessments that will meet the needs of a diverse range of learners to ensure that all students can be successful.

In ten years, few of my students may remember all the causes of the Civil War, but I hope they know where to find them, how to evaluate them, and how to employ that knowledge to solve an original problem. I hope that they will come to see that history is an incredibly creative act of recovery and renewal and that—more than anything—the past still haunts the present, and any attempt to understand ourselves must begin with understanding our forebears.

Senna, Sarah

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

Date: 8/13/10

Position: Classroom Teacher

Location: Conant School

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

Posted: Yes

Advertised: Yes

#Applicants: 128  
Chris Price

# Candidates Interviewed: 10

Interviewers: Stephen Mills,

Recommended Candidate: Sarah Senna

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

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of New Hampshire	M.Ed.	2010	Elementary Education
University of New Hampshire	B.A.	2009	English

Certification Required: Yes  
Elementary Education (1-6)

Certified: Yes

Experience:

9/09- Present:	Intern, Peter Woodbury Elementary School, Bedford, NH
10/08-12/08:	Literacy Focused Student Teacher, Little Harbor Elementary School, Portsmouth, NH
9/08-6/09:	Teaching Assistant, Main Street Elementary School, Exeter, NH
4/10-6/10:	Grade Four Teacher/Long Term Substitute, Peter Woodbury Elementary School, Bedford, NH

## Educational Philosophy

A school is a place to foster thoughtful, intelligent, creative, and caring individuals who will grow up to be successful contributing members of society. As an educator, I believe in inspiring students to have a desire to learn. Ways to motivate students to want to learn are to appeal to their interests, provide them with choice in the classroom, and set them up for success. When students become frustrated, their desire to learn plummets and it is my job as a teacher to not necessarily prevent all frustrations, but to provide students with the proper tools to deal with these frustrations so they can succeed.

I believe that all students have the potential to succeed, but that success for each student may be defined differently. All individuals are capable of learning and succeeding. With a focus on each individual student however, learning and succeeding can be very different on a student to student basis. I believe that there are many different learning styles within a classroom and all of these styles should be part of the classroom structure. This belief ties in with Gardner's idea of multiple intelligences. I believe in recognizing that all students learn differently and I think that all students can learn, but how they learn is where differentiation occurs. Some students will learn perfectly fine from receiving a packet of information they have to read about the water cycle, while others will understand it better by seeing a picture or diagram, while yet others will understand it from singing a song.

In my classroom, I believe in looking for the positive in every student. As a teacher, I want to make it my goal to try and compliment the work or effort of each student daily. This feedback might be through written notes on pieces of work, verbal confirmation while I am teaching a lesson, or in one-on-one meetings with students. Even if I am working with a student in a situation where I am giving him or her constructive criticism, it is important to find at least one point of praise to offer to the student and to create a sandwich for them; a positive comment, then the criticism and suggestions ended with another positive comment. Those seemingly small words of encouragement can mean the world of difference to some students; I want to show them that I believe in them.

It is my commitment to be a positive role model to my students and to have an open classroom community which in turn will facilitate a positive learning environment. First and foremost, a community classroom is one where students feel safe. If a student does not feel safe, both physically and academically safe, then learning will be hindered. It is my job as a teacher to remove unsafe obstacles to learning to allow for growth. Also, when my students leave the classroom I would like them to not only be educated academically but to have learned about caring and respect. In order to accomplish this I feel that it is important to involve both parents and the community within a classroom.

Finally, I believe that the classroom is a fun place to be. I think education should be fun for students, for the most part. As students are only human, some might not find math lessons using blocks to count very fun at all, but variety in a classroom is the key to fun in my opinion. It is my hope as a teacher that my students will be constructive, unselfish, and academically wise members of society who will want to continue to become educated individuals.

Shiebler, Katharine

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

Date: 8/13/10

Position: Classroom Teacher

Location: Merriam

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

Posted: Yes

Advertised: Yes

#Applicants: 78  
Kaufman

# Candidates Interviewed: 10

Interviewers: Stephen Mills, Ed

Recommended Candidate: Katharine Shiebler

Step/Salary: M1, \$46,422

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Wheelock College

M.S.

August 2010

Integrated Elementary &  
Special Education

University of Rhode Island

B.A.

2008

Anthropology

Certification Required: Yes  
Elementary Classroom (1-6)

Certified: Yes

Experience:

8/2009-Present: Student Teacher, Merriam School, Acton, MA

8/08-6/09: Special Education Assistant, Merriam School, Acton, MA



Katharine Shiebler  
Philosophy of Education  
July 15, 2010

I believe that all children are capable of achieving high levels of success, and leading happy, fulfilling lives. However, when it comes to this belief, I understand that equality and equity are not the same. We cannot simply level the playing field and assume all students can reach the same goals. Some will need more help than others, and all will need a teaching style that suits their unique abilities. Whether a child has special needs, comes from a low socio-economic background, is not a native English speaker, or has any other unique requirement, as a teacher it is my job to ensure that I do absolutely everything in my power to ensure that child succeeds.

Education should be a partnership, and respect and communication are essential for this partnership to function. As a teacher, I will listen to my students, and give them ample opportunity to have a voice in their own educational processes. I will create a classroom environment that welcomes discussion and does not frown upon civil disagreements. I will talk with parents often, and make them feel welcome in my classroom and comfortable discussing their child's education. When teachers, students, and parents all feel listened to and included, a child's best interests are served.

Education can and should be fun. It is my responsibility as an educator to ensure children are engaged, and that they understand why they are learning the material I teach. If children are bored, they won't retain information. Therefore it is in my best interests to create lessons that connect with children, and teach in ways that cater to all different types of learning styles.

As obviously important as academic content is, the importance of social learning should not be underestimated. It is part of my job to help students navigate the social world, and to learn how to interact with their peers in ways that are safe, respectful, and fulfilling. Knowing how to resolve conflicts, compromise, and engage in shared decision-making are skills that are useful throughout our whole lives. By helping children hone these skills, I am setting them up for success long after they leave my classroom.

One of the most important functions education serves is to assist children in becoming functional members of a democracy, and empowering them to work for social change. When children understand our nations founding principles, and understand the role they play in upholding them, they grow to be adults who will educate themselves, vote, and participate in the political process. Without each generation fulfilling this role, a democracy cannot function. In addition, part of an educator's job is to not only inform students of past historical injustice, but to call their awareness to issues that exist today, both in their own lives and on a global level. To do this, an emphasis on questioning and searching for real answers must be cultivated in the classroom. Furthermore, students must be guided on their search for ways to change the injustice they see in the world. Again, this is a skill that will be valuable throughout student's lives.

Stewart, Kerrin

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

Date: 8/13/10

Position: Music Teacher

Location: Conant School

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

Posted: Yes

Advertised: Yes

#Applicants: 42

# Candidates Interviewed: 10

Interviewers: Stephen Mills,  
Mark Hickey, Chris Price

Recommended Candidate: Kerrin Stewart

Step/Salary: B 1, \$42,982

Resume: X

Application: X

References Checked: X

College

Degree

Date

Major/Minor

Providence College

B.A.

2010

Music

Certification Required: Yes

Certified: Yes

Music: Vocal/Instrumental/General (All Levels)

Experience:

June-August 2010: Performing Arts Activity Specialist, Teen Quest/Brooks Summer School Program, N. Andover, MA

May-June 2010: Long term Music Substitute, John Eliot School, Needham, MA

March-May 2010: Student Teacher, Riverside Middle School, East Providence, RI

Jan.-March 2010: Student Teacher, Steere Farm Elementary School, Burrillville, RI

Music education is an integral part of the education of every child. This education begins when a person first hears the sounds of daily life in the womb and continues, both formally and informally, throughout that person's life. As Oscar Hammerstein once said, "All the sounds of the earth are like music." As such, every person is exposed to music whether he or she is attending a concert or simply walking down the street. This constant exposure leads to subconscious music education. Whether a person simply listens critically enough to determine what genres of music are pleasing to his ear, or that person finds himself suddenly walking to the beat of music he hears, his mind is processing and thinking about music on some level. The necessity of formal music education lies in harnessing the mind's natural tendency to process music in order to create conscious thoughts and actions.

Music education must introduce students to the basic technical concepts of music, including music of all cultures, from the earliest age possible. While a child just entering kindergarten will not understand the complexities of rhythm and melody in the same way a high school student will, these concepts should be introduced in simplified form and then expanded upon each subsequent year through a spiral curriculum. In addition, children need to be exposed to music of all cultures throughout their studies. Dr. Max Bendiner once stated, "Music...may be a bond between nations, races, and states, who are strangers to one another in many ways; She may unite what is disunited, and bring peace to what is hostile." Multicultural music is an incredible resource for teaching elements such as modes, unusual rhythms, and ethnic instruments. For children to gain an appreciation for music on a global level, they must be exposed to everything music has to offer before their minds have formed impressions of other cultures or of what music "should" sound like. In addition, this cross-cultural exposure will lead to tolerance and acceptance of other ethnicities in an increasingly diverse world.

As children study music, they should be taught all aspects of music. This includes learning how to sing, play instruments, improvise, read and write music, compose music, listen critically to music, and evaluate performances. Although not every child will excel in all of these activities, a proverb from Zimbabwe astutely states: "If you can walk, you can dance. If you can talk, you can sing." Every child, no matter what learning, emotional, or physical disabilities he might have, can be successful in each of these activities with the right guidance. When a child experiences success in music, that child gains an incredible sense of self-worth and finds a new way to express himself. In addition, all of these skills are essential for any child continuing musical studies at a higher level.

The most important aspect to a successful music education curriculum is achieving a balance of the technical aspects and the emotion contexts of music. Music education is a holistic experience combining the analytical elements of music with the affective responses generated. Children only benefit so much from learning note values and musical terms. When a child understands these elements and can also describe the emotion he feels while playing or listening to a piece, that child has truly learned something about music. Many children receiving an education in music will not devote the rest of their lives to formal music study or performance; however, every one of these children will sing "Happy Birthday" to a friend or listen to the radio. The role of the music educator is to impart to these children an understanding of both the intellectual and emotional aspects of music needed to appreciate fully the music in the world. Music is after all a universal language ever present in daily life, and every person should be given the knowledge necessary to participate in the conversation.

Warner, Beth

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

Date: 8/13/10

Position: Art Teacher (.4 FTE)

Location: Douglas School

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

Posted: Yes

Advertised: Yes

#Applicants: 14

# Candidates Interviewed: 5

Interviewers: Stephen Mills,  
Chris Whitbeck, Diana Woodruff

Recommended Candidate: Beth Warner

Step/Salary: 9M +15, \$27,002.00  
(prorated)

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Mass. College of Art	M.S.	2002	Art Education
Mass. College of Art	B.F.A.	1996	Painting

Certification Required: Yes  
Visual Art (PreK-9)

Certified: Yes

Experience:

2007-2008:	Art Teacher, Marlborough Public Schools, Marlborough, MA
2007-2009:	Art Teacher, Hudson Area Art Alliance, Hudson, MA
2005-2006:	Art Teacher, Assabet Valley Family Network, Marlborough, MA
1999-2004:	Art Teacher, Acton Public Schools, Acton, MA

## Teaching Philosophy    Beth Warner

In thinking about what makes up a solid, educational elementary art program three factors come to mind. The first is the development of observational skills. Teaching children more involved ways of seeing will not only allow them to develop their own methods of representation but will enhance their appreciation of the world around them.

Another important principle is providing them with an opportunity to explore art media to its fullest extent. Enabling a student to become acquainted with and gain control of a material allows for expressive and aesthetic considerations. This opportunity may not have been possible if the student's only time with the material was trying to master it.

Finally, providing children with a focus on both the process and the product in art making makes for a strong art program. Often students feel the need to rush through an art project, either because of a time limit or an eagerness to move on to the next assignment. Encouraging students to work through a process in art allows them to make thoughtful, conscious decisions. It helps them to slow down and develop patience. It also teaches them to respect their work due to the time invested in its creation. When a product is achieved, students obtain a sense of accomplishment and pride that comes with its completion.

As my experience as an art educator grows, I am confident that my ideas and philosophies will as well. However, I feel a focus on these three elements will produce a deeper understanding for children making and looking at art.

Watson, Carol

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

Date: 8/13/10      Position: World Language Teacher      Location: R.J. Grey

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

Posted: Yes

Advertised: Yes

#Applicants: 31      # Candidates Interviewed: 10      Interviewers: Stephen Mills,  
Craig Hardimon, Robin Crown

Recommended Candidate: Carol Watson

Step/Salary: M 10, \$69,148

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Tufts University	M.A.T.	1988	French/Spanish
University of Mass.	B.A.	1985	Spanish

Certification Required: Yes  
Foreign Language (5-12)

Certified: Yes

Experience:

2005-Present:	Department Head/World Languages, Littleton High School, Littleton, MA
2000-2002:	Spanish/French Teacher Littleton High School, Littleton, MA
1996-1999:	Spanish Teacher, Virginia Military Institute, Lexington, VA

# Carol A. Watson - Statement of Educational Philosophy

1. Describe the skills or attributes you believe are necessary to be an outstanding teacher.

An outstanding teacher has the capability to engage all students in the subject area through the use of differentiated instruction. Students possess a variety of learning styles and it is the responsibility of the teacher to reach all students with a repertoire of inspirational activities that students find captivating and motivational. The outstanding teacher provides a classroom where all students feel safe to challenge themselves and fellow classmates while enjoying the intrinsic rewards of academic accomplishment. Students should work together and the teacher's role is that of the "guide on the side" who warmly coaches students to achieve their best and to help their classmates do the same. The outstanding teacher is creative, inspirational and does not let a student give up when facing challenges. In the case of the World Language classroom, the outstanding teacher models the use of the target language and requires the same from her students while instilling a passion for the language and the culture of the language being taught. With this approach, students understand the connection between their own language and that of the target language. Finally, the outstanding teacher has a sense of humor, is a colleague who is willing to share and help others and does her best to make her classes enjoyable as well as challenging.

2. How would you address a wide range of skills and abilities in your classroom?

I firmly believe that all students are able to learn a second or third language and that each student brings with them something to share in the World Language classroom. The variety of skills and abilities are what make the classroom a rich environment that is ripe with opportunity for all students. My passion is differentiated instruction and through careful observation of each student's strengths and weaknesses, I enjoy facilitating their academic success with a repertoire of learning opportunities that engage all learning styles. From the kinesthetic learner who better retains verb forms after a ball tossing game to the auditory learner who acquires vocabulary through singing songs, my students feel well-served because I creatively enrich the curriculum with a plethora of learning activities that engage, interest and challenge everyone. I also encourage one on one instruction and small group extra help sessions after school to boost student confidence and remediate any challenges or deficiencies that may arise. Communication with special education liaisons, counselors and parents/guardians is also a key component in seeing the whole child and making their experience in the World Language classroom a successful one.

List any additional information which will help in determining your professional qualifications for a position.

As a World Language teacher I come to the Acton-Boxborough Public School system with a wide range of experiences that would only serve to enrich the system. I have taught Spanish at the college level and know what preparation and academic skills universities expect from their incoming freshman. My tenure working with a diverse population in a large urban high school with the Virginia Beach school system provided me with experience working with a variety of ethnic groups and students from a wide range of socioeconomic levels. As a Department Head at Littleton High School I coached teachers

grades 6-12 to accomplish a district goal of having students graduate with fluency in a second language. As a resident of the town of Acton with two children in the Acton-Boxborough school system, I have been an active volunteer in the school system since 1999. While taking an extended maternity leave from the Littleton High School, for three years I ran a tutoring service in Acton serving the students from R.J. Grey and ABRHS. Therefore I am very familiar with the curriculum at both R.J. Grey Junior High and Acton-Boxborough High School. I am a vested member of the community and am dedicated to the success of all students as a parent and teacher living in Acton.



**Acton-Boxborough Regional School District  
2010-2011**

*Certified Staff Leaves of Absence*

Kesha Nielsen  
Lindsay Rosenman  
Jamie McCaughey  
Emily Mullin  
Carol Moser-Wight

*Returning To AB*

Amanda Bromberg  
Sara Clinton  
Jennifer Gabel  
Nicolas Cosseron  
Eleni Kakaliou  
Lesley Scott-Morton

*Certified Staff Not Returning*

Mary Lee  
Amenda Correia  
Matt Driscoll  
Audra Kaplan  
Suzie Sweeting  
Leslie Wagner  
Brian Doherty  
Joanne Chadwick

*Certified Staff Retirements*

Frank Calore  
Carmen Comella  
Jack Dempsey  
Dan Dion  
Annelyse Roach  
Bill Seymour  
Donna Sims  
Mark Smith  
Jacalyn Starr

*Systemwide*

Sue Horn  
Tess Summers  
Steve Hall

**Acton Public Schools  
2010-2011**

*Certified Staff Leaves of Absence*

Rosemarie Begin  
Mary Ann Mehler  
Elizabeth White  
Hilary Tolan

*Returning To APS*

Vanessa Bergman  
Alexandra Ganss  
Kari James  
Linda Nadolny  
Heather Matthews

*Certified Staff Not Returning*

Tina Bloom  
Emily Murphy  
Leah Robb  
Catherine Suess  
Christine Price  
Ron Tomlin  
Stacey Waite  
David Ljungberg  
Christina Harris

*Certified Staff Retirements*

Melany Appelle  
Mariann Eden  
Laurie Jaffe  
Judy Melillo  
Aurora Winters

# Acton/Acton-Boxborough Regional School Committees 2010-2011 Committee Assignments

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<b>ALG</b>	John/Xuan
<b>BLF</b>	Brigid/Maria
<b>BOS LIAISON</b>	Herman
<b>EDCO</b>	
Board	Steve/Xuan
Public Policy	Brigid
New School Comm.	Herman
School Comm. Leadership	Brigid
<b>FIN COM LIAISON</b>	Sharon/Xuan
<b>HEALTH INSURANCE TRUST</b>	John
<b>HEALTH SAC (Supt's. Advisory Council) LIAISON</b>	Mike
<b>LEGISLATIVE ISSUES/BALLOT INITIATIVE</b>	John
<b>POLICY SUBCOMMITTEE</b>	Brigid/Sharon/Maria
<b>PTSO LIAISON</b>	Xuan
<b>SPED PAC LIAISON</b>	Mike
<b>WARRANT SIGNATURES</b>	Brigid/Xuan/Sharon Alternates: John/Maria Mike/Sharon
<b>NEW: CORPORATE SPONSORSHIP</b>	
<b>NEW: CLASS SIZE SUBCOMMITTEE</b>	Terry
<b>NEW: NEGOTIATIONS SUBCOMMITTEE</b>	Terry/John/Brigid
<b>NEW: COST SAVINGS TASK FORCE SUBCOMMITTEE</b>	Xuan

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8/26/10

**From:** Xuan Kong  
**Date:** June 6, 2010 8:52:31 PM EDT  
**To:** Brigid Bieber, John Petersen  
**Subject:** Topic for SC July Workshop

Hi Brigid and John,

I suggest that the SC as a whole, or form a subcommittee, engage in a serious and realistic exercise of long-term vision and planning for the two districts.

The education value survey alerted us to the changing demographics of our students and our community. The economic reality challenges us to do things differently (but doing more with less cannot last forever). The new (hopefully stable) district leadership team will bring their prospective (from HS principal to superintendent to new Conant principal) to our schools. The global society and competitive workplace that wait our students are evolving rapidly. Towards the end of budget cycle, ALG projected the expense growth for all three municipal entities with (an arbitrary) 2% year over year increase for FY12 and FY13. Obviously that is not a realistic number but no one has a real number to plug in.

These are just a few examples of external force that require us to examine and to re-define our districts' mission and goals.

I am hopeful that with a rigorous planning exercise, our communities, educators, parents, students, and school committees can converge to a blueprint for our districts' future in terms of educational value, strategic planning, financial resource requirement, and infrastructure development. Without such a blueprint, we will always struggle to use the available resources for "best use" instead of advocating and securing adequate funding for the shared vision of our learning community.

Xuan

# THE COLONIAL CLUB

## Acton Boxboro Athletic Hall Of Fame

8-2-2010

Mr. Steve Desy  
Director of Athletics  
Acton-Boxborough Regional High School  
36 Charter Road  
Acton, MA 01720

Re: The Naming of The High School Track In Honor of Richard Dow

Dear Steve,

It is the intent of this letter to formally request that the Track at Leary Field be named in honor of a legendary track and field coach at Acton-Boxboro, Mr. Richard Dow.

In my capacity as President of The AB Colonial Club, which overseas the Acton-Boxborough Athletic Hall of Fame, I feel it is appropriate that this request comes from this chair. Dick Dow was inducted into The AB Hall of Fame in 1995. He is also a member of the Massachusetts High School Track Coaches Hall of Fame. I have provided you under separate cover his accomplishments. A brief re-cap will find that Coach Dow's won/loss record in dual meets was a staggering 281-30-1. His teams won 15 Dual County League Championships, had 12 undefeated seasons and 3 Eastern Mass Relay Championships. After his high school he distinguished himself as an assistant track coach at Northeastern and Holy Cross.

Dick taught Industrial Arts at both the High School and Junior High School from 1971 to his retirement in 2002. Of significant note is a class he established on an externship from MIT Lincoln Labs teaching robotics and related technologies. This was well ahead of the curve. That is significant because Dick Dow was always ahead of the curve in relating to his students and student-athletes. He was respected and loved by his students and student athletes. His contributions outside of the community to various charities, non-profits and town projects were commonplace. A very giving person.

I have spoken to The Leary family regarding a portion of the Leary field being named in honor of Coach Dow. They are 100% in support of this effort. Coach Leary and Coach Dow were great friends and I am sure Coach Leary would be smiling and nodding agreement with this gesture.

In closing, Dick Dow's impact on the school community and the community at large was

**EXECUTIVE COMMITTEE**  
**Box 574 Acton Massachusetts 01720**

# THE COLONIAL CLUB

## Acton Boxboro Athletic Hall Of Fame

exemplary and fully deserving of this honor. In full disclosure, Dick was one of my coaches and later a colleague. He made hard work fun. I admit to being a huge admirer and have modeled some of my coaching style around Dick Dow's high principles and caring. The time frame on this request is somewhat sensitive. Dick has been fighting cancer for the past 8 years and has been fighting particularly hard as of late. On behalf of The AB Colonial Club Executive Board, Dick's many friends and colleagues and the thousands of students and student-athletes Dick Dow has made better people and citizens, thank you for your time and consideration.

Sincerely,



Ray Gallant  
President

cc: Superintendent of Schools, Dr. Stephen Mills

## Richard Dow

Coach - Track & Field

Dick Dow made athletics fun. Burger rides and Buddha bellies belied the intense brand of competition that earmarked every one of Dick Dow's Track Teams. He rebuilt sagging programs in both indoor and outdoor track, and started from scratch, the cross country program.

Note his teams achievements: As coach from Acton-Boxboro Regional High School from 1970 to 1977, his teams won 15 Dual County League Championships, 3 Eastern Massachusetts Relay Championships and accounted for 12 undefeated seasons. His won/loss record in dual meets was a staggering 281-30-1. From fearful to feared, Dick's track teams competed with a fever that was only stilled with victory.

While still teaching at AB, his coaching career blossomed at the College of the Holy Cross and Northeastern University. It is here that he assisted innumerable NCAA Division I college athletes. Among Dick's proudest accomplishments was his award for 25 years of service from the IC4A Track Coaches Association.

Memories, he has a few. "Never settle for a tie or second best again..." He got Howie Scribner away from Coach Leary... The heart of Joe Wilson... Jimmy Megee's attitude... Brady Mayer never giving up, ever... Rene Beaudoin's death run... Gary Webb's speed... 5:30 a.m. gym time... and all his boys.

In Dick Dow's own words, "it was a good time... I was inspired by all of them to do as much as I could for each of them. It was a time of feeling good about what each of us were accomplishing, athletes, managers, parents, coaches, administrators and friends alike." Dick and his wife Rosemary reside in Acton. He is hopeful his sons Richie and Mike will be married within the year.

To: Dr Stephen Mills

From: Steve Desy

RE: Naming School Facilities

Date: August 2, 2010

I have received a formal request from the Colonial Club to name the High School track in honor of Richard Dow. Dick Dow has made significant contributions to the student-athletes and track program at Acton-Boxborough.

I strongly recommend that you share this request with the School Committee. Attached is the Colonial Clubs written request on behalf of Dick. I have also attached the narrative from Dick's induction into the AB Hall of Fame, which highlights his contributions to the student-athletes and programs here at Acton-Boxborough.

Thank you for your consideration of this matter.

CC: Marie Altieri  
Beth Petr  
Dr. Alixe Callen



## **NAMING SCHOOL FACILITIES**

The School Committees of Acton and Acton-Boxborough believe naming a school facility is a matter of significant importance, one that deserves the most thoughtful attention of the School Committee and the Administration, and one that is indeed an unusual occurrence or event. Further, the Committee should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity.

In the naming of public school facilities, if the name of a person is to be used, the following criteria will be applied in the selection of a person(s) to be so honored.

1. A person, living or dead, for whom a public school facility may be named must have made significant contributions to education of the youth of the Acton or Acton-Boxborough Regional Schools. Evidence of such contributions may include, but are not limited to the following:
  - Unusually effective and dedicated service to or on behalf of the youth in the Acton or Acton-Boxborough Regional Schools
  - Persistent efforts to sustain a high quality system of public education for all youth and to improve programs and services for these young people.
  - Demonstrated understanding of the essential nature of public education in the furthering of our democratic form of government and the free enterprise system.
2. The nominee must otherwise be worthy of the honor of having a school facility named for her/him. Evidence of such attributes could include, but may not be limited to the following:
  - Superior levels of performance in strengthening and supporting Acton and Acton-Boxborough Regional Schools
  - Community service
  - Effective citizenship
  - Seminal ideas or research
  - Excellent character and general reputation

The Superintendent shall prepare procedures for the naming of school which are consistent with this policy.

## **NAMING SCHOOL FACILITIES**

1. The appropriate School Committee will announce the process to be used for naming a school facility (new or existing).
2. That School Committee will announce the deadline for submission to the Screening Committee of nominations of names of a new or existing facility.
3. The process will include the acceptance of nominations from the following groups:
  - a. the community at large
  - b. officials of the towns
  - c. the staff of the school to be named or renamed
  - d. other interested staff
  - e. the current and former students in the school system
4. In the case of an unusual building, e.g. a building which houses two school programs, or a section of a larger facility, the School Committee will determine how many names are needed. Nominations will be accepted from the list in #3 above. Nominations may come in the form of email or letters to the Superintendent or School Committee.
5. The School Committee may set aside some time during selected meetings to accept nominations.
6. Nominations will be submitted with answers to the following questions:
  - a. What is the reason you are suggesting the person/name? (See the criteria in the policy statement.)
  - b. Why is this a good name for the facility?
  - c. What is the biographical/other information about this person which will assist in making a decision?
7. The School Committee will establish a Screening Committee of nine representatives of the various interest groups in the community. The role of the Screening Committee is to review and evaluate all the suggested names and recommend three for the School Committee to choose from.

**APS & AB School District Goals: District-wide K-12**

**S.M.A.R.T. Goals 2010-2011**  
(8/27/10)

Due Dates: 8/27/10 DRAFT  
Mid year update: 2/11  
Final Update: 6/11

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elated to Student Academic Outcomes  
**T**ime-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
	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 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>a. Implement the priority "next steps" of the Leadership Institute, "It's All About Instruction" and the ways in which leadership supports effective instruction.</p> <p>b. Convene a <i>Teaching and Learning Committee</i> representative of the grades and departments K-12.</p> <p>c. Assess the current status of literacy in the district; (standards, curriculum, assessments, instructional practices, family and community involvement)</p>	By June 2011	Superintendent, Director of Curriculum and Assessment	<p>1. The successful completion of the priority next steps of the Leadership Institute</p> <p>2. A written District Literacy Plan to be implemented and evaluated in the following two school years</p> <p>3. Documented and shared updates to our K-12 ELA benchmarks</p> <p>4. A summary of the evaluation of and recommendations for the professional development program</p>	

IX, 1,

	<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>				

<p><b>Goal #3.</b> <b>Pupil Services (with a focus on Achievement)</b></p> <p><b>Statement of Purpose</b></p>	<p><b>Strategies</b></p>	<p><b>Timeline: Date task will be completed</b></p>	<p><b>Lead Parties</b></p>	<p><b>Measurable Outcomes</b></p>	<p><b>Progress</b></p>
<p>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.</p>	<ol style="list-style-type: none"> <li>Evaluate student needs through Child Study Team and Student Assistance Team monitoring.</li> <li>Create an environment for more integration into regular education classes.</li> <li>Enhance efforts for regular education initiatives including professional development on differentiated instruction, literacy development, and strategies for learning.</li> <li>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.</li> <li>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.</li> <li>Develop opportunities for teachers to define, share and redirect learning strategies (focused; intentional).</li> </ol>	<p>By June 2011</p>	<p>Superintendent, Director of Pupil Services</p>	<p>What effect did the aforementioned strategies have on achievement?</p> <ol style="list-style-type: none"> <li>Randomly observe the child study teams to ensure that student needs and subsequent subscribed learning strategies are rapid, efficient, and effective.</li> <li>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</li> <li>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. Teacher input from special and regular education teachers and the success of students' performance will be documented through a random sampling of those who participated in these models.</li> <li>See above.</li> <li>Summarize and document efforts and results from co-planning opportunities for teachers, including specialists and clinicians.</li> </ol>	
<p><b>Goal #4.</b> <b>Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.</b></p>					



Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
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.	<ul style="list-style-type: none"> <li>a. Define budget assumptions for FY12. Prepare budget calendar.</li> <li>b. Identify specific FY12 budget projections.</li> <li>c. Re-evaluate school choice opportunities.</li> <li>d. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF).</li> <li>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.</li> <li>f. Identify long-range needs and develop a rational capital management program.</li> <li>g. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related.</li> </ul>	Ongoing through the fiscal year	Superintendent, Director of Finance	<ul style="list-style-type: none"> <li>1. Prioritize personnel needs and costs as well as curriculum/program needs.</li> <li>2. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs</li> <li>3. Reduce the price per therm of natural gas by 5% for budget savings.</li> <li>4. Visit each school to learn how to maximize dollars in order to meet instructional goals.</li> <li>5. Prepare balanced budgets for approval by both town meetings that promote instructional goals.</li> <li>6. Perform monthly review of budget status throughout the fiscal year.</li> </ul>	
<b>Goal #5. Supporting Faculty and Staff</b>					
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress
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 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.	<ul style="list-style-type: none"> <li>a. Ensure that the faculty and staff are of high quality and are mentored, supervised and supported to perform at the highest professional level.</li> <li>b. Continue to develop a strong and experienced leadership team amidst significant retirements over the last three years.</li> <li>c. Complete Negotiations with the Acton Education Association, Office Support Association and AFSCME;</li> <li>d. Support high quality instruction in every classroom, every period of every day.</li> <li>e. Reduce duplication of worksystems through improved automation of electronic programs.</li> </ul>	By June 2011	Superintendent, Director of Personnel	<ul style="list-style-type: none"> <li>1. Continue to maintain 100% highly qualified professional teaching staff as determined by the DESE through NCLB.</li> <li>2. The successful completion of contract negotiations, resulting in contracts for 2010-2013 that fit within available revenues.</li> <li>3. Ongoing support and mentoring of five new administrators that were hired and began new roles in the summer of 2010.</li> <li>4. Support high quality instruction by increasing opportunities for administrators and teachers to observe instruction, including walk-throughs, peer observations and informal observations.</li> <li>5. Facilitate a complete review and update of the districts' teacher evaluation tool through an inclusive</li> </ul>	

						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.	
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	
	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.	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 familianize 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	1. Reduction in overall district energy consumption. 2. Number of buildings substituting has occurred in.		
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	
	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 making.	a. Unite the TII and IT departments under one umbrella, the EdTECH department b. Support high quality instruction in every classroom, every period of every day. c. Provide high quality, service-oriented technology support to schools and central offices. d. Increase online communication and	By June 2011	Director of Technology	1. Increase joint collaboration and communication through weekly meetings of both units (TII/IT) and bi-weekly meetings with both units together. 2. Perform school visits to meet with principals and teachers on a monthly basis.		

	e. collaboration. Maintain infrastructure to ensure delivery and maximum uptime of services with an eye towards cost-efficiencies				3. Roll-out of new service request system with online knowledgebase for self-help, reducing service requests. Must first identify baseline statistics. 4. Upgrade district website incorporating web analytics to collect data on visits and visitor behaviors. 5. Perform needed server and network upgrades in hardware and software	
<b>Goal #8.</b> <b>Community Education: Improve Use of Facilities</b> <b>Reservation Process</b>						
<b>Statement of Purpose</b>						
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.	a. Explore online reservation system options. b. Check if approved permits can be sent to users and building staff via email, reducing paper	FY11 with roll out of new process for 11-12 school year	Director of Community Education, CE staffer overseeing Use of Facilities	1. Is the process electronic? 2. Do users report that it is more user-friendly?	<b>Measurable Outcomes</b>	<b>Progress</b>



X.l.a.  
1d4

To: Alixe Callen  
From: Larry Dorey  
Re: 2009-2010 Discipline Infractions Report  
Date: 7/10/2010

### Discipline Infractions

- The number of documented discipline infractions increased from 351 during the 2008-2009 school year to 383 during the 2009-2010 school year. This represents a 9% increase in discipline infractions over the previous year.

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Infractions	328	233	353	351	383

### Distribution of Disciplinary Infractions

# Students	135	46	3	5	5	4	3	2	0	2	205
# Infractions	1	2	10	4	5	6	7	8	9	10	
Total Infractions	135	92	30	20	25	24	21	16	0	20	383

- Approximately 10.5 % of the student population was reported to have 1 or more disciplinary infractions.
- 34% of the students with disciplinary infractions had two or more infractions.

### Disciplinary Infractions by Month

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
16	74	31	34	43	26	40	57	54	8	383

### Disciplinary Infractions by Subtype

- Below is the year to year comparison of the high school's most typical disciplinary infractions. Leaving Campus, Disruptive Behavior, and Truancy continue to account for the majority of infractions (44%).

	2005-06	2006-07	2007-08	2008-09	2009-10
Alcohol Related	10	28	16	12	17
Academic Integrity	6	6	22	24	18
Computer Use	10	4	16	3	0
Disrespectful	19	16	12	14	12
Disruptive	85	46	66	52	54
Drug Related	19	15	13	10	11
Fighting	12	2	8	3	2
Harassment	3	10	10	7	27
Leaving Campus	69	47	106	89	79
Stealing	10	4	9	2	0
Truancy	11	26	36	35	37
Weapons	0	3	0	1	3

- There were 27 incidents of Harassment reported in 2009-2010. This number is up from the 7 incidents reported the previous year. A total of 20 students were responsible for the 27 incidents reported, with two students involved in multiple infractions.
- Alcohol and Drug Related infractions include all Chemical Health violations which in most cases occur off campus and after school hours. Of the 17 Alcohol Related infractions, 10 were Chemical Health violations that did not occur at school. 4 of the school related alcohol infractions were for possession and/or sale of alcohol. There were 3 infractions for consumption of alcohol on school property. There were 7 additional Out-of-School alcohol related infractions that do not appear on this chart. This type of information is usually brought to the school's attention through police reports. Although documented, the school did not necessarily take disciplinary action in these instances.
- Although there was only one reported fight, there were 12 additional reports of Physical Aggression. Physical Aggression is typically considered a single offender infraction.

- There were three male students suspended for Weapons infraction. These three students were in possession of a knife, which is classified as a weapon if the blade extends over two inches. There was no evidence at the time of these infractions that the students had any intention of doing harm to others.

### **Infractions by Grade**

- Grade 10 and 11 students continued to account for the majority of discipline infractions.

	2005-06	2006-07	2007-08	2008-09	2009-10
Grade 9	17%	33%	28%	11%	19%
Grade 10	29%	12%	39%	39%	28%
Grade 11	28%	32%	15%	35%	29%
Grade 12	26%	23%	18%	15%	24%

- 70% of the 79 infractions for leaving campus were reported to be grade 9 and 10 students.

## Suspensions

- A total of 33 students accounted for the 68 suspensions. There were 12 students suspended more than 1 time.

	2005-06	2006-07	2007-08	2008-09	2009-10
In-School	20	11	29	13	13
Out of School	44	51	39	32	55

## Suspension by Subtype

Subtype	# Infractions
Alcohol Related	7
Abusive Language	6
Disrespectful	2
Disruptive	6
Drug Related	11
Fighting	2
Harassment	6
Leaving Campus	3
Other	7
Physical Aggression	2
Truancy	11
Vandalism	2
Weapons	3
Total =	68

## Student Assistance Team Summary 2009-2010

The mission of Acton-Boxborough Regional High School's Student Assistance Team is to support students who are experiencing difficulties. This year, the multidisciplinary Team consisted of six individuals including Elizabeth Warren, Team leader/School Psychologist; Susan Atwater-Rhodes, Assistant-Principal; Colleen McGovern, School Nurse; Cheryl Simmons, Special educator; Courtney Carp; Classroom Teacher; and Bruce Oetinger, School-To-Work Counselor. ABRHS's nine school counselors attended meetings on a rotating basis to present and discuss students on their caseloads.

### Student Referrals

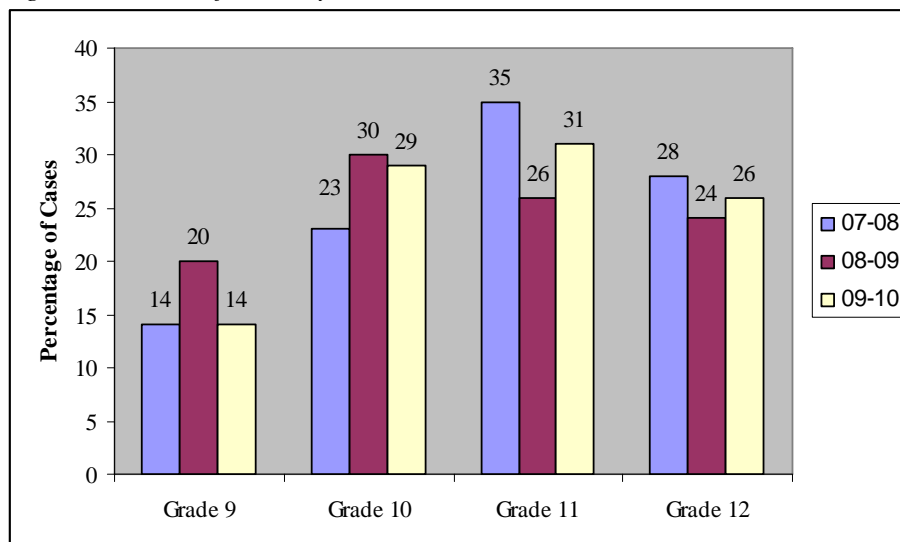
#### **Who is being referred?**

The SAT discussed 167 students, or approximately 9% of the student body, during the 2009-2010 school year. After jumping 20% the previous year, the referral rate leveled out yet remained high in comparison to the past. Of the 167 students followed by the Team, just under half were newly referred by counselors, administrators or teachers during the present school year. The remaining students had initially been referred during the previous academic year, but continued to be tracked by the Team. Cases remain open and are reviewed until students demonstrate progress, graduate, withdraw or are found eligible for special education services.

As with past years, males were more likely to be referred than females (61% male, 39% female). Juniors were the "most referred" class, while freshman were the least (see Figure 1). While the number of newly referred ELL students declined and accounted for just 3% of cases, transfer students made up 14% of new referrals, a 75% increase from the previous year. This may indicate that new students are more likely to struggle due to gaps in learning or different curriculum demands. In some cases it also appears that precipitating factors of the move, such as family changes, contribute to transfer students' difficulties.

An interesting trend was an apparent upswing in the number of referrals of recently dismissed (i.e. within the past two years) special education students. 13% of cases fell into this category, suggesting that former special education students may be more likely to experience school difficulties than their regular education counterparts.

*Figure 1 – SAT Referrals by Grade*



#### **Why are students being referred?**

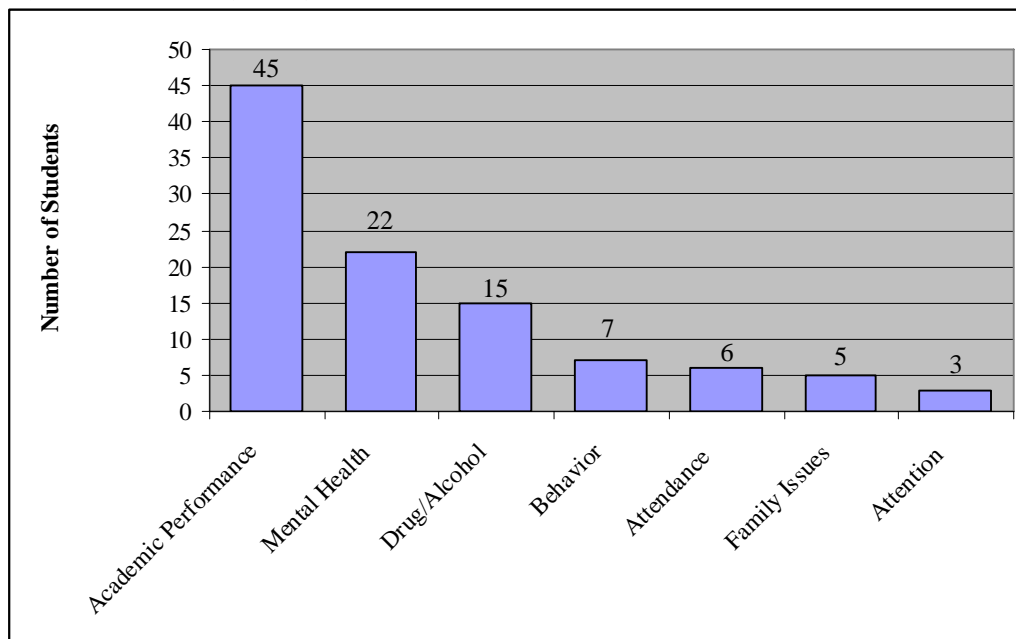
Students are referred to the SAT with a variety of presenting problems (see Figure 2 – note that some students were referred with multiple presenting problems). While one concern may trigger an initial referral, however,

further investigation often reveals that students are experiencing multiple issues simultaneously. For instance, when a student is referred due to poor grades it *may* simply be that he is incorrectly placed in course levels or it may turn out that he is experiencing underlying symptoms of depression.

As the SAT functions as a pre-referral team where students are automatically brought up if they receive two or more Ds or Fs in major subjects, students are most frequently referred due to academic concerns. This year, poor academic performance drove the majority (58%) of referrals. Students also are being referred more frequently due to social-emotional concerns (28% of 09-10 referrals, 20% of 08-09 referrals). Specific mental health issues included depression, anxiety, eating disorders, and post traumatic stress disorder. While students are most often referred when symptoms are mild, allowing for intervention, occasionally referrals are not made until after a student has been hospitalized. In these cases there may have been no “red flags” (such as failing grades, evident behavioral changes, etc.) prior to the hospitalization to bring students to the attention of the Team or their counselors.

Students who violate the chemical health policy or are involved in drug/alcohol disciplinary infractions are automatically referred to the SAT. This year 19% of students were newly referred due to substance use. This is similar to figures from the previous year. Just under 10% of students were referred for behavioral concerns, such as bullying or legal issues. A handful of others came to the attention of the SAT as a result of family issues or health problems that impacted school functioning. Further, several students were referred by parents due to concerns related to attention.

*Figure 2 – Reasons for Referral*



### **Intervention**

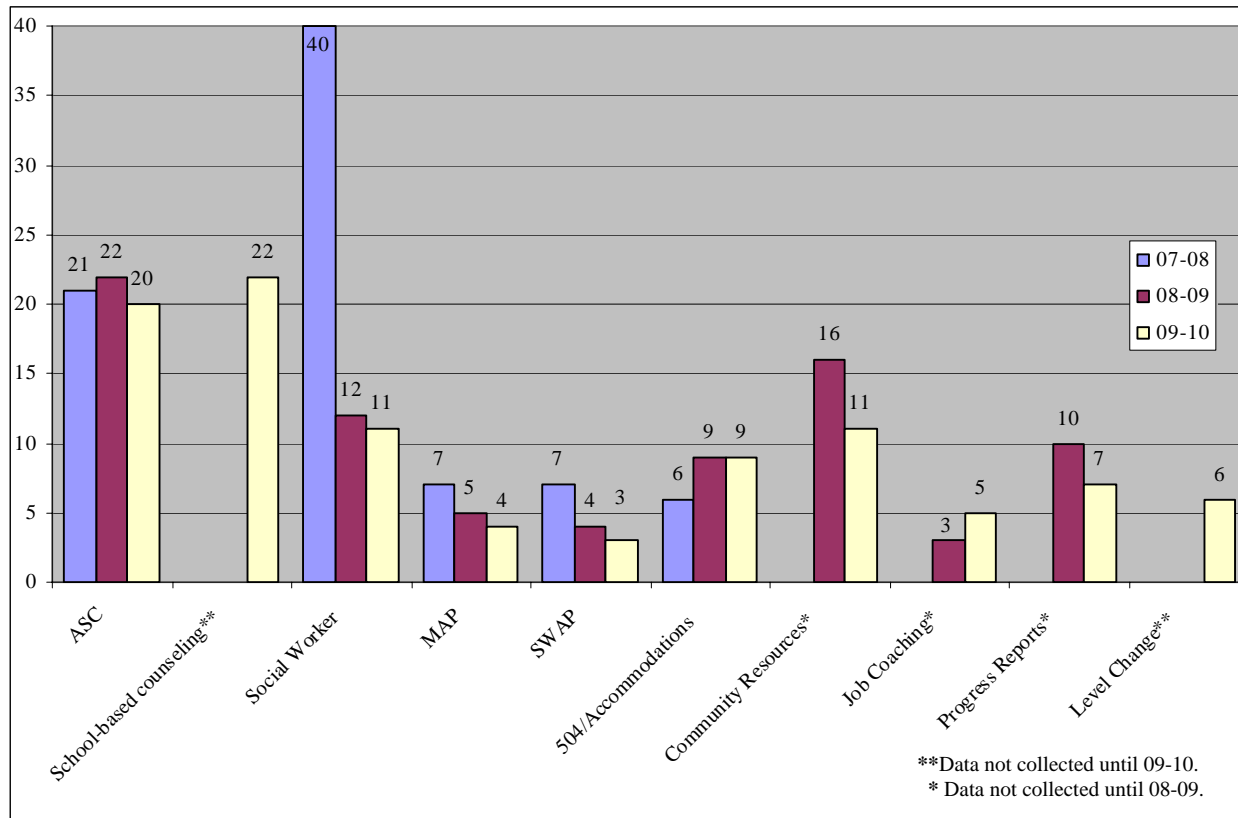
When students are first referred, the Team completes an assessment of the individual’s needs. The Team may consult the school counselor about the student’s and parents’ perspective of the problem, review school records and obtain feedback from teachers. When there are indicators that even more information is needed to understand a pupil’s needs, a screening may be recommended. With parental consent, the Team may conduct a psychological, learning, reading, attention, vision or speech/language screening. This year, the SAT recommended 12 screenings and carried out 8 of them.

After the Team gathers information, it makes need-based recommendations to support students (see Figure 3). Among other recommendations, students may be referred to the ASC, to alternative programs (MAP, SWAP, Transition), to the School-to-Work Coordinator, or to the social worker. In addition, the Team may suggest that the student receive school-based counseling supports, pursue accommodations through a 504 plan, receive

weekly progress reports, or change course levels. Further, students may be connected with services in the community (e.g. the Community Outreach Coordinator at the Town Hall, a local therapist, home based family services).

When there are signs that a student may have a disability that impacts his or her ability to access the curriculum without specialized instruction, the Team recommends a special education evaluation. This year the SAT referred 13 students for evaluation. Of these, seven students were found eligible for special education services, two were not and two will be evaluated in the fall. The parents of the two remaining students have not yet consented to evaluations. Notably, there was also an increase in the number of parents pursuing independent evaluations. This year, four students were evaluated independently and three of them were subsequently found eligible for special education services.

*Figure 3 – Number of students recommended for each intervention*



### **Looking Ahead**

The Team examines its process on an ongoing basis to ensure that it is best addressing students' needs. One goal which the Team continues to address is its communication with teachers. Lack of time and resources make it challenging to provide teachers with information regarding SAT's involvement with students. Thus, in the following year this will be an area of focus. In addition, the Team will continue to review the way it identifies students to minimize the chance that individuals "slip through the cracks". This may especially pertain to high achieving students who are experiencing social-emotional difficulties, as they are less likely to come to the attention of the SAT by virtue of solid grades and attendance. Finally, as the incidence of bullying has increased, the Team will look to collaborate with administrators and new bullying task forces on this issue.

As the 2010-2011 year begins, 66 cases remain under review. It will be the responsibility of this year's Team and the High School's counselors to continue to support these students and new ones that are referred. We appreciate the continual support of the school community in these efforts.







Raymond J. Grey Junior High School  
16 Charter Road, Acton, Massachusetts 01720  
Craig Hardimon, Principal

Acton-Boxborough Regional School District  
(978) 264-4700 x 3303 FAX (978) 264-3343  
Andrew Shen, Assistant Principal  
Allison Warren, Assistant Principal

August, 2010

Dear Families of R.J. Grey:

The summer is rapidly coming to an end and I am writing to welcome both new and returning families to RJ Grey Junior High School for the 2010-11 school year. Enclosed with this letter you will find:

- Emergency Card Letter
- RJG Sports Brochure and Tryout Schedule
- A team-specific supply list (team assignments announced August 20<sup>th</sup> )
- RJG Night Staples Flyer
- PTSO volunteer form
- RJG Parent Communication Guide
- and, for our incoming grade seven families  
    *"Adjusting to the 7th Grade: Helpful FYIs to Smooth the Transition."*  
    English and Social Studies curriculum letter

As those of you who were members of the RJG community last year will remember, one of my long standing priorities as principal has been to ensure that effective communication happens between home and school. In this regard, I will continue to offer monthly "drop in" hours, and will also continue to utilize my principal's e-mail list.

If you wish to receive my weekly newsletter, *Grey Matters*, as well as receive the daily announcements and other timely school information and news via this method, please go to our website (<http://ab.mec.edu/rjweb/index.html>) and click on the link "*Sign up for RJ Grey emails*", and complete the registration form. Please note that parents and guardians who already completed this new registration form in the spring or earlier this summer **do not** need to repeat this process.

If you do not have e-mail but wish to receive this newsletter, just send a note to my office either with your child or at the address above. Copies of *Grey Matters* can also be found on our website.

As you can imagine, scheduling a school with almost 1000 youngsters is a complex process of check and balances and a significant portion of the summer was spent building these teams in order to balance them by:

- sending school
- gender
- race
- world language requests
- special education and ELL services

Given all of these variables, it is virtually impossible to build the schedule around individual team requests. Accordingly, we cannot promise to meet the numerous parent and guardian placement requests we receive. With that said, I am confident that the teams have been built in a manner which will ensure that every student will have the opportunity to maintain old friendships and develop new ones throughout the school year in an academically challenging environment. Looking ahead to the upcoming year, hearing from all of you and hearing from your young adults will be my top priority as we work together to ensure that the junior high is providing the most supportive educational atmosphere possible.

On Friday, August 20<sup>th</sup>, at approximately 3PM, we will be making team assignments available on the District's parent portal: <https://absis.ab.mec.edu>. To access the parent portal, please refer to the "Emergency Card" letter included in this mailing that includes your parent portal username and password. In order to access team assignments on the

portal, you will be required to first complete your child's emergency card information and answer some additional school permission-related questions, including specific PTSO permissions. Once you have completed those online forms, you will be able to access the "Team Assignment" icon on your parent portal page and view your child's team assignment for the upcoming year. **Please note that we will no longer be posting team assignments on the school door.** Should you be unable to access the web, please feel free to come to our Main Office the following week when we will assist you in entering the on-line emergency card information and permissions forms after which we will provide you with your child's team assignment.

**In summary, to complete the emergency card, and to access your son/daughter's team assignment on-line, please mark your calendars that the parent portal will open on August 20<sup>th</sup> at 3PM.**

Regarding some basic school procedures, if your child will be absent from or late to school, please call the absence line at (978)264-4700 ex: 3333 **before 7:30AM** and state your child's:

1. name
2. team
3. and, briefly, the reason for the absence or tardy arrival.

If you need to call during school hours (7:30-3:30), please call extension 3304 to leave a message with a member of our office staff.

Our office staff will then compare the messages with our homeroom attendance records. Students who are marked absent in homeroom but for whom we did not receive a call will be marked as "unexcused." An unexcused absence will generate a call home. Please assist us in this process and remember to call the school if your child will be absent.

The video, camera, and real-time text capabilities of cell phones presents the difficult challenge of ensuring continued high standards of academic integrity and class management. The purpose of the school day is to ensure that students have access to the teaching and learning experiences that are at the core of the school's mission. In order to maintain the focus on this experience, student cell phones or other personally owned devices used for communication and entertainment are not allowed during the school day. We appreciate that students wish to have cell phones available before and after school. Students who choose to bring cell phones to school **MUST** keep their phones in their lockers (and turned off) from 7:30am to 2:06pm. This means that even having a turned-off cell phone in your pocket is a violation of school rules.

To maintain student safety and building security, the doors to the front lobby doors are the only public entrance to school during the school day (visitors are asked to check-in at the Main Office upon arrival). All other doors will be locked during the school day.

Along a similar topic, I want to remind everyone of our student drop-off/pick-up procedures:

1. The front entrance loop is for buses only between 7:00AM – 7:45AM and 1:45PM – 2:30PM. Other vehicles are not to enter the loop during these times.
2. Student drop off and pick-up is allowed at the bottom of the steps in the lower parking lot only. This lot is located east of the building, behind the tennis courts, just off Charter Road. Please pay particular attention for students entering and/or exiting cars when driving through this area.
3. Parents are asked to enter and exit the parking lot via Charter Road, not Mass. Avenue (Route 111). Driving through the campus during bus drop off and pick-up interferes with the buses and causes unnecessary traffic problems.
4. Students are not to be dropped off in front of the Blanchard gym or in the parking lot on the west side of the building. Again, doing so interferes with our school buses and causes unnecessary traffic problems.
5. Parent parking is only allowed in the lower lot and in the visitor spaces off the front loop. Please note that these visitor spaces are for short term parking only.
6. Cars are not to be parked – momentarily or otherwise – in the front loop area except in a visitor's space.
7. Lastly, please remember not to pass the busses.

**The R. J. Grey staff recommends that you have the following for the first day of school;**

One three ring binder with notebook paper

Pen and Pencil

Lunch or lunch money (\$2.00)

**Students are urged to keep an assignment/plan book.** These will be on sale in homerooms on the first day of school for \$5.00. The plan books will serve as:

- A reminder to do the assigned work outside the classroom
- A checklist of completed work as it is done
- An organizer for short-term and long-term assignments
- A log for parents/guardians to help keep them informed of what is expected from students
- 20 pages of important information

**For seventh graders, the first day of school is Tuesday, August 31<sup>st</sup>.** Students should report to the following areas by 7:30AM where they will meet with their team teachers and other member of their team:

7 Blue - Front Gym

7 Green - Library

7 Red - Back Gym

7 Gold - Café

7 Orange - Band Room

After a series of team building activities, students will be divided into their homerooms and will proceed with the school day. Students may bring their own lunch or purchase lunch at our outdoor cookout, where I will be cooking burgers, hotdogs, and a vegetarian option. After lunch we will hold an assembly where I will meet with the students to talk about our expectations along with our Assistant Principals, Ms. Warren and Mr. Shen.

All eighth grade students *new to the Acton-Boxborough District* are invited to participate in an orientation program on **Tuesday, August 31<sup>st</sup>** beginning at 12:30 PM and ending at 2:06 PM, so that students may ride home on their regular bus. Students are invited to gather in the lobby where they will be directed to a meeting location.

**The first day of school for all other grade eight students is Wednesday, September 1<sup>st</sup>.** Eighth graders should report to the auditorium by 7:30 AM on Wednesday morning, September 2nd for a short program before proceeding to their homeroom.

I hope to meet many of you at our Back-To-School Night on Thursday, September 23<sup>rd</sup> at 6:45PM for parents/guardians of both seventh and eighth grade students. You will receive more information about this event in a few weeks. Meanwhile, the best person to talk to regarding any academic concerns is the specific classroom teacher. While teachers are not routinely at their computers, they can be reached through email or voicemail. The format for our email is first initial, last name, followed by our server address (mail.ab.mec.edu). For example, my address is [chardimon@mail.ab.mec.edu](mailto:chardimon@mail.ab.mec.edu). Teachers can also be reached through voicemail by calling our main number (978)264-4700 and asking for the teacher's voice mail.

Enjoy the last weeks of summer. The building seems empty without the hustle and bustle of students and I look forward to seeing everyone soon. This is going to be a fantastic year!

Sincerely,



Craig Hardimon

Principal

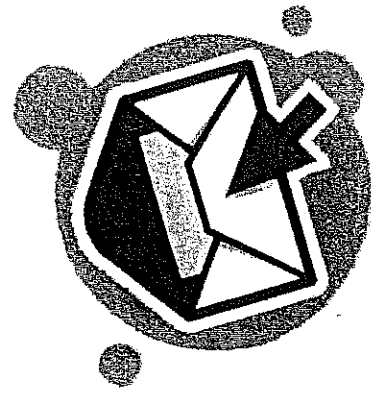
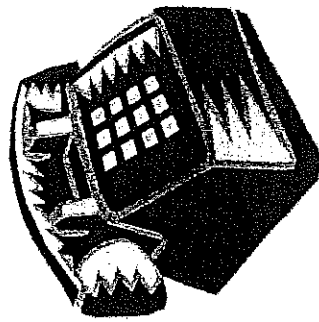
R.J. Grey Junior High



## Home/School Communication

All communication, questions and concerns can be addressed to your player's coach.

If there is a question that has not been answered, please contact Laura Sikalis, Assistant Athletic Director at ext. 3321 or [lsikalis@mail.ab.mec.edu](mailto:lsikalis@mail.ab.mec.edu)



## General Information

- The athletic participation fee for a student who makes a JHS team is \$205. A form to apply for a fee waiver can be obtained from the coach and in the main office.
- Most teams practice everyday during the week with 2-3 games/per week for approximately 1 hour and half.
- The JH game schedules and directions can be found on [highschoolsports.net](http://highschoolsports.net) under Acton-Boxborough Regional High School and not RJ Grey Junior High School.

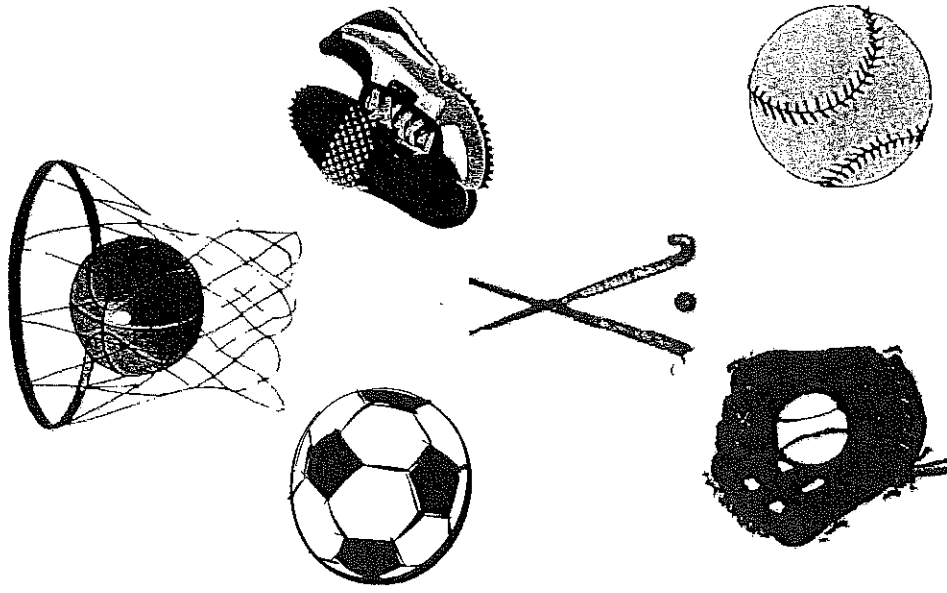


## RJ Grey Junior High School Contact Information

Craig Hardimon, Principal  
Allison Warren, Assistant Principal  
Andrew Shen, Assistant Principal  
Laura Sikalis, Asst. Athletic Director

Phone: (978) 264-4700

## All About Interscholastic Sports At RJ Grey Junior High



**RJ Grey Junior High School**  
16 Charter Rd  
Acton, Ma. 01720  
Phone: 978-264-4700

## Interscholastic Sports at RJ Grey

### What are Interscholastic sports?

Unlike intramural sports and clubs where students compete within a single school, interscholastic sports provide our students with an opportunity to compete with students from other schools.

### What Interscholastic sports are available at RJ Grey?

#### **Fall:**

- 7<sup>th</sup> Grade Boys' and 7<sup>th</sup> Grade Girls' Soccer/Location: High School Field
- 8<sup>th</sup> Grade Boys' and 8<sup>th</sup> Grade Girls' Soccer/HHS Field
- 7<sup>th</sup> Grade and 8<sup>th</sup> Grade Field Hockey teams/JHS Field-(*practice*) & Gates-(*games*)
- Cross Country Track\*\* (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/Leary Field

#### **Winter:**

- 7<sup>th</sup> Grade Boys' and 7<sup>th</sup> Grade Girls' Basketball/JHS Gym
- 8<sup>th</sup> Grade Boys' and 8<sup>th</sup> Grade Girls' Basketball/JHS Gym
- Basketball Cheerleading (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/JHS Gym

#### **Spring**

- Track\*\* (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/Leary Field
- Baseball (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/HHS Field
- Softball (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/Gates Field

\*\* "no-cut" teams

## Tryouts At RJ Grey

### What are the tryout schedules?

Tryout dates can be found on the RJG website prior to the start of each season:

<http://ab.mec.edu/rjweb/sports.shtml>

### What are the expectations for tryouts?

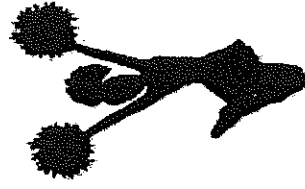
- Every student trying out for a sports team must be academically eligible. This entails passing 4 out of their 5 main courses.
- All student-athletes trying out must attend all dates unless there are extenuating circumstances as determined by the coach.
- **Each student-athlete must have a medical green form** filled out and signed by a school nurse (needs an updated physical on file in the nurse's office) prior to the first day of tryouts. There are no exceptions to this policy. (Green forms are included in the summer mailing and can be picked up at the main office)
- Student-athletes must have their own equipment.

## Participation Expectations

### My child has made a team. What are the expectations?

#### Student-athletes:

- are students first. Their academics must be their highest priority. Students must attend every practice and game with exception of after school help and excused illness. This is a commitment that a student needs to make prior to tryouts.
- who make a JH team are expected to put their school team first above any non-school commitments.
- take a bus to and from away games. We encourage all players to take the bus with their team back to the school. If there is an extenuating circumstance in which you need to pick up your player from an away game, a form needs to be filled out and signed by an Administrator and given to the coach **prior to the game**. Forms can be found in the JHS front office.



<p align="center"><b>2010-2011 Fall Athletics Tryout Schedule</b>  <b>RJ Grey Junior High School</b></p>
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Below are the tryout schedules for the Junior High's Fall athletic programs. Please remember that no students will be allowed to participate in tryouts without a completed Green Form that has been signed by the school nurse. There are **no exceptions** to this policy.

\* The cross country program is open to all students who wish to participate. Students are expected to comply with the expectations of the program, but there are no cuts.

<b>8<sup>th</sup> Grade Girls Soccer:</b>	9/1, 9/2, 9/7
Time	2:20-3:45
Location	High School soccer field

<b>8<sup>th</sup> Grade Boys Soccer:</b>	9/1, 9/2, 9/7
Time	3:30-5:00.
Location	High School soccer field

<b>7<sup>th</sup> Grade Girls Soccer:</b>	9/8, 9/10, 9/13
Time	2:20-3:45
Location	Library

<b>7<sup>th</sup> Grade Boys Soccer:</b>	9/8, 9/10, 9/13
Time	3:30-5:00
Location	Library

<b>Field Hockey 7<sup>th</sup> and 8<sup>th</sup>:</b>	9/7, 9/8 and 9/10
Time	2:30-3:45
Location	Front JH field

<b>Cross Country Team (no cuts)</b>	
First Practice Date	9/13
Location	AB Track





# 2010-2011 School Year

## R. J. Grey Junior High School Supply List

### **7<sup>th</sup> Grade Supplies**

All 7<sup>th</sup> Grade students for their Study Skill Exploratory; One (1) 1 1/2" binder

The first day of Physical Education is not the first day of school; however students will need a change of shirt, shorts/sweats, socks, and sneakers for their first day of Physical Education class.

### **7 Red List of Supplies**

**7 Red List of Supplies – shopping list** (Supplies needed on Monday, Sept 8)

A three-ring pouch or pencil case to hold daily supplies for all classes

several pencils

pens, at least one with blue or black ink and one with brightly colored ink for correcting work (not pale pastels, please)

an eraser

White-out

at least one highlighter

small scissors

a scientific calculator with a hard cover, engraved or permanently marked with your name

a short ruler

a low odor dry erase marker with an eraser for French

one brown paper shopping bag to wrap French textbook

#### **3-ring binders**

1 ½ or 2 inch binder for social studies

1 inch binder for math

1 ½ inch binder for French or Spanish

1 ½ inch binder to use for both science and English

package of notebook paper for 3-ring binders

notebook section dividers –23 total: 3 -English, 5 -science, 6 -math, 5 -French/Spanish, 4 -social studies

two folders with pockets to be 3-hole punched and kept in the back of the social studies and French notebooks

composition notebook for science journal

English to French OR English to Spanish dictionary (recommended, but not required)

\$25 to purchase Spanish workbook OR \$26 to purchase French workbook

#### **supplies to keep in locker**

colored pencils and thin markers

reinforcements

magnets for locker (to hold schedule onto locker door – reminder, no tape or stickers are allowed)

#### **supplies to keep at home**

stapler

protractor

compass, the kind for drawing circles

### **Team 7 Gold List of Supplies**

**3-ring binders:** You will need at least 4 binders. English, Social Studies and World Language each require a separate binder. Math and Science can share one 1½-inch 3-ring binder.

One **plan book** with adequate room for recording assignments is required for all classes. You will be required to bring it to all of your classes each day. You can purchase this at school the first week of classes.

One **storage pocket** which should contain the following items:

\_\_\_\_ Plenty of pencils and pens (black or blue only)

\_\_\_\_ 1 brightly colored pen for making corrections

\_\_\_\_ White out

\_\_\_\_ Colored pencils

\_\_\_\_ Highlighters (at least 2)

\_\_\_\_ dry erase marker

- \_\_\_ An eraser
- \_\_\_ Reinforcements
- \_\_\_ pad of 3 x 3 post-its
- \_\_\_ glue stick
- \_\_\_ A rugged scientific calculator **WITH YOUR NAME ON IT**
- \_\_\_ ruler with centimeters and inches

**2 boxes of tissues for your homeroom classroom.**

#### English

- \_\_\_ A 1 ½ inch thick 3-ring binder for **English only**
- \_\_\_ 4 plain tab dividers
- \_\_\_ A single-subject, lined notebook with 3 holes in it to attach into the 3-ring binder

#### Social Studies

- \_\_\_ A 3-ring binder for **Social Studies only** – 1 ½ - 2 inches with inside pockets.
- \_\_\_ 4 plain tab dividers
- \_\_\_ White lined composition paper
- \_\_\_ *Make sure you have plenty of paper for the entire year.*

#### Spanish

##### Spanish

- \_\_\_ \$25.00 to purchase your 2 Spanish Workbooks
- \_\_\_ A 2 inch 3-ring binder
- \_\_\_ 5 plain tab dividers
- \_\_\_ White lined notebook paper
- \_\_\_ Small index cards (a minimum of 200 to begin with)
- \_\_\_ A dry-erase marker to use in class

#### Science

- \_\_\_ A 3-ring binder which can be shared with Math (1 ½ inch binder)
- \_\_\_ 4 plain tab dividers
- \_\_\_ Bound Composition Book
- \_\_\_ White lined composition paper

#### KEEP AT HOME:

- \_\_\_ Index cards

#### Math

- \_\_\_ A 3-ring binder that can be shared with Science (1 ½ inch binder)
- \_\_\_ 7 plain tab dividers
- \_\_\_ White lined composition paper
- \_\_\_ Protractor

#### KEEP AT HOME:

- \_\_\_ A ruler with centimeters and inches
- \_\_\_ A small plastic protractor
- \_\_\_ A set of colored pencils
- \_\_\_ Small "post-it" notes
- \_\_\_ A sturdy stapler
- \_\_\_ A compass (the kind you use to draw circles)

**NO PENS WITH PASTEL, METALLIC GOLD, OR METALLIC SILVER INK, PLEASE!!!!**  
**MAKE SURE YOU HAVE A GOOD SUPPLY OF PENCILS AND BLACK AND BLUE PENS.**

## 7 Blue List of Supplies

#### 7 Blue Social Studies Supply List

- one 2 inch binder exclusively for social studies
- 4 section dividers for binder
- lined paper for binder
- highlighter
- 4 colored pencils
- several pencils
- hole re-enforcers

#### 7 Blue English Supply List

- between 1 to 2 inch binder
- 4 tab dividers
- 1 subject notebook suitable for a Writer's Notebook

#### 7 Blue Math Supply List

- Scientific calculator
- 2 inch binder, exclusively for math
- Several pencils
- 6 tab dividers
- lined paper for binder
- pencil case to be clipped into the binder

#### 7 Blue Spanish Supply List

- 2" binder
- 4 dividers
- 3 small (100 pages) spiral notebooks
- 1 folder
- 1 Spanish/ English dictionary
- Index cards
- \$25 (cash or check) to purchase Spanish workbook

#### 7 Blue Science Supply List

- 1 large 3 ring binder (can be shared with another subject)
- 5 tabbed dividers
- ruler with holes to put in science binder
- pencils with erasers
- pack of lined paper (to be replenished during the year)
- lined paper
- colored pencils (available for use in class, can also be brought by student)

## 7 Orange List of Supplies

### Math and Science

- \_\_\_\_\_ A 1 inch three-ring binder to shared for Math and Science
- \_\_\_\_\_ Tab dividers (10 in total to be shared between Math and Science)
- \_\_\_\_\_ Scientific Calculator (not a graphing calculator)
- \_\_\_\_\_ *Be sure to put your name on the calculator in a permanent manner.*

### English and Social Studies

- \_\_\_\_\_ A 2 ½ inch three-ring binder to shared for English and Social Studies
- \_\_\_\_\_ Tab dividers (6 total to be shared between English and Social Studies)
- \_\_\_\_\_ Erasable pens – any color

### Spanish

- \_\_\_\_\_ A 3-ring binder (2 ½ inch binder if your workbook will be kept in this binder, otherwise 1 or 1 ½ inch binder)
- \_\_\_\_\_ A soft cover ½ inch binder for the workbook (if you keep it separate)
- \_\_\_\_\_ Tab dividers (4)
- \_\_\_\_\_ Check to *RJ Grey JHS* for \$25 to purchase workbook

### For all subjects

- \_\_\_\_\_ White lined paper
- \_\_\_\_\_ Pens (blue or black), pencils, erasers
- \_\_\_\_\_ Two different colored highlighters
- \_\_\_\_\_ Colored correcting pens
- \_\_\_\_\_ Small pencil sharpener with container to collect shavings
- \_\_\_\_\_ Reinforcements for holes in papers
- \_\_\_\_\_ Set of thin markers or colored pencils
- \_\_\_\_\_ 1 or 2 boxes of tissues for your homeroom – please put your name on them

## 7 Green List of Supplies

### Science

- \_\_\_\_\_ A 1 or 1 ½ inch three-ring binder, *for Science only*
- \_\_\_\_\_ A marble style notebook to be used as a journal
- \_\_\_\_\_ Tab dividers (at least 5)

### English

- \_\_\_\_\_ A 1 ½ inch three-ring binder, *for English only*
- \_\_\_\_\_ A single subject, lined notebook with three holes to attach inside binder
- \_\_\_\_\_ Tab dividers (at least 4)

### Social Studies

- \_\_\_\_\_ A 2 or 2 ½ inch three-ring binder, *for Social Studies only*

- \_\_\_ Tab dividers (at least 5)
- \_\_\_ One pair of scissors

#### **Math**

- \_\_\_ A 2 or 2 ½ inch three-ring binder, to be *shared* with French or Spanish
- \_\_\_ One package of tab dividers (at least 5)
- \_\_\_ Personal 3-ring hole puncher to attach inside binder (recommended, but *not* required)
- \_\_\_ A supply of lined paper for note taking

#### **French**

- \_\_\_ 1 ½ inch binder for French (or 2 inch binder for French and Math together)
- \_\_\_ At least 2 dry erase markers with an eraser (preferably low odor)
- \_\_\_ 5 tab dividers
- \_\_\_ Index cards
- \_\_\_ \$26 for French workbook

#### **For all subjects**

You must have a large pencil case which you will bring to all team classes, containing the following things:

- \_\_\_ 3-5 pencils with good erasers
- \_\_\_ 2-3 blue or black ink pens
- \_\_\_ 3-5 colored pens (green, red, purple, etc.) for correcting
- \_\_\_ Two different colored highlighters
- \_\_\_ A six-inch ruler labeled with your name
- \_\_\_ A protractor labeled with your name
- \_\_\_ A scientific calculator (not graphing type), with your name printed in indelible marker
- \_\_\_ Extra erasers
- \_\_\_ Sticky reinforcers
- \_\_\_ One dry erase marker

▷ Finally, you should have a set of thin markers or colored pencils in your locker at all times

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# **2<sup>nd</sup> Annual RJ Grey Night at**

# **STAPLES<sup>®</sup>**

**that was easy.<sup>sm</sup>**

What: After its standard business hours, Staples will open its doors to RJ Grey students and families and provide a unique opportunity tailored specifically to RJ Grey school supply lists.

When: Sunday, August 29<sup>th</sup> at 7:30pm

Where: **STAPLES** on Rt. 2A (Plaza at 145 Great Road)

## Why Come Then?

Supplies will be organized in the store by TEAM SUPPLY LISTS, making the process RJ Grey-user friendly. We have improved the store layout to make the organization of team supplies even more accessible.

Avoid the frenetic hustle and bustle that takes place during regular business hours the week before school begins, and meet other students on your team!

STAPLES will be running a raffle throughout the evening where participants can win a number of prizes.



**Hope to See You There!**

For more information, contact Asst. Principal  
Andrew Shen at [ashen@mail.ab.mec.edu](mailto:ashen@mail.ab.mec.edu) or 978-264-4700 x3303

\*This event is purely optional. RJ Grey students and families should acquire  
needed school supplies in the manner that is best for them.



**\*\*\*RJG JUNIOR HIGH VOLUNTEER OPPORTUNITIES FOR 2010/11\*\*\***

**Volunteers are needed throughout the year. A description of each activity is listed below.  
Please check each activity that you're able to offer support.**

When you have completed this form please **MAIL** it to:

AB Regional PTSO  
R.J. Grey Jr. High Volunteer Coordinator  
P.O. Box 912  
Acton, MA 01720-0912

**OR**

You may drop off this form at the Junior High office c/o RJG Volunteer Coordinator

Name: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Child's name: \_\_\_\_\_  
Grade: \_\_\_\_\_

**Please note that most activities will require CORI approval. If you have not already submitted an application, please go to the RJG front office for assistance.**

**\*\*\*RJG Activity Coordinators Needed \*\*\***

- ☐ **7<sup>th</sup> Grade Social Refreshment coordinator:** Purchase paper goods and snacks (you will be reimbursed). Schedule at least 2-3 parent volunteers (list provided) to set-up and serve refreshments. Two socials are from 2:30 pm-4:30 pm on Friday afternoons: 10/22/10 & 3/4/11. Final 7<sup>th</sup> grade social will be from 6:30-8:30pm on 5/20/11. You will be assisted and provided with all the information to carry out this task, which should only require a few hours of your time for each social.
- ☐ **8<sup>th</sup> Grade Social Refreshment coordinator:** Purchase paper goods and snacks (you will be reimbursed). Schedule at least 2-3 parent volunteers (list provided) to set-up and serve refreshments. All socials are from 6:30pm-8:30pm on the following Friday evenings: 8/8/10 1/28/11 6/10/11 (8<sup>th</sup> Grade Grad Dance) You will be assisted and provided with all the information to carry out this task, which should only require a few hours of your time for each social.
- ☐ **Staff Appreciation Days Coordinator:** Opportunity for 1-2 parent coordinators. Schedule parent volunteer baker/salad makers (list provided) to provide goodies for the RJG staff. Set up and clean up crew will also be necessary (list provided). Most of the work can be done at home on the computer or over the phone. Dates: 1/6/11 and 6/14/11.
- ☐ **Hospitality Coordinator:** Oversees the coordination of volunteers providing baked goods or other food items throughout the school year. A list of volunteers will be provided and most of the work can be done at home on the computer or over the phone.
- ☐ **Project Wellness Volunteer Coordinator:** Oversees the coordination of volunteers providing assistance to the Project Wellness organizers. This may include finding volunteers to help with office tasks, mailings, and support on the day of the event. A list of volunteers will be provided to you. Project wellness will take place on 3/23/11.

**\*\*\*One-Time Activity at RJG\*\*\***

- ☐ **Back-to-School Night:** Parents of RJG students (without high school students) are needed to help at the HS Back-to-School Night, distributing volunteer forms, selling directories, and collecting PTSO membership forms and dues.  
**Date: Thursday, 9/23 6:45 p.m.**

**\*\*\*On-Going Activities at RJG\*\*\***

- ☐ **Library support:** Many jobs are available, some with limited time commitments, others that require weekly commitment, training is provided where needed. **Coordinator: RJG Librarian, Sandy Egnatz**
- ☐ **Health office support:** Parents are needed in this busy office to assist with vision and hearing screening (tentatively November and March); computer data entry using a very simple program; filing; occasional one-time jobs. No medical experience necessary. **Coordinator: RJG Nurse, Erin Livie**
- ☐ **Office support:** Help is needed each school day from 12:30-1:00 p.m. in the counseling office to answer the phone. We would prefer a commitment to a regular schedule, one or two days a week throughout the school year.  
**If interested, please circle preferred day(s) M T W Th F**
- ☐ **RJG Directory:** Volunteers are needed to edit and proofread information for the school directory. Some experience with MS excel is helpful. Work can be done at home and will occur during September and October. **Coordinator: Pam Rogers**
- ☐ **7<sup>th</sup> Grade Social refreshment Volunteer:** Set-up and serve refreshments for socials.  
Socials are from 2:30pm-4:40pm on Friday afternoons with the exception of the last one of the school year which is from 6:30-8:30 p.m.: Please circle desired date(s): 10/22/10      3/4/11      5/20/11
- ☐ **8<sup>th</sup> Grade Social refreshment Volunteer:** Set-up and serve refreshments for socials. All socials are from 6:30pm-8:30pm on Friday evenings: Please circle desired date(s) 8/8/10      1/28/11      6/10/11
- ☐ **Bakers/Food Volunteer:** Throughout the year baked goods and/or salads and other food items are needed for a variety of events such as: Back-to-School night, Staff Appreciation Days and End of Year Teacher Luncheon. You may be called only once or twice, depending on amount of functions and volunteers. Please indicate if you could provide either baked goods or salads/other food items. A list of all volunteers will be supplied.

**Bake:\_\_\_\_\_ Salad/other food:\_\_\_\_\_**

**Your willingness to help is greatly appreciated! If you have any questions, please contact the Volunteer Coordinator, Jeannie Meijer at 978 263-6282 jeannieqm@hotmail.com**



# RJG Parent Communication Guide

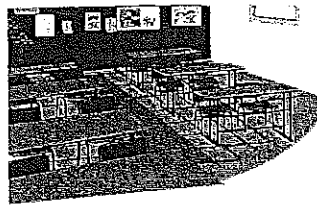
## Questions and Answers



At the fundamental core of the R.J. Grey experience is the commitment to teaming. Students are divided into smaller learning communities called *teams*. Team teachers share the same group of students and follow a common schedule. This shared schedule provides team teachers with common meeting time when teachers can talk about the academic, developmental, and social needs of their shared students, helping them to address individual needs effectively.

As R.J. Grey staff are committed to supporting your child across settings, communication is paramount. The staff and administration of RJG hope this guide will be an immediate resource for answering parent/guardian questions and connecting with appropriate school personnel.

Please be aware that Principal Craig Hardimon offers office hours on the second Tuesday of every month, from 6PM – 7PM. Dropping in for a conversation is welcomed and encouraged. Individual appointments may also be scheduled by calling Marcia Charter Main Office at extension 3303.



### Home-School Communication

#### **What is a team meeting?**

A team meeting, sometimes called a team conference, is an opportunity for parents/guardians to meet with their child's team teachers, counselor, and/or special educator during the school day. Team meetings provide approximately 20 minutes to ask questions and to discuss areas of concern and strategies for improvement. Each team reserves specific times during the school day for team meetings approximately every fourth day.

### **What is a parent conference?**

Parent conferences are brief meetings to review the results of term one report cards and to discuss academic progress. Parent conferences are held during two half days in December and one in early January. The structure of the parent/guardian and teacher conference provides time for parents to meet briefly (5 minutes per teacher) with an individual teacher.

### **I would like to schedule a team meeting/conference so that I can meet with all of my child's teachers at the same time.**

Please call the Counseling Office at (978)264-4700 ext: 3330.

### **My child doesn't understand the reason for a grade and wants to know what he/she could do to improve next time.**

It is always recommended that the student begin by speaking directly to the specific subject area teacher. School staff encourages self-advocacy as part of the learning process. If concerns still exist, you may also choose to email or call the specific subject area teacher directly.

### **I am concerned with a grade/comment on my child's report card and/or assignment.**

You will need to speak with your child's specific teacher(s). Should you have continuing concerns, please direct those questions and/or concerns to your child's school counselor.

### **When I send an email to my child's teachers, when should I expect to hear back from them?**

While classroom teachers, school counselors, and specialists are not routinely at their desks, all staff follows school procedures and respond to email communication within one school day. Your email may be referred to the most appropriate person able to respond to your question or concern. An email may receive a phone response, rather than a written response.

### **My child is a regular education student and I'm concerned about my child's progress and performance in a specific class. With whom do I speak?**

It is best to address your questions and concerns by speaking directly with the specific subject area teacher instructing the class. You can call and leave a message on a teacher's voice mail or send an email. Teachers will respond within 24 hours.

### **If I am sending an email to one of my child's teachers, should I write to all of them? Should I copy anyone?**

You do not need to write to all teachers regarding a particular subject area as team teachers regularly share important information regarding their students. Depending on the nature of your concern, it may be helpful to copy your child's school counselor as a point of information.

### **How do I obtain information regarding sports schedules?**

General information about tryouts and participation requirements can be found on the RJG website under the Student Resources/Sports link:

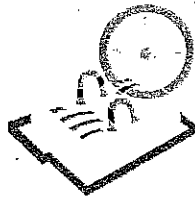
<http://ab.mec.edu/rjweb/sports.shtml>.

Sports schedules and directions to away sites can be found at [www.highschoolsports.net](http://www.highschoolsports.net) (be sure to search under the high school, not the junior high school). Please continue to go back to this site often as game times and dates change throughout the season. If you wish, you can receive free email updates regarding schedule changes by going to this website, selecting the team on which your child participates, and clicking on the link titled, "Create Account."

### **I want to contribute to the RJG in some way. What are some things I can do to be involved and support the school's efforts?**

Please contact the Acton Boxborough Regional Parent Teacher Student Association at <http://abrptso.ab.mec.edu/>.

Because of the Criminal Offender Record Information statute, the Acton-Boxborough Regional School District requires new CORI certification for all volunteers. Please contact Principal's Assistant Marcia Charter at: [mcharter@mail.ab.mec.edu](mailto:mcharter@mail.ab.mec.edu) with any questions regarding this process and/or the status of your submission.



### **Attendance Issues**

*We, at R.J. Grey, are committed to providing a learning environment where all students have the opportunity to achieve and benefit from their classroom experiences. Daily student attendance is an essential component of the learning process.*

#### **What if my child is tardy?**

Students who arrive during or after homeroom must check-in at the Main Office. If your child will arrive after 8:00AM, please call the office attendance line or the Main Office. For further questions regarding our attendance policy, please refer to page 30 in our RJG Families Handbook, which is available on our website and is printed in the Student Planbook.

#### **What if I need to dismiss my child from school during the school day?**

Please give your child a signed note authorizing your child's dismissal and stating the time you wish to dismiss your child. Ask your child to bring the note to the Main Office before homeroom. Your child will be given a pass to leave class at the requested time

and then is expected to check out in the Main Office before meeting a parent in the front circle or the lower parking lot. For dismissals after 1:30PM, please meet your child in the lower parking lot only as the front circle is reserved for buses for the remainder of the school day.

**My child may be out of school for 1-3 days. Whom do I tell?**

The Main Office should be notified by calling the RJG absence line (978) 264-4700, ext: 3333 (3:30PM-7:30AM). Between 7:30AM and 3:30PM, please call ext: 3304

**During my child's absence from school, I'd like to collect my child's assignments for a specific class. Whom do I ask?**

For absences of 3 days or less, students should see their teachers upon their return regarding work to be made up, etc.

**My child will be out of school for a prolonged period of time (3+ days). Whom do I inform? Is ongoing communication helpful?**

In addition to notifying the Main Office, please notify your child's school counselor of any prolonged absences as he/she will coordinate with classroom teachers regarding work to be completed, updates, etc. Communicating with your child's school counselor will ensure optimal coordination of information as counselors and teachers will talk together on a "need to know basis".

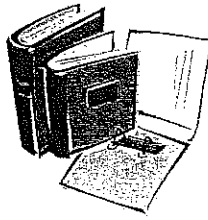
**My child will be out of school for a prolonged family vacation. How does he/she make up the missed work?**

In general, family vacations outside of the school calendar are not recommended. While recognizing that vacation experiences may offer a student valuable learning opportunities, the staff believe that classroom instruction, class discussions, and class activities are most valuable and cannot be replicated. Missing school, even for a few days, can be hard on your child. When a student leaves for a vacation not scheduled during a school vacation week, students will be responsible for seeing their teachers after they return and teachers will provide missed assignments. While teachers will provide students with a reasonable period of time to gather and complete the missed assignments, grades can be affected by absences.

**Can my child access information regarding class assignments on the web?**

Many teachers maintain a website where they post long term-projects. This information can be found on our school website: <http://ab.mec.edu/rjweb/index.html> by clicking on the "RJG Website" link.

Please note that these web pages may not be updated regularly, so students should continue to monitor the assignment schedule as written in each classroom for daily assignments and possible changes.



## **Student Records**

**How do I get a copy of my child's transcript? What if I need other information from my child's student record?**

Please call the Counseling Office at (978)264-4700 ext: 3330.

**I need another copy of my child's report card.**

Please call the Counseling Office at (978)264-4700 ext: 3330 or the Principal's Administrative Assistant Marcia Charter at Ext: 3303.

**I need another copy of my child's MCAS scores.**

Please call the Counseling Office at (978)264-4700 ext: 3330.



## **Counseling and Special Education**

**I need some general advice and consultation about a private family issue that may impact my child's day. What do I do?**

Your child's school counselor will guide you as to whether or not a team meeting with your child's teachers makes sense or whether the school counselor will communicate with the teachers on a "need to know" basis.

**My child receives special education services, and I'm concerned about my child's progress and performance.**

Your child's special education teacher will talk with you and then make a recommendation as to whether a meeting with your child's team teachers and/or scheduling a special education Team meeting makes sense. You have the right to request a special education Team Meeting at any time as well. If a formal Team Meeting is planned, your child's school counselor will be in attendance. Should you have questions or concerns regarding your child's social/emotional well being, please feel free to contact your child's counselor.

**I would like to better understand special education regulations pertaining to evaluating students who may be having difficulty in school.**

Please contact your child's school counselor. You may also wish to speak directly with Mary Emmons, the Pupil Services Coordinator, who can be reached at 978-264-4700, ext. 3266.



### **Health and Nursing**

**My child requires crutches or special assistance due to a broken arm/hand/leg.**

Please call the school nurse at (978)264-4700 ext: 3318 or the Counseling Office at (978)264-4700 ext: 3330.

**My child has a medical condition where updates are needed. Who do I inform?**

Please inform the nurse and/or your child's school counselor. Be assured that the nurse and the school counselor will coordinate all important information and meet with your child's team teachers.



### **Student Discipline**

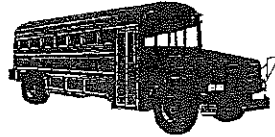
**If my child violates a school rule, will I be informed?**

RJG staff and administrators work together to teach students the principles of responsibility and self-advocacy. Recognizing that all students make mistakes along the way to independence, teachers generally interact directly with students regarding small incidents that stray from the school's behavioral expectations. Such incidents may result in a private conversation, a warning, or a small consequence such as a lunch detention.

When a pattern of behavior is identified, and/or if the behaviors are significant enough to warrant a referral to the Main Office, you will be contacted by the classroom teacher and/or the Assistant Principal regarding the behavior and any consequence that may be applied.

**If I disagree with the consequence imposed, what happens? With whom do I speak?**

RJG strives to work in partnership with parents and guardians to provide all students with a successful and safe educational experience. Should you have a concern regarding an incident in school, please talk with the teacher and/or administrator directly involved.



### **Transportation Issues**

**I have questions regarding my child's bus route and schedule. Who should I contact?**

For Acton buses, please contact Kim Trahan at (978)264-4700 ext: 3228.

For Boxborough buses, please contact Dee Bus Company at (978)263-9600.

**How do I report a behavioral problem on my child's bus?**

Please contact Assistant Principal Andrew Shen at (978)264-4700 ext: 3303.

**Can my child ride a different bus to a friend's house after school?**

In general, the buses are full and do not have available space for additional students. Should there be an extenuating circumstance, please contact the Main Office with at least 24 hours notice so that your request can be considered.





## **Adjusting to the 7<sup>th</sup> Grade:** **Helpful FYI's to Smooth the Transition**

As middle school educators, we are keenly aware of the concerns of our new seventh graders, the questions they have, the concerns they share, and the high level of anxiety that comes with starting junior high school. Every seventh grade team begins the school year making sure that all of our students feels safe, comfortable, respected, and that they feel like a valued member of her or his team. We know that our new seventh graders are worried about how to open their lockers, whether or not they will get lost in our building, how to adjust to having so many teachers, and what it will be like being in class with so many new people. Every team dedicates ample time at the start of the school year to address these very real concerns. We make sure all of our students know how to open their lockers. We provide them with a tour of the building and a map to prevent them from getting lost (and not to worry, we'll understand if they do!). We help them set up and organize their notebooks, teach them how to use a plan book, and provide strategies for using time most effectively at home. Together, teams write a Constitution, so that every student knows not only what the academic and behavioral expectations are, but has a voice in crafting those expectations. Year after year, our new seventh graders leave school after the first few days saying, "That wasn't as bad as I expected," "I feel much better now," and "Wow, that was much more fun than I thought it would be." We hope every new seventh grader agrees!

### **Suggestions to Parents**

#### **Homework/Work Load**

- On average, RJG students spend about an hour and a half to two hours a night on homework. The amount of work varies per night according to the type of assignment and number of projects. Regular homework is assigned in English, math, science, social studies, and world language. Teachers may assign homework in other subjects as well.
- Students are responsible for using a plan book to write their homework assignments down. Each teacher has the homework written on the board, and some teachers use [www.schoolnotes.com](http://www.schoolnotes.com) and/or our own RJG website to post their assignments (although they are usually abbreviated in this format). The assignments are difficult to memorize.
- Long-term assignments are assigned well in advance of due dates. Teachers give benchmarks to help students plan appropriately.
- Many teams post dates of tests and major projects on a calendar in the team hallway.

### **Grading**

- Teachers use different assessment methods, such as tests, projects, group projects, and other work products, that allow students to demonstrate their strengths while working on areas for improvement.
- Homework completion and quality may count in the student's term grade. Thoroughly completing homework assignments helps a student's grade in all subjects.
- Teachers guide students as to how best to study for their tests and quizzes.
- As many teachers do not offer end-of-the-term extra credit projects to boost term grades, students must work diligently throughout the term to assure themselves of a strong grade at the end of the term. Students' grades typically reflect their performance on tests, quizzes, projects, and homework, as well as effort and participation.

### **Communication Levels**

- The main vehicles for communication with home are progress/interim reports and report cards. Teachers do not regularly contact parents regarding overdue assignments.
- Emailing teachers is an effective way to have parent questions answered. Please allow up to two school days for the response time.
- If a question or concern should arise regarding your child's academic performance, please contact the teacher in question. If in the unlikely event that the issue is not resolved, feel free to address the issue first with the Building Department Leader, then with your child's counselor, and lastly with the Principal.

### **Extra Help**

- Extra help is offered regularly by teachers, and is used by students of all abilities to get help, start homework, as organizational time. Teachers post their extra help times on the board for each week. Times may include before school, after school, or by appointment.
- Extra help is most effective when students arrive with questions and the material in hand.
- If needed, students can and should go to extra help, even if they are on sports teams or participate in extra curricular activities. Students will not be penalized but are expected to communicate with their coaches and/or activity advisors.
- Students are encouraged to attend extra help sessions before tests and quizzes. Also, they should check in with teachers before projects are due if they have questions.
- Extra help is a time, set aside for teachers to help small groups of students and is not intended for one-on-one tutoring.

### **Studying**

- Parents should encourage "active" studying; looking over the material is not enough (for example: using flashcards, making up review questions, creating vocabulary lists, and brainstorming short-answer questions).
- Parents can help their children review the material by quizzing them.
- At this age, parents should encourage students to communicate directly with their teachers.

### **Homework**

- At home, creating a homework schedule with short breaks helps to develop a routine and assist in the adjustment to the work/study time needed to thoroughly complete assignments.
- Parents are encouraged to check plan books in order to make sure students are using the plan book regularly.
- Parents are encouraged to help their children establish a routine time and a place for working.

### **Tutor Database**

- The Central Office of the Acton Public and Acton-Boxborough Regional School Districts provides a list of tutors available to the public at the website below.  
<http://ab.mec.edu/district/jlinks.html>





Raymond J. Grey Junior High School  
16 Charter Road, Acton, Massachusetts 01720  
Craig Hardimon, Principal

Acton-Boxborough Regional School District  
(978) 264-4700 x 3303 FAX (978) 264-3343  
Andrew Shen, Assistant Principal  
Allison Warren, Assistant Principal

Dear Parents/Guardians of Incoming 7<sup>th</sup> Graders:

Before the start of the school year, we wanted to provide you with some orienting information regarding the 7<sup>th</sup> grade social studies and English curricula.

#### *The Social Studies Curriculum*

Seventh grade is a challenging crossroads between childhood and adulthood. As students undergo tremendous physical, social and emotional changes, many are preoccupied with who they are and how they fit into their school, community and world. Our students are also making the transition from small and familiar elementary schools to a larger, more complex and more diverse junior high school. For these reasons, this is the ideal time for a social studies curriculum that explores identity, and how identity impacts the experience of individuals and various groups in American society.

In our first unit, *Understanding Ourselves*, students begin to understand the numerous factors that shape their own identities. Through this discovery, students come to recognize similarities and shared interests with their classmates, providing opportunities for establishing connections and friendships. At the same time, students will conclude that each individual is unique. Fostering an understanding of our similarities and differences supports a core value of our school: appreciation of human differences. This approach promotes a safe and comfortable classroom environment for all of our diverse students, and encourages various perspectives and points of view. It also helps create a sense of community throughout the school.

Identity is also the lens through which we examine our nation's Founding Documents as the foundation of the American Dream of liberty, justice, equality and opportunity. As active citizenship is another important goal within our curriculum and school, students identify the paths members of society can take to voice their opinions and/or affect change.

In our second unit, *A Nation of Change*, identity continues to be a core theme, as students learn about the immigrant experience over the course of 175 years – both the rewards and the struggles in gaining access to the American Dream. Immigration is studied within the context of a nation undergoing many dramatic changes – changes in population, industrialization and the rise of labor. Students also focus on the experiences of immigrants of the later twentieth century through the present, mainly Asian and Latino immigrants. Students learn about the increased rights that came from these struggles, as well as the complex societal challenges that immigration presents. Our identity as a nation built by immigrants, their contributions to our country, and the rich diversity discovered in each classroom are celebrated.

Throughout the school year, a broad spectrum of voices is integrated into the curriculum. Voices include those of immigrants, people of color, gays and lesbians, women, Native Americans and religious minorities. In addition, controversial topics which come up in the news may be discussed in class in our efforts to increase an awareness of current events and the importance of being an informed citizen. By studying the experiences of various individuals and groups in American history and contemporary society, students are able to draw connections between their own lives and those of others.

In Grade 7, students are introduced to the use of primary sources and critical thinking skills, including: drawing conclusions, making inferences, and using supporting evidence. Organization, study and map skills are also emphasized. Students have many opportunities to apply and practice these skills; these skills are reinforced in Grade 8.

A more detailed account of each of the units is available on line at <http://www.ab.mec.edu/curriculum/ABsocialstudies/Gr7SocialStudies.pdf> and a hard copy of the curriculum document is available for your perusal in the RJ Grey library. Throughout the year, we encourage you to speak with your child about the material we are studying in social studies. To help begin that conversation, copies of one of our videos students view early in the school year, *That's a Family* may be borrowed from the Acton Library.

### ***The English Curriculum***

The continuing development of communication skills is the primary focus of the RJ Grey English curriculum.

*Essential Skills and Objectives* for reading, writing, speaking, and grammar have been established for each grade level. In general, these skills are developed in grade seven and reviewed, reinforced, and expanded in grade eight. They are the foundation of every activity and align with the state learning standards.

Thematic units which integrate reading and literature activities with the essential skills comprise the curriculum content. These units are divided equally between grades seven and eight. The seventh grade units are: Conflict, Family, Poetry, Drama, America's Past, Biography, World Literature, and Mystery. Each unit is designed to reflect the interests and needs of the early adolescent. Helping students make connections between reading and writing and their own lives and the world in general is an important component of these units. In most units, to provide for individual differences and interests, students have a choice of readings. They are introduced to several novels, varying in story line and reading difficulty, but all on the unit theme. The choice of thematic units and the literature involved in the unit may vary from team to team and year to year; however, the *Essential Skills and Objectives* are consistent for all students.

Helping students make connections between reading and writing, other curriculum areas, history, the world today, and their own lives is an integral component of the curriculum. Sometimes, there are lively discussions about current and/or controversial topics. To the extent that time allows, teachers work with their other team members to develop inter-disciplinary units or at a minimum to weave curriculum concepts together. For example, students might learn about *adjectives* by describing various types of *fungi* being studied in science; the word *integer* from math is connected to the vocabulary word *integrity*; the novel *Lupita Manana* reflects the Mexican culture studied in World Language and current immigration issues studied in Social Studies. There are frequent connections between English and Social Studies. A character's identity might be expressed using the identity map from the first social studies unit. Several of the novels, poems, and short stories reflect varying family structures: living with a grandparent or a foster family or a lesbian family or a family with mixed cultures. The novel *Lyddie* tells the story of a young woman, searching at first for opportunity and then for justice as a factory worker in Lowell in the 1800s. Novels like *Justin Like Martin* or *Roll of Thunder, Hear my Cry* reflect various time periods of the African-American experience. These readings help bring history and current issues alive.

More information about the 7<sup>th</sup> grade English Language Arts curriculum is available online, at <http://www.ab.mec.edu/curriculum/ABenglish/English7and8.pdf>. Sample lesson plans and activities from our conflict unit are available for your perusal at the RJ Grey Library.

We look forward to teaching your children this fall!

Sincerely,

Lynne Bover  
Junior High Department Leader,  
Social Studies

Chris Mohn  
Junior High Department Co-Leader,  
English



Raymond J. Grey Junior High School  
16 Charter Road, Acton, Massachusetts 01720  
Craig Hardimon, Principal

Acton-Boxborough Regional School District  
(978) 264-4700 x 3303 FAX (978) 264-3343  
Andrew Shen, Assistant Principal  
Allison Warren, Assistant Principal

August, 2010

Dear Families of R.J. Grey:

The summer is rapidly coming to an end and I am writing to welcome both new and returning families to RJ Grey Junior High School for the 2010-11 school year. Enclosed with this letter you will find:

- Emergency Card Letter
- RJG Sports Brochure and Tryout Schedule
- A team-specific supply list (team assignments announced August 20<sup>th</sup> )
- RJG Night Staples Flyer
- PTSO volunteer form
- RJG Parent Communication Guide
- and, for our incoming grade seven families  
*"Adjusting to the 7th Grade: Helpful FYIs to Smooth the Transition."*  
English and Social Studies curriculum letter

As those of you who were members of the RJG community last year will remember, one of my long standing priorities as principal has been to ensure that effective communication happens between home and school. In this regard, I will continue to offer monthly "drop in" hours, and will also continue to utilize my principal's e-mail list.

If you wish to receive my weekly newsletter, *Grey Matters*, as well as receive the daily announcements and other timely school information and news via this method, please go to our website (<http://ab.mec.edu/rjweb/index.html> ) and click on the link "*Sign up for RJ Grey emails*", and complete the registration form. Please note that parents and guardians who already completed this new registration form in the spring or earlier this summer **do not** need to repeat this process.

If you do not have e-mail but wish to receive this newsletter, just send a note to my office either with your child or at the address above. Copies of *Grey Matters* can also be found on our website.

As you can imagine, scheduling a school with almost 1000 youngsters is a complex process of check and balances and a significant portion of the summer was spent building these teams in order to balance them by:

- sending school
- gender
- race
- world language requests
- special education and ELL services

Given all of these variables, it is virtually impossible to build the schedule around individual team requests. Accordingly, we cannot promise to meet the numerous parent and guardian placement requests we receive. With that said, I am confident that the teams have been built in a manner which will ensure that every student will have the opportunity to maintain old friendships and develop new ones throughout the school year in an academically challenging environment. Looking ahead to the upcoming year, hearing from all of you and hearing from your young adults will be my top priority as we work together to ensure that the junior high is providing the most supportive educational atmosphere possible.

On Friday, August 20<sup>th</sup>, at approximately 3PM, we will be making team assignments available on the District's parent portal: <https://absis.ab.mec.edu>. To access the parent portal, please refer to the "Emergency Card" letter included in this mailing that includes your parent portal username and password. In order to access team assignments on the

portal, you will be required to first complete your child's emergency card information and answer some additional school permission-related questions, including specific PTSO permissions. Once you have completed those online forms, you will be able to access the "Team Assignment" icon on your parent portal page and view your child's team assignment for the upcoming year. **Please note that we will no longer be posting team assignments on the school door.** Should you be unable to access the web, please feel free to come to our Main Office the following week when we will assist you in entering the on-line emergency card information and permissions forms after which we will provide you with your child's team assignment.

**In summary, to complete the emergency card, and to access your son/daughter's team assignment on-line, please mark your calendars that the parent portal will open on August 20<sup>th</sup> at 3PM.**

Regarding some basic school procedures, if your child will be absent from or late to school, please call the absence line at (978)264-4700 ex: 3333 **before 7:30AM** and state your child's:

1. name
2. team
3. and, briefly, the reason for the absence or tardy arrival.

If you need to call during school hours (7:30-3:30), please call extension 3304 to leave a message with a member of our office staff.

Our office staff will then compare the messages with our homeroom attendance records. Students who are marked absent in homeroom but for whom we did not receive a call will be marked as "unexcused." An unexcused absence will generate a call home. Please assist us in this process and remember to call the school if your child will be absent.

The video, camera, and real-time text capabilities of cell phones presents the difficult challenge of ensuring continued high standards of academic integrity and class management. The purpose of the school day is to ensure that students have access to the teaching and learning experiences that are at the core of the school's mission. In order to maintain the focus on this experience, student cell phones or other personally owned devices used for communication and entertainment are not allowed during the school day. We appreciate that students wish to have cell phones available before and after school. Students who choose to bring cell phones to school **MUST** keep their phones in their lockers (and turned off) from 7:30am to 2:06pm. This means that even having a turned-off cell phone in your pocket is a violation of school rules.

To maintain student safety and building security, the doors to the front lobby doors are the only public entrance to school during the school day (visitors are asked to check-in at the Main Office upon arrival). All other doors will be locked during the school day.

Along a similar topic, I want to remind everyone of our student drop-off/pick-up procedures:

1. The front entrance loop is for buses only between 7:00AM – 7:45AM and 1:45PM – 2:30PM. Other vehicles are not to enter the loop during these times.
2. Student drop off and pick-up is allowed at the bottom of the steps in the lower parking lot only. This lot is located east of the building, behind the tennis courts, just off Charter Road. Please pay particular attention for students entering and/or exiting cars when driving through this area.
3. Parents are asked to enter and exit the parking lot via Charter Road, not Mass. Avenue (Route 111). Driving through the campus during bus drop off and pick-up interferes with the buses and causes unnecessary traffic problems.
4. Students are not to be dropped off in front of the Blanchard gym or in the parking lot on the west side of the building. Again, doing so interferes with our school buses and causes unnecessary traffic problems.
5. Parent parking is only allowed in the lower lot and in the visitor spaces off the front loop. Please note that these visitor spaces are for short term parking only.
6. Cars are not to be parked -- momentarily or otherwise -- in the front loop area except in a visitor's space.
7. Lastly, please remember not to pass the busses.



The R. J. Grey staff recommends that you have the following for the first day of school;

One three ring binder with notebook paper

Pen and Pencil

Lunch or lunch money (\$2.00)

Students are urged to keep an assignment/plan book. These will be on sale in homerooms on the first day of school for \$5.00. The plan books will serve as:

- A reminder to do the assigned work outside the classroom
- A checklist of completed work as it is done
- An organizer for short-term and long-term assignments
- A log for parents/guardians to help keep them informed of what is expected from students
- 20 pages of important information

For seventh graders, the first day of school is **Tuesday, August 31<sup>st</sup>**. Students should report to the following areas by 7:30AM where they will meet with their team teachers and other member of their team:

7 Blue - Front Gym

7 Green - Library

7 Red - Back Gym

7 Gold - Café

7 Orange - Band Room

After a series of team building activities, students will be divided into their homerooms and will proceed with the school day. Students may bring their own lunch or purchase lunch at our outdoor cookout, where I will be cooking burgers, hotdogs, and a vegetarian option. After lunch we will hold an assembly where I will meet with the students to talk about our expectations along with our Assistant Principals, Ms. Warren and Mr. Shen.

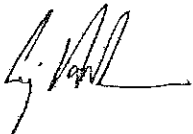
All eighth grade students *new to the Acton-Boxborough District* are invited to participate in an orientation program on **Tuesday, August 31<sup>st</sup>** beginning at 12:30 PM and ending at 2:06 PM, so that students may ride home on their regular bus. Students are invited to gather in the lobby where they will be directed to a meeting location.

The first day of school for all other grade eight students is **Wednesday, September 1<sup>st</sup>**. Eighth graders should report to the auditorium by 7:30 AM on Wednesday morning, September 2nd for a short program before proceeding to their homeroom.

I hope to meet many of you at our Back-To-School Night on Thursday, September 23<sup>rd</sup> at 6:45PM for parents/guardians of both seventh and eighth grade students. You will receive more information about this event in a few weeks. Meanwhile, the best person to talk to regarding any academic concerns is the specific classroom teacher. While teachers are not routinely at their computers, they can be reached through email or voicemail. The format for our email is first initial, last name, followed by our server address (mail.ab.mec.edu). For example, my address is [chardimon@mail.ab.mec.edu](mailto:chardimon@mail.ab.mec.edu). Teachers can also be reached through voicemail by calling our main number (978)264-4700 and asking for the teacher's voice mail.

Enjoy the last weeks of summer. The building seems empty without the hustle and bustle of students and I look forward to seeing everyone soon. This is going to be a fantastic year!

Sincerely,



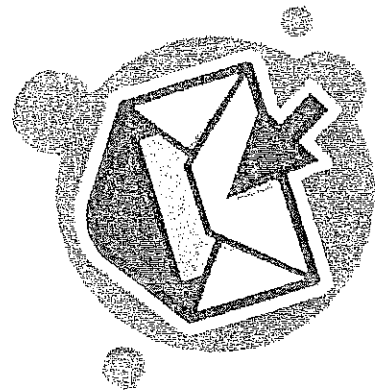
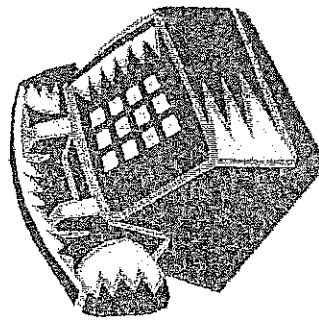
Craig Hardimon  
Principal  
R.J. Grey Junior High



## Home/School Communication

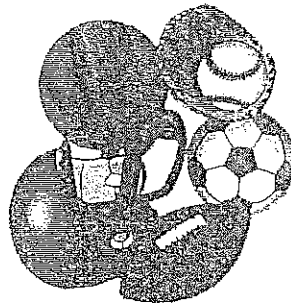
All communication, questions and concerns can be addressed to your player's coach.

If there is a question that has not been answered, please contact Laura Sikalis, Assistant Athletic Director at ext. 3321 or [lsikalis@mail.ab.mec.edu](mailto:lsikalis@mail.ab.mec.edu)



## General Information

- The athletic participation fee for a student who makes a JHS team is \$205. A form to apply for a fee waiver can be obtained from the coach and in the main office.
- Most teams practice everyday during the week with 2-3 games/per week for approximately 1 hour and half.
- The JH game schedules and directions can be found on [highschoolsports.net](http://highschoolsports.net) under Acton-Boxborough Regional High School and not RJ Grey Junior High School.

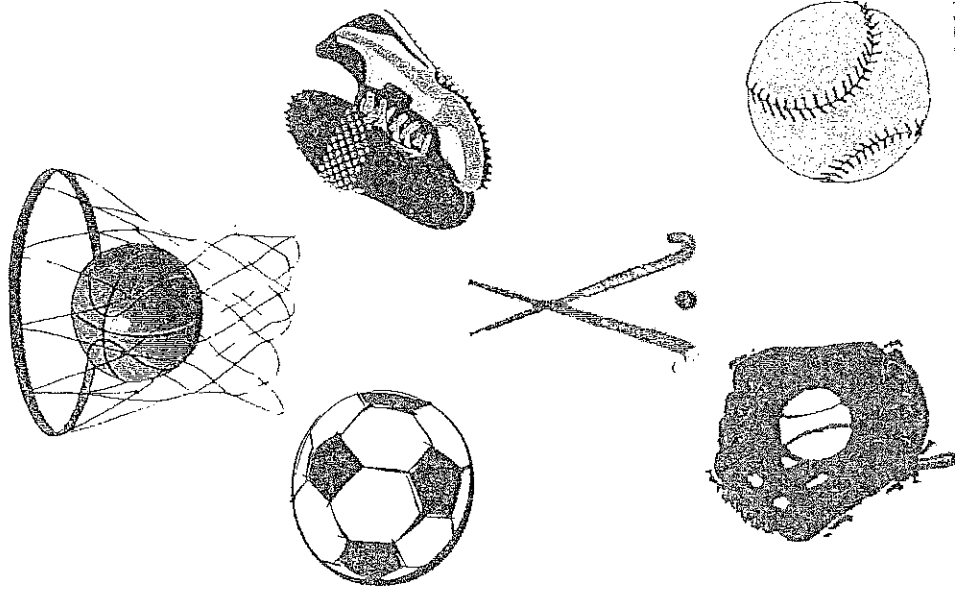


## RJ Grey Junior High School Contact Information

Craig Hardimon, Principal  
Allison Warren, Assistant Principal  
Andrew Shen, Assistant Principal  
Laura Sikalis, Asst. Athletic Director

Phone: (978) 264-4700

## All About Interscholastic Sports At RJ Grey Junior High



RJ Grey Junior High School  
16 Charter Rd  
Acton, Ma. 01720

Phone: 978-264-4700

## Interscholastic Sports at RJ Grey

### What are Interscholastic sports?

Unlike intramural sports and clubs where students compete within a single school, interscholastic sports provide our students with an opportunity to compete with students from other schools.

### What Interscholastic sports are available at RJ Grey?

#### **Fall:**

- 7<sup>th</sup> Grade Boys' and 7<sup>th</sup> Grade Girls' Soccer/Location: High School Field
- 8<sup>th</sup> Grade Boys' and 8<sup>th</sup> Grade Girls' Soccer/HS Field
- 7<sup>th</sup> Grade and 8<sup>th</sup> Grade Field Hockey teams/JHS Field-(*practice*) & Gates-(*games*)
- Cross Country Track\*\* (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/Leary Field

#### **Winter:**

- 7<sup>th</sup> Grade Boys' and 7<sup>th</sup> Grade Girls' Basketball/JHS Gym
- 8<sup>th</sup> Grade Boys' and 8<sup>th</sup> Grade Girls' Basketball/JHS Gym
- Basketball Cheerleading (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/JHS Gym

#### **Spring**

- Track\*\* (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/Leary Field
- Baseball (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/HS Field
- Softball (combined 7<sup>th</sup> and 8<sup>th</sup> graders)/Gates Field

\*\* "no-cut" teams

## Tryouts At RJ Grey

### What are the tryout schedules?

Tryout dates can be found on the RJG website prior to the start of each season:

<http://ab.mec.edu/rjweb/sports.shtml>

### What are the expectations for tryouts?

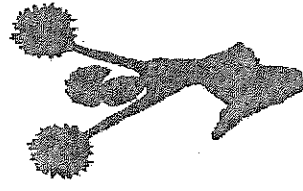
- Every student trying out for a sports team must be academically eligible. This entails passing 4 out of their 5 main courses.
- All student-athletes trying out must attend all dates unless there are extenuating circumstances as determined by the coach.
- **Each student-athlete must have a medical green form** filled out and signed by a school nurse (needs an updated physical on file in the nurse's office) prior to the first day of tryouts. There are no exceptions to this policy. (Green forms are included in the summer mailing and can be picked up at the main office)
- Student-athletes must have their own equipment.

## Participation Expectations

My child has made a team. What are the expectations?

Student-athletes:

- are students first. Their academics must be their highest priority. Students must attend every practice and game with exception of after school help and excused illness. This is a commitment that a student needs to make prior to tryouts.
- who make a JH team are expected to put their school team first above any non-school commitments.
- take a bus to and from away games. We encourage all players to take the bus with their team back to the school. If there is an extenuating circumstance in which you need to pick up your player from an away game, a form needs to be filled out and signed by an Administrator and given to the coach **prior to the game**. Forms can be found in the JHS front office.



<p align="center"><b>2010-2011 Fall Athletics Tryout Schedule</b>  <b>RJ Grey Junior High School</b></p>
--

Below are the tryout schedules for the Junior High's Fall athletic programs. Please remember that no students will be allowed to participate in tryouts without a completed Green Form that has been signed by the school nurse. There are **no exceptions** to this policy.

\* The cross country program is open to all students who wish to participate. Students are expected to comply with the expectations of the program, but there are no cuts.

<b>8<sup>th</sup> Grade Girls Soccer:</b>	9/1, 9/2, 9/7
Time	2:20-3:45
Location	High School soccer field

<b>8<sup>th</sup> Grade Boys Soccer:</b>	9/1, 9/2, 9/7
Time	3:30-5:00.
Location	High School soccer field

<b>7<sup>th</sup> Grade Girls Soccer:</b>	9/8, 9/10, 9/13
Time	2:20-3:45
Location	Library

<b>7<sup>th</sup> Grade Boys Soccer:</b>	9/8, 9/10, 9/13
Time	3:30-5:00
Location	Library

<b>Field Hockey 7<sup>th</sup> and 8<sup>th</sup>:</b>	9/7, 9/8 and 9/10
Time	2:30-3:45
Location	Front JH field

<b>Cross Country Team (no cuts)</b>	
First Practice Date	9/13
Location	AB Track



# 2010-2011 R. J. Grey Junior High School Supply List

## 8<sup>th</sup> Grade Supplies

The first day of Physical Education is not the first day of school; however students will need a change of shirt, shorts/sweats, socks, and sneakers for their first day of Physical Education class.

### 8 ORANGE TEAM SUPPLY LIST

Homeroom – please bring a box of tissues

#### English – Ms. Vacca

- 3 ring binder (1 inch or larger if sharing with another subject)
- 4 section dividers for binder
- white lined paper
- an editing pen or pencil (any color other than blue or black)
- highlighter
- dry erase marker

#### Math – Ms. Cence

- 3 ring binder (1 inch or larger if sharing with another subject)
- 4 section dividers for binder
- lined paper
- A calculator with basic functions and square roots, as a minimum
- white board markers
- pencils and erasers
- pens and colored pencils for correcting homework
- suggested extras: ruler, graph paper, pencil case

#### Science – Mrs. Schmirer

- 3 ring binder (1 inch or larger if sharing with another subject)
- 5 section dividers for binder
- lined paper
- calculator
- pens and pencils

#### Social Studies – Ms. Berberian

- 3 ring binder (1 inch or larger if sharing with another subject)
- 5 section dividers for binder
- lined paper
- blue or black pens
- pencils and colored pencils
- highlighter

#### Word Language – Mrs. Reeves

- 3 ring binder (1 inch or larger if sharing with another subject)
- 5 section dividers for binder
- white lined paper
- a French/English dictionary (for French students)
- a Spanish/English dictionary (for Spanish students)
- book cover to protect your text book (use a paper bag)
- pens, pencils and a few white board markers
- you will be purchasing workbooks once school starts

### 8 RED TEAM SUPPLY LIST

#### Math

- Calculator
- Set of 4 dry erase thin markers
- 3 ring binder with paper and dividers (1/12 ")

#### Science

- 3 ring binder with paper and dividers (1 1/2") (may be shared with other subjects)
- Colored pencils

- Kleenex
- Pencils

### English

- Pencils
- Blue or Black Pens
- Perforated, White-Lined Notebooks or Filler Paper
- Index Cards (Any Size or Color)
- R.J. Grey Agenda Book
- A 2", 3-Ring Binder (Medium to Large)

Note: You may buy a bigger binder and devote half of it to English class – just keep it organized

- \*Binder Dividers (1Pack)
  - Note: Your binder should be divided into five sections:
  - Homework
  - Vocabulary
  - Grammar/Writing
  - Thematic Unit
  - Returned Work

### Spanish

- Separate soft binder for workbooks
- Check made out to RJ Grey JHS for \$25.00 for 2 workbooks

### Social Studies

- 1 three-ring binder (1 ½")
- 4 section dividers for each binder Lined composition paper
- Pencils
- Blue or black ink pens
- Package of colored pencils
- Highlighters

## 8 GOLD LIST OF SUPPLIES

Gold students will need three-ring binders with section dividers and white line paper.

### For Social Studies

- Three-ring binder or part of a binder (1 ½ - 2 in.) with 5 section dividers
- Lined composition paper
- Pencils
- Blue or black ink pens
- Optional for social studies, but helpful: small pack of colored pencils, highlighter

### For Math

- Scientific calculator
- White board markers
- Ruler, pencils, pens
- Three-ring binder or part of a binder with white lined paper and 3 section dividers

### For English

- Part of a three-ring binder with 6 section dividers
- White lined paper
- Pencils and pens
- Composition notebook (9 ¾ by 7 ½)

### For Science

- Part of a three-ring binder with 5 section dividers
- White lined paper
- Pencils, pens, colored pencils, highlighters

### For Spanish

- 1 three-ring binder (at least 1 ½ inches) for each class
- 4 section dividers
- Lined composition paper
- Blue or black ink pens
- Separate soft binder for workbooks
- Check made out to RJ Grey JHS for \$25.00 for 2 workbooks



## 8 GREEN LIST OF SUPPLIES

### \*For Social Studies

- Three-ring binder or part of a binder (1 ½ - 2 in.) with 5 section dividers
- Lined composition paper
- Pencils
- Blue or black ink pens
- Optional for social studies, but helpful: small pack of colored pencils, highlighter

### \*For Math

- Scientific calculator
- White board markers
- Ruler, pencils, pens
- Three-ring binder or part of a binder with white lined paper and 3 section dividers

### \*For English

- Part of a three-ring binder with 6 section dividers
- White lined paper
- Pencils and pens

### \*For Science

- Part of a three-ring binder with 5 section dividers
- White lined paper
- Pencils, pens, colored pencils, highlighters

### \*For World Language (French or Spanish)

- A 3-ring binder (1-1 ½ inch)- can be shared with another class
- Five section dividers for your binder
- White lined paper
- A French/English dictionary or a Spanish/English dictionary
- Pens, pencils and a few whiteboard markers
- Two workbooks that you will purchase the first week of school



# 2<sup>nd</sup> Annual RJ Grey Night at

# STAPLES®

that was easy.<sup>sm</sup>

What: After its standard business hours, Staples will open its doors to RJ Grey students and families and provide a unique opportunity tailored specifically to RJ Grey school supply lists.

When: Sunday, August 29<sup>th</sup> at 7:30pm

Where: **STAPLES** on Rt. 2A (Plaza at 145 Great Road)

## Why Come Then?

Supplies will be organized in the store by TEAM SUPPLY LISTS, making the process RJ Grey-user friendly. We have improved the store layout to make the organization of team supplies even more accessible.

Avoid the frenetic hustle and bustle that takes place during regular business hours the week before school begins, and meet other students on your team!

STAPLES will be running a raffle throughout the evening where participants can win a number of prizes.



## Hope to See You There!

For more information, contact Asst. Principal Andrew Shen at [ashen@mail.ab.mec.edu](mailto:ashen@mail.ab.mec.edu) or 978-264-4700 x3303

\*This event is purely optional. RJ Grey students and families should acquire needed school supplies in the manner that is best for them.



\*\*\*RJG JUNIOR HIGH VOLUNTEER OPPORTUNITIES FOR 2010/11\*\*\*

Volunteers are needed throughout the year. A description of each activity is listed below.  
Please check each activity that you're able to offer support.

When you have completed this form please MAIL it to:

AB Regional PTSO  
R.J. Grey Jr. High Volunteer Coordinator  
P.O. Box 912  
Acton, MA 01720-0912

OR

You may drop off this form at the Junior High office c/o RJG Volunteer Coordinator

Name: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Child's name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Please note that most activities will require CORI approval. If you have not already submitted an application, please go to the RJG front office for assistance.

\*\*\*RJG Activity Coordinators Needed \*\*\*

- ☐ **7<sup>th</sup> Grade Social Refreshment coordinator:** Purchase paper goods and snacks (you will be reimbursed). Schedule at least 2-3 parent volunteers (list provided) to set-up and serve refreshments. Two socials are from 2:30 pm-4:30 pm on Friday afternoons: 10/22/10 & 3/4/11. Final 7<sup>th</sup> grade social will be from 6:30-8:30pm on 5/20/11. You will be assisted and provided with all the information to carry out this task, which should only require a few hours of your time for each social.
- ☐ **8<sup>th</sup> Grade Social Refreshment coordinator:** Purchase paper goods and snacks (you will be reimbursed). Schedule at least 2-3 parent volunteers (list provided) to set-up and serve refreshments. All socials are from 6:30pm-8:30pm on the following Friday evenings: 8/8/10 1/28/11 6/10/11 (8<sup>th</sup> Grade Grad Dance) You will be assisted and provided with all the information to carry out this task, which should only require a few hours of your time for each social.
- ☐ **Staff Appreciation Days Coordinator:** Opportunity for 1-2 parent coordinators. Schedule parent volunteer baker/salad makers (list provided) to provide goodies for the RJG staff. Set up and clean up crew will also be necessary (list provided). Most of the work can be done at home on the computer or over the phone. Dates: 1/6/11 and 6/14/11.
- ☐ **Hospitality Coordinator:** Oversees the coordination of volunteers providing baked goods or other food items throughout the school year. A list of volunteers will be provided and most of the work can be done at home on the computer or over the phone.
- ☐ **Project Wellness Volunteer Coordinator:** Oversees the coordination of volunteers providing assistance to the Project Wellness organizers. This may include finding volunteers to help with office tasks, mailings, and support on the day of the event. A list of volunteers will be provided to you. Project wellness will take place on 3/23/11.

**\*\*\*One-Time Activity at RJG\*\*\***

- ☐ **Back-to-School Night:** Parents of RJG students (without high school students) are needed to help at the HS Back-to-School Night, distributing volunteer forms, selling directories, and collecting PTSO membership forms and dues.

**Date:** Thursday, 9/23 6:45 p.m.

**\*\*\*On-Going Activities at RJG\*\*\***

- ☐ **Library support:** Many jobs are available, some with limited time commitments, others that require weekly commitment, training is provided where needed. **Coordinator:** RJG Librarian, Sandy Egnatz
- ☐ **Health office support:** Parents are needed in this busy office to assist with vision and hearing screening (tentatively November and March); computer data entry using a very simple program; filing; occasional one-time jobs. No medical experience necessary. **Coordinator:** RJG Nurse, Erin Livie
- ☐ **Office support:** Help is needed each school day from 12:30-1:00 p.m. in the counseling office to answer the phone. We would prefer a commitment to a regular schedule, one or two days a week throughout the school year.  
If interested, please circle preferred day(s)    **M T W Th F**
- ☐ **RJG Directory:** Volunteers are needed to edit and proofread information for the school directory. Some experience with MS excel is helpful. Work can be done at home and will occur during September and October. **Coordinator:** Pam Rogers
- ☐ **7<sup>th</sup> Grade Social refreshment Volunteer:** Set-up and serve refreshments for socials.  
Socials are from 2:30pm-4:40pm on Friday afternoons with the exception of the last one of the school year which is from 6:30-8:30 p.m.: Please circle desired date(s):    **10/22/10                      3/4/11                      5/20/11**
- ☐ **8<sup>th</sup> Grade Social refreshment Volunteer:** Set-up and serve refreshments for socials. All socials are from 6:30pm-8:30pm on Friday evenings: Please circle desired date(s)    **8/8/10                      1/28/11                      6/10/11**
- ☐ **Bakers/Food Volunteer:** Throughout the year baked goods and/or salads and other food items are needed for a variety of events such as: Back-to-School night, Staff Appreciation Days and End of Year Teacher Luncheon. You may be called only once or twice, depending on amount of functions and volunteers. Please indicate if you could provide either baked goods or salads/other food items. A list of all volunteers will be supplied.

**Bake:** \_\_\_\_\_ **Salad/other food:** \_\_\_\_\_

**Your willingness to help is greatly appreciated! If you have any questions, please contact the Volunteer Coordinator, Jeannie Meijer at 978 263-6282 [jeannieqm@hotmail.com](mailto:jeannieqm@hotmail.com)**

# RJG Parent Communication Guide

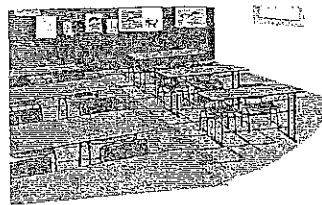
## Questions and Answers



At the fundamental core of the R.J. Grey experience is the commitment to teaming. Students are divided into smaller learning communities called *teams*. Team teachers share the same group of students and follow a common schedule. This shared schedule provides team teachers with common meeting time when teachers can talk about the academic, developmental, and social needs of their shared students, helping them to address individual needs effectively.

As R.J. Grey staff are committed to supporting your child across settings, communication is paramount. The staff and administration of RJG hope this guide will be an immediate resource for answering parent/guardian questions and connecting with appropriate school personnel.

Please be aware that Principal Craig Hardimon offers office hours on the second Tuesday of every month, from 6PM – 7PM. Dropping in for a conversation is welcomed and encouraged. Individual appointments may also be scheduled by calling Marcia Charter Main Office at extension 3303.



### Home-School Communication

#### What is a team meeting?

A team meeting, sometimes called a team conference, is an opportunity for parents/guardians to meet with their child's team teachers, counselor, and/or special educator during the school day. Team meetings provide approximately 20 minutes to ask questions and to discuss areas of concern and strategies for improvement. Each team reserves specific times during the school day for team meetings approximately every fourth day.

### **What is a parent conference?**

Parent conferences are brief meetings to review the results of term one report cards and to discuss academic progress. Parent conferences are held during two half days in December and one in early January. The structure of the parent/guardian and teacher conference provides time for parents to meet briefly (5 minutes per teacher) with an individual teacher.

**I would like to schedule a team meeting/conference so that I can meet with all of my child's teachers at the same time.**

Please call the Counseling Office at (978)264-4700 ext: 3330.

**My child doesn't understand the reason for a grade and wants to know what he/she could do to improve next time.**

It is always recommended that the student begin by speaking directly to the specific subject area teacher. School staff encourages self-advocacy as part of the learning process. If concerns still exist, you may also choose to email or call the specific subject area teacher directly.

**I am concerned with a grade/comment on my child's report card and/or assignment.**

You will need to speak with your child's specific teacher(s). Should you have continuing concerns, please direct those questions and/or concerns to your child's school counselor.

**When I send an email to my child's teachers, when should I expect to hear back from them?**

While classroom teachers, school counselors, and specialists are not routinely at their desks, all staff follows school procedures and respond to email communication within one school day. Your email may be referred to the most appropriate person able to respond to your question or concern. An email may receive a phone response, rather than a written response.

**My child is a regular education student and I'm concerned about my child's progress and performance in a specific class. With whom do I speak?**

It is best to address your questions and concerns by speaking directly with the specific subject area teacher instructing the class. You can call and leave a message on a teacher's voice mail or send an email. Teachers will respond within 24 hours.

**If I am sending an email to one of my child's teachers, should I write to all of them? Should I copy anyone?**

You do not need to write to all teachers regarding a particular subject area as team teachers regularly share important information regarding their students. Depending on the nature of your concern, it may be helpful to copy your child's school counselor as a point of information.



### **How do I obtain information regarding sports schedules?**

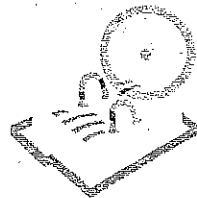
General information about tryouts and participation requirements can be found on the RJG website under the Student Resources/Sports link:  
<http://ab.mec.edu/rjweb/sports.shtml>.

Sports schedules and directions to away sites can be found at [www.highschoolsports.net](http://www.highschoolsports.net) (be sure to search under the high school, not the junior high school). Please continue to go back to this site often as game times and dates change throughout the season. If you wish, you can receive free email updates regarding schedule changes by going to this website, selecting the team on which your child participates, and clicking on the link titled, "Create Account."

### **I want to contribute to the RJG in some way. What are some things I can do to be involved and support the school's efforts?**

Please contact the Acton Boxborough Regional Parent Teacher Student Association at <http://abrptso.ab.mec.edu/>.

Because of the Criminal Offender Record Information statute, the Acton-Boxborough Regional School District requires new CORI certification for all volunteers. Please contact Principal's Assistant Marcia Charter at: [mcharter@mail.ab.mec.edu](mailto:mcharter@mail.ab.mec.edu) with any questions regarding this process and/or the status of your submission.



### **Attendance Issues**

*We, at R.J. Grey, are committed to providing a learning environment where all students have the opportunity to achieve and benefit from their classroom experiences. Daily student attendance is an essential component of the learning process.*

### **What if my child is tardy?**

Students who arrive during or after homeroom must check-in at the Main Office. If your child will arrive after 8:00AM, please call the office attendance line or the Main Office. For further questions regarding our attendance policy, please refer to page 30 in our RJG Families Handbook, which is available on our website and is printed in the Student Planbook.

### **What if I need to dismiss my child from school during the school day?**

Please give your child a signed note authorizing your child's dismissal and stating the time you wish to dismiss your child. Ask your child to bring the note to the Main Office before homeroom. Your child will be given a pass to leave class at the requested time.

and then is expected to check out in the Main Office before meeting a parent in the front circle or the lower parking lot. For dismissals after 1:30PM, please meet your child in the lower parking lot only as the front circle is reserved for buses for the remainder of the school day.

**My child may be out of school for 1-3 days. Whom do I tell?**

The Main Office should be notified by calling the RJG absence line (978) 264-4700, ext: 3333 (3:30PM-7:30AM). Between 7:30AM and 3:30PM, please call ext: 3304

**During my child's absence from school, I'd like to collect my child's assignments for a specific class. Whom do I ask?**

For absences of 3 days or less, students should see their teachers upon their return regarding work to be made up, etc.

**My child will be out of school for a prolonged period of time (3+ days). Whom do I inform? Is ongoing communication helpful?**

In addition to notifying the Main Office, please notify your child's school counselor of any prolonged absences as he/she will coordinate with classroom teachers regarding work to be completed, updates, etc. Communicating with your child's school counselor will ensure optimal coordination of information as counselors and teachers will talk together on a "need to know basis".

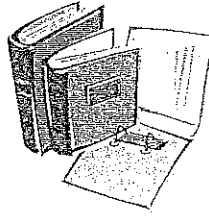
**My child will be out of school for a prolonged family vacation. How does he/she make up the missed work?**

In general, family vacations outside of the school calendar are not recommended. While recognizing that vacation experiences may offer a student valuable learning opportunities, the staff believe that classroom instruction, class discussions, and class activities are most valuable and cannot be replicated. Missing school, even for a few days, can be hard on your child. When a student leaves for a vacation not scheduled during a school vacation week, students will be responsible for seeing their teachers after they return and teachers will provide missed assignments. While teachers will provide students with a reasonable period of time to gather and complete the missed assignments, grades can be affected by absences.

**Can my child access information regarding class assignments on the web?**

Many teachers maintain a website where they post long term-projects. This information can be found on our school website: <http://ab.mec.edu/rjweb/index.html> by clicking on the "RJG Website" link.

Please note that these web pages may not be updated regularly, so students should continue to monitor the assignment schedule as written in each classroom for daily assignments and possible changes.



## **Student Records**

**How do I get a copy of my child's transcript? What if I need other information from my child's student record?**

Please call the Counseling Office at (978)264-4700 ext: 3330.

**I need another copy of my child's report card.**

Please call the Counseling Office at (978)264-4700 ext: 3330 or the Principal's Administrative Assistant Marcia Charter at Ext: 3303.

**I need another copy of my child's MCAS scores.**

Please call the Counseling Office at (978)264-4700 ext: 3330.



## **Counseling and Special Education**

**I need some general advice and consultation about a private family issue that may impact my child's day. What do I do?**

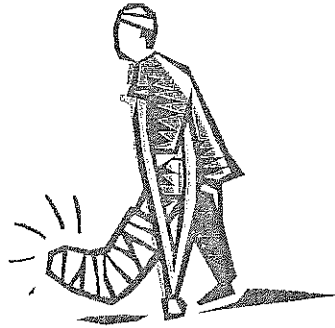
Your child's school counselor will guide you as to whether or not a team meeting with your child's teachers makes sense or whether the school counselor will communicate with the teachers on a "need to know" basis.

**My child receives special education services, and I'm concerned about my child's progress and performance.**

Your child's special education teacher will talk with you and then make a recommendation as to whether a meeting with your child's team teachers and/or scheduling a special education Team meeting makes sense. You have the right to request a special education Team Meeting at any time as well. If a formal Team Meeting is planned, your child's school counselor will be in attendance. Should you have questions or concerns regarding your child's social/emotional well being, please feel free to contact your child's counselor.

**I would like to better understand special education regulations pertaining to evaluating students who may be having difficulty in school.**

Please contact your child's school counselor. You may also wish to speak directly with Mary Emmons, the Pupil Services Coordinator, who can be reached at 978-264-4700, ext. 3266.



### **Health and Nursing**

**My child requires crutches or special assistance due to a broken arm/hand/leg.**

Please call the school nurse at (978)264-4700 ext: 3318 or the Counseling Office at (978)264-4700 ext: 3330.

**My child has a medical condition where updates are needed. Who do I inform?**

Please inform the nurse and/or your child's school counselor. Be assured that the nurse and the school counselor will coordinate all important information and meet with your child's team teachers.



### **Student Discipline**

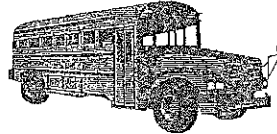
**If my child violates a school rule, will I be informed?**

RJG staff and administrators work together to teach students the principles of responsibility and self-advocacy. Recognizing that all students make mistakes along the way to independence, teachers generally interact directly with students regarding small incidents that stray from the school's behavioral expectations. Such incidents may result in a private conversation, a warning, or a small consequence such as a lunch detention.

When a pattern of behavior is identified, and/or if the behaviors are significant enough to warrant a referral to the Main Office, you will be contacted by the classroom teacher and/or the Assistant Principal regarding the behavior and any consequence that may be applied.

**If I disagree with the consequence imposed, what happens? With whom do I speak?**

RJG strives to work in partnership with parents and guardians to provide all students with a successful and safe educational experience. Should you have a concern regarding an incident in school, please talk with the teacher and/or administrator directly involved.



### **Transportation Issues**

**I have questions regarding my child's bus route and schedule. Who should I contact?**

For Acton buses, please contact Kim Trahan at (978)264-4700 ext: 3228.

For Boxborough buses, please contact Dee Bus Company at (978)263-9600.

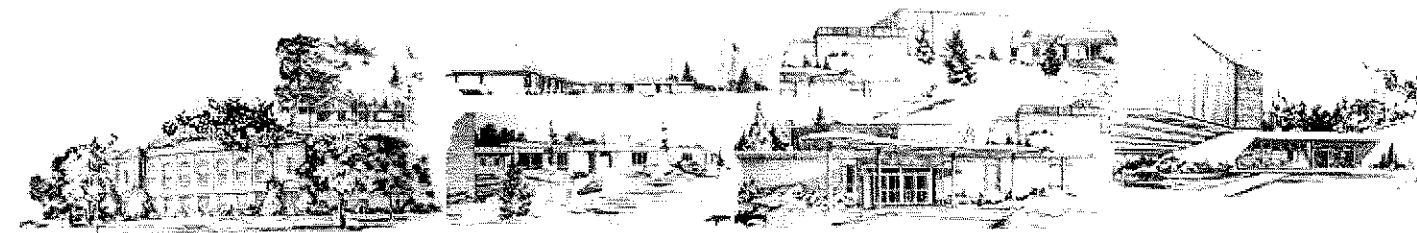
**How do I report a behavioral problem on my child's bus?**

Please contact Assistant Principal Andrew Shen at (978)264-4700 ext: 3303.

**Can my child ride a different bus to a friend's house after school?**

In general, the buses are full and do not have available space for additional students. Should there be an extenuating circumstance, please contact the Main Office with at least 24 hours notice so that your request can be considered.





Acton Public Schools ⊕ Acton-Boxborough Regional School District  
16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Fax: 978-264-3340 E-mail: [dbookis@mail.ab.mec.edu](mailto:dbookis@mail.ab.mec.edu)

Deborah Bookis  
Director of Curriculum  
and Assessment

August 16, 2010

Dear Parent or Guardian:

As we have only received preliminary data from the state, we will be posting our school and district MCAS and Adequate Yearly Progress Reports on the districts' website in early September. It will contain important information about student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests and the progress we are making toward helping all students become proficient in English language arts and mathematics.

In addition to meeting the requirements of the state's education reform law of 1993, the MCAS fulfills the requirements of the No Child Left Behind (NCLB) law, which requires schools to demonstrate that students are making academic progress. Every year a school's target Adequate Yearly Progress (AYP) is reestablished and increases by a certain number of points.

Students pass an MCAS exam by scoring in the top three of the four scoring categories: advanced, proficient and needs improvement. Only grade 10 tests are required as one condition of eligibility for a high school diploma; however, assessing students in earlier grades allows our school district to target areas where student learning and achievement can be enhanced.

AYP is determined by both aggregate and subgroup scores. Subgroups consist of 20 or more students in categories such as special education, low income, limited English proficiency, and by race/ethnicity. A school that does not show AYP for two consecutive years in English language arts/reading or mathematics, either in the aggregate or any subgroup, is designated by NCLB Accountability Status as a School Identified for Improvement.

Although the McCarthy-Towne School scored "high" in its performance rating for mathematics, it has been identified for *improvement in mathematics* for the Special Education *subgroup* as they did not meet their improvement target. The purpose of this letter is to explain what the designation means, what we are doing to improve teaching and learning, and how you can become involved in helping the school improve.

We are doing many things to improve teaching and learning in the school, including:

- Analyzing individual student test results to determine areas of strength and challenge
- Developing individualized strategies to support students in those areas of challenge
- Enhancing current classroom teaching strategies to address group areas of weakness
- Consideration of Alternative Assessment for MCAS

Through a student-centered analysis, we expect that certain students, due to the nature of their disabilities, require consideration for alternative MCAS portfolio assessment. This will be addressed through the special education team meeting process. Meetings for targeted students will be coordinated by the Pupil Services Coordinator (K-6) and will occur by November 2010.

- Time on Learning and/or MCAS Accommodations

Again, through the student-centered analysis, specialized service delivery for identified special education students may require a temporary increase in specialized instruction and/or additional non-standard accommodations to address MCAS mastery. Prior to MCAS testing, these services may be re-evaluated.

In addition, the faculty will continue to implement (year 2) the new Scott Foresman mathematics program, while they reshape their grade level discussions and study to refine and increase the understanding of student concept/skill mastery and how these concepts and skills are assessed. This process is already a goal in McCarthy-Towne's 2010-11 School Improvement Plan, as this type of teacher collaboration and work benefits all students in the school. Primary special educators will continue to employ the use of *Assessing Mathematics Concepts* to better understand students' conceptual understanding of number sense and operations; Special Educators will receive training on how to administer and use these assessments.

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become successful adults. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings
- Serving as a volunteer in the school or district
- Encouraging other parents to become involved.

NCLB regulations also require school choice for schools receiving Title I funds. As our district already offers school choice among its five elementary schools, if you wish your child to attend one of the other four elementary schools (Merriam, Conant, Gates and Douglas), please contact David Krane, Principal of McCarthy Towne, as soon as possible but not later than August 25, 2010. Please be aware that the other four elementary schools scored "very high" for their mathematics performance rating.

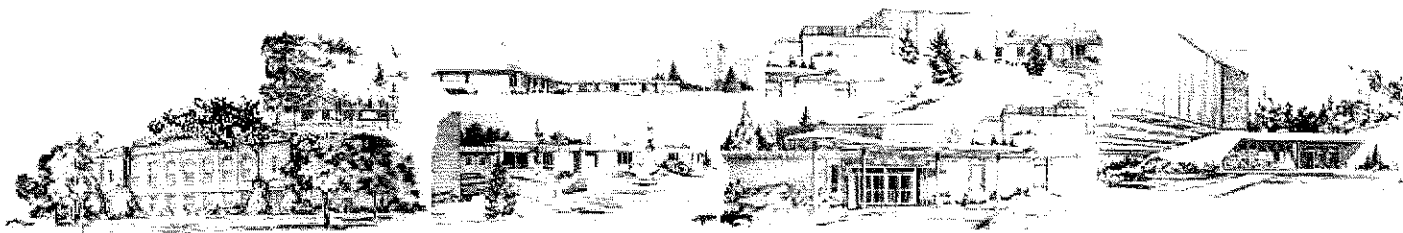
For more information on participating in the school improvement process, please contact David Krane at 978-264-3377.

Sincerely,



Deborah Bookis  
Director of Curriculum and Assessment





Acton Public Schools  $\oplus$  Acton-Boxborough Regional School District

16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Fax: 978-264-3340 E-mail: [dbookis@mail.ab.mec.edu](mailto:dbookis@mail.ab.mec.edu)

Deborah Bookis  
Director of Curriculum  
and Assessment

August 16, 2010

Dear Parent or Guardian:

As we have only received preliminary data from the state, we will be posting our school and district MCAS and Adequate Yearly Progress Reports on the districts' website in early September. It will contain important information about student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests and the progress we are making toward helping all students become proficient in English language arts and mathematics.

In addition to meeting the requirements of the state's education reform law of 1993, the MCAS fulfills the requirements of the No Child Left Behind (NCLB) law, which requires schools to demonstrate that students are making academic progress. Every year a school's target Adequate Yearly Progress (AYP) is reestablished and increases by a certain number of points.

Students pass an MCAS exam by scoring in the top three of the four scoring categories: advanced, proficient and needs improvement. Only grade 10 tests are required as one condition of eligibility for a high school diploma; however, assessing students in earlier grades allows our school district to target areas where student learning and achievement can be enhanced.

AYP is determined by both aggregate and subgroup scores. Subgroups consist of 20 or more students in categories such as special education, low income, limited English proficiency, and by race/ethnicity. A school that does not show AYP for two consecutive years in English language arts/reading or mathematics, either in the aggregate or any subgroup, is designated by NCLB Accountability Status as a School Identified for Improvement.

We are pleased to report that RJ Grey scored "very high" in its aggregate performance rating for mathematics and English language arts and also achieved AYP for its Special Education subgroup in English language arts by meeting its improvement target. While the Special Education subgroup demonstrated growth from the 2009 reports and moved closer to its improvement target in mathematics, it fell just short (2.2%) of meeting this year's target. As a result, RJ Grey has been identified for *corrective action in mathematics* for the Special Education *subgroup*. The purpose of this letter is to explain what the designation means, what we are doing to improve teaching and learning, and how you can become involved in helping the school improve.

Last year, RJ Grey initiated a student-centered analysis to determine, in collaboration with the home/school partnership, the need for alternative MCAS testing, additional MCAS accommodations, and/or a plan to increase the actual time spent on teaching and learning. We will continue to engage in this analysis. In addition, RJ Grey will institute the following actions:

**Consideration of Alternative Assessment for MCAS**

Through the student-centered analysis, we expect that certain students, due to the nature of their disabilities, require consideration for alternative MCAS portfolio assessment. This will be addressed through the special education team

meeting process. Meetings for targeted students will be coordinated by the Pupil Services Coordinators (K-6 and 7-12) and will occur by November 2010.

#### **Time on Learning and/or MCAS Accommodations**

Again, through the student-centered analysis, specialized service delivery for identified special education students may require a temporary increase in specialized instruction and/or additional non-standard accommodations to address MCAS mastery. Prior to MCAS testing, these services may be re-evaluated. In addition, a corrective action step we are taking is a co-teaching model, including a certified mathematics teacher and special educator, instituted for all small group special education mathematics classes. This integrated approach will assist specific students with special needs in further developing mathematical thinking and reasoning skills.

#### **Professional Development and Tutorial Services**

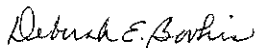
Finally, in addition to individualized tutorials, we will again offer additional special educator training in mathematics standards and instruction, offering a formatted curriculum to meet MCAS standards, as well as an additional set of skills to this targeted group of teachers. This training will continue to enhance our teachers' already strong foundation in mathematics concepts and instruction for special education students addressing a wide range of learning styles. We are confident that our continued efforts to improve what is already a strong mathematics program at RJ Grey, coupled with the corrective action step, will have an impact on all our students, as well as meet the state's improvement target for this subgroup.

NCLB regulations also require school choice for schools receiving Title I funds. There is only one school with these grade level offerings; therefore, choice is not an option. We will also offer tutoring to those free and reduced lunch students who qualify for assistance.

Involving families as full partners in the education of their children is a cornerstone of Acton-Boxborough, and determining a reasonable approach for these identified students to be successful within the MCAS testing process is paramount. With the IEP process, we will be thinking through realistic expectations for student achievement.

For more information or questions regarding this issue, please contact Craig Hardimon, RJ Grey Principal at 978-264-4700 ext. 3304.

Sincerely,



Deborah Bookis  
Director of Curriculum and Assessment

## **Spring 2010 MCAS Scores August 2010, Anticipated Results**

*By Liza Huber, Director of Pupil Services*

### **Introduction:**

The federal government uses student and school MCAS performance to determine if schools and district are “steadily progressing”, year by year, toward achievement by 2014 of the national goal set forth in the No Child Left Behind Act (NCLB). The goal is: “...all students will achieve proficiency in English Language Arts and Mathematics”.

The Commonwealth of Massachusetts, through the Department of Elementary and Secondary Education (DESE) evaluates MCAS results to determine a school’s performance based on Adequate Yearly Progress (AYP).

Knowing that all children learn differently, we, as educators, pride ourselves in meeting individual needs through guided instruction, reinforcement of solid instruction, individual and group learning (collaborative learning), etc. With that acknowledgement of a unique style of learning for each child, we now focus our efforts on meeting the state requirements to meet the Adequate Yearly Progress standard as defined by NCLB.

Although there may be different opportunities and settings to discuss the validity and reliability of MCAS scores and its statistical prediction of measured learning, we celebrate the fact that all of our students in all MCAS tested grades achieved AYP for the aggregate in English Language Arts and mathematics. For the special education subgroup that did not make AYP, we intentionally are focusing our efforts on meeting the remedial steps necessary to meet AYP standards.

### **NCLB/AYP Reporting:**

<b>School</b>	<b>Preliminary Accountability Status</b>
Merriam	Improvement – Year 1 for ELA special education sub-group; <i>Did not make AYP for math – No status</i>
McCarthy Towne	Improvement – Year 1 for math special education subgroup; <i>Did not make AYP for ELA – No status</i>
Conant	Improvement – Year 1 (for 2010, made AYP in ELA and math)
RJG JHS	Corrective Action for math special education subgroup
A-B School District	Improvement – Year 1 for math special education subgroup

### **Discussion:**

#### **ABRHS**

If designated out-of-district (OOD) students had been correctly reflected as “medically excused”, instead of “absent”, aggregate scores would have been calculated differently. In that case, the region (grade 7-12 as a whole) would have made AYP.

#### **Next Steps**

1. Short term: Each OOD placement (2) will receive letters from the District to follow through accurately on the MCAS administration and to coordinate their efforts on the same day of administration about any ambiguities to the Director of Pupil Services.
2. Long term: The District will appeal DESE’s ruling for the high school in light of this funding.

#### **RJG JHS**

Our disaggregated data shows that four students’ scores affected our overall AYP score in math. We would have remained in an “improvement year” instead.

#### **Next Steps**

1. Short term: History tells us that short term intervention on fundamental mathematics and MCAS alignment helps students pass the math section on MCAS (high school continuum). This year, we will contractually arrange a similar model at the junior high for those selected students (and others) who need that intensive intervention.
2. Long term: We will be meeting with the junior high math building chairperson to review the effects of the detailed plan which categorized all MCAS problems by category and strand (2006-2009), categorized all the expected level of proficiency and a timeline for the fundamentals curriculum both for 7<sup>th</sup> and 8<sup>th</sup> grades, and revised math tests for each chapter so that MCAS-type questions could be included for diagnostic teaching, re-teaching or reinforcement, and practice.

#### **Conant, McCarthy-Towne, Merriam Schools**

Improvement – Year 1 is the preliminary accountability status as Conant made AYP in special education for ELA and math. McCarthy-Towne and Merriam results have been previously described.

## **Next Steps**

1. Short term: To ensure mastery in mathematics, we will focus on number sense, a predictor of success in algebra, and maintain an increased focus on operations. Basic fact fluency and whole number knowledge, which define number sense, will be incorporated more frequently in the daily instruction. In general, the elementary teachers teaching math are providing students with opportunities to practice writing answers to short-answers and open response questions. We are aware that students with specific disabilities may not have the skill set required at the time the MCAS assessment is administered; therefore, we will increase practice and repetition for multiple choice, open response and short answers.
2. Long term: We continue to look closely at the mathematics questions and skills to ensure that we are adequately teaching these concepts. Multiple choice, short answer, and open response questions reflect the five math content strands.

System goals for the elementary schools include the following:

- Elementary teachers will examine additional math support programs, particularly for students who fall below grade level in grade 6, but are not on an IEP.
- English Language Arts, special needs staff, and math teachers will consider coordinating a way of teaching all students techniques for answering open response questions on MCAS. This coordination will assist students in mathematical thinking and reasoning.
- A review of math concepts and skills prior to testing and a review of the strategies and techniques for answering open-ended questions will be incorporated in lesson plans.
- Small group math classes taught through special education will be restructured to address an MCAS review during each class.
- In order to reinforce math concepts and to introduce students to the full range of question types, a variety of configurations will be considered for instructional practice in order to support particular sub-groups of students: pull aside in the classroom, pull out of the classroom in small groups, and reinforcement during non-academic times, e.g., before school, etc.

## **Conclusion:**

Our focus this year will be two-fold:

1. Continue the data analysis to align curriculum and content strands, both sequentially and areas covered, e.g.math (number sense and operations; patterns, relationships and algebra; geometry; measurement; data analysis, statistics and probability.
2. Intensive group instruction as described in the aforementioned schools.



August 25, 2010

Dear School Committee Members,

We continue to be very concerned about the MCAS performance of special education students given our districts' preliminary 2010 MCAS results. At this juncture it does not look like the special education students at R. J. Grey Junior High and McCarthy-Towne Elementary school have achieved AYP in Mathematics this year. While this is the first year that McCarthy-Towne will be designated as a school that "Needs Improvement" for this student population, unfortunately, it will be the fourth consecutive year that R. J. Grey JH has not made AYP for this subgroup of students. That means that R. J. Grey will now be entering a "Corrective Action" status, which carries some significant penalties for the district.

The good news is that preliminary MCAS results indicate that Conant special education students did make AYP this year in both Mathematics and English Language Arts. Dr. Chris Price deserves a tremendous amount of credit for this accomplishment. She proactively assessed the needs and abilities of her students individually and by group; enhanced classroom teaching strategies to address group areas of weakness; piloted data collection tools to directly inform teachers' practice and interventions including small group instruction and re-teaching, and explored new teaching strategies in specific curriculum areas, such as the Six Traits Writing program and use of Digi-Block math manipulatives to teach basic math operations. Also important Conant hit the ground running with its program the first day of school. Conant's successful interventions serve as a model for how to achieve AYP and we hope all schools in the district will implement these steps to improve student learning.

While many good interventions were undertaken at R. J. Grey to improve special education students' performance last year, more emphasis was placed on re-evaluating whether or not students should be assigned to take the alternative MCAS, identifying non-standard test accommodations for students and providing temporary specialized instruction for students to get them through last year's MCAS administration. We see these as stop-gap measures, not useful long-term solutions to improve future student learning. What Conant was able to do in one year R. J. Grey has not yet been able to accomplish in three. From what we have been able to gather, it appears that serious evaluation and intervention at the Junior High began in earnest only last year. A comprehensive plan was not put forward until the end of November 2009, so implementation probably began some time after that. Unfortunately, with the holidays that only left approximately 3 months until MCAS testing began, so we likely did not see the full benefit of the proposed interventions at R. J. Grey last year. Additionally, it is unclear to us who has been responsible and accountable for achieving AYP at R. J. Grey. While we are strong proponents of a team approach to solving challenges, we would suggest that one person still needs to be charged with ultimately seeing that all parties are coordinating efforts and on track to achieve the broader goal.

We applaud R. J. Grey for doing a comprehensive analysis of student performance in Mathematics and identifying individual and group areas of student weakness. It was determined that too much time was being spent on disability remediation and not enough

on core Mathematics curriculum for special education students. As a result last year special educators were provided additional training in math standards and instruction. This year the school is proposing to take that one step further by introducing a co-teaching model for all small group special education mathematics classes, which will include both a certified mathematics teacher and a special educator. This is a positive, long-term solution that should benefit students in those specific classes and builds coordination between regular and special education teachers. However it is unclear to us how many students at the Junior High will directly benefit from this particular intervention. Given Conant's success we would encourage R. J. Grey to pursue the remainder of the substantive interventions that were employed so successfully by that school last year, such as piloting data collection tools to directly inform teachers' practice and interventions throughout the year and exploring new teaching strategies in specific curriculum areas.

Finally, we'd like to reiterate our concerns about the increasingly negative consequences for both individual schools and the district if special education students' don't achieve AYP. As noted in our Nov. 15, 2009 letter:

1. As a first year school needing improvement McCarthy-Towne must:
  - A. Notify parents of its failure to make AYP and explain how it will address the problem and involve parents in the improvement process;
  - B. Develop or revise its two-year school improvement plan to address the subjects, grade levels and subgroups that didn't make AYP;
  - C. If it were a Title 1 school it would also need to dedicate 10% of its Title 1 funds to professional development in the area(s) needing improvement.

In addition to the above requirements, the district must:

- Provide technical assistance and resources to support the school's improvement efforts.
2. As a second year school needing improvement last year R. J. Grey, in addition to the above requirements, also had to:
    - Provide free tutoring in math, reading, language arts and science to all low-income students at a cost to the school of up to 20% of its Title 1 funding. Note: These may or may not be the students who scored below proficient on MCAS or even be students who receive special education services.
  3. This year as a school now in "Corrective Action," R. J. Grey must, in addition to the above requirements, also:
    - Take one specific corrective action from a list provided by the state, which includes:
      - 1) **Instituting a new curriculum;**
      - 2) **Extending the length of the school day or year;**
      - 3) **Replacing school staff; or**
      - 4) **Decreasing management authority at the school.**
  4. If R. J. Grey were to not make AYP for this subgroup again in the spring of 2011, the school would be classified as needing "Restructuring." This is the most severe



penalty category a school can achieve under NCLB and would involve a “**major reorganization of the school's staffing and governance.**” These are serious consequences and it is essential that our special education students make effective progress this year so that the state does not impose a major reorganization on R. J. Grey’s staffing and governance. While we recognize how incredibly busy you are, we hope that this issue will be a higher priority for the School Committee this year.

Should these additional consequences be imposed, it would further strain tightly stretched human and financial resources during this difficult economic time as well as tarnish our schools’ excellent reputation. Whereas, addressing the fundamental educational issues head on and successfully raising MCAS scores for the special education subgroup, which constitutes about 15% of our total student population, would not only avoid these negative consequences, but improve the aggregate school and district MCAS scores, allowing our district to continue demonstrating AYP in the coming years.

We appreciate your consideration of our concerns on this issue and look forward to working with the district to improve student proficiency in this MCAS subgroup to the benefit of all.

Sincerely yours,

William J. Guthlein & Nancy E. Sherburne  
AB SpEd PAC Co-Chairs



August 2010

Dear Parents,

Welcome back! I hope you all had an enjoyable summer and are ready for a new school year. As always, we anticipate that your child's learning in our schools will reflect high standards, academic achievement, social and emotional gains, and a solid sense of citizenship. These core values are taught with deep commitment on your part and we reciprocally understand the expectations that you have for our schools for achievement and the ladder of success.

In May 2010 we wrote a working paper on achievement entitled – **The Road to Success: Optimal Student Achievement, A Design, Universal in Scope and Individual in Approach to All Learners**. We emphasized in that paper that students' success is based upon setting achievement as a top priority, creating an environment that is conducive to learning, executing the integrated Commonwealth's frameworks and standards, delivering solid instruction, and measuring that instruction for growth.

In July 2010, the Commonwealth became the 26<sup>th</sup> state to adopt the Common Core (national), which emphasizes which material and skills will be taught in English and math. The consequence of this action will mean that the MCAS as we know it will have changes and perhaps, a new test will be developed for Massachusetts by the Department of Elementary and Secondary Education (DESE). We will work closely with DESE to ensure that our standards are aligned with the new requirements.

These national standards will evaluate performance of computation and numeric operations at earlier grades. Nonfiction reading and expository writing will also be evaluated throughout the appropriate grades; the emphasis of MCAS is presently on literature and creative writing.

With these changes in mind, how to do we get from one point to another so that our children are successful? In the May 2010 OnTeam (<http://www.ab.mec.edu/departments/pupilservices/pspdf/OnTeamMay-Jun10.pdf>) we examined educational structures like integrated classrooms, and shared with you some thinking of our direction for regular education initiatives, differentiated instruction, and opportunities for teachers to further define, share and redirect learning strategies. Critically important to these ideas are teacher training, dedication and commitment to co-planning so that instruction is seamless between special and regular education.

In order to shift to more integration, we continuously evaluate that student needs are addressed through the Child Study Team (CST) and SAT (Student Assistance Team) so that rapid intervention happens which helps the student succeed quickly. We are developing models that address short, intensive, intentional, and focused help so that every child has equal opportunity for success in both regular and special education.

In looking at the learner, we respect the child's learning style and constantly raise the achievement ladder with skills in language, linguistics and writing, with numeric operations and estimation, with compare and contrast techniques, how to make inquiries and make judgments, and how to transition (and push) from concrete to abstract thinking -- without ever forgetting the uniqueness and individual creativity of each child.

Good instruction is based upon a number of factors: active learning environments (level of interest, motivation, high standards, etc.), reciprocity and cooperative learning between and among students, opportunities to draft, edit and receive prompt feedback and direction, core values of respect for each individual's way of learning (and mastery) of skills, and high expectations from the teacher. We know that in the development of intelligence, there is a logical, sequential and conceptual pathway for growth and learning.

Additionally, homework becomes a critical tool to reinforce the aforementioned ideas. Parents are partners in helping their children with organization, persistence and goal completion. For the student, it is an opportunity to practice, research, organize and plan for a long-term assignment. It develops management skills, self-discipline (study habits) and a style for learning, which is responsible and independent.

Here are a few take away messages that are important to build upon in creating a school that holds achievement and success as top priorities:

- ◆ The learning matrix is centered on the student with supports from the home and school.
- ◆ An understanding of the theory of learning with guided practice is an important underpinning.
- ◆ Creating programs both vertically and horizontally are important factors in implementing a system of learning for all students.
- ◆ Prevention of learning problems yields better opportunities for the student's predicted success.
- ◆ Good instruction engages students more.
- ◆ Good teaching and high standards create an atmosphere for individual and group learning.
- ◆ Respect for each other's learning style, set of skills, and knowledge to the subject being studied is not only respected but is expected.

But, now the task is two-fold: how do we help our teachers with the demands that they already have become the "best of the best", but also how do we evaluate progress and measure the student's growth? There are several instruments to measure growth - - from measuring the mastery of skills across grade level and building (horizontal and vertical axes) to the tracking of progress of an individual student.

In measuring, it is not one concept that is important but rather the compilation of all indices for measurements, both formal and informal. Hard data, from high stakes testing, measured through the MCAS and individual growth models, is necessary to move the system and us forward for adequate yearly progress (AYP) and to track an individual's performance. Additionally, we factor in other sources: self-evaluation from the student, teacher or departmental feedback from progress reports or tests, portfolios, and input from our families. It is the combination of all factors that help us to move forward in curriculum, and in student growth.

Moreover, in this on-going assessment of curriculum and student growth (and ways to improve both), consultation, supervision, and professional development of teachers are not only critical to student achievement, but necessary to facilitate further student learning. The schools have designed rubrics for measuring teacher performance by documenting the following areas: currency in curriculum, planning and preparation, classroom environment, effective instruction, assessment of curriculum, and professional responsibilities.

As we move forward, the district continues to hire highly qualified individuals to meet the ever growing changes of diverse learners in the classroom. Together with these hiring practices, focused professional development, opportunities for “focused learning strategies”, differentiated teaching and the measurements thereof, we anticipate that the high standards set will continue to be achieved through data gathering, measurement, highly qualified teachers, reflective thinking about curriculum and achievement, and the ideas, input and support from our families.

In starting off this year, our district theme will be student achievement with an emphasis on instruction. As part of this delivery, Pupil Services will be planning our 5<sup>th</sup> annual Parent Workshop on October 29, 2010. Speakers will help both schools and families focus on what it takes for our children to learn and how we know they are actually learning. More information on this workshop will follow. As always, we welcome your ideas.

Liza Huber

*Liza Huber*

Director of Pupil Services

Enc: Pupil Services 2010-2011 Communication Map  
Pupil Services 2010-2011 Administration Directory  
Pupil Services 2010-2011 Building Based Contact Directory

The Acton Public/Acton-Boxborough Regional School District is pleased to provide you with translated materials in languages other than English.



**Co-Chair: Nancy Sherburne (978) 635-0968 [nsherburne@mindspring.com](mailto:nsherburne@mindspring.com)**

**Co-Chair: Bill Guthlein (978) 263-0610 [guthw@aol.com](mailto:guthw@aol.com)**

**AB SpEd PAC Website <http://www.abspedpac.org>**





Hold the Date

**October 29, 2010**

**Acton, Acton-Boxborough Regional Schools  
Pupil Services  
&  
Acton-Boxborough Special Education**

Present their 5<sup>th</sup> Annual Special Education Parent Workshop

**What does it take for our children to learn?  
How do we know they are learning?**

More details to follow.

ACTON

# Some seek to limit where sex offenders live, work

Town officials cite expense, enforcement issues

By Becki Harrington-Davis  
bdavis@cnc.com

A group calling themselves Citizens for a Safe Acton want town officials to support a bylaw preventing Level 2 and 3 sex offenders from living or working in areas children frequent, after they learned a convicted offender is employed at a metal fabrication company near several schools and a daycare center.

Selectmen and public safety officials said Monday that such a bylaw would be un-

realistic, citing the cost of training police personnel.

Selectmen said they will consider the residents' request to form a committee, including residents, a selectman liaison and police officer, to examine the proposed bylaw and its potential benefits and problems.

The board agreed to take up the issue at a future meeting after board members had a chance to do further research.

Residents brought their concerns forward after a required police flier circulated

## By the numbers

**25** registered sex offenders living or working in Acton  
**4** Level 3 offenders  
**11** Level 2 offenders  
**10** Level 1 offenders  
**21,737** Acton residents

SOURCE: ACTON-BOXBOROUGH SCHOOL DISTRICT

announcing that a convicted Level 3 sex offender, Warren

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+

## NEWS

# BYLAW

From Page 1

Combra, was employed at All Metal Fabricators on Hayward Road.

"If citizens gets concerned, there is nothing police can do about it. This, to me, is unacceptable," said Jefferson Drive resident Christopher Miles, one of several residents who raised concerns at the selectmen's Aug. 23 meeting.

During the presentation, Miles said the push for the bylaw began when he and his family came home from vacation recently and found a notice in his mailbox about Combra, who is employed near Miles' home.

The company is two-tenths of a mile from Acton-Boxborough Regional High School, 322 feet from a KinderCare daycare center and within half a mile of Merriam School, McCarthy-Towne Elementary School and R.J. Grey Junior High School.

Although Combra's convictions (listed on the state sex offender registry website as aggravated rape in committed 1986 and rape committed in 1987) involved adult victims and not children, residents said they believe the safety of children is at stake.

### **Employer speaks out**

Brad Robertson, owner of All Metal Fabricators, said he knew Combra's history when he hired him and believes he isn't a threat.

Reached by phone after the meeting, Robertson said, "He made a huge mistake 25 years ago, but now he has a chance to live a life, and I'm happy to help him with that."

Robertson described Combra as hard working and always on time.

Robertson said Combra, a Worcester resident, is hooked up to constant GPS monitoring. According to Robertson, he is remorseful about his past and happy to be back in society and productive.

Robertson said convicted criminals need a chance to reintegrate into the world after they've done their time.

"How far can you send him away? You can't send them to an island," Robertson said.

### **Seeking TM vote**

Miles, who met with Acton police and several residents, is

proposing a bylaw restricting Level 2 and 3 sex offenders from living, working or loitering near schools, parks, nursing homes, recreational facilities and daycare facilities. The proposed bylaw would also restrict offenders from operating taxis or ice cream trucks.

Proponents hope to present the proposed bylaw so it can appear on the spring Town Meeting warrant, which would require 1,000 valid signatures.

Miles said he spoke to many neighbors in person and through online message boards, but isn't sure yet sure how much support the bylaw might have.

### **By the numbers**

According to Police Chief Frank Widmayer, there are currently 25 sex offenders living or working in Acton. Four are classified as Level 3, the highest likelihood to re-offend, by the state Sex Offender Registry Board. Eleven are Level 2 and 10 are Level 1.

Offenders are classified under various levels according to whether they are deemed likely to re-offend, with Level 3 being considered the highest risk.

Widmayer attributes the high number - about .1 percent of the town's population - to the rate of transience in town.

That was little comfort to some residents, who see the numbers as all the more reason for the town to adopt the bylaw.

"We need to protect our children, because they don't have a voice," resident Garrett Naneene said.

Naneene, a father of two who also received the notice about Combra, said looking through the sex offenders on the state registry website kept him up at night.

### **Police raise concerns**

But Widmayer said enforcing the bylaw would be neither simple nor cost-effective.

Although Miles argued that communities such as Chelsea, Barnstable, Southborough, New Bedford and Revere have bylaws restricting sex offenders to certain zones, Widmayer said most of those communities have larger police departments.

A similar bylaw in Acton would be difficult to enforce

and cost money for training, Widmayer said.

"Sex offenders don't walk around with signs on their backs saying they're sex offenders," he said. "We'd have to be checking out everybody all the time."

Widmayer added that even if the bylaw were passed, it wouldn't necessarily make the town safer.

Violating the bylaw would be a non-criminal offense and the maximum fine would be \$300 according to state law, he said.

In addition, the proposed bylaw grandfathered in existing sex offenders and would only affect new ones and those who move.

Widmayer said excluding sex offenders from living in nursing homes would be unfair, as some of those citizens may have no other option.

The selectmen supported Widmayer's arguments, expressing empathy to concerned residents but arguing that the bylaw could have the unintended effect of forcing sex offenders underground.

"It's not a slam dunk; it's not as simple as it would seem," Selectman Mike Gowing said.

Widmayer brought a map to the meeting, drawn up by Town Engineer Corey York, demonstrating that more than two-thirds of the town that would be excluded to sex offenders in a possible zoning scenario, keeping offenders 1,000 feet from restricted facilities. Widmayer said residents of those remaining neighborhoods would "not be happy."

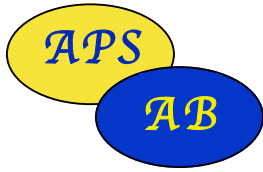
Selectman Janet Adachi warned against identifying people as belonging to a group based on fear.

Adachi said people who look like her, referencing her Asian descent, were imprisoned during the Japanese Internment during World War II merely because of their appearance and ethnicity.

When asked how he felt about the board's response in a follow-up interview, Miles said he was somewhat disappointed that the selectmen didn't take any immediate action. However, he is hopeful that officials would work with residents toward a solution, even to a lesser degree such as increased education.

"I don't have all the answers," he said. "My goal last night was to start the process."

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ACTON PUBLIC SCHOOLS  
ACTON-BOXBOROUGH REGIONAL SCHOOLS  
16 Charter Road, Acton, MA 01720  
<http://ab.mec.edu/>

Telephone: (978) 264-4700  
Fax: (978) 264-3340

### PARENT COMMUNICATION MAP

2010-2011

Dear Acton and Acton-Boxborough Parents,

The school districts always seek to promote good communication – with parents, the civic and business community, the Town, and within and among the schools themselves. This *Parent Communication Map* is a tool that facilitates good communication.

While some types of communication – for example, congratulations – engender little or no confusion, other categories can sometimes lead to unnecessary misunderstanding, conflict, or frustration. The purpose of the "map" is to prevent some of the more avoidable communication problems.

We expect that the *parent communication map* will help parents to obtain assistance when they have questions, comments or concerns about the educational program or some aspect of their children's school experience. The map indicates where parents should begin with various kinds of queries, concerns or ideas. Many issues can be addressed through this initial contact. In the "referral" column, the map also lays out the next step parents may take if their problem is not resolved or their question cannot be answered through the initial contact. The structure of the map is grounded in one underlying principle: If the solution to a problem is achieved at the level closest to that problem, the result will be more effective and lasting.

The Acton Public Schools and the Acton-Boxborough Regional School District are two distinct entities. This *communication map* indicates how you should pursue questions or concerns within each of these two distinct organizational structures. If you know the name of the person you are supposed to contact, you may call (978) 264-4700 and connect to that individual through our automated telephone system, or you may call your school directly.

We would like to emphasize the importance of the map structure when it comes to classroom inquiries. At fall open houses and back-to-school nights, or even earlier via memo or other communication, your children's teachers will provide you with information about how to contact them. Please bring to the teacher first any question related to classroom issues. Supervisors and administrators are willing to listen to questions and concerns related to classroom issues, but if you haven't spoken to the teacher yet, they will ask you to begin there. Most problems can be resolved when parents take this initial step. Teachers are interested in the concerns of parents and want to address those concerns in an open and professional manner.

If you have any suggestions after you have "road tested" our map, please don't hesitate to share them with us. Thank you.

I wish you well in the upcoming school year.

Sincerely,

Stephen E. Mills, Superintendent  
August 2010



## **ELEMENTARY SCHOOLS**

<b>NATURE OF CONCERN</b>	<b>CATEGORY</b>	<b>INITIAL CONTACT</b>	<b>REFERRAL</b>
<b>Policy</b>	Schoolwide	Principal	Superintendent
<b>Pupil Placement</b>	Early Admission to Kindergarten	Coordinator of Special Education	Director of Pupil Services
	Kindergarten Registration/ Placement	Registrar	Director of Personnel and Administrative Services
	Classroom	Principal	Superintendent
<b>Student Records</b>	Content/Availability	Principal	Director of Pupil Services
<b>Transfers</b>	Within School District (Not Out of District)	Principal/Coordinator of Special Education	Director of Pupil Services/ Director of Personnel and Admin. Services
<b>Transportation</b>	Busing/Crossing Guards	Principal	Director of Facilities and Transportation
<b>Teaching/Instruction</b>	Performance	Teacher	Principal
<b>Student Progress</b>	Academic Progress	Teacher	Principal
	Social Development	Teacher/Counselor	Principal
<b>Discipline</b>	Classroom	Teacher	Principal
	Lunchroom	Teacher	Principal
	Playground/Recess	Teacher	Principal
<b>Curriculum</b>	Content	Teacher	Principal/Specialist/Department Head
	Content/Policy	Special Subject Teacher	Specialist/Director of Curriculum and Assessment
	Policy	Teacher	Principal/Director of Curriculum and Assessment
<b>Special Learning Needs</b>	Regular Education/ Special Needs	Counselor/Special Educator	Counseling Chairperson/Coordinator of Special Education/ Director of Pupil Services
	APS Preschool Screening	Coordinator of Early Childhood	Director of Pupil Services
	Transportation	Special Educator	Early Childhood Coordinator/ Coordinator of Special Education/ Director of Pupil Services
<b>Counseling</b>	Kindergarten Screening	Kindergarten Teacher	Principal/Director of Pupil Services
	Program/Performance	Counselor	Principal/Counseling Chairperson/ Director of Pupil Services
<b>Instrumental Music</b>	In-school Lessons	Instrumental Music Specialist	Director of Music
<b>Extended Day Opportunities</b>	Programs	Community Education	Community Education Director/ Superintendent
	Registration Information		
<b>Private Tutoring</b>	Referrals	On-line Tutoring Database <a href="http://ab.mec.edu/">http://ab.mec.edu/</a>	Director of Curriculum and Assessment
<b>Health</b>	Medical Issues	School Nurse	Chairperson of Nursing/ Director of Pupil Services
<b>On-line Emergency Card</b>	School-related	Principal	Information Management Specialist

## **SECONDARY SCHOOLS**

<b>NATURE OF CONCERN</b>	<b>CATEGORY</b>	<b>INITIAL CONTACT</b>	<b>REFERRAL</b>
<b>Policy</b>	School-related	Principal	Superintendent
<b>Administrative Decision</b>	School-related	Principal	Superintendent
<b>Information</b>	Schoolwide/Systemwide	Principal	Superintendent
<b>Discipline</b>	School-related (including attendance and tardiness)	Assistant Principal	Principal
<b>Transportation</b>	Regular	Assistant Principal	Director of Facilities and Transportation
	Special Needs	Counselor/Special Educator	Coordinator of Special Education/ Director of Pupil Services
<b>Personal or school-related issues that may impact educational performance</b>	Counseling	Counselor or Assistant Principal	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
<b>Student Records</b>	Content/Availability	Counselor	Counseling Chairperson Coordinator of Special Education Director of Pupil Services
<b>Student Progress</b>	Classroom issues: grades/academic concerns; pupil/teacher relationships	Classroom Teacher	Counselor/Department Leader Assistant Principal/Principal
<b>Scheduling</b>	Placement/programs: schedules, placement, college/postgraduate admissions, career planning	Counselor	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
<b>Special Learning Needs</b>	Regular Education and Special Needs	Counselor/Special Educator	Counseling Department Chairperson/ Coordinator of Special Education/ Director of Pupil Services
<b>Curriculum: course content</b> <b>Placement: policy information and advice</b> <b>Approval for credit</b>	Departmental	RDL (Regional Department Leader) BDL (Building Department Leader)	Director of Curriculum and Assessment
<b>Health</b>	Medical Issues	School Nurse	Chairperson of Nursing/ Director of Pupil Services
<b>Athletics</b>	Schedules Team Activities	Coach	Athletic Director
<b>Curriculum and Instruction</b>	Systemwide	Director of Curriculum and Assessment	Superintendent
<b>Private Tutoring</b>	Referrals	On-line Tutoring Database <a href="http://ab.mec.edu/">http://ab.mec.edu/</a>	Director of Curriculum and Assessment
<b>Home/Hospital Programming</b>	Regular Education and Special Needs	Counselor/Special Educator	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
<b>On-line Emergency Card</b>	School-related	Principal	Information Management Specialist

Any concern should be directed first to the teacher, counselor or principal, using the charts provided inside. Should further information and assistance be needed, the following directory may be used. Call (978) 264-4700 to reach all departments.

### **ELEMENTARY CONTACTS**

#### **LEVEL I – SYSTEMWIDE SPECIALISTS**

Curriculum Specialist, K-6: Eileen Sullivan

#### **SPECIAL SUBJECTS**

Reading Specialists: Amy Barrett, Kerry Cusick,  
Noel Erickson, Renee Luttati, Sharon Ryan  
Art Teachers: Melissa Hayes, Celia Knight, Anne Kress,  
Heidi Kupferman, Beth Warner  
Music Teachers: Peter Broggi, Chris Porth, Karen Sheppard,  
Kerrin Stewart, Kim Ward  
Physical Education Teachers: William Chan, David James,  
Mary O'Brien, Jill Reed  
Special Education Staff: Check with each building

#### **LEVEL II – PRINCIPALS**

Conant School: Damian Sugrue  
Douglas School: Christopher Whitbeck  
Gates School: Lynne Newman  
McCarthy-Towne School: David Krane  
Merriam School: Ed Kaufman

#### **PROGRAM MANAGERS**

Elementary Principals: See above  
Title I Coordinator: Deborah Bookis, Director of Curriculum  
and Assessment  
Special Needs/ESL: Lynne Laramie, Coordinator of  
Special Education  
Counseling/Psychological Services: Ginny Conway,  
Chairperson  
Preschool Services: Carol Huebner, Coordinator  
Nursing Services: TBD  
Health Education: TBD  
World Languages: Claire Dix, RDL, ABRHS  
Visual Arts: Diana Woodruff, Director  
Music: Mark Hickey, Director  
Physical Education: TBD  
Out-of-District Coordinator: Matthew Kidder

### **SECONDARY CONTACTS**

#### **LEVEL I – SYSTEMWIDE SPECIALISTS**

#### **Regional Department Leaders located at the High School**

English Language Arts RDL: Dianne Telicki  
Math RDL: Bill Noeth  
Science RDL: David Palmer  
Social Studies RDL: Pam Lynn  
World Languages RDL: Claire Dix  
Special Education BDL: Cheryl Alfieri-Simmons

#### **Building Department Leaders located at the Junior High**

English Language Arts Contact Person: Melanie Scalice  
Math BDL: Philip Stameris  
Science BDL: Mary-Frances Doiron  
Social Studies BDL: Lynne Bover  
World Languages BDL: Robin Crown

#### **LEVEL II – PROGRAM MANAGERS**

High School Principal: Alixe Callen  
High School Assistant Principal: Susan Atwater-Rhodes  
High School Assistant Principal: Larry Dorey  
High School Assistant Principal: Jim Marcotte  
Junior High School Principal: Craig Hardimon  
Junior High School Asst. Principal: Andrew Shen  
Junior High School Asst. Principal: Allison Warren  
Title I Coordinator: Deborah Bookis, Director of Curriculum  
and Assessment  
Special Needs/ESL/Academic Support: Mary Emmons,  
Coordinator of Special Education  
Counseling/Psych. Services: Stephen Hitzrot, Chairperson  
Nursing Services: Diana McNicholas, Chairperson  
Visual Arts: Diana Woodruff, Director  
Music/Performing Arts: Mark Hickey, Director  
Athletics: Steve Desy, Director  
Summer School: Chris Clinton, Director  
Physical/Health Education: TBD  
Out-of-District Coordinator: Matthew Kidder

### **LEVEL III – CENTRAL AND SYSTEMWIDE OFFICES**

Deborah Bookis, Director of Curriculum and Assessment  
Marie Altieri, Director of Personnel/Administrative Services  
Liza Huber, Director of Pupil Services  
Donald Aicardi, Director of Finance  
Amy Bisiewicz, Director of Educational Technology

Kirsten Nelson, Coordinator of Food Services  
John D. Head, Director of Transportation and Facilities  
Erin Bettez, Director of Community Education  
Marty Finnegan, CASE Transportation Administrator

Stephen E. Mills, Superintendent of Schools  
email address: [smills@mail.ab.mec.edu](mailto:smills@mail.ab.mec.edu)

## 2010 Fall Coaches

Julie Erickson	Cheerleading	4	Head Cheer
Amanda Cence	JV Cheerleading	4	Asst. Cheer
Lisa Owen	Cross Country	4	Co-Head
Mark Deming	Cross Country	4	Co-Head
Mae Shoemaker	Varsity Field Hockey	4	Head FH
Emily Cunningham	JV Field Hockey	4	Asst. FH
Danielle Crowley	Freshman Field Hockey	4	Asst. FH
Bill Maver	Varsity Football	4	Head Football
Brian Maver	Asst. Football	4	Asst. Football
Bruce Oetinger	Asst. Football	4	Asst. Football
John Flannery	Asst. Football	4	Asst. Football
Tim Bassett	Asst. Football Coach	4	Asst. Football
Mike Tobin	Freshman Football	4	Asst. Football
John Carco	Golf	4	Head Golf
Brian Crossman	JHS X-Country	4	JHS XC
Ken Priest	Asst. JHS X-Country	4	JHS Asst. XC
Karen Mackin	Asst. JHS X-Country	4	JHS Asst. XC
Laura Sikalis	7 <sup>th</sup> Grade Field Hockey	4	JHS Asst
Maura Chapigny	8 <sup>th</sup> Grade Field Hockey	4	JHS FH
Ray Kalagher	8 <sup>th</sup> Grade Boys Soccer	4	Head Coach
Jon Duclos	8 <sup>th</sup> Grade Girls Soccer	4	JHS Soccer
Peter Colby	7 <sup>th</sup> Grade Boys Soccer	3	JHS Soccer
Mike Dargin	7 <sup>th</sup> Grade Girls Soccer	4	JHS Asst Soccer
David Baumritter	Varsity Boys Soccer	4	Var. Soccer
Kirk Marshall	Freshman Boys Soccer	4	AsstSoccer
Tony Ammendolia	JV Boys Soccer	4	Asst. Soccer
Lee Billiard	Varsity Girls Soccer	4	Head Soccer
Annemarie Gaebel	JV Girls Soccer	4	JHS Asst. Soc
Chris Clinton	Freshman Girls Soccer	4	Asst. Soccer
Jeff Johnson	Girls Swim	4	Head Swim
Lisa Cummings	Asst. Swim Coach	4	Asst. Swim
Mary Jenkins	Diving Coach	4	Asst. Swim
Mark Starr	Volleyball	4	Head Volleyball
Darren Gwin	Asst. Volleyball	3	Asst. Volleyball

**2010  
Fall Coaches**

Volunteers

Football:

Ray Gallant  
Lou Abare  
Keith Maver  
Mark Smith  
Kevin Gallant  
Henry Morris  
Peter Dunbar

Volleyball:




Sue Ropiak  
Bob Hofeldt

Soccer:


Ru Sweeney  
Samantha Scarpato



August 27, 2010






X. H.A.

From:  Clint Seward <cseward@verizon.net> Tue, Aug 24, 2010 2:08:53 PM  

Subject: CNBC:Economy in Depression, Not Recession: Rosenberg

To:  <fincom@acton-ma.gov>

Cc:  Acton BOS <bos@acton-ma.gov>  
 Acton School Committee <abrsc@town.acton.ma.us>

Attachments:  Attach0.html 7K  
 icon\_textT.gif 1K  
 icon\_text\_minus.gif 1K  
 icon\_text\_plus.gif 1K  
 angry\_inverstor.jpg 12K


**In case you missed it.**

**Clint Seward**

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## **Economy Caught in Depression, Not Recession: Rosenberg**

Published: Tuesday, 24 Aug 2010 | 11:23 AM ET

 Text Size



By: Jeff Cox

CNBC.com Staff Writer

Positive gross domestic product readings and other mildly hopeful signs are masking an ugly truth: The US economy is in a 1930s-style Depression, Gluskin Sheff economist David Rosenberg said Tuesday.

[Marker]

»

Writing in his daily briefing to investors, Rosenberg said the Great Depression also had its high points, with a series of positive GDP reports and sharp stock market gains.

But then as now, those signs of recovery were unsustainable and only provided a false sense of stability, said Rosenberg.

Rosenberg calls current economic conditions "a depression, and not just some

garden-variety recession," and notes that any good news both during the initial 1929-33 recession and the one that began in 2008 triggered "euphoric response."

"Such is human nature and nobody can be blamed for trying to be optimistic; however, in the money management business, we have a fiduciary responsibility to be as realistic as possible about the outlook for the economy and the market at all times," he said.

The 1929-33 recession saw six quarterly bounces in GDP with an average gain of 8 percent, sending the stock market to a 50 percent rally in early 1930 as investors thought the worst had passed.

"False premise," Rosenberg said. "And guess what? We may well be reliving history here. If you're keeping score, we have recorded four quarterly advances in real GDP, and the average is only 3%."

Rosenberg's warning comes as a slew of major analysts—**Goldman Sachs** and **JPMorgan** among them—have slashed GDP projections for 2010 to the 1.5 to 2 percent range.


Chicago Federal Reserve President Charles Evans said in a speech Tuesday that **the risk of a double-dip recession has escalated**. He said government programs to help distressed homeowners have been ineffective and aren't helping the pivotal housing sector recover.

The dour outlooks come on the same day that the National Association of Realtors said **home sales reached a 15-year low in June**, dousing hopes that the industry had reached a bottoming point.

Rosenberg points out that the "overall economic malaise" has come despite aggressive efforts by the Federal Reserve to stimulate the economy through rate cuts. The central bank itself has scaled back its economic projections, has held steady on its balance sheet, and **could be announcing another round of quantitative easing measures** at its Jackson Hole summit this week.


"How's that for a reality check," Rosenberg said. "It's not too late, by the way, to shift course if you have stayed long this market."

From:  Trina Overgaard Touns <

8/24/2010 1:10:31 PM 

Subject: Better sleep leads to better grades.

X 11.b.

To:  <abrsc@acton-ma.gov>

Attachments:  Attach0.html

5K

Please read this article in the LA Times.

<http://www.latimes.com/health/la-he-school-time-20100823,0,7500807.story>

Sleep seems to beget sleep, the study suggested. Even though the new schedule started just 30 minutes later, students actually went to bed 15 minutes earlier and got 45 more minutes of sleep each day. When interviewed, kids said they felt so much better from even a little bit of extra sleep that they were motivated to go to bed sooner and sleep even more. Owens suspects that the extra sleep also helped them get their homework done more efficiently, affording them extra time in the evening to wind down and get to bed.

"These kids get into a vicious cycle of being exhausted, taking five hours to do three hours of homework and having to stay up later to get it done," she says. "As they're getting less sleep, they have to stay up later and they get even more tired."

Lack of sleep was a major problem for my teenager during her three years at ABRHS. I think that was the root of her severe headaches, depression and anxiety. If homework was more flexible, a kid wouldn't be caught having four or five subjects all due the very next day, and wouldn't get into the vicious cycle of overtiredness causing inefficiency, making it even longer to get homework done the next day.....feelings of helplessness and inadequacy going around and around.

Having a child entering 7<sup>th</sup> this year, I am still quite concerned about the pressure put on our kids for large amounts of output.

I know all about your stress committee, and I hope that the teachers will work on more flexibility in the homework due dates and give some leeway when a student needs to choose sleep for their health. A student shouldn't have to choose to take no honors/AP courses to stay healthy.

Trina Overgaard Touns



## SCHOOLS OPEN

**Tuesday, August 31, 2010\***

\* With the exception of  
8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> graders, who start on Wednesday, September 1

### Acton-Boxborough Regional Schools

**HIGH SCHOOL** 7:23 a.m. - 2:18 p.m.

**JUNIOR HIGH** 7:30 a.m. - 2:06 p.m.

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### Acton Public Schools

#### DOUGLAS & GATES

8:30 a.m. - 2:45 p.m.  
(Thursdays - 12:15 p.m. dismissal)

#### **Kindergarten**

AM Session (M,T,W,F) - 8:30 a.m. - 11:15 a.m.  
(Thursday schedule - 8:30 a.m. - 12:15 p.m.)  
PM Session - 12 noon - 2:45 p.m.  
(No PM session on Thursdays)

#### CONANT, McCARTHY-TOWNE, MERRIAM

9:15 a.m. - 3:30 p.m.  
(Thursdays - 1:00 p.m. dismissal)

#### **Kindergarten**

AM Session (M,T,W,F) - 9:15 a.m. - 12 noon  
(Thursday schedule - 9:15 a.m. - 1:00 p.m.)  
PM Session - 12:45 p.m. - 3:30 p.m.  
(No PM session on Thursdays)

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Acton School Lunch Price: \$2.25  
Acton-Boxborough School Lunch Price: \$2.00  
Milk only: \$ .50

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#### **\*\*\*Direct Phone Numbers\*\*\***

**Conant:** 978-266-2550      **Douglas:** 978-266-2560      **Gates:** 978-266-2570  
**All other schools:** 978-264-4700

# Open House Dates - Fall 2010 6/25/10

=====

**CONANT - Sept. 13, 7-8 pm, gr. K-3**  
**Sept. 15, 7-8 pm, gr. 4-6**

**DOUGLAS - Sept. 15**  
6-6:45 pm - A.M. /All-Day Kindergarten  
7-7:45 pm - Grades 3 & 4  
8-8:45 pm - Grades 5 & 6  
**Sept. 22**  
6-6:45 pm - P.M. Kindergarten  
7-7:45 pm - Grades 1 & 2

**GATES - Sept. 21**  
6:15-6:45 pm - A.M. Kindergarten  
6:45-7:15 pm - Special Education Staff  
6:30-7:00 pm - All Day K, Grades 1 & 2  
7:00-7:30 pm - P.M. K, Grades 3 & 4  
7:30-8:00 pm - Grades 5 & 6

**McTOWNE - Sept. 15, 6:45 - 8 p.m.**

**MERRIAM - Sept. 14, 7:00 p.m.**

**JUNIOR HIGH - Sept. 23, 7:00 p.m.**  
**HIGH SCHOOL - Sept. 30, 6:50 p.m.**

Acton Public Schools  
Acton-Boxborough Regional School District  
**SCHOOL CALENDAR, 2010-2011**  
**Bold Underlined Dates = No School Days**

**Approved: 11/5/09 & 11/19/09**  
revised 5/6/10

Aug.	M	T	W	T	F	Teachers' mtg. - Aug 30	Jan.	M	T	W	T	F	Schools Open - Jan. 3
Sept.	30	31	1	2	<u>3</u>	Schools Open - Aug 31		3	4	5	6	7	Jr. High Early Dis. - Jan. 6
	<u>6</u>	7	8	<u>9</u>	10	No School - Sept. 3		10	11	12	13	14	Martin Luther King Day - Jan. 17
	13	14	15	16	17	Labor Day - Sept. 6		<u>17</u>	18	19	20	21	Kindergarten Change-over - Jan. 24
	20	21	22	23	24	Rosh Hashanah - Sept 9		24	25	26	27	28	School Days - 20
	27	28	29	30		Yom Kippur - Sat., Sept 18		31					
						HS Early Dismissal - Sept. 24	Feb.	M	T	W	T	F	Presidents' Day - Feb. 21
Oct.	M	T	W	T	F	School Days - 20			1	2	3	4	Winter Recess - Feb. 21 -25
					1			7	8	9	10	11	
	4	5	6	7	8	Columbus Day - Oct. 11		14	15	16	17	18	School Days - 15
	<u>11</u>	12	13	14	15	Elem Early Dismissal - Oct 27		<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	
	18	19	20	21	22			28					
	25	26	<u>27</u>	28	29	School Days - 20	Mar.	M	T	W	T	F	
Nov.	M	T	W	T	F	Prof. Day - Nov. 2 (no school/students)			1	2	3	4	
	1	<u>2</u>	<u>3</u>	4	5	Elem Early Dismissal - Nov 3		7	8	9	10	11	
	8	9	10	<u>11</u>	12	Veterans Day - Nov. 11		14	15	16	17	18	HS Early Dismissal - March 17
	15	16	17	18	19	Half Day - Nov. 24		21	22	23	24	25	School Days - 23
	22	23	24	<u>25</u>	<u>26</u>	Thanksgiving Recess - Nov. 25-26		28	29	30	31		
	29	30				School Days - 18	Apr.	M	T	W	T	F	
Dec.	M	T	W	T	F							1	Patriots Day - April 18
		1	2	3		Jr. High. Early Dis. - Dec. 16 & 21		4	5	6	7	8	Good Friday - April 22
	6	7	8	9	10			11	12	13	14	15	Spring Recess - April 18 - 22
	13	14	15	16	17	Winter Recess - Dec. 24 - Jan. 2		<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	School Days - 16
	20	21	22	23	<u>24</u>	School Days - 17		25	26	27	28	29	
	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>		May	M	T	W	T	F	
								2	3	4	5	6	
								9	10	11	12	13	Memorial Day - May 30
								16	17	18	19	20	School Days - 21
								23	24	25	26	27	
								<u>30</u>	<u>31</u>				
							June	M	T	W	T	F	
											1	2	Graduation - June 3
								6	7	8	9	10	Last day - June 14 - 21
								13	14	15	16	17	(depending on snow days)
								20	21	22	23	24	School Days - 15
								27	28	29	30		Total Days = 180 - 185

No School and Delayed Opening Announcements air on: <http://ab.mec.edu>  
TV Channels 4, 5, & 7 and radio stations WBZ, WEIM  
Delayed Opening - delayed starting time.  
NO SCHOOL SIGNALS: 2-2-2-2 6:30 AM - No School ABRSD, 7-12, ALL DAY;  
2-2-2-2; 7:00 AM - No School ALL Schools ALL DAY;  
1-1-1-1 7:15 AM - No School APS, K-6, ALL DAY  
School Committee Meetings:  
A-B Regional - 1st Thursday, JHS Library - 7:30 PM;  
APS Local - 3rd Thursday, JHS Library - 7:30 PM (exceptions: Oct.-Mar. @ Elem. Schools). Check postings as locations may change.

X. 12.c.