



Acton-Boxborough Regional School Committee Meeting

September 1, 2011

**7:30 p.m.
at the R.J. Grey Junior High Library**

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

September 1, 2011
7:30 p.m.

AGENDA

1. CALL TO ORDER
2. CHAIRMAN'S INTRO
First Day of School Report – *Steve Mills*
 - 1.1 Welcome Back Letter to All Staff from the Superintendent*
3. STATEMENT OF WARRANT
4. APPROVAL OF MINUTES (*addendum*)
5. PUBLIC PARTICIPATION
6. SCHOOL COMMITTEE BUSINESS
 - 6.1 Budget – *Don Aicardi*
 - 6.1.1 Closing out FY11 budget (*addendum*)
 - 6.1.2 FY12 budget
 - 6.1.3 Planning for FY13 budget
 - 6.2 Health Insurance Trust (HIT) Update – *John Petersen**
 - 6.2.1 YTD performance
 - 6.2.2 Calendar
 - 6.2.3 Segal Study
 - 6.3 Regionalization Update – *Bruce Sabot*
 - 6.3.1 Study Committee Call for Volunteers*
 - 6.4 Policy Subcommittee Updates
 - 6.4.1 Revision: Use of Facilities – **FIRST READING** – *Brigid Bieber* *
 - 6.4.2 Corporate Sponsorship – *Steve Mills*
 - 6.4.3 Long Range Strategic Planning – *Steve Mills**
 - 6.5 SMART Goals 2010-2011 (final) – *Steve Mills**
 - 6.6 Initial MCAS Results – *Deb Bookis*
 - 6.7 Food Service News – *Kirsten Nelson**
 - 6.7.1 Pricing Update
 - 6.7.2 Point of Sale System Transition
7. FOR YOUR INFORMATION
 - 7.1 ABRHS
 - 7.1.1 Broadcast Studio update*
 - 7.1.2 School Improvement Plan FY12*
 - 7.2 RJ Grey Junior High
 - 7.2.1 Back to School Letter to Parents/Students
 - 7.2.1.1 7th Grade packet*
 - 7.2.1.2 8th Grade packet*
 - 7.2.2 School Improvement Plan*
 - 7.3 Minute Van Funding Update – Data re Student Use* (*addendum*)
 - 7.4 Pupil Services – On Team September 2011*
 - 7.5 Solar Photovoltaic Production FY11, *Kate Crosby**
 - 7.6 Interaction – Fall 2011 : <http://comed.ab.mec.edu>
 - 7.7 The Lamplighter – September 2011 : <http://ab.mec.edu/about/publications>*

7.8 Parent Communication Map: <http://ab.mec.edu/pdffiles/ParentCommunicationMap.pdf>*

7.9 Fall Athletics Coaches*

AB Athletics Schedule is at:

<http://www.highschoolsports.net/school/Acton-Boxborough-Regional-HS-Acton-MA>

7.10 For your calendars <http://ab.mec.edu/about/calendars>

7.10.1 Schools Open*

7.10.2 Open House Dates*

7.10.3 School Calendar 2011-2012*

8. NEXT MEETINGS: September 15 – 7:30 pm, DOUGLAS School, APS Meeting
October 6 - 7:30 pm, JH Library, ABRSC Meeting

ADJOURN

* see document in meeting packet



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

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August 19, 2011

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

Dear Colleague:

"It's all about instruction..."

It is very exciting for me to welcome you back as I enter my third 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 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. A high quality professional development program is organized, sequential, imbedded in our daily work and a critical characteristic of a high performing school district. A frequent criticism of school and school district leadership is that we keep trying something new. This "flavor of the month" approach is entirely ineffective. Therefore, last summer's Leadership Institute title was "It's All About Instruction" and Deb Bookis led us through the year with that theme. This year's title was "It's *STILL* All About Instruction" with the subtitle, "How do we know students are learning?" We know that high quality instruction includes giving students frequent and meaningful feedback about their learning so we must work to build formative assessment into our daily practice. Deb Bookis also led us through a wonderful three day professional development initiative on this topic and we were fortunate enough to be joined by Dr. Barry Fishman, an Associate Professor of Learning Technologies at the University of Michigan School of Education. I look forward to working with you and supporting you in reaching this important goal.

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 26 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.

As you've heard me say before, our fundamental mission is to provide high quality instruction to 5500 students every day. Teachers actually deliver the product of our work and the rest of us support that delivery of high quality instruction. As Superintendent, and with the support of my staff, I created reductions and efficiencies in the two school budgets of approximately \$1,000,000. Again, with the advice and support of my staff, we redirected these resources into very direct support for our teachers. In APS, we purchased \$500,000 of SMART boards and text books resulting in all Acton elementary schools now having a SMART board in every classroom in grades 1-6. In addition, we hired a math curriculum

specialist for APS and added 108 hours of classroom assistants to the elementary schools' budget. The regional school district also saw approximately \$300,000 invested in various types of technologies and new textbooks, as well as a student support position at both the Junior High and High Schools.

On to a new school year! The schedule for the first day for all staff (**Monday, August 29**) is attached. The first day for students is **Tuesday, August 30**, 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 1**. The focus for this year will include discussions of high-quality instruction and imbedding formative assessment in our instruction.

I look forward to continuing the work we began together last year, and am very pleased with my 2011-2012 Administrative Team, including: Don Aicardi (Director of Finance), Amy Bisiewicz (Director of Educational Technology), Deborah Bookis (Director of Curriculum and Assessment), Conant Principal, Damian Sugrue, as well as our elementary Assistant Principals, Priscilla Kotyk at Conant and Gates, and Matthew McDowell at McCarthy-Towne and Merriam. These newer members of my leadership team join Marie Altieri, Liza Huber, JD Head, Erin Bettez, and Beth Petr. Good school district leadership includes the recruitment of talented professionals and also retaining them. It is no small achievement that for the first time in many years, the entire leadership team will stay in place with no changes. That stability is a good thing for our school district. 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 continues to be a priority. Unlike most other school systems, the School Committees have supported level service budgets during my first two years as Superintendent. As I begin the budget preparation for FY13 with Don Aicardi and the School Committees, I will be advocating for more than a level service budget to address the changing and increasing needs of our student populations.

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 29th, and wish you a wonderful school year.

Sincerely,



Stephen E. Mills, Ed.D.

Acton Health Insurance Trust Report

John Petersen

The Trust met on August 25th, 2011

- The trust had an undesignated cash balance of \$3.5 million as of July 31st, 2011 (unaudited).
- Cook & Co. FY12 Cash Flow Report (May-July claims, July-Sept revenues) shows that the trust is cash flow neutral for the year. Due to large enrollment changes, some plans like MHP appear to be running large deficits. This is simply a function of timing – claims reflect last year's enrollment while revenues reflect the current enrollment (current MHP enrollment is about half of last years). Once the Trust has reached a stable enrollment for FY12 (October), Peter Savage will provide an updated cash flow projection of the expected profit/loss for FY12.
- The contract for the Segal study (\$32K) to compare the performance of the HIT to the GIC and to the plan design for the Minuteman Nashoba Health Care Group was signed. The study will be completed in September.
- Bob Evans mentioned that the Acton Finance Committee is looking at GASB 45 compliance and was wondering if the Trust would consider setting aside some revenue to fund future retiree benefits. [GASB Statement 45, is an accounting and financial reporting provision requiring government employers to measure and report the liabilities associated with other (than pension) postemployment benefits (or OPEB)].
- No changes were made to the annual calendar for the HIT.

Next Meeting: September 29th, 2011 at 8 a.m.

Acton Boxborough Regional School District Study Committee Seeks Volunteers

The Acton Boxborough Regional School Committee is looking for volunteers to serve on a Regional School District Study Committee (RSDSC). The RSDSC is anticipated to meet weekly over a one to three year period. This is an opportunity to have a real impact on our students' educations for years to come!

On Tuesday, August 2nd, the Acton Boxborough Regional School Committee (ABRSC) voted to create the RSDSC to research, evaluate, and report back to the ABRSC its findings with respect to amending the Regional Agreement between the Towns of Acton and Boxborough. **This will include considering the viability of expanding the current Regional School District to include grades pre-K through 12 for Acton and Boxborough.**

Three members from Acton and 3 members from Boxborough will be selected by the ABRSC to serve on the RSDSC. The composition of the RSDSC will include:

- Current school committee member from each town
- Current or previous finance committee member from each town, or a person with the knowledge and experience to evaluate financial models
- Community Resident (parent of a current student(s) preferred)

It will be important to understand the time commitment for this committee. After preliminary work is completed by the RSDSC over the next 10-12 months, and if pre-K through 12 regionalization is approved by both member towns, the RSDSC will continue its work for up to approximately 3 years.

We anticipate that initially the RSDSC will meet weekly and these meetings will be open to the public. Frequency of the meetings will range from weekly to monthly depending on where the committee is in the process.

If you are interested in volunteering for this important study committee, and if you are someone willing to collaborate, compromise and work together in a spirit of cooperation as part of a committee, please submit your name and statement of interest to Beth Petr at bpetr@mail.ab.mec.edu and copy Bruce Sabot at bsabot@mail.ab.mec.edu. Please include a description of your skills and experience and why you feel you would be an asset to this study committee. (See <http://ab.mec.edu/about/schoolcommittee.shtml>)

Please submit the requested information by noon on Friday, September 9th.

In your statement of interest please include the following details:

- Briefly introduce yourself.
- Please describe personal and/or professional skills that you believe would benefit your work on the Study Committee.
- Please describe your experience serving on Town or other Boards.
- Do you understand the time commitment and expect to see the work of the study committee to its completion?
- Can you maintain an open unbiased opinion regarding regionalization as the study committee performs its research and analysis?
- Please explain how you will represent and consider the needs of our children, parents, teachers, and community at large as you represent your town on the study committee.
- Please share any other interests or information you believe the ABRSC should know about you as it evaluates your candidacy for the study committee.

Proposed Revision: USE OF SCHOOL FACILITIES

The Acton-Boxborough Regional and Acton Public School Districts are the caretakers of the Districts' properties and facilities for the towns of Acton and Boxborough. The School Committees are pleased to have public facilities enjoyed by Acton and Boxborough community members when the property is not in use by the schools.

The Superintendent's office, through Community Education, shall schedule and manage the use of the Districts' properties according to the procedures attached to this policy as they may be amended from time to time.

***Long Range Strategic Plan
for the Acton Public and Acton-Boxborough Regional School Districts***

Mission

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

Values

- VALUE #1** An environment that promotes social development and emotional and physical well-being for the entire community
- VALUE #2** Excellent academic program that prepares all students to achieve their individual potential
- VALUE #3** Diverse extracurricular opportunities accessible to all students that provide for student growth
- VALUE #4** A community that welcomes and respects the differences among us.
- VALUE #5** Literacy communication and technology skills for life long learning
- VALUE #6** Educational policy and resource decisions informed by research and evidence

Proposed Goals

Goal #1

Promote social development and emotional and physical well being through increased student-adult interactions that meet the diverse needs of all students

Values Addressed: 1-6

Goal #2

Hire and retain high quality educators and provide supervision and evaluation that promotes growth and impacts student learning

Values Addressed: 1, 2, 5, 6

Goal #3

Provide a systemic, focused plan for professional growth for all educators that impacts student learning

Values Addressed: 1, 2, 5, 6

Goal #4

Create a teaching and learning environment that fosters opportunities for teachers and students to use technology in sophisticated ways to enhance their learning

Values Addressed: 1, 2, 5, 6

Goal #5

Adequately resource the two districts with budgets that grow 2% beyond level service each of the next four fiscal years to achieve all long-range strategic goals.

Value Addressed: 6

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

(Voted 11/4/10) 8/26/11

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

Specific
Measurable
Attainable
Related to Student Academic Outcomes
Time-bound

Goal #1. District-wide: Supporting High Quality Instruction in every school, every classroom, every day						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
All schools in Acton and Acton-Boxborough provide learning environments in which students are empowered to apply what they’ve learned, to think critically, to	a. Implement the priority “next steps” of the Leadership Institute, “It’s All About Instruction” and the ways in which leadership supports effective	By June 2011	Superintendent, Director of Curriculum and Assessment	1. The successful completion of the priority next steps of the Leadership Institute 2. A written District Literacy Plan to	1. Priority Steps of Leadership Institute <ul style="list-style-type: none">“It’s All About Instruction” message is established	1. Completion of Priority Steps of Leadership Institute <ul style="list-style-type: none">“It’s All About

<p>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>	<p>instruction.</p> <ul style="list-style-type: none"> b. Convene a <i>Teaching and Learning Committee</i> representative of the grades and departments K-12. c. Assess the current status of literacy in the district; (standards, curriculum, assessments, instructional practices, family and community involvement) d. Develop a Literacy Plan to be implemented the following academic year. 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 f. Begin process to identify power standards and areas that need additional resources and/or professional development based on research of instructional practices 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>be implemented and evaluated in the following two school years. Plan written and finalized by June 2011.</p> <ul style="list-style-type: none"> 3. Documented and shared updates to our K-12 ELA benchmarks 4. A summary of the evaluation of and recommendations for the professional development program. Summary to be written by June 2011. 	<ul style="list-style-type: none"> • First session of T-to-T Initiative is complete, Second session implemented • Grades 1-6 evaluating/using Benchmark Reading Assessment and Running Records, K-2 using formative math assessment, Conversations taking place at JH and HS • Administrators/BDLs/RDLs are getting into the classrooms • Identification of video clips of instruction in progress • Task Force identified to work on Teacher Eval and processes. <ul style="list-style-type: none"> 2. Committee of 21 educators has begun work on District Literacy Plan, considering the Practices of the District following DESE protocol 3. Committee of K-12 teachers, led by Matt McDowell, reviewed summer work of ELA Curriculum Sub-committee and created template that is being completed for each grade. 4. Committee of K-12 teachers and admin, led by Eileen Sullivan, met and discussed adult learning, created a survey for the district using The National Staff Development Council information 	<p>Instruction" message has been broadly incorporated</p> <ul style="list-style-type: none"> • Sessions I & II completed, impact on teaching & learning shared with School Committee • Next year's district wide PD Day, as well as a session during the Leadership Institute, will focus on formative assessment • Administrators, BDLs and RDLs have been in classrooms • Instructional video clips identified and in Teachers' Domain • Administrator workshop for observations using consultants (Kim Marshall) and via new task force <ul style="list-style-type: none"> 2. District Literacy Plan <ul style="list-style-type: none"> • Committee met throughout the year • School community was surveyed resulting in 6 needs added to Literacy Goals for FY12 3. K-12 ELA Benchmarks <ul style="list-style-type: none"> • Final documentation being formatted 4. Evaluate Professional Development Program <ul style="list-style-type: none"> • Survey results will inform committee work with Barry Fishman this summer
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Goal #2. District-wide: Bullying Prevention and Intervention						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
<p>Bullying Prevention and Intervention Task Force members agree that all schools in Acton and Boxborough must include a bullying prevention approach that is proactive and educational. Moreover, research indicates that creating a supportive school climate is the most important step in preventing incidences of bullying, teasing, and harassment. This approach includes five specific components: a commitment to a pro-social curriculum and/or program that promotes positive peer relationships, annual discussion of the Bullying Prevention and Intervention Policy with students and staff, adequate supervision of students to address bullying prevention and intervention, on-going training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying, and supporting bystanders and victims, and finally, systematic evaluation of the overall bullying prevention and intervention approaches used by the school. The school committee is now reviewing a revised bullying prevention policy and related procedures that include methods for responding to the bully/perpetrator, the victim/target and any bystanders/observers.</p>	<ol style="list-style-type: none"> Continue to provide training for school staff, with regards to promoting safe schools and recognizing the signs of harassment and bullying and promoting a concurrent response for the perpetrator, victim and bystanders. Continue to provide training for school staff regarding internet safety. Community Symposium in partnership with outside agencies (CAFY, ABCHY, etc.) focused on bullying prevention. Develop a multifaceted and systemic approach that includes: <ol style="list-style-type: none"> Developing a common language for recognizing harassment and bullying issues/incidents. Educating and empowering students while involving them in prevention activities through specific programming and training. Involving parents/guardians in anti-harassment and bullying efforts. 	<p>By January 2011</p>	<p>Superintendent, Building Principals, Director of Pupil Services</p>	<ol style="list-style-type: none"> Operationalize procedures for recognizing, investigating, reporting, and responding to bullying issues and incidents; development of record keeping procedures for effective intervention and responses to incidents of bullying, teasing, and harassment; document reductions in bullying incidents. Document written by June 2011.* Document reductions of violations of internet improprieties. * List common definitions and language and prevention activities. <p>*Since no previous data has been systematically collected, we will establish a baseline during school year 2010-2011, and future outcomes, 2011-2012, etc. will be measured against the 2010-2011 baseline.</p>	<p>In response to the new bullying prevention and intervention law, the District has developed and adopted a bullying prevention and intervention Plan. Bullying prevention initiatives have been operationalized to ensure a safe and supportive learning environment for students including:</p> <ul style="list-style-type: none"> Annual training for all school staff School based training for students addressing specific bullying prevention approaches Reporting, responding and documenting of bullying and cyber bullying incidents Purchasing pro-social research based curriculum for all schools Promoting safety through prevention strategies including but not limited to professional development, age-appropriate curricula and in-school support services. Communication and collaboration with families through parent forums, workshops, and mailings 	<ul style="list-style-type: none"> Operational procedures and record keeping procedures completed in all schools as per approved (March 2011) Bullying Prevention and Intervention Plan. Baseline established for future year comparisons; number of incidents in each school documented and reported during school year 2010-2011. Baseline established for future year comparisons of violations of internet improprieties: number of incidents in each school reported during school year 2010-11. Common definitions and common language developed, documented by school based trainings for all staff and students as well as systemic training for all staff including bus drivers, cafeteria workers, CASE staff, etc. Pro-social research based curriculum purchased for all schools for 2011-2012 implementation

Goal #3. Pupil Services (with a focus on Achievement)						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
Pupil Services places the highest value on student achievement and respects that each child has a unique set of skills for learning. That said, the community must have its administrators and faculty committed to the principle of high standards for achievement and engage students in dynamic, creative ways to encourage a thirst for learning. Pupil Services sets achievement as that top priority, creates an environment that is conducive to learning, executes the integrated Commonwealth's frameworks and standards, delivers solid instruction and measures and evaluates that growth across curriculum lines.	<ul style="list-style-type: none"> a. Evaluate student needs through Child Study Team and Student Assistance Team monitoring. b. Create an environment for more integration into regular education classes. c. Enhance efforts for regular education initiatives including professional development on differentiated instruction, literacy development, and strategies for learning. d. 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. e. 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. f. Develop opportunities for teachers to define, share and redirect learning strategies (focused; intentional). 	By June 2011	Superintendent, Director of Pupil Services	<p>What effect did the aforementioned strategies have on achievement?</p> <ol style="list-style-type: none"> 1. Randomly observe the child study teams to ensure that student needs and subsequent subscribed learning strategies are rapid, efficient, and effective. 2. Examine two factors: the number of students affected by the CST and number of referrals to special education and the number of student IEPs that shifted to more integration during school year 10-11, including out-of-district. These reports will be written by June 2011. 3. In developing the needs of the professional and support staff, focused development on learning strategies for literacy and math is emphasized. A compilation of focused (intentional) workshops that target students' needs will be documented. This report will be written by June 2011. 4. Teacher input from special and regular education teachers and the success of students' performance will be documented through a random sampling of those who participated in these models. 5. See above. 6. Summarize and document efforts and results from co-planning opportunities for teachers, including specialists and clinicians. 	<p>Through child centered approaches and preventative work, a positive decline is evident in the percentages of students receiving special education services; 17.7% in FY08 to 15.9% in FY11 and 15.7% in FY07 to 14.9% in FY11. Pupil Services took the following action steps:</p> <ul style="list-style-type: none"> • Establishing a close school-home partnership • Ensuring open dialogue between parent/guardian and the school • Retraining our child study teams for better efficacy and efficiency • Increasing collaboration with building principals so that all students have <u>equal opportunity</u> to learn • Implementing our action plans from the Special Education Fiscal Drivers Task Force, December 2008. • Successfully completed and received excellent ratings from the DESE Coordinated Program Reviews of both Districts 	<ul style="list-style-type: none"> • All building based Child Study Teams observed & critiqued for efficiency and efficacy. Overall conclusion: We have seen a shift from more restrictive to more integrative services, giving students an opportunity to “model up” to the demands of regular education. • Ensuring open dialogue between parent/guardians and the school was accomplished through the compilation of focused workshops that targeted student needs throughout the 2010-2011 school year; 5th Annual Parent Workshop Day, Stress Management Workshops, ABCHY Bullying Prevention and Intervention Forum, CAFY Sex Offender Forum, etc. • Random sampling (100) of regular and special education teachers concluded that integrative services assist students to achieve maximally. • Pupil Services specialists and clinicians participated in Teacher to Teacher as well as co-planning opportunities; general consensus – students

						<p>achieved from their efforts by mutual understanding of their disabilities and strategies integrated in regular education.</p> <ul style="list-style-type: none"> • Successful completion of Coordinated Program Review for ELL, Civil Rights and Special Education (final reports provided in June 2011).
Goal #4. Review and Refine the District's Financial Plan to Meet Federal, State and local funding sources, while meeting the needs of all students.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
The community places a high value on the preservation of an excellent education for its students and highly involved citizenry. In light of the current economic picture, identifying new sources of revenue, reviewing personnel needs and costs, as well as actively engaging in community forums and discussions will be required to manage what can only be described as a fiscal crisis for our schools. State revenues will be volatile as we proceed with budgetary planning and we anticipate that 9c cuts within the current fiscal year will impact FY12 projections.	<ul style="list-style-type: none"> a. Define budget assumptions for FY12. Prepare budget calendar. b. Identify specific FY12 budget projections. c. Re-evaluate school choice opportunities. d. Continue an active partnership with the Acton Leadership Group (ALG) and the Boxborough Leadership Forum (BLF). e. Facilitate a process that seeks input from the community, district staff and faculty, Board of Selectmen, and the Finance Committees of Acton and Boxborough. f. Identify long-range needs and develop a rational capital management program. g. Monitor and evaluate use of ARRA funds, Chapter 70 and IDEA related. 	Ongoing through the fiscal year	Superintendent, Director of Finance	<ul style="list-style-type: none"> 1. Prioritize personnel needs and costs as well as curriculum/program needs. 2. Consider structural re-organization and/or cost cutting or cost savings options for district personnel and programs 3. Reduce the price per therm of natural gas by 5% for budget savings. 4. Visit each school to learn how to maximize dollars in order to meet instructional goals. 5. Prepare balanced budgets for approval by both town meetings that promote instructional goals. 6. Perform monthly review of budget status throughout the fiscal year and report to School Committee on a regular basis. 	<ul style="list-style-type: none"> 1. January 2011 2. January 2011 3. Reduced the supply cost of NG by 31% for FY12 to FY14 4. August 2010 5. Spring 2011 6. 1st Report , Spring 2011 	All goals met this year.

Goal #5. Supporting Faculty and Staff						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
We actively promote collaborative relationships among staff and administration and the community. In addition, we are committed to initiating working partnerships with the Town, the business community, neighboring school districts, and 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"> a. Ensure that the faculty and staff are of high quality and are mentored, supervised and supported to perform at the highest professional level. b. Continue to develop a strong and experienced leadership team amidst significant retirements over the last three years. c. Complete Negotiations with the Acton Education Association, Office Support Association and AFSCME; d. Support high quality instruction in every classroom, every period of every day. e. Reduce duplication of work/systems through improved automation of electronic programs. 	By June 2011	Superintendent, Director of Personnel	<ul style="list-style-type: none"> 1. Continue to maintain 100% highly qualified professional teaching staff as determined by the DESE through NCLB. 2. The successful completion of contract negotiations, resulting in contracts for 2010-2013 that fit within available revenues. 3. Ongoing support and mentoring of five new administrators that were hired and began new roles in the summer of 2010. 4. Support high quality instruction by increasing opportunities for administrators and teachers to observe instruction, including walk-throughs, peer observations and informal observations. 5. Facilitate a complete review and update of the districts' teacher evaluation tool through an inclusive process. Create this document during 2011. 6. Continue to automate personnel functions including the rollout of Munis Employee Self-Service. Review and update systems to consolidate personnel and finance functions wherever possible. 	<ul style="list-style-type: none"> 1. The DESE EPIMS submission for October 1 staff showed 100% highly qualified staff for APS and AB. The state has increased the EPIMS submissions to three times per year and included student course schedules for each teacher. 2. The OSA and AFSCME contracts changes have been implemented. Contracts have been updated, signed and distributed. A complete revision of OSA job descriptions has been completed and distributed. The administration and School Committee continues to work to complete AEA negotiations. 3. In collaboration with the Curriculum and Pupil Services offices, teachers have been given the opportunity to spend two half days or one full day observing other teachers in various aspects of their craft through the "teacher to teacher" initiative. Feedback has been very positive. 4. The "Evaluation Process Review Task Force" has been formed and will begin to look at evaluation systems to make recommendations. Kim Marshall, a renowned educator who has developed one such evaluation process came to AB and presented several ideas related to evaluation. Over 40 staff members (administrators and teachers) attended the session. This work will continue 	<ul style="list-style-type: none"> 1. APS and AB continue to hire 100% highly qualified staff 2. 2010-2011 represents the final year of administrative planning and succession. 12 of 15 cabinet members and principals were replaced over a 5 year period. In his second year as Superintendent, Dr. Mills hired a new Director of Finance, Director of Curriculum and Assessment, Director of Educational Technology, Conant Principal and two new assistant principals. The new leadership team has been very successful moving the district forward while keeping the focus on instruction. 3. All three collective bargaining agreements have been ratified and the changes implemented. The AEA contract was ratified and voted in March, 2011. Contractual changes fit within the FY '12 level service budget which was prepared for Town Meeting. Structural changes to the contract include a shift of employee share of health insurance to 25% for HMOs and 50% for indemnity plans, as well as the gradual replacement of ERI with longevity. These structural changes were put

					<p>over the next year.</p> <p>5. More pieces of Munis' Employee Self Service has been rolled out, including staff members having access to W-2 and payroll information. Munis is being upgraded which will allow for more pieces of Employee Self Service to be implemented. Finance and Personnel continue to work very closely to find efficiencies wherever possible.</p>	<p>in place with an overall 1% total budget increase.</p> <p>4. Open enrollment for health insurance included significant staff outreach to explain health plans and costs. All but two active and eleven retired employees have moved to HMO plans. This completes a multi-year plan to make lower cost health plans attractive to employees.</p> <p>5. The finance director and personnel director meet regularly to explore efficiencies, review software, and review functions and systems to provide the most effective solutions to all departmental needs. We are also reviewing staffing patterns and needs for the future and expect to have a recommendation over the next few months. Areas of focus for automation this year have included substitute placement; attendance reporting; and budgets and salary projections.</p> <p>6. The Evaluation Process Review Task Force met frequently and became actively involved in reviewing the new Massachusetts State Regulations for Educator Evaluation. We attended several presentations and provided feedback through various constituent groups. We will present the new system to the administrative team at the leadership conference this</p>
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						summer, and at faculty meetings in the fall. We will stay involved and review rubrics and other documents as they become available.
Goal #6. Establish a supporting role for the Facilities Department to integrate into curriculum development and outstanding instruction.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
Utilize the Facilities Department and resources to continue to and become more integrated in the Districts' over arching goal of supporting high level instruction, excellence in curriculum development, and a complete high level educational experience for all stakeholders.	<ol style="list-style-type: none"> 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. Make the Director of Facilities available minimally once per academic year to each school building in a basic substitute capacity. To better familiarize the department with the issues facing teachers in the school buildings and to better understand the level of instruction we currently deliver. Also, this gives the teacher being substituted for the availability to take part in their own professional development opportunities. 	To be completed by June 2011	Superintendent, Director of Facilities	<ol style="list-style-type: none"> Reduction in overall district energy consumption by 3% across APS / ABRSD from established baseline. By June 2011 substituting by the Director of Facilities should have occurred in seven of seven district school buildings. 	<ol style="list-style-type: none"> We will easily meet our 3% energy reduction goal. Mid-year trends show we are consuming 12 % less than this time period last year. Of this 12%, 3% can be tied to solar production and 8% can be tied to the energy conservation and education program (Power Down) as well as mechanical projects completed over the summer and into fall. To date I have logged 38 hours in various classrooms throughout both districts, through substitute teaching, covering teacher professional development, and giving energy lectures to 6th grade classes. The goal was to log the equivalent of one school day in each school building (49 hours total), to better understand this year's focus of "It's All About Instruction".. 	<ol style="list-style-type: none"> Goal met with overwhelming success. Final reduction projected to fiscal end at 5.2%. Facilities department increased visibility. Savings generated resulted in a \$200,000 contribution to district wide capital purchasing initiative of books and technology. Goal met 100%. In addition to being a very satisfying personal experience, being in the classroom made me feel more connected to our core competency of delivering high level instruction to all.

Goal #7. Leverage technology to effectively support educational and operational goals.						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
The district recognizes and values the importance of technology in our schools and administrative offices. The Educational Technology (EdTECH) department will build the foundation, vision, and district capacity needed to leverage the power of technology as a tool to enhance instruction, engage student learning, improve operational efficiencies, and inform decision making.	<ol style="list-style-type: none"> Unite the TII and IT departments under one umbrella, the Educational Technology department with a focus on cultivating a learning culture. Educational Technology staff will define workflow processes inclusive of operational and academic tasks. The team will create an internal knowledgebase accessible to all members. Support high quality instruction in every classroom, every period of every day. Educational Technology leadership will meet with constituents of the learning community by attending monthly site visits to schools and be accessible to teachers. All Educational Technology staff will be encouraged to participate in appropriate technology meetings. Provide high quality, service-oriented technology support to schools and central offices. Maintain infrastructure to ensure delivery and maximum uptime of services with an eye towards cost-efficiencies. Participate in community task-force initiatives. 	By June 2011	Director of Technology	<ol style="list-style-type: none"> Completion of 3-5 Year Educational Technology Plan Assess end-user satisfaction of the educational technology department through online end-of-year survey. Uptime of services to be above 95% 	<ol style="list-style-type: none"> Technology Plan drafted and presented to School Committee (Nov 2010) and submitted to DESE Not applicable Uptime Performance Metrics (July 19, 2010- Feb 17, 2011) <ul style="list-style-type: none"> Servers Availability = 99.52% Overall Network = 99.88% Internet Availability = 99.86% Network Services Avail = 99.89% 	<ol style="list-style-type: none"> Three year Technology Plan submitted to DESE APS/ABRSD learning community surveyed – 90 responses received. Majority are extremely satisfied with support services and generally satisfied with infrastructure. More training and tech access is requested Availability this year <ul style="list-style-type: none"> Internet Availability = 99.9% Network Services Availability = 99.89%

Goal #8. Community Education: Improve Use of Facilities Reservation Process						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
Our school buildings are a valuable resource for the greater community. Community Ed. processes more than two thousand requests for space each school year including a significant number from non-school groups. The current process requires all requests to be submitted on paper. It is inefficient and time-consuming for users, for Community Ed, and for school district staff.	<ul style="list-style-type: none"> a. Explore online reservation system options. b. Seek system that allows approved permits to be circulated electronically, reducing paper. 	FY11 with roll out of new process for 11-12 school year	Director of Community Education, CE staffer overseeing Use of Facilities	<ul style="list-style-type: none"> 1. Use of Facilities space reservation process is done online. 	<ul style="list-style-type: none"> 1. Two-day onsite training held with an ActiveNet consultant to help us work through initial issues/set-up to allow outside users to request space electronically. 2. Working on punch list of additional items and hope to begin testing the system in April. A variety of potential users (within the district as well as outside) will be asked to try it out and provide feedback/concerns so we can make adjustments. 3. Goal remains to have the new system in place for the 2011-2012 school year. 	<ul style="list-style-type: none"> 1. Finetuning the online space reservation system with intent to open for school (in-house) users in July and nonschool renters in August. Some will continue to submit directly to Comm Ed staff for complex reservations, such as Athletics
Goal #9. The successful attainment of AYP for the special education subgroup in mathematics at RJ Grey Junior High School						
Statement of Purpose	Strategies	Timeline: Date task will be completed	Lead Parties	Measurable Outcomes	Progress – February 2011	Progress – June 2011
While RJ Grey Junior High met its AYP targets in the participation, performance and attendance categories for the aggregate, it did not meet the AYP target for improvement in the sub-group category	<p>In addition to the five steps taken in 2009–2010, we will implement the following curricular and instructional changes:</p> <ul style="list-style-type: none"> a. Add a certified math teacher to co- 	School Year 2010-2011	Stephen Mills Craig Hardimon	Despite having a myriad of instructional needs, the special education subgroup at RJ Grey continues to demonstrate increased proficiency level on the spring mathematics 2011 MCAS test.	The Turnaround Team identified and implemented a series of initiatives to continue our efforts to prepare students for the upcoming MCAS exams in Math. With	By the end of the school year, under the guidance of the Turnaround team, RJG: <ul style="list-style-type: none"> ▪ Administered the mock MCAS math exam to ALL

for special education in mathematics. Because we are concerned about and committed to improving the performance gap that has been identified between this sub-group and the aggregate, we will use an analysis of the data, curriculum, instructional strategies and personnel to develop and implement a comprehensive plan to shrink this gap.	<ul style="list-style-type: none">b. teach Math Fundamental classes. Offer a Math Support class for a particular sub-group of students (during the school day).c. Implement the change of sequence of the math curriculum to cover required MCAS topics in a timely manner.d. Allocate time within Learning Centers to practice and reinforce MCAS topics and strategies.e. Follow a calendar, day-by-day, of all MCAS topics to be covered.f. Address the behavioral supports needed for an identified group of students with emotional and attentional challengesg. Schedule bi-weekly administrative meetings (including regular and special education staff) to monitor programming and progress for identified student at risk; both regular and special education.h. Offer targeted professional development to enhance the use of math related strategies across settings			In order to make AYP in 2011, the special education subgroup's goal is to achieve the subgroup's target range of 71.1-76.1.	<p>specific attention paid to our special education subgroup, the following action-steps have been taken:</p> <ul style="list-style-type: none">▪ Development of a “mock” MCAS math exam to assess student strengths and weaknesses regarding common exam question types.▪ Administering the mock MCAS math exam to ALL special education students, which also allowed us to gage whether students not originally being monitored should be included in our efforts moving forward.▪ Scoring and reviewing the mock MCAS math exam and identifying trends and patterns related to students who shared specific disabilities and challenges (i.e. performance of students with anxiety, with social/emotional difficulty, etc.).▪ Reviewing the mock MCAS math exam results and explore appropriate supports and remediation programs to support varied needs. Identified different models of tutoring support and incentives.▪ Began the process of identifying specific strategies and measure to implement during the actual administering of the MCAS exam (optimal grouping and testing environments, new accommodations for individual students)	<p>special education students, providing increased accuracy in identifying student in need of support.</p> <ul style="list-style-type: none">▪ Used the mock test scores to identify trends and patterns related to students who shared specific disabilities and challenges (i.e. performance of students with anxiety, with social/emotional difficulty, etc.).▪ Developed and implemented appropriate supports and remediation programs to support varied needs.▪ Implemented different models of tutoring support and incentives.▪ Identified and implemented specific strategies and measure to implement during the actual administering of the MCAS exam (optimal grouping and testing environments, new accommodations for individual students)
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~Food Service News~

Kirsten Nelson, Director of Food Services
2011-2012 Lunch Prices



Acton Public Schools: \$2.35 (an increase of \$.10)

If you would like to purchase milk a la carte the cost remains the same: \$.50

Acton-Boxborough Regional Schools: Junior High and High School tiered pricing starting at \$2.10-\$3.00.

Your child may be eligible for [free or reduced price lunch](#). If you would like to fill out an application you can do so either by visiting our website www.ab.mec.edu to fill the form out on line. Or applications will be distributed on the first day of school to every student. Our applications are available in English and Spanish.

- **We are pleased to announce we are in the process of implementing a Point of Sale System for all schools!** Parents and faculty will now have the option to prepay for lunches on line through our "Parent on line". Effective October 7th we will "go live" with the program at all schools. Each student and faculty member will have an account set up. We will assign a 4 digit pin number for all students and faculty to enter when they reach the cashier stand. The students and faculty will need to learn these pin numbers before the 7th of October even if paying by cash they will need this number. **When parents log in to enter the information for their child with the online emergency card this summer they will see a 4 digit pin number. This number is the number each child will need to know in order to get a lunch starting on October 7th. Please work with your child to help them memorize their 4 digit pin number.**

We will be sending additional information on the back of the October Menu and through school communication to let families know of this exciting new option in Food Services.

Questions you may have.....

- What do I do with existing Acton Public School lunch tickets? You can use your existing lunch tickets and send in the additional \$.10 for lunch with your child.
- Can I still use the milk tickets from last year? Yes, we are still accepting the milk tickets.
- How many tickets should I purchase since you are changing to a point of sale system? We recommend you purchase lunch tickets for the Month of September and through the 7th of October. We will be going "live" with the point of sale system on October 7th. If you have any tickets that have not been used you can send them in with your child. The cafeteria manager at the school will enter the dollar value of your tickets in your child's account. Our goal is to have the on line pre-payment system available on September 30th in order for you to add money to your child's account. If you prefer to still pay by cash or check this is still an option.
- Our charging procedures are as follows:
High School: Students must have money on account or pay by cash at the register. Students are not able to go in the negative on their account. High School Students will not be able to charge lunches or a la carte items (go in the negative). Junior High School and Elementary Schools: Students will be able to go in the negative by 2 lunches. If the account is not paid the student will receive a cheese sandwich with fruit, vegetables and milk.
- **Please look for our Food Service table at the open house. We will be there to help answer any questions and look forward to seeing you! It is our pleasure to serve your children.**

Qty.	Mfg / Model #	Description	Price	Ext. Price	Note
2	Manfrotto 504HDV, 546GBK	tripod, head	\$ 798.00	\$ 1,596.00	Replaces Damaged Tripods
3	Manfrotto 523PRO	Zoom + Focus controller	\$ 319.00	\$ 957.00	Provides handgrip zoom/focus (not included)
3	Manfrotto 114MV	heavy duty dolly	\$ 298.00	\$ 894.00	Provides studio grade casters for tripods (1 low grade dolly included)
1	NewTek TCXDEFN	TCXD300 educational Full unit	\$ 11,995.00	\$ 11,995.00	HD Compatible Switcher
1	NewTek LC11ED	control panel	\$ 1,547.00	\$ 1,547.00	Control Panel for Above
2	Samsung/LN26D450G1D	26" LCD computer Monitor	\$ 394.00	\$ 788.00	Monitors for Switcher
1	Video, audio, VGA cables, connectors, 50ft audio snake, misc supplies		\$ 1,280.00	\$ 1,280.00	Misc Cables/Interconnects
1	datavideo ITC100	4 station intercom	\$ 1,048.00	\$ 1,048.00	Provides Intercom/Tally Capability (not included)
1	shipping, custom design, Installation, training, tech support and Loaner program		\$ 5,940.00	\$ 5,940.00	Misc shipping/installation
1	APC BN1250	1250VA UPS	\$ 188.00	\$ 188.00	Battery backup for system
2	Magnavox MDR513H	DVD recorder/player	\$ 238.00	\$ 476.00	DVD Recorders (not included)
3	Ikan VX7E	7" monitor	\$ 989.00	\$ 2,967.00	Studio Viewfinders for Existing Cameras
3	IKAN MA210	articulating arm	\$ 69.00	\$ 207.00	Mounts for Above
TOTAL COST:				\$ 29,883.00	

**School Improvement Plan
Acton-Boxborough Regional High School
2011-2012**

The timeline for each of these goals is the 2011-2012 school year. We expect to revisit and revise this plan in spring 2012. The ABRHS School Council will oversee progress towards the goals.

Goal 1: We will develop a program/structure to personalize the school for all students.

Background and Rationale: Over the past two years, we have spent significant time and resources researching and addressing the issue of stress amongst our students. As we have done so, we have learned that we need to do more to help students build stronger study skills, as well as to increase their resiliency. Connected to this issue, as evidenced by the Youth Risk Behavior Survey, approximately 20-25% of our students report that they do not have a strong connection with an adult here at the high school. Furthermore, the community has expressed concern that “students in the middle” may not have as many connections to the high school as their higher-achieving and/or more academically challenged peers. Though the data collected up until now does not support this community concern, ensuring that every student regardless of their achievement level feels connected to the high school remains an important goal. There are many existing models for advisory or mentoring programs that seek to improve student connections with the school and the faculty and/or build academic and social-emotional skills. We will use those existing models to inform our model. Given our growing understanding of the needs and challenges we face, which was further informed by the data we have collected and the research we performed this year, we will begin the process of developing a program that fits AB’s unique culture.

Strategies:

- Committee appointed in 2010 will continue to meet and plan.
- Professional Development for all faculty.
- Initiate full or partial implementation between January and September 2012

Outcomes:

- Well-considered, contextually appropriate advisory program
- Professional Development plan to support advisory program

Timeline:

- Initiate full or partial implementation spring or fall 2012.

Responsible Parties:

- Faculty committee
- Principal, Alixe Callen

Evaluation:

- Various forms of baseline data have been collected
- Follow-up mini-surveys of faculty and students
- Youth Risk Behavior Survey

Goal 2: We will begin implementation of Google Applications for Education, further integrating technology authentically into the educational process.

Background and Rationale: After repeated requests by the faculty for student e-mails, the newly revamped EdTech Department has responded by contracting with Google to provide Google Applications for Education for our school community. As a result, every student and faculty member will be provided with an abschools.org e-mail address, which students will be required to check on a daily basis. This will allow faculty to share assignments and resources with students electronically. In addition to Google's e-mail capabilities, additional applications are available, including word processing, presentation, spreadsheet, and forms. While we will not require faculty to utilize any of the applications, we will provide incentives for them to do so, including classroom sets of Netbooks that can be signed out for use with Google Apps.

A high school roll-out committee, chaired by high school technology specialist Carol Pavan, will coordinate all aspects of communication and will work with EdTech to organize professional development for faculty. In addition, a cross-departmental group of faculty has formed a working committee that will research, pilot, and share ideas for classroom integration of Google Apps.

Strategies:

- Roll-out committee will coordinate communication with faculty and students about this resource
- Roll-out committee and high school administration will coordinate professional development with EdTech.
- Faculty working committee will research, pilot and share classroom implementation ideas

Outcomes:

- Increasing numbers of teachers will utilize Google Applications in their classrooms
- Students will utilize e-mail for communication with teachers and for information sharing within the school
- Students will gain proficiency with maintaining a "professional" e-mail account

Timeline:

- Faculty will be provided with initial sign-up information in June 2011
- Students will be provided with their e-mail accounts and log-in information in August 2011
- Ongoing training will be available for faculty throughout the 2011-2012 school year

Responsible Parties:

- EdTech Department
- Roll-out committee (chaired by Carol Pavan)
- High School administration

Evaluation:

- Quantitative data regarding numbers of teachers utilizing Google Applications will be collected throughout the year.
- Qualitative data regarding student and faculty experience with Google Apps will be collected through the year-end surveys in May and June of 2012.

Goal 3: Continuing our focus on instruction and assessment, we will provide time and resources for faculty to address the issue of formative assessment.

Background and Rationale: Last year's School Improvement Plan included a goal that the faculty would examine best practices in the area of student assessment, with the hope that we would determine areas that required additional attention. Over the course of the year, much attention has been paid to the issue of formative assessment, the means by which teachers routinely assess student understanding and use it to inform their instruction. Indeed, conversations about how best to check for student understanding have cropped up during full-faculty professional development sessions, in teacher work groups, and within departments. Following on those discussions, our professional development day in November will focus on formative assessment, with follow-up sessions provided throughout the year.

Strategies:

- Building-based, contextually appropriate professional development
- Availability of print and electronic resources for faculty
- Ongoing professional development embedded in the school day

Outcomes:

- Teachers will develop a repertoire of formative assessment strategies that can be employed in their classrooms.
- An electronic resource guide of strategies will be developed and available to teachers.

Timeline:

- Professional Development Day – November 2011
- Follow-up sessions throughout the remainder of the school year

Responsible Parties:

- Administration and department leaders, with input from faculty, will plan professional development day activities.

Evaluation:

- Evaluation forms will be collected at the end of the November professional development day.
- Input on year-long initiative will be collected via the faculty survey

Goal 4: We will partner with the community to provide substance-free activities for students.

Background and Rationale: During the course of the 2010-2011 school year, there were a few high-profile incidents within the community that involved adolescent substance use. As a result, the high school partnered with the PTSO to host a forum on adolescent alcohol use and social host liability. While many ideas emerged from the forum, students raised the point that there are few activities available to students on the weekends. In response, a group comprised of high school administrators, teachers, parents, and students has been

formed to develop safe, supervised, fun weekend activities for adolescents. Already plans are in place for a six week Saturday night basketball league in the fall. And as the high school will already be open and supervised on those six Saturdays, we will also offer additional non-athletic activities for students. The group will reconvene after that six week pilot to determine how best to proceed.

Strategies:

- Formation of a representational committee to brainstorm and implement activities for students
- Provision of safe, fun weekend activities

Outcomes:

- Increased activities for students
- Decreased student substance use

Responsible Parties:

- Representational committee comprised of teachers, parents, coaches, students, and administrators (Steve Desy and Alixe Callen)

Timeline:

- Six week pilot – Fall 2011

Evaluation:

- Tracking of numbers of students involved
- Survey of students of popular activities

Goal 5: We will prepare our special report and our 2-year follow-up report for NEASC.

Background and Rationale: After the NEASC accreditation visit, we were provided with a letter outlining what steps the commissioners are requiring us to take as a result of the findings from our self-study and site visit. We have been asked to prepare a report prior to January 1, 2012, addressing the following recommendations:

- Establish targeted levels of achievement for all academic learning expectations
- Develop indicators to assess student and school progress for achieving the school-wide civic and social expectations
- Identify the school-wide learning expectations for which each curricular area will be responsible and inform all teachers and students

In addition, we need to prepare a report for submission by October 1, 2012 that looks at all 37 recommendations from the original visiting committee report, paying special attention to ten highlighted recommendations from the commissioners, which include addressing issues of class size and teacher load, and providing additional counseling support for students.

A follow-up committee, chaired by Assistant Principal Jim Marcotte, has been appointed and has had two organizational meetings. They will spearhead this effort.

Strategies:

- Follow-up committee will meet regularly and develop plan to present to the faculty.
- Faculty meeting time will be utilized to build consensus around the recommendations.
- Where appropriate, input will be gathered from the larger school community.

Outcomes:

- Interim report due to NEASC – January, 2012
- Two year report due to NEASC – October, 2012

Timeline:

- As dictated by NEASC's deadlines.

Responsible Parties:

- NEASC Two Year Report Committee (Jim Marcotte, David Baumritter, Maura Champigny, Sara Clinton, Cathy Hammond, Nikki Jeannotte, Linda Langdon, Elizabeth Marcotte, Jennifer Moss)
- Principal, Alixe Callen

Evaluation:

- Reports to NEASC

August, 2011

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 2011-12 school year. Enclosed with this letter you will find:

- Emergency Card Letter
- RJG Sports Brochure
- A team-specific supply list (team assignments announced August 19th)
- A document titled, “*Getting Organized for the First Day of School*”
- PTSO volunteer form
- RJG Parent Communication Guide
- Danny’s Place information letter
- and, for our incoming grade seven families:
 - a document titled, “*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 checks 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 has 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 19th, at approximately 3PM, we will post the team assignments on our website: <http://ab.mec.edu/rjweb/index.html> . In order to access this information, we will ask that you first complete your child's emergency card information and answer some additional school permission related questions, including specific PTO permissions. 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 give you 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 19th 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.

For seventh graders, the first day of school is Tuesday, August 30th. 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 Gold - Café

7 Green - Library

7 Orange - Band Room

7 Red - Homerooms

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 30th** 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, August 31st. 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 Monday, September 26th at 7PM 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. 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

2011-2012 R. J. Grey Junior High School Supply List

7th Grade Supplies

Study Skills Exploratory; All 7th Grade students for their 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 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

Spanish

- 2" binder
- 4 dividers
- 3 small (100 pages) spiral notebooks
- 1 folder
- 1 Spanish/ English dictionary
- Index cards
- \$15 (cash or check) to purchase Spanish 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

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 (\$5).**

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 and colored pencils
- White out
- Highlighters (at least 2)
- 2 Dry erase markers
- Dry erase eraser
- An eraser
- Reinforcements
- Pad of 3 x 3 post-its
- Glue stick
- A rugged scientific calculator **WITH YOUR NAME ON IT** Recommend TI-30X 11S or TI-34 11
- 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
- White lined composition paper
- Notebook dictionary (preferably 3 holed punched)

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

- **\$15.00** 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
- Index cards (to keep at home)

Math

- A 3-ring binder that can be shared with Science (1 ½ inch binder)
- 4 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)

<p>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.</p>
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7 Red List of Supplies

7 Red List of Supplies – shopping list (Supplies needed on Tuesday, September 6)

- 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)
- \$15 to purchase Spanish workbook OR \$27 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

7 Orange List of Supplies

Math and Science

- A 1 to 1 1/2 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) needed in January *We recommend the TI-30X IIS or TI-34 II*
- Please place your name in permanent marker on both the calculator and the cover.
- Colored correcting pen

English and Social Studies

- A 2 1/2 inch three-ring binder to shared for English and Social Studies
- Tab dividers (6 in total to be shared between English and Social Studies)
- Pens (two different colors for correcting)
- Pink and green highlighters

Spanish

- A 1 or 1 1/2 inch 3-ring binder
- A soft cover 1/2 inch 3-ring binder for the workbook
- Tab dividers (4)
- Check to *RJ Grey JHS* for \$15 to purchase workbook

For all subjects

- White-lined paper
- Pens (blue or black), pencils, erasers and a hand-held pencil sharpener
- Reinforcements for holes in papers
- Set of thin markers or colored pencils
- 2 Boxes of tissues for your homeroom – please put your name on it

7 Blue List of Supplies

Social Studies

- 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

English

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

Math

- 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

Science

- 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)

French

- 1 1/2 inch binder for French
- At least 2 dry erase markers with an eraser (preferably low odor)
- 5 tab dividers
- Index cards
- \$27 for French workbook

2011-2012 R. J. Grey Junior High School Supply List

8th 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

- 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
- Post –It notes

Math

- 3 ring binder (1 inch or larger if sharing with another subject)
- 4 section dividers for binder
- white lined paper
- Calculator with basic functions and square roots, as a minimum. Recommended is the TI – 30X IIS.
- white board markers
- pencils, pens, erasers
- suggested extras: ruler, graph paper, pencil case, colored pencils

Science

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

Social Studies

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

Word Language

- 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 (\$27 for French and Spanish)

8 RED TEAM SUPPLY LIST

Math

- Calculator: Recommend TI-30X IIS or TI-34 II. Please print name on both the calculator and the cover.
- Set of 4 dry erase thin markers
- Pencils, erasers, colored pencils for correcting homework
- 3 ring binder with lined paper and dividers (2")
- Pencil pouch that fits in binder to store pencils, white board markers, calculator, etc

Science

- Box of Kleenex
- Binder with lined paper (may be shared with another subject)
- Pens/pencils
- Ruler

English

- Pencils
- Blue or Black Pens
- A composition notebook or other notebook to be used as a journal throughout the school year
- Perforated, White-Lined Filler Paper
- Index Cards
- R.J. Grey Agenda Book
- A 1 or 1 1/2 inch, 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

- Three-ring binder (1", or larger if shared with another subject)
- Separate soft binder for workbooks
- Lined composition paper
- 5 section dividers
- Pens / pencils
- Correcting pen (any color other than blue or black)
- A few dry-erase markers
- 3x5 index cards (to be kept at home until needed)
- Book cover to protect your textbook (use a paper bag)
- You will be purchasing workbooks once school starts (\$27 – Make checks payable to RJ Grey)

Social Studies

- Three-ring binder (at least 1 1/2 inches)
- 4 section dividers
- Lined composition paper
- Plan book
- Pencils
- Blue or black ink pens
- Package of colored pencils
- Highlighters

8 GOLD TEAM SUPPLY LIST

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

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

Math

- Scientific calculator (recommended TI-30X)
- White board markers
- Ruler, pencils, pens
- Three-ring binder or part of a binder with white lined paper and 3 section dividers

English

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

Science

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

Spanish

- 1 three-ring binder (at least 1 ½ inches) for each class
- 4 section dividers
- Lined composition paper
- Blue or black ink pens
- Whiteboard marker (“Expo Marker) for student whiteboard use
- Separate soft binder for workbooks
- Check made out to RJ Grey JHS for \$27.00 for 2 workbooks

8 GREEN TEAM SUPPLY LIST

***For Homeroom**

- One large box of tissues for student use throughout the year (Homework credit will be given)

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

Math

- Scientific calculator (recommended TI-30X)
- White board markers
- Pencils, pens
- Three-ring binder or part of a binder with white lined paper and 3 section dividers

English

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

Science

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

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 (\$27 for both French and Spanish – checks made to RJ Grey)

GETTING ORGANIZED: R. J. GREY SUPPLIES: 2011-2012

The beginning of the school year is a busy and exciting time. To help you get a good organizational start, 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
- \$5.00 to purchase a plan book**
- Lunch or lunch money (\$2.00)

The team lists will be posted on Friday, August 19, at 4pm. Once you know your child's team assignment, you may then refer to the enclosed team-specific supply lists for items that you will need.

In the meantime, you may also want to purchase some of the following items, depending on your classes and grade level.

Please Note: It is not necessary to purchase all of these items before school begins.

- One 1.5" inch binder for social studies and one 1" binder for study skills
- Additional binders: Teachers will indicate the appropriate sizes
- Three-ring loose leaf notebook paper
- Index dividers for notebooks
- One three ring plastic pocket or pencil case to hold supplies pencils and pens
- A scientific calculator with a hard cover engraved or permanently marked with your name (Texas Instruments brand is inexpensive and easy to use)
- Pens, colored pencils, thin markers, (including one with bright colored ink for correcting work) highlighters, erasers, and white-out
- One metric/English ruler- either a short one to carry in your binder pouch or a 12 inch ruler that will fasten into the rings of your binder
- Small scissors
- Folders for papers and homework
- Reinforcers
- A bag for the above supplies (backpack, gym bag, or tote bag)
- Single subject notebooks or "marble" style composition books

** The faculty strongly urges each student 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 World Language: Either a Spanish/English Dictionary or a French/English Dictionary

In September your teacher will issue a book to you:

In Grade 7, Spanish students will use the newly adopted *Avancemos 1a* series, and Grade 8 students will continue to use *En camino* this year. The Grade 7 series has one workbook that accompanies the text, and the Grade 8 series has two workbooks. The cost is \$15.00 for Grade 7; \$27.00 for Grade 8.

In Grade 7, French students use the series, *Discovering French Nouveau 1A* and in Grade 8 *Discovering French Nouveau 1B*. The series has two workbooks that accompany the text in each of the two years. The cost is \$27.00 per year

For Physical Education: Students will need a change of shirts, shorts/sweats, socks, and sneakers.

Supplies to have at home:

- Stapler
- set of colored pencils
- reinforces
- paper
- poster board
- index cards

R.J. Grey School Calendar 2011-2012

Sept. 2; No School

Sept. 5; No School

Sept. 6; Rainbow Gym Begins

Sept. 8; 8th Grade Grey Block Begins

Sept. 9; 7th Grade Grey Block Begins

Sept. 14; Student Council Rep/Alt Elections

Sept. 16; Picture day

Sept. 26; Back To School Night

Sept. 29; No School

Oct. 4; Principal's Drop in Hour, School Council

Oct. 5+6; MM Tech Visits to RJG

Oct. 5; 8th Grade Student Council

Oct. 10; No School

Oct. 28; 8th Grade Dance

Oct. 31; Halloween Dress-Up Day

Nov. 1; No School Professional Day

Nov. 3; 7th Grade Student Council

Nov. 8; Principal's Drop in Hour, School Council

Nov. 11; No School

Nov. 16; Picture Retakes

Nov. 18; 7th Grade Social

Nov. 23; Fall Trimester Ends

Nov. 23; Early Dismissal

Nov. 24 + 25; No School

Dec. 1; 8th Grade Student Council

Dec. 6; Principal's Drop in Hour, School Council

Dec. 15; Early Dismissal for Parent Conferences

Dec. 20; Early Dismissal for Parent Conferences

Dec. 26 - Jan 2; No School

Jan. 3; 7th Grade Student Council

Jan. 5; Early Dismissal for Parent Conferences

Jan. 6; 7th Gr. Project wellness Assembly

Jan. 10; Principal's Drop in Hour, School Council

Jan. 16; No School

Jan. 18; Band Concert

Jan. 19; Band Concert-Snow Date

Jan. 21; Ski Trip

Jan. 24 Chorus Concert

Jan. 25 Chorus Concert-Snow Date

Jan. 24+25; Math mid-terms

Jan. 28; Ski Trip- Snow Date

Feb. 2; 8th Grade Student Council

Feb. 7; Principal's Drop in Hour, School Council

Feb. 8; Staff/Student Basketball Game

Feb. 9; 3 Hour Late Start

Feb. 10; 8th Grade Dance

Feb. 17; Blue + Gold Day

Feb. 20-24; No School

Feb 29; SPED Transition Meeting; 10-12

March 1; 7th Grade Student Council

March 1; Winter Trimester Ends

March 2-4; Junior High School Musical

March 4; SPED Transition Meeting; 7-9

March 6; Principal's Drop in Hour, School Council

March 8; 3 Hour Late Start

March 9; 8th Grade PCR Day

March 9-11; Junior High School Musical

March 16; 7th Grade Social

March 20-29; MCAS, 7th + 8th Gr. Long Comp.
and Reading Comp.

March 21; Project Wellness

April 3; Principal's Drop in Hour, School Council

April 5; 8th Grade Student Council

April 6; No School

April 16-20; No School

April 25; 6th Grade. Parent Night, H.S. Aud.

April 26 + 27; 6th Grade Parents visit the Jr. High

May 1 + 3; 6th Gr. Parent Forum

May 2; 7th Grade Student Council

May 8; Principal's Drop in Hour, School Council

May 8-18; MCAS Testing

May 16; Band Concert

May 18; 7th Grade End of Year Dance

May 22; Chorus Concert

May 25; Grade 8 Great East Festival

May 28; No School

June 4; 7th Grade Student Council

June 4; 6th Grade Transition Event

June 4-7; Final Exams

June 8; 8th Grade Graduation Dance

June 13; Last Day of School w/ No Snow Day

Raymond J. Grey Junior High School

School Improvement Plan

2011 – 2012



Raymond J. Grey Junior High School

16 Charter Road

Acton, Massachusetts

Principal: Craig Hardimon

1) Continue to operationalize the District's bullying prevention and intervention Plan.

a) Statement of the Situation:

The RJG continues to support bullying prevention and intervention initiatives by educating staff, students and parents to ensure that the school provides a safe and welcoming environment for all students and adequate supervision.

Strategies:

- i)** Annual training for all school staff and students; recognizing and responding to bullying and cyber-bullying, and the use of proactive and effective strategies for responding to bullying, responding to targets and bystanders (including but not limited to prejudice, stereotyping, etc.)
- ii)** Implement pro-social research based curriculum to all students at RJG
- iii)** Involve all staff in anti-bullying efforts
- iv)** Continue efforts for communication and collaboration with families through parent forums, workshops, and mailings.

b) Outcomes

- i)** Maintain record of bullying incidents and internet violations for future year comparisons
- ii)** Increase student understanding of issues relating to and impact of bullying and internet violations
- iii)** Evaluate effectiveness of age-appropriate, research-based curriculum to address bullying and cyber-bullying prevention.

c) Responsible Parties:

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

2) Continue to enhance curriculum, instruction and assessment for all students.

a. Statement of the Situation:

The RJG is committed to ongoing curriculum planning and design, to ensure that instructional programs are responsive to the needs and interests of all our children as life-long learners, critical thinkers, and productive contributors to society.

b. Strategies

- i. Provide RJG staff with on-going support for students with specialized regular and special education needs to meet varying individual learning styles, skill levels, and assessment practices.
 - ii. Develop a Literacy Plan to be implemented the following year.
 - iii. Align ELA curricular standards with common core standards for junior high.
- iv. Support new Reading Program as an intervention to enhance student success.
- v. Implement pilot co-teacher model to enhance student success in mathematics.
- vi. Expand technology integration at RJG, and utilize technology tools to enhance instruction, assessment, and curricula content.

c. Outcomes

- i. Document and share updates to ELA benchmarks as part of District wide focus on student literacy and its connection to student achievement.
- ii. Share results of increased technology across classrooms; document instructional strategies for technology
- iii. Demonstrate increased proficiency on MCAS testing and other school based assessments.

d. Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
Director of Technology

3) Continue to promote high quality instruction within a positive school culture and climate.

a) Statement of the Situation:

The District's focus on promoting high quality instruction includes a commitment to promoting collaborative relationships among staff and administration and the community. To this end, the JH is committed to articulating effective instructional practices and providing staff with a customized professional development program to meet the needs of students.

Strategies:

- i. Maximize RJG teacher mentoring and teacher to teacher partnerships
- ii. Continue to provide professional development opportunities for conversations about curriculum articulation between APS and the RJG for continued curricular coordination, literacy, and varied instruction and expectations.
- iii. Increase opportunities for teachers to observe instruction for students with literacy and ELE challenges, integrated in regular education settings.
- iv. Development of formative assessment tools and protocols across all curricular areas
- v. Continue to support teacher-to-teacher initiatives, administrative "Day in the Life" experiences, 6th to 7th and 8th to 9th transition meetings.

b) Outcomes:

- i) Summarize recommendations for FY13 school year pertaining to identified goal areas.

c) Responsible Parties:

Craig Hardimon, Andrew Shen, Allison Warren, RJG Leadership Team,
Curriculum and Instruction staff



On Team

August/September 2011

Dear Parents and Guardians,

Welcome back ~ not only from a restful summer, but also to school year 2011-12.

As parents and guardians, you have awesome responsibilities in raising your children, who have unique talents, skills, and challenges. As educators, we share that responsibility by creating safe learning environments and teaching those invaluable skills that will carry our students (your children) through a lifetime of learning beyond high school.

Every year, Pupil Services writes and implements an annual Action Plan that not only encourages us to move forward in achievement, but holds us accountable in reaching our goals. In this first 2011-12 issue of OnTeam you will find that our Pupil Services Plan is complementary to our Superintendent's Long Range Strategic Planning Committee, and reflective of the overall mission of the School Committee.

The District-wide mission - *To prepare all students to achieve their full potential as life-long learners, critical thinkers, and productive contributors to our diverse community and global society* – is accomplished by continuing to foster an environment in inclusive settings that lead to the maximum development of social, emotional and physical needs of students. To this end, we will support, train and mentor staff in curriculum areas of social thinking, language and social pragmatics that lead to the well being of students. We will examine any pockets of potential bullying, teasing, or harassment on our bus routes and identify and implement remedies. We will consider re-utilization of space that may grant us better opportunities for social development among age groups while examining ADA (Americans with Disabilities Act, 1990) compliance issues.

We added a more specific goal to develop creative programming that will study current services and identify creative alternatives so that all students, irrespective of their unique challenges, learn to their potential. MCAS results will be analyzed, as one litmus test for success of the design, supplemented by parent and teacher input. Moreover, we will be investigating and evaluating shifts or trends that offer more integrative services to our students, which will give them an on-going opportunity to “model up” to the demands of a regular education program in our schools. This school year, Pupil Services will design a revised chart that will outline all our services and programs and propose a 3-year plan for enhancing that blueprint.

Our third Pupil Services goal encourages efforts in our curriculum, culture and environment that respect differences in both regular and special education across all educational settings. In addition to continuing to implement the policies and procedures of safe schools, including wellness, stress, bullying prevention and demographic study, we plan to provide targeted and focused district-wide annual training for bullying prevention, child abuse and neglect and other regulatory requirements, as well as the use of on-line first aid modules.

Moreover, the fourth goal will encourage social and language experiences, extra-curricular in nature that will foster learning through a new set of social skills in informal settings within the schools and broader community, specifically the extended school year programs (ESY). Since it involves so many of our partners, this is a monumental task and will require a year of planning before the summer 2012. These partners (parents, guardians, school committee, superintendent, pupil services, Community Education, the Department of Elementary and Secondary Education [DESE], etc.) have a stake in how the program is structured both educationally and socially. The anticipated outcome will offer clear criteria for eligibility for summer programming and innovative summer placement programs with DESE's approval.

In reaching for the stars, we want our students to maximally develop literacy and communication skills for life-long learning and to increase the use of assistive technology for eligible students as one of many tools that are necessary to succeed in our society today. The outcome will be an extended plan for assistive technology for particular disabilities and equal access to our programs. Ensuring that all students have the right to equal access of programs is our commitment to you; assistive technology is one part of many parts in helping students succeed.

Our sixth and final goal will build a practical and operational framework for a data driven Pupil Services department through data quality, data capacity, and a culture of collaboration, cooperation and accountability. Some of the targets that we are considering are: transition points of our out-of-district programs (have we been successful?); referral rate (have we reduced them by providing regular education initiatives?); reduction in discipline and bullying (have we been successful in our analysis of the data to implement appropriate and immediate remedies?), CASE programs and CASE transportation (have we considered the pros and cons of confirming these programs vs. our incorporating them into our system of programs and transportation?) Essentially, we want to broaden the quality of multiple measures that we use in helping us to make decisions, use data that is easily understood by all our audiences, and encourage a belief system that these multiple measures will improve teaching and instruction.

So, in helping us to create a plan of how to get from here to there, all of us participate in the mission statement and the Pupil Service's long range plan that will assist us to move forward from year to year on that journey.

I constantly ask myself several reflective questions. Are we excelling as a school system in giving our children the best we have and know so that they are equipped to succeed as adults? Are we listening to and caring for them and you? Are we developing and fine-tuning our policies and procedures so that we create an environment that is safe and conducive to learning? Are we growing as a department, asking hard questions of ourselves, so that we give every child a program that is challenging but success driven?

How do we get there and how will we evaluate our steps in helping your children learn and achieve? Your input is thoughtfully considered and respected. Schools' input, from the School Committee to a staff member, is also weighed. This informal data will now be incorporated with our formal data, which will guide us as part of our tool kit in making decisions around curriculum, programs, and school environment.

Thank you for the opportunity to share my thoughts with you.

Sincerely,

Liza Huber

SOLAR PHOTOVOLTAIC PRODUCTION FY2011

ACTON PUBLIC SCHOOLS, ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

FY2011	Months in operation	KWH generated by solar array	Approx. avoided costs (\$0.10 per KWH)
ABRHS	July – June (12)	101,836	\$10,184
RJ Grey JHS	July – June (12)	98,765	\$9,877
Douglas Elementary	November – June (8)	36,531	\$3,653
TOTAL		237,132	\$23,713

NOTES:

- The “approximate avoided costs” column describes the costs saved by purchasing solar power from the rooftop arrays as compared to purchasing electricity from NSTAR.
- The solar arrays are owned and maintained by NexAmp, Inc. ABRSD/APS purchases the power generated by the arrays through a Power Purchase Agreement (PPA) contract negotiated with NexAmp at the initiation of the project.
- There will be no increase in the cost of the solar electricity over the life of the contract, as the price is fixed as part of the 20-year PPA.
- The solar arrays were installed without any capital investment by the school districts or the Town of Acton.
- The Town of Acton has installed an array at the DPW building through a very similar PPA, which is approximately the same size as the array at Douglas Elementary School.

the **L a m p l i g h t e r**

Volume 28 Number 1 September 2011
<http://ab.mec.edu>

From the Superintendent of Schools...

It is very exciting for me to welcome you back as I enter my third 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.

A very rewarding Leadership Conference was held in June which included our Principals, Building and Department Leaders and Central Office Administrators and myself. 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. A frequent criticism of school and school district leadership is that we keep trying something new. This "flavor of the month" approach is entirely ineffective. Therefore, last summer's Leadership Institute title was "It's All About Instruction". This year's title was "It's STILL All About Instruction" with the subtitle, "How do we know students are learning?" We know that high quality instruction includes giving students frequent and meaningful feedback about their learning. As a result, more formative assessment will be built into our teachers' daily practice. We recently enjoyed an outstanding three day professional development initiative on this topic including a presentation by Dr. Barry Fishman, an Associate Professor of Learning Technologies at the University of Michigan School of Education.

Personnel matters kept us busy this summer. To date, we have hired 26 new certified staff members. Most of the new hires are due to retirements and normal staff turnover. All of our new certified staff participated in an orientation program before the start of school, and most of them will be involved in our mentoring program throughout the school year.

Our fundamental mission is to provide high quality instruction to 5500 Acton and Boxborough students every day. Teachers actually deliver the product of our work and the rest of the staff support that delivery of high quality instruction. As Superintendent, and with the support of my staff, I created reductions and efficiencies in the two school budgets of approximately \$1,000,000. Again, with the advice and support of my staff, we redirected these resources into very direct support for our teachers. In APS, we purchased

\$500,000 of SMART boards and text books resulting in all Acton elementary schools now having a SMART board in every classroom in grades 1-6. In addition, we hired a math curriculum specialist for APS and added 108 hours of classroom assistants to the elementary schools' budget. The regional school district also saw approximately \$300,000 invested in various types of technologies and new textbooks, as well as a student support position at both the Junior High and High Schools.

On to a new school year! For your calendars, please note that the Professional Staff Development Day is on Tuesday, November 1. The focus for this year will be high-quality instruction and imbedding formative assessment in instruction. There is no school for students on this day.

I look forward to working with my 2011-2012 Administrative Team, including: Don Aicardi (Director of Finance), Amy Bisiewicz (Director of Educational Technology), Deborah Bookis (Director of Curriculum and Assessment), Conant Principal, Damian Sugrue, as well as our elementary Assistant Principals, Priscilla Kotyk at Conant and Gates, and Matthew McDowell at McCarthy-Towne and Merriam. These newer members of my leadership team join Marie Altieri, Liza Huber, JD Head, Erin Bettez, and Beth Petr. Together, our focus will be on serving our teaching staff to ensure high quality instruction in every school, in every classroom, every day.

Lastly, our districts continue to become increasingly diverse in terms of 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.

- Steve Mills
Superintendent

School starts Tuesday, August 30

8th, 10th, 11th & 12th graders start August 31

No school Friday, September 2

"Spring opens, summer lets, fall gathers and winter grips."

In this one, beautifully written sentence from *Clabbered Dirt, Sweet Grass* (1992), Gary Paulson invites us to envision how the seasons look and feel.

In the fall we gather family and friends around the table, the harvest from the field, and (especially in New England) leaves from the trees!

Students gather up their school supplies, class schedules, summer memories, and hopes and goals for the upcoming school year.

Adults gather family, work and school calendars, lunch money and tickets, before and after school transportation plans, and hopes and goals for the upcoming school year.

Teachers gather curriculum materials to engage students, structures and strategies to create learning environments, students to create learning communities, and hopes and goals for the upcoming school year.

In preparation for this school year, our Leadership Team gathered for two days to begin answering the question, "How do we know students are learning?" to articulate what we can do to support instruction and assessment, and to prepare some action items for implementation this school year. These include:

- Providing opportunities for teachers and administrators to collaboratively discuss the dimensions and outcomes of effective instruction including establishing a learning environment, creating curriculum, engaging students, managing student practice and checking for student understanding
- Establishing time for all teachers to observe their colleagues in order to enrich their practice of instruction and assessment
- Offering training in the use of "Looking at Student Work" Protocols
- Sustaining the message that it takes all of us to provide high quality instruction to our students in every school, every class, every day.

Our teachers also gathered together this summer to complete numerous Research and Development Projects. For a summary of those projects, please visit our website at <http://ab.mec.edu/>

Many forms of gathering will take place this year but there's one hope and goal that remains constant: to learn and to grow in the company of those whom we respect and who respect us.

On a personal note, I feel most fortunate to be part of a community that cares greatly and deeply about what we teach, how we teach and why we teach. I wish you and your family many wonderful gatherings.

- Deborah Bookis

Director of Curriculum and Assessment

Technology is the cornerstone of educational innovation that prepares our students to succeed in the 21st century. By combining infrastructure, data management, and desktop support services with on-site technology integration and instruction, EDTech is better positioned to build upon previous initiatives and can deliver the resources needed to move forward. One of our main goals is to provide our entire learning community with the help they need, when they need it to strengthen their own technology understanding and support the Superintendent's message, It's All About Instruction. With a year "under our belt," we have embarked on many new and exciting projects aimed at supporting instruction, engaging student learning, improving operational efficiencies, and informing decision-making.

At ABRHS, we are announcing ABSchools! Powered by Google, ABSchools will be providing students and staff with online communication and collaboration tools, including student email. Available anytime, anywhere, and from any device - students will have access to 21st century tools that are widely being used in many colleges, universities and businesses today better preparing them for success after high school. Learn more at (<http://bit.ly/p2iwnp>).

At RJ Grey, teachers will begin exploring the use of MOBI devices to support their instruction in the classroom. The MOBI is a tablet that gives teachers the mobility and flexibility to deliver engaging technology-infused lessons. With digital annotation abilities, they will be able to upload and save lesson plans for future classes or online materials. Above all, teachers will watch their classrooms "come alive" with an increased level of engagement and enthusiasm on the part of the students.

In APS, all classrooms (grades 1-6) will have SMARTBoards. This device offers our elementary students a learning environment bolstered by technology, enabling teachers to bring technology into their lesson plans and provide highly engaging, interactive learning activities.

Knowing that kindergarten is a time of tremendous opportunity in which student's begin to craft their learning journey, we want to provide access to technology that will help build foundational literacy skills. This year we'll begin exploring iPads in the classroom. Working with Curriculum and Assessment, we'll identify learning "apps" that promote and develop a positive attitude towards learning while focusing on building literacy skills.

EDTech understands that the ultimate success of these initiatives is dependent upon increased professional development opportunities for our teachers and staff. We're committed to providing ongoing trainings and workshops throughout the year in these areas.

We look forward to supporting the technology needs of our students and teachers this upcoming school year!

- Amy Bisiewicz

Director of Educational Technology

STAFF CHANGES, 2011-2012 (as of 8/23/11)

RETIREMENTS

Acton: Kristina Morgan, Lynda Nadolny, Jane Zimmerman

A-B: Sandra Egnatz, Judith Fishman, Joan Lenington, Susan Probolus

NEW APPOINTMENTS

Acton-Boxborough Regional High School

Craig Andrews, English - M.A.T. Salem State Univ. B.A. Mercyhurst College. Craig has been teaching English at Salem and Swampscott High Schools

Peter Cavanaugh, English - M.Ed. Univ. of MA Lowell, B.A. Stonehill College. Peter has been teaching English at Lowell Catholic High School.

Fletcher Davis, Academic Support Center Teacher - B.A. Univ. of NH. Fletcher has been an ABRHS Home Hospital & STAR program tutor. He has also worked at St. Mark's School in Southborough. He is an EMT and designs/builds amateur ham radio operating stations.

Katherine Florek, Psychologist - Psy.D. Mass. School of Professional Psych., B.A., Boston College. Katherine has worked in children's programs in Boston, Worcester, Newtonville, Harvard, Newton, Brookline and East Greenwich, RI,

Caitlin Mitchell, English (.4 FTE) - B.A. Wheaton College. Caitlin has been a teaching assistant at ABRHS for the past year as well as an assistant at Syracuse Univ.

Adrienne Pucko, Mathematics - B.A. Providence College and Bridgewater State Univ. Adrienne has taught math at Nauset and Algonquin Regional High Schools as well as in the Stoughton Public Schools.

Stacey Robinson, English - M.A. Emerson College, B.A. Univ. of NH. Stacey has been a teacher at Lexington and North Andover High Schools.

Nancy Young, Biology - M.S. Univ. of MA, M.Ed. Harvard Univ., B.S. Tufts Univ. Nancy has taught science at ABRHS and been a long term RJGJHS substitute teacher.

R J. Grey Junior High School

Joan Celebi, Reading/Special Education Teacher - Ed.M. Harvard Univ. B.S. Georgetown Univ. Joan has been a classroom assistant at the Merriam School and a teacher in the Littleton and Natick High Schools.

Chuck Donovan, Social Studies - B.A. Roger Williams Univ. Chuck has been a long term substitute teacher at RJGJHS as well as a volunteer English as a Second Language Teacher in Banyang, Nepal.

Bethany Dunakin, English - M.A. Emerson College, B.A. Regis College. Bethany has taught at West Middle School in Andover and is the Educational Director/Performer at Theatre Espresso in Boston.

Mary Clare Hayes, Psychologist - M.S. Univ. of RI, B.A. College of the Holy Cross. Mary Clare has been a

psychologist in the Burlington and Medford schools. **Louisa McCarthy**, Librarian/Media Specialist - M.S. Simmons College, B.A. Dartmouth College. Louisa worked at the Pierce Middle School in Milton and interned at Bunker Hill Community College in Boston. **Tiffany Petranto**, Spanish - B.A. Bowdoin. Tiffany has been teaching Spanish at the Diamond Middle School in Lexington and tutoring in Lexington and Acton.

Acton Elementary Schools

Douglas

Amy Browne, Grade 1 - M.A.T. Cambridge College, B.A. Univ. of MA. Amy has been a long term substitute at Douglas and an ABA Trainer/Classroom Assistant at Conant.

Meghan Giannetto, Grade 3 - M.Ed. Boston College, B.A. Skidmore College. Meghan has been an English teacher and reading specialist at the Diamond Middle School in Lexington and on the English Faculty at the Carroll School.

Alexandra Hillman, Grade 6 - M.A.T. The College of NJ, B.A. Gettysburg College. Alexandra was recently a teacher at the Kendale International School in Rome Italy. She was also a classroom teacher in Bloomsburg, PA and the Marshall Islands.

Gates

Allison Larson, Speech/Language Pathologist - M.S. Worcester State College, M.A. Emmanuel College, B.A. Colby College. Allison has been working at the Merrimack Special Education Collaborative in Billerica, as well as the Florence Sawyer School in Bolton.

Jennifer Walsh, Grade 4 - M.Ed. Lesley Univ, B.A. Univ. of MA. Jennifer has been a teacher and reading interventionist at the Crisafulli School in Westford.

McCarthy-Towne

Darsi Decker, Grade 3 - M.Ed. Lesley Univ. B.A. Lasell College. Darsi did her student teaching at McT and has also been a long term substitute there. She has also worked in the Lincoln Elementary School in Winchester.

Kate Gibalerio, Grade 3 - M.A. Columbia Univ. B.A. Brown Univ. Kate has been a classroom assistant at Conant and a teacher at the Hanscom Primary School in Lincoln. She was a kindergarten teacher in the NYC Public Schools and co-taught a "Models of Teaching" Seminar at Columbia University.

Laura Martin, Grade 6 - M.A.T. Simmons College, B.A. Boston College. Laura was a teaching intern at the King Open School in Cambridge last year. She has also worked at Cambridge Community Services and was a Program Manager for The Sudan-Reach Women's Foundation in Cambridge.

Ashley Pringle, Grade 2 - M.Ed. Loyola Univ. B.S. Univ. of WI. Ashley has been teaching grades 3 and 5 in Barrington, IL and student taught in Madison, WI.

Kerri Tomlin, K-6 Counselor - M.Ed. Univ. of MA, B.A. Boston College. Kerri has been a counselor at the Franklin School in North Andover for 10 years. She interned at the Merriam School.

Acton Public Schools Preschool

Kristin Ashburn, Speech/Language Specialist (.4 FTE)- M.A.Ed. San Jose State Univ. B.S. Ed. Western Carolina Univ. Kristin has worked for the Groton-Dunstable and Acton-Boxborough Regional School Districts as well as programs in California and Learning Prep in Newton.

Acton Public School District

Jean Oviatt-Rothman, Mathematics Curriculum Specialist/ Coach - M.A. Tufts Univ. B.A. Bates College. Jean has taught Grades 3 and 4 at the McCarthy-Towne and Blanchard Schools. She has been a private math tutor for many families. Her elementary student teaching was done in Lexington and Somerville.

Victoria Reiersen, R.N., AE-C, School Nurse at Douglas and Gates (.6 FTE) - B.S. Syracuse Univ. Victoria is a certified asthma educator and has worked for the Acton Public Health Nursing Service as well as the Cambridge and Medford Visiting Nurses Associations.

AB REGIONAL SCHOOL DISTRICT STUDY COMMITTEE SEEKS VOLUNTEERS!

The Acton Boxborough Regional School Committee (ABRSC) is looking for volunteers to serve on a Regional School District Study Committee (RSDSC). The RSDSC is anticipated to meet weekly over a one to three year period. This is an opportunity to have a real impact on our students' educations for years to come!

The School Committee created the RSDSC to research, evaluate, and report back its findings with respect to amending the Regional Agreement between our towns, including considering the viability of expanding the current Regional School District to include grades pre-K through 12 for Acton and Boxborough. Three members from each town will be selected to serve on the RSDSC. Names and statements of interest/qualifications must be submitted to Beth Petr at bpetr@mail.ab.mec.edu or 978-264-4700 x 3211 by noon on 9/9/11. Please see <http://ab.mec.edu/about/school-committee.shtml> for important details.

The Acton/Acton-Boxborough communities support a major fundraising organization for the schools

- ABSAF -

Acton/Boxborough Student Activities Fund

*To volunteer or for more information,
please call the Superintendent's Office,
978-264-4700*

A-B COMMUNITY EDUCATION NEWS

The fall season brochure

Interaction

is out! See <http://comed.ab.mec.edu>

Registration for fall courses has begun
at the Community Ed. office
at 15 Charter Road in Acton.

For more information, call 978-266-2525

SUPERINTENDENT'S HEALTH ADVISORY COMMITTEE MEETING

Wednesday, November 16, 2011

7:30 p.m. RJG Junior High Library

For PARENTS of KINDERGARTENERS ENTERING in SEPTEMBER 2012

First Informational Meeting

Tuesday, January 10, 2012

7:00 p.m., Junior High Auditorium

Please watch <http://ab.mec.edu> for details!
*All registration information & tour schedules
will be given out at this meeting.*

ACTON PUBLIC SCHOOLS Preschool Screening Program Preschool Program

For more information about either of these programs please contact Carol Huebner, Early Childhood Coordinator, 978-264-4700, x3268.

Acton Public Schools
Acton-Boxborough Regional Schools
<http://ab.mec.edu>

Superintendent Stephen Mills
Director of Curriculum & Assessment, Deborah Bookis
Lamplighter Editor, Beth Petr

SCHOOL SCHEDULES, 2011-2012

Conant, McCarthy-Towne & Merriam

8:30 a.m. - 2:45 p.m.

(Thursdays - 12:15 p.m. dismissal)

Kindergarten:

AM Session: 8:30 a.m. - 11:15 a.m.

PM Session: 12 noon - 2:45 p.m.

Douglas & Gates

9:15 a.m. - 3:30 p.m.

(Thursdays - 1:00 p.m. dismissal)

Kindergarten:

AM Session: 9:15 a.m. - 12 noon

PM Session: 12:45 p.m. - 3:30 p.m.

Junior High: 7:30 a.m. - 2:06 p.m.

High School: 7:23 a.m. - 2:18 p.m.

SCHOOL PHONE NUMBERS

All Schools can be reached at 978-264-4700.

We have an automated answering system. If you do not know the appropriate extension number, please listen to the prompts to connect you to the correct school/department. You may also dial 'O' for operator assistance from 7:30am - 4 pm, Monday - Friday. If you have a transportation emergency outside of these hours, please call Ed Weiner at 978-263-3451.

Direct dial numbers:	Conant:	978-266-2550
	Douglas:	978-266-2560
	Gates:	978-266-2570
	McTowne:	978-264-3377
	Merriam:	978-264-3371

SCHOOL COMMITTEE MEMBERS, 2011-2012

<u>Acton Public Schools</u>		<u>Term Expires</u>
Dennis Bruce	dbuce@mail.ab.mec.edu	2012
Michael Coppolino*	mcoppolino@mail.ab.mec.edu	2013
Xuan Kong	xkong@mail.ab.mec.edu	2013
Kim McOsker	kmcosker@mail.ab.mec.edu	2014
Paul Murphy	pmurphy@mail.ab.mec.edu	2014
John Petersen**	jpetersen@mail.ab.mec.edu	2012

Acton-Boxborough Regional Schools - All of the above,
plus the following Boxborough members:

Brigid Bieber	bbieber@mail.ab.mec.edu	2012
Maria Neyland	mneyland@mail.ab.mec.edu	2014
Bruce Sabot	bsabot@mail.ab.mec.edu	2013

* Acton Chairperson ** A-B Chairperson

SCHOOL WEBPAGE ADDRESS: <http://ab.mec.edu>

BACK-TO-SCHOOL NIGHT DATES

Conant - September 12, 7:00 - 8:00 pm Gr. K-3

September 14, 7:00-8:00 pm Gr. 4-6

Douglas - September 14

6-6:45 pm - AM K, All-Day K

7-7:45 pm - Gr. 3 - 4

8-8:45 pm - Gr. 5 - 6

September 21,

6-6:45 pm - PM K

7-7:45 pm - Gr. 1- 2

Gates - September 20

6:00-6:45 pm - AM K Gr 3 & 4

7:00-7:45 pm - PM K All-Day K

September 21

6:00-6:45 pm - Gr. 5 & 6

7:00-7:45 pm - Gr. 1 & 2

McCarthy-Towne - September 19

6:00-6:30 pm - AM K, All-Day K

6:15-6:45 pm - Gr. 1 & 2, CASE rm 203

6:30-7:00 pm - Gr. 3 & 4, CASE rm 204

6:45-7:15 pm - PM K, Gr. 5 & 6

Merriam - September 13, 7:00 pm

R.J. Grey Junior High - September 26, 7:00 pm

AB Reg. High School - September 22, 6:50 pm

ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS, 2011-12

September 1	Acton-Boxborough
September 15	Acton @Douglas School
October 6	Acton-Boxborough
October 20	Acton @McCarthy-Towne School
November 3	Acton-Boxborough @ ABRHS
November 17	Acton @Merriam School
December 1	Acton-Boxborough
December 15	Acton
January 5, 2012	Acton-Boxborough
January 19	Acton
February 2	Acton-Boxborough (budget hearing)
February 16	Acton (budget hearing)
March 1	Acton-Boxborough
March 15	Acton @Gates School
March 22	Joint Acton/Acton-Boxborough
May 3	Acton-Boxborough
May 17	Acton @ Conant School
June 7	Acton-Boxborough @Admin Bldg.
June 21	Acton

Meetings begin at 7:30 p.m. in the JH Library unless otherwise noted.

Notice of Nondiscrimination: The Acton Public and Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, limited English proficient, gender, age, religion, sexual orientation, veteran status, handicap or homeless in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or MGL ch.76, sec. 5 is directed to contact the Director of Pupil Services, 15 Charter Road, Acton, MA 01720, telephone 978-264-4700, x3265, who has been designated by the Acton Public and Acton-Boxborough Regional School Districts to coordinate the Districts' efforts to comply with these laws, or write to the Office for Civil Rights, J.F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148. (revised 10/21/10)

Acton Public Schools

Acton-Boxborough Regional School District

SCHOOL CALENDAR, 2011-2012

Bold Underlined Dates = No School Days

Approved 6/2/11

Aug.	M	T	W	T	F	Teachers' mtg. - Aug 29	Jan.	M	T	W	T	F	Schools Open - Jan. 3
Sept.	29	30	31	1	2	Schools Open - Aug 30		2	3	4	5	6	JH AND HS Early Dis. - Jan. 5
	5	6	7	8	9	No School - Sept. 2		9	10	11	12	13	Marlin Luther King Day - Jan. 16
	12	13	14	15	16	Labor Day - Sept. 5		16	17	18	19	20	Kindergarten Change-over - Jan. 23
	19	20	21	22	23	HS Late Start - Sept. 23		23	24	25	26	27	School Days - 20
	26	27	28	29	30	Rosh Hashanah - Sept 29		30	31				
						School Days - 21	Feb.	M	T	W	T	F	
Oct.	M	T	W	T	F								JH AND HS Late Start - Feb 9
	3	4	5	6	7	Yom Kippur - Sat., Oct 8		6	7	8	9	10	Presidents' Day - Feb. 20
	10	11	12	13	14	Columbus Day - Oct. 10		13	14	15	16	17	Winter Recess - Feb. 20 -24
	17	18	19	20	21	Elem Early Dismissal - Oct 26		20	21	22	23	24	School Days - 16
	24	25	26	27	28	School Days - 20		27	28	29			
	31						Mar.	M	T	W	T	F	
Nov.	M	T	W	T	F	Prof. Day - Nov. 1 (no school/students)							JH AND HS Late Start - March 8
		1	2	3	4	Elem Early Dismissal - Nov 15		5	6	7	8	9	School Days - 22
	7	8	9	10	11	Veterans Day - Nov. 11		12	13	14	15	16	
	14	15	16	17	18	Half Day - Nov. 23		19	20	21	22	23	
	21	22	23	24	25	Thanksgiving Recess - Nov. 24-25		26	27	28	29	30	
	28	29	30			School Days - 18							
Dec.	M	T	W	T	F		Apr.	M	T	W	T	F	
				1	2			2	3	4	5	6	Good Friday - April 6
	5	6	7	8	9	Jr. High. Early Dis. - Dec. 15 & 20		9	10	11	12	13	Spring Recess - April 16 - 20
	12	13	14	15	16			16	17	18	19	20	Patriots Day - April 16
	19	20	21	22	23	Winter Recess - Dec. 24 - Jan. 2		23	24	25	26	27	School Days - 15
	26	27	28	29	30	School Days - 17		30					
							May	M	T	W	T	F	
													Memorial Day - May 28
								7	8	9	10	11	School Days - 22
								14	15	16	17	18	
								21	22	23	24	25	
								28	29	30	31		
							June	M	T	W	T	F	
													Graduation - June 1
								4	5	6	7	8	Last day - June 13 - 20
								11	12	13	14	15	(depending on snow days)
								18	19	20	21	22	School Days - 9
								25	26	27	28	29	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;

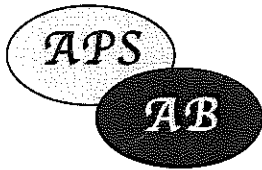
1-1-1-1 7:15 AM - No School APS, K-6, ALL DAY

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.



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

2011-2012

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. Also, there is a wealth of information on the website that may provide the answers without any further effort.

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 2011

ELEMENTARY SCHOOLS

NATURE OF CONCERN	CATEGORY	INITIAL CONTACT	REFERRAL
Policy	Schoolwide	Principal	Superintendent
Pupil Placement	School Registration and Placement	Registrar	Director of Personnel and Admin. Services/Director of Pupil Services
	Classroom Placement	Principal	
Student Records	Content/Availability	Principal	Director of Pupil Services
Transfers	Within School District (Not Out of District)	Principal/Coordinator of Special Education	Director of Pupil Services/ Director of Personnel and Admin. Services
Transportation	Busing/Crossing Guards	Principal	Director of Facilities and Transportation
Teaching/Instruction	Performance	Teacher	Principal
Student Progress	Academic Progress	Teacher	Principal
	Social Development	Teacher/Counselor	Principal
Discipline	Classroom	Teacher	Principal
	Lunchroom	Teacher	Principal
	Playground/Recess	Teacher	Principal
Curriculum	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
Special Learning Needs	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
Counseling	Kindergarten Screening	Kindergarten Teacher	Principal/Director of Pupil Services
	Program/Performance	Counselor	Principal/Counseling Chairperson/ Director of Pupil Services
Instrumental Music	In-school Lessons	Instrumental Music Specialist	Director of Music
Extended Day Opportunities	Programs	Community Education	Community Education Director/ Superintendent
	Registration Information		
Private Tutoring	Referrals	On-line Tutoring Database http://ab.mec.edu/	Director of Curriculum and Assessment
Health	Medical Issues	School Nurse	Chairperson of Nursing/ Director of Pupil Services
On-line Emergency Card	School-related	Principal	Information Management Specialist

SECONDARY SCHOOLS

NATURE OF CONCERN	CATEGORY	INITIAL CONTACT	REFERRAL
Policy	School-related	Principal	Superintendent
Administrative Decision	School-related	Principal	
Discipline	School-related (including attendance and tardiness)	Assistant Principal	Principal
Transportation	Regular	Assistant Principal	Director of Facilities and Transportation
	Special Needs	Counselor/Special Educator	Coordinator of Special Education/ Director of Pupil Services
Personal or school-related issues that may impact educational performance	Counseling	Counselor or Assistant Principal	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
Student Records	Content/Availability	Counselor	Counseling Chairperson Coordinator of Special Education Director of Pupil Services
Student Progress	Classroom issues: grades/academic concerns; pupil/teacher relationships	Classroom Teacher	Counselor/Department Leader Assistant Principal/Principal
Scheduling	Placement/programs: schedules, placement, college/postgraduate admissions, career planning	Counselor	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
Special Learning Needs	Regular Education and Special Needs	Counselor/Special Educator	Counseling Department Chairperson/ Coordinator of Special Education/ Director of Pupil Services
Curriculum: course content Placement: policy information and advice Approval for credit	Departmental	RDL (Regional Department Leader) BDL (Building Department Leader)	Director of Curriculum and Assessment
Health	Medical Issues	School Nurse	Chairperson of Nursing/ Director of Pupil Services
Athletics	Schedules	Coach	Athletic Director
	Team Activities		
Curriculum and Instruction	Systemwide	Director of Curriculum and Assessment	Superintendent
Private Tutoring	Referrals	On-line Tutoring Database http://ab.mec.edu/	Director of Curriculum and Assessment
Home/Hospital Programming	Regular Education and Special Needs	Counselor/Special Educator	Counseling Department Chairperson/ Director of Pupil Services Assistant Principal/Principal
On-line Emergency Card	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 Specialists: Jean Oviatt-Rothman, Math;
Eileen Sullivan, Science & Soc. St.

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
Pupil Services
Counseling/Psychological Services: Ginny Conway,
Chairperson
Preschool Services: Carol Huebner, Early Childhood Coordinator
ELE Services: Suzanne Szwarczewicz, Chairperson
Nursing Services: Diane Spring, Elementary Chairperson
Health Education: Eileen Sullivan
World Languages: Claire Dix, RDL, ABRHS
Visual Arts: Diana Woodruff, Director
Music: Mark Hickey, Director
Physical Education: David James, Chairperson
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
Alternative Programs RDL: Beth Baker

Junior High Department Leaders (JHDL)

English Language Arts Contact Person: Melanie Scalice
Math: Philip Stameris
Science: Mary-Frances Doiron
Social Studies: Lynne Bover
World Languages: 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 Pupil Services
Counseling/Psych. Services: Todd Chicko, 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: David James, Chairperson
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

2011 Fall Coaches

Julie Erickson	Cheerleading	4	Head Cheer
Jessica Sands	JV Cheerleading		Asst. Cheer
Lisa Owens	Cross Country	4	Head Girls XC
Craig Andrews	Cross Country	4	Head Boys XC
Mae Shoemaker	Varsity Field Hockey	4	Head FH
Emily Cunningham	JV Field Hockey	4	Asst. FH
Brittany Morrison	Freshman Field Hockey	2	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
TBA	Asst. JHS X-Country		JHS Asst. XC
Karen Mackin	Asst. JHS X-Country	4	JHS Asst. XC
Laura Sikalis	7 th Grade Field Hockey	4	JHS Asst
Maura Chapigny	8 th Grade Field Hockey	4	JHS FH
Ray Kallagher	8 th Grade Boys Soccer	4	Head Coach
Jon Duclos	8 th Grade Girls Soccer	4	JHS Soccer
Kyle Moulaison	7 th Grade Boys Soccer	4	JHS Soccer
Annemarie Gaebel	7 th Grade Girls Soccer	4	JHS Asst Soccer
David Baumritter	Varsity Boys Soccer	4	Var. Soccer
Kirk Marshall	Freshman Boys Soccer	4	Asst. Soccer
Tony Ammendolia	JV Boys Soccer	4	Asst. Soccer
Lee Billiard	Varsity Girls Soccer	4	Head Soccer
Mikayala Smith	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

**2011
Fall Coaches**

Volunteers

Football:

Ray Gallant
Lou Abare
Keith Maver
Mark Smith
Kevin Gallant
Henry Morris

Volleyball:

Bob Hofeldt

Soccer:

Ru Sweeney

July 11, 2011

SCHOOLS OPEN

Tuesday, August 30, 2011*

* With the exception of
8th, 10th, 11th, & 12th graders, who start on Wednesday, August 31st

Acton-Boxborough Regional Schools

HIGH SCHOOL 7:23 a.m. - 2:18 p.m.

JUNIOR HIGH 7:30 a.m. - 2:06 p.m.

Acton Public Schools

CONANT, McCARTHY-TOWNE, MERRIAM

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)

DOUGLAS & GATES

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)

Acton School Lunch Price: \$2.35

Acton-Boxborough School Lunch Price: \$2.10

Milk only: \$.50

*****Direct Phone Numbers *****

Conant: 978-266-2550

Douglas: 978-266-2560

Gates: 978-266-2570

McTowne: 978-264-3377

Merriam: 978-264-3371

All Schools: 978-264-4700

8/10/11 (revised lunch prices)

Open House Dates - Fall 2011 5/19/11

=====

CONANT - Sept. 12, 7-8 pm, gr. K-3
Sept. 14, 7-8 pm, gr. 4-6

DOUGLAS - Sept. 14

6-6:45 pm - A.M./All-Day Kindergarten

7-7:45 pm - Grades 3 & 4

8-8:45 pm - Grades 5 & 6

Sept. 21

6-6:45 pm - P.M. Kindergarten

7-7:45 pm - Grades 1 & 2

GATES - Sept. 20

6:00-6:45 pm - A.M. K, Grades 3 & 4

7:00-7:45 pm - P.M. and All Day K

Sept. 21

6:00-6:45 pm - Grades 5 & 6

7:00-7:45 pm - Grades 1 & 2

McTOWNE - Sept. 19

6:00-6:30 pm - A.M./All-Day Kindergarten

6:15-6:45 pm - Grades 1 & 2, CASE rm 203

6:30-7:00 pm - Grades 3 & 4, CASE rm 204

6:45-7:15 pm - PM K, Grades 5 & 6

MERRIAM - Sept. 13, 7:00 p.m.

HIGH SCHOOL - Sept. 22, 6:50 p.m.

JUNIOR HIGH - Sept. 26, 7:00 p.m.

Acton Public Schools
Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2011-2012
Bold Underlined Dates = No School Days

Approved 6/2/11

Aug.	M	T	W	T	F	Teachers' mtg. - Aug 29	Jan.	M	T	W	T	F	Schools Open - Jan. 3
Sept.	29	30	31	1	<u>2</u>	Schools Open - Aug 30		<u>2</u>	3	4	5	6	JH AND HS Early Dis. - Jan. 5
	<u>5</u>	6	7	8	9	No School - Sept. 2		9	10	11	12	13	Marlin Luther King Day - Jan. 16
	12	13	14	15	16	Labor Day - Sept. 5		<u>16</u>	17	18	19	20	Kindergarten Change-over - Jan. 23
	19	20	21	22	23	HS Late Start - Sept. 23		23	24	25	26	27	School Days - 20
	26	27	28	<u>29</u>	30	Rosh Hashanah - Sept 29		30	31				
						School Days - 21							
Oct.	M	T	W	T	F	Yom Kippur - Sat., Oct 8	Feb.	M	T	W	T	F	JH AND HS Late Start - Feb 9
	3	4	5	6	7	Columbus Day - Oct. 10				1	2	3	Presidents' Day - Feb. 20
	<u>10</u>	11	12	13	14	Elem Early Dismissal - Oct 26		6	7	8	9	10	Winter Recess - Feb. 20-24
	17	18	19	20	21	School Days - 20		<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	School Days - 16
	24	25	26	27	28			27	28	29			
	31												
Nov.	M	T	W	T	F	Prof. Day - Nov. 1 (no school/students)	Mar.	M	T	W	T	F	JH AND HS Late Start - March 8
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Elem Early Dismissal - Nov 15					1	2	School Days - 22
	7	8	9	10	<u>11</u>	Veterans Day - Nov. 11		5	6	7	8	9	
	14	15	16	17	18	Half Day - Nov. 23		12	13	14	15	16	
	21	22	23	<u>24</u>	<u>25</u>	Thanksgiving Recess - Nov. 24-25		19	20	21	22	23	
	28	29	30			School Days - 18		26	27	28	29	30	
Dec.	M	T	W	T	F		Apr.	M	T	W	T	F	Good Friday - April 6
				1	2			2	3	4	5	<u>6</u>	Spring Recess - April 16 - 20
	5	6	7	8	9	Jr. High. Early Dis. - Dec. 15 & 20		9	10	11	12	13	Patriots Day - April 16
	12	13	14	15	16	Winter Recess - Dec. 24 - Jan. 2		<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	School Days - 15
	19	20	21	22	23	School Days - 17		23	24	25	26	27	
	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>			30					
							May	M	T	W	T	F	Memorial Day - May 28
													School Days - 22
								7	8	9	10	11	
								14	15	16	17	18	
								21	22	23	24	25	
								<u>28</u>	29	30	31		
							June	M	T	W	T	F	Graduation - June 1
													Last day - June 13 - 20
								4	5	6	7	8	(depending on snow days)
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2-2-2-2; 7:00 AM - No School ALL Schools ALL DAY;
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APS Local - 3rd Thursday, JHS Library - 7:30 PM (exceptions: Oct.-Mar. @ Elem. Schools). Check postings as locations may change.