

**Acton Public  
School Committee Meeting  
September 15, 2011  
7:30 p.m.  
at the  
C.T. Douglas School Cafetorium**

## ACTON PUBLIC SCHOOL COMMITTEE MEETING

Cafetorium  
Douglas School

September 15, 2011  
7:30 p.m.

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### AGENDA

1. CALL TO ORDER
2. CHAIRMAN'S INTRO  
First Day of School Report – *Steve Mills*
  - 2.1 Welcome Back Letter to All Staff from the Superintendent\*
  - 2.2 Staff Opening Day presentation slides 8/29/11\*
3. STATEMENT OF WARRANT
4. APPROVAL OF MINUTES\* (*addendum*)
5. PUBLIC PARTICIPATION
6. EDUCATION REPORTS
  - 6.1 Christopher Whitbeck, Principal, Douglas School
  - 6.2 English Learner Education (ELE) Report, *Suzanne Szwarczewicz, Liza Huber, Theresa Laquerre, Pat Garrison\**
7. SCHOOL COMMITTEE BUSINESS
  - 7.1 Budget – *Don Aicardi*
    - 7.1.1 Closing out FY11 APS budget\* (*addendum*)
    - 7.1.2 Planning for FY13 budget
  - 7.2 ALG Update, 9/8/11 meeting – *Xuan Kong\**
  - 7.3 Subcommittee Updates
    - 7.3.1 Long Range Strategic Planning – *Steve Mills\**
  - 7.4 Initial MCAS Results – *Deb Bookis*
  - 7.5 Food Service News –*Marie Altieri\**
    - 7.5.1 Pricing Update
    - 7.5.2 Point of Sale System Transition
  - 7.6 Recommendation to Appoint Stephen Mills as APS Rep to CASE, 2011-2012 – **VOTE** – *Steve Mills*
  - 7.7 Recommendation to Appoint Xuan Kong as Acton Rep to EDCO as a voting board member 2011-2012 – **VOTE** – *Steve Mills*
  - 7.8 Recommendation to Accept Gifts from AB Community Education to the Gates and McCarthy-Towne Schools from the surplus generated by the Extended Day programs run by Community Education and to the Conant School from the surplus generated by the Extended Day program and Enrichment programs run by Community Education at Conant– **VOTE** – *Steve Mills*
8. FOR YOUR INFORMATION
  - 8.1 School Improvement Plans\*: Conant, Douglas, Gates, McCarthy-Towne, Merriam
  - 8.2 Enrollment Update\* (*addendum*)
  - 8.3 Interaction – Fall 2011: <http://comed.ab.mec.edu>
  - 8.4 The Lamplighter – September 2011: [http://ab.mec.edu/about/publications\\*](http://ab.mec.edu/about/publications*)
  - 8.5 Parent Communication Map: [http://ab.mec.edu/pdffiles/ParentCommunicationMap.pdf\\*](http://ab.mec.edu/pdffiles/ParentCommunicationMap.pdf*)
  - 8.6 Acton 2020 Update\*
  - 8.7 For Your Calendar: <http://ab.mec.edu/about/calendars>

- 8.7.1 Schools Open\*
- 8.7.2 Open House Dates\*
- 8.7.3 School Calendar 2011-2012\*

9. NEXT MEETINGS:      October 6, 7:30 p.m. in the JH Library, ABRSC Meeting  
                                 October 20, 7:30 p.m. in the McCarthy-Towne Library, APS Meeting

ADJOURN

\* see document in meeting packet



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

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

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 29<sup>th</sup>, and wish you a wonderful school year.

Sincerely,



Stephen E. Mills, Ed.D.

# It's *Still* All About Instruction

Dr. Stephen Mills

August 29, 2011

# Today's Three Objectives

1. What we have done to promote high quality instruction this past year
2. Long-Range Strategic Plan
3. Very exciting time to be doing this work together

# Objective One

What we have done to promote high quality instruction this past year

# The Fiscal Challenge

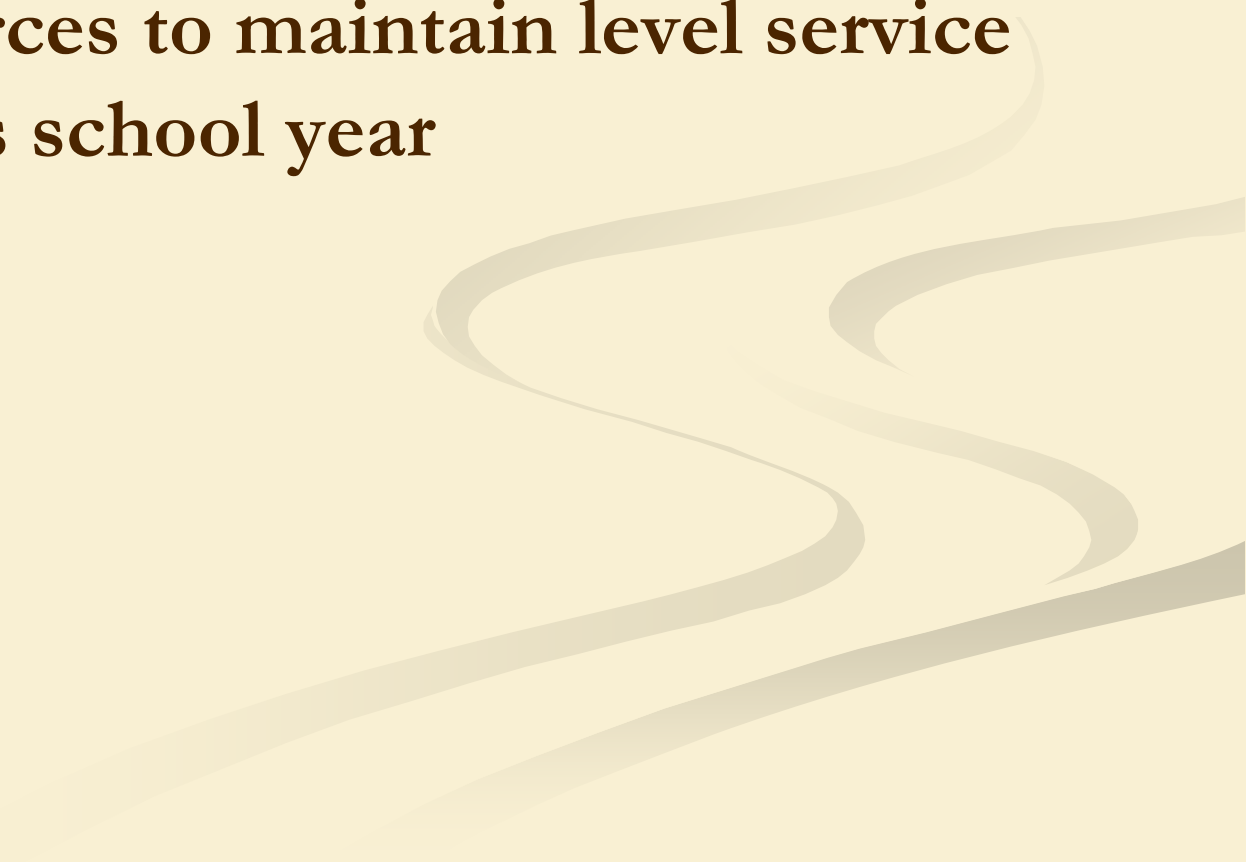
Due to fiscal crisis, the management team began to tighten the budgets in FY'10

Reduced **\$970,000** from FY'10 to FY'11

**Changed some assumptions about non-direct service line items such as:**

- **Health Insurance**
- **Utilities**
- **Custodial overtime**
- **Some special education out-of-district costs**
- **Reduce/combine some para-professional positions**

**Secured a commitment from town leadership groups (FinCom, ALG, school committees) to use local resources to maintain level service budgets for this school year**

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**What did we do with this fiscal strategy  
of moving non-direct service funding to  
direct service funding?**

# **It's All About Instruction**



Began addressing **Strategic Personnel Hires:**

Math Curriculum Specialist/Coach (APS)

.5 Reading/.5 SPED Position (Junior High)

School Psychologist (Senior High)



# **It's All About Instruction**

**Book Purchases at FY'11 Year End:**

**\$427k for Two Years of Three Year Book  
Replacement Plan (APS)**

**\$217k for Two Year Book Replacement Plan in  
Its Entirety (A/B)**

# **It's All About Instruction**



## **Smart Board Initiative**

**APS: Installed Smart Boards for  
Grades 1, 2 and 3 (\$124k at FY'11 Year End)**

**AB: An additional 13 Smart Boards were  
installed this Summer**



# It's All About Instruction

**For The Upcoming FY'12 Budget:**

**K-6 Mathematics Assistants (Regular Education  
Mathematics Support for Students)**

**Add 18 hours per week per school**

**Total Cost: \$54K**


**K-6 Classroom Assistants**

**Currently funding 44 hours per week per school**

**Add 18 hours per week per school**

**Total Cost: \$54K**

**So both districts are positioned to deliver to  
our students a better product than ever before**

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## Objective Two

# Long-Range Strategic Plan

# Planning Steering Committee

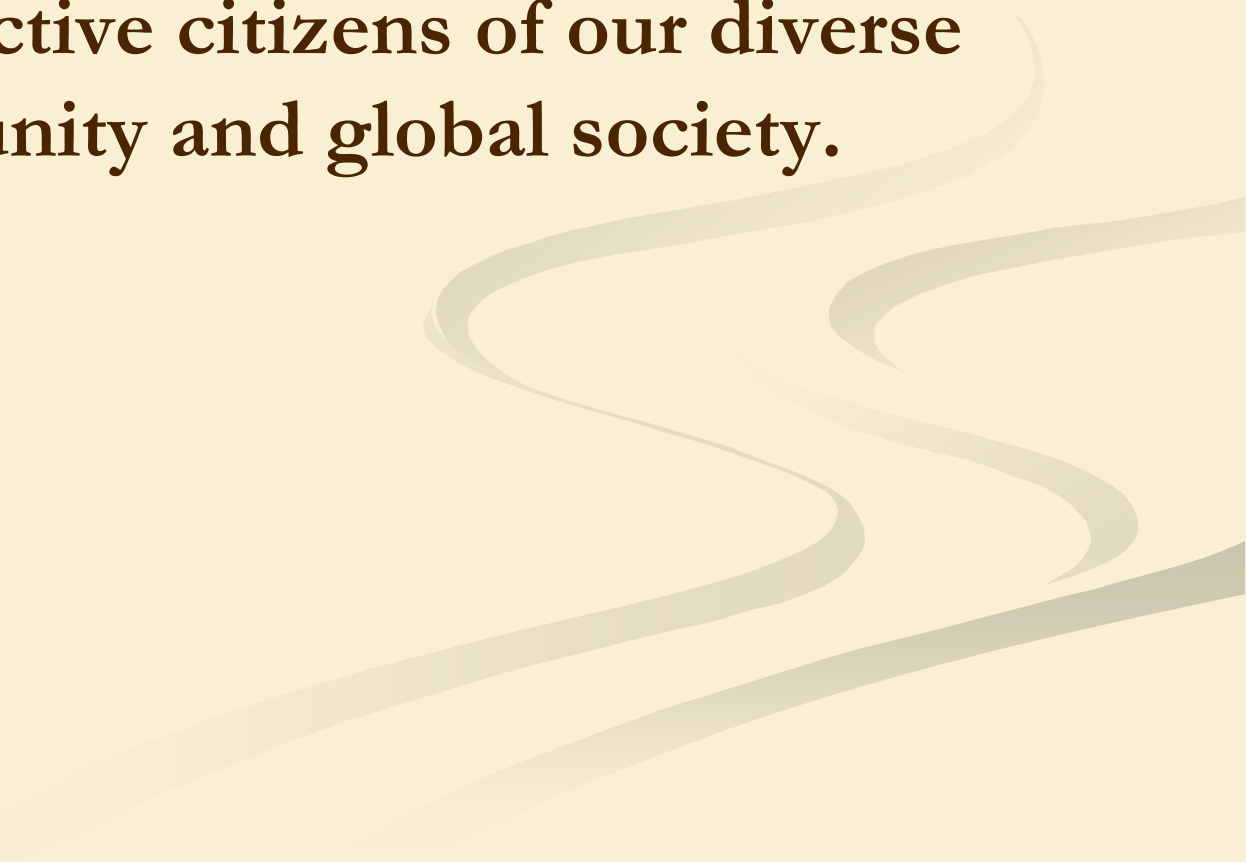
- **Steve Mills, Superintendent of Schools**
- **Donald Aicardi, Deborah Bookis, and Alexandra Callen**  
(District Leadership Representatives)
- **Marc Lewis and Jennifer Pratt**  
(Teacher Representatives)
- **Mary Ann Ashton and John Fallon**  
(Community Representatives)
- **Xuan Kong and Bruce Sabot**  
(School Committee Representatives)

# Long-Range Strategic Plan

- Survey Monkey – 500 responses
- Leadership Institute
- 4-5 two-hour meetings – Steve Mills, Deb Bookis, Alixe Callen, Liza Huber, Amy Bisiewicz, Marie Altieri

# 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.

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# Values

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

# Proposed Goals

*Looking for faculty feedback this fall*

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*
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*
3. Provide a systemic, focused plan for professional growth for all educators that impacts student learning  
*Values Addressed: 1, 2, 5, 6*

# Proposed Goals

*Looking for faculty feedback this fall*

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*
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*

# Proposed Major Goals

People

Technology

Professional Development

These things cost \$ \$ \$ \$

# Proposed Goals

*Looking for faculty feedback this fall*

- A time for all seasons
- It is a time to grow
- I will advocate during the next four fiscal cycles a level service budget plus 2% or ...

“The 2 percent solution”

**Now it's your turn ...**

**Goal is to complete this Long Range Strategic  
Plan by Thanksgiving to inform the FY'13  
budget discussion**

# Objective Three

Very exciting time to be doing this  
work together

# Professional Development

It's All About Instruction

How do we know students are learning?

# Professional Development

How do we know students are learning?

- Formative Assessment
- Benchmarks and Tools

# Professional Development

- The work of this year is to agree on learning benchmarks and tools to measure those benchmarks in all content areas and grade levels K-12.
- Assessment is part of high quality instruction.

# Deb Bookis – Director of Curriculum Assessment and Professional Development

- Here are some of the opportunities:
  - Courses
  - Workshops
  - Study Groups
  - Book Study Groups
  - Discipline Institutes
  - School-Based Activities
  - R&D
  - District-Wide Grade Level Meetings
  - Collaborative Learning Teams
    - Examples: TRIADS at Merriam, HS Teacher Work Groups
  - Teacher-to-Teacher Initiative
  - Attendance at Conferences

# Professional Development

How do we know students are learning?

- One of the best ways is to look at student work with colleagues.
- Therefore, this year we will train 32 teachers and principals on specific protocols of examining student work.

# Teacher Evaluation System

- Critical time in public education
- DESE requiring substantial changes in the teacher evaluation system
- Goal is to lead AB through this in a thoughtful, constructive, meaningful and fair way
- Providing professional development for teacher growth is a priority
- Committee led by Marie Altieri

# Evaluation Process and Tools Task Force

- Marie Altieri
- Jana Bardsley
- Gabrielle Berberian
- Deborah Bookis
- Alixe Callen
- Diane Celino
- Cindy Holt
- Ed Kaufman
- David Krane
- Lynne Laramie
- Marc Lewis
- Anne Littlefield
- Bill Noeth
- Jennifer Vacca

# Teacher-to-Teacher

- Last year I taught 3 days
- This year, rather than 3 days, I will teach 21 classes:
  - 7 Elementary
  - 7 Junior High
  - 7 High School

**First Come, First Served!**

**In Conclusion**

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Welcome....

Marc Lewis

RJGJHS Teacher

Acton Education Association (AEA) President

**Have a GREAT Year!**

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# English Learner Education Report

School Committee Meeting  
September 15, 2011

# What is ELE?

- Required by Federal and State laws
- English Learner Education
  - supports students with limited English proficiency to fully access the academic curricula
  - focuses on listening, speaking, reading, writing, and academic and social participation
- Part of Regular Education programs

# Acronyms

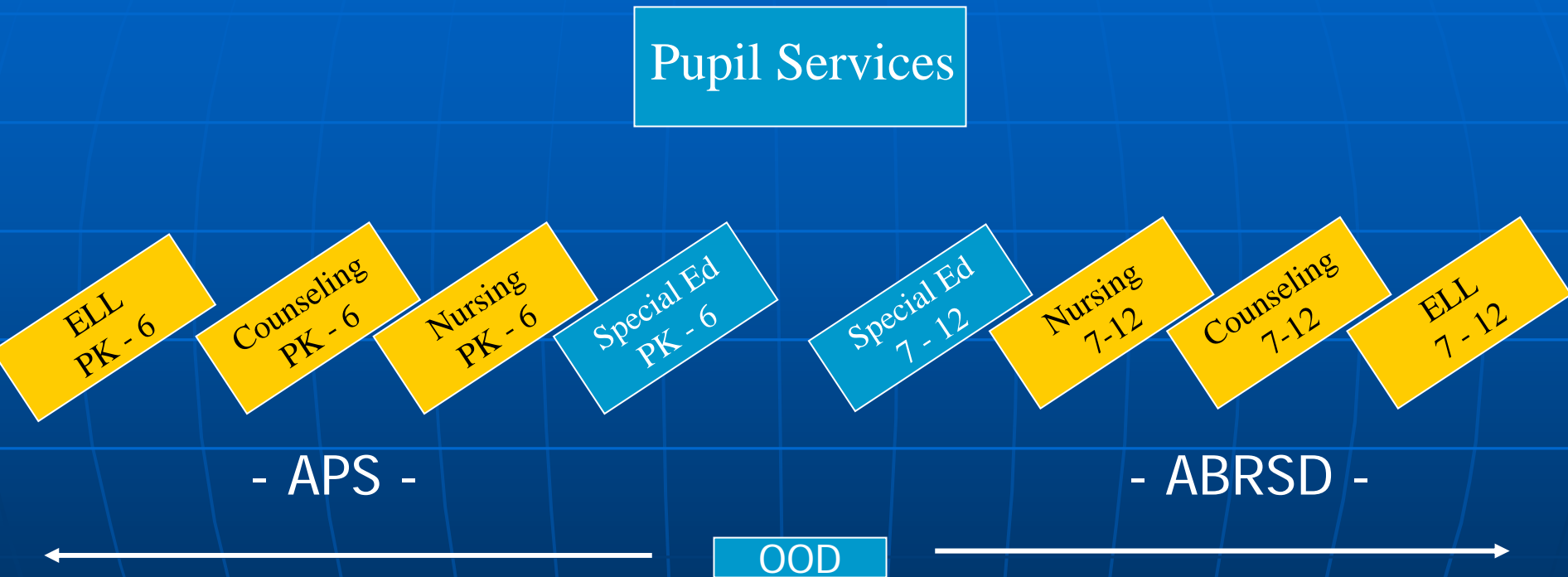
## Current

- ELE – English Learner Education
- LEP – Limited English Proficient
- SEI – Sheltered English Immersion
- ELPBO – English Language Proficiency Benchmarks and Outcomes
- FLEP – Formerly LEP

## Former

- ELL – English Language Learners
- ESL – English as a Second Language

# Pupil Services Structure



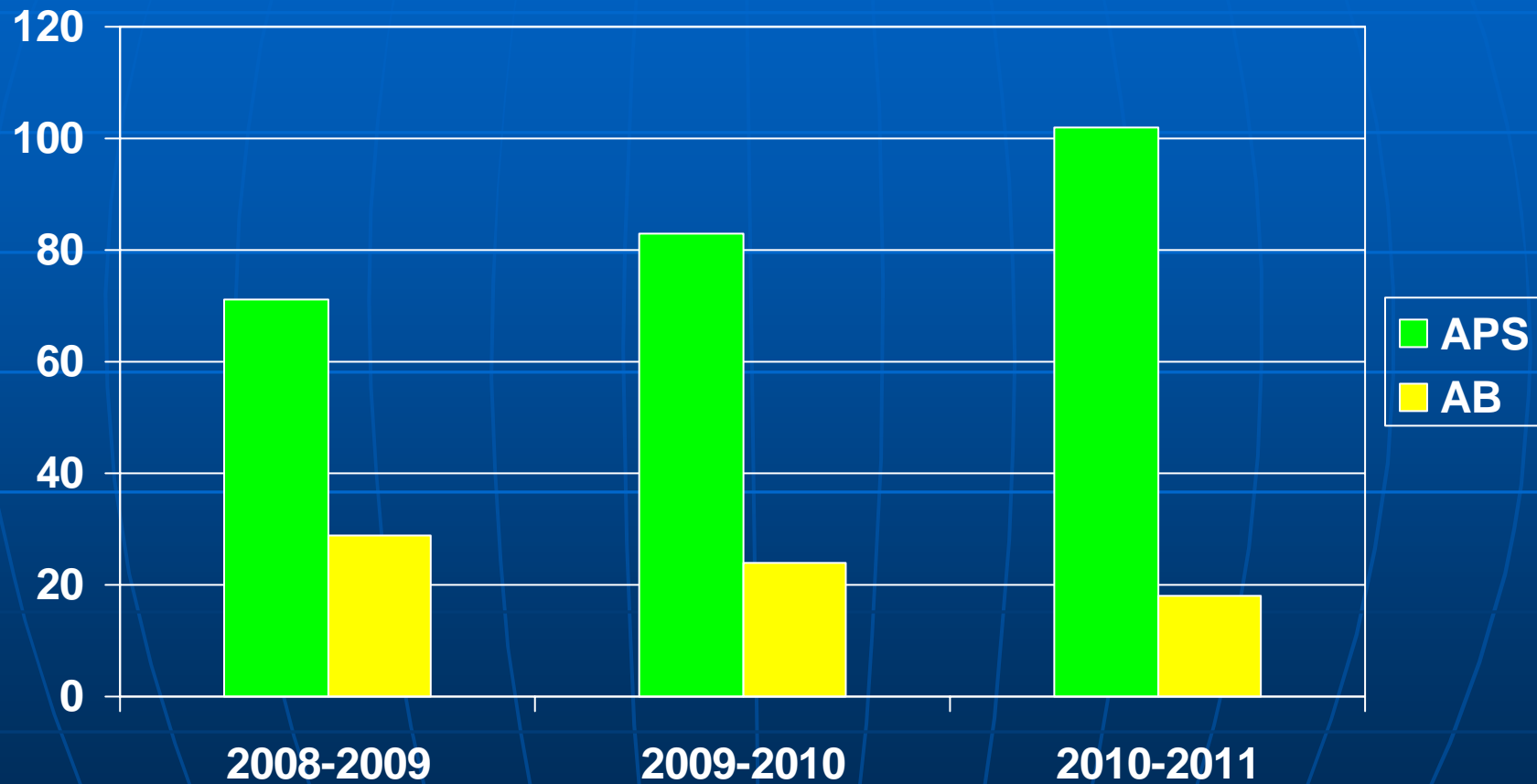
# ELE Professionals

- ELE Chairperson
  - Suzanne Szwarczewicz
- Elementary Teachers
  - Theresa Laquerre – Conant, Douglas, Gates
  - Suzanne Szwarczewicz - Merriam, McT
- RJ Grey / ABRHS Teacher
  - Pat Garrison

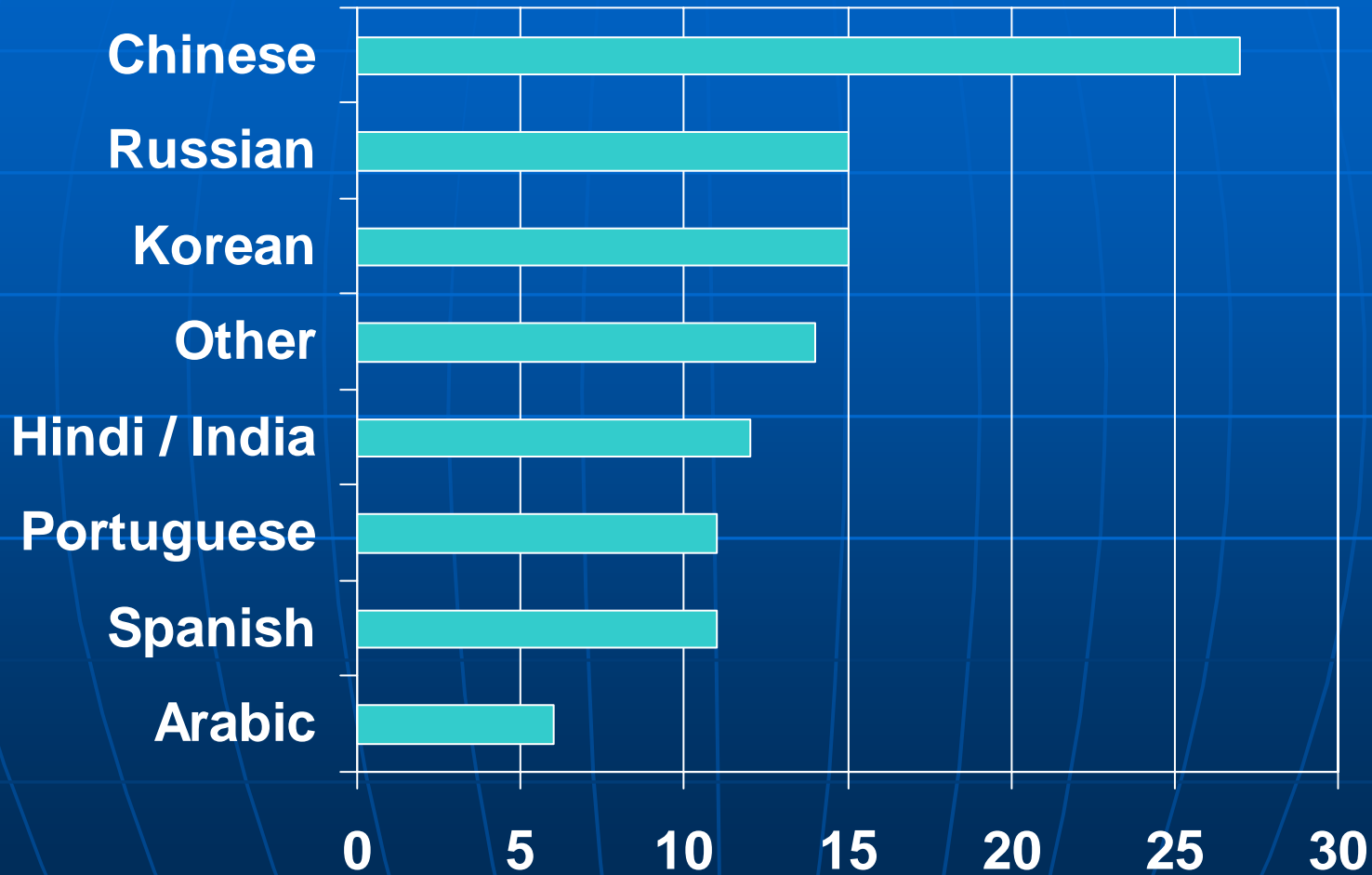
# Meeting Diverse Needs

- Global / Cultural
  - Socio-Economic
  - Educational Background of Families
  - Immigrants and US-born
  - Multilingual / Bilingual / Monolingual
- 
- Interrupted Formal Education
  - Transient Population
  - Special Education Needs

# ELE Enrollments



# ELE Home Language Diversity



# ELE Demographics (cont.)

- Immigrant vs. US-Born
  - Elementary – 30% vs 70%
  - RJ Grey / ABRHS– 99% vs 1%
- Grade Span
  - Elementary – 50+% K-2
  - RJ Grey / ABRHS – evenly spread out

# ELE Programming

- Identification
  - Home Language Survey
  - ELE Screening
- Program Models
  - Elementary – Push-in / Pull-out
  - RJ Grey – ELE as replacement or addition to English
  - ABRHS –ELE/English and ELE/US History
- Instruction
  - Standards-based – ELPBO
  - Content Area Curriculum
  - Collaboration with Classroom Teachers

# ELE Program Accountability

- State Testing – MCAS
  - MEPA R/W and MELA-O
    - Upon entry and annually thereafter
  - MCAS
    - Content Area Test - immediately
    - ELA – option to wait until after one year
- School-Compatible Progress Reports
- Exit Criteria
- 2-year Monitoring of FLEP Students
- Monitoring of students' progress even when parents decline services

# The “Job” of an ELE Student

- Language learning
- Content learning (*literacy, math, social studies, science*)
- Acculturation: US culture / Acton school culture / peer culture
- High-stakes testing and college prep

# Tip of the Iceberg: Social vs. Academic Language

SOCIAL LANGUAGE  
2 – 3 YEARS TO DEVELOP

BICS

ACADEMIC LANGUAGE  
5 - 7 YEARS TO DEVELOP

CALP

A green triangle is centered on the slide, representing an iceberg. A white, wavy line representing the water surface cuts across the triangle. The top portion of the triangle, above the line, is labeled 'BICS'. The bottom, larger portion of the triangle, below the line, is labeled 'CALP'. To the left of the triangle, the text 'SOCIAL LANGUAGE' and '2 – 3 YEARS TO DEVELOP' is displayed. To the right of the triangle, the text 'ACADEMIC LANGUAGE' and '5 - 7 YEARS TO DEVELOP' is displayed.

# Meet Katya



# Meet Abdul



# ELE Successes

- Funding for additional ELE Elementary Teacher and Part-Time ELE Chairperson
- Professional Development for Classroom Teachers in ELE Category Trainings
- Exemplary CPR Review
- Federal Funding – Title III Grant for Tutoring and ELE Summer Programming
- ELE Scholarship for College
- Parent Outreach – Increased Translation and Interpretation, ELE Family Night

# ELE Challenges

- Ever-Increasing ELE Regulations
- Unfunded “Mandates”
  - Professional Development for Classroom Teachers: ELE Category Trainings (time and funding)
  - ELE Pre-K-12 Curriculum Plan
  - Cost of Interpretation and Translation
- Increasing ELE Population at APS
- Integration and coordination among teachers and specialists
- Drop-Out Concerns

# Meet Igor



# Meet Joo Hee



# Discussion

School Committee Meeting  
September 15, 2011

TO: Acton Public School Committee  
FROM: Xuan Kong  
DATE: 9/8/11  
RE: Acton Leadership Group Update

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Acton Leadership Group (ALG) met on the morning of September 8th.

Steve Mills/Don Aicardi provided an update on school FY11 close-out. They projected that APS will return \$470K to free cash and AB will return \$660K (80% is Acton share) to E&D. Large turn-back to E&D will likely result in the balance to exceed 5% cap set by Department of Revenue. Various options are being explored to determine the best action. Finance Committee Chair Bill Mullin requested that Don Aicardi present the options at the upcoming Finance Committee meeting on 9/13 so that Finance Committee members can provide their feedback and advice to School Committee.

Steve Ledoux/John Murray provided an update on the Town of Acton FY11 close-out. There is a one-time revenue (payment of back tax?) of \$718K, exceeding the budget by \$634K. Motor vehicle excise tax and Fees are about 300K above projection. Significant savings on health insurance cost (and a few other items) offset the snow removal deficit and the town is likely to return \$750K to free cash from operations and \$900K from favorable variance in additional revenues.

The ALG group also discussed its future meeting agenda items. Revenue assumptions for FY13 will be discussed on October 13th. Expenses and use of reserves (if needed) will be discussed at its November 10th meeting.

Steve Mills briefed the group that he will propose a "growth" budget to school committee (i.e., above level-service budget by about 2%) in order to address unmet education needs in the districts.

The next ALG meeting will be on October 13th.



# Acton Leadership Group Meeting

September 8, 2011

7:30 AM

Town Hall, Faulkner Hearing Room

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Bart Wendell Facilitating

----- Agenda Topics -----		
		<u>Comments</u>
1. Call to Order	Bart Wendall	
2. Approval of Minutes of 07/20/2011	ALL	
3. Revenue Updates FY 11 and FY 12	SteveMills/ Steve Ledoux	
4. ALG Spreadsheet	Don Aicardi	
5. Review of Calendar	John Murray	
6. Next Meeting	ALL	
7. Public Input		
8. Adjourn		

# 2  
9/8/11

ALG minutes 07/20/11 draft

Present: Mike Gowing, Janet Adachi (BoS) Bill Mullin, Doug Tindal (FC) Xuan Kong, John Petersen (SC) staff Steve Ledoux, John Murray, Steve Mills & Don Aicardi. Facilitator Bart Wendell was a bit late due to traffic volume.

Audience: Steve Barrett, Town Finance director, Marie Altieri, school personnel director, Clint Seward, FinCom & AVG, Bob Ingram, Dick Calandrella, Paul Hoff & Charlie Kadlec, AVG.

## **II Revenue updates**

Information sheets: Revenues, state aid (cherry sheets) Revenues, local receipts including excise, fees interest

Don walked ALG members through the revenue sheets for state aid. The budget has been voted, by the Legislature so the numbers are final. The info showed the differences (\$182k higher) between what was voted at ATM & the return from the state. For AB the difference is \$173k.

John Murray noted that there is discussion on the state level of a second round of cherry sheet receipts in the order of \$65m---this number is not set, but John seemed sure that there would be a second distribution.

There were questions about the \$65m but JM said that the numbers were just in a preliminary stage---what he was definite about was a second round of payout.

John Petersen asked about the snow & ice account & the amount that needed to be paid.

Steve L said the Town got a \$65k infusion of emergency funds that covered the shortfall.

There was a question as to who would be "keeper of the spreadsheet" Don agreed to do the job.

\*\*\*Agreement: the jobs would stay the same i.e. Don with the spreadsheet & the Town with the agenda & sending notices of meetings.

## **ALG Ground rules & introductions**

By way of introduction, Bart said that the Ground Rules have been the work of many years and every new ALG needed to accept the provisions. It is important to note that no business may be conducted without a quorum--agreed

It was also agreed that there should be continuity in membership---Pam Harting-Barat needed to attend & Janet could not be a sometime substitute.

Bart noted that the whole idea of the ALG was based on consensus and this meant two things: members needed to "champion" the decisions made at the ALG with their respective boards; and if a member does not agree, that knowledge needed to be know before the close of the meeting.

JM asked for clarification on the day of the week, the time & cancellation policies.

ALG will be cancelled if the schools are closed or start late. It was agreed to keep meeting at 7:30 AM

There was discussion on which day would be best & would allow the easiest transfer of information from the ALG back to the boards & the decisions of the boards back to the ALG. Everyone noted how busy they were & the inconvenience of particular days.

\*\*\*\*It was agreed to meet on the 2<sup>nd</sup> Thursday of each month. There will also be necessary bi-monthly as we get closer to Town Meeting.

ACTION: John Murray will prepare a calendar for next meeting so ALG meetings can be added

Xuan noted that the AB budget is not controlled by ALG but is an assessment & he hopes that the numbers will be available early in the ALG year

### III. Review & definition of reserve accts.

Extra info: text of an act authorizing NESWC money to a fund balance; Steve Barrett's chart comparing general fund free cash against NESWC

Steve Barrett noted that there are two sections dealing with NESWC/trash; NESWC fund itself which the state allowed the town to handle as a reserve fund; and the enterprise fund for the recycle/transfer station. Because of confusions in the types of accounting that are being promulgated by the DOR, Barrett has removed \$213k from the NESWC fund & ended up with \$1.648 from the "old" NESWC which will go into the general free cash fund.

He is not sure if this accounting will pass the DOR provisions as yet. The Town will not be filing with the state for the certification as early as last year because of shortages in staffing---but once he does get the OK from the DOR he will let ALG know.

Xuan: in general it seems we have \$3.2m more to spend than on the ALG spreadsheet---or to allocate for FY12.

Bill asked if it were OK for the Town to set up an enterprise fund without Town Meeting approval.

John M said that in fact there was Town Meeting approval but that the changes in the DOR accounting "messes up" what has been done in the past---it is actually all one pot.

J. P said The change in free cash accounting was interesting but in the macro view, \$200k is not all that much & should not be of such great concern.

### III. Review of revenue definitions

Bill: the FC is putting together a white paper/thought piece that should be ready for the Oct. meetings (he asked that the paper be an agenda item for that meeting) The elements will be: long term budgets; capital plan; fixed assets management; reserves; measurements over a long period; definition of reserve accounts; agreements on starting balances. He noted that the ALG needed to determine what to call the reserves. He suggested using the banking terms of tier I; tier II & tier III i.e. certified free cash & E&D would be in tier I along with \$1m liability & NESWC balance.

HIT increases could be considered reserves & be in tier II---there could be large amounts in tier II.

Doug: "reserves" is a "politically charged term"---there is a technical definition but the public thinks anything called reserves is available to spend---some are not available and we need to clarify this.

Bart: is there agreement with Bill on this?

Bill: we should not get hung up now but wait for the FC's paper---but at some meeting we also have to determine the starting balance.

JP: I think it's problematic to put/call HIT monies as reserves.

Mike: I agree with lumping free cash into the reserves but part of what we have to do is to translate what we do so it can be understood by the average citizen. I don't know if we should use banking terms---but the description needs to be carefully thought out.

V. no more decisions needed here

VI Minuteman

Steve L reported on a meeting with Minutemen administration & the town managers in the MM district. There are two issues: the Lexington building inspector (Garry Rhodes) has found that there are concerns/violations within the trades section of the complex. The fix will be in the \$375-\$475k range & needs to be done before the start of the school year. MM's E&D is @\$200k. MM administration has asked SBAB for money---if that is not forthcoming the 16 member towns will have to have Town Meetings to get the needed money.

The second issue is proposed changes in the regionalization agreement. At present, towns who are not members are sending students. Their tuition does not include any support for capital costs. There is a committee studying a new formula which includes: three-year rolling average of school population for each community; chapter 70 money; a surcharge based on a count of each community's K-12 school population. Managers are not happy with this last part---Steve noted that the students in 9-12 have already made their educational decisions and are not going to attend MM. So a group of Town Managers is working on formula changes.

The fact that there are 1800 out-of-district students with no provision for assessing capital costs is now before the DOR & DOE. The MM admin is looking for some relief from that quarter.

VII---next meeting

\*\*\*agreed that an August meeting was not necessary. Next meeting will be Sept. 8 at 7:30 AM

VIII---public

Mr. Kadlec: historically free cash/NESWC/E&D have not been under the control of Town Meeting but ALG. There is a straightforward way to fix the NESWC situation: have Town Meeting set up new enterprise fund for the transfer/recycle center and have appropriations made at ATM. Right now that money is invisible and [appropriations] may in fact be illegal. There is no need to bring H.I.T. to the table.

Bob Ingram asked for the minutes on the web.

Adjourned 8:50

Ann Chang

# Acton Leadership Group

## 2011-2012 Calendar

September 2011						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
Su	M	Tu	W	Th	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
Su	M	Tu	W	Th	F	S
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20	21	22	23	24	25	26
27	28	29	30			

December 2011						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

January 2012						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
Su	M	Tu	W	Th	F	S
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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29			

March 2012						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

April 2012						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
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29	30	31				

August 2012						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	ALG		APS		Tentative ALG
	BOS		FinCom		
	ABRSC/Joint Meetings		Holidays		

***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



## ~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](http://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 7<sup>th</sup> of October. We will be going "live" with the point of sale system on October 7<sup>th</sup>. 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 30<sup>th</sup> 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.**

**Acton-Boxborough Community Education****\*\*\* MEMO \*\*\***

TO: Steve Mills

FROM: Erin Bettez 

RE: Community Education Donation

DATE: August 12, 2011

Attached please find three checks:

1. To Gates School for \$36,323.30
2. To McCarthy-Towne School for \$18,988.10

These represent 75% of the surplus generated from the Extended Day programs Community Ed. ran at each school during the 2010-2011 school year and are gifts to the schools from A-B Community Ed.

3. To Conant School for \$73,252.65. This is \$70,356.65 in surplus extended day funds plus \$2,896 in surplus funds for Sessions 4 & 5 Enrichment programs Community Ed. ran at Conant.

cc: David Krane  
Lynne Newman  
Damian Sugrue

# **Conant School Council**

## **School Improvement Plan for the 2011 – 2012 School Year**

**Luther B. Conant School  
Acton, Massachusetts**

**Principal: Damian Sugrue, M.Ed.  
Assistant Principal: Priscilla Kotyk Ph.D.**

**June 1, 2011**

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## **I. Background and Rationale**

### **A. About the School Council:**

The Conant School Council Meets regularly to discuss progress on the School Improvement Plan and share ideas about the school in general. Meetings typically took place on the Third Thursday of the month from 8:00 – 9:00 AM.

Council meetings are structured so that issues or ideas are presented and discussed, with a group approach to problem solving. If a situation requires additional information, a task force may be formed. Task forces, consisting of at least one school council member and Conant parents and staff, are used to research and make recommendations to the Council on specific school improvement goals that are established each year. The task forces, which are not standing committees, report to the Council. This line of communication helps to provide direction and determines when a task force has completed its assigned task. Subcommittees of Council members meet as needed to accomplish tasks, such as the preparation of the School Improvement Plan. The work of subcommittees, like that of task forces, is submitted to the Council as a whole for approval or review.

Meetings focus on monitoring the progress made toward accomplishing the Council's goals and discussing school policy issues which parents, students, or staff have requested be considered and which are not being addressed elsewhere by other groups in the school. In this latter capacity, the Council acts as a sounding board and advisor to the principal.

The Conant School Council, as a state-mandated and elected body representing parents and staff, views itself, in relation to the School Committee, as the appropriate vehicle for communicating the concerns and opinions of the Conant community. It would like the School Committee to continue to seek input from the Councils in each of the elementary schools.

### **A. 2010 – 2011 Conant School Council Membership:**

Our membership for 2010-2011:

<u>Conant School Council</u>	<u>Length of Term</u>
Principal: Damian Sugrue	
Assistant Principal: Priscilla Kotyk	
Parents: Kristin Grip	2010 - 2013

	Cheryl Petersen	2010 - 2013
Staff:	Mary Cole	2010 - 2013
	Melissa Hayes	2010 - 2013
	Jana Bardsley	2010 - 2010
PTO Leadership:	Rebecca Oddsund	2009 - 2011
Community:	Trish Sullivan	2010 - 2013

## II. New Goals for 2011-2012 School Year

**New Goal 1:** Community: Develop a survey for families to garner a better understanding of the types of social/fundraising activities they prefer.

- Create Survey to distribute electronically.
- Use data assist PTO in planning activities to bring families together and or fundraise.
- Estimated Completion: January 2012
- **Responsible Parties:** Principal, Assistant Principal, School Council Sub-Committee, PTO Chair
- **Estimated Cost:** \$0

**New Goal 2:** Facility: Explore options to increase parking capacity for daily activities and events.

- Work with Facilities and Transportation to develop a plan to increase parking availability.
- Carry out plan.
- **Responsible Parties:** Principal, Assistant Principal, Head of Facilities, and Director of Transportation.
- **Estimated Cost:** TBD by plan.

**New Goal 3:** Respect/Safety/Health/ Diversity: Study effectiveness of current anti-bullying curricula.

- Meet to discuss current programs and materials.
- Determine needs for additional materials.
- Discuss possibilities of increasing visibility of youth officer.
- Study discipline data to help determine effectiveness of program.
- **Responsible Parties:** Principal, Assistant Principal, Faculty, and Police Department.
- **Estimated Cost:** Negligible (<\$500), to be paid from Conant Budget.

**New Goal 4: Academic: Literacy:** Continue to develop leveled reader library to assist teachers in using reading data collected through assessments to instruct students at appropriate levels.

- Continue to train teachers in use of assessments.
- Train more teachers in the use of Guided Reading as one method of reading instruction.
- Purchase more leveled titles for teachers to use with their classes.
- **Responsible Parties:** Principal, Assistant Principal, Central Office, and Faculty.
- **Cost:** \$10,000 for books. Unknown for Training.

### **III. Review of goals from 2010-2011 School Improvement Plan**

#### **Goal One: A Successful Administrative Transition:**

- Supporting the new Principal and Assistant Principal
- Developing parent/community survey to inform new principal
- Adding new membership (staff, parents)
- Responsible parties: School Council, Staff, Principal, Assistant Principal

The transition to a new administration has gone smoothly. The Conant School continues to move in a strong direction developing curriculum and activities that challenge our students yet offer numerous opportunities to succeed. We continue to strengthen our relationship with the community and appreciate the many volunteers that work with us daily as well as the generous financial assistance offered by our PTO. This goal has been fully implemented.

#### **Goal Two: Improve/Enhance School Council Communication**

- Put School Improvement Plan on-line--- link on website
- Standing PTO rep to School Council (Chair/Co-Chair)
- Coordinate efforts with PTO--- standing report-out at PTO meetings
- Standing School Council report-out at Staff meetings
- Minutes of School Council meetings on-line/ newsflash
- Responsible parties: School Council, PTO Chair and Co-Chair, Staff reps to School Council and PTO, Principal, Assistant Principal

This goal has not yet been fully implemented and will continue in 2011-2012.

#### **Goal Three: Community**

- Conant's 40<sup>th</sup> Birthday Celebration in 2011
- Holistic view of celebrating community: alumni, community members
- Connect with New Playground Initiative: investigate CPA or grant funds

- Time Capsule opening and celebration: Spring 2011
- Future visions of Conant
- Responsible parties: School Council, PTO, Conant Staff, Principal, Assistant Principal

This goal has been partially implemented. The time capsule was found and replaced with a new one. The school celebrated the 40<sup>th</sup> anniversary throughout the year. The playground is a work in progress.

#### **Goal Four: Continued MCAS Improvement**

- Students who scored Needs Improvement or Warning who are not on IEP's will see the Reading Specialist twice per week to work on remedial MCAS skills.
- Students who score in this range who do have IEP's will receive the same types of interventions in their placements.
- MCAS Data will be studied by each grade level to determine what skills/topics require further exploration to ensure success for all students.
- This is the same method used to improve our scores last year.
- Responsible Parties: Conant Staff, Assistant Principal, Principal, Director of Curriculum.

This goal has been fully implemented and may resurface depending on MCAS results. We are confident that our students did an excellent job on MCAS this year. MCAS results tell us that we must continue to assist students in this manner and this goal will again be implemented in the 2011-2012 school year.

# **Gates School Improvement Plan**

**2011 – 2012**

**Lynne Newman  
Principal  
Gates School  
Acton, MA 01720**

# **School Improvement Plan**

## **2011 – 2012**

### **Goal # 1: Language Arts – Reading Comprehension**

#### **A. Responsible Parties**

- Reading Specialist, & Teachers
- Principal
- Assistant Principal
- Director of Curriculum & Instruction

#### **B. Defined Outcome**

- Classroom teachers in grades 1-6 will be using the DRA2 reading assessment tool to monitor student progress and to guide reading instruction.
- Teachers in grades 1 & 2 will implement newly purchased guided reading programs.
- Teachers in grades K – 2 will receive copies of Reading with Meaning by Debbie Miller and teachers in grades 3 – 6 Strategies That Work by Stephanie Harvey & Anne Goudvis to develop and expand reading comprehension.
- Monthly staff / curriculum meetings will focus on literacy skills and instruction in both the primary and intermediate classrooms.

#### **C. Target Completion Date**

- June 2012

#### **D. Anticipated Costs**

- Cost of DRA2 reading assessment tools \$2,200
- DRA2 substitute coverage for grades 1-6 = \$3,600
- Additional teacher resources (books) \$720
- Guided Reading programs in grades 1 & 2 = \$6,000
- Guided Reading level library K – 5 = \$12,000
- Guided Reading literature grades 4 - 6 = \$4,500

#### **E. Source of Funding**

- Funding will be provided by the current Gates School/APS 2010 – 2011 budget and from the Gates School 2011 – 2012 budget.

## **Goal # 2: Social Responsibility**

### **A. Responsible Parties**

- Principal
- Assistant Principal
- Classroom teachers K – 6
- Specialists, Special Education staff
- Students and Parents
- School Council

### **B. Defined Outcome**

- Create a student survey that helps teachers and parents understand ways the Second Step and Steps to Respect social skills and anti-bullying curriculum at Gates is helping students. Identify additional support that might be needed.
- Expand the Gates webpage with information/resources on the Second Step and Steps to Respect programs that parents and students can access.
- Provide a common day/time that all teachers facilitate Second Step and Steps to Respect lessons K – 6.

### **C. Target Completion Date**

- June 2012

### **D. Anticipated Cost**

- none

### **E. Sources of Funding**

# **School Improvement Plan 2010 – 2011 Final Outcomes**

## **Goal # 1: Language Arts – Reading**

### **A. Responsible Parties**

- Reading Specialist
- Teachers
- Principal
- Assistant Principal
- Director of Curriculum & Instruction

### **B. Defined Outcome**

- Classroom teachers in grades 4 -6 will meet and discuss benchmark reading assessments appropriate to these grade levels (such as DRA2, QRI, etc) and decide which benchmark reading assessment tool will be used.
- Ongoing training and support will be provided for teachers in grades 1-3 using the DRA2. In addition these teacher will explore new reading programs and identify additional resources needed to support student learning.

### **C. Target Completion Date**

- This goal will continue into September 2010 – June 2011.

### **D. Anticipated Costs**

- Cost of assessment tools \$600 - \$3000
- Substitute coverage for grades 1- 3 = \$1,800
- Additional resources \$1,500

### **E. Source of Funding**

- Funding will be provided by the Gates School budget & funds from the 2011 budget.

## F. Final Outcome

School-based professional development was offered to teachers in grades 1 – 3. Amy Barrett, the Gates reading specialist, facilitated the primary teachers. The goals were to research instructional materials to support reading instruction and for teachers to work at grade levels to interpret benchmark reading assessments (DRA2) and plan for instruction. Sessions included:

- Participants shared DRA2 results, discussed how to administer and interpret data, and shared examples of student tests.
- Participants discussed how to plan instruction that meets the individual needs of students based on the assessment results. Teachers identified the need to purchase additional reading materials.
- Sales representatives were invited to visit the school to present materials that will support our literacy instruction. All first and second grade teachers were invited to attend the presentations.
- Teachers viewed and sampled materials and provided feedback about preferences. More discussion ensued to come to consensus.
- The Pearson *Good Habits Great Readers* Guided Reading Library was selected as well as the Pearson Shared Reading Program.
- In June 2011 the purchase order was submitted and the reading specialist will set up the leveled library over the summer.

School-based professional development was also offered to teachers in grades 4 – 6. Principal Lynne Newman served as the facilitator. The goals were to research reading benchmark assessments and to select a reading benchmark assessment for the upcoming school year. Sessions included:

- Teachers discussed current assessment practices and explored other assessment options.
- Teachers used the QRI to assess student reading in classrooms and discussed the pros and cons of this assessment.
- Teachers sampled the DRA2. Consensus was reached and teachers decided to adopt the DRA2 (the same assessment tool used by teachers in grades 1-3).
- It was determined that to support teachers in this new initiative that kits would need to be purchased, two days of release time per teacher would be budgeted in the 2011-2012 school year, and binders would be created to help ease the fall transition.
- DRA2 kits were ordered for teachers in grades 4 – 6. Guided reading materials were ordered in grades 4 & 5 to support reading instruction.
- Teachers plan to continue assessment conversations in the upcoming school year.

## **Goal # 2: Implement Anti-bullying policy**

### **A. Responsible Parties**

- Principal
- Assistant Principal
- Classroom teachers K – 6
- Specialists, Special Education staff
- Students
- Parents

### **B. Defined Outcome**

- Gates School will examine the Second Step program for grades K – 4 and Steps to Respect for grades 5 & 6. Staff will create additional lessons that focus on anti-bullying practices at grade level and staff meetings.

### **C. Target Completion Date**

- June 2011

### **D. Anticipated Cost**

- \$1500

### **E. Sources of Funding**

- Funding will be through the Gates School budget.

### **F. Final Outcome**

- November 2010 - We brought in a certified Second Step / Steps to Respect trainer to spend the day with our staff during our Professional Development day. Teachers felt this was a good opportunity to be grounded in the curriculum materials for the program. The trainer was knowledgeable and well received and the experience offered a shared understanding of the program and its philosophy. Subsequently, all teachers used the program/materials with their students and completed the sequence of lessons during the school year.

- March 2011 - The principal and guidance counselor offered a parent night for the Gates and Douglas parents at a combined PTO meeting. The philosophy was shared with parents as well as vocabulary and common strategies. As a result of that evening, it was determined that we needed to add information on Second Step/Steps to Respect to our Gates webpage.
- June 2011 - \$2000 in additional anti-bullying resources were ordered to supplement Second Step/Steps to Respect.

*McCarthy-Towne School*

***SCHOOL COUNCIL***

Report for 2010-2011  
&  
School Improvement Plan for 2011- 2012

**I. Background and Rationale**

**A. School Council Responsibilities**

The McT School Council provides three useful functions:

- a) It increases communication within the school community;
- b) It provides a forum for a small group of faculty, parents, and community representatives to discuss issues, thorny problems, and difficult situations;
- c) It provides oversight to certain school wide projects.

The job of the School Council is to decide how student, faculty and parent concerns may be handled and to recommend the appropriate group or individual to do so. It serves as a forum to identify and discuss issues and problems and refer them to the appropriate group or decision maker(s) for final determination. The faculty, PTSO Steering Committee, subcommittees and Student Council provide the mechanisms for accomplishing whatever needs to be done.

In some Massachusetts communities the School Councils receive funds directly from the School Committee to help finance projects that will improve the learning of students in their schools. The McCarthy-Towne School Council requests that the APS School Committee set aside \$5,000 for each School Council to fund special projects to help each school attain its improvement plan.

**B. Current School Council Membership - [All are two year terms except for principal.]**

Parent Representatives:

Maureen Jones	2009-2010
Ann Budner, Co-Chair	2009-2010
Tracy Smith	2010-2011
Frank McCammon	2010-2011

Community Representatives:	John Rowse M.D.	2004-2010
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Faculty Representatives:	David Krane, Principal	Permanent
	Robin Kynoch	1998-2010
	Kate Fitzmaurice	2007-2010
	Betty Johns, School Nurse	2009-2010

## **C. School Council Meetings**

The McT School Council schedules five regular meetings during each academic year. These meetings usually occur in October, November or December, January or February, March or April, and May or June. Other meetings may be added if necessary.

One part of each meeting is devoted to hearing concerns from the faculty, the parents, and the Student Council. Another part is to hear how work is progressing on the School Improvement Plan. Each meeting usually focuses on one or two of the School Council's goals. A third part of each meeting is set aside for discussion of any other issues.

## **II. School Improvement Plan Goals for 2010-2011**

### **Goal # 1:**

Explore ways in which McT can celebrate its unique qualities in a school-choice community. We will:

- Ensure that McT's values are supported and remain the foundation of the school's programs;
- Enhance and continue communication of McT values and strengths to the school community, including families and students, the APS District, the Administration, and to the greater Acton community.

### **Goal # 2:**

Focus on advancing the mathematical concepts and skills of the students at McT. The faculty will:

- Continue to implement the effective use of the Scott Foresman curriculum materials;
- Reshape grade level discussions and study to refine and increase the understanding of the level of student concept/skill mastery and how these are assessed.

### **GOAL #2A (In response to DESE sanctions)**

**School Goal:** To increase student achievement in the Proficient and Advanced Performance Categories as measured by Math MCAS.

- As a school we will continue to increase student success in math. At the same time, we have identified areas of concern that will be addressed.

### ***Action Steps: Meeting the Needs of All Students***

In an on-going effort to assure that all students at McCarthy-Towne School are achieving at a high level, we are committed to these actions:

- Use of Data Warehouse data to develop item analysis in math content area
- Identify specific standards that need improvement

- Analyze disaggregate Special Education Sub group MCAS scores
- Formation of MCAS/AYP committee
- Study/evaluate math curriculum, especially with respect to pacing and planning
- Hiring of Elementary Mathematics Specialist
- Professional Development Activities to support instruction

### **Goal # 3:**

Incorporate and integrate the District's Bullying Prevention and Intervention Policy into McCarthy-Towne's current policy regarding behavior. We will:

- Continue to take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all;
- Make every effort to have the faculty and staff trained and/or re-trained in the methods and philosophies of the Responsive Classroom social curriculum;
- Engage the entire McCarthy-Towne community (staff, students and families) in the implementation of the Bullying Prevention and Intervention Policy.

## **III. Assessment of the current year's School Council work:**

### **Goal #1      McCarthy-Towne's Place in a School-Choice Community**

We have continued to reach out to the larger Acton community in the same manner as the other four elementary schools in the Acton Public Schools, through School Tours and Kindergarten Information Evenings. McCarthy-Towne, though unique in many ways, has a particular distinction in that we are the only elementary school to have a staff Parent Involvement Co-coordinator. This is a crucial part of our school as the Parent Involvement Coordinator manages all of the community events within our school but takes on a tremendous role in the Kindergarten Tours and the presentation of our school to the families who are entering Kindergarten or who are considering our school as they make a move into Acton. We will ensure that McT's values are supported and remain the foundation of the school's programs and articulate that to the Acton school-going public. We are proud of how we integrate the arts into curriculum and how we consider the academic and social needs of the whole child, and we will continue to welcome children of all abilities to our school.

### **Goal #2      Math**

By not making AYP (Adequate Yearly Progress) in a student subgroup in the Mathematics portion of the MCAS in the spring of 2010, a number of state imposed sanctions were put into place in the fall of 2010. The school responded by establishing study groups to perform data analysis and forming professional development goals around the teaching of mathematics, among other approaches to addressing the needs identified by the Massachusetts DESE. The McCarthy-Towne School Council also amended its School Improvement Plan to reflect those actions taken by the school. In January 2011, the DESE "recalculated"

it's scoring of how this student subgroup performed and found that AYP had actually occurred. The sanctions have been lifted, but the School Council believes that it is beneficial to keep the approaches taken in response to the sanctions intact for the next academic year, 2011-2012.

### **Goal #3      Bullying Prevention and the Responsive Classroom**

The McCarthy-Towne School faculty and staff have made a concerted effort to learn more about using the Responsive Classroom model in our classrooms and in our school community. The entire school took part in a site-based professional development day in the fall, directed by a trainer from the Northeast Foundation for Children in an all day workshop. A year-long, teacher-led, study group used this day as the foundation for a careful look at teacher practice using the book *The Power of Our Words*. We explored "teacher language that helps children learn" and help children take responsibility for their academic and social behaviors. The trainer returned for a day in the spring as he observed teacher practice, provided feedback, and spoke about his school-wide observations. There will be five teachers attending a weeklong training workshop this summer in Responsive Classroom techniques. This social competency model will take a pre-emptive and proactive approach to preventing bullying at McCarthy-Towne.

### **School Improvement Plan Goals for 2011-2012**

#### **Goal #1:**

Explore ways in which McT can celebrate its unique qualities in a school-choice community. We will:

- Ensure that McT's values are supported and remain the foundation of the school's programs.
- Enhance and continue communication of McT values and strengths to the school community, including families and students, the APS District, the Administration, and to the greater Acton community.
- Underscore the critical importance of the integration of the visual arts into the classroom curriculum.

#### **Goal#2:**

Focus on advancing the mathematical concepts and skills of the students at McT. The faculty will:

- Continue grade level discussions and study to refine and increase the understanding of the level of student concept/skill mastery and how these are assessed.
- Participate in professional development activities in order to improve instruction and support curriculum.
- Integrate personnel and resources recently made available by the APS into mathematics instruction and curriculum.

#### **Goal #3:**

To incorporate and integrate the District's Bullying Prevention and Intervention Policy into McCarthy-Towne's current policy regarding behavior. We will continue to:

- Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all.

- Train the faculty and staff in the methods and philosophies of the Responsive Classroom social curriculum using peer-to-peer coaching, in-house and off-site workshops.

#### **Goal #4:**

District Literacy Goal

### **IV. School Improvement Plan Goals for 2011-2012**

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- Train the faculty and staff in the methods and philosophies of the Responsive Classroom social curriculum using peer-to-peer coaching, in-house and off-site workshops.

**Goal #4:**

District Literacy Goal

**V. Election of School Council members for 2011-2012**

Election of new faculty and parent representatives of the McCarthy-Towne School Council for the coming school year usually takes place in June, before the end of the current school year.

The members of the 2010-2011 McCarthy-Towne School Council submit this School Council Report and School Improvement Plan to the Acton Public Schools School Committee.

**Acton Public Schools  
Acton-Boxborough Regional School District**

**Merriam School**

School Improvement Plan Report 2010-2011  
School Improvement Plan 2011-2012

**Acton Public Schools  
Acton-Boxborough Regional School District**

**Merriam School**

**Part One: Background and Rationale**

Members of the Merriam School Council

Ed Kaufman	Principal	
Maryann Ayers	Teacher	3rd of 3-year-term
Colm McDermott	Teacher	3rd of 3-year-term
Karen Sonner	Teacher	2nd of 3-year-term
Zuzka Blasi	Parent	2nd of 3-year-term
Beth Davis	Parent	3rd of 3-year-term
Jenny Patterson	Parent	3rd of 3-year-term
Lisa Pearson	Parent	2nd of 3-year-term
Margaret Miley	Clerk	

Merriam School Council Meeting Dates 2010-2011

October 12, 2010	March 8, 2011
November 9, 2010	April 12, 2011
December 14, 2010	May 10, 2011
February 8, 2011	

After reviewing the role of the School Council, the Merriam School Council began the 2010-2011 school year organizing the plans/strategies for the School Improvement Plan and developing global plans for the school year. The teachers, parent representatives and principal on the School Council reported progress on the work toward meeting the goals at each meeting. Along with ongoing work on School Improvement Goals, the School Council worked to maintain a strong connection with the PTO (including co-sponsoring several community events) and discussed long-range goals for Merriam School.

This spring, the School Council reviewed, reflected on and discussed the 2010-2011 goals.

## **Part Two: Evaluation of Current School Improvement Plan 2010-2011**

**Goal One:** Continue to promote a school culture that prevents bullying while also developing additional ways to respond to bullying situations.

Strategies:

- 1) Staff will discuss the new district bully prevention policies and guidelines, and will develop school procedures that will follow those guidelines.
- 2) The staff will begin a bully prevention and response pilot program sponsored by the Open Circle program.
- 3) The School Council will sponsor another community conversation on this topic, as a follow-up to the previous year's workshop.
- 4) Parents of children in grades 4-6 will be invited to join staff for discussions about how to prevent and respond to cyberbullying.
- 5) A School Council member will write a newsletter article on this topic.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: The entire Merriam community will demonstrate efforts to work together to both prevent and respond to bullying situations.

Target Date: May, 2011

Assessment: The Open Circle program facilitated two important bully prevention activities for the Merriam staff and for the larger community. In November, three Open Circle representatives led a three and a half hour workshop for Merriam staff – which included all professional staff and both special education assistants and classroom assistants. At faculty meetings, the staff debriefed and shared strategies and approaches from this workshop, and discussed how the new bully prevention law might have an impact on our school. In addition, Meredith Shaw of Open Circle led a one and a half hour discussion at a PTO/School Council sponsored community conversation in March. Grade level parent workshops on the topics of cyber-bullying and Internet use were held on three different mornings for fourth, fifth, and sixth grade parents. These rich discussions were facilitated by the school principal and by the teachers of those grade levels. Finally, the school principal composed an article about a number of these bully prevention efforts for the December school newsletter.

**Goal Two:** Re-energize the use of the Merriam Core Values in the school community.

Strategies:

- 1) Some classroom projects will be devoted to the core values.
- 2) The School Theme for the year will be related to the core values, and Theme Days will include activities related to the values.
- 3) The School Council will design activities or community conversations that will involve families utilizing the core values.
- 4) A newsletter article will be devoted to the core values.
- 5) Core values in action will be documented in some way for the community.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: All members of the school community will be able to describe the core values and there will be evidence of the core values in action.

Target Date: May, 2011

Assessment: "Core Values in Action" was the school theme for the year, and activities related to this topic were planned and carried out for both of the school-wide Theme Days. One of these activities involved the creation of books that documented how our core values were represented in the lives of many famous people who contribute to making the world a better place. These books are on display in the school library. The core values were discussed in individual classrooms, and teachers led projects related to these values with their classes. In May, the School Council and PTO co-sponsored a "Core Values Carnival," where parents and children came to the school to take part in events related to risk-taking, respect, and persistence. One of the School Council members wrote an article for the June newsletter describing this wonderful evening at our school.

**Goal Three:** Review and Revise the Merriam School “End of Year Conference “

Strategies:

- 1) Staff will initially discuss the “End of Year Conference” survey results, and then will bring those results to the School Council.
- 2) The survey results and the portfolio work done by the staff will be presented to the school community at a PTO or School Council forum.
- 3) The staff will use these results, the portfolio work done, and additional discussions and research to create a new end of year assessment document.
- 4) A newsletter article will be written to explain the changes to the end of year conference information and process.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: The three major components of the conference review (portfolio consistency by grade level, the creation of a new end of year document, and agreement about how to present all of the information to parents) will be completed and implemented.

Target Date: May, 2011

Assessment: About one hundred “End of Year Conference” surveys were completed by Merriam parents. The results – generally very positive – were reviewed at a faculty meeting, at a meeting of the School Council, and at one of the PTO meetings. In addition, the portfolio work (establishing new and consistent guidelines for the contents of student portfolios) that was completed by the Merriam staff last year, was also reviewed at a School Council meeting and at a PTO meeting. A study group, composed of thirteen professional staff members, met on a monthly basis to produce a new Assessment Summary Document. Though it was not finished in time to be piloted this year, a third grade template was completed at year’s end. Next year more work will need to be done – using the template to complete the document for all grade levels. At grade level meetings teachers will select a common project and create a rubric to be used as part of the end of year assessment process. Next year a newsletter article will be written describing all of the work leading up to the completed document, and the finished product will be presented in a variety of forums.

**Goal Four:** Reflect on current practices and utilize new resources and strategies to support language arts and math instruction.

Strategies:

1. The staff (Special Educators collaborating with classroom teachers) will look closely at individual students' MCAS scores and item analyses of grade and school results to identify particular skills and concepts that need additional attention.
2. The following two topics will be presented and discussed at school staff meetings: strategies for answering open response questions in Math and ELA and test-taking skills. In addition, a thorough discussion and review of our Everyday Math program will provide teachers with valuable information on how and when to supplement and differentiate instruction.
3. We will hire a 19 hour/week reading and writing assistant (by 12/1/10) who will work specifically with students on ELA skills.
4. Our 19 hour math assistant will continue to work in classrooms providing individual and small group instruction on specific skills.
5. Classroom assistants will receive targeted training in reading, writing, and math instruction. In addition, the teaching staff will discuss how to make the best use of assistants to provide additional support.
6. Five classroom teachers and the Reading Specialist will attend the "CAFÉ" (Comprehension/Accuracy/Fluency/Expand Vocabulary) full day training in October. This literacy management system provides teachers with more time for individual and small group instruction. The faculty receiving this training will share this approach with the rest of the staff at a faculty meeting. Nine staff members will also take part in an APS professional development book group where this approach will be studied.
7. Teachers in grade levels 3-6 will be given Alternate Assignment days to create scope and sequence resource notebooks in order to support language arts instruction.

Responsible parties: Principal, Merriam Faculty

Outcome: Merriam teachers will utilize the new strategies and additional resources in their work with students and in preparation for the MCAS.

Target Date: May, 2011

Assessment: Most of the strategies on our list were implemented this year. A series of meetings took place where regular education and special education staff identified skills and concepts that needed further attention at specific grade levels and throughout our school. Individual student results on the MCAS were reviewed by grade level teams and special educators, and specific recommendations were made. An "Open Response Test-

taking Workshop” was facilitated at one of our faculty meetings, and led to lively, informative discussions. A 19 hour reading/writing assistant was hired to work with students in all grades on ELA skills. Strategies for training classroom assistants were brainstormed at grade level meetings – and these ideas will be implemented in the fall. Five classroom teachers and the reading specialist attended the “CAFÉ” workshop, and shared their knowledge with the rest of the staff at grade level meetings. Though our grade 3-6 teachers were not able to take time to complete ELA resource notebooks, they were able to review reading assessments at their grade level meetings, in preparation for piloting new benchmark assessments beginning next year. Overall, a tremendous amount of training and resources were added to enhance our ELA practices this year.

### **Part Three: School Improvement Plan 2011-2012**

**Goal One:** Complete the new “End of Year Student Review” document at all grade levels, share it with the community, and pilot it at the end of the year.

Strategies:

- 1) A staff study group will meet on a monthly basis to continue the work on this document.
- 2) Grade levels will decide on two projects that will be assessed as part of this document. Rubrics will be created for assessment purposes.
- 3) At staff meetings general decisions will be made and progress will be updated.
- 4) Progress on the document will be shared at School Council meetings.
- 5) An article about the new document will be written for the school newsletter.
- 6) The new document will be piloted at all grade levels for the 2011-2012 school year.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: This new document, along with the updated portfolio review, will become part of the “End of Year Conference” at Merriam School.

Target Date: May, 2011

**Goal Two:** Decide on benchmark reading assessments to be used in grades 1-6, pilot them during the year, and participate in literacy professional development that supports our work around reading instruction.

Strategies:

- 1) Grade levels will review a variety of reading assessments and decide on which ones to pilot during the school year. The reading specialist will assist with this process.
- 2) At staff meetings decisions will be made about how often students will be assessed at each grade level.
- 3) Teachers will pilot these reading assessments throughout the year.
- 4) Ongoing discussions at grade level meetings and staff meetings will take place so that we can streamline the process and make changes as needed.
- 5) A committee will be formed to discuss professional development opportunities in reading instruction over the next couple of years – and a plan will be created for the upcoming year.
- 6) A team of staff, including the reading specialist, will create a leveled text book room that will support literacy instruction.
- 7) Progress and updates will be shared with the School Council and with the parent community.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: Benchmark reading assessments will be put in place for grades 1-6, and professional development to support literacy instruction will be identified and put into place.

Target Date: May, 2011



# 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](mailto: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	<b>2</b>	Schools Open - Aug 30		<b>2</b>	3	4	5	6	JH AND HS Early Dis. - Jan. 5
	<b>5</b>	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		<b>16</b>	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	<b>29</b>	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
	<b>10</b>	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		<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	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
		<b>1</b>	2	3	4	Elem Early Dismissal - Nov 15		5	6	7	8	9	School Days - 22
	7	8	9	10	<b>11</b>	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	<b>24</b>	<b>25</b>	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	<b>6</b>	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			<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	Patriots Day - April 16
	19	20	21	22	23	Winter Recess - Dec. 24 - Jan. 2		23	24	25	26	27	School Days - 15
	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	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	
								<b>28</b>	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	<b>Total Days = 180 - 185</b>

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;

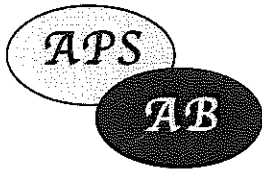
1-1-1-1 7:15 AM - No School APS, K-6, ALL DAY

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**

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

## SECONDARY SCHOOLS

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

Any concern should be directed first to the teacher, counselor or principal, using the charts provided inside. Should further information and assistance be needed, the following directory may be used. Call (978) 264-4700 to reach all departments.

### **ELEMENTARY CONTACTS**

#### **LEVEL I – SYSTEMWIDE SPECIALISTS**

Curriculum 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](mailto:smills@mail.ab.mec.edu)

# **SCHOOLS OPEN**

**Tuesday, August 30, 2011\***

\* With the exception of

8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> graders, who start on Wednesday, 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)
								11	12	13	14	15	School Days - 9
								18	19	20	21	22	Total Days = 180 - 185
								25	26	27	28	29	

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.

*Office of the Superintendent*  
Acton Public Schools  
Acton-Boxborough Regional School District  
<http://ab.mec.edu>  
(978) 264-4700 x 3211

TO: Acton Public School Committee Members  
FROM: Stephen Mills  
ON: September 15, 2011  
RE: **ADDENDUM**

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**ACTON PUBLIC SCHOOL COMMITTEE MEETING:**

4. APPROVAL OF MINUTES\* (*brought to meeting*)
7. SCHOOL COMMITTEE BUSINESS
  - 7.1 Budget – *Don Aicardi*
    - 7.1.1 Closing out FY11 APS budget
  - 7.3 Subcommittee Updates
    - 7.3.1 Long Range Strategic Planning – *Steve Mills (revised)*
      - 7.3.1.2 Staff Survey
  - 7.5 Food Service News –*Kirsten Nelson*
    - 7.5.3 Food Service News II with Point of Sale System Q and A
8. FOR YOUR INFORMATION
  - 8.1 School Improvement Plans: Douglas
  - 8.2 Enrollment Update



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

Donald Aicardi  
Finance Director

TO: Superintendent Stephen Mills  
FROM: Don Aicardi, Director of Finance  
RE: FY11 Status Report-Final *DMA*  
DATE: September 14, 2011

#### **A. Summary**

I am happy to report that the Acton Public Schools ended Fiscal Year 2011 with a \$497,861.47 positive fund balance. Due to some final financial transactions that were completed after the close of the fiscal year, it is slightly higher than the estimated \$471,000 positive fund balance that I reported to the Acton school committee on August 2, 2011.

#### **C. Review of FY11 \$434,146 One-Time Factors**

While very positive, I think it is worth reminding the school committee that the vast majority of the positive fund balance was created by a combination of \$434,000 of non-recurring, one-time factors that created a positive effect within the FY11 budget. These factors include:

1. \$286,442 from the FY10 ARRA IDEA grant. This grant was announced last spring, after the FY11 budget was finalized. Since the FY11 budget was not reduced, this grant allowed expenses to be charged which created a surplus in several accounts;
2. \$120,000 from the scheduling of Early Retirement Incentive that enabled a portion to be paid from FY10 instead of FY11;
3. \$27,704 from the FY11 SFSF grant. This grant was announced early last fall at the time that the federal EdJobs grant was announced, again after the FY11 budget was finalized. Since the FY11 budget was not reduced, this grant allowed health insurance expenses to be charged which also contributed to the surplus.

Due to these factors, the Acton school committee was able to make some strategic spending decisions last May for capital projects, equipment, books and technology; while still ensuring that significant funds would be available at year end that would contribute to the Town of Acton's financial reserves. However, due to the efforts to tighten spending for FY12 APS budget

as much as possible (with an increase of only .78% over the FY11 Budget) it is highly unlikely that such significant surpluses will materialize at the close of FY12 next June.

#### **D. Highlights**

I would like to highlight some of the most interesting observations from the FY11 close numbers for the school committee as we begin to examine how our current FY12 APS budget is doing and how these trends will soon affect the construction of the upcoming FY13 budget.

1. Significant vacancy factor savings in the teachers account (+\$319,000) were generated. \$120,000 of this surplus was created by the paying forward of \$120,000 in recurring “early retirement incentive” out of the FY10 budget, which in turn created a capacity within the FY11 budget. This positive balance in the teacher salary account should be weighed against the \$149k year end deficit in the substitute account; they should be weighed together in concert.

It is important to remember how our current FY12 budget was deliberately constructed that incorporates these two trends: first, significant reductions to account for retirements (\$78k) and staff changes (\$182k) **have already been included as part of the FY12 APS budget** which should decrease these savings by this time next year; and second, \$100,000 in additional vacancy factor savings were anticipated which allowed an increase to the substitute account which should help close this annual deficit by next spring.

The decision to anticipate these salary savings was done based on historical trends as well as a desire to make the FY12 budget increase as low as possible. We will be monitoring the wisdom of that decision in the coming months to evaluate whether it should be duplicated in the FY13 budget process.

2. Utilities (+\$124k). Due to our conservation efforts, our electricity usage continues to trend downward. We have already re-evaluated our FY12 usage assumptions and used \$92,000 from those revised, lower assumptions last June to help pay for a portion of the K-6 mathematics and classroom assistants added to the APS last June. We are eager to refine these assumptions to incorporate this data into the development of the FY13 budget.

3. Salaries, Support Staff (+\$258k). \$143k from the FY11 ARRA IDEA grant was utilized to offset special education aides salary expenses which contributed to this year end surplus.

4. The Instructional Supplies (-\$273k), (-\$208k) Maintenance Buildings, (-\$217k) for Capital Outlay, and (\$-135k) Maintenance Outlays accounts all showed year end deficits to the textbooks, technology, and building rehab projects authorized at FY11 year end.

5. Health Insurance (+\$28k). The year end surplus in the health insurance account was increased due to the availability of \$27k in FY11 ARRA SFSF funds. FY11 was the last year that ARRA SFSF funds will be available to assist school districts with these expenses; as the school committee well knows, no assumption of any SFSF grants was used in the building of the FY12 APS budget.

6. Sped Tuition (+546k). This significant year end surplus was caused by three main trends: first, \$130,000 in FY11 ARRA SPED grants were made available after the FY11 budget was finalized; second, the fourth quarter circuit breaker reimbursement payment came in \$31k higher than anticipated; and third, a thorough review of all FY11 sped tuition encumbrances by Liza Huber, Director of Pupil Services, all contributed to this year end surplus. This account will always be complicated to forecast due to the fluidity of the sped tuition process; the Pupil Services and Finance staff met continuously throughout the year to monitor the status of these accounts and will continue to meet throughout FY12.

#### **E. Conclusion.**

With the decision that was made last spring to use \$1,576,000 in Town of Acton reserves (\$1,000,000 from free cash and \$576,000 from NESWC) to help achieve level service for the FY12 budget, the Administration argued that the positive FY11 budget capacity largely created by one-time revenue sources would allow us to meet two goals: first, to invest in capital projects, textbooks and technology for the APS, and second, ensure that a positive fund balance be maintained. With the school committee's support, we were able to achieve both goals.

To my regret, no municipal budget that I have ever worked on was perfect. Anyone who has worked on one marvels at its complexity, strict time constraints, uncertain information, guesses, assumptions, good luck, bad luck, all the while knowing you are spending the public's money cognizant all the while that you must spend it wisely. The developers of the FY11 APS budget did their utmost to examine all ongoing trends, deal with some one-time only issues, and engage in a lot of hard work to do the best job possible for the Acton school district.

In a very short time, the APS lost a significant amount of institutional budget knowledge with the recent retirements of Superintendent Bill Ryan and Finance Director Tess Summers. Even though they are no longer working in the organization, there is still a very strong foundation in place. I have found that the tracking of the FY11 budget, one that I did not participate in building, has been very instructive on how to construct future budgets. Some of these observations I am happy to say have already been incorporated by the Administration into the current FY12 budget, some will be reviewed and analyzed during this fiscal year and will then be incorporated into the FY13 budget, and some lessons, unknown at the present time, will reveal themselves throughout the upcoming budget season.

This is the time of the calendar year where we are working on three budgets: closing the old one, monitoring the current one, and preparing the next one. I hope to improve both the analytical ability of the finance staff as well as my own, continue to work with other members of the Administration, and tap the insights and knowledge on the school committee, and the Acton Finance committee, throughout this year's budget process to produce the best document possible.

I am happy to answer any questions that you might have. Thank you.

FOR 2011 13

## ACCOUNTS FOR:

1005 GENERAL FUND SCHOOL	ORIGINAL APPROP	TRANFRS/ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	12,053,190	-120,182	11,933,008	11,489,068.39	4,129.00	439,810.61	96.3%
02 SALARIES, PRINCIPALS	532,710	173,477	706,187	706,196.98	.00	-9.98	100.0%
03 SALARIES, CENTRAL AD	405,664	0	405,664	409,155.16	.00	-3,491.16	100.9%
04 SALARIES, SUPP STAFF	2,949,771	-63,295	2,886,476	2,627,629.47	.00	258,846.53	91.0%
06 SALARIES, BUILDINGS	247,342	0	247,342	258,300.53	.00	-10,958.53	104.4%
07 SALARIES, CUSTODIAL	658,951	0	658,951	607,922.63	.00	51,028.37	92.3%
08 SALARIES, HOME INSTR	1,019	0	1,019	.00	.00	1,019.00	.0%
09 SALARIES, SUBSTITUTE	265,973	-10,531	255,442	404,836.15	195.00	-149,588.88	158.6%
10 FRINGES, COURSE REIM	17,000	0	17,000	12,713.25	.00	4,286.75	74.8%
11 FRINGES, HEALTH INSU	3,628,313	0	3,628,313	3,596,416.11	.00	28,896.89	99.2%
16 INSTRUCTIONAL SUPPLI	232,400	-646	231,754	237,871.32	3,000.00	-273,715.88	218.1%
17 INSTRUCTIONAL TEXTBO	83,379	8,272	91,651	77,073.12	223,461.89	-208,883.91	327.9%
18 INSTRUCTIONAL, LIBRA	17,042	-186	16,856	16,677.49	1,005.07	-826.56	104.9%
19 OTHER, CAPITAL OUTLA	262,688	-4,866	257,822	226,972.02	248,496.21	-217,646.50	184.4%
23 OTHER, MAINTENANCE B	211,468	0	211,468	216,607.89	130,231.08	-135,370.97	164.0%
24 OTHER, MAINTENANCE O	83,998	-643	83,355	78,660.14	28,505.83	-23,810.97	128.6%
26 OTHER, LEGAL SERVICE	65,000	0	65,000	22,083.75	950.00	41,966.25	35.4%
27 OTHER, ADMIN SUPPLIE	189,879	19,368	209,247	158,372.92	20,843.18	30,030.91	85.6%
29 OTHER, CUSTODIAL SUP	45,100	0	45,100	45,876.42	3,781.25	-4,557.67	110.1%
30 OTHER, SPED TRANSPOR	446,033	0	446,033	446,033.00	.00	.00	100.0%
31 OTHER, STUDENT TRANS	338,716	0	338,716	336,172.06	-494.05	3,037.99	99.1%
32 OTHER, TRAVEL	11,761	-768	10,993	13,588.98	281.99	-2,878.31	126.2%
33 OTHER, SPED TUITION/	2,192,407	0	2,192,407	1,502,424.59	143,489.70	546,492.71	75.1%
34 OTHER, UTILITIES	970,645	0	970,645	794,196.03	52,264.19	124,184.78	87.2%
TOTAL GENERAL FUND SCHOOL	25,910,449	0	25,910,449	24,284,848.40	1,127,739.13	497,861.47	98.1%

***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**

Meet the diverse needs of all students by promoting social development and emotional and physical well being through increased student-adult and student-student interactions

**Values Addressed:** 1-6

#### **Strategies:**

- Partner with community organizations to expand extra-curricular and intramural offerings for all students to encourage healthy behavior. Increase communication via website
- Examine and determine appropriate staffing and funding to provide diverse opportunities for all students
- Provide increased opportunities for safe and fun activities for students during off-school hours (7-12)
- Develop the lower fields to provide additional space for activities (7-12)
- Broaden and improve supervision of students during unstructured time (e.g. bus, recess) (PreK-6)
- Provide students with increased counseling services
- Create advisory program that provides every student with a one-on-one relationship with an adult (7-12)
- Fully implement social and emotional curricula at the elementary schools (PK-6)

## **Goal #2**

Prepare students with the knowledge, skills and dispositions needed to continue their learning

**Values Addressed:** 1, 2, 5, 6

### **Strategies:**

- Embed critical thinking skills into curriculum at all grade levels and disciplines
- Articulate what all students should know and be able to do at each grade level and create assessments to measure student growth
- Create a balanced assessment program at all schools that involves students in the evaluation of their own progress
- Modify instruction informed by student work and assessments.
- Align technology goals for students with other district curricular goals

### **Goal #3**

Hire and retain high-quality educators and provide supervision, evaluation, and a systemic, focused plan for professional growth that improves student experiences

**Values Addressed:** 1, 2, 5, 6

#### **Strategies:**

- Develop human resource strategies to attract and retain the most talented teachers capable of meeting the needs of our learners
- Adopt and fully implement a new educator evaluation system
- Examine and update the supervision process for all staff, aligned to system priorities
- Create structures for faculty to work together to understand student learning and growth in light of teacher practice
- Revise professional development program to align with other district goals.

#### **Goal #4**

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

**Values Addressed:** 1, 2, 5, 6

#### **Strategies:**

- Increase access to technology for all students
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, ELE, etc.
- Determine what resources are necessary for students to fully meet designated learning outcomes
- Identify appropriate staffing levels
- Ensure all students learn Technology Skills
- Ensure that every student has an opportunity to participate in at least one online learning environment before graduation
- Increase student-teacher interaction through student e-mail (9-12)

### **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**

#### **Strategies:**

- Examine the costs and benefits associated with regionalization
- Determine and operationalize staffing required to meet long-range goals
- Collaborate with town leadership to develop funding strategy to meet goals
- Examine how funds might be better allocated to increase services for students

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From: ■ "Stephen Mills" <smills@mail.ab.mec.edu>

Tue, Sep 13, 2011 2:44:16 PM 

Subject: Important survey re Long Range Strategic Plan

To: ■ news@abschools.org

Bcc: ■ **Beth Petr**

Attachments: ■ Attach0.html

3K

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Good Afternoon,

As I hope you know a lot of us have been working very hard to create a Long Range Strategic Plan (LRSP) for the school districts throughout the last 8 months. During my opening day speech, I referenced the steering committee and my cabinet. I mentioned on that Aug 29<sup>th</sup> morning that it is now your opportunity to weigh in. I fully understand that there is much on your plates already. To make this document more meaningful, we truly seek your input and concrete ideas for moving our districts forward over the course of the next five years. Please [click here](#) to take our quick online survey and respond by Friday, Sept 23.

Sincerely,

Steve Mills

## Staff LRSP Survey

[Exit this survey](#)

### LRSP Feedback

Based on the feedback that we received last spring, the LRSP committee has finalized the mission statement and values listed below. We are currently seeking your input on each of the proposed goals. As you take the survey, please read through each proposed goal and answer the questions that follow.

**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.

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

[Next](#)

## Staff LRSP Survey

[Exit this survey](#)

### Goal #1

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VALUE #6 Educational policy and resource decisions informed by research and evidence

#### PROPOSED GOAL #1:

Meet the diverse needs of all students by promoting social development and emotional and physical well-being through increased student-adult and student-student interactions.

#### Strategies:

- Partner with community organizations to expand extra-curricular and intramural offerings for all students to encourage healthy behavior. Increase communication via website
- Examine and determine appropriate staffing and funding to provide diverse opportunities for all students
- Provide increased opportunities for safe and fun activities for students during off-school hours (7-12)
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- Broaden and improve supervision of students during unstructured time (e.g. bus, recess) (PreK-6)
- Provide students with increased counseling services
- Create advisory program that provides every student with a one-on-one relationship with an adult (7-12)
- Fully implement social and emotional curricula at the elementary schools (PK-6)

#### 1. Does this goal support the mission statement and values?

Yes

No

Comments and/or Suggestions

**2. Do the strategies proposed support the goal?**

Yes

No

Comments and/or Suggestions

**3. Are there additional strategies that support the goal?****4. What tools can we use to measure achievement of this goal?**

Prev

Next

**Staff LRSP Survey**[Exit this survey](#)**Goal #2**

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

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VALUE #6 Educational policy and resource decisions informed by research and evidence

**PROPOSED GOAL #2:**

Prepare students with the knowledge, skills and dispositions needed to continue their learning

**Strategies:**

- Embed critical thinking skills into curriculum at all grade levels and disciplines
- Articulate what all students should know and be able to do at each grade level and create assessments to measure student growth
- Create a balanced assessment program at all schools that involves students in the evaluation of their own progress
- Modify instruction informed by student work and assessments.
- Align technology goals for students with other district curricular goals

**1. Does this goal support the mission statement and values?**

Yes

No

Comments and/or Suggestions

**2. Do the strategies proposed support the goal?**

Yes

No

Comments and/or Suggestions

**3. Are there additional strategies that support the goal?**

**4. What tools can we use to measure achievement of this goal?**

Prev

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**Staff LRSP Survey**[Exit this survey](#)**Goal #3**

VALUE #1 An environment that promotes social development and emotional and physical well-being for the entire community

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VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

**PROPOSED GOAL #3:**

Hire and retain high-quality educators and provide supervision, evaluation, and a systemic, focused plan for professional growth that improves student experiences

**Strategies:**

- Develop human resource strategies to attract and retain the most talented teachers capable of meeting the needs of our learners
- Adopt and fully implement a new educator evaluation system
- Examine and update the supervision process for all staff, aligned to system priorities
- Create structures for faculty to work together to understand student learning and growth in light of teacher practice
- Revise professional development program to align with other district goals.

**1. Does this goal support the mission statement and values?**

Yes

No

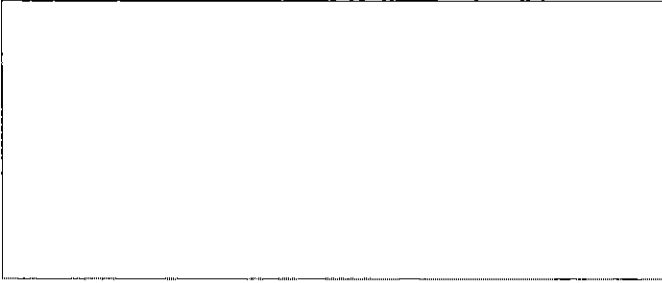
Comments and/or Suggestions

**2. Do the strategies proposed support the goal?**

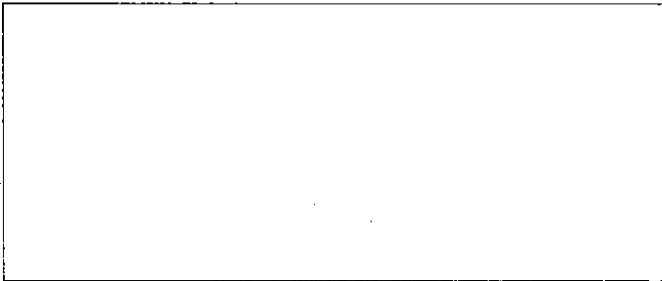
Yes

No

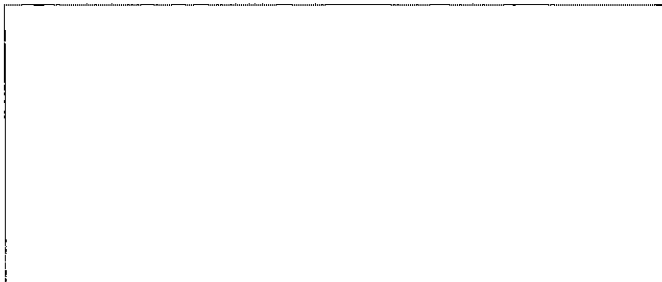
Comments and/or Suggestions



**3. Are there additional strategies that support the goal?**



**4. What tools can we use to measure achievement of this goal?**



Prev

Next

**Staff LRSP Survey**[Exit this survey](#)**Goal #4**

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 GOAL #4:**

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

**Strategies:**

- Increase access to technology for all students
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, ELE, etc.
- Determine what resources are necessary for students to fully meet designated learning outcomes
- Identify appropriate staffing levels
- Ensure all students learn Technology Skills
- Ensure that every student has an opportunity to participate in at least one online learning environment before graduation
- Increase student-teacher interaction through student e-mail (9-12)

**1. Does this goal support the mission statement and values?**

Yes

No

Comments and/or Suggestions

**2. Do the strategies proposed support the goal?**

Yes

No

Comments and/or Suggestions

**3. Are there additional strategies that support the goal?**

**4. What tools can we use to measure achievement of this goal?**

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**Staff LRSP Survey**[Exit this survey](#)**Goal #5**

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VALUE #5 Literacy communication and technology skills for life long learning

VALUE #6 Educational policy and resource decisions informed by research and evidence

**PROPOSED 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

**Strategies:**

- Examine the costs and benefits associated with regionalization
- Determine and operationalize staffing required to meet long-range goals
- Collaborate with town leadership to develop funding strategy to meet goals
- Examine how funds might be better allocated to increase services for students

**1. Does this goal support the mission statement and values?**

Yes

No

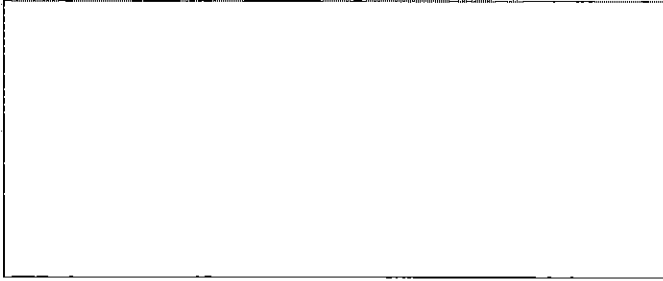
Comments and/or Suggestions

**2. Do the strategies proposed support the goal?**

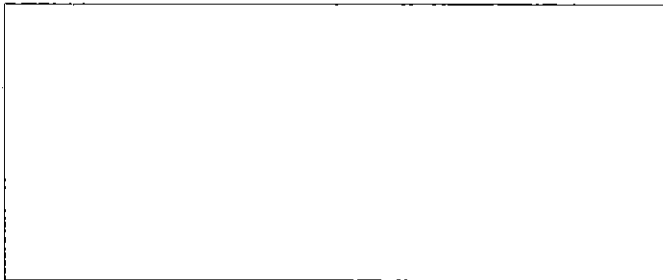
Yes

No

Comments and/or Suggestions



**3. Are there additional strategies that support the goal?**



**4. What tools can we use to measure achievement of this goal?**



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## Staff LRSP Survey

[Exit this survey](#)

### Final Comments

#### 1. Is there anything that we have missed?

[Prev](#)

[Done](#)



## ~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](http://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 have assigned 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 into the portal: The lunch ID is displayed when a parent clicks on the student schedule (Elementary and High School) or the Team assignment (Junior High) icon. The icons and displays for the different levels are shown below.

### My Class Schedule

HR Teacher: Cathy Cherkerzian  
Home Room: 20  
Lunch ID: 3437

### Team Assignment

Team: 7 Orange  
Lunch ID: 2627

### My Class Schedule

Home Room: 250W Counselor: Jen Gebel  
Locker Number: E-22 Locker Combo: 43-09-39 Lunch ID: 4248

- **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 7<sup>th</sup> of October. We will be going "live" with the point of sale system on October 7<sup>th</sup>. 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 30<sup>th</sup> 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.

## Something New!

**We are now offering Gluten Free Lunches.**

**Something New!!!!**

**Starting on 9/19/2011**

**Gluten Free Turkey and**

**Cheese Wrap in a Brown**

**Rice Tortilla are**

**available with a 24 hour**

**notice to the Cafeteria**

**Manager.**

**Something New**

**\* Gluten Free Pizza**

**~Available every  
Friday~**

**Starting on 9/16**

**Please place your order**

**by Wednesday.**

[Help](#) | [FAQ](#) | [Contact Us](#) | [About Us](#)

Welcome, Kirsten.

[My Student Account](#) | [My Account](#) | [Logout](#)**My Student Account**[Add Student](#)[Make a Payment](#)[Automatic Payment](#)[Account History](#)[Low Balance Alert](#)**FAQ**

- [Registration](#)
- [Sign In/Forgot Password](#)
- [Student Accounts](#)
- [Payments](#)
- [Security](#)

**My Account**[My Profile](#)[My Cards](#)[My Payment History](#)[Change Login Details](#)**Registration**[TOP](#)**Q: What Information do I need to have before registering with ParentOnline?**

- Check to see if your school district accepts payments through ParentOnline.
- Valid e-mail address for all future service communications.

**Q: Why didn't I receive a confirmation e-mail?**

Some common problems are:

- E-mail sent may have automatically been removed or moved to your junk mail box because of your mail box settings. Check your email settings.
- E-mail address given during registration might not be correct. Please login and verify that the correct e-mail address is listed in the [My Profile](#) link.
- If both the above reasons are not applicable, please contact us at [customer@parentonline.net](mailto:customer@parentonline.net).

**Login - Forgot Username / Password**[TOP](#)**Q: What should I do if the system doesn't accept my username and password?**

- Please use the [Contact Us](#) link on the ParentOnline home page and write to us providing the e-mail address used when you registered your account.

**Q: What should I do if I forgot my password?**

- Click on the [Forgot Password](#) link.
- Enter your Username and E-mail address, then click **Next >>**.
- Answer your Security Question, then assign a New Password and click **Login >>**.

**Q: What should I do if I forgot my information needed to change my password?**

- Please use the [Contact Us](#) link on the ParentOnline home page and write to us providing your valid e-mail address.

**Student Accounts**[TOP](#)**Q: What Information do I need to add a student?**It is very important you understand the [Privacy Policy](#) before you add a student to your account.

- School District provided student ID required.
- Name of the school in which your student is enrolled.
- Some districts require your student's birth date.

**Q: I get an error message saying "Student details you have entered do not match our records" whenever I try to add a**

**student?**

- Ensure that all information entered matches the information on file at the school district.
- If you are still unable to add a student, please contact us at [customer@parentonline.net](mailto:customer@parentonline.net).

**Q: When my students have a joint account, how is it represented?**

- When you add a student using the **Add Student** link, if that student is in a joint account at the school then all students associated with that account are automatically added.
- If your student's school records change to become a joint account, the other student(s) will be added automatically. Please work with your school to ensure these records are correct and up to date.

**Payments**[TOP](#)**Q: Which credit cards are accepted?**

- ParentOnline accepts payments by Credit/Check cards with the Visa or MasterCard logo.

**Q: What payment methods are offered on ParentOnline?**

- Payments can be set up as either One-Time or Automatic once the account falls below your determined limit.

**Q: How do I make a payment?**

- You can make a payment using a credit/check card by either entering the details or by selecting one of your saved cards from **My Cards**.

**Q: When will my card be charged when I make a payment?**

- ParentOnline charges your card and provides transaction information immediately.

**Q: When will my student be able to use the monies from my online payment?**

- Payments made online will generally be available to your student at the school within 2 to 24 hours.

**Q: I just made an online payment. Why does the balance not reflect my payment?**

- The ParentOnline site requires coordination with your school district for payment and sales information. All payment and sales data should be on the site within 24-48 hours after the transaction.

**Q: What is Automatic Payment and what do I need to set it up?**

- Automatic payment is designed for users who like to replenish their student's cafeteria account whenever the balance falls below a specified amount.

To set up an automatic payment:

- Save a valid credit/check card to your account.
- On **Automatic Payment**, select the student, the credit/check card to be billed, the payment amount and the minimum balance amount.

**Q: What If I set automatic payment and the credit/check card I used has expired?**

- The payment will not be approved and you will receive an e-mail specifying the reasons.

**Q: Can my automatic payment be removed without my knowledge?**

- When a payment is made, whether it is a One-Time or an Automatic payment using credit/check card, if it fails we will remove all the automatic payment settings associated with that failed credit card.
- If any of your students' cafeteria accounts are combined by your school, and any automatic payments are affected as a result, some settings may be removed automatically. You will be notified of this by e-mail and may need to re-enter automatic payments for your students.

**Q: What are Bonus, Minimum and Maximum payment amounts?****Bonus**

- Some school districts offer a bonus amount for payments made to a student cafeteria account if it exceeds a particular amount. Please check with your school district to see if they participate in this program and for the amounts.

**Minimum and Maximum Amounts**

- Most school districts accept online payments for school cafeteria accounts only within a specified range. Please check with your school district for these amounts.

**Q: What is the convenience fee and how is it calculated?**

- For every transaction, whether it is One-Time or Automatic, ParentOnline charges a percentage of the total amount paid (not including any applicable bonus amount).

**Q: What happens if my payment is declined due to a problem with my credit card?**

- If the declined card is saved in your **My Cards** it will be removed.
- You will not be able to use this card again until the problem has been resolved.
- Any Automatic payments using this credit card will be removed.

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**Security**

TOP

**Q: How secure is ParentOnline?**

- ParentOnline follows industry best practices in maintaining security. We use 128-bit encryption to secure data transfer between your browser and our server. From the time you login until the time you logout, all data is encrypted.

**Q: How secure is my credit card information?**

- All credit card information is encrypted. We make sure our systems are reliable and secure to thwart off any attacks of identity theft.
- We maintain very strict security features; our employees do not have access to your credit card or password information. This data is encrypted when it is sent to be stored in our system.

**Q: How secure are my cards while processing payments?**

- ParentOnline uses the highest level of internet security (128 bit encryption) to assure secure, reliable transactions. We use the same security encryption as many major e-commerce web sites. You can be certain that your payment is secure.

# Douglas School Improvement Plan Spring 2011



School Council Members: Christopher Whitbeck, Judy Rowland, Lisa Racie, Tamara Ricciardone, Scott Anderson, Amy Krishnamurthy, Karen Jarsky, Cathy Cherkerzian, Martha Bethel, Stephanie Ingraham

The Douglas School Council generally meets every six weeks. This past year, we met on the following dates:

November 4th  
January 18th  
March 8th  
May 31st

### **Part One: Progress with Goals for 2009-2010**

The following list includes this past year's Rationale, Responsible Parties, Strategies, Measurable Outcomes, Target Completion Dates, Assessment of Progress, Assessment Instruments, Anticipated Costs, and Source of Revenues for our two stated goals.

#### **I. Focus on Anti Bullying:**

The Douglas staff and School Council worked to **Review and revise programs and procedures to address incidents of bullying within the school community.**

Based on identified student needs, each school improvement goal is subdivided into more specific goals. Teachers begin to address this goal through a focus on the identification of needs, effective solutions, and then implementation of programs. Our goal was tied to the system-wide goal of supporting students within a positive school culture and climate.

#### **Goal 1: Gather Data**

**Goal Statement #1: Assessment of school climate, particular peer to peer relationships and incidence of bullying behaviors:**

**Rationale:** The Douglas school core values focus on Caring and Community. Within this community is a diverse student and adult population that interacts in complex ways. One of the first steps of this goal will be to collect important individual perceptual data regarding the positive and negative experiences of members of the community. This will provide the faculty with the information needed to address specific concerns and make educated decisions on programmatic implementation within the school.

#### **Responsible Parties**

Principal and teachers volunteers will work as members of a committee to create, distribute and analyze survey data from students, teachers, and community members.

#### **Strategies**

1. Design and distribute survey
2. Analyze and communicate data

#### **Define Outcomes**

1. A written summary of data analysis with focus areas for programmatic change.

**Target Completion Date: Fall 2010****Assessment of Progress:**

The survey was an amazing success. The survey was available online to students, teachers and parents. Students took the survey at school and parents and teachers took the survey at work or at home. Student participation was excellent, as students took the survey in their classrooms or in computer lab. Of 343 families, 230 took the survey for a 67% participation rate. Of 28 classroom or specialist teachers, 20 took the survey for a 71% participation rate.

**Costs \$20 – Survey Monkey**

**Goal 2: Implement Program Change**

**Goal Statement #1: An Assessment of school climate will provide information on bullying behaviors which will be addressed procedurally and programatically within the school:**

**Rationale:** Given the assumption that within a diverse community, conflict is inevitable, a community must decide how to handle such conflict. It is the intent of the Douglas community to be both proactive in teaching positive community building skills as well as clearly define procedures for responding to incidents of bullying behavior defined by Massachusetts General Laws as:

“The repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.”

**Responsible Parties**

Principal and all teachers will work to develop procedures and identify or develop programs to address bullying within the school community.

**Strategies**

1. Review survey data
2. Identify successful anti-bullying programs
3. Develop procedures regarding bullying behavior

**Define Outcomes**

1. Identified programs and procedures regarding bullying behavior.

**Target Completion Date: June 2011**

**Costs = \$2100 (curriculum and training)**

### **Funding Source: Appropriated budget**

#### **Assessment of Progress:**

The staff spent the year's professional development meetings studying bullying behavior and effective methodologies. They re-wrote procedures and participated in feedback of the district bullying policy and procedures. They identified focus areas within the school such as building the response of "Bystanders." The school also purchased curriculum and training from Me To We – an organization dedicated to building leadership skills and positive change among young people. Because Douglas already used Steps to Respect and Second Step (established empathy and anti-bullying curriculum). The Staff decided to use an approach of building leadership capacity to address the remaining instances of hurtful behavior, as nationally this is seen as the most effective means of affecting change.

#### **Goal Two: Improve student assessment systems:**

The Douglas staff and School Council decided to postpone working on one additional one-year goal, **Improve Student Assessment Systems**. It became clear early in the year that this would be a district goal – focused on formative and summative assessment, so postponing to align with district goals seemed appropriate. The school did move forward with the purchase of K-3 reading assessments and implemented those as well as "Running Records" for all students in those grade levels.

## **Part Two: Goals for 2011-2012**

The Douglas staff and School Council have two overarching goals scheduled for completion over one school year. These one-year goal are to **Improve student assessment systems by identifying benchmarks and formative assessments & Improve methodologies for including challenging students in the regular education classroom.**

Our goal is tied to the already established system-wide goals of identifying benchmarks and tools to measure those benchmarks in all content areas and grade levels, as well as effectively meeting the teaching and learning needs of an increasingly diverse school community.

### **Goal 1: Improve Student Assessment Systems**

#### **Goal Statement #1: Assessment to Improve Student Learning**

**Rationale:** The Douglas school assessment system will be organized around the primary purpose of improving student learning. It should provide useful information about whether students have reached important learning goals (benchmarks) and provide information so that teachers can help students move forward. The assessments will be consistent with learning goals, curriculum, instruction, and current knowledge of how students learn.

Classroom assessment that is integrated with curriculum such as Everyday Math and Reading Street will be the primary means of assessment. Teachers will also assess student learning through structured and informal observations and interviews, projects, performances and exhibitions, audio and videotapes, experiments, portfolios, and journals.

Assessment systems, including instruments, policies, practices and uses, will also be fair to all students. They will allow for multiple methods to assess student progress and for multiple but equivalent ways for students to express knowledge and understanding. The goal of all assessments will be to reflect a student's actual knowledge. These assessments are created or appropriately adapted and accommodations are made to meet the specific needs of particular populations, such as English language learners and students with disabilities.

#### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify age appropriate, skills and concepts.

#### **Strategies**

1. Collection of current and possible assessments
2. Identification of benchmarks
3. Analysis to match skills and assessments

**Define Outcomes**

1. A Douglas reference of assessments correlated to specific benchmarks.

**Target Completion Date**

June 2012

**Assessment of Progress**

**Costs \$0**

**Goal Statement #2: Professional Collaboration and Development**

**Rationale:** Knowledgeable and fair educators are essential for high quality assessment. Assessment systems depend on educators who understand the full range of assessment purposes, use appropriately a variety of suitable methods, work collaboratively, and engage in ongoing professional development to improve their capability as assessors.

Douglas School teachers will identify and participate in professional development and work together to improve their assessment craft. They may engage in small groups of teachers scoring student work, or other untested practices to develop a school-wide knowledge of skills and assessments.

**Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams that work to organize and identify and participate in high quality professional development.

**Strategies**

1. Collaborative, cross grade teams K – 6 review benchmarks, assessments and study student work. Teams will then develop guides that specifically address identified benchmarks and effective assessments that lend themselves to collaborative teacher work.

**Define Outcomes**

1. A Douglas guideline for effective assessments including purposes, collaborative practices and examples.

**Target Completion Date**

June of 2012.

## **Assessment of Progress**

Usefulness of the assessment work will be evaluated based on comparison of assessments to identifying student skills.

## **Anticipated Costs**

Built into district professional development program for 2012.

## **Goal Statement #2: Improve methodologies for including challenging students in the regular education classroom.**

**Rationale:** Frequent visits to the principal's office, detentions, suspensions, or moving to a SPED program at another school are the established tools of school discipline for kids who don't abide by the school rules. This is common for kids who have a hard time getting along with other kids, don't seem to respect authority, don't seem interested in learning, and are disrupting the learning of their classmates. But there is a big problem with these strategies: They are ineffective for most of the students to whom they are applied.

Douglas School teachers, administration, and APS pupil services will work together to identify and build a new conceptual framework for understanding and responding to the difficulties of kids with behavioral challenges.

## **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams that work to organize and identify and participate in high quality professional development.

## **Strategies**

1. Collaborative, cross grade teams K – 6 review outcomes for these students as well as PD and support needed to help students reach these outcomes.
2. Teams will then develop guides, protocols and work with pupil services to establish levels of support to specifically address the success of students with behavioral difficulties (as well as the continued success of all students) within the regular education classroom.

## **Define Outcomes**

2. A trained staff who has a significant number of documented strategies, procedures and supports for including and providing a successful experience for ALL students.

**Target Completion Date**

June of 2012.

**Assessment of Progress**

Case studies of students within the school will provide a model for future students and teachers. We will also produce a list of strategies, procedures and supports.

**Anticipated Costs**

Built into district professional development program for 2012.

9/14/11  
2:38 PM

Actual  
Acton Public Schools  
2011 - 2012  
September 1, 2011

# Staff Children  
Case [ ]  
CAD, DAD, GAD, TAD, and MAD - ALL DAY PROGRAMS

Grade YOG	Conant			Douglas			Total			Gates			Total			McCarthy-Towne			Total			Merriam				Total	#Sec	Avg. Siz
	Rm	CAD	CB	CC		DAD	DB	DC		GAD	GB	GC		2#	IAD	IB	IC	1#	MAD	MB	MC	2#	5#					
K-24																												
Gr. 1-23																												
Gr. 2-22																												
Gr. 3-21																												
Gr. 4-20																												
Gr. 5-19																												
Gr. 6-18																												
Total Staff																												
Total Range																												

**MONTHLY ENROLLMENT**  
**ACTON PUBLIC SCHOOLS**  
**ACTON-BOXBOROUGH REGIONAL SCHOOLS**  
**2011-2012 ACADEMIC YEAR**

Sep-11

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun 1		
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot		
K	297	59	5	302																										
1	333	53	5	338																										
2	355	54	7	362																										
3	351	68	2	353																										
4	351	66	2	353																										
5	370	75	5	375																										
6	359	85	4	363																										
K-6 Ungr.	0	0	0	0																										
In D Pre-sch.	37	8	0	37																										
O.D. Pre-sch.	2	0	0	2																										
O.D. SPED K-6	12	4	0	12																										
A.P.S. Total	2467	472	30	2497	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
7	391	71	7	469																										
8	404	71	9	484																										
J.H.S. Total	795	142	16	953	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
9	394	77	8	479																										
10	414	108	3	525																										
11	387	100	7	494																										
12	362	94	9	465																										
9-12 Ungr.	0	0	0	0																										
P.G.	0	0	0	0																										
H.S. Total	1557	379	27	1963	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total JHS & HS	2352	521	43	2916	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
O.D. SPED 7-12	44	13	0	57																										
Reg. Total	2396	534	43	2973	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A.P.S. Total	2467	472	30	2497	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Reg. Total	2396	534	43	2973	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Grand Total	4863	534	73	5470	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

All Principals (2)

C. Bates

D. Aicardi  
A. Bisewicz  
K. Nelson  
E. Weiner

S. Mills  
M. Altieri  
D. Bookis  
L. Huber

Distribution:

In D. = In District

Pre-School = SPED  
P.G. = Post Graduates  
Ungr. = Ungraded  
O.D. = SPED Out of District

A = ACTON  
B = BOXBOROUGH  
C = Choice/Staff/Tuition In

Students other than Choice counted under column C:  
Staff Students -  
Tuition In Students -  
Sped Tuition in Students



# Food Service Department

Exciting changes!

# [Lunch Price Increase]

- Acton Public Schools \$2.35
- Acton-Boxborough Regional Schools tiered pricing starting at \$2.10-\$3.00
- Equity in lunch pricing, section 205 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).

# [ Point of Sale System ]

- The information your child needs  
**4 digit lunch ID# found in Powerschool  
these numbers are pre-assigned to avoid  
duplication**
- Parents need to work with their child to  
memorize the number by Oct. 7<sup>th</sup>
- Other Districts have success using 6 digits!

# [ Payment for lunches ]

- How can you pay?
- You can still pay by cash each day.
- You can still send in a check to the cafeteria manager to put a deposit on your child's account.  
NO MORE TICKETS WILL BE ISSUED
- **New Offering effective September 30<sup>th</sup>** if you choose to create an account through Parent on Line: You can pay using Visa or Mastercard through a secure site. There is a \$1.75 convenience fee for a deposit. You will receive an e-mail confirmation upon receipt of payment.

# [ Payment/Charging Procedure ]

- Parents should pre-pay for lunches whether it is by the month, full year, or whatever you decide (or pay cash each day)
- We will allow a child to go in the negative by 2 lunches at the elementary and Junior High Schools. High School students must have cash or money on account. They will not be allowed to go in the negative.

# [FAQ's]

- Can parents get an itemized list of purchases? On line you will see whether there is a lunch, milk or an a la carte purchase.
- Can parents set a daily spending limit? No. However, purchases can be restricted by the days of the week for a la carte sales.

# [FAQ's continued]

- If you choose to set up an account with “Parent on line” you will need your child’s student ID Number for each child as well as the school they attend.  
(The Student ID is your login number for your child in Powerschool ....not to be confused with the 4 digit lunch ID#)
- We are two school districts. If you have a child in Acton Public and A-B you will need to set up separate accounts by District.
- There is a handout available with FAQ’s for the Parent On Line, more information will be coming!

# Mass Harvest to Schools Week

- We are offering a fresh fruit and vegetable tasting next week in the cafeterias.
- Annual Corn Husking with the students at the elementary schools.

# [ Gluten Free Lunches ]

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- We are now offering gluten free lunches in all cafeterias.
- See menu for details! Please notify the cafeteria manager of your school in advance for these items.

# Kirsten Nelson Food Service Director

It is our pleasure to serve  
your children!

