

Acton Public School Committee Meeting

May 16, 2013

7:00 p.m.

at the R.J. Grey Junior High School Library

ACTON PUBLIC SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

May 16, 2013
7:00 p.m.

AGENDA

1. CALL TO ORDER (7:00)
2. CHAIRMAN'S INTRODUCTION
3. APPROVAL OF MINUTES and STATEMENT OF WARRANT
 - 3.1 3/21/13 APS SC meeting
4. PUBLIC PARTICIPATION
5. EDUCATION REPORT - Damian Sugrue, Principal, Conant School (7:05)
6. SCHOOL COMMITTEE BUSINESS (7:20)
 - 6.1 School Committee Member Reports (*oral*)
 - 6.1.1 ALG Update – *Kim McOsker*
 - 6.1.2 Board of Selectmen and FinCom Update – *Dennis Bruce*
 - 6.1.3 Health Insurance Trust (HIT) Update – *Kim McOsker*
 - 6.1.4 OPEB Task Force Update – *Dennis Bruce*
 - 6.2 APS Food Services – Kirsten Nelson (7:25)
 - 6.2.1 Recommendation to approve APS School Lunch Price Increase for FY14 – **VOTE**
– *Kirsten Nelson*
 - 6.2.2 Healthier US School Challenge Award
 - 6.3 Douglas School Assistant Principal Update – *Steve Mills* (7:40)
 - 6.4 3rd Quarter FY13 Budget Report – *Steve Mills*
 - 6.5 Regionalization Update – *Dennis Bruce* (7:55)

See materials posted at <http://ab.mec.edu>

 - 6.5.1 Public Presentations
 - 6.6 Kindergarten Registration Update – *Marie Altieri* (8:10)
 - 6.8 Process for Naming Acton Public Preschool Program – *Liza Huber* (8:20)
 - 6.8.1 Naming of Facilities Policy, File: FF
 - 6.8.2 Proposed Process for Naming our Program
 - 6.8.3 Previous memo dated 3/15/13
7. FOR YOUR INFORMATION (8:25)
 - 7.1 Pupil Services
 - 7.1.1 ELL Student Population Report
 - 7.1.2 Early Childhood Student Population Report
 - 7.1.3 Youth Risk Behavior Survey Presentation, May 22 at 7:00 pm, RJGJHS Library
 - 7.2 Monthly Enrollment – May 1, 2013
 - 7.3 Announcement re Merriam Principal
 - 7.4 All-Staff Retirement Party – June 13, 3:00-5:00, Wedgewood Pines Country Club, Stow
 - 7.5 Dismissal Times for Last Day of School – June 24, 2013
 - 7.6 Flyer for Dr. Zhao Community Presentation, July 23, 2013

7.7 School Newsletters

| | |
|--------------------------------|---|
| Conant Crier: | http://conant.ab.mec.edu/pto/newsletter.html |
| Douglas Digest: | http://douglas.ab.mec.edu |
| Gates Gazette: | http://gatesschoolpto.org/gazette |
| McCarthy-Towne Bulletin: | http://www.mctptso.org/bulletin/ |
| Merriam Comm News: | http://www.merriampto.org/Merriam |
| Acton Public School Preschool: | http://ab.mec.edu/Preschool/index.htm |

NEXT MEETINGS:

- June 3, 7:00 pm, Special Town Meetings in Acton & Boxborough for Regionalization
- June 6, 7:30 pm, ABRSC meeting at RJGJHS Library
- June 20, 7:00 pm, APSC meeting at RJGJHS Library

ADJOURN (8:30)

**ACTON PUBLIC SCHOOL COMMITTEE MEETING
Draft Minutes**

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

**March 21, 2013
7:00 p.m.**

Members Present: Mike Coppolino, Xuan Kong, Kim McOsker, Paul Murphy (7:10 p.m.) Deanne O'Sullivan
Members Absent: Dennis Bruce
Others: Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr

The meeting was called to order at 7:01 p.m. by Kim McOsker, Chair of the Acton Public School Committee.

STATEMENT OF WARRANT

APS warrant #201319 dated 3/19/13 in the amount of \$114,379.63 was signed by the Chair and circulated to the Committee for signatures.

APPROVAL OF MINUTES

The minutes of the 2/14/13 APS SC meeting were approved as amended.

PUBLIC PARTICIPATION - none

EDUCATION REPORT – *Reader's Notebook Collaborative Project*

Edward Kaufman, Principal of the Merriam School presented with Kathy Collins, author of *Growing Readers & Reading For Real*, and Merriam staff members Maryann Ayers, Kerry Cusick and Kate Shiebler. Ed began by citing *Notebook Connections* as a book they used as a resource. Kathy Collins gave seminars for staff last summer and was then invited to work with the Merriam staff during the year.

Kathy stating that there are lots of ways that people make sense and understand meaning when they are considering text. When she asked the staff to read a passage and respond to it, they all came back with different answers. A goal is to find a variety of ways to teach reading and tools to use. Inference is a key skill for students to grasp, moving students beyond the literal reading of text.

Ed concluded, "It should be the teacher's aim to give every child a love of reading; a hunger for it that will stay with him through all the years of his life." (Mayne, 1915)

When asked why all of our elementary schools don't use this method, Dr. Mills said that one of our key values is the individuality of each of our schools, and there are many ways to teach reading. Comparing a student's work over time is very important, compared to MCAS type of measures of progress. He did point out that this kind of teaching can be expensive because it takes time for teachers to review their own work and share it with colleagues and collaborate. This is why he pushes for teachers to have more time to work together. The Merriam staff described the high level of student engagement, ownership of work and excitement resulting from the notebooks that leads to improved learning.

SCHOOL COMMITTEE BUSINESS

7.1 Morrison Farm Implementation Plan

Bill Mullin did a short presentation on this upcoming Town Meeting article that will be funded by Community Preservation Act money. It has been endorsed by several school staff members as educational valuable.

7.2 ALG Update

Xuan Kong reported that ALG had not met since the last School Committee meeting.

7.3 Board of Selectmen and FinCom Update

7.4 Health Insurance Trust (HIT) Update

Kim McOsker reported that the last meeting was a vote on the rates with an average of 10%. Good trends are happening. This will go in effect on July 1st.

7.5 OPEB Task Force Update

Don Aicardi reported that they reviewed the Town Meeting presentation that Steve Noone will be giving.

7.6 Merriam Principal Search Update

Marie Altieri reported that the search committee is in place and work has begun to find the new principal.

7.7 Regionalization Update

7.7.1 Positive Outcomes of Regionalization/Educational Benefits – *Steve Mills*

Dr. Mills does not feel like it is his role to speak about some of the Regionalization issues, such as how the savings will be split and spent because it is up to the citizens to decide that kind of question. As Superintendent, it is up to him to publicize the educational benefits of regionalization. We pride ourselves in Acton on having 5 distinct schools. Currently Blanchard School is better resourced than our Acton schools, although they do have a declining enrollment problem. Blanchard could offer extra performing arts instruction so some Acton families who might choose it over one of the Acton schools. No one will be pressured to go to school outside of their town.

Dr. Mills emphasized that there are no plans to close a school. There are still classes like art, music and some special education being held in not the most appropriate spaces. Blanchard has an ELA specialist and librarian and behaviorist that would be able to work with us as well. There are significant chances to increase professional opportunities by regionalizing. The Superintendent's checklist has 110 forms that are required every year. Now Acton and Acton-Boxborough do two sets and Dr. Bates in Boxborough does one set. Regionalization would reduce that to one set and free up significant time for staff to do more educational work and have more flexibility.

Regarding budgetary relief, savings could be considered as resetting the clock. The budget would always be reset to that level going forward. Dr. Mills will continue to be an ex-officio member of the Regional School District Study Committee (RSDSC). They are looking for a formal endorsement of Regionalization on April 10 from the School Committees as the June 3 Town Meetings get closer.

Mike Coppolino said there are a lot of naysayers about the savings and that it will get folded in to the budget. He asked if a line called "savings due to regionalization" could be included in the budgets. Dr. Mills replied that whatever savings are realized ultimately go back to the taxpayers to decide on. Paul Murphy emphasized that some people will ask "what is the educational benefit to me?" He hopes people will support it even if there is something in it for someone else, but not necessarily themselves.

Deanne O'Sullivan asked about Boxborough accepting up to 60 Choice Program students if regionalization fails. Each student would bring in \$5000. The Regional School District must accept these students through grades 7 – 12. The \$5000 would not affect the Acton and Boxborough assessment figures. Deanne is concerned about class size and how cutting a section reduces the chance to have smaller classes. Kim pointed out that there would be a guaranteed class size increase at the Jr High and High School without regionalization because Blanchard would accept these choice students.

A question was asked about bus times if we regionalize. Marie believes that JD Head would say the bus issue is negligible. On Budget Saturday, Marie had a chart that mapped out enrollment and class sizes.

Martha Bethel spoke from the audience. She does not see a lot of educational benefit, and advocated for money to be spent on additional staff to help teachers spend more time with individual students. She feels the proposal is just about giving money back to tax payers.

Xuan Kong stated that the \$800,000 really should not be coined as savings but as financial opportunities. The assumed \$800,000 is based on the education level as it is now. \$50,000 is from K-6th grade bus costs being subsidized by the state so that would not affect any class teachers/assistants. This is simply because we are regional. The other \$300,000 is removing redundancy from the Central Offices. For the first year there is a \$50 per student regionalization transition bonus offered by state. None of these numbers take away from current services. This money can be used to reinvest in education or taxpayer relief. The RSDSC has not taken a position about how to deploy this \$800,000 of savings. That will be up to the future elected leaders.

Peter Ashton agreed with Xuan that in the first five years enrollment does not play a role in assessment because assessments will be determined using the cost share formula. They are designing it to minimize the impact on Acton. The RSDSC has been looking at revising the model to make it more dynamic, instead of the current static one. They want to look at the difference between regionalization or not by using this. Peter cautioned people about what they are concluding from the model. He said that trying to project this far out (FY22) for budget or enrollment is very inexact. He stated not to worry about what the absolute values are, but the differences between what you would get with and without regionalization are what is important.

Deanne asked if we regionalize, would we look at a model where every school provides special education services. Dr. Mills explained that there is a significant variance between the special education services offered at the elementary schools. One of the restrictions is space, particularly at Douglas.

Paul views the \$800,000 as a chance to meet some of the school's financial needs for the future. A question was asked how the schools will reconcile the different funding mechanisms for the assistants when Blanchard's are very different from Acton's. Dr. Mills responded that we would never make all the schools the same. He values how different our schools are. Marie pointed out that Acton also pays for assistants and is working toward a model similar to Boxborough's.

Xuan stated that because this was his last meeting as an Acton Public School Committee member, he wanted to address his colleagues about regionalization.

He said that it is difficult to leave the process in the middle of it but it has been beneficial for him to see it from two sides. There are many educational benefits to regionalization but they are difficult to quantify. Both Superintendents have said that regionalization is a way to deliver better education to our students, although it will not change students' experiences that much. The bigger difference will be found in the school system-wide operation. The financial benefits must be viewed as a way to give a more positive impact to the students. There are a number of different projections and assumptions. The most recent projections suggest that Acton would save money even beyond the first five years. For the first 5 years, Acton is guaranteed to realize \$700,000 for the transportation reimbursement and administration efficiency, but there is a question after that. It will be up to the citizens to decide what is better for Acton after 5 years. Xuan also commented on reviewing the Agreement at five year intervals. He feels it will be very difficult to change the Agreement at future Town Meetings, particularly if one side would end up paying more.

He spoke about the statutory method of assessment [an assessment method based on both real-estate value and student population of each member town of a region] and that the Boxborough members feel the enrollment based assessment is the agreement made before and that it cannot be changed. The existing Regional Agreement covers grades 7-12 and there is no stipulation about how to finance it if the Region is to include grades K-6. According to the consultant hired by the RSDSC, the statutory method is the legislative intent of education reform and that is how the state decides how much educational aid each

school district would be given by the state. Also, in a recent survey by DESE, 76% of the districts use the statutory method. Acton and Boxborough are funding their elementary school using statutory methods. We pay what the state does not cover and anything we chose to spend above that we assess the taxpayers. That is the essence of the statutory method. By expanding the region to include the elementary schools, the purpose is to create a better education for the students, financial efficiency and receive more financial aid from the state. Xuan suggested that a better solution in the long run may be to implement a method similar to what John Petersen proposed, or continue to assess grades 7 - 12 by enrollment and assess the elementary grades using the statutory method.

Xuan concluded that in the end, money is just part of the equation when considering regionalization. Everyone must weigh the risks and benefits of the finances. The key rests in the elected officials and the administration to determine our future educational success.

7.8 Kindergarten Registration Update

Marie Altieri reported that registration is exactly where we were at at this time last year, at 252 students. The lottery will be done after vacation. Three years ago, we had 340 students. Kindergarten classes now average 19 students when we used to have 23 students. This is even after dropping two sections. At this point, there will be 14 sections with 19 students per class. High demand exists for All Day Kindergarten.

7.9 Recommendation to Approve Gift from Douglas PTO

Xuan moved, Paul seconded and it was unanimously,

VOTED: to accept the gift from the Douglas PTO with gratitude.

7.10 Request for naming Acton Public Preschool Program – *Liza Huber*

Dr. Mills said Carol Huebner has been a dedicated leader and founder of the Preschool Program. Liza will play a leadership role in the committee to help make this decision. We do not have other programs named after anyone. Xuan believes that naming an academic program after a person is much more significant than a building or track because an academic program touches students' lives more than a building. He cautioned the Committee to really think about the impact and implications that naming this program could have on that program and others. Paul stated that policies notwithstanding, he thinks this would be a wonderful thing to do in Carol Huebner's honor.

FOR YOUR INFORMATION

8.1.3 Youth Risk Behavior Survey Presentation has been rescheduled to May 22.

8.3 SpedPAC APS 2012 MCAS Analysis, 2/22/13

Dr. Mills said that in this report the SpedPAC was disappointed that they could not meet with the elementary principals and he will make sure that meeting happens.

Xuan reported that he emailed the gun control letter to MASC and invited them to join the effort.

NEXT MEETINGS:

- April 1, 7:00 pm, Acton Town Meeting begins in ABRHS auditorium
- WEDNESDAY, April 10, 7:30 pm, JT SC/AB/APS meeting at RJGJHS Library
- May 2, 7:30 pm, ABRSC meeting at RJGJHS Library
- May 16, 7:00 pm, APSC meeting at RJGJHS Library – Education Report from Conant School
- Special Town Meetings in Acton & Boxborough for Regionalization, moved from April 29 to June 3

The meeting was adjourned at 9:15 p.m.

Respectfully submitted,
Beth Petr

List of documents used: see agenda

Luther Conant School

80 Taylor Road
Acton, MA 01720
Phone: 978-266-2550 Fax: 978-266-2509
Web: <http://conant.ab.mec.edu>

To: Dr. Stephen Mills

From: Damian Sugrue

Date: May 10, 2013

Re: School Committee Presentation of May 16

Memo

The Conant School's Education Report will inform the Committee of the yearlong writing alignment project conducted throughout this year. This project was a teacher driven initiative developed to fulfill three needs identified by the staff. With help from Deborah Bookis and an outside consultant, the staff and administration of the Conant School were able to develop narrative writing rubrics for grades K-6 that are aligned to the Common Core Curriculum Frameworks.

I will explain the process we have gone through to get where we are, describe future steps in developing rubrics for other required genres, describe future considerations for professional development, and explain plans to use these rubrics to inform instruction and show growth in writing.

I look forward to presenting this exciting, teacher driven initiative.

Conant School Writing Initiative APS School Committee Meeting May 16, 2013

Damian J. Sugrue, Principal



Writing Rubric Development with Common Core Alignment Project

- Teacher Driven Initiative
- Intended to solve three distinct needs
 1. Goal setting requirement
 1. Aligning writing instruction with common core standards.
 1. Developing a method for measuring student growth over time in writing



Beginning Stages

- Examined current rubrics and standards
- Checked for Common Core alignment
- Attempted to “retrofit” current rubrics to match Common Core Standards
- Realized we needed to start from scratch



The Project Continues

- Studied Common Core Standards in grade level meetings
- Developed draft rubrics and writing prompts during faculty meetings and grade level meetings
- Met with outside consultant (Cami Condie, a professor at Salem State University available with support from Deb Bookis) in grade level and multi-level teams to revise drafts and develop a better understanding of the expectations of new standards



Road Blocks Turned to Opportunities


- The deeper we looked, the more we realized the job was much more complex than originally thought
- The staff pulled together and planned our work to ensure the project would be completed well, not quickly, and made adjustments to their original timeline
- A decision was made to focus on the narrative writing rubric to ensure we were all concentrating on the same topic
- Additional work with Cami Condi helped us finalize rubrics
- Through many discussions the staff decided to look at the writing data in terms of beginning of the year, mid-year and end of year standards




| Narrative Writing Rubric Grade K | | | |
|--|--|--|--|
| Name: GRADE K DRAFT April 2013 | | Writing Assignment: _____ | Date: _____ |
| Trait | Beginning | Mid-Year | End of the Year |
| Ideas (Content) | Narrates an incomplete event using dictation and/or drawing <ul style="list-style-type: none"> * Illustration does not match idea presented * No reaction given * No ideas are added even with prompting | Narrates a single event or does not link events using drawing, dictating, and writing <ul style="list-style-type: none"> * Illustration vaguely supports the text * Provides a reaction (may be in speech bubble) * Few details are added even with prompting | Narrates a single event or several loosely linked events using drawing and writing <ul style="list-style-type: none"> * Provides a reaction * Adds details with prompting * Pictures support the text |
| Organization (Internal structure of the piece) | <ul style="list-style-type: none"> * Does not have more than one event to link * Missing two of the three: beginning, middle, or end | <ul style="list-style-type: none"> * Does not link events or use logical sequence * Missing either a beginning, middle, or end | <ul style="list-style-type: none"> * Links events using logical sequence (may be in picture) * Provides a beginning, middle, and end |
| Voice (Word Choice, Sentence Fluency) | <ul style="list-style-type: none"> * Little or no awareness of an audience * Limited vocabulary * Words are sometimes used incorrectly. * Basic sentence structure | <ul style="list-style-type: none"> * Some attempt to write for an audience * Routine vocabulary with no experiments * Words are mostly used correctly. * One or two basic sentences | <ul style="list-style-type: none"> * Audience awareness is present * Vocabulary is mostly routine with a few experiments * Words are basic and used correctly. * Several sentences are present and employ more than one sentence pattern. |
| Writing Conventions (Spelling, grammar, punctuation) | Demonstrates limited use of grade level appropriate conventions; errors are minor and do not obscure meaning <ul style="list-style-type: none"> * Does not use capitalization * Prints upper case letters only * Does not use spaces in between words * Applies little to no letter-sound knowledge to writing simple words phonetically * Labels more than complete thoughts * Sentences do not include nouns or verbs | Demonstrates some grade level appropriate conventions; errors rarely obscure meaning <ul style="list-style-type: none"> * Capitalizes inconsistently * Prints some lower cases letters but also uses some upper case * Uses spaces between some words or uses very small spaces * Spells some words phonetically using letter-sound knowledge * Sometimes represents initial and final sounds in words * Some sentences are incomplete thoughts * Some sentences do not include a noun and a verb. | Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning <ul style="list-style-type: none"> * Capitalizes first word in a sentence, and "I" * Prints many upper and lowercase letters * Uses spaces between words * Spells simple words phonetically using letter-sound knowledge * Sentences are complete thoughts. * Consistently represents initial and final sounds in words * Includes a noun and a verb to compose a sentence |
| Support | * Dictated and drawing only | * Used a combination of dictation, writing and drawing | * No dictation. Drawing and writing only. |



| Narrative Writing Rubric Grade 3 | | | | |
|--|--|--|--|--|
| Name: GRADE 3 DRAFT April 2013 | | Writing Assignment: _____ | | Date: _____ |
| Trait | End of the Year—gr. 2 | Beginning | Mid-Year | End of the Year |
| Ideas (Content) | Effectively recounts well-elaborated event or short sequence of events with elaboration (a focused small moment event) * Includes effective details to describes actions, thoughts, and feelings * Beginning to "show not tell" feelings | Still developing ability to recount a real or imagined experience or event * Still developing ability to use descriptions of action, thoughts and feelings to develop experiences * Still developing ability to establish a situation * Still developing ability to introduce narrator and/or characters * Still developing ability to show (not tell) characters' responses to situations | Attempts to describe an account of a real or imagined experience or event * Attempts to use descriptions of action, thoughts and feelings to develop experiences * Attempts to establish a situation * Attempts to introduce narrator and/or characters * Attempts to show characters' responses to situations | Effectively develops an account of a real or imagined experience or event (focused small moment event) * Uses deliberate descriptions of action, thoughts and feelings to develop experiences * Effectively establishes a situation * Effectively introduces narrator and/or characters * Deliberately shows characters' responses to situations |
| Organization (Internal structure of the piece) | * Uses temporal words to signal appropriately sequenced events * Provides an initiating action to start story * Provides clear sense of closure * Structure is easy to follow. Sequencing is sound. Provides chronological actions | * Still developing ability to use temporal words to signal appropriately sequenced events * Still developing ability to provide a recognizable lead and conclusion * Still developing ability to use transitions between ideas * Structure may not be easy to follow in places. Some actions are chronological. | * Attempts to use a clear event sequence * Attempts to provide a recognizable lead and conclusion * Sometimes uses transitions between ideas * Structure is usually easy to follow. Most actions are chronological actions. | * Uses a clear event sequence that unfolds naturally * Recognizable lead and clear sense of conclusion * Transitions between ideas present * Structure is easy to follow. Sequencing is sound. Provides chronological actions. |
| Voice (Word Choice, Sentence Fluency) | * Effectively uses adjectives and adverbs * Experiments with vocabulary, may show precision and accuracy * Repetition is rarely present * Several sentences vary in structure, length, and complexity. * Sentences are fluid and pleasant to read aloud. | * Still developing ability to use dialogue, all characters have a similar voice * Still developing ability to use adjectives and adverbs * Still developing ability to vary sentence structure * Still developing ability to create a match between reader and purpose | * Attempts to use dialogue to show the response of characters to situations * Sometimes uses comparative and superlative adjectives and adverbs * Produces some correct and varied sentences * Some attempt to create a match between reader and purpose | * Effectively uses dialogue to show the response of characters to situations * Effectively uses comparative and superlative adjectives and adverbs * Produces correct and varied sentences, including simple, compound, and complex sentences * Connection to reader matches the purpose |
| Writing Conventions (Spelling, grammar, punctuation) | Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning * Capitalizes holidays, proper names, and geographic names * Uses singular and plural nouns | Demonstrates limited use of grade level appropriate conventions; errors may interfere with meaning: * Still developing ability to use punctuation for dialogue * Still developing ability to capitalize titles | Demonstrates some grade level appropriate conventions; errors may obscure meaning: * Attempts to use proper punctuation for dialogue * Attempts to capitalize titles * Some subject-verb and pronoun- | Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning: * Effectively uses appropriate punctuation for dialogue * Effectively capitalizes appropriate |



| Narrative Writing Rubric Grade 6 | | | | |
|--|--|---|---|--|
| Name: GRADE 6 DRAFT April 2013 | | Writing Assignment: _____ | | Date: _____ |
| Trait | End of the Year—gr. 5 | Beginning | Mid-Year | End of the Year |
| Ideas (Content) | Effectively develops an account of a real or imagined experience or event (focused small moment event) * Establishes a situation in multiple parts of the piece and/or with a wider range of detail * Effectively introduces narrator and/or characters * Shows characters' responses to situations and may include changing feelings from the beginning to the end of the story * May show how the character is interacting with the setting and/or what the character/narrator hears, feels, smells, etc. in the environment * Deliberately uses a wide variety of details to show characters' feelings * May include different speakers or multiple distinct characters | Still developing ability to narrate an account of a real or imagined experience or event (focused small moment event) * Still developing ability to engage and orient the reader and/or with a wider range of detail * Still developing ability to effectively introduce narrator and/or characters * Still developing ability to show (not tell) characters' responses to situations * Still developing ability to set up and resolve a problem, build and resolve tension * May show how the character is interacting with the setting and/or what the character/narrator hears, feels, smells, etc. in the environment * May include different speakers or multiple distinct characters * Still developing ability to develop setting throughout the story. | Attempts to develop an account of a real or imagined experience or event (focused small moment event) * Attempts to engage and orient the reader by establishing a context in one or more parts of the piece and/or with a wider range of detail * Introduces narrator and/or characters * Developing ability to show characters' responses to situations and may include changing feelings from the beginning to the end of the story * Attempts to set up and resolve a problem, build and resolve tension. * Shows how the character is interacting with the setting and/or what the character/narrator hears, feels, smells, etc. in the environment * Some characters are differentiated, one from another * At times, setting is developed throughout the story. Reader experiences the same details in the same timing as the characters/narrator in the story. | Effectively develops an account of a real or imagined experience or event (focused small moment event) * Engage and orient the reader by establishing a context in multiple parts of the piece and/or with a wider range of detail * Effectively and deliberately introduces narrator and/or characters * Effectively shows characters' responses to situations and may include changing feelings from the beginning to the end of the story * Story sets up and resolves a problem, builds and resolves tension. * Details pertain to and highlight the writer's interpretation of the event. * Effectively shows how the character is interacting with the setting and/or what the character/narrator hears, feels, smells, etc. in the environment * Characters are differentiated, one from another * Setting is effectively developed throughout the story. Reader experiences the same details in the same timing as the characters/narrator in the story. |
| Organization (Internal structure of the piece) | * Deliberately uses a clear event sequence that unfolds naturally * May show flexibility in manipulating event order to depict event. * Uses a variety of transition words, phrases, and clauses to manage the sequence of events * Conclusion follows from narrated | * Still developing ability to use a variety of transition words, phrases, and clauses to convey the sequence of events * Still developing ability to provide an introduction and conclusion that follows from the narrated experience or events. * Still developing ability to manage | * Sometimes uses a variety of transition words, phrases, and clauses to convey the sequence of events * Attempts to provide an introduction and conclusion that follows from the narrated experience or events. * Attempts to manage the pacing of | * Uses a variety of transition words, phrases, and clauses to convey the sequence of events and signal shifts from one time frame or setting to another * Provides an introduction and conclusion that follows from the narrated experience or events. * Manages the pacing of the events |



Next Steps

- Pilot new narrative writing rubrics and prompts
 - Baseline sample in September
 - Mid year sample in January
 - End of year sample in May
- Meet in grade level teams to holistically score writing samples
- Continue to teach all three types of writing
 - Narrative
 - Informative
 - Argument/opinion



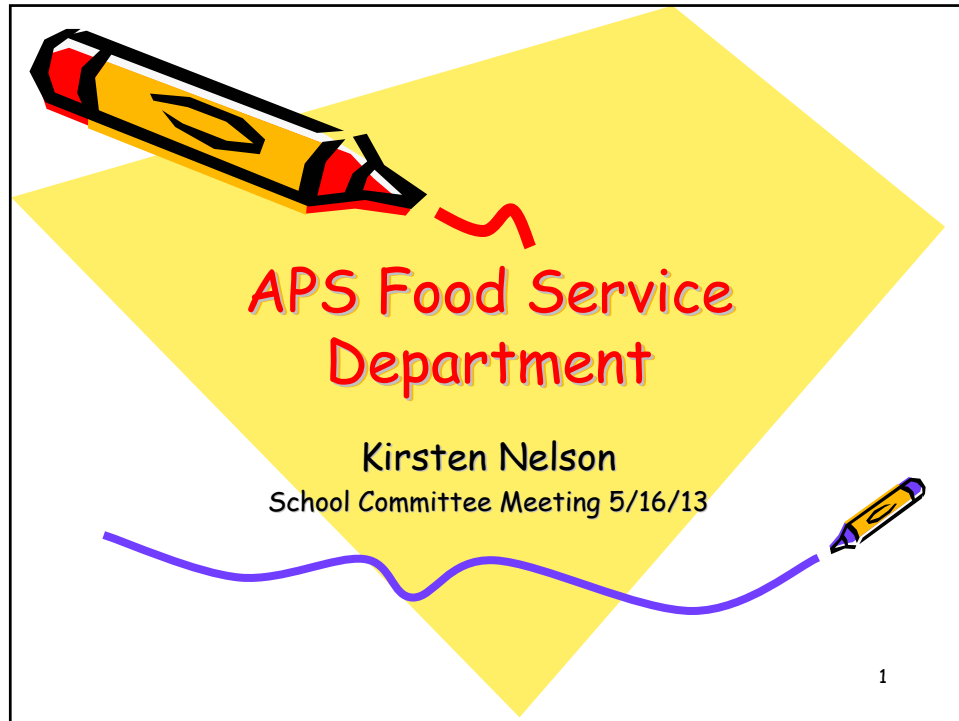
- Begin to develop rubrics for Argument/Opinion and Information using a similar process to this year's work
- Begin to develop prompts for Argument/Opinion and Information using a similar process to this year's work
- Work in grade level teams to determine the best way to share data and feedback with students and parents.
- Develop a committee to determine how to adjust report cards to match new standards and data points in writing
- Share rubrics and prompts with colleagues at other APS schools



Thank You!

- School Committee and Dr. Mills for continued support of all educational initiatives in the district
- Deb Bookis for her support and assistance
- Cami Condie
- Dr. Priscilla Kotyk
- The entire faculty of the Conant School for their undying hard work and positive attitude towards continued work on this initiative!!



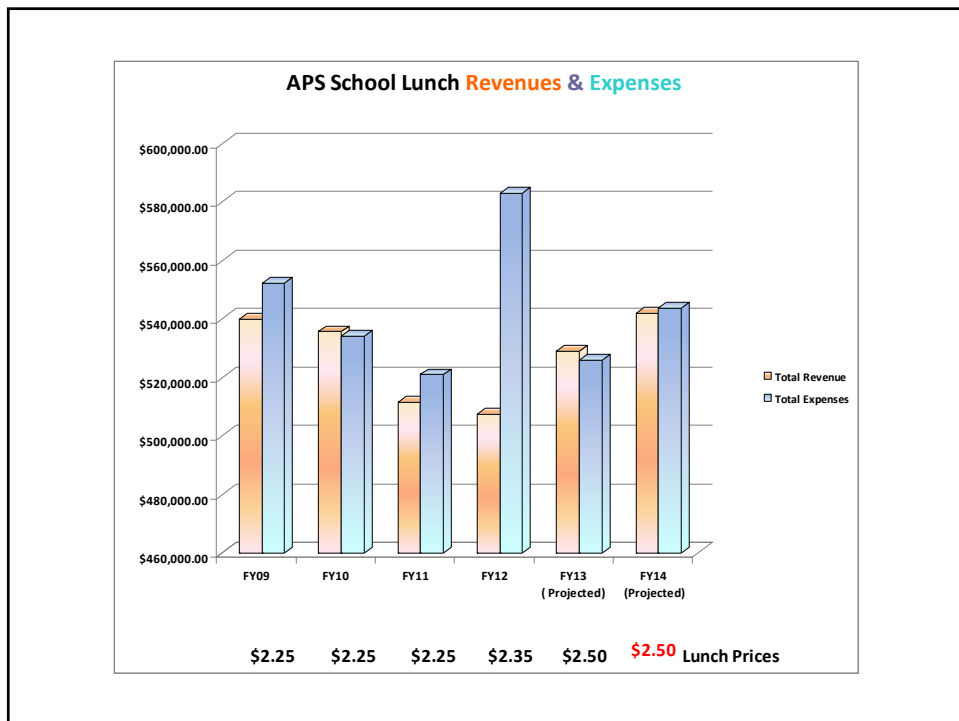


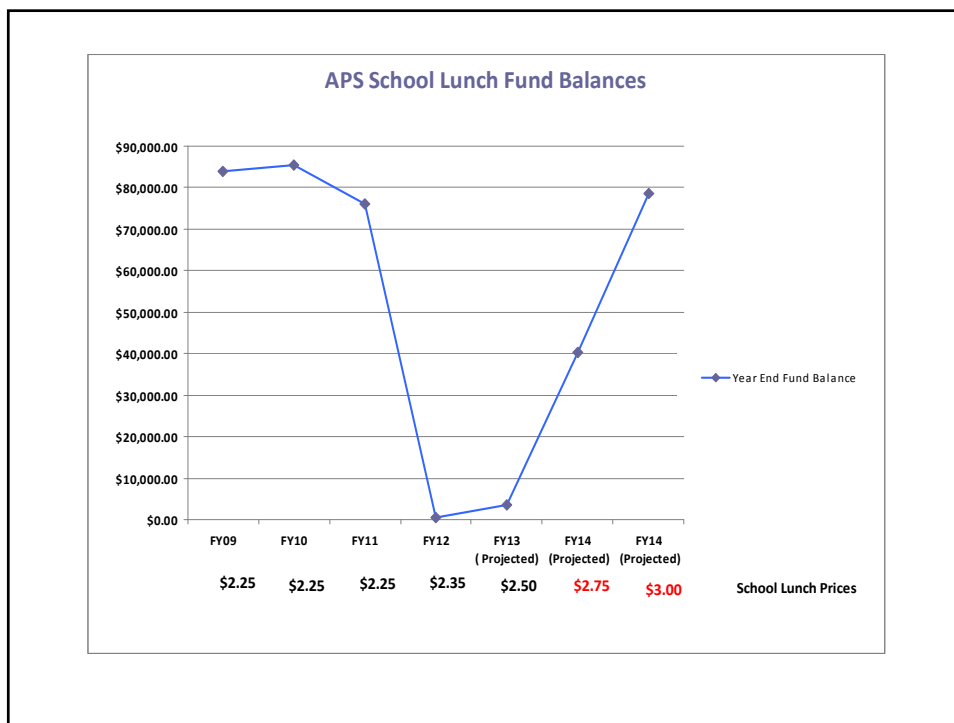
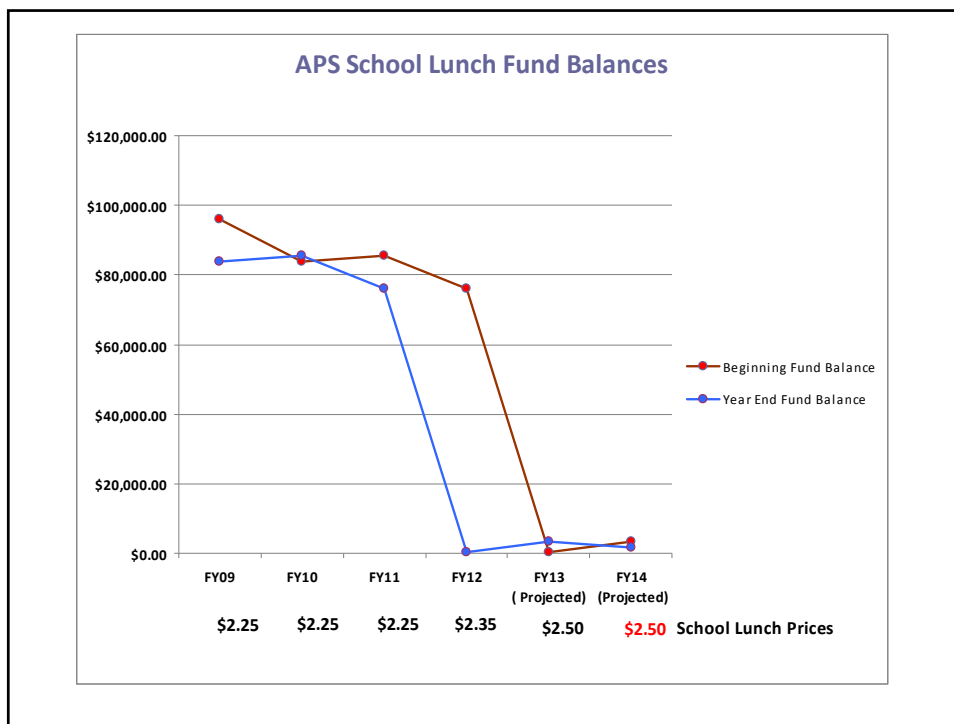
Accomplishments

- Point of Sale/Parent on Line: to date twenty four thousand payments received using the on line system. Success!
- Applied for and received the \$.06 performance based funding for all schools
- Proud recipient of the Healthier US School Challenge Award for all 5 elementary schools.
- Farm to School Program



3





The Lunch Price Law

The new law requires that the paid lunch revenue
(Including the charge to students and the paid reimbursement)
At a minimum be equal to the Free Lunch Reimbursement

| | |
|--------------------------|-------------|
| Free Lunch Reimbursement | \$2.92 |
| Paid Lunch Reimbursement | <u>-.27</u> |
| | \$2.65 |

Minimum must be charged to students for a Paid Lunch

\$2.65 must be charged to students for a school lunch...



7

- *Current pricing is: \$2.50*
- *We would like to recommend a price increase from \$2.50-\$2.75*
- *This brings us into compliance with regulations.*
- *Stabilizes our revenue and expenses.*



8

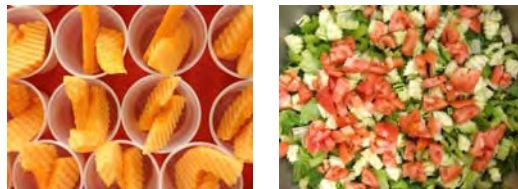
School Lunch Price Averages within TEC (28 districts)

- Current lunch price: Acton Public Schools \$2.50
- The average Elementary Lunch cost is \$2.79



9

Student Choices



10

It takes a partnership

- Students
 - Parents
 - Teachers/Faculty
 - Food Service Department Staff
 - Finance Department
- **A well fed child is ready to learn!**



11

Thank you! It is a pleasure to serve
Your children each and every day.



12

Please Vote

- Motion to set the price of Type A Lunches for the Acton Public Schools to \$2.75 effective July 1, 2013.



13

6.2

Lunch Price Comparison 12.13

| | ELEMENTARY AVERAGE \$2.79 | TEACHER AVERAGE \$4.05 |
|-------------------------------|------------------------------|---------------------------|
| Acton | \$2.50 | |
| Ashland | \$2.25 | \$4.00 |
| Ashland Proposed | \$2.50 | |
| Bedford | \$2.25 | \$3.25 |
| Belmont | \$2.50 | |
| Burlington | \$2.75 | |
| Canton | \$2.25 | \$3.25 |
| Concord | \$3.00 | \$4.25 |
| Dedham | \$2.50 | \$3.75 |
| Dedham Proposed | \$2.75 | \$4.50 |
| Dover Sherborn | \$2.50 | \$3.55 |
| Dover Sherborn Proposed | \$2.75 | \$4.00 |
| Holliston | \$2.75 | |
| Hopedale | \$2.75 | \$3.25 |
| Lincoln | \$3.00 | \$4.00 |
| Littleton | \$2.85 | \$3.75 |
| Mansfield | \$2.50 | \$3.50 |
| Mansfield Proposed | \$2.75 | |
| Maynard | \$2.75 | |
| Needham | \$2.30 | \$4.00 |
| Newton | \$3.00 | \$4.00 |
| Norwood | \$2.00 | |
| Shrewsbury | \$3.00 | \$4.00 |
| Uxbridge | \$2.75 | \$3.50 |
| Uxbridge Proposed | \$3.00 | \$3.75 |
| Walpole | \$3.00 | |
| Wayland | \$2.75 | \$4.00 |
| Wellesley | \$3.10 | |
| Weston | \$2.25 | |
| Westwood | \$2.75 | \$4.00 |
| TOTAL | \$79.75 | \$72.30 |
| TOTAL MINUS DUPLICATES | \$67.00 | \$60.75 |
| AVERAGE | \$2.79 | \$4.05 |

6.2.2



MAY 03 2013

**United States
Department of
Agriculture**

Food and
Nutrition
Service

Northeast Region

10 Causeway St.
Room 501
Boston, MA 02222

Stephen Mills
Superintendent of Schools
Acton Public Schools
16 Charter Road
Acton, MA 01720

Dear Superintendent Mills:

It gives me great pleasure to inform you that four of your district's schools, C.T. Douglas School, Luther Conant School, McCarthy-Towne School, and Merriam School have been awarded the USDA's *HealthierUS* School Challenge (HUSSC) Bronze award; additionally, Paul P. Gates School has been awarded the USDA's *HealthierUS* School Challenge (HUSSC) Silver award.

The HUSSC awards are a way for the USDA to recognize schools that have created healthier school environments through improvements in the quality of food while providing both nutrition and physical education to promote healthy lifestyles. The HUSSC is a key component in Michelle Obama's "Let's Move!" campaign and has also helped prepare schools to implement the meal pattern changes developed by USDA for nation-wide implementation starting SY 2012-2013. Your schools join a select group of only 5% of schools throughout America that are certified as HUSSC schools. If you plan to have an award ceremony to celebrate your accomplishment, please let us know the date(s). An award planning package is included to help you with your planning. As part of your award, you will receive banners, plaques and \$500 for each of the bronze-level schools and \$1,000 for the silver-level school for the schools' food service accounts.

Please express my congratulations to Food Service Director Kirsten Nelson and her staff, as well as to the administrations at C.T. Douglas School, Luther Conant School, McCarthy-Towne School, Merriam School, and Paul P. Gates School for their great initiative and hard work!

Sincerely,

A large, stylized handwritten signature in dark ink, appearing to read "James C. Arena-DeRosa".

James C. Arena-DeRosa
Northeast Regional Administrator
USDA-Food and Nutrition Service

Enclosure

cc: Katie Millet (MA DOESE)
Linda Fisher (MA DOESE)
Tyreese Thomas (MA DOESE)
Kirsten Nelson (Food Service Director)
Dr. Christopher Whitbeck (C.T. Douglas School Principal)
Dr. Damian J. Sugrue (Luther Conant School Principal)
David Kane (McCarthy-Towne School Principal)
Edward Kaufman (Merriam School Principal)
Lynne Newman (Paul P. Gates School Principal)

Office of the Superintendent
Acton Public Schools/ Acton-Boxborough Regional Schools
978-264-4700, x3211

**Statement regarding the Appointment
of**

Jenna Larrenaga

to the position of

**Assistant Principal
Douglas School**

May 13, 2013

=====

Superintendent of Schools Stephen Mills is pleased to announce the appointment of Jenna Larrenaga to the position of Assistant Principal (.5) at the Douglas School.

Jenna has her B.A. in French Literature and Psychology from George Washington University and her M.ED from Boston College. She is a graduate of the MESPA Leadership Academy where she gained her Principal license.

Jenna is currently a 4th grade teacher in the Bedford Public Schools and has had many leadership roles in Bedford. She led grade 4 collaborative teams in data analysis to improve instruction, planned and organized monthly school community meetings, facilitated bi-weekly school-wide food pantry donations, created a school master schedule to implement RtI and organized a peer teacher observation program. We look forward to welcoming her to the Acton Public Schools.

Jenna Larrenaga will assume her official duties on July 1, 2013.

Acton Public Schools
FY'13 Third Quarter Report &
Fiscal Year End Preview
May 16, 2013

Superintendent
Dr. Stephen Mills

1

Introduction

We are thankful for the support for the
Acton Public Schools' FY'14 Budget

2

APS FY'13 3rd Quarter Report

FY'13 Update

APS FY'13 3rd Quarter Report

Highlight #1:

Teacher salary accounts are projected to end FY'13 with a balance of \$172k.

- \$100,000 in anticipated 'vacancy factor' savings were applied to this account before the school year began.

NOTE: Based on historical trends, the vacancy factor for teachers accounts was increased from \$100k to \$225k in the FY'14 budget.

APS FY'13 3rd Quarter Report

Highlight #2:

The APS health insurance budget is projected to end FY'13 with a balance of \$178k.

The FY'13 Health Insurance budget was completed just as all the changes from the municipal health insurance reform were being finalized.

Lower than anticipated expenses from migration, timing of new hires, employees moving off health insurance

APS FY'13 3rd Quarter Report

Highlight #3:

SPED Tuition accounts, in total, are currently projected to be \$29k under budget by the close of FY'13.

APS FY'13 3rd Quarter Report

Highlight #4:

Utility accounts are projected to have a positive fund balance of \$123k by the fiscal close.

APS FY'13 Projected Year End Balance

Current FY'13 Year End Estimate: \$324k

Year End Balance As A Percentage:
1.22% of \$26.5m budget

**FY'13 Positive Year End Balances:
How should they be used?**

**Looking forward to the June 20th
meeting:**

**What are our goals?
What would we like the APSC to weigh
during the next several weeks?**

9

**FY'13 Year End Balances:
How should they be used?**

- A. Purchase on a priority basis requests not included in the FY'14 budget?
- B. Allow unexpended APS balances to become part of the certification of municipal free cash?

10

Objective A



11

FY'13 Year End Expenditures That We Are Weighing

Some of the non-personnel needs that are being weighed were considered during the FY'14 internal budget process **BUT**

were not included in the FY'14 "investment budget."

12

FY'13 Year End Expenditures

We Have Already Committed To:

| Item | Cost | Rationale |
|---------------------------|----------|--|
| Safety/Security Equipment | \$90,000 | Committed to pay for APS's portion of Safety Task Force recommendations outlined at April 10, 2013 meeting |

FY'13 Year End Expenditures That We Are Weighing

| Item | Cost | Rationale |
|----------------------------------|----------|---|
| Reading & Writing Units of Study | \$15,000 | Due to newly published state "frameworks," investments should be made in all five elementary schools (Current FY'13 APS Learning Materials Account is \$7,200) |
| Gates School | \$9,000 | Last two rooms at Gates with carpet-will be healthier and easier to maintain with tile floor |

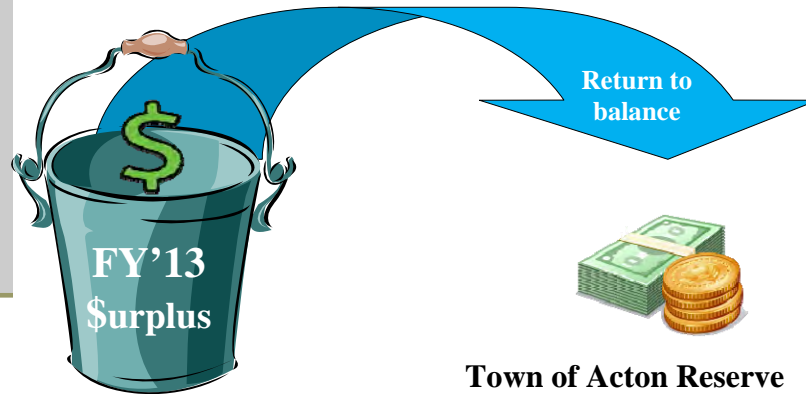
FY'13 Year End Expenditures That We Are Weighing

| Item | Cost | Rationale |
|--|------------------|---|
| Desk and Chair Replacement (Primary and next tier classrooms- Gates) | \$60,000 | Discussion with Principal during FY14 budget deliberations unveiled need to begin to address condition of classroom equipment |
| Desk and Chair Replacement (Primary and next tier classrooms- Douglas) | \$80,000 | Discussion with Principal during FY14 budget deliberations unveiled need to begin to address condition of classroom equipment |
| Conant | \$28,000 | Cafeteria tables, chairs, chair dolly |
| TOTAL | \$192,000 | |

FY'13 Year End Expenditures That We Are Weighing

| Item | Cost | Rationale |
|--------------|------------------|------------------------------------|
| | \$90,000 | Already Committed |
| | \$192,000 | Under Serious Consideration |
| TOTAL | \$282,000 | FY'14 Year End Expenditures |

Objective B



17

Reserves Replenishment (from Budget Saturday, January, 2013)

Both school systems have benefited from the use of reserves to help support education.

Because of that support, the replenishment of reserves is a pro-education decision.

| APS (After YE Spending) | |
|-------------------------|--------|
| FY'11 | \$498k |
| FY'12 | \$360k |
| FY'13 | \$??? |

Objective B

REMINDER:

The final version of the Town of Acton's FY'14 ALG plan once again assumed that **\$250k** would be generated at the close of FY'13 from Fiscal Year Turnbacks & Excess Revenues for the entire municipal budget (**municipal and schools together**)

CURRENT APS ESTIMATE (Early May): \$324k

19

APS FY'14 Budget

FY'10 to FY'11 Annual increase? 0.61%

FY'11 to FY'12 Annual increase? 0.78%

FY'12 to FY'13 Annual increase? 1.72%*

FY'13 to FY'14 Annual increase? 1.50%

**Decreased 1.37% by \$358,000 Federal EdJobs Grant*

20

FY'13 Positive Year End Fund Balance

ALG FY'13 Townwide Turnback Est. \$250k

**Current Estimate APS Turnback Without
Year End Spending Approval \$324K**

**If \$282,000 in proposed spending moved
forward in its entirety, what would the APS
FY'13 turnback be?**

Current Estimate: \$42k

21

Looking Forward to June 20th Meeting

- FY'13 Purchase Requisition targeted “cut-off” date: **May 17, 2013**. Getting past that date will help us to fine tune our potential year end balance.
- No vote is “required” to transfer funds; but, consistent with the desire of the SC to review any significant year end spending proposals, I will be presenting spending recommendations for your input and affirmation.
- Continue to review all items over the next month

22

FY'14 APS Budget Status

Continuing to monitor:

1) Finalization of FY'14 State Revenue:

Used Governor's Budget (H2) as framework for Town of Acton FY'14 budget, then made adjustments slightly downward from there- we now have House of Rep FY'14 budget detail

Chapter 70-now \$111 million statewide below Governor's proposal

Circuit Breaker-now \$8.0 million statewide over Governor's Acton-approximately \$64k higher than ALG financial document (Chapter 70 slightly up, Unrestricted General Government Aid slightly up)

2) Senate FY'14 Budget – expected mid-May?

23

Wrap Up

Thank you for your support of the APS FY'14 budget.

The recommended spending initiative plan for the APS District will be presented at the June 20, 2013 meeting.

I am happy to answer any questions that you may have.

6.4

ACTON PUBLIC SCHOOLS FY13 BUDGET STATUS REPORT

| | FY13 Budget Original | FY13 Budget Adjustments | FY13 Budget Current | FY13 Year End Projected Expenses | % Committed | FY13 Year End Projected Balance |
|-------------------------------------|-------------------------|----------------------------|------------------------|--|----------------|---------------------------------------|
| Salaries, Teaching 01 | \$12,797,558 | (\$2,000) | \$12,795,558 | \$12,623,464 | 98.7% | \$172,094 |
| Salaries, Principals 02 | \$744,462 | \$0 | \$744,462 | \$737,321 | 99.0% | \$7,141 |
| Salaries, Central Administration 03 | \$487,778 | \$2,500 | \$490,278 | \$486,390 | 99.2% | \$3,888 |
| Salaries, Support Staff 04 | \$3,492,084 | \$1,398 | \$3,493,482 | \$3,539,132 | 101.3% | (\$45,650) |
| Salaries, Buildings 06 | \$279,280 | \$0 | \$279,280 | \$292,664 | 104.8% | (\$13,384) |
| Salaries, Custodial 07 | \$677,601 | \$0 | \$677,601 | \$655,491 | 96.7% | \$22,110 |
| Salaries, Home Instruction 08 | \$1,019 | \$0 | \$1,019 | \$0 | 0.0% | \$1,019 |
| Salaries, Substitute 09 | \$378,005 | (\$12,662) | \$365,343 | \$360,608 | 98.7% | \$4,735 |
| Fringes, Course Reimbursement 10 | \$13,000 | \$0 | \$13,000 | \$13,000 | 100.0% | \$0 |
| Fringes, Health Insurance 11 | \$3,027,606 | \$0 | \$3,027,606 | \$2,849,451 | 94.1% | \$178,155 |
| Instructional Supplies 16 | \$243,347 | \$1,949 | \$245,296 | \$245,577 | 100.1% | (\$281) |
| Instructional Textbooks 17 | \$95,170 | \$139 | \$95,309 | \$94,399 | 99.0% | \$910 |
| Instructional, Library 18 | \$16,625 | (\$701) | \$15,924 | \$16,000 | 100.5% | (\$76) |
| Other, Capital Outlay 19 | \$285,797 | (\$2,449) | \$283,348 | \$346,399 | 122.3% | (\$63,051) |
| Other, Maintenance Buildings 23 | \$194,864 | \$0 | \$194,864 | \$218,880 | 112.3% | (\$24,016) |
| Other, Maintenance Outlays 24 | \$105,943 | \$701 | \$106,644 | \$107,226 | 100.5% | (\$582) |
| Other, Legal Service 26 | \$38,000 | \$0 | \$38,000 | \$44,128 | 116.1% | (\$6,128) |
| Other, Admin Supplies 27 | \$212,569 | \$11,125 | \$223,694 | \$241,713 | 108.1% | (\$18,019) |
| Other, Custodial Supplies 29 | \$46,700 | \$0 | \$46,700 | \$49,816 | 106.7% | (\$3,116) |
| Other, Sped Transportation 30 | \$468,959 | \$0 | \$468,959 | \$468,959 | 100.0% | \$0 |
| Other, Student Transportation 31 | \$347,436 | \$0 | \$347,436 | \$381,288 | 109.7% | (\$33,852) |
| Other, Travel 32 | \$14,197 | \$0 | \$14,197 | \$24,839 | 175.0% | (\$10,642) |
| Other, Sped Tuition/ 33 | \$1,782,682 | \$0 | \$1,782,682 | \$1,753,332 | 98.4% | \$29,350 |
| Other, Utilities 34 | \$811,421 | \$0 | \$811,421 | \$687,445 | 84.7% | \$123,976 |
| GRAND TOTAL | \$26,562,103 | \$0 | \$26,562,103 | \$26,237,524 | 98.8% | \$324,579 |

5/10/2013

PreK - Grade 12 REGIONALIZATION PRESENTATIONS

| Date | Day | Group | Time | Where |
|--------|------|------------------------------|----------|-----------------------|
| 14-May | Tues | League of Women Voters Forum | 7:30 PM | Acton Town Hall |
| 20-May | Mon | Boxborough Council on Aging | 10:30 AM | Boxborough Town Hall |
| 21-May | Tues | Acton Council on Aging | 12:15 PM | Senior Center |
| 28-May | Tues | Merriam School PTO | 7:30 PM | Parker Damon Building |

6.5.1

Special Town Meetings in Acton & Boxborough

Monday, June 3, 2013



PreK – Grade 12 School Regionalization VOTE

WHY EXPAND OUR REGION?

EDUCATIONAL BENEFITS

- **Increased “In District” School Choice Options**
- **Gradual Leveling of Class Sizes**
Smaller class sizes for Acton, retaining sections for Boxborough, with a target average class sizes of 21
- **Increased Classroom Space**
An Increase to In-House Special Education Programs = Less Out of District Services
- **More Full Day Kindergarten Classes**
- **Increased Professional Learning**
- **More Educational resources, Less Administration**

FINANCIAL BENEFITS

- **\$1,000,000 in cost saving and increased revenues identified**
split 80% (Acton) 20% (Boxborough)
- **Additional savings potential from Boxborough efficiencies**
- **Additional savings that will occur when 3 districts consolidate**
Example: Currently the three districts file 300 state reports a year, new single district will only file 100 per year

Please check the school website www.ab.mec.edu for the most up to date information including public forums where you can learn more.

6.6

Personnel Office
Acton Public Schools
Acton-Boxborough Regional Schools

TO: Acton Public School Committee
DATE: May 9, 2013
FROM: Marie Altieri
SUBJECT: Kindergarten Enrollments for 2013-2014

The lottery was held on April 24th. We have 273 kindergarteners who will be placed in fourteen classrooms with an average class size of 19.5. Twenty-Three families did not receive their first choice schools. Fifteen of those families are on the waitlist for Douglas, six are on the waitlist for Gates and two are on the waitlist for Merriam. The projection for this class was 268 students, so we are slightly above that right now. These numbers will fluctuate between now and October 1 when we register official enrollment numbers.

All Day Kindergarten

The percentage of families requesting All Day K has grown from 50% in recent years to 60% last year and 66% this year. We have worked very hard to try to accommodate as many all day requests as possible. We are running two All Day Kindergartens at Douglas and McCarthy-Towne next year, for a total of seven All Day K's. We are also running a special Community Ed Extended Day Half Day Kindergarten Program at Conant, as well as the Community Ed Extended Day program at the Administration Building. After registration but before the lottery we sent a letter to all of the incoming kindergarten families telling them how many families selected each school, and we told them that we would run a second all day kindergarten at McCarthy-Towne if we had a few more students enroll, and we gave them a chance to change their school requests to McCarthy-Towne. We have just enough students to run a second all day K at McCarthy-Towne. While we have enough students to run a second All Day K at Merriam and possibly Conant, we do not have space in those buildings. Below is a list of the number of students who are still on waitlists for all day kindergarten. There is room for all students who have enrolled in Community Ed Extended Day Half Day Kindergarten.

All Day K Waitlists:

| | |
|---------|----|
| Conant | 14 |
| McT | 0 |
| Merriam | 21 |
| Douglas | 5 |
| Gates | 7 |

Demographics

Lastly, as you know, we are watching the percentage of Asian students who are enrolling at Conant. This year's Kindergarten at Conant was 70% Asian, with an overall K-6 Asian student enrollment of 56%. The enrollment for next year's Kindergarten is 61% Asian. We will give you a K-6 update in our October enrollment report. We will be working on this with Dr. Zhao this summer at the leadership conference and a community forum.

Class Sizes

As we discuss decreasing enrollments and corresponding class sizes, it is important for the committee to be aware of the changes that have taken place and the impact. On the next page is a chart of the changes:

2013-2014 Enrollment Projections

| Grade | Students | Sections | Class Size |
|-------|----------|----------|------------|
| K | 273 | 14 | 19.5 |
| 1 | 292 | 14 | 20.9 |
| 2 | 333 | 14 | 22.2 |
| 3 | 369 | 15 | 23.1 |
| 4 | 395 | 16 | 24.7 |
| 5 | 360 | 16 | 24.0 |
| 6 | 360 | 16 | 24.0 |

Overall projected class size for 2013-2014 is 22.7

As the enrollment has dropped we have decreased from 16 classrooms at a grade level to 15 and now 14. We have also dropped class size from an average of 24 per grade to an average of 21 per grade. As you can see, we have dropped from 360 students at a grade level to below students at a grade level. It takes longer for the overall K-6 class size to drop because we still have larger classes in the upper elementary grades. Our overall K-6 class size will decrease from 23 this year to 22.7 next year. The attached spreadsheets show the history and projections.

APS Class Sizes

| | FY '09 | FY '10 | FY '11 | FY '12 | FY '13 | FY '14 | FY '15 | FY '16 | FY '17 | FY '18 | FY '19 |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| APS | 2496 | 2551 | 2504 | 2448 | 2438 | 2377 | 2343 | 2298 | 2185 | 2085 | 2032 |
| Secti ons | 108 | 108 | 108 | 107 | 106 | 105 | 104 | 103 | 100 | 96 | 95 |
| Class Size | 23.1 | 23.6 | 23.2 | 22.9 | 23.0 | 22.6 | 22.5 | 22.3 | 21.9 | 21.7 | 21.4 |

APS Enrollment and Class Size History and Projections FY '09 - FY '20

| 2008-2009 | | | | | | | | | | 2009-2010 | | | | | | | | | | 2010-2011 | | | | | | | | | |
|-----------|-------|-------|-------------|----------|-------------|---|-------|-------|----------------------|-----------|------------|--------------------|---|-------|-------|----------------------|----------|------------|--------------------|-----------|--|--|--|--|--|--|--|--|--|
| Grade | Oct 1 | Staff | Total Oct 1 | Sections | Class Sizes | | Oct 1 | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | Oct 1 | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | | | | | | | | | |
| K | 301 | 3 | 304 | 15 | 20.3 | K | 334 | 6 | 340 | 16 | 21.3 | 36 | K | 320 | 8 | 328 | 16 | 20.5 | -12 | | | | | | | | | | |
| 1 | 326 | 2 | 328 | 15 | 21.9 | 1 | 333 | 3 | 336 | 15 | 22.4 | 8 | 1 | 347 | 6 | 353 | 16 | 22.1 | 17 | | | | | | | | | | |
| 2 | 336 | 5 | 341 | 15 | 22.7 | 2 | 349 | 2 | 351 | 15 | 23.4 | 10 | 2 | 342 | 2 | 344 | 15 | 22.9 | -7 | | | | | | | | | | |
| 3 | 349 | 2 | 351 | 15 | 23.4 | 3 | 358 | 5 | 363 | 15 | 24.2 | 12 | 3 | 344 | 2 | 346 | 15 | 23.1 | -17 | | | | | | | | | | |
| 4 | 381 | 1 | 382 | 16 | 23.9 | 4 | 359 | 2 | 361 | 15 | 24.1 | -21 | 4 | 369 | 5 | 374 | 15 | 24.9 | 13 | | | | | | | | | | |
| 5 | 404 | 0 | 404 | 16 | 25.3 | 5 | 391 | 1 | 392 | 16 | 24.5 | -12 | 5 | 360 | 4 | 364 | 15 | 24.3 | -28 | | | | | | | | | | |
| 6 | 384 | 2 | 386 | 16 | 24.1 | 6 | 407 | 1 | 408 | 16 | 25.5 | 22 | 6 | 394 | 1 | 395 | 16 | 24.7 | -13 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 2481 | 15 | 2496 | 108 | 23.1 | | 2531 | 20 | 2551 | 108 | 23.6 | 70 | | 2476 | 28 | 2504 | 108 | 23.2 | -47 | | | | | | | | | | |

APS Enrollment and Class Size History and Projections FY '09 - FY '20

| 2011-2012 | | | | | | | | | | 2012-2013 | | | | | | 2013-2014 | | | | | |
|-----------|-------|-------|----------------------|----------|------------|---------------------|---|-------|-------|----------------------|----------|------------|---------------------|---|-------|-----------|-------|----------------------|----------|------------|---------------------|
| | Oct 1 | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Change | | Oct 1 | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Change | | Oct 1 | Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Change |
| K | 294 | 7 | 301 | 15 | 20.1 | -27 | K | 267 | 6 | 273 | 14 | 19.5 | -28 | K | 261 | 7 | 268 | 14 | 19.1 | -5 | |
| 1 | 333 | 8 | 341 | 16 | 21.3 | -12 | 1 | 312 | 8 | 320 | 15 | 21.3 | -21 | 1 | 286 | 6 | 292 | 14 | 20.9 | -28 | |
| 2 | 353 | 8 | 361 | 16 | 22.6 | 17 | 2 | 348 | 8 | 356 | 16 | 22.3 | -5 | 2 | 325 | 8 | 333 | 15 | 22.2 | -23 | |
| 3 | 351 | 2 | 353 | 15 | 23.5 | 7 | 3 | 382 | 8 | 390 | 16 | 24.4 | 37 | 3 | 361 | 8 | 369 | 16 | 23.1 | -21 | |
| 4 | 351 | 2 | 353 | 15 | 23.5 | -21 | 4 | 354 | 2 | 356 | 15 | 23.7 | 3 | 4 | 387 | 8 | 395 | 16 | 24.7 | 39 | |
| 5 | 369 | 5 | 374 | 15 | 24.9 | 10 | 5 | 354 | 2 | 356 | 15 | 23.7 | -18 | 5 | 358 | 2 | 360 | 15 | 24.0 | 4 | |
| 6 | 361 | 4 | 365 | 15 | 24.3 | -30 | 6 | 382 | 5 | 387 | 15 | 25.8 | 22 | 6 | 358 | 2 | 360 | 15 | 24.0 | -27 | |
| | 2412 | 36 | 2448 | 107 | 22.9 | -56 | | 2399 | 39 | 2438 | 106 | 23.0 | -10 | | 2336 | 41 | 2377 | 105 | 22.6 | -61 | |

APS Enrollment and Class Size History and Projections FY '09 - FY '20

| 2014-2015 | | | | | | | | | | 2015-2016 | | | | | | | | | | 2016-2017 | | | | | | | | | |
|-----------|---------------|-------|----------------------------|----------|---------------|--------------------------|---|---------------|-------|----------------------------|----------|---------------|--------------------------|---|---------------|-------|----------------------------|----------|---------------|--------------------------|--|--|--|--|--|--|--|--|--|
| | Oct 1 Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | Oct 1 Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | Oct 1 Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | | | | | | | | |
| K | 261 | 6 | 267 | 14 | 19.1 | -1 | K | 258 | 6 | 264 | 14 | 18.9 | -3 | K | 231 | 6 | 237 | 13 | 18.2 | -27 | | | | | | | | | |
| 1 | 280 | 7 | 287 | 14 | 20.5 | -5 | 1 | 280 | 6 | 286 | 14 | 20.4 | -1 | 1 | 277 | 6 | 283 | 14 | 20.2 | -3 | | | | | | | | | |
| 2 | 299 | 6 | 305 | 14 | 21.8 | -28 | 2 | 292 | 7 | 299 | 14 | 21.4 | -6 | 2 | 292 | 6 | 298 | 14 | 21.3 | -1 | | | | | | | | | |
| 3 | 337 | 8 | 345 | 15 | 23.0 | -24 | 3 | 310 | 6 | 316 | 14 | 22.6 | -29 | 3 | 303 | 7 | 310 | 14 | 22.1 | -6 | | | | | | | | | |
| 4 | 366 | 8 | 374 | 16 | 23.4 | -21 | 4 | 342 | 8 | 350 | 15 | 23.3 | -24 | 4 | 314 | 6 | 320 | 14 | 22.9 | -30 | | | | | | | | | |
| 5 | 392 | 8 | 400 | 16 | 25.0 | 40 | 5 | 370 | 8 | 378 | 16 | 23.6 | -22 | 5 | 346 | 8 | 354 | 15 | 23.6 | -24 | | | | | | | | | |
| 6 | 363 | 2 | 365 | 15 | 24.3 | 5 | 6 | 397 | 8 | 405 | 16 | 25.3 | 40 | 6 | 375 | 8 | 383 | 16 | 23.9 | -22 | | | | | | | | | |
| | 2298 | 45 | 2343 | 104 | 22.5 | -34 | | 2249 | 49 | 2298 | 103 | 22.3 | -45 | | 2138 | 47 | 2185 | 100 | 21.9 | -113 | | | | | | | | | |

APS Enrollment and Class Size History and Projections FY '09 - FY '20

| 2017-2018 | | | | | | | 2018-2019 | | | | | | | 2019-2020 | | | | | | |
|-----------|------------|-------|----------------------|----------|------------|--------------------|-----------|------------|-------|----------------------|----------|------------|--------------------|-----------|------------|-------|----------------------|----------|------------|--------------------|
| | Oct 1 Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | Oct 1 Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge | | Oct 1 Proj | Staff | Total Enrolled Oct 1 | Sections | Class Size | Year to Year Chnge |
| K | 225 | 6 | 231 | 12 | 19.3 | -6 | K | 251 | 6 | 257 | 14 | 18.4 | 26 | K | 260 | 6 | 266 | 14 | 19.0 | 9 |
| 1 | 248 | 6 | 254 | 13 | 19.5 | -29 | 1 | 241 | 6 | 247 | 12 | 20.6 | -7 | 1 | 269 | 6 | 275 | 14 | 19.6 | 28 |
| 2 | 289 | 6 | 295 | 14 | 21.1 | -3 | 2 | 258 | 6 | 264 | 13 | 20.3 | -31 | 2 | 252 | 6 | 258 | 12 | 21.5 | -6 |
| 3 | 303 | 6 | 309 | 14 | 22.1 | -1 | 3 | 300 | 6 | 306 | 14 | 21.9 | -3 | 3 | 268 | 6 | 274 | 13 | 21.1 | -32 |
| 4 | 307 | 7 | 314 | 14 | 22.4 | -6 | 4 | 307 | 6 | 313 | 14 | 22.4 | -1 | 4 | 304 | 6 | 310 | 14 | 22.1 | -3 |
| 5 | 318 | 6 | 324 | 14 | 23.1 | -30 | 5 | 311 | 7 | 318 | 14 | 22.7 | -6 | 5 | 311 | 6 | 317 | 14 | 22.6 | -1 |
| 6 | 350 | 8 | 358 | 15 | 23.9 | -25 | 6 | 321 | 6 | 327 | 14 | 23.4 | -31 | 6 | 315 | 7 | 322 | 14 | 23.0 | -5 |
| 2040 | 45 | 2085 | 96 | 21.7 | -100 | | 1989 | 43 | 2032 | 95 | 21.4 | -53 | | 1979 | 43 | 2022 | 95 | 21.3 | -10 | |

1-26-13
SofS

File: FF

NAMING SCHOOL FACILITIES

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

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

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

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

NAMING SCHOOL FACILITIES

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

To: Dr. Stephen Mills and the Acton Public School Committee

From: Liza Huber

Date: May 14, 2013

RE: Proposed Naming of the Acton Public Preschool Program

At the March 21, 2013 School Committee meeting, I sought your approval for naming the Acton Public Preschool Program (see attachments). In light of that discussion, I would like to propose the following process.

Per our "Naming School Facilities" policy and procedures, (File: FF and FF-R), we anticipate embracing broader and more representative groups without setting precedence for naming future programs.

Request for Nominations:

Nominations will be encouraged from the following representative groups:

- a. Community at large
- b. Officials of Acton
- c. Staff of the preschool
- d. Other interested staff
- e. Current and former students in the school system

Nominations should be sent to the Superintendent or School Committee Chair by 6/3/13.

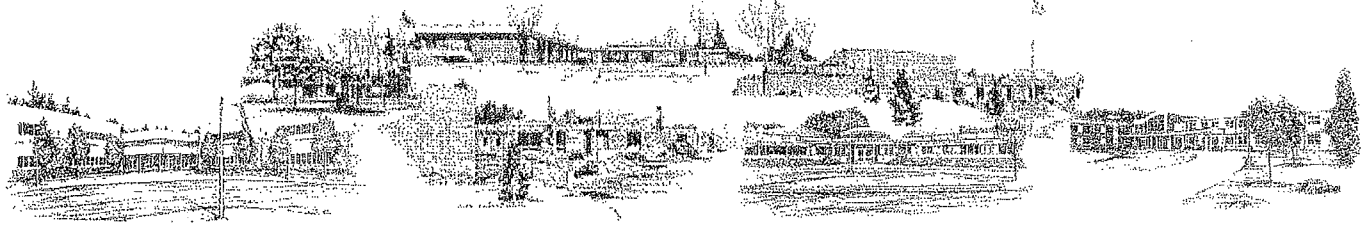
Appointment of Screening Committee:

Per policy procedures, I would propose for your approval, the following nine member screening committee:

- a. Preschool Teachers – Julie Sleeper and Shelagh Conway
- b. Town Official – Paul Murphy
- c. Elementary Principal – Ed Kaufman
- d. Parent of a Special Education Student – Beth Tafler and Johanna Pyle
- e. Parent of a Regular Education Student -
- f. Community Representative – Steve Petr
- g. Director of Pupil Services – Liza Huber

The screening committee will review and evaluate the nominations and recommend three to the School Committee for a decision their meeting on 6/6/13.

Your approval of this process is kindly requested.



ACTON PUBLIC SCHOOLS ♦ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

Administration Building, 15 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-264-3341

To: Dr. Stephen Mills

Pupil Services

From: Liza Huber

Date: March 15, 2013

Re: Proposed Naming of Preschool Program

The preschool staff and the Department of Pupil Services recommend that, upon Carol Huebner's retirement in June 2013, the preschool program will be named, "The Huebner Integrated Preschool Center". Although there is a policy for naming school facilities, program naming does not have such a policy. But, in the spirit of the aforementioned policy, I seek your approval and the Acton's School Committee's approval for naming the program.

Carol Huebner employed since 1992 is retiring this school year. Literally through her efforts, she wrote and adapted developmentally appropriate curriculum for the integrated preschool, created demonstration lessons for teachers, demonstrated computer programs and software, and modeled her role as chair in special education team meetings. Additionally, she provided resources for our preschool parents and actually coordinated delicate situations between the Department of Public Health {early intervention} and our schools.

Without Carol's knowledge, dedication, commitment to prevention and early intervention, and careful determination of eligibility in special education both fiscally and programmatically, we would not have an outstanding integrated preschool program in which children capture every opportunity to be successful and learn the skills for total integration, later in years.

This honor, initiated by the preschool staff and endorsed by the Department of Pupil Services, will give credence to her outstanding leadership in starting, maintaining and sustaining an excellent program, a first school contact for many of our parents. This first step in our school home partnership and the trust that it has engendered in our schools are principally due to Carol's style, leadership, and knowledge about children and families. In a sense, she is our first founder.

Thank you for your consideration.

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools
May 1, 2013

| Category | Total as of 4/1/2013 | Additions | Subtractions | Total as of 5/1/2013 |
|------------------|-------------------------|-----------|--------------|-------------------------|
| Conant | 39 | +1 | 0 | 40 |
| Douglas | 24 | 0 | 0 | 24 |
| Gates | 14 | 0 | 0 | 14 |
| McCarthy-Towne | 34 | 0 | 0 | 34 |
| Merriam | 23 | 0 | 0 | 23 |
| APS TOTAL | 134 | +1 | 0 | 135 |

EARLY CHILDHOOD STUDENT POPULATION MONTHLY REPORTING & PROJECTIONS

Acton Public Schools

May 1, 2013

| | March 1, 2012 | Additions March 2013 | Final Total As of March 1, 2013 | April 1, 2012 | Additions/ Subtractions April 2013 | Final Total As of April 1, 2013 | May 1, 2012 | Additions/ Subtractions May 2013 | Final Total As of May 1, 2013 | End of Year Projection** |
|---|------------------|-------------------------|--|------------------|--|--|----------------|--|--|---|
| <i>SPED</i> 3-Year Olds (In-District) | 21 | +2 | 23 | 23 | +1/-1 | 23 | 23 | +3 | 26 | 28 |
| <i>SPED</i> 4-Year Old (In-District) | 16 | 0 | 16 | 16 | 0 | 16 | 16 | +1 | 17 | 18 |
| SPED 3-Year Old <i>Tuition in From Boxborough</i> | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| SPED 4-Year Old <i>Tuition in From Boxborough</i> | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| SPED Student In Class TOTAL | 39 | +2 | 41 | 41 | +1/-1 | 41 | 41 | +4 | 45 | 48 |
| Itinerant | 9 | +3 | 12 | 12 | +1 | 13 | 13 | +4 | 17 | 10 |
| OOD Preschool | 3 | 0 | 3 | 3 | 0 | 3 | 3 | -1 | 2 | 3 |
| SPED TOTAL | 51 | +5 | 56 | 56 | +2/-1 | 57 | 57 | +4/-1 | 60 | 61 |
| <i>*TYPICAL</i> 3-year old (In-District) | 21 | 0 | 21 | 21 | -1 | 20 | 20 | 0 | 20 | 24 |
| <i>*TYPICAL</i> 4-Year Olds (In-District) | 27 | 0 | 27 | 27 | -1 | 26 | 26 | 0 | 26 | 27 |
| TOTAL | 99 | +5 | 104 | 104 | -1 | 103 | 103 | +4/-1 | 106 | 112 |

*The school district must ensure that programs are available for eligible students 3 and 4 years of age. The programs must developmentally appropriate and located in a setting that includes student with and without disabilities (State Requirement 603 CMR 28.06 (7) and Federal Requirement 34 CFR 300.101 (b); 300.124(b); 300.323(b))

**Projections may be impacted by move-ins and/or Department of Public Health referrals

5/6/13

Acton and Acton-Boxborough Schools

present

Youth Risk Behavior Survey

2012 Results

Panel Presentation, Analysis, and Discussion

The Department of Education requires towns to engage in local Needs Assessments to assist in identifying targets for health education curriculum and discussion. In collaboration with Emerson Hospital, the Acton and Acton-Boxborough Schools and 9 surrounding school districts administered the survey in March 2012 to 10,580 students in grades 6, 8, and 9 through 12. The YRBS collected information regarding students' alcohol and drug use, sexual activity, emotional and personal safety, stress levels and other at-risk behaviors.



Wednesday May 22, 2013

7:00 PM

R.J. Grey Junior High School Library

There will be a presentation of the results by Jim Byrne a statistician at
Northeast Health Resources and panelists will include:

Liza Huber, Director of Pupil Services; Dr. Jessica Rubinstein, Pediatrician; Todd
Chicko, ABRSD Counseling Chairperson; MaryClare Stevens, R. J. Grey School
Psychologist; Keith Campbell, School Resource Officer.

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2012-2013 ACADEMIC YEAR

| Levels | Sept. 1 | | | Oct. 1 | | | Nov. 1 | | | Dec. 1 | | | Jan. 1 | | | Feb. 1 | | | Mar. 1 | | | Apr. 1 | | | May 1 | | | Jun 1 | | | | |
|-------------------|---------|------|----|--------|------|------|--------|------|------|--------|----|------|--------|------|----|--------|------|------|--------|------|------|--------|----|------|-------|------|----|-------|------|------|----|------|
| | A | B(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 | A | B(1) | C | Tot |
| K | 265 | 43 | 6 | 271 | 267 | 43 | 6 | 273 | 269 | 43 | 6 | 275 | 272 | 43 | 6 | 279 | 272 | 44 | 6 | 278 | 272 | 44 | 6 | 278 | 275 | 44 | 6 | 281 | 275 | 44 | 6 | 281 |
| 1 | 312 | 59 | 7 | 319 | 312 | 59 | 8 | 320 | 310 | 59 | 8 | 318 | 312 | 59 | 8 | 325 | 319 | 58 | 8 | 327 | 318 | 59 | 8 | 326 | 318 | 59 | 8 | 326 | 320 | 60 | 8 | 328 |
| 2 | 350 | 54 | 8 | 358 | 348 | 54 | 8 | 356 | 348 | 54 | 8 | 356 | 352 | 54 | 8 | 360 | 353 | 54 | 8 | 361 | 353 | 54 | 8 | 361 | 357 | 54 | 8 | 365 | 358 | 54 | 8 | 366 |
| 3 | 383 | 53 | 7 | 390 | 382 | 53 | 8 | 390 | 392 | 53 | 8 | 400 | 381 | 53 | 8 | 389 | 382 | 54 | 8 | 392 | 382 | 54 | 8 | 390 | 381 | 54 | 8 | 389 | 382 | 54 | 8 | 390 |
| 4 | 355 | 65 | 2 | 357 | 354 | 65 | 2 | 356 | 354 | 65 | 2 | 356 | 354 | 65 | 2 | 356 | 359 | 65 | 2 | 361 | 359 | 65 | 2 | 361 | 359 | 65 | 2 | 361 | 359 | 65 | 2 | 361 |
| 5 | 354 | 68 | 2 | 356 | 354 | 70 | 2 | 356 | 354 | 70 | 2 | 356 | 355 | 70 | 2 | 357 | 355 | 69 | 2 | 357 | 355 | 69 | 2 | 357 | 355 | 69 | 2 | 357 | 355 | 69 | 2 | 357 |
| 6 | 382 | 76 | 5 | 387 | 382 | 75 | 5 | 387 | 383 | 75 | 5 | 388 | 382 | 75 | 5 | 387 | 382 | 75 | 5 | 387 | 382 | 75 | 5 | 387 | 382 | 75 | 5 | 387 | 382 | 75 | 5 | 387 |
| 1 D.Pre-sch. Clr | 30 | 0 | 2 | 32 | 30 | 0 | 2 | 32 | 32 | 0 | 2 | 34 | 33 | 0 | 2 | 35 | 35 | 0 | 2 | 37 | 36 | 0 | 2 | 38 | 37 | 0 | 2 | 39 | 39 | 0 | 2 | 41 |
| In D.Pre-sch. ltr | 7 | 5 | 0 | 7 | 7 | 5 | 0 | 7 | 11 | 5 | 0 | 11 | 11 | 5 | 0 | 11 | 9 | 5 | 0 | 9 | 9 | 5 | 0 | 9 | 10 | 5 | 0 | 10 | 17 | 5 | 0 | 17 |
| OOD Pre-sch | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 | 3 | 2 | 0 | 3 |
| O.D. SPED K-6 | 20 | 7 | 0 | 20 | 20 | 7 | 0 | 20 | 20 | 7 | 0 | 20 | 20 | 7 | 0 | 20 | 20 | 7 | 0 | 20 | 20 | 7 | 0 | 20 | 20 | 7 | 0 | 20 | 22 | 7 | 0 | 22 |
| A.P.S. Total | 2461 | 432 | 39 | 2500 | 2459 | 433 | 41 | 2500 | 2476 | 433 | 41 | 2517 | 2475 | 433 | 41 | 2516 | 2489 | 433 | 41 | 2530 | 2492 | 433 | 41 | 2533 | 2490 | 434 | 41 | 2531 | 2497 | 800 | 41 | 2538 |
| 7 | 377 | 74 | 11 | 462 | 375 | 74 | 11 | 460 | 375 | 74 | 11 | 460 | 374 | 74 | 11 | 459 | 376 | 74 | 10 | 460 | 377 | 75 | 10 | 462 | 376 | 75 | 5 | 468 | 374 | 75 | 5 | 454 |
| 8 | 396 | 71 | 7 | 474 | 396 | 72 | 7 | 475 | 396 | 72 | 7 | 475 | 397 | 72 | 7 | 476 | 395 | 72 | 7 | 474 | 394 | 71 | 7 | 473 | 394 | 71 | 7 | 472 | 393 | 71 | 5 | 469 |
| J.H.S. Total | 773 | 145 | 18 | 936 | 771 | 146 | 18 | 935 | 771 | 146 | 18 | 935 | 771 | 146 | 18 | 935 | 771 | 146 | 17 | 934 | 772 | 146 | 17 | 935 | 770 | 146 | 16 | 932 | 767 | 146 | 10 | 923 |
| 9 | 413 | 71 | 12 | 496 | 408 | 71 | 12 | 491 | 407 | 71 | 11 | 489 | 406 | 71 | 11 | 488 | 407 | 71 | 11 | 489 | 406 | 71 | 11 | 488 | 406 | 71 | 11 | 488 | 405 | 71 | 11 | 487 |
| 10 | 397 | 75 | 7 | 479 | 392 | 74 | 7 | 473 | 393 | 74 | 7 | 474 | 393 | 74 | 7 | 474 | 394 | 74 | 7 | 475 | 394 | 73 | 7 | 474 | 395 | 73 | 7 | 475 | 396 | 73 | 7 | 476 |
| 11 | 420 | 106 | 4 | 530 | 419 | 107 | 4 | 530 | 417 | 107 | 4 | 528 | 418 | 106 | 4 | 528 | 418 | 106 | 3 | 527 | 417 | 106 | 3 | 526 | 417 | 106 | 3 | 526 | 418 | 105 | 3 | 526 |
| 12 | 381 | 100 | 7 | 488 | 379 | 100 | 7 | 486 | 376 | 101 | 7 | 484 | 376 | 101 | 7 | 484 | 377 | 101 | 6 | 484 | 377 | 101 | 6 | 484 | 377 | 101 | 6 | 484 | 377 | 101 | 6 | 484 |
| 9-12 Ungr. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| P.G. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| H.S. Total | 1611 | 352 | 30 | 1993 | 1598 | 352 | 30 | 1980 | 1593 | 353 | 29 | 1975 | 1593 | 352 | 29 | 1974 | 1596 | 352 | 27 | 1975 | 1594 | 351 | 28 | 1973 | 1595 | 351 | 27 | 1973 | 1594 | 350 | 27 | 1973 |
| Total JHS & HS | 2384 | 497 | 48 | 2929 | 2369 | 498 | 48 | 2915 | 2364 | 499 | 47 | 2910 | 2364 | 498 | 47 | 2909 | 2367 | 498 | 44 | 2909 | 2366 | 497 | 45 | 2908 | 2365 | 497 | 43 | 2905 | 2363 | 496 | 37 | 2896 |
| O.D. SPED 7-12 | 45 | 9 | 0 | 54 | 45 | 9 | 0 | 54 | 44 | 9 | 0 | 53 | 42 | 8 | 0 | 50 | 41 | 8 | 0 | 49 | 42 | 8 | 0 | 50 | 43 | 8 | 0 | 51 | 45 | 8 | 0 | 53 |
| Reg. Total | 2429 | 506 | 48 | 2983 | 2414 | 507 | 48 | 2969 | 2408 | 508 | 47 | 2963 | 2406 | 506 | 47 | 2959 | 2408 | 506 | 44 | 2958 | 2408 | 505 | 45 | 2958 | 2408 | 505 | 43 | 2956 | 2406 | 504 | 37 | 2947 |
| A.P.S. Total | 2461 | 432 | 39 | 2500 | 2459 | 433 | 41 | 2500 | 2476 | 433 | 41 | 2517 | 2475 | 433 | 41 | 2516 | 2489 | 433 | 41 | 2530 | 2492 | 433 | 41 | 2533 | 2490 | 434 | 41 | 2531 | 2497 | 800 | 41 | 2538 |
| Reg. Total | 2429 | 506 | 48 | 2983 | 2414 | 507 | 48 | 2969 | 2408 | 508 | 47 | 2963 | 2406 | 506 | 47 | 2959 | 2408 | 506 | 44 | 2958 | 2408 | 505 | 45 | 2958 | 2408 | 505 | 43 | 2956 | 2406 | 504 | 37 | 2947 |
| Grand Total | 4890 | 506 | 87 | 5483 | 4873 | 507 | 89 | 5469 | 4884 | 508 | 88 | 5480 | 4881 | 506 | 88 | 5475 | 4897 | 506 | 85 | 5488 | 4900 | 505 | 86 | 5491 | 4898 | 505 | 84 | 5487 | 4903 | 504 | 78 | 5485 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

All Principals (2)

C. Bates

D. Aicardi

S. Mills

Distribution:

In D. = In District

Pre-School = SPED

A = ACTON

B = BOXBOROUGH

C = Choice/Staff/Tuition In

A. Bisewicz

M. Altieri

D. Bookis

L. Huber

P.G. = Post Graduates

Ungr. = Ungraded

O.D. = SPED Out of District

R. Cvitkovich

Students other than Choice counted under column C:

Staff Students -

Tuition In Students -

Sped Tuition in Students

7.2

| Grade YO | Conant | | | Total | Douglas | | | Total | Gates | | | Total | McCarthy-Towne | | | | Merriam | | | | Total | #Sec. | Avg. S | |
|-------------|----------------|------|-----|----------------|---------|-----|------|----------------|-------|-----|----------------|-------|----------------|----------------|------|-------|----------------|------|------|-----|-------|-------|--------|------|
| | CAD | CB | CC | 2# | DAD | DBD | DC | I# | | GAD | GB | | TAD | TB | TC | UJ2# | MAD | MB | MC | I# | | | | |
| | | | | | | | | | | | | | Case + | 22 | 20 | 20 | 62 | | | | 6# | | | |
| K-25 | 22 | 18 | 19 | 59 | 20 | 20 | 20 | 60 | | 19 | 21 | 40 | 21 | 20 | 20 | 61 | 20 | 20 | 21 | 61 | 281 | 14 | 20.1 | |
| | Rm 3 | 4 | 5 | | 3 | 4 | 5 | | 1 | 3 | 8 | 3# | 113 | 311 | 312 | 111# | 224 | 234 | 323 | 3# | 8# | | | |
| | | | | | | | | | | | | | Case + | 22 | 22 | 22 | 66 | | | | | | | |
| Gr. 1-2 | 22 | 23 | 23 | 68 | 21 | 22 | 22 | 65 | | 21 | 22 | 22 | 65 | 22 | 22 | 21 | 65 | 21 | 22 | 22 | 65 | 328 | 15 | 21.9 |
| | Rm 5 | 7 | 8 | | 6 | 7 | 8 | | 10 | 5 | 6 | 2# | 114 | 301 | 302 | 132# | 133 | 135 | 231 | 334 | 4# | 8# | | |
| | | | | | | | | | | | | | Case + | 23 | 23 | 26 | 72 | | | | | | | |
| Gr. 2-2 | 23 | 23 | 23 | 69 | 22 | 23 | 23 | 68 | | 22 | 22 | 24 | 68 | 23 | 23 | 23 | 69 | 22 | 22 | 23 | 25 | 92 | 16 | 22.9 |
| | Rm 10 | 17 | 9 | 1# | 9 | 10 | 11 | 2# | 17 | 7 | 9 | 1# | 212 | 213 | 314 | 153# | 233 | 321 | 322 | 332 | 1# | 8# | | |
| | | | | | | | | | | | | | Case + | 26 | 27 | 25 | 78 | | | | | | | |
| Gr. 3-2 | 24 | 24 | 25 | 73 | 24 | 25 | 25 | 74 | | 25 | 25 | 24 | 74 | 24 | 24 | 25 | 73 | 24 | 24 | 24 | 96 | 16 | 24.4 | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| | Rm 18 | 19 | 20 | | 12 | 13 | 14 | | 18 | 19 | 20 | 1# | 115 | 210 | 310 | 121 | 230 | 330 | 331 | 1# | 2# | | | |
| | | | | | | | | | | | | | Case + | 24 | 26 | 24 | 74 | | | | | | | |
| Gr. 4-2 | 23 | 24 | 24 | 71 | 23 | 25 | 24 | 72 | | 24 | 24 | 25 | 73 | 24 | 24 | 24 | 72 | 25 | 24 | 24 | 73 | 361 | 15 | 24.1 |
| | Rm 14 | 15 | 16 | | 19 | 20 | 21 | | 14 | 15 | 16 | | 211 | 303 | 313 | 1211# | 223 | 235 | 335 | 1# | 2# | | | |
| | | | | | | | | | | | | | Case + | 26 | 24 | 24 | 74 | | | | | | | |
| Gr. 5-2 | 24 | 24 | 25 | 73 | 23 | 24 | 24 | 71 | | 23 | 24 | 24 | 71 | 24 | 24 | 24 | 72 | 23 | 23 | 24 | 70 | 357 | 15 | 23.8 |
| | Rm 11 | 12 | 13 | | 15 | 16 | 17 | | 11 | 12 | 13 | 1# | 112 | 214 | 215 | | 232 | 324 | 333 | 4# | 5# | | | |
| Gr. 6-1 | 26 | 26 | 27 | 79 | 26 | 24 | 26 | 76 | | 25 | 26 | 26 | 77 | 26 | 26 | 26 | 78 | 25 | 26 | 26 | 77 | 387 | 15 | 25.8 |
| Total Staff | | | | 3# | | | | 3# | | | | 8# | Case+ 1141 | Average | 24.1 | 507 | | | | 15# | 39# | | | |
| Total | 21 Sec Average | 23.4 | 492 | 21 Sec Average | 23.1 | 486 | 23.1 | 20 Sec Average | 23.4 | 468 | 21 Sec Average | 23.3 | 490 | 21 Sec Average | 23.3 | 534 | 23 Sec Average | 23.2 | 2470 | 106 | 23.3 | 18 | 27 | |
| Range | 18 | 27 | | | 20 | 26 | | | 19 | 26 | | | 20 | 26 | | | 20 | 26 | | | | 18 | 27 | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |

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

TO: Acton Public School Committee
FROM: Steve Mills
DATE: 5/10/13
RE: Merriam School Principal

I am pleased to report that Ed Kaufman will be staying on as Principal of the Merriam School. We look forward to Ed's continued leadership of the Merriam community.



Please join us for the

Retirement Celebration

in honor of
the following Acton and Acton-Boxborough
staff members

Susan Atwater-Rhodes
Peter Colby
Pamela Cranna
John Edmonds
Fern Gile
Susan Heartlein
Niki Holtzman
Ruth Johnson
Ursula Konde
Judith LaFrancis
Diane McSweeney
Christine Mohn
Kathy Santry
Elaine Vinal

Jayne Carter
Virginia Conway
Elaine DeRome
Andria Fuccione
Monty Grob
Patricia Higgins
Carol Huebner
Anne Kingan
George LaBarge
Jean Martignette
Susan Michelson
Barbara Raffa
Wendy Tompkins
Denise Wetherbee

Thursday, June 13, 2013
3:00 - 5:00 p.m.
at the
Wedgewood Pines Country Club
Stow, MA
(Directions: www.wedgewoodpines.com)

=====

Please tear off and return to
Peggy Elder, Superintendent's Office, by Tuesday, May 28.

_____ I plan to attend and have enclosed \$10
(for food & gifts)
Checks: "Acton-Boxborough Regional Schools"

(No need to respond if you are **unable** to join us, although
you are still welcome to contribute to the gifts!)

Your Name _____
(Please print!)

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional Schools
978-264-4700, x 3206
<http://ab.mec.edu>

TO: All Staff
FROM: Steve Mills
ON: April 30, 2013
RE: **DISMISSAL TIMES FOR LAST DAY OF SCHOOL - JUNE 24, 2013**

Dismissal times for Monday, June 24, 2013:

10:45 a.m. - Raymond J. Grey Junior High School

10:55 a.m. - Acton-Boxborough Regional High School

12:15 p.m. - Douglas and Gates Schools

1:00 p.m. - Conant, McCarthy-Towne, Merriam Schools

On Monday, June 24, elementary schools will follow the regular Thursday dismissal schedule.

The Junior High will have its end of year assembly on Friday, June 21. The Junior High will have a half-day of school on Monday, June 24 and will remain at the Junior High until 10:45 dismissal. High School students will be dismissed on June 24 at 10:55 a.m. Buses will transport Junior High and High School students from their respective schools at dismissal time on June 24.

In addition, please note that High School students will be dismissed at 10:55 a.m. after final examinations on June 18 through June 21.

Buses will be provided to transport High School students home at 10:55 a.m. on June 18 through June 21.

Lunch will not be available from the High School Cafeteria starting Tuesday, June 18. High School students will need to make a request at the High School Office and lunch(es) will be sent down from the Junior High School.



Please Join Us for

An Evening with Dr. Yong Zhao

July 23, 2013 at 7:00 p.m.

The Acton Public Schools and the Acton-Boxborough Regional School District, along with the Acton Chinese Language School, welcome Dr. Yong Zhao on July 23, 2013 at 7:00 p.m. to the High School auditorium. Please join our school administration and staff as we hear Dr. Zhao's presentation on the complexities of today's American education system and where it stands within global education.

About Dr. Zhao . . .

An internationally known scholar, author, and speaker, Dr. Zhao has established himself as one of the most compelling voices in education today with an emphasis on developing students to be creative, resourceful thinkers with an entrepreneurial spirit. He argues that our country's current focus on standardized learning and testing is counter-productive to developing the skills, strategies, levels of engagement, and attitudes students will need for our ever-changing world. Currently a Presidential Chair and Associate Dean for Global Education at the College of Education at the University of Oregon, Dr. Zhao is also a full professor in the Department of Educational Measurement, Policy, and Leadership and a fellow of the International Academy of Education. Author of *World Class Learners: Educating Creative and Entrepreneurial Students* and *Catching Up or Leading the Way: American Education in the Age of Globalization*, Dr. Zhao's books are available online at the Amazon bookstore. These books are also available at the Acton Memorial and Sargent Libraries.

How to register . . .

Please join us as Dr. Zhao shares his research and perspectives on developing the skills and strategies necessary for students to be successful in meeting the demands of a global society. If you plan on joining us, please let us know so that we can better accommodate the general public. Admission is free and seating is first come, first served; however, overflow spaces will be made available based on these attendance predictions. Visit the school districts' website at <http://ab.mec.edu> and click on the "General Admission" link under "News and Events."