

To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for November, 2013
 Date: 12/1/2013

There were 37 discipline referrals to the administration during the month of November, 2013. This total is down from 40 last year. 4 students were suspended in November of 2013, while 14 students were suspended during November of 2012.

Suspensions for the Month of November, 2013

| Infraction | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------------------|------|------|------|------|------|
| Abusive/Obscene Language | 2 | 1 | | | |
| Alcohol Use | | 1 | | 8 | |
| Bullying | | | | 1 | |
| Disrespectful | | | | | 1 |
| Disruptive/Uncooperative Behavior | 1 | | 2 | 1 | |
| Drug Possession | 1 | | 3 | | |
| Drug Use | | | | | 1 |
| Harassment | | | 1 | 1 | |
| Leaving School Grounds | 2 | | | | |
| Non Compliance with School Rules | | | 3 | | 1 |
| Other | | | 1 | 1 | |
| Physical Aggression | | | 1 | 1 | |
| Stealing | | | 1 | | |
| Threatening | | | | 1 | |
| Truancy Issues | | | | | 1 |
| Vandalism | 1 | | | | |
| Total | 7 | 2 | 12 | 14 | 4 |

A list of all infractions for the month of November, 2013 appears on the backside of this page.

c: JoAnn Campbell

All Infractions for the Month of November, 2013

| Infraction | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Abusive/Obscene Language | 2 | 1 | | | |
| Academic Integrity | 4 | 1 | | | 4 |
| Alcohol Use | | | | 8 | |
| Bullying | | | | 1 | |
| Bus Discipline Issue | | | 1 | 2 | |
| C.H. Alcohol | | 12 | 1 | | 1 |
| C.H. Drugs | | | 1 | | |
| C.H. Smoking | | 1 | | | |
| Defacing Property | | | | | 1 |
| Disrespectful | 1 | 1 | 2 | 1 | 6 |
| Disruptive/Uncooperative Behavior | 6 | 4 | 3 | 2 | 4 |
| Drug Possession | 1 | | 3 | | |
| Drug Use | | | | | 1 |
| Forgery | | | | 1 | |
| Harassment | 1 | 1 | 1 | 1 | 1 |
| Leaving School Grounds | 13 | 7 | | 11 | |
| Non Compliance w/school rules | 1 | | 3 | 3 | 2 |
| Other | | 10 | 3 | 1 | 1 |
| Out of School Issue | | 2 | | 1 | 10 |
| Parking Violation | | | 2 | | |
| Physical Aggression | 1 | 2 | 1 | 1 | |
| Stealing | | | 2 | | |
| Tardy to Class | | | | 3 | |
| Teasing | | 2 | | 2 | |
| Threatening | | | | 1 | |
| Truancy | | 4 | | 1 | 6 |
| Vandalism | 1 | | | | |
| Total | 31 | 48 | 23 | 40 | 37 |

R.J. Grey Junior High School

To: Steve Mills
 From: Allison Warren and James Marcotte
 Re: Discipline Report for October 2013
 Date: November 1, 2013

There were 18 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of October. There were 3 suspensions this past month.

| | Oct-09 | Oct-10 | Oct-11 | Oct-12 | Oct-13 |
|--|---------------|---------------|---------------|---------------|---------------|
| <i>Total Discipline Referrals Reported</i> | 46 | 30 | 27 | 10 | 18 |

| | Oct-09 | Oct-10 | Oct-11 | Oct-12 | Oct-13 |
|---|---------------|---------------|---------------|---------------|---------------|
| Total Suspensions | 4 | 2 | 2 | 0 | 3 |
| Fighting | 1 | | | | |
| Harassment (non-sexual) | | 1 | | | |
| Inappropriate/disruptive/ disrespectful behavior | | | 1 | | |
| Physical aggression | 2 | | | | 1 |
| Sexual harassment | | | 1 | | |
| Stealing | 1 | | | | |
| Truancy Issues | | | | | |
| Threatening Physical Attack | | 1 | | | |
| Non-compliance with school rules | | | | | 2 |

| | Oct-09 | Oct-10 | Oct-11 | Oct-12 | Oct-13 |
|--|---------------|---------------|---------------|---------------|---------------|
| Total Other Infractions | 42 | 28 | 25 | 10 | 15 |
| Abusive language/profanity | | 1 | | | |
| Academic Integrity | | 1 | | | |
| Bus discipline | | 3 | 1 | 3 | 1 |
| Class/school trancies | | | | 2 | |
| Disruptive behavior (classroom, cafeteria, hallway) | 21 | 11 | 6 | 1 | 11 |
| Harassment (non-sexual)/bullying/ teasing | 1 | | 2 | | |
| Non-compliance with school rules | 7 | 9 | 3 | | 2 |
| Other | | 2 | | | |
| Physical aggression | | 1 | 2 | | |
| Sexual harassment | 1 | | | | |
| Tardy to class | 5 | | 3 | | |
| Threatening | 1 | | | | |

| | | | | | |
|--------------------------------------|---|--|---|---|---|
| Uncooperative/disrespectful behavior | 3 | | 8 | 4 | 1 |
| Vandalism | 3 | | | | |

The referrals/concerns generally were quickly resolved and no further intervention was required.

R.J. Grey Junior High School

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| Threatening Physical Attack | | 1 | | | |
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| | | | | | |
|--------------------------------------|---|--|---|---|---|
| Uncooperative/disrespectful behavior | 3 | | 8 | 4 | 1 |
| Vandalism | 3 | | | | |

The referrals/concerns generally were quickly resolved and no further intervention was required.

16.3.i

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
December 1, 2013

| Category | Total as of 11/1/2013 | Additions | Subtractions | Current Total as of 12/1/2013 |
|---------------------|--------------------------|-----------|--------------|----------------------------------|
| RJG JHS | 9 | 0 | 0 | 9 |
| ABRHS | 14 | 0 | -1 | 13 |
| ABRSD TOTALS | 23 | 0 | -1 | 22 |

11/26/13



December 2013



[Secretary Matthew H. Malone, Ph.D. (L); Governor Deval Patrick (R): Swearing in Ceremony, January 14, 2013 – 2013 Commonwealth of Massachusetts]

Dear Parents and Guardians,

As part of my role as Pupil Services Director, I closely collaborate with the Superintendent and School Committee on broader issues that impact the Acton Public and Acton-Boxborough Regional School District. Consequently, I was recently invited to attend a meeting with Secretary of Education Matthew Malone and I took this opportunity to reach out to my local educational partners and gave them an opportunity to ask questions that affect our district's ability to provide an exceptional learning experience for our students. Our specific questions, submitted to Mr. Malone in advance of the October 29th meeting are summarized for your information below:

1. Massachusetts has joined the consortium for the newly formulated high stakes testing called PARCC (Partnership for Assessment of Readiness for College and Careers) which will accurately predict a student's chance of succeeding beyond high school, either at college or in the work place. For schools, it will be a performance based assessment and an end of the year assessment through automated scoring. It is projected that the state cost will be \$29.50 for each student for a computer based assessment, albeit some states have opted out due to the high projected costs. But, as we examine our own in district technology infrastructure (hardware {bandwidth, computers for student administration}), how do we get state fiscal assistance in filling in the gaps to these technological challenges? It adds an additional burden to our already under funded mandates or unfunded mandates {special education, ESL certification, etc.}. If PARCC is truly being piloted, why has the decision already apparently been made to implement it next year? Isn't the purpose of a pilot to check its readiness and accuracy, and to compare this product's effectiveness in measuring student performance to another, that being MCAS in MA and other instruments in different states? Also, is the goal of PARCC truly to predict future academic and work success, or should it be to measure teaching effectiveness?
2. The state recognizes that teachers in today's public schools are asked to teach a wide variety of learners in each classroom. Approximately 15-17 percent of those students have special learning needs. How is the state addressing the need for all teachers to have a certain amount of special education training so they can successfully support students with a wide range of learning styles and needs? Many general educators graduated from school at a time when special education training was not required as part of their degree. Would the state consider requiring all educators to complete a certain number of hours of training specifically related to special education to better support this population of students? Knowledge and strategies learned would better support all of the students in the classroom - not just those with special learning needs.
3. The state has mandated major changes in the way teachers are evaluated. One of the mandated elements is the academic growth of the students in a teacher's class as measured by SGP (Student Growth Percentile). This teacher performance information is treated as confidential and is available on a very restrictive basis. In contrast, this type of data was released about Los Angeles teachers after a Freedom of Information request. Is there a middle ground for disclosure? In other words, is there a way for the public to obtain an understanding about the aggregate distribution of teacher scores broken out as finely as possible (by school, by grade, by NCLB [No Child left Behind] subgroup, etc.) while still preserving the individual teacher's confidentiality? Ideally the state would publish aggregate teacher data online with other published MCAS data.
4. What efforts will the Commonwealth use to increase revenue (e.g., Cherry Sheets) to municipalities and school districts for future fiscal years?

The Executive Office of Education (EOE) is at the center of the Commonwealth's public education system. This office coordinates the implementation of educational initiatives, from early childhood to higher education institutions. Matthew Malone serves in Governor Patrick's Cabinet as a representative, liaison and advocate for four specific areas: Early Education and Care (EEC), Department of Elementary and Secondary Education (DESE), Secondary Education (ESE), and the University of Massachusetts (UMass).

Addressing an audience of passionate educators, teachers, school committee members, superintendents, and association/union presidents, Mr. Malone described his "hands-on" style: travelling three days/week, sitting in classrooms, and serving as a sounding board. He views his role as "building linkages between agencies and bringing back messages to the Governor". From these visits and observations, Mr. Malone highlighted how Massachusetts will continue to lead the way in remaining the strongest public education system in the nation.

The three strategic goals Mr. Malone and the Governor have identified are as follows:

1. **Achievement and Readiness in our Public Education System:** Mr. Malone believes that MCAS and PARCC are appropriate ways for assessing our students' abilities. In this regard, Mr. Malone shared the story of being a special education student who received special education services from grade 1 to his day of graduation. Having graduated from school unable to reach a level of mastery for his multiplication tables, Mr. Malone states that he should never have graduated from school and had there been a "standards" movement, he would not have been allowed to graduate. Mr. Malone stated that the "standards" movement provides a baseline measure to jump off from.
2. **Expand Access and Improve Quality of Early Childhood Services:** There are 30,000 children who qualify for EEC (Early Education and Care) services, but currently, there is a waiting list for children seeking access to high quality programs. From Mr. Malone's perspective, the impact of the lack of universal access for children from birth to age five is directly related to the lack of optimal achievement, measured by MCAS scores in grade 3. There has not been enough of an investment in our little children and the Early Childhood Challenge Grant plan hopes to expand the quality of early education programs, create a birth to grade 3 assessment and intervention system, and increase family engagement.
3. **Create Direct Pathways to College and Career:** The "Go Public" campaign hopes to expand participation in state and community colleges. According to Mr. Malone, there are amazing options for higher education and Massachusetts students should be considering them. Connect and re-engaging students, building skills, and thinking differently about the average high school graduate means creating "superhighways of opportunity" by expanding the idea of innovative schools and having teachers and administrators working together in the field to

make changes that get results. As Mr. Malone stated, “A free, public education is all we have”.

Following Mr. Malone’s presentation, questions submitted in advance were addressed through a moderator, providing us all with “food for thought”.

Question: Is the goal of PARCC truly to predict future academic and work success, or should it be used to measure teaching effectiveness? If the decision has already been made to transition to PARCC, can it really be considered a pilot?

Answer: MCAS has served its purpose as a readiness assessment. Now, we’re ready for PARCC to tell us whether or not students are really ready for college. The shift will be helpful and the Common Core will help us acquire those 21st century skills. It’s a bumpy transition, but worth it. We are going to do it, and the pilot may not feel like a pilot, but the issue still in question is accountability. Does it really measure what we need it to measure?

Question: The state has mandated major changes in the way teachers are evaluated. How are teachers and administrators supposed to juggle the demands of the Common Core, PARCC, the supervision and evaluation process, DDMs (District Determined Measures), etc.?

Answer: It’s been a “perfect storm”: DDMs, Common Core, professional learning, supervision and evaluation, and teaching. We heard you and that’s why DDMs are postponed for a year. We have put off the science standards as well. We are listening and you are being heard. But, the educator evaluation system and increasing the quality of professional development is “good stuff”, worth doing. No one is going to come out and “get you”. Please stay calm and reasonable.

Question: Is the focus on high stakes testing short changing art, music, etc.?

Answer: For some schools, yes. For our lowest-performing districts and schools, we have to increase their focus on innovative instructional strategies, provide comprehensive support services, and to build partnerships with community based organizations. If we can’t do it all, these will be the priorities.

Question: There are many unfunded mandates burdening our schools, specifically, the RETELL initiative. What efforts will the Commonwealth use to increase revenue?

Answer: RETELL (Rethinking Equity and Teaching for English Language Learners) is not a DESE mandate. It’s a civil rights ruling for an infraction. It’s a burden, but the training is actually a positive outcome. It gives teachers an opportunity to be good ELE (English Language Education) teachers. Sheltered English Immersion (SEI) practices are solid teaching practices for you to become a better teacher. We’ve been directed by the federal government to make it happen.

Question: Educators are inundated with documentation and data collection that takes away from time in the classroom. Have there been any conversations at all about how much time this takes? As the purpose isn't clear, where is all this data collection headed?

Answer: There has been a lot of conversation about this topic and how to create more time for teachers. We need to stop viewing these positions as ten month positions; summer is not summer, 6 1/2 hours is not the collective bargaining agreement. Mr. Malone emphasized that high quality instruction is a 12 month job. That said, the Governor's Office needs to improve the "why" and the "reasoning" for our decisions. The data collection has actually increased the need for staffing, but at the same time, statistics are helpful as they show trends. We would like to see a data stream rather than multiple data streams and are working our way towards that goal. Technology is supposed to be helping but larger systems can buy items that smaller systems cannot. The inequity is troublesome and we're looking for economy of scale solutions. Our broader goal is to lengthen the school day and the school year to increase college readiness and participation. Both contributing to the PARCC student assessment system, and improving the quality of educational courses are part of this broader picture.

In summary, the opportunity to hear from Mr. Malone and the opportunity for him to listen to the educators was a positive experience. The theme, that educators at all levels can make good things happen together, is a message worth hearing: "There is honor in our work; we are building the future".

At the same time, our concern about state and federal regulations and the ability of school districts to comply and meet requirements in light of unexpected and underfunded mandates were left unaddressed. As budgets get tighter and requirements increase, school districts continue to work under pressure to perform without appropriate funding, while our teachers and administrators work hard and harder to keep up. In this regard, Mr. Malone's recommendation to put one's perspective in writing, identify friction points, and work through one's school association seemed like a practical grassroots approach.

I hope you found the above thoughts and comments interesting and meaningful. It is a glimpse into the perspective of the Commonwealth's thinking about education and its impact on the learner. It takes two forces to be effective: our work in the school system and the Commonwealth's effort. It takes a belief that all students can be successful, that there are high standards for academic achievement and for the building of core values of respect of self and others, and that there is shared leadership in the school district to get us there. Secretary Malone's and our school district's goals are congruent: we want all of our students to be long life learners and be successful in the global economy.

Due to time constraints, not all the questions we submitted were addressed robustly. In order to be fair to my local educators who took the time and effort to craft in-depth questions, I will follow up with the Secretary so we get a better handle on our questions for our community.

In conclusion, and on behalf of the entire Pupil Services Leadership Team, we extend our best wishes to you and your families as you celebrate the season in your own traditions. We also want to take this opportunity at this time of the year to thank you for your continued support of Pupil Services programs and staff. It is always heart warming to hear the feedback from parents and guardians about our school district. We take time to listen, care and develop a meaningful learning experience for all children in an integrated and included setting.

Happy Holidays

Liza Huber

Liza Huber
Director of Pupil Services



Co-Chair: Nancy Sherburne (978) 635-0968 nsherburne@mindspring.com

Co-Chair: Bill Guthlein (978) 263-0610 william.guthlein@verizon.net

AB SpEd PAC Website <http://www.abspedpac.org>



Nov. 20, 2013

Dear Friends,

We hope you and your family have had a smooth transition back into school this fall. It's hard to believe that it's almost Thanksgiving already! While our kids have been hard at work the officers of the Acton-Boxborough Special Education Parent Advisory Council (AB SpEd PAC) have been planning a new year of interesting events and engaging speakers for special education families.

For those of you who are unfamiliar with the AB SpEd PAC, we are an organization of parents who gather to provide support to one another and work with the school district in a number of different ways to support the needs of special education students and their families. We provide many educational opportunities throughout the year for families by bringing in speakers on diverse topics, creating social opportunities that bring families together, and providing feedback to the administration regarding special education programs and services.

As you may recall, in 2010 due to state changes in the governance of PACs we established an organization called the Friends of AB SpEd PAC, whose sole purpose is to raise funds to support the goals and objectives of the Acton-Boxborough Special Education Parent Advisory Council.

This letter is to encourage you to become a voting member of the Friends of AB SpEd PAC so you can help determine how our funds are spent each year. There is a nominal annual membership fee of \$10 to become a voting member of the organization. Sign up by filling out the attached form and returning it to Caroline Jarvis, Treasurer, at the address below. If you would also like to make a donation to the organization in any amount, your support would be greatly appreciated. Your membership and/or donation will allow the SpEd PAC to continue to provide high quality speakers, resources and activities for special education families across our school district.

The AB SpEd PAC wants to continue to grow its services to the community, but we can only carry out our 2013-2014 school year programs with your financial help. On behalf of the families and students who will benefit from your membership and/or donation, we thank you. If you have any questions about the AB SpEd PAC or Friends of the AB SpEd PAC, please feel free to contact us at nsherburne@mindspring.com or William.Guthlein@verizon.net, or visit the PAC's website at www.abspedpac.org.

Sincerely,

Nancy Sherburne, Co-Chair

Bill Guthlein, Co-Chair

I would like to join the Friends of AB SpEd PAC and have included my \$10 annual membership dues.

Yes _____ No _____

I would like to help support the work of AB SpEd PAC in promoting understanding, respect, support, and an appropriate education for all children with special needs in our community. Enclosed is my donation of: \$_____

Name _____ Email: _____

Address _____

I would like to attend a presentation about or by:

Please make your check payable to **Friends of AB SpEd PAC Ltd.**, and mail to:
AB SpEd PAC, c/o Caroline Jarvis – Treasurer, 95 Hammond Street, Acton MA 01720



Early Childhood Parent/Guardian Forums

Please join us on

Wednesday December 4, 2013, 12:00 - 1:30 PM
Temple Beth Elohim, 133 Prospect Street, Acton

or

Tuesday December 10, 2013, 7:00 - 8:30 PM
Blanchard Memorial School Library, 493 Mass Ave, Boxborough

As Acton and Boxborough Public Schools prepare to regionalize for the 2014 -2015 school year, we look forward to joining our two exceptional Early Childhood programs. For the coming school year (2014-2015) classes will continue to meet in their current locations. Children living in both communities may apply to attend either location based on space availability. For more information on this phased merger please join Liza Huber, Director of Pupil Services, and Joe Gibowicz, Early Childhood Coordinator, at one of the scheduled forums.

Presented in partnership with the Acton and Boxborough Public Schools

Actual
Acton Public Schools
2013-2014

December 1, 2013

| Grade YO | Conant | | | | Total | Douglas | | | Total | Gates | | | Total | McCarthy-Towne | | | | Total | Merriam | | | | Total | #Sec. | Avg. Siz |
|----------------|---------------|----------------|-------------|------------|---------------|----------------|-------------|------------|---------------|----------------|-------------|------------|-----------|----------------|----------------|-------------|------------|---------------|----------------|-------------|------------|-------------|-------------|-------------|----------|
| Rm | CAD | CAM | CPM | 2# | DAD1 | DAD2 | DAM | | GAD | GAM | 1# | | TAD1 | TAD2 | TAM | [1]3# | MAD | MAM | MPM | 1# | 7# | | | | |
| | | | | | | | | | | | | | Case | 22 | 20 | 21 | 63 | | | | | | | | |
| K-26 | 21 | 21 | 20 | 62 | 20 | 21 | 20 | 61 | 21 | 20 | 41 | | 21 | 20 | 21 | 62 | 20 | 21 | 21 | 62 | 288 | 14 | 20.6 | | |
| Rm | 3 | 4 | 5 | 1# | 3 | 4 | 5 | 2# | 3 | 5 | | | 310 | 311 | 312 | [1]2# | 133 | 231 | 334 | 1# | 6# | | | | |
| | | | | | | | | | | | | | Case | 22 | 21 | 21 | 64 | | | | | | | | |
| Gr. 1-2 | 21 | 22 | 21 | 64 | 22 | 22 | 23 | 67 | 22 | 22 | 44 | | 21 | 21 | 21 | 63 | 22 | 22 | 22 | 66 | 304 | 14 | 21.7 | | |
| Rm | 6 | 7 | 8 | | 6 | 7 | 8 | | 6 | 8 | 10 | 3# | 301 | 302 | 303 | [1]1# | 224 | 234 | 323 | 2# | 6# | | | | |
| | | | | | | | | | | | | | Case | 22 | 22 | 22 | 66 | | | | | | | | |
| Gr. 2-2 | 21 | 21 | 20 | 62 | 22 | 20 | 22 | 64 | 22 | 21 | 65 | | 22 | 21 | 22 | 65 | 22 | 22 | 22 | 66 | 322 | 15 | 21.5 | | |
| Rm | 9 | 10 | 20 | | 9 | 10 | 11 | | 17 | 7 | 9 | 3# | 313 | 314 | 315 | [4]2# | 230 | 324 | 330 | 331 | 4# | 9# | | | |
| | | | | | | | | | | | | | Case | 23 | 25 | 26 | 74 | | | | | | | | |
| Gr. 3-2 | 23 | 24 | 23 | 70 | 23 | 24 | 24 | 71 | 23 | 24 | 71 | | 23 | 24 | 23 | 70 | 23 | 23 | 24 | 22 | 92 | 374 | 16 | 23.4 | |
| Rm | 17 | 18 | 19 | 1# | 12 | 13 | 14 | 2# | 18 | 19 | 20 | 1# | 213 | 214 | 215 | [3]3# | 233 | 321 | 322 | 332 | | 7# | | | |
| | | | | | | | | | | | | | Case | 26 | 23 | 24 | 73 | | | | | | | | |
| Gr. 4-2 | 23 | 24 | 24 | 71 | 25 | 24 | 23 | 72 | 24 | 24 | 72 | | 23 | 23 | 24 | 70 | 24 | 24 | 24 | 24 | 96 | 381 | 16 | 23.8 | |
| Rm | 14 | 15 | 16 | | 19 | 20 | 21 | | 13 | 15 | 16 | 1# | 210 | 211 | 212 | [3] | 135 | 232 | 333 | 1# | 2# | | | | |
| | | | | | | | | | | | | | Case | 24 | 27 | 24 | 75 | | | | | | | | |
| Gr. 5-2 | 24 | 24 | 24 | 72 | 23 | 25 | 25 | 73 | 24 | 24 | 72 | | 24 | 24 | 24 | 72 | 23 | 23 | 23 | 69 | 358 | 15 | 23.9 | | |
| Rm | 11 | 12 | 13 | | 15 | 16 | 17 | | 11 | 12 | 14 | | 113 | 114 | 115 | 1# | 223 | 235 | 335 | 1# | 2# | | | | |
| | | | | | | | | | | | | | Case | 24 | 27 | 24 | 75 | | | | | | | | |
| Gr. 6-2 | 23 | 24 | 24 | 71 | 24 | 24 | 24 | 72 | 24 | 24 | 72 | | 24 | 24 | 25 | 73 | 24 | 24 | 24 | 72 | 360 | 15 | 24.0 | | |
| Total Staff | | | | 4# | | | | 4# | | | 9# | | | | | 12# | | | | | 10# | 39# | | | |
| | | | | | | | | | | | | | Case | [13] | Average | 23.4 | 492 | | | | | | | | |
| Total | 21 Sec | Average | 22.5 | 472 | 21 Sec | Average | 22.9 | 480 | 19 Sec | Average | 23.0 | 437 | | 21 Sec | Average | 22.6 | 475 | 23 Sec | Average | 22.7 | 523 | 2387 | 105 | 22.7 | |
| Range | 20 | 24 | | | 20 | 25 | | | 20 | 24 | | | | 20 | 25 | | | | | | | | 20 | 25 | |

ALL DAY K - CAD, DAD1, DAD2, GAD, TAD1, TAD2, and MAD

16.6

ACTON-BOXBOROUGH REGIONAL SCHOOLS
2014-2015 KINDERGARTEN REGISTRATION SCHEDULE

The following are important dates for parents/guardians of children who will be entering Kindergarten in September, 2014 (5 years old on or before September 1, 2014). See also: <http://ab.mec.edu/sturegister.shtml>

GENERAL MEETING*

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

Tuesday, January 14, 2014 at 7:00 p.m., R.J. Grey Junior High Auditorium
immediately followed at 8:15 by K-6 Before and After School Programs Overview

SCHOOL TOURS

All schools will be open for tours on the following dates: January 24; January 28, February 3, February 5 (Snowdate February 11). Please call individual schools after January 2, 2014 to reserve tour times. You may reserve more than one tour per day.

If school is canceled or delayed on a tour day, parents should call to reschedule.

Tour hours for Conant, McCarthy-Towne & Merriam: 8:45 - 10:00 a.m. and 12:30 - 2:00 p.m.

Tour hours for Blanchard, Douglas & Gates: 9:30 - 10:45 a.m. and 11:00 - 12:15 p.m.

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

EARLY REGISTRATION for SIBLINGS and WALKERS

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

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

Tuesday, January 21: 9:00 a.m. - 12:00 noon and 7:00 - 9:00 p.m.

Wednesday, January 22: 9:00 a.m. - 12:00 noon

PARENT INFORMATION EVENING MEETINGS*

Tuesday, January 21, 7:00 p.m. @ Douglas - Cafetorium

Tuesday, January 28, 7:00 p.m. @ McCarthy-Towne - Cafetorium

Tuesday, February 4, 7:00 p.m. @ Merriam - Cafetorium

Tuesday, February 11, 7:00 p.m. @ Blanchard - Cafetorium

Tuesday, February 25, 7:00 p.m. @ Gates - Cafetorium

Tuesday, March 4, 7:00 p.m. @ Conant - Cafetorium

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

KINDERGARTEN REGISTRATION

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

Tuesday, March 11: 9:00 a.m. - 12:00 noon and 7:00 - 9:00 p.m.

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

INFORMATION SESSION for K-6 BEFORE and AFTER SCHOOL CHILDCARE PROGRAMS

Tuesday, January 14, 2014 at 8:15 p.m., R.J. Grey Junior High School Auditorium

If you are interested in K-6 before and after school childcare programs, representatives from Community Education Extended Day and school-based before and after school programs will be available to describe their programs, enrollment process, fee structure, etc. following the General Meeting that begins at 7:00 (see above).

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

Registration forms for new families will be accepted February 28 - March 7 by mail or walk-in. Lottery will be held on Monday, March 10, at 10:00 a.m. at the Community Education Office, Administration Building, 15 Charter Rd., Acton

OTHER IMPORTANT DATES

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

May 15 - All Day K non-refundable deposit (\$450) due.

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

July 1 - (Approx. date) Schools assign students to either AM or PM sessions and notify Transportation Office.

July 31 - Children's medical forms (complete immunization history, physical exam completed after 1/1/14) due at school nurse's office.

August 1 - September tuition for children registered in All-Day K (\$450) due at the Community Ed. Office.

11/15/13

**Acton Boxborough Regional School Committee (ABRSC) and Acton
Boxborough Transitional School Committee (ABTSC)
Regionalization Update
November 2013**

The 2013-14 school year continues as what the School Committees in both Acton and Boxborough are calling a “transitional year”, a year in which all the planning related to expanding our school district to include both Acton and Boxborough from Pre-K through grade 12 is underway. Here, we continue monthly updates of the issues being addressed that relate to this transition. If you have any comments or concerns regarding this update, please contact Kristina Rychlik at krychlik@abschools.org.

Transportation Update

At our October 3rd School Committee meeting, JD Head, our Director of Facilities and Transportation, presented a first look at possible student transportation options as we move into a single PreK-12 school district. The School Committee asked him to continue to study transportation and he will present options and recommendations during our Transitional School Committee meeting on December 5th.

Principal Search Process/Blanchard Elementary

The Blanchard Principal search committee reviewed 35 applications, selected eight candidates to interview, and determined four finalists from the candidates interviewed. Each finalist will spend a day visiting Blanchard in December. Superintendent Mills will announce his appointment by the end of December.

The four finalists for the Blanchard Principal Visit will each be scheduled to visit for a day. *Days scheduled for visits:*

- Wednesday December 4
- Monday December 9
- Tuesday December 10
- Thursday December 12

Staff are welcome to attend the staff sessions (8:00-8:30 am) and parents are welcome to attend the parent sessions (2:00-2:45 pm) for each of the finalists. Staff and parents are welcome to send their thoughts to Dr. Mills at smills@abschools.org anytime between the site visits and December 17th.

School Calendar Review Process

At the November 7th Transitional School Committee meeting, the Committee voted to approve the 2014-15 school calendar to include no school days on Rosh Hashanah and Good Friday. Yom Kippur occurs on a Saturday in 2014. Labor Day is early in 2014 so school will begin after Labor Day, on Wednesday, September 3rd for

students in grades K-6, 7 and 9. School will start on Thursday, September 4th for students in grades 8, 10, 11 and 12. The full calendar is posted at the district website at www.ab.mec.edu.

Elementary Enrollment Report/Class Size Guidelines Update

Currently, the policies referring to Elementary class size guidelines are slightly different in Acton and Boxborough. Acton recommends no more than 22 students in grades K-3, with no more than 25 students in grades 4-6. Boxborough recommends no more than 20 students in Kindergarten and grade 1, no more than 22 students in grades 2 through 4 and no more than 24 students in grades 5 and 6.

On November 22nd, a discussion began regarding reconciling the differences in these policies and the financial implications that different options may have on future budgets. It was agreed that the discussion will continue at the December 5th School Committee Meeting, and a vote will be taken to decide on the recommended class size guidelines for our expanded region moving forward.

Other News

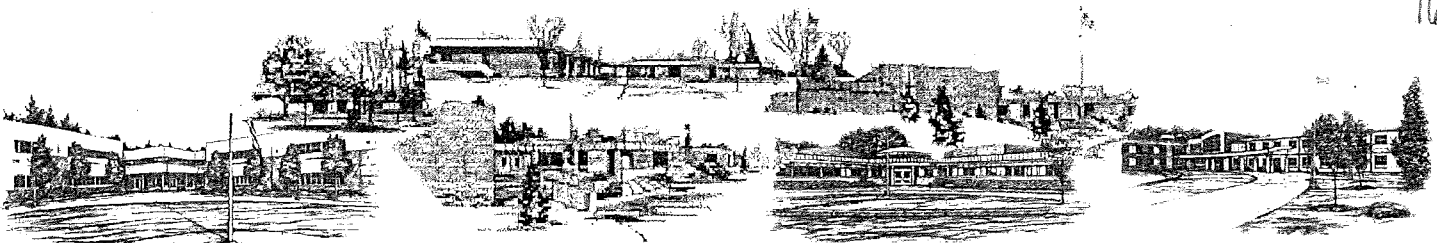
Track Renovation Project

At their November 21st meeting, the district was presented with a check for \$450,000 from the Richard E. Dow Track Fundraising Committee/Friends of Leary Field group. That, combined with \$150,000 from the District, will pay to fund the replacement and improvement of our track. Construction has begun! Many thanks to the hard work of all in the community and administration who have been involved to get us to this point, and to those working to ensure the project's success moving forward.

ABRSD Superintendent Search Committee Update

The search process continues with progress in many regards. On November 21st, Future Management Systems presented the Transitional School Committee with an update of their work to date. They have synthesized their findings from a series of community focus groups, telephone interviews and an online survey to develop a leadership profile. This profile is intended to guide the search committee as they review applications and interview applicants for the position. To view this profile go to, <http://ab.mec.edu/about/packets13-14/11-21-13-JT-SC-packet.pdf>; the profile begins on page 10.

To date, we have received a number of applications for the position, with more expected before the deadline of December 3rd. For more information, please see www.absuptsearch.com; specific dates and milestones for the process are outlined under the "apply" section of the site.



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road Acton, MA 01720-2995 Phone: 978-264-4700 x3206 Fax: 978-264-3340 Email: smills@abschools.org

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

November 20, 2013

Dr. Rebecca Lowenhaupt
Boston College, Lynch School of Education
140 Commonwealth Ave.
Chestnut Hill, MA 02467

Dear Dr. Lowenhaupt,

I am writing to express my support for the analysis of survey results from the 2009 administration of the Changing Demographics survey, as requested by the Acton-Boxborough Regional School Committee and which will be carried out by you and your research team.

This analysis will lead to a descriptive report to be presented to the school committee documenting key findings from the survey. You and your research team will conduct this analysis, providing us with a report detailing responses and trends identified in the data. This report will be useful to the district when planning for the next administration of the survey, as well as provide baseline results for comparison after the second administration. Depending on how the district decides to proceed, we will seek your input and assistance in the planning of a follow-up survey as well.

In exchange for these services, the district grants you full access to the survey data in order to conduct analysis and produce conference papers, academic journal articles, and other publications. You will ensure that the district will not be identifiable in any publications; researchers will use a pseudonym to identify the district at all times to protect the confidentiality of the district.

Thanks for your help with this effort.

Sincerely,

Stephen Mills
Superintendent
Acton-Boxborough Regional School District

Facilities and Transportation Department
Acton-Boxborough Regional School District
Acton Public Schools
http://ab.mec.edu

TO: Dr. Stephen Mills, Superintendent
J.D.Head, Director of Facilities and Transportation
FROM: Kate Crosby, Energy Manager
DATE: December 2, 2013
RE: Statewide MassRecycle Award to ABRSD/APS

I am delighted to announce that ABRSD/APS has received a first place statewide “K-12 School District Recycling” award from MassRecycle for our progress with capturing recyclables and compostables and the reduction of solid waste.

This award honors the hard work of the many students, staff and faculty who are involved with supporting our recycling and compostables programs.

We now have a robust program for collecting compostables at the high school in addition to recyclables, supported by students who manage two sorting stations in the cafeteria and coach their peers on sorting their stuff. The compostables stream also includes food scraps from the kitchen and sawdust from the woodshop.

Plans are underway to introduce a similar sorting program in the Parker Damon Building cafeteria in response to faculty and student interest. Two “trash audit” events have been held to assess the solid waste stream from the Parker Damon cafeteria, revealing that 87% of the cafeteria trash is actually compostable or recyclable! By sorting the cafeteria trash more effectively, we expect to significantly reduce the solid waste stream (similar to the results seen at the high school).

In moving forward on capturing compostables, ABRSD-APS is demonstrating statewide leadership. We are also acting in concert with a statewide policy trend, as Mass DEP plans to enact a ban excluding food scraps from solid waste collection as of July 1, 2014. Although they will initially be focused on larger waste producers, the district is well-served by aligning with their policy initiative at this time.

The award also honors the recycling programs that operate with significant student and faculty advisor support in each of our schools.

More information about the award to ABRSD/APS from MassRecycle::

<http://www.massrecycle.org/recyclingawards/2013-winners-finalists/k-12-school-district-award>

