

Acton-Boxborough Regional  
School Committee Meeting

June 11, 2015

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library  
R.J. Grey Junior High School

June 11, 2015  
7:00 p.m.

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**AGENDA**

1. **Call to Order** - *Kristina Rychlik (7:00)*
2. **Chairwoman's Introduction** – *Kristina Rychlik*
3. **Statement of Warrant and Approval of Minutes**
  1. ABRSC Meetings on 4/30/15 and 5/21/15 (*addendum*)
4. **Public Participation**
5. **School Improvement Plans Presentation**
  1. Douglas School – Christopher Whitbeck
  2. Merriam School – Edward Kaufman
  3. R.J. Grey Junior High School – Andrew Shen
6. **ABRHS Handbook for 2015-2016, Review of Changes – Second Reading – VOTE** - *Maurin O'Grady, ABRHS Dean of Students (See handbook at <http://abrhs.abschools.org/>)*
7. **Curriculum Presentation: Elementary Science Revision** – *Jean Oviatt-Rothman, K-6 STEM Science Specialist/Coach*
8. **Elementary Bus Passes** – *JD Head, Amy Krishnamurthy*
  1. Proposed policy and procedures revision, File: EEAAA and EEAAA-R – **First Read**
  2. Memo from Glenn Brand and JD Head
  3. Slides from SC meeting on 5/21/15
9. **ABRSD FY15/16 Budget Updates**– *Clare Jeannotte*
  1. FY15 Budget Update
    - i. Health Insurance Deductions Correction - **VOTE** – *Marie Altieri, Clare Jeannotte*
10. **Leadership Update** – *Glenn Brand (oral)*
  1. Interim Director of Pupil Services
11. **Recommendation to Approve Changes to FY16 Administrators' Benefits Manual – VOTE** – *Glenn Brand*
12. **Recommendation to Approve ABRHS Nordic Ski Team Trip to Quebec, Canada 12/26/15 – 12/31/15 – VOTE** – *Glenn Brand*
13. **Recommendation to Approve FY16 Food and Related Products Bid Award – VOTE** – *Glenn Brand*
14. **Recommendation to Approve ABRPTSO Gift to RJGJHS – VOTE** – *Glenn Brand*

**15. Recommendation to Approve 2014 – 2015 Gifts to ABRHS – VOTE – Glenn Brand**

**16. Subcommittee Updates**

1. **Budget** – meetings on 5/6/15 and 6/4/15 – *Kristina Rychlik (oral)*
2. **Policy**
  - i. **Naming School Facilities, File: FF – First Reading** - *Brigid Bieber*
  - ii. **Consent Agenda:** Remote Participation, File: BEDJA, Voting Method, File: BEDF, Executive Sessions, File: BEC – **First Reading** – *Brigid Bieber*

**17. School Committee Member Reports (oral)**

1. Acton Leadership Group (ALG) – *Kristina Rychlik*
2. Boxborough Leadership Forum (BLF) – *Brigid Bieber*
3. Health Insurance Trust (HIT)– *Mary Brolin*
4. Other Post Employment Benefits (OPEB) Task Force–
5. Acton Finance Committee – *Kristina Rychlik*
6. Acton Board of Selectmen - *Paul Murphy*
7. Acton-Boxborough SpedPAC – *Paul Murphy*
8. Boxborough Finance Committee- *Maria Neyland*
9. Boxborough Board of Selectmen – *Brigid Bieber*
10. Joint PTO/PTSO/PTF Co-Chairs – *Deanne O’Sullivan*

**18. Superintendent’s Report – Glenn Brand (oral)**

1. Update on Naming of Elm Street Courts – *Dedication June 17 at 6:15 p.m.*
2. PARCC Forum – June 22 at 4:00 in Lynn, MA

**19. FY16 School Committee Meetings Calendar – Second Reading – VOTE - Kristina Rychlik**

1. Draft 1: Twice monthly starting in September, one in April and one in May
2. Draft 2: Meeting every 3 weeks
3. July 22 (Wed) Workshop?
4. August 10 (Mon) Business Meeting?

**20. FOR YOUR INFORMATION**

1. FY15 Gifts to Acton-Boxborough Regional High School
2. ABRHS Discipline Report, May 2015
3. RJGJHS Discipline Report, May 2015
4. Pupil Services Reports
  - i. ELL Student Population by School, 6/1/15
5. Monthly Student Enrollment, 6/1/15
6. Schedule for Last Day of School, Thursday, June 25, 2015
7. Youth Risk Behavior Survey Report - ABRSD Students in Grades 6, 8, 9, 10, 11 and 12
8. Annual Superintendent’s Summative Evaluation– *Kristina Rychlik*  
*Final Committee members’ comments to the Chairperson by June 16*

**21. Adjourn**

**NEXT MEETINGS:**

**Acton-Boxborough Regional School Committee Meeting – start 7:00 p.m. in the Jr High Library**

- 6/25/15

# Douglas School

## School Improvement Plan 2015-16



# 2014-15 Achievements

## Exhibitionary Learning



**LOOK INSIDE!** Kindle Book **Print Book**

Birds, Birds, BIRDS!  
(Paperback)  
by Douglas School Room  
5 Students  
Paperback \$7.00  
**AnteCar!**  
Want it tomorrow, June 4? Order within 10 mins and choose One-Day Shipping. 3 used & new from \$6.25

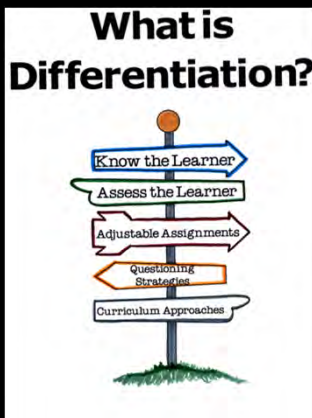
Book sections  
Front Cover  
First Pages

**Birds, Birds, BIRDS!**  
Written & Illustrated By  
Bessie Douglas School Students

American Crow American Robin Cedar Waxwing  
Black-capped Chickadee  
Coeur's Hawk Dark-eyed Junco Downy Woodpecker  
House Finch House Sparrow  
Pine Grosbeak Mourning Dove Purple Finch  
Northern Cardinal  
Red-bellied Woodpecker Red-breasted Nuthatch Song Sparrow  
Sharp-shinned Hawk Wild Turkey  
Tufted Titmouse White-breasted Nuthatch  
Yellow-rumped Warbler

My name is \_\_\_\_\_  
I was \_\_\_\_\_  
My bird is the \_\_\_\_\_  
American Crow. It looks \_\_\_\_\_  
like a flying \_\_\_\_\_  
Its color are black and \_\_\_\_\_

# Goal #1 Personalization & Differentiation



# FUELING a Personalized Learning Revolution

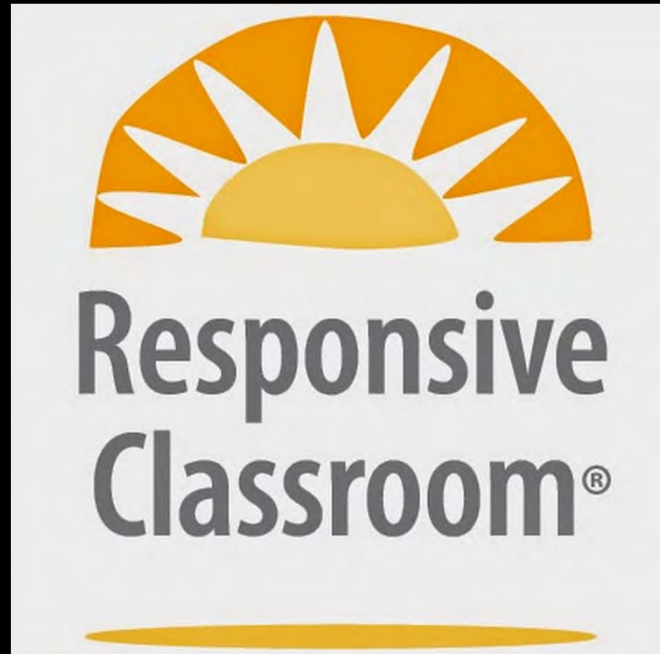
Personalized, blended learning can improve access to high-quality learning

**POWERFUL LEARNER EXPERIENCE (LX)**

armed with smart tools, engaged in meaningful work in personalized learning environments that demand critical thinking, reward collaboration, and result in high-quality demonstrations of mastery.

## **Goal #2**

Social & Emotional  
Learning



**Thank You**

Douglas School Improvement Plan  
2015-16



School Council Members: Christopher Whitbeck, Amy Park, Lisa Jensen-Fellows, Ben Smith, Debbie Kay, Jennifer Rand, Catherine Putney, Danxia Kong, Laura Schmidt

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

October 14th

January 13th

March 17th

May 26th

### **Part One: Progress with Goals for 2014-2015**

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

#### **Goal for 2014-2015**

The Douglas staff and School Council agreed on one overarching goal for the upcoming school year and a second more specific goal for 4th grade based on MCAS. Teachers, staff and the Douglas School community focused on identifying and implementing pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship. Our specific goal for 4th grade was to improve the performance of our High Needs students in math and language arts.

Our goals were tied to the already established system-wide goals found in the Long Range Strategic Plan:

- Preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Review and articulate what all students should know and be able to do at each grade level.



**Goal Statement #1:** Identify and implement pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship.

**Rationale:**

The current model for schools was designed over 100 years ago. The purpose was to create a population ready for the industrial revolution. Industry required an “educated” population who could follow directions, read instructions, and enter as a trainable workforce.<sup>1</sup>

The purpose of education today is to prepare a population to enter the “innovation economy.”<sup>2</sup> Today, students must do more than simply recite inert knowledge - they must transform it. Learning requires a teacher to be more than a classroom manager who transmits the subject matter to passive students. At Douglas school our vision is to foster joy, bravery, wonder, and pride in our students. Our students must see themselves as a valuable part of the class and the learning experience. They must be able to contribute original ideas, they must know what it means to be innovative, and practice entrepreneurial skills.

Our aim for the next century must be the inclusion of all children regardless of learning needs, the integration of subjects via problem-focused experiences, and the integration of the school and the world via field-work, service learning, and the active pursuit of real world problems. *In this new world, content is easily accessible via the internet and so what really matters is how students react to it, shape it, apply it and transform it.*

What will our students do in school? They will work in diverse teams to build robots, roller coasters, gardens and human powered machines. They will write field guides and illustrated history books or maybe a children’s astronomy picture book. They will work collaboratively to solve real problems that matter to them – what can we do to stop the geese from pooping on our playground, how can we store our jackets and satisfy the fire department, or make sure that no one misses the bus? They might also produce original plays, films or spoken word events on adolescent issues, children of the 1800’s, lost cigar factories, or social problems they face on a day-to-day basis.

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<sup>1</sup> "Rethinking Education, Part I : Why Our School System Is ..." 2013. 11 May. 2014  
<<http://www.geopolitics.us/why-our-school-system-is-broken/>>

<sup>2</sup> Schumpeter, Joseph Alois. *The theory of economic development: An inquiry into profits, capital, credit, interest, and the business cycle.* Transaction Publishers, 1934.

### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify and implement engaging problem based projects and pedagogy .

### **Strategies**

1. Study successful models of problem based instruction from resources such as High Tech High, The Center for Expeditionary Learning, and iterate models implemented at Douglas in the 2013-14 school year .
2. Design school based professional development, collaborative teams, and administrative support for teachers to "tune" projects.
3. Inform parents and community of changes and additions

### **Define Outcomes**

1. Clearly communicate pedagogical approach to community
2. Design and implement three Problem Based Instruction projects for each classroom
3. Work with the SPED instructors to provide increased in class instruction
4. Implement an increased level of personalized instruction
5. Identify and implement effective technology solutions to support problem based and greater personalized instruction
6. Implement electronic portfolio accessible to students and parents that will allow weekly updates of information and communication - this may replace or enhance our current report card system

### **Target Completion Date**

June, 2015

### **Costs \$2000**

Professional Development for teachers

### **Assessment of Progress**

1. Clearly communicate pedagogical approach to community - We began this year with summer letters, group meetings and even book study groups for parents. These were all designed to help families understand the pedagogical shift and philosophy for Douglas School.
2. Design and implement three Problem Based Instruction projects for each classroom - These were called Exhibitions. Douglas School teachers hosted three Exhibitions for each classroom. The first, in December had an attendance of over 700 students, parents and community members. Students presented an exhibition of their work that ranged from kindergarten interviews of "Douglas School Helpers" and First grade weather forecasts and an interactive weather "Museum" to Fifth grade showcases

of how colonial settlers moved from survival to Society. The Exhibitions included building projects, models of animals found in our wetlands, maps from a variety of perspectives, plays and even presentations on how to build habitats that provide for populations of Monarch Butterflies.

Two more Exhibitions were held in each class. Each began with a question and served as evidence of student understanding and skills. The final Exhibition will be held throughout the day on June 11th. Each of these exhibitions has been deemed an outstanding success and showcase the creative, innovative and academic skills of the students.

3. Work with the SPED instructors to provide increased in class instruction - The Special Education Department in grades 4-6 worked diligently to provide instruction and support in classrooms where appropriate. We identified problems with the model and look forward to being able to address those problems with the addition of Special Education staff this coming year.

4. Implement an increased level of personalized instruction - This is an area of improvement to be carried over into the coming School Improvement Plan. Personalized instruction is an approach being called for by many school reformers and we have yet to identify an effective model that encompasses the teaching of Common Core Curriculum and the individual, differentiated instruction that we know will be good for all students.

5. Identify and implement effective technology solutions to support problem based and greater personalized instruction - The addition of Chromebooks in 4th and 5th grade allowed teachers to begin to organize their instruction in such a way that made use of student access to information, collaboration and organizational tools of the Google platform and individualized instruction for students. At best, this was an exploratory year and we look forward to implementing more of the tools available to us in coming years.

6. Implement electronic portfolio accessible to students and parents that will allow weekly updates of information and communication - this may replace or enhance our current report card system. Experiments in 4th grade began to uncover the power of regular parental access to student work via the Google platform. Parents were not quick to use this and we realize that it will be a paradigm shift for us. We began the formation of an electronic portfolio template and hope to expand its use next year. Progress reporting has changed in 4th grade to reflect our new pedagogy and we hope to expand this experimentation into other grades next year.

**Goal Statement #2:** Improve student performance on MCAS math and language arts for all students and specifically high needs students in grade 4.

**Rationale:**

Our High needs students did not meet CPPI for Spring MCAS 2014 in math.

**Responsible Parties**

Principal, all 4th grade level teachers and special educators will work as members of teams to identify and implement instruction designed to improve student understanding of math and language arts concepts .

**Strategies**

1. Implementation of ST math - Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. Teachers will receive professional development and implement ST Math in addition to current use of EveryDay Math curriculum
2. Language Arts - Teachers will implement new writing rubrics and guidelines to address three types of writing at 4th grade - opinion, narrative and informational writing. The rubrics were developed throughout the district last year and will be implemented for full use this year as a means of improving student writing.

**Target Completion Date**

**Costs \$2000**

June, 2015

ST Math curriculum - School budget

**Assessment of Progress**

1. Implementation of ST math - Teachers in grades 4 and 5 integrated ST Math with classroom instruction. Teachers received a small amount of professional development and worked with students to use ST Math for 90 minutes per week. Student responses to the program were generally positive, except for some difficulties with the technology use at homes that interfered with school use. Analysis of the success of the program will wait until the MCAS results. We look forward to using the program for a second year, increasing the professional development opportunities and expanding to 6th grade. Anecdotally, the students in one 4th grade class surveyed reported that they

were able to perform better in EveryDay Math curriculum and were more familiar with content questions on the MCAS because of their work in ST Math.

2. Language Arts - Teachers implemented new writing rubrics and guidelines to address three types of writing at 4th grade - opinion, narrative and informational writing. The rubrics were developed throughout the district last year and were implemented for full use this year as a means of improving student writing. Teacher analysis of student writing showed improved performance throughout the year. Complete analysis will be completed with the release of MCAS testing data.

### **Part Two: Goals for 2015-2016**

The Douglas staff and School Council agreed on two overarching goal for the upcoming school year. Our Teachers, staff and the Douglas School community understand that we must continue to adapt and implement pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship. The work that we began in year one needs to be refined and improved to include more differentiation and personalization. We also need to explore effective methods for addressing Common Core Standards through Problem Based Instruction resulting in exhibitions of students work.

Our second all school goal focuses on social and emotional health of our students and the exploration of the practiced of the Responsive Classroom curriculum.

Our goals are tied to the already established system-wide goals found in the Long Range Strategic Plan:

1. Preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
2. Meet the diverse needs of all students by promoting social emotional learning and physical well-being through increased student-adult and student-student interactions.

**Goal Statement #1:** Adapt and continue to implement pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship.

**Rationale:**

The driver of the model that we are working to develop is that the fundamental task of school is to facilitate learning. The challenge is to create and sustain conditions and experiences in school where students will want and be able to learn. The problem facing us is not that students can not learn, but how they are required to learn. We are working to move away from a model in which students sit passively while the teacher instructs, explains, and sets assignments. In this model, inevitably, students grasp some material more quickly than others, but the class is intended to get through the material at the same rate and over the same amount of time. We are trying to move away from the narrow confines of conformity to systems that are personalized to the real abilities of every student. We need to increase the opportunities for teachers to take account of student differences in how they teach different students. As Ken Robinson suggests, "Raising individual achievement in schools means engaging students as individuals and not prescribing a standard steeplechase for everyone to compete at the same time in the same way."<sup>3</sup> In this second year of work, we will focus professional development and teacher learning on differentiation and personalization for student instruction within the model of Problem Based Learning and exhibitions of student work.

**Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify and implement engaging problem based projects and pedagogy .

**Strategies**

1. Review curriculum for opportunities of personalization and differentiation .
2. Design school based professional development, collaborative teams, and administrative support for teachers to "tune" projects and instruction to support personalization and differentiation.
3. Explore technologies to support differentiation and personalization
4. Inform parents and community of changes and additions

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<sup>3</sup> Robinson, K., & Aronica, L. (2015). *Natural Born Leaders*. In *Creative schools: The grassroots revolution that's transforming education* (p. 90). New York, NY: Viking.

## Define Outcomes

1. Clearly communicate pedagogical approach to community
2. Design and implement three Problem Based Instruction projects for each classroom that include elements of differentiation and personalization
3. Work with the SPED instructors to provide increased in class instruction
4. Implement an increased level of personalized instruction using technology solutions
6. Implement electronic portfolio accessible to students and parents that will allow weekly updates of information and communication - this may replace or enhance our current report card system

## Target Completion Date

June, 2016

## Costs \$1000

Professional Development for teachers

**Goal Statement #2:** Explore the adoption of Responsive Classroom approach as an evidence-based social and emotional learning program to improve school climate.

## Rationale:

Over the past ten years, the Douglas School has approached improved social and emotional learning through a variety of curricula, school designed programs and activities. We are looking for a unified approach that will be used throughout the school year, will utilize common language throughout the school, will engage teachers and students, and compliment the pedagogical changes that we have begun. The *Responsive Classroom* approach is a promising way of teaching that emphasizes social, emotional, and academic growth while building a strong and safe school community.

From their website, The Responsive Classroom approach is described as "A general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The Responsive Classroom approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs."

These classroom practices are:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to implement the beginning aspects of the Responsive Classroom approach .

### **Strategies**

1. Teach several professional staff about the philosophy and the practices listed above at either a one day or two day training
2. Use Professional Development days to familiarize the entire staff with specific approaches.
3. Implement approaches in the classroom
4. Review with all staff the approaches, how they are working and what aspects have positive effects, what needs revision for our model and decide whether to move forward with further training and implementation over the course of several years



**Defined Outcomes:**

1. Use of Morning Meeting, Rule Creation, Interactive Modeling, and Positive Teacher Language in each classroom
2. School staff meetings to share and discuss the approach
3. Identification of further aspects to implement and further trainings that would benefit the Douglas Community

**Target Completion Date**

June, 2016

**Costs \$1700**

Professional Development for teachers

# Merriam School

School Improvement Plan  
2014-2015 Report  
2015-2016 Goals

## 2014-2015 Report

### Goal One:

Revitalize project work and portfolio assessment at Merriam and connect them with current educational and global issues.

### Assessment:

- new project guidelines
- curriculum maps
- integration of three types of writing into projects
- consultant Steven Levy
- project work seminar (monthly)

## 2014-2015 Report

### Goal Two:

Review information on math programs being piloted at Merriam and other math programs to make a decision on a new program by the end of the year.

### Assessment:

- comprehensive process including observing teachers in a-b and elsewhere, pilots, reviewing materials
- data collection from teacher input surveys
- synthesis and analysis of data
- prioritized criteria
- consensus decision

## 2014-2015 Report

### Goal Three:

Provide opportunities to promote health and wellness activities and discussions at Merriam School.

### Assessment:

- Theme Days and Community Day
- PE teacher promoted Health and Wellness through continued discussions and online communication with parents and school community
- School Counselor and School Psychologist trained in Social Thinking curriculum and integrate in classrooms
- teachers continue to use Open Circle

## 2014-2015 Report

### Goal Four:

Continue literacy work with staff and students to make the quality of instruction even stronger.

### Assessment:

- eight teachers attended “Literacy Institute” at Lesley University
- teacher evaluative goal in the area of literacy
- six teachers piloted Fountas and Pinnell BAS; teachers chose this moving forward

## 2015-2016 Goals

Goal One: Implement a new math program for all grade levels.

### Strategies:

- professional development from the publishing company and from District Math Specialist
- Community Conversation around new math program to educate parents
- grade level work to support implementation

## 2015-2016 Goals

Goal Two: Continue to work on linking literacy assessments to our instruction. Teachers will adopt a new assessment tool, the Fountas and Pinnell BAS and use the information in order to develop comprehensive literacy instruction for all students.

### Strategies:

- Literacy Specialist will provide training for the BAS
- Teachers will meet with Literacy Specialist upon administering to create instructional goals based on the results
- Literacy coaches will support literacy instruction throughout the year
- Teachers will participate in grade level triads in order to support literacy instruction

## 2015-2016 Goals

Goal Three: Merriam will continue to develop projects that integrate narrative, persuasive and information writing and will begin working on integrating content area reading material at individual student reading levels in order to support project work.

### Strategies:

- Teachers will continue to create curriculum maps that will reflect literacy instruction (reading and writing) as well as projects
- Teachers will continue to work with Steven Levy, PBL consultant
- Grade level teachers will choose mentor texts for grade level writing units specific to project work

## **2015-2016 Goals**

**Goal Four:** Implement the school theme “Building Group Skill Across the Community.”

### **Strategies:**

- Theme Days and Community Day will incorporate group skill building activities for students. Skills will be applied in classroom project work
- Faculty meetings will be structured to incorporate group skill goals in order to increase collaborative capacity among staff
- Consultant will work with staff during faculty meetings around building group skills

**Acton-Boxborough Regional School District**

**Merriam School**

School Improvement Plan Report 2014-2015  
School Improvement Plan 2015-2016

## Acton-Boxborough Regional School District

### Merriam School

#### Part One: Background and Rationale

##### Members of the Merriam School Council

Ed Kaufman	Principal	
Juliana Schneider	Assistant Principal	
Christy Nealon	Teacher	1st of 3-year-term
Michele Pruett	Teacher	1st of 3-year-term
Karen Sonner	Teacher	3rd of 3-year-term
Cara Morgan	Parent	3rd of 3-year-term
Chuck Pollak	Parent	1st of 3-year-term
Kristin Warren	Parent	3rd of 3-year-term

##### Merriam School Council Meeting Dates 2014-2015

October 14, 2014	February 10, 2015
November 18, 2014	March 10, 2015
December 9, 2014	April 14, 2015
January 20, 2014	May 5, 2015

After reviewing the role of the School Council, the Merriam School Council began the 2014-2015 school year organizing the plans/strategies for the School Improvement Plan and developing global plans for the school year. The teachers, parent representatives and principal on the School Council reported progress on the work toward meeting the goals at each meeting. Along with ongoing work on School Improvement Goals, the School Council worked to maintain a strong connection with the PTO (including co-sponsoring several community events) and discussed long-range goals for Merriam School.

This spring, the School Council reviewed, reflected on and discussed the 2015-2016 goals.



## **Part Two:**

### **Evaluation of Current School Improvement Plan 2014-2015**

**Goal One:** Revitalize project work and portfolio assessment at Merriam and connect them with current educational and global issues.

#### **Strategies:**

1. A small task force will plan larger staff meetings on these topics.
2. Staff will review the major tenets of project work and portfolio assessment.
3. Staff will think together about how these structures integrate with important current trends in education and with service learning and global concerns.
4. Grade levels will work on new curriculum maps (integrating projects) over the course of the year.
5. Grade levels will prepare new “descriptions of portfolio contents” over the course of the year.
6. We will look for professional development and consultant opportunities around these topics for our staff.
7. Communication to parents around this goal will take place with the format to be discussed with the School Council.

**Responsible parties:** Principal, Merriam Faculty, School Council

**Outcome:** New curriculum maps and portfolio descriptions will be created, demonstrating a revitalized and updated commitment in these areas.

Target Date: May, 2015

#### **Assessment:**

The administrators have planned a number of staff meetings throughout the course of the year that address Project Based Learning. Additionally, the administrators have set up a seminar that has met monthly in order for teachers to get feedback on project work as well as get ideas and input for further work. The administrators have developed new guidelines for project work as well as for curriculum mapping and staff have begun to work on revising old projects and developing new ones, as well as developing new curriculum maps in order to meet these guidelines. The curriculum map model includes the three types of writing required by common core. Consultant, Steven Levy has worked with the Merriam School teachers around the areas of project development, learning targets and assessment in both the large group and grade level teams. The administrators also met with grade level teams in May to determine a realistic timeline to finish this work. This goal will be carried over into the 2015-2016 school year.

**Goal Two:** Review information on math programs being piloted at Merriam and other math programs to make a decision on a new program by the end of the year.

**Strategies:**

1. The principal will set up a clear procedure for decision-making and will convey it to the staff.
2. A task force will be set up that will collect data and bring information back to the rest of the staff at intervals during the year.
3. The three groups piloting three programs will be brought together at least twice during the year to share the pros and cons of the programs with the task force.
4. Updates about this process will be conveyed to parents during the course of the year.
5. The district math specialist will be brought in to help with the collection and organization of data, and with the final decision-making process.
6. When a decision about a new program has been made, it will be conveyed in a thoughtful and timely manner to the parent community.

**Responsible parties:** Principal, Merriam Faculty, School Council

**Outcome:** A new, Common Core aligned math program will be selected to be used in grades K-6 at Merriam School beginning in the fall of 2015.

**Target Date:** May, 2015

**Assessment:**

This year, teachers have piloted, reviewed and observed curriculum being taught in four different programs. Teachers visited classrooms, observed programs in action and spoke to teachers about their experience teaching programs in both Acton and in several other districts. A task force was set up, a criteria was established for evaluating programs and a survey was developed based on the criteria set to be completed by staff. Our district math specialist consulted with us, helped set-up site visits and helped coordinate obtaining the necessary materials for our teachers to make informed decisions about the programs. The task force went through an intensive process in order to review all of the data about the programs and collectively reached a decision about which program(s) the school will adopt. Ed sent out a newsletter to our parent community in order to provide them with the information about the program as well as opportunities for them to learn more in the fall when the program is implemented.

**Goal Three:** Provide opportunities to promote health and wellness activities and discussions at Merriam School.

**Strategies:**

1. "Health and Wellness" will be the theme for the 2014-15 school year.
2. The physical education teacher and school nurse will be invited to take part in planning activities focused on this theme.
3. The School Council will sponsor at least one event related to this topic.
4. This topic will be the subject of all-school meeting presentations and performances.
5. Outside of the school day activities, such as "Walk to School", or other enrichment activities, will be encouraged.
6. Food Services will be contacted to work with us on nutritional education.
7. Communication (such as newsletter articles) will be sent out to parents.

**Responsible parties:** Principal, Merriam Faculty, School Council

**Outcome:** Members of the Merriam community will have a greater awareness of the importance of health and wellness, and will have opportunities to put that awareness into practice.

**Target Date:** May, 2015

**Assessment:** Health and Wellness was Merriam's theme for the 2014-2015 school year. Merriam's Theme Day activities were directly related to health and wellness. The school nurse consulted and provided ideas for nutrition related educational activities for our theme days. Our physical education teacher communicated in a variety of ways as well as maintained bulletin boards and newsletters. Members of our PTO coordinated an assembly connected with physical activity. Our school psychologist and our school counselor were trained in the Social Thinking curriculum and continue to integrate self-regulation strategies in the classroom and within small groups, promoting emotional well-being. Teachers continue to use the Open Circle curriculum in order to support children with problem solving skills, as well as social and emotional skills. They also continue to integrate literature into their classrooms focusing on social thinking and Open Circle themes.

**Goal Four:** Continue literacy work with staff and students to make the quality of instruction even stronger.

**Strategies:**

1. Eight teachers will attend the “Literacy Institute” at Lesley College.
2. Numerous additional teachers will attend the Teachers College professional learning opportunities in reading and writing.
3. All teachers will create one evaluation goal this year connected with literacy.
4. The School Council will sponsor one event related to this topic.
5. Our reading specialist will offer coaching opportunities for professional staff.
6. We will pilot and evaluate a new benchmark reading assessment.
7. Staff meeting presentations will be delivered by Merriam staff to their colleagues on important topics related to literacy.

**Responsible parties:** Principal, Merriam Faculty, School Council

**Outcome:** Merriam staff members will increase the repertoire of tools and structures connected to literacy that they utilize with students.

**Target Date:** May, 2015

**Assessment:** Eight teachers attended the “Literacy Institute” at Lesley University. Additionally, many teachers have participated in professional development opportunities including Teachers College and our district literacy specialist’s seminars. All teachers created at least one evaluative goal in the area of literacy and participated in two professional days, as well as multiple faculty meetings that focused on literacy. Six teachers piloted a new benchmark reading assessment and teachers chose to adopt this reading assessment tool as our school wide assessment moving forward. Piloting teachers have met several times to support one another in using this tool in order to think about how it is related to reading instruction. The School Council sponsored a Literacy Night for the entire Merriam Community.

## **Part Three: School Improvement Plan 2015-2016**

**Goal One:** Implement a new math program(s) for all grade levels.

**Strategies:**

1. Administrators will coordinate professional training from the publishing company before school begins in order for teachers to navigate the program and build a connection with our publisher representative for future questions and support.
2. The district math specialist will provide unit previews for teachers before they begin teaching a unit at each grade level.
3. Administrators, teachers and the district math specialist will present information about the new program to parents at one of the PTO Community Conversations.
4. Administrators will provide grade-level time in order for teachers to share student work and talk about teaching and learning within the new program.
5. Teachers will use faculty meeting time in order to support one another and determine if additional professional development is needed.
6. Teachers will participate in grade-level triads in order to support one another and share teaching methods.

**Responsible Parties:** Administrators, Teachers, District Math Specialist

**Outcome:** Students will receive comprehensive math instruction to become critical thinkers and problem solvers. Teachers will be supported in implementing the new math program.

**Target Date:** May 2016

**Goal Two:** Continue to work on linking literacy assessment to our instruction. Teachers will adopt a new assessment tool, the Fountas and Pinnell BAS and use the information in order to develop comprehensive literacy instruction for all students.

**Strategies:**

1. Teachers will be supported with literacy instruction by participating in literacy coaching cycles.
2. Teachers will be trained using the Fountas and Pinnell Benchmark Assessment. Training will be provided during grade level times in September and will continue through coaching support from literacy coaches.
3. Teachers will meet with the literacy coaches upon administering assessments in order to determine instructional plans, as well as flexible groups and areas of focus for the class.
4. Teachers will meet with literacy coaches multiple times a year in order to monitor progress of students and make necessary adjustments for instruction.

5. Teachers will participate in grade-level triads in order to support one another and in order to share teaching methods.
6. Teachers will work with an outside consultant continuing work for individual students.

**Responsible Parties:** Administrators, Merriam School Literacy Specialist, District Literacy Specialist, Teachers

**Outcome:** Merriam staff members will increase their understanding of using assessments to drive instruction that is differentiated to meet the needs of every student.

**Target Date:** May 2016

**Goal Three:** Merriam will continue to develop projects that integrate narrative, persuasive and informational writing and will begin working on integrating content area reading material at individual student levels in order to support project work.

**Strategies:**

1. Teachers will continue to develop curriculum maps that will reflect literacy instruction (reading and writing), as well as projects.
2. General educators and special educators will continue to collaborate in order to provide similar instruction to both general and special education students.
3. Teachers will continue to use content area reading at different levels in order to support children at their reading level.
4. Classroom teachers and specialist teachers will continue to work on integrating literacy curriculum into projects.
5. Literacy coaches will support teachers in finding texts that connect to content area instruction.
6. Teachers will work on choosing mentor texts for grade-level writing units specific to project work.
7. Administrators will provide money to each grade level team to purchase reading materials.
8. The literacy specialist and the assistant principal will teach a summer workshop that will support the integration of project work with literacy instruction.
9. An outside consultant will continue to work with teachers in order to develop projects that have student learning goals within the area of literacy.

**Responsible Parties:** School Administrators, Literacy Specialist, Teachers

**Outcome:** Students will have authentic learning experiences that integrate literacy instruction into project work. Teachers will complete curriculum maps that reflect this integration.

**Target Date:** May 2016

**Goal Four:** Implement the school theme “Building Group Skills Across the Community.”

**Strategies:**

1. Consultants will support work with staff in this area.
2. Administrators will model ways for teacher groups to work together at faculty meetings, for the purpose of teachers applying new strategies within their classrooms.
3. Teachers will build capacity in facilitating effective group work in their classrooms.
4. Faculty meeting and professional time will be used for the purpose of building the following skills used in collaboration: listening, compromising, giving and receiving feedback, decision making, etc.
5. Administrators will create opportunities for co-teaching within classrooms in order to utilize these skills.
6. Teachers will participate in grade-level triads in order to support one another and share teaching methods.
7. Teachers will continue to incorporate “group skills” as learning goals into projects.
8. Theme Days will incorporate activities into them that not only provide children the opportunity to work in groups, but also allow them to reflect on a skill necessary for successful group work dynamics.
9. School Council or PTO will sponsor an event that promotes this theme in the larger community.

**Responsible Parties:** Administrators, School Psychologist, School Councilor, Teachers

**Outcome:** Teachers will build capacity, continue to practice and apply teaching methods to build group skills and collaboration for students.

**Target Date:** May 2016

# School Improvement Plan

June 11, 2015 Presentation

RJ Grey Junior High  
2014-2015 End-of-Year Report  
2015-2016 Goals

## School Council, 2014-2015

Lauren Gilman, 8th Grade Parent  
Lesley Ochlis, 8th Grade Parent  
Joanne Wu, 7th Grade Parent  
Sarah Webber, 7th Grade Parent  
Lana Paone, 7th Grade Teacher  
Carol Watson, 8th Grade Teacher  
Kerry Byrne, Special Educator



## 2014-2015 School Goals

Goal 1: Implement District-Determined Measures in all content areas

Goal 2: Continue to enhance and develop academic supports for students who would benefit from additional intervention in order to experience academic success

Goal 3: Continue to expand our incorporation of technology and use of digital platforms to enhance and supplement the classroom experience

3

## Goal 1 Highlights (DDMs)

- We did it!
- Formal implementation now delayed for one-year (DESE)
- “Beta test” the nuts and bolts of process, and practice conversations about growth bands and impact ratings

4

## Goal 2 Highlights (Academic Support)

- Disciplinary Literacy
- Modified curriculum in 8th grade Math, Social Studies, Science
- Sheltered English Immersion training
- House System (Asst. Principal & 2 counselors)
- Staff Discussions on supporting students and homework

(and increased staffing for FY16 for Reading and Academic Support, and Special Education leadership)

5

## Goal 3 Highlights (Technology)

- Chromebook Carts for every team
- Course websites
- Wireless infrastructure
- Google Classroom & AB Schools

83% of staff feel that our approach to technology has been appropriately paced and supported (n=52)

6

## 2015-2016 School Goals

Goal 1: Continue to develop and enhance the Junior High curriculum with an emphasis on supporting literacy in all subjects

Goal 2: Continue to enhance and develop academic supports for students within our "High Needs Population" (continuation from 12-13, 13-14, and 14-15)

Goal 3: Continue to attend to efforts that address the social and emotional health of our students, including expansion of extra- and co-curricular programming, and professional learning for staff on critical aspects of student well-being and safety

7

## Goal 1 Highlights (Literacy)

- 2nd Cohort for Disciplinary Literacy (25 staff members total in both cohorts)
- Introduction of *Digital Literacy Course* as part of 7th grade Exploratory program
- Conversations about literacy work and efforts incorporated into educator evaluation process

8

## Goal 2 Highlights (Academic Support)

- Expansion of Reading and ASC services
- Modified curricula for 7th grade courses in Math, Social Studies, Science
- School wide conversations about Homework
- Planning for anticipated 2016-2017 SPED population increase

9

## Goal 3 Highlights (Social & Emotional Well-Being)

- School trip to Washington, DC
- Community service recognition program (pilot)
- Professional learning on crisis response
- School wide discussions about homework
- Continued expansion of extracurricular options that meet new interests

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Raymond J. Grey Junior High School  
***School Improvement Plan***  
***End-of-Year Report for 2014 – 2015***

Raymond J. Grey Junior High School  
16 Charter Road  
Acton, Massachusetts  
Principal: Andrew Shen

**Goal 1: In the area of curriculum and instruction, implement District Determined Measures (DDMs) in all content areas.**

Background: During the 2011-2012 school year, departments and staff members engaged in the development of learning goals for courses at the junior high, with an eye towards developing common assessments. Additionally, the new evaluation system requires that each school create common measures across grade levels and subject areas (DDMs) that will be a source of evidence to inform the evaluation of individual educators, and to guide instruction of students.

June, 2015 Progress Report & Outcomes to Date:

At this point in time, all departments and individual courses have developed and administered their respective DDMs. Educators have been provided with guidance and resources for recording and storing data. In May 2015, the DESE provided Districts with alternate pathways to consider, and AB is pursuing the pathway that includes a one-year delay of collecting DDM results and having that data inform a student impact rating. Our plan is to continue with the final steps of collecting and analyzing the DDM results from this year, and discuss what growth determinations would have been identified for this year. This will provide us with the opportunity to "beta test" the process and note any adjustments that should be made for the following school year.

As part of our DDM-related work this year, a number of steps were completed, including but not limited to:

- All department leaders and administrators participated in several district-wide training sessions for implementation of DDMs and how to develop growth bands, and making student impact determinations.
- Technical support was provided to staff for developing Google Spreadsheet databases to collect, store, and share DDM results.
- Principal met with a majority of departments to review progress of DDMs, and to provide continued guidance about format and structure.
- Groups and individual educators met to establish growth bands, and to review the common assessment and to review quality of the questions and tasks included. At least four formal meetings (staff, department, or early release professional development) were set aside for this task.

In the end-of-year staff survey, 39 of 42 respondents agreed/strongly agreed that the guidance provided on the implementation of DDMs and student feedback process was both timely and helpful.

Next Steps and 2015-2016 Considerations:

Next year, our school's efforts concerning DDMs should consider and/or involve the following:

- Making adjustments to individual DDMs based on initial implementation this past year, to correct and improve any identified areas of concern or weakness
- Review DDM growth ratings and assessing its strength as a tool for measuring student progress, and comparing with other assessments
- Solidifying the operational and logistical aspects of administering DDMs (recording and storing of data)

**Goal 2: Continue to enhance and develop academic supports for students who would benefit from additional intervention and/or supervision in order to experience academic success (continuation from 2012-2013 & 2013-2014).**

***Background:*** As a school, and by many different measures, we continue to provide an educational experience that supports a high level of academic achievement reached by many of our students. To be sure, it is crucial that we continue to preserve aspects of RJ Grey that support this level of academic achievement. In addition, we feel an obligation to pay increased attention to the needs of RJ Grey students who continue to struggle academically. There will always be students who may not experience immediate academic success at RJ Grey (and for whom special education is not necessarily the appropriate remedy), and we are committed to expanding the number and scope of interventions that we provide for them. ***Most recently, this includes a growing population of general education students who join our school district with significant learning gaps and varying degrees of preparation for grade-level instruction, and is a particular area of focus for the upcoming 2014-2015 year.***

**June, 2015 Progress Report & Outcomes to Date:**

Our school's work in this area is ongoing, and will continue to be one of our goals for next year (and likely beyond). This year, a good deal of energy was focused on our Disciplinary Literacy work, as the first cohort of teachers in this program continued to collaborate on topics such as discipline-specific vocabulary, academic conversations, and text complexity. This group began participating in Instructional Rounds, observing classrooms including the two Academic Support Centers and Special Education learning centers.

Beginning last Summer, several teams of teachers pursued work to develop curricular materials and texts for 8th grade Math, Science and Social Studies that are modified to be accessible to our population of students who are performing significantly (two or more grades) below grade level. These materials were most often used to support students in our LLP and Connections programs (Special Education), and our cohort of students who have recently moved into our District with substantial gaps in their learning.

This year, 7 classroom teachers and the three Junior High administrators completed the state's SEI (Sheltered English Immersion) endorsement training, which involved coursework, piloting of various instructional strategies, and classroom observation and discussion about supporting our ELL population. We estimate that next year, 10 teachers from RJ Grey may participate in the SEI course.

A few other items of note:

- Successful implementation of a "house" system where an Assistant Principal and two school counselors travel with a class of students for their two years at RJ Grey. This approach improves the level of communication between and amongst those involved with addressing complicated student situations, and they will continue to be involved in supporting those students next year.
- Our May and June staff meetings were devoted to school wide discussion on two topics that will continue into next year: (1) how to improve our support of struggling students and (2) a review of our individual and collective approach to homework.
- During the FY16 budget process, advocating for the expansion of our Reading and Academic Support Center program, and creation of an Education Team Leader to support delivery of Special Education services within the Junior High.

**Next Steps and 2015-2016 Considerations:**

We will continue to include this particular goal in our next School Improvement Plan. Please see the 2015-2016 SIP for details about the specific strategies and outcomes that we have identified for next year.

### **Goal 3: Continue to expand our incorporation of technology and use of digital platforms to enhance and supplement the classroom experience.**

Background: The staff at RJ Grey has made notable strides in the incorporation of technology within classroom practices, including the development of teacher/course websites and utilization of the Google Drive platform via AB Schools. One goal for RJ Grey next year (2014-2015) will be to universalize some of the best practices that are currently implemented in a number of classes. Given the digital landscape in which we exist, this particular goal is an important component to pursuing a number of our educational goals. Technology as a teaching tool as well as a learning goal ("digital citizenship"), are realities (and opportunities) that can not be circumvented. We hope to work with educators to thoughtfully integrate technology into our school and teaching practices in ways that benefit students and educators alike, and to appropriately pace ourselves with these changes and adjustments.

#### June, 2015 Progress Report & Outcomes to Date:

This year, the centerpiece of our digital efforts was the distribution of a Chromebook cart for each of the eight teams, which has had a substantial impact on the degree to which classroom teachers can develop a digital dimension to their respective courses. The Chromebooks were used both as a resource for the educator's instructional plans (i.e. presentations, in-class writing, group projects), and also enabled some teachers to fold in certain digital literacy skills such as online research.

For the first time, all educators at RJ Grey were asked to maintain a course website. For courses where homework is assigned, the educators were asked to keep their respective sites updated and current. In our first year, we were able to establish websites for every course/instructor, and a majority (over 90%) of teachers were able to develop practices that ensured that their sites were current and included updated details of homework and upcoming assessments.

#### A few other items of note:

- Through partnership with EdTech, we were able to improve the wireless infrastructure within the Junior High to ensure that our system could adequately support our plans to introduce 250+ wireless devices (i.e. Chromebooks). The level of interruption and difficulty with connecting to the server is significantly less than previous years.
- In the end-of-year staff survey, 83% of staff feel that our approach to technology and incorporating it into the classroom has been appropriately paced and supported (n=52).
- Two all-school professional development sessions were devoted to training and workshops that had a digital focus, including introductions to Google Classroom, developing course websites, and other applications that are part of the AB Schools platform.

#### Next Steps and 2015-2016 Considerations:

Next year, our efforts in the area of educational technology and digital literacy will include, but not be limited to the following:

- The introduction of a Digital Literacy course as part of our 7th grade Exploratory rotation (see 15-16 SIP for more detail).
- Have 100% of teachers maintain updated and current course websites throughout the school year.
- Support teachers in expanding use of their course websites for sharing of class materials, and the exchange of information and ideas between and amongst students and teachers.
- Three RJ Grey staff members were awarded ILP grants from Edtech to pursue innovative work with technology, including one teacher who will attempt to go "paperless" for the year, and another who will utilize iPads as part of her daily world language instruction.



# Raymond J. Grey Junior High School

## *School Improvement Plan*

### **2015 – 2016**

Raymond J. Grey Junior High School  
16 Charter Road  
Acton, Massachusetts  
Principal: Andrew Shen

**Goal 1: Continue to develop and enhance the Junior High curriculum with an emphasis on supporting literacy in all subjects.**

Background: Consistent with the District's priorities, the Junior High is committed to the notion that addressing literacy is fundamental to students successfully engaging with content knowledge, and that content is essential to assisting students develop key literacy skills in the areas reading, writing, speaking, listening, and critical thinking. This work would be important and valuable regardless of the attention it has received from the Common Core state standards. That it is such an integral aspect of the Common Core is, nevertheless, an additional factor to consider as we proceed with this work. Since this initiative is continuous and an ongoing multi-year endeavor, it is necessary that professional training, learning materials, and institutional commitments continue to be provided within and throughout the upcoming school year.

Alignment with District Long Range Strategic Plan: This goal relates directly to **Goal 2**, "Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world", and **Goal 4**, "Create a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning."

Strategies:

- Continue the JH's *Disciplinary Literacy* initiative, entering Year 3 of this work that emphasizes professional development and curricular development. Provide staffing support, learning material support, necessary release time, and outside consultation as needed.
- Continue to support the first cohort of staff involved in the *Disciplinary Literacy* initiative
- Launch work with 2nd cohort of staff accepted into the *Disciplinary Literacy* initiative.
- Work with evaluators to identify key aspects of literacy work that should be incorporated into educator evaluation observations and discussions.
- Offer a new 7th grade Exploratory course that focuses on digital literacy skills and competencies (aptly named "Digital Literacy 7"), replacing the Study Skills course. Provide ongoing professional development support, curricular support, and materials needed for the establishment and growth of this new course.
- Continue to support department-based curricular development that addresses alignment of course units with items emphasized within the Common Core and the upcoming PARCC assessments.

Outcomes:

- Implementation of new *Digital Literacy* course during the 15-16 school year
- Evidence of continued and expanded implementation of effective literacy strategies throughout JH classrooms, including but not limited to those involved in the *Disciplinary Literacy* initiative
- Evaluations of educators will include observations and commentary on his/her implementation of instructional strategies that directly addresses our school's literacy goals

Timeline:

- Identify participants in second cohort of *Disciplinary Literacy* initiative by Spring, 2015
- Schedule and plan meetings, trainings, and projects associated with second cohort of *Disciplinary Literacy* initiative by Summer, 2015; implementation ongoing for 2015-2016 school year
- Develop *Digital Literacy 7* curriculum scope and sequence during Summer, 2015
- Begin *Digital Literacy 7* course in September, 2015
- Identify key literacy concepts and strategies that will be emphasized within the educator evaluation process, by Fall, 2015

- Schedule staff meeting discussions regarding homework for Fall, 2015
- Administer the PARCC assessment in Spring, 2016; review curricular scope and sequence based on initial exposure to PARCC assessment questions

Responsible Parties:

- Andrew Shen, Principal
- Jim Marcotte and Allison Warren, Assistant Principals
- JH Department Leaders
- Deb Bookis, Director of Curriculum and Assessment

Evaluation:

- Review of educator evaluations for evidence of discussion and observation focused on implementation of literacy-focused strategies
- Review of Digital Literacy scope and sequence, including student feedback and teacher reflection on effectiveness and appropriateness of each unit
- Review portfolio of work developed by 2nd cohort staff involved with Disciplinary Literacy, and identify the degree to which new strategies were incorporated into their instruction

**Goal 2: Continue to enhance and develop academic supports for students within our “High Needs Population” who would benefit from additional intervention and/or adult engagement in order to experience academic success (continuation from 12-13, 13-14, and 14-15).**

Background: As a school, and by many different measures, we continue to provide an educational experience that supports a high level of academic achievement reached by many of our students. To be sure, it is crucial that we continue to preserve aspects of RJ Grey that support this level of academic achievement. In addition, we feel an obligation to pay increased and sustained attention to the needs of RJ Grey students who continue to struggle academically and/or whose personal and educational circumstances calls for specialized instruction. There will always be students who may not experience immediate academic success at RJ Grey, and we are committed to expanding the number and scope of interventions that we provide for them. This has recently included a growing population of general education students who join our school district with significant learning gaps and varying degrees of preparation for grade-level instruction. We also continue to have students who experience serious interruptions to their academic work and would benefit from additional supports. Some examples of “interruptions” include the increased frequency of students diagnosed with concussions, long-term illnesses, and struggles with anxiety and school refusal.

Additionally, our population within the Special Education and ELL cohorts is increasing in both size and complexity of needs. As we shared during the most recent budget process, our projections indicate that we are on the precipice of a significant increase in our Special Education population (30% increase over the next three years). In anticipation of these shifts, we were fortunate to receive additional staffing in both our Academic Support programs, and in the form of an Educational Team Leader & Transition Coordinator to assist with planning and coordination of services for this population. Efforts next year related to the 2016-2017 school year will involve developing a plan and proposal for the addition of additional Special Education staffing.

Alignment with District Long Range Strategic Plan: This particular goal addresses the District’s *mission* to prepare all students to attain their full potential, and supports our work related to **Goal 2** of the Long Range Strategic Plan, which focuses on providing students with the knowledge, and intellectual and reflective skills needed to be successful in their academic work and beyond.

Strategies:

- Implementation of new model for expanding ASC supports and general education (and special education) reading services
- Utilization of new Educational Team Leader position to provide increased coordination of services for Special Education students, including transition from elementary schools to the Junior High
- New structure to provide Fundamentals Math and English instruction for Special Education students
- Include professional learning on instructional strategies and support for our High Needs population
- Planning for 2016-2017 SPED population increase, developing budget and program proposals to increase and align staffing to properly anticipate needs for the following school year
- Development of modified and accessible curricula in the different content areas, including but not limited to, 7th grade Math, English, Social Studies and Science that can be used to support students in our LLP and Connections (special education) programs where there is an increasing cohort of students who require substantial modifications and adjustments to the curriculum
- Continue working with teams to develop team-based strategies for intervention and “catching” students who are struggling; continue to emphasize classroom-specific modifications and supports that can and should be offered to individual students.

### Outcomes:

- Increased Reading services to students in our general and special education populations
- Increased collaboration and dialogue between support programs and classroom teachers on various strategies and interventions that can be implemented within the classroom and for various assignments that can benefit struggling students
- Improved coordination and development of Fundamentals Math and English curricula
- Continued identification of successful strategies and interventions for students struggling in 7th grade Math
- Successful proposal for funding and implementation of additional Special Education staffing for the 2016-2017 school year, including identification of space to house additional programs
- An improvement in our ability to provide case management support to students within our ASC population who require more global support and intervention

### Timeline:

- Addition of new positions (ETL and Reading/Academic Support) will be in place July 1, 2015
- Adaptation and adjustments to Standard Math curriculum will begin in Summer, 2015, and will continue as needed for specific cohorts of students
- Proposal for additional learning center will be crafted by November, 2015; presented during upcoming budget process

### Responsible Parties:

- Principal, Andrew Shen
- Assistant Principals Allison Warren and James Marcotte
- Director of Special Education

### Evaluation:

- Feedback from students and families about impact of supports on their academic success
- Successful oversight of Special Education transition process from 6th to 7th grade
- Administrative review of "case manager" students and our success in supporting their needs
- Reviewing with Math teachers the strategies that were most effective in supporting student struggles in Standard Math
- Academic growth and development of long-term student skills of students who are part of the cohorts within this overall population of students
- Review of performance of students in Fundamentals English and Math classes on various formative and end-of-year assessments

**Goal 3: Continue to attend to efforts that address the social and emotional health of our students, including expansion of extra- and co-curricular programming, and professional learning for staff on critical aspects of student well-being and safety.**

Background: The social and emotional health of our students has been highlighted as a priority within our District for several years. This issue covers a wide range of issues and concerns, ranging from ensuring that a broad range of student extracurricular interest is met and supported, to the emergence of stress-related problems and challenges within our student population. As populations in our two communities continues to shift and change, there is reason to believe that some of our offerings and strategies for engagement and support may need to be adjusted to reflect these changes. Additionally, the Superintendent's recent *Entry Report* highlighted a number of topics that fall within this realm (school start times, stress, extracurricular and co-curricular programming) and merit some attention.

Alignment with District Long Range Strategic Plan: **Goal 1**, "Meet the diverse needs of all students by promoting social emotional learning and physical well-being through increased student-adult and student-student interactions."

Strategies:

- Implement a structured and formal program at the JH that encourages students to participate in community services activities, and recognizes them for their involvement in those activities.
- Offer a school trip to Washington, DC for interested students, that would take place during the April Vacation.
- Continue to support the development of new student-initiated clubs and activities that generate appropriate levels of student interest
- Provide professional learning for staff on crisis response situations that address aspects of grief counseling and supporting students who experience traumatic experiences and loss
- Continue to evaluate and assess the structure of our anti-bullying and teasing program, and identify possible additions or modifications
- Support the work of our performing arts staff at the JH and HS, as they implement a new schedule for each school's respective musicals and theatrical performances
- Engage staff, families, and students in continued study and dialogue about sleep, extracurricular commitments, as part of the District's examination of school schedules and start times.
- As part of our discussion about homework, examine that topic through the lens of student health and wellness
- Adoption of new school lockdown/threat response protocol (i.e. ALICE Training as a possibility), and initial training associated with that protocol

Outcome:

- Continued support and expansion of student clubs and activities
- A safe, informative, and enjoyable school trip to DC that could potentially emerge as an RJ Grey tradition
- Completion of the first year of the JH Community Service recognition program
- Staff will be trained and more prepared to respond to crisis situations that involve our school community, including new threat response protocol
- Successful implementation of new musical/performing arts schedule
- Active participation by members of the JH school community on District efforts to educate and discuss issues pertaining to adolescent sleep, school start times, and extracurricular commitments

Timeline:

- Washington, DC trip completed in April, 2016; planning begins in Spring 2015
- Community Service recognition program introduced in Fall, 2015, and launched by Thanksgiving
- Crisis Response training scheduled for Fall, 2015 (some time between September and November)
- New musical schedule implemented in Fall, 2015
- Participation in District efforts regarding sleep and school start times will align with District's efforts

Responsible Parties:

- Andrew Shen, Principal
- Jim Marcotte and Allison Warren, Assistant Principals
- Kate Murray, JH Community Liaison
- JH Performing Arts Staff
- Marc Lewis, 7th Grade Social Studies/DC Trip Organizer

Evaluation:

- Survey and feedback from participants of the Washington, DC trip
- Level of participation and membership in new student clubs and activities
- Level of participation in Community Service recognition program
- Review and assessment of school and staff readiness for particular crisis situations, and participation in possible simulations/trainings

**Proposed changes to the ABRHS Student Handbook for 2015-2016  
for ABRSC meeting on 6/11/15**

*Suggested changes are underlined, with page number noted.  
The handbook is found at <http://abrhs.abschools.org/students>*

**1. Field Trips**

Occasionally students are invited to participate in field trips to supplement the academic classroom experience. Students are expected to use discretion when deciding on attending trips as they are responsible for all content taught and work missed while away. Students participating liberally in field trips lose valuable classroom instruction. (p2)

Students must be in good academic standing and maintain a solid attendance record to participate in field trips, unless granted special permission from the Principal or Associate Principal.

**2. Summer School**

Summer school grades and credit towards graduation will be recorded on the student's transcript. Summer school grades for students earning credit for summer courses will count toward their unweighted GPA. (p7)

**3. Grading**

Students who change levels within 4 days of the due date for quarter 2 interims will have their average to date raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, the average to date will be affected in this way. If the change is made at the end of a term, the term average will be affected in this way. In either case, the average prior to the change in level will reflect the 7-point difference. Hence, the end of the year grade reflects the final. (p18)

**4. Out of School Suspension and Student Responsibility (p27)**

Students suspended from school are provided the same make-up rights and responsibilities as any student absent from school. However, while suspended from school, students are expected to make every effort to stay current with their course work. At a minimum, students are expected to email their teachers on the day of the suspension. Students are not required to explain why they will be out of school, but should notify the teacher of the dates they will be absent. Students may request at that time academic assignments that will assist them in staying current in their coursework.

In addition to emailing teachers through their ABSchools account, it is strongly recommended that students suspended from school take the following actions:

- Take all textbooks and academic materials with them when they leave the building
- Communicate with their school counselor and/or special educator
- Access all on-line teaching material available through their classes
- When appropriate, contact their classmates regarding academic information covered in class
- Continue to work on the long range projects that have been assigned, and assume that deadlines for any group projects will not be adjusted.

Students suspended from school are allowed to make up any work they have missed.



However, the student, not the teacher, is responsible for making sure that all work is made up in a timely fashion. All tests and quizzes should be made up after school.

While the state does not require a right to appeal for short-term, out of school suspensions, students may appeal with administrative discretion.

**5. Appeal to Superintendent or his/her Designee (for long-term suspensions)**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent or his/her designee. (p27)

**6. Midyear and Final Examinations**

There will be a period of at least two (2) days of in-class review before a midyear or a final exam. There will not be any assessments or homework given one week prior to the the start of midyear exams, with the exception of exam review. No major assessments will be due for one week following the conclusion of the midyear exam period.

See [abrhs.abschools.org/calendar](http://abrhs.abschools.org/calendar) for midyear dates. (p31)

**7. Absenteeism and Participation in Extracurricular Activities and Field Trips**

Students are not allowed to participate in extracurricular activities if they are absent from school on that date unless the Principal or Associate Principal has given the student special permission. The student is considered absent if he/she misses more than one-half of a school day. Also, if a student is chronically absent (misses more than 10 days per semester or 10 days of a particular class) or chronically truant (unexcused absences from any class more than three times per semester) he/she may not be allowed to participate in extracurricular activities for the rest of the semester. In addition to maintaining good attendance, students must be in good academic standing to participate in extracurricular activities and field trips. (p36)

**8. Academic Integrity Policy (p64)**

Range of consequences, after consultation with the department leader, include:

- A verbal warning to the student and a written warning from Dean;
- A grade reduction on the assignment or assessment; a written warning or violation form submitted to the Dean (teacher will notify parent/guardian);
- A grade of zero (0) for the assignment or assessment with no opportunity to make up the work in any way, including extra credit work; a violation form submitted to the Dean; teacher will notify parent/guardian;
- Student may forfeit membership to the National Honor Society.

Additional examples of plagiarism:

- Copying and pasting text from any internet source or copying from any non-internet source without proper attribution/citation/documentation.
- Omission of a Work Cited entry when citing any outside source.

## **DELETIONS**

### **9. Library Conference Rooms**


To encourage quiet study, students are encouraged to use alternative locations when working or meeting in groups larger than five. Students who wish to study for common assessments in groups larger than five may request to use one of the library conference rooms provided it is not scheduled for use by a faculty or administrative group. (p4)

(We cannot guarantee adult supervision of Library Conference Rooms at all times.)

### **10. Midyear and Final Exams**

Exceptions to this rule will be students enrolled in AP English, Spanish, French, Economics or Political Science, who will be exempt only if their year's average is 80 or better at the end of the third quarter. (p19)

(This exemption will apply to all AP courses.)



**\* Elementary Science  
Revision Presentation**  
June 11, 2015

Jean Oviatt-Rothman  
K-6 STEM Science Specialist/Coach

**\* Consider ...**

- \* Think about what has changed over the past 15 years:
  - \* Genetics
  - \* Climate change; global warming
  - \* Communications systems
  - \* Robotics
  - \* Energy
  - \* Food science; agriculture
  - \* Severe weather prediction
  - \* Health care
  - \* Neuroscience
  - \* Automobiles



**\* What will the world be like 15 years from now?**

Slide adapted from J. Foster MA DESE MAST conferencere 11/13/14



**\*Background**



**\* Why New Standards?**



**\* What does it mean for Massachusetts? For A-B?**



**\* The National Research Council's (NRC) Guide to Implementing the NGSS**

- \*1) Attend to coherence across levels (state, district, schools), across grades, and across different components of the system (instruction, professional learning, curriculum, and assessment)
- \*2) Attend to what is unique about science
- \*3) Develop and provide continuing support for leadership in science at the state, district, and school levels
- \*4) Build and leverage collaborations, networks, and partnerships
- \*5) Take enough time to implement well
- \*6) Make equity a priority
- \*7) Ensure that communication is ongoing and relevant

**\* The NRC's Overarching Principles for Implementation**

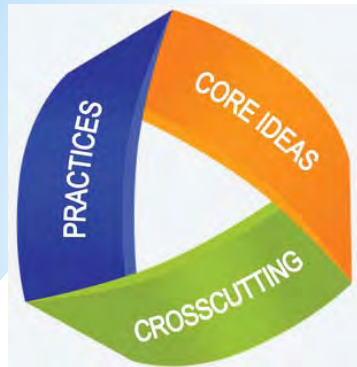
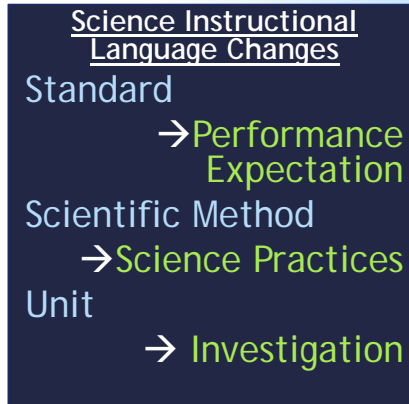

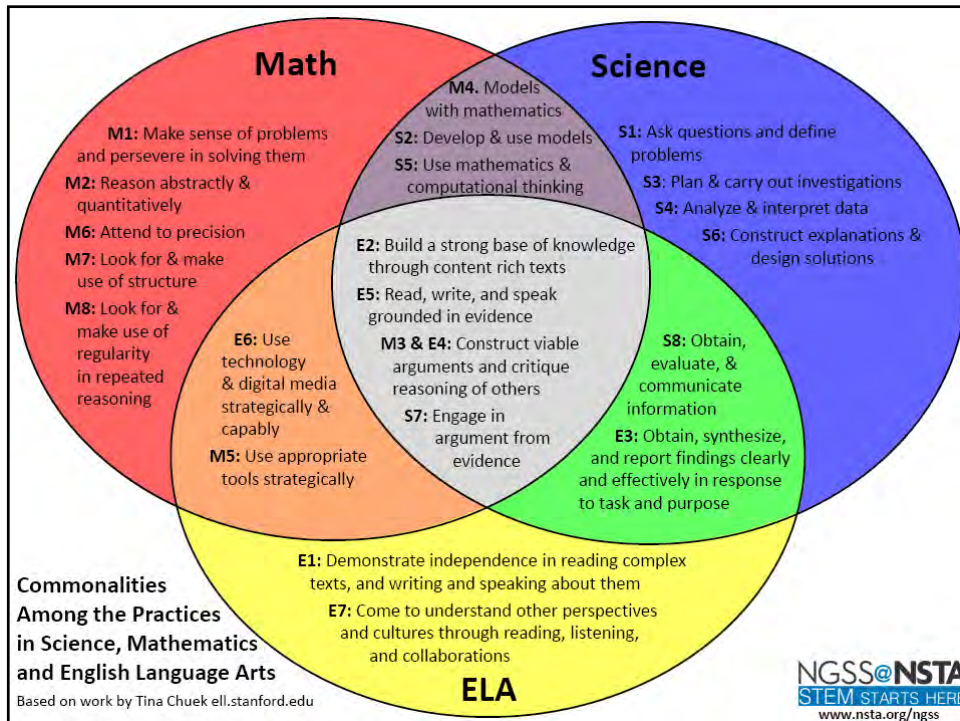


Image: <http://www.nextgenscience.org/three-dimensions>



**\* Recommendation 1: Communicate and support a vision of instruction consistent with A Framework for K-12 Science Education and NGSS**

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol>	<p><i>Life Science:</i></p> <ul style="list-style-type: none"> <li>• From Molecules to Organisms: Structures &amp; Processes</li> <li>• Ecosystems: Interactions, Energy &amp; Dynamics</li> <li>• Heredity: Inheritance and Variation of Traits</li> <li>• Biological Evolution: Unity and Diversity</li> </ul> <p><i>Earth and Space Science:</i></p> <ul style="list-style-type: none"> <li>• Earth's Place in the Universe</li> <li>• Earth's Systems</li> <li>• Earth &amp; Human Activity</li> </ul> <p><i>Physical Science:</i></p> <ul style="list-style-type: none"> <li>• Matter and Its Interactions</li> <li>• Motion and Stability: Forces and Interactions</li> <li>• Energy</li> <li>• Waves and their Applications in Technologies for Information Transfer</li> </ul> <p><i>Engineering, Technology and the Application of Science:</i></p> <ul style="list-style-type: none"> <li>• Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Cause and Effect</li> <li>• Scale, Proportion and Quantity</li> <li>• Systems and system models</li> <li>• Energy and matter: Flows, cycles, and conservation</li> <li>• Structure and function</li> <li>• Stability and change</li> </ul>

\* *Grade 1 Heredity:* Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.

\* *Grade 4 Energy:* Apply scientific principles of energy and motion to test and refine a device that converts motion energy to electrical energy or uses stored energy to cause motion or produce light or sound.

\* *Grade 6 Earth and Human Activity:* Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century.

**\* *Examples of MA K-6  
Performance Expectations***

\* K-5 District Science Work Group (2014-15)

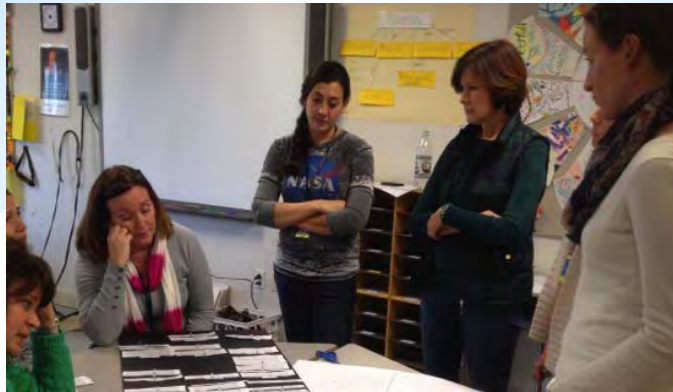
\* Grade 6 summer R&Ds (2014 and 2015)

\* Grade 3, 4, and 5 summer R&Ds (2015)



**\* *Recommendation 5: Begin with leadership.  
Recommendation 10: Create opportunities  
for collaboration.***





\* **Our Process**

\* [The K-6 Plan for Acton-Boxborough](#)



\* [The K-6 Science Materials plan for Acton-Boxborough](#)

- \* ***Recommendation 6: Develop comprehensive multi-year plans to support teachers' and administrators' learning.***
- \* ***Recommendation 9: Do not rush to completely replace all curriculum materials.***

## EDCO Collaborative

Partnering with Town  
Organizations: e.g. Garden Club,  
Natural Resources Dept.



Exploring possible connections  
with local universities

- \* *Recommendation 8: Leverage Networks and Partners.*
- \* *Recommendation 17: Cultivate Partnerships.*
- \* *Recommendation 21: Communicate with Local Stakeholders.*

- \* Year-long themes/focuses

- \* Gr. 6 Environmental Science

- \* Gr. 3 Interactions

- \* Storylines for each grade level

- \* Planning Professional Learning offerings targeted to teachers at multiple grades on a common topic

- \* Energy for Grades 2, 4 and 6



- \* *Recommendation 12:  
Attend to coherence in the  
curriculum*

- \* *RECOMMENDATION 2 Support teachers in making incremental and continuing changes to improve instruction.*
- \* *RECOMMENDATION 7 Base design of professional development on the best available evidence.*
- \* *RECOMMENDATION 14 Help teachers develop appropriate formative assessment strategies.*
- \* *RECOMMENDATION 19 Create realistic timelines and monitor progress.*

\* Looking Ahead



\* Thank you!



**Acton-Boxborough Regional School District**  
**Superintendent's Office**  
 16 Charter Road  
 Acton, MA 01720  
 978-264-4700 www.abschools.org

**Glenn A. Brand, Ed.D.**  
*Superintendent of Schools*

June 5, 2015

Dear Members of the Acton-Boxborough Regional School District Community,

We would like to make you aware of some proposed changes to our School District's (ABRSD) elementary bus passing policy/procedures. This may have implications for some older students as well.

In accordance with Massachusetts General Law, the ABRSD is required to provide transportation to and from home and school for K-12 students. Historically, the district, through its in-house transportation department, has gone above and beyond that legal requirement allowing students to bus pass on afternoon bus rides to alternative drop-off points other than their home bus stop.

Bus passing has expanded considerably over the years and now includes many parent/guardian requests for such things as drop offs for playdates, daycare facilities and other places of business. As a result, a number of concerns have developed for the administration including:

**Child Safety** – putting young children on a bus route different from their home route, including students as young as first grade, sometimes with a different substitute driver, increases the risk of a student boarding the wrong bus or getting off at the wrong stop.

**Increased Pressure from the Community to Add Stops** – as more families take advantage of this benefit there has been growing pressure on our transportation department to adjust and at times, add non-essential stops to the bus routes. These requests come in throughout the year and the ability of the Transportation Office to say no to some and yes to others places the department in a difficult situation.

**Length of Afternoon Bus Routes** –additional stops increase the length of the bus ride for some students.

**Support Services** – managing the many changes in bus routes for students, sometimes at the last minute before dismissal, has added a significant amount of time and concern to oversee this aspect of our services with the burden of this responsibility being taken on by school office staff.

As a result of these growing issues, a number of changes are being proposed for the 2015-16 school year for the bus pass policy and the administrative procedures:

**Current Elementary Bus Pass Policy:**

The Acton-Boxborough Regional School Committee authorizes the issuance of two types of bus passes to the elementary students. In order to protect all students who are transported to/from schools, requests for changes in dismissal arrangements will not be taken over the phone, except in an emergency as determined by the school Principal.

1. **Permanent bus passes** may be issued to elementary students under the conditions stated in the procedures.

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

2. **One-day bus passes** may be issued to elementary students, with the exception of kindergarten students, under the conditions stated in the procedures.

**Proposed Changes to the Bullets in this Policy:**

1. **Permanent bus passes** may be issued to elementary students only for the purpose of attending a licensed childcare provider or Acton-Boxborough Community Education program on a regular consistent weekly schedule under the conditions stated in the procedures.
2. **One-day bus passes** may be issued to elementary students **Grade 2** or above to provide transportation to a licensed childcare provider, Acton-Boxborough Community Education program, or to a pre-scheduled residential bus stop location on the bus route servicing the elementary school under the conditions stated in the procedures.

**Current Elementary Bus Pass Procedures:**

- A bus pass is currently issued for a student to attend a licensed or non-licensed childcare provider, independent place of business, and residential stops other than the child's home stop
- One-day bus pass requests are accepted the same day they are needed
- All elementary students may bus pass except kindergarten students
- No liability waiver/release is requested

**Proposed Changes to these Procedures:**

- A bus pass may be issued for a student attending a licensed daycare provider
- All one-day bus passes must be completed by 2:00 pm the day before the change is to take place
- A bus pass will only be issued to a student in 2nd grade and older
- A liability waiver will be signed by a parent/guardian allowing for his/her child to use a bus pass

***The key changes being proposed include the district's commitment of only providing transportation to licensed childcare providers and pre-existing residential bus stops along the bus route. The district will no longer provide transportation to private businesses or non-licensed childcare providers.***

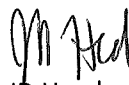
While the School Committee is responsible for our policies, the administration is committed to publicizing the proposed changes to the procedures. These proposed changes will be presented at the June 11, 2015 School Committee Meeting and then again at the June 25th meeting for a vote before being finalized. If approved, these changes would take effect at the beginning of the 2015-16 school year. Both of these public meetings begin at 7:00 p.m. in the Junior High Library.

As a district, we recognize the value that bus passing has for our families and our community. At the same time, we look for your support and understanding regarding our primary obligation of maintaining the safety and wellbeing of transporting our almost 6,000 students.

Sincerely,



Glenn A. Brand, Ed. D.  
Superintendent of Schools



JD Head  
Director of Facilities & Transportation

File: EEAAA

**ELEMENTARY BUS PASSES**  
**DRAFT for First Read 6/11/15**

The Acton-Boxborough Regional School Committee authorizes the issuance of two types of bus passes to elementary students. In order to protect all students who are transported to/from schools, requests for changes in dismissal arrangements will not be taken over the phone, except in an emergency as determined by the school Principal.

1. **Permanent bus passes** may be issued to elementary students only for the purpose of attending a licensed childcare provider or Acton-Boxborough Community Education program on a regular consistent weekly schedule under the conditions stated in the following procedures.
2. **One-day bus passes** may be issued to elementary students in Grade 2 or above to provide transportation to a licensed childcare provider, Acton-Boxborough Community Education program, or to a pre-scheduled bus stop location on the bus route servicing the elementary school, with the exception of kindergarten students, under the conditions stated in the following procedures.

Approved: 1/13/14

**ELEMENTARY BUS PASSES**  
**DRAFT for First Read 6/11/15**

The Acton-Boxborough Regional School Committee authorizes the issuance of two types of bus passes to elementary students. In order to protect all students who are transported to/from schools, requests for changes in dismissal arrangements will not be taken over the phone, except in an emergency as determined by the school Principal.

1. **Permanent bus passes** may be issued to elementary students only for the purpose of attending a licensed childcare provider or Acton-Boxborough Community Education program on a regular consistent weekly schedule under the conditions stated in the following procedures.
  
2. **One-day bus passes** may be issued to elementary students in Grade 2 or above to provide transportation to a licensed childcare provider, Acton-Boxborough Community Education program, or to a pre-scheduled bus stop location on the bus route servicing the elementary school, under the conditions stated in the following procedures.

**ELEMENTARY BUS PASS - PROCEDURES**  
**DRAFT for First Read 6/11/15**

**Permanent bus passes** will be issued to elementary students only ~~when a student is attending day care services or other after school activities such as music or dance lessons, religious classes, scouts, etc.,~~ for the purpose of attending a licensed childcare provider or Acton-Boxborough Community Education program on a regular consistent weekly schedule provided their parent or guardian has submitted the appropriate form, filled out completely and correctly, to the school office. These forms are available in each elementary school office. Any changes to the permanent bus schedule should be treated as a One-day bus pass, see procedures below.

**One-day passes** will be issued to students to provide transportation to a licensed childcare provider, Acton-Boxborough Community Education program, or to a pre-scheduled bus stop location on the bus routes servicing the elementary school provided that:

- There is contact information of a parent or guardian of a ABRSD student prepared to take responsibility for the student(s).
- There is sufficient seating on the bus.
- The bus pass form is filled out completely and correctly.
- The bus pass form is submitted by 2 PM the day before the change is to take place.
- The age of the applicable students is Grade 2 or above.
- If bus passing to a licensed childcare provider or AB Community Education program, someone must be present to meet the bus and receive the students.

~~elementary students for any purpose provided there is sufficient seating space on the buses and the parent or guardian has submitted the appropriate form, filled out completely and correctly, to the school office. If buses are full, alternate arrangements for transportation must be made by the parent, guardian, or designated emergency contact person for that child. Kindergarten students will not be issued one-day passes. Forms for one-day bus passes are available in each elementary school office.~~

Parents or guardians must sign a release of liability waiver at the beginning of the school year to participate in bus passing. Bus routes will not be altered to accommodate for bus passing. All schools will use the same bus passing form.

~~ChildDaycare providers, or private tutors, and organizations individuals receiving students~~  
***Acton-Boxborough Regional School District***



| with bus passes are responsible for these students once they exit the bus.

| Information relative to bus numbers, bus routes, and bus stops can be obtained from the  
| Transportation Office by calling 978-264-4700 during regular school hours. Transportation  
| Department section of the school district website at  
| <http://www.abschools.org/departments/facilities-transportation>. The elementary school  
| offices, in consultation with the Transportation Office, reserve the right to deny the issuance  
| of bus passes which are not filled out properly.

| Approved: 1/13/14

**ELEMENTARY BUS PASS - PROCEDURES**  
**DRAFT for First Read 6/11/15**

**Permanent bus passes** will be issued to elementary students only for the purpose of attending a licensed childcare provider or Acton-Boxborough Community Education program on a regular consistent weekly schedule provided their parent or guardian has submitted the appropriate form, filled out completely and correctly, to the school office. These forms are available in each elementary school office. Any changes to the permanent bus schedule should be treated as a One-day bus pass, see procedures below.

**One-day passes** will be issued to students to provide transportation to a licensed childcare provider, Acton-Boxborough Community Education program, or to a pre-scheduled bus stop location on the bus routes servicing the elementary school provided that:

- There is contact information of a parent or guardian of an ABRSD student prepared to take responsibility for the student(s).
- There is sufficient seating on the bus.
- The bus pass form is filled out completely and correctly.
- The bus pass form is submitted by 2 PM the day before the change is to take place.
- The age of the applicable student is Grade 2 or above.
- If bus passing to a licensed childcare provider or AB Community Education program, someone must be present to meet the bus and receive the students.

Parents or guardians must sign a release of liability waiver at the beginning of the school year to participate in bus passing. Bus routes will not be altered to accommodate for bus passing. All schools will use the same bus passing form.

Childcare providers, or private individuals receiving students, are responsible for these students once they exit the bus.

Information relative to bus numbers, bus routes, and bus stops can be obtained from the Transportation Department section of the school district website at <http://www.abschools.org/departments/facilities-transportation>.

The elementary school offices, in consultation with the Transportation Office, reserve the right to deny the issuance of bus passes.

## Acton-Boxborough Regional School District

### Impact of Bus Passing on Elementary Transportation

05/21/2015

## What is a bus pass?

- ***Permanent bus pass*** is a change to a busing schedule that remains consistent for the course of the year. Typically these changes are for students going to after school care at a childcare facility, Community Education, or could include a dance class that occurs all year every Monday.
- ***Daily bus pass*** is a one day change that allows a student to transfer to any other bus servicing the specific school and allows the student to ride said bus to any bus stop along the bus route.

(See "Elementary Bus Passes" policy EAAAA and procedures at <http://www.abschools.org/school-committee/policies> )

## What are the problems associated with bus passing?

- Operational complications
- Lack of continuity
- Labor hours – school offices are investing approximately 15 – 20 (90- 120 hours combined) hours per week working on bus passing. Causes increased call volume in the transportation office during afternoon routes.
- Student groups that bus pass together tend to cause disruptions on the bus.
- Some local businesses are starting to feel that the district is obligated to transport their customers to them.

3

## Safety / Security /Liability

### Safety/Security

#### \*Monitoring student conduct on the bus

- Substitute drivers not knowing the route
- Drivers not familiar with student roster

### Negligence & Monitoring

\* Legal opinion has suggested that if a child is hurt or lost getting off at the wrong stop could be deemed as a negligent action by the district.

4

## Frequency

- PreK-12 - 3500 students transported daily
- Of the approximately 1900 elementary students transported, approximately 600 permanent bus passes on file.
- Schools average approximately 10 daily bus passes per day.
- There is a spike on all early release Thursdays.
- Example: On 5/7/15 there were 143 one day bus passes submitted.

5

## Current Bus Pass Procedures

- Anyone, anytime can request a bus pass
- Passes are at the discretion of the principal
- Any student can receive a permanent bus pass
- Kindergarteners may not receive a daily pass
- Changes can be made on the day of and up to just before dismissal

6

*For School Committee Discussion:*  
**Recommended Changes for Daily Bus Passes**

- Restrict the age of students eligible to daily bus pass to 2<sup>nd</sup> grade and higher
- All schools/parents to use the same form which must be submitted by ~~3~~<sup>2</sup> p.m. the day before the change
- Routes will no longer be altered to accommodate for daily bus passes
- Bus routes will not be altered to accommodate for local businesses and they will change annually based upon student ridership
- Parent/Guardians must sign a release from liability

7

## Questions and Comments



8



**Acton-Boxborough Regional School District**

**Personnel Office**

16 Charter Road Acton, MA 01720  
978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

9.1

**Marie Altieri**

*Director of Personnel and Administrative Services*

To: Glenn Brand, Superintendent  
Acton-Boxborough Regional School Committee

From: Marie Altieri, Director of Personnel and Administrative Services  
Clare Jeannotte, Director of Finance

Date: June 5, 2015

Re: Health Insurance Deduction Corrections

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In October 2014, the treasurer of the Health Insurance Trust (HIT) Tim Harrison notified the trust that the HIT auditor Bill Fraher believed that the FY '14 payments to the trust had a shortfall as compared to the number of school employees enrolled in health insurance for FY '14. Tim was engaged by the Trust to investigate the variance and worked closely with Benefits Administrator Ruth Cvitkovich and Payroll Manager Pat Johnston to review deductions based on the May 2014 enrollment. As a result of this work, errors were found and additional testing was performed.

As a result, we have identified ten individuals for whom deductions were not taken correctly for FY '13, FY '14 or FY '15. Each of these employees was appropriately insured during these periods, but the deductions were not taken for some of the pay periods. Each of the employees were either new or made a mid-year change to his/her health insurance. Since the deductions were not taken, the trust did not receive the funds for the employee share (25%) and in FY '14 the trust also did not receive the school district's share (75%) for those months. Attached you will see a spreadsheet which outlines each employee and the amount owed by the employee and the district for each fiscal year. You will also see an accounting of the school choice funds. Each employee has been notified about the amount that they owe, and we have begun to take additional deductions for them to pay back the retroactive amounts.

The district needs to pay the trust the amount owed for FY '14 to bring the district up to date in the amounts owed to the trust. We also discovered a small surplus in the amount paid to the trust in FY '13 which can be used to offset the amount owed for FY '14. The district will pay the FY '15 amount owed within the FY '15 fiscal year out of the money budgeted for health insurance in FY '15. Tim Harrison recommends that School Choice Funds would be an appropriate way to pay for the prior year FY '14 expenses. The School Choice account is used to pay salaries for benefited employees.

In addition to reviewing the deductions for each employee, we have reviewed our systems and processes for setting up deductions and paying the trust. We are making significant changes to ensure that this will not happen in the future. Starting July 1, 2015, we will be paying the trust on a monthly

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



**Acton-Boxborough Regional School District**

**Personnel Office**

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978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

basis based on the number of health insurance subscribers instead of basing it on payroll deductions. We have increased our documentation for mid-year health insurance changes, and we will be reconciling deductions on a monthly basis.

We would like to ask the School Committee to approve a payment from the school choice account to pay for the prior year unpaid health insurance expenses.

FY '14 Employer share of health insurance (underpaid) \$50,939.79

FY '13 Employer share of health insurance (overpaid) -\$1,109.25

Total School Choice Funds Used for Health Insurance: \$ 49,830.54

VOTE: To authorize the payment of \$49,830.54 from the School Choice Fund for Health Insurance Expenses.



Health Insurance Reconciliation				
June 4, 2015				
Employee	FY15	FY14	FY13	Totals
1	\$535.50	\$5,782.50		\$6,318.00
2	\$3,748.50			\$3,748.50
3	\$3,748.50	\$3,745.00		\$7,493.50
4	\$3,748.50	\$4,560.00		\$8,308.50
5	\$1,606.50	\$4,967.50	\$3,033.50	\$9,607.50
6	\$156.45	\$2,901.50		\$3,057.95
7	\$2,477.22	\$756.90		\$3,234.12
8	\$3,748.50			\$3,748.50
9		\$4,967.50	\$1,411.25	\$6,378.75
10	\$1,113.00			\$1,113.00
Employee Share	\$20,882.67	\$27,680.90	\$4,444.75	\$53,008.32
District Share	\$46,582.91	\$50,939.79	-\$1,109.25	\$96,413.45
Total Owed Trust	\$67,465.58	\$78,620.69	\$3,335.50	\$149,421.77

# ABRSD School Choice

	FY '11	FY '12	FY '13	FY '14	Projected FY '15	Projected FY '16
Choice Students	34	33	37	34	42 (Includes Box)	39
FTE Funded By Choice	7.0	3.8	2.8	2.8	4.8	4.8
Revenues	\$211,848	\$192,628	\$235,418	\$232,980	\$263,763	\$225,000
Expenses	\$381,043	\$225,721	\$174,345	\$233,797	\$291,673	\$320,723
End of Yr Fund Balance	\$37,822	\$4,729	\$65,801	\$64,984 + \$196,221 Box fund transfer = \$261,205	\$233,295	\$137,572*

\*Once voting \$49,830.54 for health insurance, the remaining projected FY '16 year end balance will be \$87,741.46.



**Acton-Boxborough Regional School District**  
**Personnel Office**  
16 Charter Road Acton, MA 01720  
978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

11.

**Marie Altieri**

*Director of Personnel and Administrative Services*

To: Acton-Boxborough Regional School Committee  
From: Marie Altieri, Director of Personnel and Administrative Services  
Date: June 5, 2015  
Re: Administrator Benefits Manual, Annual Approval

Attached you will find an updated Administrator Benefits Manual. This year we asked our attorney, D. Moschos of Mirick-O'Connell to review the manual and make recommendations for changes. There are some legal updates that are important to make, and this is the first time we have had him review this manual. The document is redlined, with some language crossed out and new language highlighted in bold. I'm happy to answer any questions you may have. We would ask for your vote at the meeting.

**VOTE:** To approve the Administrator's Benefits Manual effective July 1, 2015 as proposed.

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

**REDLINED**

**ACTON-BOXBOROUGH REGIONAL  
SCHOOLS-DISTRICT**

**ADMINISTRATORS'  
BENEFITS MANUAL**

**~~July 1, 2014~~**

**July 1, 2015**

**REDLINED**

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ACTON-BOXBOROUGH REGIONAL SCHOOLS-DISTRICT

ADMINISTRATORS' BENEFITS MANUAL

ARTICLE 1  
RECOGNITION

- 1.1 This Administrators' Benefits Manual covers the general benefits for all Administrator positions, as listed in Article 14. Individual Administrator contracts ~~can exceed~~ **may contain benefits that are different from** the provisions of this document. Any proposed changes to this manual require the approval of ~~both~~ the School Committees.
- 1.2 **The School District reserves the right to change, amend or end benefits. In the event of any direct conflict between this Manual and an Administrator's individual contract, the provisions of the Administrator's contract shall prevail.**

ARTICLE 2  
LENGTH OF WORK YEAR AND  
ADMINISTRATIVE RESPONSIBILITIES

- 2.1 The work year for Administrators shall be a twelve month work year. Any exceptions to the length of the work year shall be noted in the Administrator's individual contract.
- 2.2 The following **days** are recognized as work holidays:
- |  |                            |
|--|----------------------------|
| 1. New Year's Day                                      | 7. Labor Day               |
| 2. Martin Luther King Day                              | 8. Columbus Day            |
| 3. <del>Washington's Birthday</del><br>President's Day | 9. Veteran's Day           |
| 4. Patriot's Day                                       | 10. Thanksgiving Day       |
| 5. Memorial Day  | 11. Day after Thanksgiving |
| 6. Independence Day                                    | 12. Christmas Day          |

2.3 The work year for twelve month Administrators shall include all weekdays in the year except legal holidays, the day after Thanksgiving and approved personal or vacation days.

2.4 Vacation Days

a. Administrators shall be granted twenty (20) vacation days (1.67 days per month) during the first ten (10) years of employment in an administrative position and twenty-five (25) days (2.08 days per month) during the eleventh (11th) and all subsequent years of employment.

b. Administrators may carry over a maximum of one year's allotment of vacation days from one fiscal year to the next fiscal year.

c. **Vacation days will be earned monthly, but the allotment for the year will be advanced and may be used starting July 1 each year. If the administrator leaves before June 30, the administrator's vacation days will be prorated based on the monthly allotment according to the number of days worked during that fiscal year. It is understood that if an employee leaves the District, he or she will reimburse the District for any time that has been taken but not earned. In most cases, any used but unearned vacation time will be deducted from the final pay.**

2.5 Should an Administrator desire to change the number of days worked per year, he/she may request an adjustment and the Superintendent will approve or disapprove. If the work year is altered, compensation will be appropriately increased or decreased.

2.6 An Administrator shall devote the time necessary in his/her professional judgment to assure quality of education for the students of each school system. An Administrator will have the right and responsibility to identify and recommend which administrative activities shall have priority in the successful operation of his/her school or area of responsibility.

~~2.7 The Superintendent may grant compensatory time based on the requirement of an Administrator to work unusual hours or days.~~

ARTICLE 3  
SALARIES

3.1 An Administrators' ~~annual~~ salary shall be determined by the Superintendent after a consultation between the Superintendent (or designee) and the Administrator.

ARTICLE 4  
LEAVES OF ABSENCE

4.1 Sick Leave. Each Administrator shall ~~be entitled to earn~~ eighteen (18) days of paid sick leave for each year **at the rate of one and one-half (1-1/2) days per month.** Accumulated and unused sick leave shall be carried over from year to year.

4.1.1 Sick leave shall be granted and taken only when an Administrator is prevented from working because of actual personal illness or injury (including pregnancy and pregnancy related illness) or because of a serious illness of or injury to a member of the Administrator's "immediate family" or other relative of the Administrator's household requiring the personal attention of such Administrator. "Immediate family" shall be defined in Section 4.3 below. Where individual circumstances require, the Superintendent may, in his/her discretion, expand the definition of immediate family. To be eligible for sick leave, an



Administrator must report the illness or injury to his supervisor or his/her designated representative at least one (1) hour prior to such Administrator's scheduled reporting time on the first day of absence, (thirty [30] days prior to the expected birth date for pregnancy), and, if the absence continues in excess of three (3) days or other unusual circumstances exist, he/she shall furnish, upon request, evidence satisfactory to the Superintendent or his/her designee that he/she was prevented from working by the illness or injury.

4.2 Extended Paid Sick Leave. Each Administrator who has served ~~for either of~~ **in** the Districts for at least one (1) full school year shall have an extended paid sick leave account which may be utilized if the Administrator is prevented from working because of personal illness or injury. In order to be eligible to use extended paid sick leave during a period of absence due to personal illness or injury, an Administrator must meet the following conditions:

- a. all of the Administrator's accumulated sick leave must have been exhausted; **and**
- b. the Administrator must furnish to the Superintendent a physician's certificate attesting that the illness or injury disables the Administrator from working and is expected to continue for at least twenty (20) work days. Thereafter, the Administrator may be required to furnish further medical certification. The Superintendent reserves the right to have ~~its~~ **a physician designated by the District** examine the Administrator.

4.2.2 The maximum number of days of extended paid sick leave in an Administrator's account shall be based upon the number of full school years such administrator has accumulated while being employed by the District, as follows:

<u>Number of full school years of service for the District</u>	<u>Maximum number of days of extended paid sick leave</u>
At least one (1) year but less than five (5) years	45 days
At least five (5) years but less than ten (10) years	90 days
At least ten (10) years but less than fifteen (15) years	120 days

At least fifteen (15) years but less than twenty (20) years	150 days
Twenty (20) years or more	180 days

4.2.3 An Administrator who has used days of extended paid sick leave and who, because of the completion of additional full school years of service for the District, qualifies for an increase in the maximum number of days of extended paid sick leave, shall have deducted from the new maximum the number of days of extended paid sick leave previously used and charged to his/her account.

4.2.4 Each time an Administrator uses days of extended paid sick leave such days shall be deducted from the applicable maximum, provided that, an Administrator who has used days of extended paid sick leave shall have the applicable maximum number of days of extended paid sick leave restored to his/her account after such Administrator completes a period of five (5) full school years of employment during which such Administrator did not use any days of extended paid sick leave.

4.2.5 Each Administrator hired from outside the system will be credited with thirty (30) sick leave days.

4.3 Bereavement Leave. An Administrator shall ordinarily be entitled to three (3) consecutive days of leave without loss of pay for time necessarily and actually lost by reason of a death in the immediate household or immediate family of such Administrator. Notification of the need for such leave shall be made to the appropriate ~~superior~~ **supervisor** or his designed representative. The members of the "immediate family" shall be the Administrator's spouse and the parents, children or siblings of the Administrator or his/ her spouse. Where individual circumstances require, the Superintendent may, in his/her discretion, expand the definition of immediate family. Additional days may be granted upon request with approval of the Superintendent for reasons such as: travel, distance and

time, legal matters, religious reasons, delayed funeral or other unforeseen circumstances.

4.4 Personal Leave. Administrators will be granted five (5) days personal leave. The leave is to be used for time actually lost for important personal reasons, if such activity cannot be carried out at any other time. ~~It is the intent of the parties that~~ Such leave **should** not be abused to obtain leave for such reasons as recreation or extension of holidays **or vacation**. Notification of the need for such leave shall be made to the appropriate ~~superior~~ **supervisor** as far as possible in advance of the date of such leave. The granting of such leave shall be within the discretion of the appropriate ~~superior~~ **supervisor**.

4.5 Religious Leave. An Administrator shall be granted leave without loss of pay up to two (2) days in any one fiscal year for time necessarily and actually lost for observance of a recognized major religious holiday of the religious faith to which such Administrator belongs when such holiday falls on a day on which Administrators are required to report. The following are examples of "recognized major religious holidays" which may fall on a day on which Administrators are required to report: Rosh Hashanah, Yom Kippur and Good Friday. Notification by an Administrator of his or her intention to take such leave shall be made to the appropriate ~~superior~~ **supervisor** as far as possible in advance of such holiday. Whether other days are "recognized major religious holidays" shall be determined by the Superintendent upon request of an Administrator.

4.6 Military Leave. ~~If directed, a Military Leave for up to four (4) years shall be granted~~ without pay as required by state or federal law ~~shall be granted~~ for **active** Military Service. Reinstatement shall be ~~subject to~~ **in accordance with** state and federal laws.

4.6.1 Leaves of absence with pay for up to a maximum of ten (10) days per school year ~~may~~ **shall** be granted by the Superintendent (or his designee), ~~which approval shall not be unreasonably withheld,~~ to persons called into temporary active duty of any unit of the U.S. Reserves or the State National Guard, provided such obligations cannot be fulfilled on days when school is not in session. Administrators will be paid the differences between their ~~regular~~ **base** pay and the pay which they receive from the State or Federal Government.

4.7 **Disability Leave.** An Administrator may supplement a period of disability associated with the birth of a child by unpaid leave. Such unpaid leave may not extend the **total** period of absence ~~following the date of the child's birth of the~~ **Administrator** beyond twelve calendar weeks.

4.8 **Other Leaves.** Other leaves of absence may be granted without pay by the Superintendent **at his discretion.**

4.9 **Guidelines for Leaves of Absence.** Upon the termination of leave, an Administrator will be restored as soon as practical to the position which such Administrator left, or a substantially equivalent position, with such benefits to which the Administrator was entitled at the time such leave commenced, subject, however, to the requirements of the particular benefit plan or program involved. Failure to be available for assignment at the termination of leave shall constitute a resignation.

4.9.1 Each request for leave or extension or renewal of leave shall be applied for and responded to in writing.

4.9.2 In deciding whether or not to grant a request for a discretionary leave, the Superintendent will weigh the implications for the education of the students, the

importance of the leave to the Administrator, the adverse effect, if any, upon the school system and other relevant considerations.

4.10 Administrators who have worked for the ~~districts~~ **District** for ~~at least one year~~ **for a total of at least twelve months in the prior seven years** and who have worked 1250 hours over the previous twelve months are eligible, under the Family Medical Leave Act (FMLA), for up to twelve weeks<sup>1</sup> of unpaid, job protected leave for the following reasons:

- For the birth of a son or daughter and to care for the Administrator's child after birth, or placement ~~of~~ **with the Administrator of a son or daughter for adoption or foster care;**
- To care for the Administrator's spouse, son or daughter, or parent, who has a serious health condition;
- For serious health condition that makes the Administrator unable to perform the **functions of the Administrator's job.**
- **For a "qualifying exigency" (as defined in 29 CFR § 825.126) when the employee's spouse, son, daughter, or parent who is a member of any branch of the military, including the National Guard or Reserves, has been deployed or called to active duty, in a foreign country.**

and with the following protection:

- For the duration of the FMLA leave, the employer ~~must~~ **shall** maintain the Administrator's health coverage under any "group health plan" **whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. The Administrator will make arrangements with the District to pay his or her share of health insurance premiums while on leave. The District may recover premiums it paid to maintain health coverage for an employee who fails to return to work from FMLA leave;**
- Upon return from FMLA leave, ~~most~~ Administrators ~~must~~ **will** be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms;

---

<sup>1</sup> In some circumstances, eligible employees may be granted up to a total of twenty-six weeks of unpaid FMLA leave for purposes related to the care of a current member of the military or a veteran. Please see Human Resources for more information.

- The use of FMLA leave ~~cannot~~ **will not** result in the loss of any employment benefit that ~~accrues~~ **the Administrator earned or was entitled to** prior to the start of an Administrator's first FMLA leave.

4.11 **FMLA leave shall be administered in accordance with the Family and Medical Leave Act of 1993, as amended, and the School District's FMLA Policy.**

ARTICLE 5  
PERSONAL INJURY

5.1 An Administrator who, as the result of an accident or assault which occurs in the course of his/her employment, is injured and is required to be absent from his/her duties as an Administrator will be paid his/her full salary (less any sick leave, workmen's compensation or any other disability income benefits paid by the District to which he/she may be entitled) for the period of his/her absence. A claim under this section must be supported by satisfactory evidence if the Superintendent so requests. The Superintendent reserves the right to retain a physician at the District's expense who may determine the condition of the Administrator.

5.2 An Administrator who, in the course of his/her employment, sustains damage or destruction to personal property owned by him as the result of an accident or vandalism or the theft of such personal property shall be reimbursed for the fair market value thereof.

ARTICLE 6  
PROTECTION

6.1 Administrators will immediately report all cases of assault suffered by them in connection with their employment to the Superintendent in writing.

6.2 This report will be forwarded to the Superintendent who will comply with any reasonable request from the Administrator for information in his/her possession relating to the incident or the persons involved, **subject to confidentiality,**

**privacy and investigatory requirements**, and will act in appropriate ways as liaison between the Administrator, the police and the courts **as appropriate for the case.**

- 6.3 Indemnification of Administrators for expenses in connection with criminal or civil proceedings shall be in accordance with the General Laws, as amended to date.

ARTICLE 7  
PROFESSIONAL DEVELOPMENT AND  
EDUCATIONAL IMPROVEMENT

- 7.1 ~~The appropriate~~ **An Administrator will be reimbursed for all fees and tuition for courses, including in-service courses which are taken with the advance written approval of the Superintendent. This approval will be subject to the limits of the budget for course reimbursement and the Superintendent will decide how to distribute available funds among all Administrator course requests. The course must be completed with a grade B- or better. Such reimbursement shall be received by the Administrator upon presentation of the bill from the Bursar for payment for the course.**

Should the Administrator not complete the course with a B- or better, then the fee **and tuition** for the course will be deducted from the Administrator's ~~next~~ pay check. **The Administrator shall execute an authorization for the deduction of such amount from his/her pay.**

- 7.2 The amount necessary to pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by Administrators who attend workshops, seminars, conferences or other professional improvement sessions

will be budgeted **by the Superintendent for the consideration of the School Committee.**

ARTICLE 8  
MONEY COLLECTED

- 8.1 Although an Administrator may be required to collect and transmit money to be used for educational purposes, the Administrator shall not be held responsible for the loss of any such money collected where the Administrator is not at fault for such loss.

ARTICLE 9  
PROFESSIONAL GROWTH

- 9.1 Each Administrator shall, upon request, be permitted to review the contents of his/her personnel file and to file a written **answer response** to any material ~~which the Administrator deems to be derogatory~~ **in the file**. No material which could be construed as ~~derogatory~~ **negative** to an Administrator's ~~conduct, service, character or personality~~ shall be placed in such Administrator's personnel file unless such Administrator has ~~had an opportunity to review the material~~ **been given notice of placement of the material in their file**. The Administrator shall acknowledge having had the opportunity to review such material by affixing his or her signature and the date to the copy ~~to be~~ filed; however, such signature shall not indicate agreement with the contents thereof.
- 9.2 Each Administrator will be given a copy of any evaluation report prepared by his/her supervisor and shall be given an opportunity to discuss such report with the appropriate supervisor.
- 9.3 Any complaints regarding an Administrator made to any member of the administration by any parent, student or other person will be **promptly** called to



the attention of the Administrator **as appropriate for the circumstances of the complaint.** No written reprimand or more serious discipline shall be issued unless the Administrator has been given an opportunity to respond to it and **if the identity of the person making the complaint is available, the identity has been shared with the administrator. No disciplinary action will take place solely based on anonymous reports.**

#### INSURANCE AND ANNUITY PLAN

- 9.4 **Life Insurance.** The ~~district(s)~~ **District** will provide the cost of additional life insurance for each Administrator to cover 90% of his/her salary (rounded down to the nearest \$1,000).
- 9.5 **Health Insurance.** ~~The district will provide benefits eligible employees fifty percent (50%) of the cost of individual or family coverage, whichever applies in the particular case, for the Blue Cross and Blue Shield Master Health Plus; 50% for any other indemnity plans the Districts may offer from time to time; 50% for any preferred provider PPO plans the Districts may offer from time to time, and seventy five percent (75%) for any HMO plans the District may offer from time to time.~~ **Administrators shall be eligible for health insurance, as may be amended from time to time, as are available to non-bargaining unit employees of the District. The premium cost paid by the Administrator shall be in accordance with District policy.**
- 9.5.1 Administrators will be given the option of paying for their health insurance with pretax dollars if permissible by statute.
- 9.5.2 A retired Administrator shall be entitled to membership in all insurance programs at ~~existing~~ group rates, provided that the retired individual pays fifty percent (50%) of the cost to the ~~district(s)~~ **District** on a monthly basis.

9.5.3 An Administrator's health insurance coverage will be continued during the period of an unpaid leave of absence granted pursuant to Article 4, provided the Administrator pays the total monthly cost of such coverage to the District, **except for health insurance coverage for unpaid leave under the FMLA.**

9.6 Administrators will be eligible to participate in a "tax sheltered" Annuity Plan established pursuant to the United States Public Law No. 87-370.

9.7 The ~~district(s)~~ District will provide liability insurance **to the extent it is available** for all Administrators under the provisions of the policy ~~currently~~ covering Central Office Administrators.

#### ARTICLE 10 REDUCTION IN FORCE

10.1 In the event it becomes necessary to eliminate an administrative position, the Administrator will be seriously considered for another appropriate position as described below. The Superintendent will take into consideration demonstrated ability, qualifications, **experience** and the length of service.

10.2 The Administrator who is reduced in force because of the elimination of a position shall be considered for options in the following order:

10.2.1 A vacant administrative position provided that the Administrator is qualified for **and has the ability and experience** for such a position;

10.2.2 Any newly created administrative position **provided the Administrator is qualified and has the ability and experience for the position;** and

10.2.3 A teaching position held by a teacher without professional status within the ~~districts~~ District for which the Administrator is **licensed, qualified, and has the ability to perform.** During the first year of teaching, the Administrator will be evaluated in accordance with the procedures described in the contract between

the School Committees and Unit A of the Acton-**Boxborough** Education Association. The Administrator will be placed on the Unit A seniority list in accordance with his/her first day of employment in the **former Acton or Boxborough School Systems** and/or the Acton-Boxborough School System. His/her total number of years of educational experience will determine placement on the Unit A Salary Schedule including all appropriate longevity increments. The Administrator's teaching salary will be augmented by a payment of a portion of the difference between what he/she would have received in that year and in his/her actual Unit A salary. Amounts will be: forty percent (40%) of that differential in year one; twenty-five percent (25%) in year two, and zero percent (0%) each year thereafter.

**This section shall be subject to the Acton-Boxborough Teachers' contract.**

- 10.3 Administrators who could be affected by a Reduction in Force ~~must~~ **shall** be notified in writing of the intent according to 11.3.1 and 11.3.2. Said notice shall include the specific reasons for this action. The options (11.2.1 - 11.2.3) will be discussed with the Administrator prior to public notice.
- 10.3.1 Administrators who have one year contracts will be notified by May 15 if their contract will not be renewed.
- 10.3.2 Administrators who have multi-year contracts must be notified by June 30 that their contract will not be rolled over (i.e. extended).
- 10.4 The Administrator affected by the reduction **in force** will be provided the opportunity to meet and confer with the Superintendent ~~to insure that all aspects of the change will be carefully considered~~ **regarding the reduction in force.**

ARTICLE 11  
GRIEVANCE PROCEDURE

- 11.1 The purpose of the procedures set forth hereinafter is to produce prompt and equitable solutions to grievances. ~~The Committees, the Superintendent and the Administrators desire that~~ Such procedure shall always be as informal and confidential as may be appropriate for the grievance involved.
- 11.2 A grievance shall mean a complaint by an Administrator ~~generally~~ concerning **his/her** conditions of employment.
- 11.3 The aggrieved Administrator shall first discuss the grievance with his/her appropriate immediate supervisor to arrive at a settlement of the matter involved.
- 11.4 If the matter is not resolved to the satisfaction of the aggrieved Administrator, and that person's immediate supervisor is not the Superintendent, then the matter may be taken up with the Superintendent (or designee) **in writing**. **A grievance must be filed in writing with the Superintendent within twenty (20) working days of the event giving rise to the grievance.**
- 11.5 At the request of the Administrator, the Superintendent will respond to the grievance in writing within ten (10) working days.
- 11.6 The Administrator shall have the right to representation at ~~any~~ **the Superintendent's** level of the process. **If the Administrator is to have a representative with him/her at the meeting with the Superintendent, he/she shall give two (2) days advanced notice of such representation to the Superintendent.**

ARTICLE 12  
STAFF CHILDREN ATTENDING SCHOOLS

- 12.1 ~~As a benefit for~~ **The children of** Administrators covered by the agreement employed by the School District, ~~their children~~ may attend schools in the Acton and/or Acton-Boxborough Regional School Systems District at no charge provided application is made no later than November 1 of the year preceding the date of enrollment.
- 12.2 If the ~~Acton Public Schools and the~~ Acton-Boxborough Regional School District remains a choice community, and in the event any provision of the School Choice Law is in conflict with 13.1, a substitute provision which is in compliance with the requirements of the law or regulation will be put into place.

ARTICLE 13  
LIST OF ADMINISTRATIVE POSITIONS

- 13.1 The following positions are covered by this Manual:
- Director of Curriculum and Assessment
  - High School Principal
  - Junior High School Principal
  - Elementary School Principal
  - Director of Community Education
  - Director of Facilities and Transportation
  - Director of Finance
  - Director of Personnel and Administrative Services
  - Director of Pupil Services
  - High School Associate Principal
  - High School Dean of Students
  - Junior High School Assistant Principal
  - Elementary School Assistant Principal
  - Early Childhood Coordinator
  - Director of Athletics
  - Director of Educational Technology
  - Director of Performing Arts, K-12

Director of Visual Arts, K-12  
Director of Special Education  
Coordinator of Elementary Pupil Services  
~~Coordinator of Secondary Pupil Services~~

ARTICLE 14  
NOTICE OF NONDISCRIMINATION

- 14.1 **Non-Discrimination.** The ~~Acton Public and Acton-Boxborough Regional School District~~ does not discriminate on the basis of race, color, national origin, gender, age (**as defined by law**), religion, sexual orientation (**as defined by law**), **genetic information, gender identity, military or veteran status**, handicap or homeless in admission or access to, or treatment or employment in, its programs, and activities.
- 14.2 **Complaints.** Any person having inquiries or complaints concerning the ~~Acton Public and Acton-Boxborough Regional School District's~~ compliance with Title VI, Title IX, Section 504, ADA or Chapter 622 is directed to contact the Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the ~~Acton Public and Acton-Boxborough Regional School Districts~~ to coordinate the Districts's efforts to comply with these laws, or write to the Office for Civil Rights, ~~33 Arch Street, Suite 900~~, **U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square**, Boston, MA ~~02110~~ **02109**, or the Massachusetts Department of Education, Office of Program Quality Assurance, ~~350 Main Street~~, **75 Pleasant Street**, Malden, MA 02148.

Acton Public Schools  
Acton-Boxborough Regional School District  
Acton, MA

**OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE**  
**FIELD TRIP PERMISSION FORM**

**Submit for Superintendent and School Committee approval**

The first step in this process is to meet with Blake Lochrie-our International Field Trip Coordinator to go over initial details.

Please file at least four (4) weeks in advance for 1-3 day trips

Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

**Please TYPE or use COMPUTER FORM**

- Name of Teacher(s): Patricia Garrison; Jess Janus
- School: Acton-Boxborough Regional High School
- # of Students going: 20-22 # of Chaperones (gender): 3 women; 2 men

Names of Chaperones: Jess Janus; Patricia Garrison; Kathy Watt. Gil Watt; Mr. Borghesani

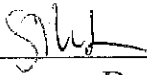
Separated into separate condos with men and boys in one condo; women and girls in second condo

- Date(s) of Trip: 12/26-12/31/15 School Time Involved: None
- Purpose of Trip/Destination: To train for the ski season: Varsity Nordic Ski Team  
Any skier is welcome to attend training camp  
Destination: Mt. Ste. Anne, Ste. Ferreol-les-Neiges, Quebec GOA 3RO, Canada
- Have you taken this trip before? Yes; it is an annual training camp.
- Any special arrangements required (such as extra insurance, ADA accommodations)? No
- Cost per Student: (Please describe how the cost is determined.) Approximately \$350  
Cost is determined by cost of condo rentals, cost of food for each condo, cost of ski pass (not expensive like alpine skiing), and adding gas \$ for parents who are driving.
- Who will pay for the trip? Parents with Booster money helping skiers who can't afford it.
- Has any fundraising been done? no If so, what? \_\_\_\_\_
- Are any parents driving? Yes

If so, have appropriate insurance forms been filled out? They will have been completed at least one month prior to the trip.


- Have you followed the procedure outlined in Policy IJOA? yes
- Other comments:

Approved       Not Approved

  
Department Leader

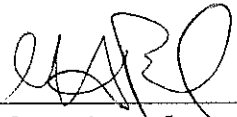
5/7  
Date

Approved       Not Approved

  
Principal

5/19/15  
Date

Approved       Not Approved

  
Superintendent

06/05/15  
Date

Approved       Not Approved

\_\_\_\_\_  
School Committee

\_\_\_\_\_  
Date



## 2015 Mt. Ste. Anne Ski Camp

Leave electronic games and at home and no smart phone usage in condos. Bring passports and authorization forms.

Prior to leaving, you must wax your skis...use blue wax. Every morning, we will have instruction/drills. The afternoon is the time to practice the new techniques.

Nap – Every day. Lights Out – 10 pm every night.

### Friday, Dec. 25

You may drop off your equipment at my house during the day, if you like. Pack up and be ready for an early departure.

### Saturday, Dec. 26

7:00 am – meet at Coach's house... 115 Box Mill Rd, Boxborough

11:30 am – early lunch in St. Johnsbury, Vt.

4:00 pm – arrive at Mt. Ste. Anne chalet

Eat dinner at chalet

Meeting with Coach Pat and chaperones/other coaches to be selected

Bring swim suits...go swimming in indoor pool.

### Sunday, Dec. 27

7:30 am – eat breakfast and get ready to ski.

8:30 am – skate ski at Mt Ste. Anne. We will purchase the group ticket at front gate. (bring own money for this...\$80 cash). Marcel's group will meet him.

Group warm-up before skiing. Follow veterans of Quebec.

12 noon – return to chalet, eat lunch and mandatory 1 hr. nap. Watch video

1:30 – return to ski another 2 hours.

5:00 – pool and sauna

6:30 – dinner

8:00 pm – meeting with Coach Pat, Mary, and Maggie

### Monday, December 28

7:30 am – eat breakfast and get ready to ski

Group warm-up

9:00 am –Skate technique.

12:00 – lunch at chalet; nap; video

1:30 - return to ski; nice 2 hour slow classic/ or skate ski

4:00-5:00 – pool and sauna

6:30 – dinner

Wax if needed.

### Tuesday, December 29

Group warmup

10:00 am Time Trial 5 km- filmed

1:00 - leave for the city; stopping at Chutes Montmorency on way to Quebec City. Bring money for Chutes (\$11 or \$12) gondola and dinner...at least \$70.

If skiers are interested, we can visit a museum or two, rather than Chutes.

### Wednesday, December 30

Group warm up

9:00 am Skate or classic ski

Lunch/ nap/video

1:30 - Ski in the afternoon.

Dinner and swim.

Clean condos while packing.

### Thursday, December 31

8:00 am – leave for Acton and Boxborough

12 noon – stop at diner in Vermont for lunch (Lyndonville or St. Johnsbury)

**AB Nordic Ski Team Annual Quebec Ski Trip  
Daily Detailed Training Schedule 2015**

**Saturday:** arrive

**Every day:** Leave condo in the AM by 8:30

Leave Chalet by noon

Leave condo in the PM by 1:30

Leave chalet by 4 pm.

For skiers who are experienced...the goal is to ski slowly and not stop...SLOWLY.

**Sunday (27<sup>th</sup>)**

AM: V1 Skate drills- Focus: equal weight and force for each ski (video)

: correct hand placement and reinforce timing

: downhill skills

#1: no poles...metronome

#2: one pole

#3: coming down on one side.

#4: work on downhill skills

PM: Ski for 1.5-2 hours focusing on drills from the morning.

After dinner: Neil to talk about balance, correct body posture.

**Monday (28<sup>th</sup>)**

AM: V2 alternate Skate drills – Focus: weight transfer, high hands, difference  
between V1 and V2 alt.

#1: no poles with long glide with approp. timing...balance  
try to ski out to each side...warmup

#2: V2 alt. tempo with no poles  
coming up on one side

#3: put poles together with timing.

#4: frog hop for fun.

V2 Skate drills – focus: weight transfer, balance, high hands

#1: double pole in between each skate...double-double pole

#2: keep tips out

#3: start with double poling and then skate

#4: V2 hop...double hop

#5: think of side to side motion for V2

PM: V2 alt., V2, and V1 ski together and do not leave anyone alone. Tell adults and coaches which trails you are going to take.

**Tuesday (29<sup>th</sup>)**

**Time Trial in the morning.**

Video

Visiting coach to show technique PPT.

In Quebec City in PM. Visit Quebec Museum; walk the walled city; learn some history of the area.

**Wednesday (30<sup>th</sup>)**

Video of technique

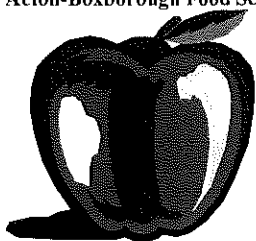
Review of all techniques: video

Ski and have fun for last day of Quebec skiing!

**Thursday (31<sup>st</sup>)**

Drive home.

Acton-Boxborough Food Services



Serving Education Daily

**Acton Public Schools  
Acton-Boxborough Regional School District  
Food Service Department  
16 Charter Road  
Acton, MA 01720-2995  
Phone # 1-978-264-4700x3221  
Fax # 1-978-264-3340  
Kirsten Nelson, Director**

**TO: Glenn Brand  
FROM: Kirsten Nelson  
DATE: June 3, 2015  
RE: Recommendation to award Food and Related Product Bids**

The Acton-Boxborough Regional School District participated with The Education Cooperative (TEC) in the following bid categories:

- 1) Paper Products
- 2) Groceries
- 3) Vending
- 4) Bread Products
- 5) Milk & Milk Products
- 6) Ice Cream

The following vendors were approved and awarded the bids at the May 6th bid award meeting at TEC.

- |                   |   |
|-------------------|---|
| 1) Paper Products | Mansfield Paper                         |
| 2) Groceries      | Thurston Foods, Costa Fruit and Produce |
| 3) Vending        | Polar Beverages                         |
| 4) Bread Products | Duva Bakery                             |
| 5) Milk           | Bliss Dairy/New England Ice Cream       |
| 6) Ice Cream      | New England Ice Cream                   |

The above named vendors, with the exception of Bliss Dairy, have serviced the district in the past and their services have been satisfactory.



**Raymond J. Grey Junior High School**  
16 Charter Road, Acton, Massachusetts 01720-2995  
**Andrew Shen, Principal**

14  
**Acton-Boxborough Regional School District**  
(978) 264-4700 x3303 FAX (978) 264-3343  
**James Marcotte, Assistant Principal**  
**Allison Warren, Assistant Principal**

Date: Wednesday, May 20, 2015  
To: Acton-Boxborough Regional School Committee  
Glenn Brand, Superintendent of Schools  
From: Andrew Shen, RJ Grey JHS Principal  
Re: Gift from AB PTSO

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Dear Glenn,

We would like the School Committee to accept a gift of \$1,900.00 from the Acton-Boxborough PTSO. This represents the second half of the annual grant we receive from the PTSO, which is given to support student activities and programs.

Please let me know if you have any questions.

Regards,

Andrew Shen

/attach

MEMORANDUM

# Memorandum

**To:** Glenn Brand  
**From:** JoAnn Campbell  
**Date:** 6/2/2015  
**Re:** 2014-2015 Gifts to ABRHS



Please present this list of donations received by ABRHS during the course of the 2014-2015 school year to the ABRSD School Committee for acceptance.

ABRHS Recipient	Donor	Amount
ABRHS – General Gifts	PTSO (Q1 & Q2, 2014-2015)	\$5,000.00
ABRHS – General Gifts	PTSO (2nd half, 2014-2015)	\$4,000.00
ABRHS – General Gifts	Biogen, Inc. (matching donation Wang/Yang)	\$800.00
ABRHS – General Gifts	Wang/Yang	\$800.00
Academic Decathlon	Sangreal Foundation	\$10,500.00
Community Service	PTSO	\$1,500.00
Window Seat	Petersen	\$500.00

Draft for First Reading 6-11-15

File: FF

## NAMING SCHOOL FACILITIES, MEMORIALS AND DEDICATIONS

The Acton Boxborough Regional School Committees ~~of Acton and Acton-Boxborough~~ believes naming or renaming a school building, structure, space, property, program or other District asset (hereafter referred to as a "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 believes it should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity.

Any request to name a Facility must be brought before the School Committee for approval.

If a suggestion or petition to name a Facility or to make a memorial or to dedicate a Facility, is brought forth to the School Committee, the School Committee will first decide whether the naming or renaming of that Facility is necessary and/or appropriate. If the decision to move forward with the naming is made, the School Committee will convene a screening committee pursuant to procedure FF-R.

In the naming of a Facility ~~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. Said person should be one who is retired, deceased or has provided service to the community in excess of 15 years. A request may not be submitted sooner than three years following the death or retirement of the individual to be so honored. This requirement may be waived by a unanimous vote of the School Committee.
3. 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

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

4. The School Committee recognizes that staff members, parents and other members of the community may wish to establish memorials or tributes in accordance with this policy. The School Committee encourages such community members to consider establishing scholarships in honor of persons who have special significance to the students, the school district or the community as an alternative to a memorial. In the case of establishing scholarships, the three year waiting period in paragraph 2 of this policy will be waived.
  
5. Any requests for a memorial or dedication to be installed on District Facility must be approved by the District Superintendent.

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

The School Committee may revoke the name of a Facility if necessary.

**Approved:**



Draft for First Reading 6-11-15

File: FF

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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-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-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. Said person should be one who is retired, deceased or has provided service to the community in excess of 15 years. A request may not be submitted sooner than three years following the death or retirement of the individual to be so honored. This requirement may be waived by a unanimous vote of the School Committee.
3. 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-Boxborough Regional Schools
  - Community service
  - Effective citizenship
  - Seminal ideas or research
  - Excellent character and general reputation

4. The School Committee recognizes that staff members, parents and other members of the community may wish to establish memorials or tributes in accordance with this policy. The School Committee encourages such community members to consider establishing scholarships in honor of persons who have special significance to the students, the school district or the community as an alternative to a memorial. In the case of establishing scholarships, the three year waiting period in paragraph 2 of this policy will be waived.
5. Any requests for a memorial or dedication to be installed on District Facility must be approved by the District Superintendent.

The Superintendent shall prepare procedures for the naming of Facilities that are consistent with this policy.

The School Committee may revoke the name of a Facility if necessary.

**Approved:**

## NAMING SCHOOL FACILITIES

- ~~1. The appropriate School Committee will announce the process to be used for naming a school facility (new or existing).~~
12. The School Committee will announce the convening of the Screening Committee and the reason therefore. It will then announce the deadline for submitting proposed names of the relevant Facility ssion 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~~
- 2.4. ~~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 must be submitted in writing. ns 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.~~
36. Nominations ~~should~~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?
  - d. Are the relevant timeframes from Paragraph 2 of policy FF met?
74. The School Committee will establish a Screening Committee consisting of 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 make a recommendation to the recommend three for the School Committee. ~~to choose from.~~

Draft for First Reading 6-11-15

File: FF-R

### NAMING SCHOOL FACILITIES

1. The School Committee will announce the convening of the Screening Committee and the reason therefore. It will then announce the deadline for submitting proposed names of the relevant Facility to the Screening Committee.
2. Nominations must be submitted in writing.
3. Nominations should 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?
  - d. Are the relevant timeframes from Paragraph 2 of policy FF met?
4. The School Committee will establish a Screening Committee consisting of representatives of the various interest groups in the community. The role of the Screening Committee is to review and evaluate the suggested names and make a recommendation to the School Committee..

**Approved:**

## **REMOTE PARTICIPATION – Draft First Read 6/11/15**

The School Committees recognizes the need for members occasionally to be physically absent from School Committee Meetings and therefore adopt the following policy to govern remote member's remote participation in School Committee Meetings.

### Minimum Requirements for Remote Participation

- (a) A quorum of the School Committee, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location.
- (b) Members who participate remotely and all persons present at the meeting location shall be clearly audible to each other;
- (c) Members who participate remotely may vote and shall not be deemed absent for the purposes of M.G.L. c. 39, sec. 23D.

### Permissible Reasons for Remote Participation

The School Committee Chair, or in the chair's absence, the person chairing the meeting, must determine that one or more of the following factors makes the School Committee member's physical attendance unreasonably difficult:

- (a) Personal illness;
- (b) Personal disability;
- (c) Emergency;
- (d) Military service; or
- (e) Geographic distance.

### Technology

- (a) The following media are acceptable methods for remote participation. Remote participation by any other means is not permitted. Accommodations shall be made for any public body member who requires TTY service, video relay service, or other form of adaptive telecommunications.
  - (i) telephone, internet, or satellite enabled audio or video conferencing,
  - (ii) any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another.
- (b) When video technology is in use, the remote participant shall be clearly visible to all persons present in the meeting location.
- (c) The School Committee Member who is absent from the Meeting will notify the District Administration with as much advance notice as possible and will work with the District Administration to establish the appropriate technology to effect the School Committee Member's remote participation.
- (d) The chair or, in the chair's absence, the person chairing the meeting, may decide how to address technical difficulties that arise as a result of utilizing remote participation, but is encouraged, wherever possible, to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at

the meeting location. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred shall be noted in the meeting minutes.

(e) The costs attributable to equipment or service relating to the District's ability to communicate with the remote participant will be born by the District. The personal costs of the participant attributable to equipment or service relating to the remote participant's ability to communicate with the District will be born by the participant. If the costs associated with remote participation become prohibitive, the School Committee will reevaluate its policy on remote participation.

Procedures for Remote Participation-

(a) Any member of ~~the School Committee~~ a public body who wishes to participate remotely shall, as soon as reasonably possible prior to a meeting, notify the chair or, in the chair's absence, the person chairing the meeting, of his or her desire to do so and the reason for and facts supporting his or her request.

(b) At the start of the meeting, the chair shall announce the name of any member who will be participating remotely and the reason under 940 CMR 29.10(5) for his or her remote participation. This information shall also be recorded in the meeting minutes.

(c) All votes taken during any meeting in which a member participates remotely shall be by roll call vote.

(d) A member participating remotely may participate in an executive session, but shall state at the start of any such session that no other person is present and/or able to hear the discussion at the remote location, unless presence of that person is approved by a simple majority vote of the public body.

(e) When feasible, the chair or, in the chair's absence, the person chairing the meeting, shall distribute to remote participants, in advance of the meeting, copies of any documents or exhibits that he or she reasonably anticipates will be used during the meeting. If used during the meeting, such documents shall be part of the official record of the meeting, and shall be listed in the meeting minutes and retained in accordance with M.G.L. c. 30A, sec. 22.

LEGAL REFERENCES: M.G.L. c. 30A, sec. 25 (a) and (b), MASS 940 CMR 29.00

| Approved 3/22/12 and

Draft for First Reading 6-11-15

File: BEC

### EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chairperson (or, in his/her absence, the presiding member) will state the purpose for the executive session.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chairperson or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate pursuant to the Open Meeting Law (M.G.L. Chapter 30A, 18-25):

- ~~1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual.~~
- ~~2. The discipline or dismissal, including the hearing of charges against, a member of the Committee, a school department employee or student, or other individual.~~
- ~~3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.~~
- ~~4. The deployment of security personnel or devices.~~
- ~~5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.~~
- ~~6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the Committee or another party.~~
- ~~7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.~~
- ~~8. To consider and interview applicants for employment (The only position that the School Committees would be involved in that might qualify would be for the position of Superintendent). This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants.~~
- ~~9. To meet or confer with a mediator with respect to any litigation or public business.~~

(In the first two cases listed, an open meeting will be held if the individual involved so requests.)

~~All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Accurate records of the proceedings conducted in executive session will be kept but need not be disclosed if the disclosure of the minutes, notes or other materials used in the executive session may defeat the lawful purpose of the executive session and may remain secret only so long as their publication would defeat the purpose of the session. The Committee will review executive session minutes for possible declassification at least once each year. Once disclosure would no longer defeat the purposes of the executive session, however, minutes and other records from that executive session will be disclosed unless they fall within an exemption to the Public Records Law, G.L. c. 4, § 7, cl. 26, or the attorney-client privilege applies. The Committee will review executive session minutes for possible declassification at least once each year.~~

~~All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.~~

Established by law and Committee policy

LEGAL REFS.:      OPEN MEETING LAW, G.L. c. 30A, §§ 18-25  
M.G.L., 39:23A; 39:23B

CROSS REFS.:      BDE, Subcommittees of the School Committee  
BE, School Committee Meetings  
KEB, Public Complaints about School Personnel



Draft for First Reading 6-11-15

File: BEC

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LEGAL REFS.:           OPEN MEETING LAW, G.L. c. 30A, §§ 18-25

CROSS REFS.:           BE, School Committee Meetings

Draft for First Reading 6-11-15

File: BEDF

### VOTING METHOD

~~Except on procedural matters, all votes of the School Committee will be taken by a call of the roll and the ayes and nays will be recorded in the minutes; if the vote is unanimous only that fact need be recorded.~~

On all matters coming before the Regional School Committee, each member from Boxborough shall cast 1 vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards.

Comment [MB1]: Edits reflect new regional agreement.

All actions will require a weighted majority vote of all members present and voting except as state law, **Robert's Rules of Order, Newly Revised**, or policies of this Committee require a larger majority. A majority of the members of the Acton-Boxborough-Regional-School Committee, which majority shall include at least four members from Acton and two members from Boxborough, shall constitute a quorum.

~~Except on procedural matters, all votes of the School Committee will be taken by a call of the roll and the ayes and nays will be recorded in the minutes; if the vote is unanimous only that fact need be recorded.~~

A two-thirds vote will be required to suspend parliamentary rules of order.

LEGAL REFS.: M.G.L. 30A, Section 19 (a)~~39:23B; 71:42; 71:50~~  
Regional Agreement between the towns of Acton and Boxborough, MA.

Draft for First Reading 6-11-15

File: BEDF

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LEGAL REFS.: M.G.L. 30A, Section 19 (a)  
Regional Agreement between the towns of Acton and Boxborough, MA.

**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE  
MEETINGS  
2015-2016**

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Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the R.J. Grey Junior High School Library. Materials are usually posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> the Friday night prior to each meeting.

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July 22 (Wed)      **Annual Workshop**

August 10 (Mon)      **Summer Business Meeting**

September 3  
September 17

October 1  
October 15

November 5  
November 19

(20) meetings

December 3  
December 17

January 14  
January 23 (Sat) **School Committee Budget Saturday – 9 am – 2 pm**

February 4  
February 11      **Open Budget Hearing-required by law**

March 3  
March 17

April 28

May 19

June 9  
June 23

**Note:** Acton Town Meeting begins April . Boxborough Town Meeting begins May .  
6/5/15      <http://www.abschools.org/school-committee>

School Committee Mtgs - every 3 weeks?

DRAFT 19.2

July 22 - Workshop?  
August 10 - Business?

Acton-Boxborough Regional School District  
**SCHOOL CALENDAR, 2015-2016**  
**Bold Underlined Dates = No School Days**

**Elementary Schools will dismiss early on the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of each month.**

Month	M	T	W	T	F	Notes
Sept.						Teachers' mtgs. - Aug 31 & Sept 1
		1	2	3	4	Labor Day - Sept 4 & 7
	<u>7</u>	8	9	10	11	Schools Open - Sept 2
	<u>14</u>	15	16	17	18	Rosh Hashanah - Sept 14
	21	22	<u>23</u>	24	25	Yom Kippur - Sept 23
	28	29	30			School Days - 17
Oct.						*K-12 Early Dis for prof dev - Oct 1
				1	2	Columbus Day - Oct 12
	5	6	7	8	9	Elem Early Dis for confs - Oct 22 & 29
	<u>12</u>	13	14	15	16	School Days - 21
	19	20	21	22	23	
	26	27	28	29	30	
Nov.						Prof. Day - Nov. 3 (no school/students)
	2	<u>3</u>	4	5	6	Veterans Day - Nov 11
	9	10	<u>11</u>	12	13	Half Day - Nov 25
	16	17	18	19	20	Thanksgiving Recess - Nov 26 & 27
	23	24	25	<u>26</u>	<u>27</u>	School Days - 17
	30					
Dec.						*Elem Early Dis for prof dev - Dec 3
		1	2	3	4	Jr High Early Dis for conf - Dec 10 & 15
	7	8	9	10	11	Winter Recess - Dec. 24 - Jan 3
	14	15	16	17	18	School Days - 17
	21	22	23	<u>24</u>	<u>25</u>	
	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>		
Jan.						Teachers' mtgs. - Aug 31 & Sept 1
						Labor Day - Sept 4 & 7
						Schools Open - Sept 2
						Rosh Hashanah - Sept 14
						Yom Kippur - Sept 23
						School Days - 17
Feb.						*K-12 Early Dis for prof dev - Feb 4
						Presidents' Day - Feb 15
						Winter Recess - Feb 15-19
						School Days - 16
Mar.						Good Friday - Mar 25
						School Days - 22
Apr.						*K-12 Early Dis for prof dev - Apr 7
						Spring Recess - Apr 18-22
						Patriots Day - Apr 18
						School Days - 16
May						Memorial Day - May 30
						School Days - 21
June						Graduation - June 3
						Last day - June 20
						(plus one for each unscheduled no school day)
						School Days - 14

Budget Set = Jan 23  
Schools Open - Jan 4  
JH Early Dis for confs - Jan 7  
Martin Luther King Day - Jan 18  
Kindergarten Change-over - Jan 25  
School Days - 19

\*K-12 Early Dis for prof dev - Feb 4  
Presidents' Day - Feb 15  
Winter Recess - Feb 15-19  
School Days - 16

18 meetings

Good Friday - Mar 25  
School Days - 22

\*K-12 Early Dis for prof dev - Apr 7  
Spring Recess - Apr 18-22  
Patriots Day - Apr 18  
School Days - 16

Memorial Day - May 30  
School Days - 21

Graduation - June 3  
Last day - June 20  
(plus one for each unscheduled no school day)  
School Days - 14

**Total Days = 180**

Note: See attached DESE list for some major religious holidays.

\* Professional Learning for Staff Early Dismiss: Oct 1, Dec 3 (elem only), Feb 4, Apr 7

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>

Acton Town Meeting begins April X, 2016. Boxborough Meeting begins May X, 2016.

Acton-Boxborough Regional School Committee Meetings are held twice a month. See <http://www.abschools.org/school-committee> for more information.

Voted by ABRSC 11/20/14 and 1/9/15 for early dismissals

1/9/15

MEMORANDUM

# Memorandum

**To:** Glenn Brand  
**From:** JoAnn Campbell  
**Date:** 6/2/2015  
**Re:** 2014-2015 Gifts to ABRHS



Please accept this list of gifts and donations received by ABRHS during the course of the 2014-2015 school year.

ABRHS Recipient	Donor	Amount
ASHA	Verma	\$302.00
Class of 2016	Melillo	\$200.00
Community Service - t-shirts	Worker's Credit Union	\$250.00
Community Service - t-shirts	Lanfen Realty, LLC	\$250.00
Community Service - t-shirts	Middlesex Savings Bank	\$250.00
Community Service - t-shirts	Freedom Development Corp.	\$250.00
Community Service - t-shirts	Mass Med Society	\$100.00
Community Service - t-shirts	Kong/Zhuang	\$100.00
Community Service - t-shirts	Acton Garden Club	\$100.00
Madrigal Singers	Barefoot Books, Inc.	\$200.00
School-to-Business(C & T)	Just Give	\$100.00
Science Team	Shan/Liu	\$400.00
Science Team	Kumon of Acton	\$300.00
Science Team	BENU Networks	\$200.00
Science Team	Li/Gu	\$200.00
Science Team	Scheier, Katin & Epstein PC	\$100.00
Science Team	Conwell/MacDonald	\$100.00
Spectrum	PTSO (1st half, 2014-2015)	\$290.00
Spectrum	Dankoski	\$140.00
Speech & Debate	Lee	\$300.00
Target	2015 Take Charge of Education - 1% Donation Program	\$130.10
Veteran's Day Breakfast/NHS	Northern Bank & Trust	\$200.00
Veteran's Day Breakfast/NHS	Jaman Corporation	\$100.00
Veteran's Day Breakfast/NHS	Worker's Credit Union	\$100.00
Window Seat	Salerno's	\$400.00
Window Seat	Suzhou-Chem	\$100.00
Window Seat	Dunkin Donuts	\$100.00
Window Seat	Paxson	\$100.00
Window Seat	Leandro	\$100.00
Window Seat	He/Zhu	\$100.00

To: Glenn Brand  
 From: Larry Dorey  
 Re: Discipline Report for May, 2015  
 Date: 6/1/2015

There were 9 discipline referrals to the administration during the month of May, 2015. This total is down from 12 last year. 4 students were suspended this month, while 4 students were also suspended during May, 2014.

Suspensions for the Month of May, 2015

<b>Infraction</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Alcohol Possession		1	2		
Alcohol Use	11	5	13		
Disruptive/Uncooperative Behavior			1	1	
Drug Distribution			3		
Drug Paraphernalia			1		
Marijuana Possession	1	1	4		
Marijuana Use		5			
Fighting	3	4			
Leaving School Grounds		1			3
Physical Attack	1			1	
Sale of Alcohol	1				
Threatening		1	1	1	
Vandalism				1	1
<b>Total</b>	<b>17</b>	<b>18</b>	<b>25</b>	<b>4</b>	<b>4</b>

A list of all infractions for the month of May, 2015 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for the Month of May 2015

<b>Infraction</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Academic Integrity	3				
Alcohol Possession		1	2		
Alcohol use	11	5	13		
Bullying	1				
Bus Discipline Issue				1	
Chem Health Alcohol		2			1
Chem Health Smoking	3				
Computer use Violation	3				
Disrespectful			2	2	
Disruptive/Uncooperative Behavi	4	3	2	3	
Drug Distribution			3		
Drug Paraphernalia			1		
Marijuana Possession	1	1	4		
Marijuana Use		5			
Fighting	3	4			
Forgery	4				
Harassment	2	2	1	1	
Leaving School Grounds	4	4	1	2	6
Other	1			1	
Out of School Issue			1		
Physical Aggression			1	1	
Physical Attack	1				
Sale of Alcohol	1				
Tardy	1				
Teasing	4	1			
Threatening		1	1	1	
Truancy	3	1			1
Vandalism		1			1
<b>Total</b>	<b>50</b>	<b>30</b>	<b>32</b>	<b>12</b>	<b>9</b>



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

To: Dr. Glenn Brand  
 From: Allison Warren and Jim Marcotte  
 Re: Discipline Report for May 2015  
 Date: June 2, 2015

There were 7 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of May.

	<u>May-11</u>	<u>May-12</u>	<u>May-13</u>	<u>May-14</u>	<u>May-15</u>
<i>Total Discipline Referrals Reported</i>	22	21	42	23	7

	<u>May-11</u>	<u>May-12</u>	<u>May-13</u>	<u>May-14</u>	<u>May-15</u>
<b>Total Suspensions</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>0</b>
drug-related incident		1			
fighting		3		2	
harassment (non-sexual)					
inappropriate/disruptive/disrespectful behavior	1		3	1	
non-compliance with school rules		1	1		
physical aggression					
sexual harassment		1	1		
stealing				1	
threatening					

	<u>May-11</u>	<u>May-12</u>	<u>May-13</u>	<u>May-14</u>	<u>May-15</u>
<b>Total Other Infractions</b>	<b>21</b>	<b>15</b>	<b>37</b>	<b>19</b>	<b>7</b>
abusive language/profanity			1		
alcohol use/possession					
bus discipline	1	5	10		
Academic integrity					
class/school truancies			5		
computer violation				2	
vandalism			1		
disruptive behavior (classroom, cafeteria, hallway)	8	1	8	11	
harassment (non-sexual)/bullying/teasing	4	2	4	1	
non-compliance with school rules		3	6	1	2
out of school issue					
physical aggression					2

sexual harassment					
stealing					
threatening					
uncooperative/disrespectful behavior	8	4	2	4	3

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

**MONTHLY REPORTING OF  
ELL STUDENT POPULATION BY SCHOOL**  
Acton-Boxborough Regional School District  
June 1, 2015

Category	Total as of 5/1/2015	Additions	Subtractions	Total as of 6/1/2015
ABRHS	16	0	0	16
Blanchard	9	0	0	9
Conant	36	0	0	36
Douglas	41	0	0	41
Gates	27	+1	0	28
McCarthy-Towne	41	0	-1	40
Merriam	30	0	-1	29
RJG JHS	13	0	0	13
<b>TOTAL</b>	<b>213</b>	<b>+1</b>	<b>-2</b>	<b>212</b>

**MONTHLY ENROLLMENT  
ACTON-BOXBOROUGH REGIONAL SCHOOLS  
2014-2015 ACADEMIC YEAR**

	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	A	B(1)	C	Tot	A	B(1)	C	Tot				
Levels																																												
K	274	38	7	319	275	38	7	320	273	38	7	318	278	38	7	323	278	39	7	324	279	39	7	325	282	39	6	327	284	39	6	329	283	39	6	328	282	39	6	327	282	39	6	327
1	301	36	7	344	303	37	7	347	303	37	7	347	303	38	7	348	303	36	7	346	306	36	7	349	306	36	7	349	308	36	7	351	309	36	7	352	308	36	7	351	308	36	7	351
2	312	47	8	367	314	45	8	367	314	46	8	368	314	46	8	368	314	47	8	369	313	47	8	368	314	47	8	369	315	47	8	370	313	47	8	368	313	46	8	367	313	46	8	367
3	325	60	11	396	325	59	11	395	325	60	11	396	326	60	11	397	327	59	11	397	329	59	11	399	328	58	11	397	326	59	11	396	326	59	11	396	326	59	11	396	326	59	11	396
4	376	55	8	439	377	55	8	440	379	55	8	442	379	56	8	443	379	56	8	443	381	56	8	445	381	56	8	445	380	55	8	443	380	56	8	444	379	56	8	443	381	57	8	446
5	380	56	6	442	377	58	5	440	378	59	5	442	379	61	5	445	381	61	5	447	381	61	5	447	381	61	5	447	381	61	5	447	381	61	5	447	381	61	5	447	381	61	5	447
6	357	75	4	436	356	76	4	436	358	76	4	438	358	76	4	438	358	75	4	437	359	75	4	438	359	75	4	438	358	75	4	437	358	75	4	437	358	75	4	437	359	75	4	438
In D. Pre-sch. Clrm	32	5	1	38	33	5	1	39	34	5	1	40	34	5	0	39	37	7	1	45	38	7	1	46	38	7	1	46	38	7	1	46	38	7	0	45	40	8	0	48	40	8	0	48
In D. Pre-sch. Itnt	16	3	0	19	17	3	0	20	17	3	0	20	17	3	1	21	17	3	1	21	19	3	0	22	20	3	0	23	20	3	0	23	22	3	0	25	24	5	0	29	24	5	0	29
OOD Pre-sch	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	2	0	0	2	2	0	0	2	2	0	0	2	2	0	0	2	2	0	0	2	2	0	0	2
O.D. SPED K-6	20	6	1	27	21	6	0	27	21	6	0	27	23	6	0	29	23	6	0	29	23	6	0	29	24	5	0	29	23	6	0	29	23	6	0	29	23	6	0	29	23	6	0	29
Elem. Total	2394	381	53	2828	2399	382	51	2832	2403	385	51	2839	2412	389	51	2852	2418	389	52	2859	2430	389	51	2870	2434	386	50	2870	2435	389	50	2874	2434	389	49	2872	2439	393	49	2881				
7	354	68	6	428	354	68	6	428	355	69	6	430	355	69	6	430	357	69	6	432	360	68	6	434	358	68	7	433	357	68	7	432	358	68	7	433	357	68	7	432				
8	401	72	6	479	400	73	6	479	401	72	6	479	401	72	6	479	401	72	6	479	402	72	6	480	402	72	6	480	402	72	6	480	402	72	6	480	401	72	6	479				
J.H.S. Total	755	140	12	907	754	141	12	907	756	141	12	909	756	141	12	909	758	141	12	911	761	140	12	913	760	140	13	913	759	140	13	912	760	140	13	913	758	140	13	911				
9	373	76	9	458	372	76	9	457	372	76	9	457	370	77	9	456	371	77	9	457	373	77	9	459	374	77	9	460	373	78	9	460	373	78	9	460	373	78	9	460				
10	401	72	8	481	400	71	8	479	399	71	8	478	397	71	8	476	396	71	8	475	395	71	8	474	396	71	8	475	395	71	8	474	395	71	8	474	394	72	8	474				
11	405	74	7	486	404	75	7	486	402	75	7	484	404	76	7	487	403	76	7	486	405	75	7	487	404	75	8	487	406	75	8	489	406	75	8	489	409	77	8	494				
12	394	82	8	484	393	82	8	483	393	82	8	483	392	82	8	482	392	82	8	482	386	82	8	476	385	82	7	474	381	81	7	469	380	81	7	468	374	79	7	460				
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	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	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1573	304	32	1909	1569	304	32	1905	1566	304	32	1902	1563	306	32	1901	1562	306	32	1900	1559	305	32	1896	1559	305	32	1896	1555	305	32	1892	1554	305	32	1891	1550	306	32	1888				
Secondary Total	2328	444	44	2816	2323	445	44	2812	2322	445	44	2811	2319	447	44	2810	2320	447	44	2811	2320	445	44	2809	2319	445	45	2809	2314	445	45	2804	2314	445	45	2804	2308	446	45	2799				
O.D. SPED 7-12	58	9	0	67	57	9	1	67	57	9	1	67	55	8	1	64	56	8	1	65	56	7	1	64	57	10	1	68	56	7	1	64	55	7	1	63	59	7	0	66				
Reg. Total	2386	453	44	2883	2380	454	45	2879	2379	454	45	2878	2374	455	45	2874	2376	455	45	2876	2376	452	45	2873	2376	455	46	2877	2370	452	46	2868	2369	452	46	2867	2367	453	45	2865				
Elem Total	2394	381	53	2828	2399	382	51	2832	2403	385	51	2839	2412	389	51	2852	2418	389	52	2859	2430	389	51	2870	2434	386	50	2870	2435	389	50	2874	2434	389	49	2872	2439	393	49	2881				
Secondary Total	2386	453	44	2883	2380	454	45	2879	2379	454	45	2878	2374	455	45	2874	2376	455	45	2876	2376	452	45	2873	2376	455	46	2877	2370	452	46	2868	2369	452	46	2867	2367	453	45	2865				
Grand Total	4780	834	97	5711	4779	836	96	5711	4782	839	96	5717	4786	844	96	5726	4794	844	97	5735	4806	841	96	5743	4810	841	96	5747	4805	841	96	5742	4803	841	95	5739	4806	846	94	5746				

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

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

In D. = In District

Distribution:  
 G. Brand  
 M. Altieri  
 D. Bookis

C. Jeannotte  
 A. Bisewicz  
 K. Nelson  
 E. Weiner  
 R. Cvitkovich

All Principals (2)

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

*Office of the Superintendent*  
Acton-Boxborough Regional Schools  
978-264-4700, x 3206  
<http://www.abschools.org/>

TO: All Staff  
FROM: Glenn Brand, Superintendent of Schools  
ON: April 27, 2015  
RE: **DISMISSAL TIMES FOR LAST DAY OF SCHOOL - JUNE 25, 2015**

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Dismissal times for Thursday, June 25, 2015:

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

**10:45 a.m. - Acton-Boxborough Regional High School**

**12:20 p.m. - Blanchard, Douglas and Gates Schools**

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

On Thursday, June 25, elementary schools will follow the regular Thursday early dismissal schedule.

The Junior High will have its end of year assembly on June 25 at the High School. Buses will transport Junior High and High School students from the High School at dismissal time on June 25.

In addition, please note that High School students will be dismissed at 10:45 a.m. after final examinations on June 19 through June 24.

Buses will be provided to transport High School students home at 10:45 a.m. on June 19 through June 24.

Lunch will not be available from the High School Cafeteria starting June 19. High School students will need to make a request at the High School Office and lunches will be sent down from the Junior High School.