

To: Glenn Brand
 From: Larry Dorey
 Re: Discipline Report for January, 2017
 Date: 1/31/2017

There were 33 discipline referrals to the administration during the month of January, 2017. This total is up from 26 last year. 7 students were suspended this month, while there were 12 students suspended during January, 2016

Suspensions for January, 2017

Infraction	2013	2014	2015	2016	2017
Alcohol Use	2				1
Assault					1
Fighting					2
Insubordination				2	
Marijuana Possession			2	6	2
Marijuana Use				1	
Non Compliance W/Rules				3	
Physical Assault			2		
Sexual Harassment	1				
Stealing					1
Threatening	2				
Total	5	0	4	12	7

A list of all infractions for the month of January, 2017 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for January, 2017

Infraction	2013	2014	2015	2016	2017
Abusive Language					1
Academic Integrity	1				
Alcohol Use	2				1
Assault					1
Bus Discipline Issue	1				
* C.H. Alcohol	2			2	12
* C.H. Drugs		2			
Disrespectful		5	1		
Disruptive/Uncooperative Behavior	2	3	3		
Drug Possession			2		
Fighting					2
Forgery					1
Harassment				8	
Insubordination				2	
Leaving School Grounds			4		2
Marijuana Possession				6	2
Marijuana Use				1	
Non Compliance w/school rules				3	1
Other	2		1		1
Out of School Issue	1			1	
Parking Violation	1				
Physical Assault			2		
Stealing					2
Tardy	4	2		1	2
Threatening	2				
Truancy	9	4		2	5
Total	27	16	13	26	33

* Chemical Health

R.J. Grey Junior High School

To: Dr. Glenn Brand
 From: Allison Warren and Jim Marcotte
 Re: Discipline Report for January 2017
 Date: February 10, 2017

There were 4 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of January. There was 1 suspension this past month.

	<u>Jan-12</u>	<u>Jan-13</u>	<u>Jan-14</u>	<u>Jan-15</u>	<u>Jan-16</u>	<u>Jan-17</u>
<i>Total Discipline Referrals Reported</i>	16	24	13	9	4	5

	<u>Jan-1</u>	<u>Jan-1</u>	<u>Jan-14</u>	<u>Jan-15</u>	<u>Jan-16</u>	<u>Jan-17</u>
Total Suspensions	2	3	1	0	0	1
Alcohol Use						
Defacing property/vandalism						
Drug-related incident						
fighting						
harassment (non-sexual)	1	1				
inappropriate/disruptive/disrespectful behavior	1					1
physical aggression			1			
sexual harassment						
stealing						
threatening		1				

	<u>Jan-1</u>	<u>Jan-1</u>	<u>Jan-14</u>	<u>Jan - 15</u>	<u>Jan-16</u>	<u>Jan-17</u>
Total Other Infractions	14	22	12	9	4	4
abusive language/profanity	2					
alcohol use/possession						
bus discipline	1	5				2
Academic Integrity				1		
class/school truancies	1		1			
computer violation					1	
disruptive behavior (classroom, cafeteria, hallway)	6	2	4	3	1	2
harassment (non-sexual)/bullying/teasing	3	9	3	1	1	
non-compliance with school rules	1	6	3	4		
out of school issue						
physical aggression			1			
sexual harassment					1	

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

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

EDUCATION REPORT

July 2015 – June 2016

INTRODUCTION

2015-16 marked the second year of full regionalization for the district, and what a year it was for public education in Acton and Boxborough. It is fair to say that ‘AB,’ which includes a pre-school, six elementary schools, and the junior and senior high schools, has hit its stride. Colonial pride is strong, and as one large school community, we all should be proud.

Beyond our placement on rankings and polls, the fact is that, for anyone familiar with our school system, you know first-hand what an incredibly special place this is, accomplishing great things together for our students.

In an organization the size of ours, with over 1,000 full and part-time staff representing multiple schools, departments and services, the opportunity to take a moment and reflect upon the many highlights, accomplishments, and great work in service to our students is sometimes difficult to achieve. A glance at this report provides merely a glimpse into the many wonderful things we all can be proud of and that collectively help ensure that our schools continue to grow and flourish.

ENROLLMENT

As of October 1, 2015 the elementary school enrollment decreased from the previous year by 25 students, from 2,772 to 2747. Of the total number enrolled, 25 were special education students attending “out-of-district” schools – a decrease of two students from the previous October 1. Kindergarten enrollment decreased by twenty-one students, from 320 to 299. There were 14 school choice students at the elementary level.

The junior high school enrollment for October 1 decreased from 907 to 888. There were six school choice students.

The high school enrollment increased from 1905 to 1909. There were 19 school choice students at the high school – a decrease of six students from the previous year. There were 66 special education students in grades 7–12 attending out-of-district schools.

PERSONNEL

Staffing changes for the 2015-16 school year were affected by the June 2015 retirements of fourteen teachers, and six leaves of absence were granted for the Acton-Boxborough School District teachers. The district hired 33.4 full-time equivalent new teachers to fill these vacancies and additional openings. Increased enrollment required the district to add one kindergarten section. However, the total number of elementary sections remained the same; fewer first-grade sections moving up resulted in the reduction of one second-grade section.

TEACHING AND LEARNING

Summer Leadership Retreat and Institute

July 1, 2015 marked the second year as a fully regionalized school district. Given that there was much activity and change during the first year of regionalization, the School Leadership Team, comprised by Cabinet Members and Building Principals, used the Summer Leadership Retreat in early August as an opportunity to reflect on the many highlights and challenges of the year and the insights gained both individually and collectively. Additional work included analyzing the Superintendent's Entry Plan Findings, determining areas of district focus, and learning about Improvement Science and how to utilize it in our work.

In late August, over 45 district leaders spent two days in a Summer Leadership Institute focused on building an effective leadership team and identifying short- and long-term district goals. The specific goals for the institute included: creating time for reflecting and thinking together, gaining a fuller understanding of the district leadership structure and establishing effective leadership functioning, defining the district's goals and planning for 2015-2016, and refining work with the Educator Evaluation Process.

Summer Professional Learning

*"To learn with passionate intensity, (young) children need models.
They need teachers who are avid learners." -Ellin Keene*

The Acton-Boxborough Regional School District's Professional Learning Program exists to provide opportunities for all educators to be learners and to improve our practice. This summer our educators logged many hours on campus, attending workshops and working collaboratively on Research and Development Projects. Below are some highlights.

Research and Development

Over one hundred fifty educators worked on over fifty Research and Development projects to create curriculum and assessment. Research and Development (R&D) projects are intended to substantively advance current practice. Proposals are written in the spring and then thoroughly evaluated by a committee of administrators and educators to make certain they incorporate the following components:

- ~ What problem or need in current practice does this proposal address?
- ~ How will the R&D rectify this problem?
- ~ How does the proposal incorporate new thinking?
- ~ What will be produced/created?
- ~ With whom and how will the product be shared?
- ~ What measures will be used to evaluate the success of the project?

This summer, a great many R&Ds included collaboration by classroom educators, special education teachers, ELL teachers, and academic support teachers to address the current needs of our students. These projects included: *Best Practices in the Academic Support Center, A Collaborative Approach to ELL Support, Modifying Curriculum: 7th Grade*

Science and Social Studies, and Blended Learning for At-Risk Students of English. Other R&D project titles included: Evaluating and Expanding the Play of Preschoolers, Facilitating Discussions in the Mathematics Classroom, and Alignment of Senior English Project with Service Learning.



Technology Workshops

- ~ Creating Websites for the Classroom with Google Sites
- ~ Google Classroom, Goobric, and More
- ~ Google Drive: Basics and Beyond
- ~ iPads in the Primary Classroom
- ~ YouTube for Educators

Fostering Mathematical Practices Level I, PreK-12

This three-day professional development workshop focused on learning and implementing the Mathematical Practices from the MA Mathematical Framework in grades PreK-12. Educators connected the mathematical practices to the critical areas, learned the key ideas in each practice, learned a set of questions to prompt mathematical practice use with students, identified evidence of the mathematical practices in the problem-solving process, and learned several instructional routines to develop the practices. This was the first part of a two-part series.

Fostering Mathematical Practices Level II, PreK-12

This two-day professional development workshop built upon practices learned in the "Fostering Mathematical Practices, Level I" course. It focused on integrating the Mathematical Practices from the MA Mathematical Framework in grades PreK-12 into classroom instruction. Educators learned research-based, specific instructional routines and practices designed to foster the mathematical practice standards for all students and spent time planning and rehearsing the routines for their specific student population.

Adolescent Literacy Summer Institute

Three *AdLit* Coaches and a Boston University Mathematics Professor facilitated a five-day institute for the second cohort of classroom teachers, special educators, academic support center educators, and administrators. The topics addressed aligned closely with the MA

ELA and Literacy Framework, as well as with the MA Mathematical Framework (focus on vocabulary and discussion). Some of the educators from cohort one shared their learning and work as well. Core topics included: disciplinary literacy strategies, academic language and specific vocabulary instruction, motivating and engaging adolescents with text, classroom discussions, text complexity, choosing and using multiple texts, and text-based questions and answers.

Professional Learning Days

This school year the district utilized two full professional days for our faculty and staff. The August Professional Day was building-based; the November Professional Day was a PreK-12 focus on Mental Health, Wellness and Learning. Additionally, four early elementary release days throughout the year provided time for both district-wide and school-based professional learning to occur.

The August 2015 Professional Learning Day was planned and organized by individual schools to support the learning and work of their respective goals. Below are abbreviated summaries from the schools of the Acton-Boxborough Regional School District. Go to the website: <http://www.abschools.org/departments/curriculum/professional-learning> to read the entire document: "2015 September Report to the School Committee."

During our day together, the Carol P. Huebner Early Childhood Program focused its learning on *Organizational Strength*, *Executive Functioning*, and the results of an R&D: *Evaluating and Expanding the Play of Preschoolers*.

At the Blanchard Memorial School, the morning focus was on Mindfulness. The counselor at Blanchard discussed the attitudinal foundations of Mindfulness, meditation and reflections, brain changes, mindful breathing and healing, as well as loving kindness and mindfulness in education. After lunch, Akira Gutierrez, Research Analyst at Tufts University, trained staff on the study of social, emotional and character development research initiative that Blanchard will be participating in this year. The remainder of the day was dedicated to the topic of easing anxiety for children at home and in school.

Conant School spent the morning being trained in the incident prevention and de-escalation portions of Safety Care. In the afternoon, we met with the research team from the Institute for Applied Research in Youth Development to be trained for our participation in the AIMS (Arthur Interactive Media Study) where "Buddy Pairs" of classrooms will work with interactive graphic novels to learn a research-based social curriculum while adding to the research itself.

In the morning at Douglas School, John D'Auria from Teachers21 helped us understand the latest thinking about creating a culture of continuous improvement and then worked with us to develop norms for working together at Douglas. In the afternoon, a team of teachers and administrators introduced the staff to several of the principles of Responsive Classroom.

The Gates School teachers spent the day attending a Responsive Classroom workshop. We learned more about the Responsive Classroom philosophy and are ready to implement Morning Meeting in all classrooms K-6. All classroom, special education, and lunch recess

assistants participated in a one-day Safety-Care training workshop. Safety-Care helps to provide a better understanding of students' challenging behaviors and also offers strategies to help prevent many behavioral incidents, as well as what to do if an incident does happen.

During this all-day workshop, McCarthy-Towne School teachers and specialists worked on updating Responsive Classroom techniques for the classroom and applying these same ideas to expected interactions between and among adults. We designed the workshop to encourage conversation and reflection about our teaching practices, problems of practice, and solutions.

At Merriam School we hosted a variety of Professional Learning activities to support our teachers and assistants. A math consultant led a full-day workshop for classroom teachers and special educators about *Investigations*, the new math program being used at Merriam. Members of our faculty presented morning workshops for assistants: one on literacy for all of our classroom assistants and one on de-escalation techniques and social thinking for our resource room special education assistants. Our district math specialist led an *Investigations* overview for all of our assistants in the afternoon.

R. J. Grey Junior High began the day with a presentation of its school improvement goals and areas of focus for professional learning time. The primary morning session introduced the school's intentions to explore areas of staff culture and the importance and impact that adult-to-adult relationships and engagement have on our work with, and for, students. The primary afternoon session was a presentation that outlined this year's inquiry work around practices relating to homework. The last workshop session of the day offered several different breakout sessions, ranging from using music in the classroom to developing student surveys for collecting feedback about courses to trainings for working with students who have visual or hearing impairments. The entire day involved all members of the RJ Grey staff, including classroom assistants.

The Acton-Boxborough Regional High School had three parts to the day.

Workload and Assessment ~ Several colleagues led us through an overview and mini-workshop of our next steps as a school in our work related to workload and assessment.

Making Caring Common (MCC): Working Together to Build Stronger Relationships and Community ~ Several colleagues presented MCC to the faculty. They addressed why we have chosen MCC as one vehicle to strengthen relationships with students and sustain a culture of caring at the high school; they presented data from student surveys to support this work. They also shared several ways that we will incorporate MCC.

Building Relationships to Support Our Students ~ The teachers and assistants in our specialized programs and our learning centers hosted presentations in their classrooms for faculty who have students in their classes who access special education services. The purpose was to build a stronger connection between regular and special educators on behalf of our students.

The second Professional Learning Day, on November 3, 2015, was designed to include all staff of the Acton-Boxborough Regional School District and to focus on our district goal: *To solidify our district commitment, PreK–12, to the social and emotional well-being of our students and staff and the promotion of a healthy, balanced life in a district with high expectations and high achievement.*

The day was organized into the following three distinct sections, each with its own structure and outcomes. Approximately nine hundred staff attended the early morning session. Close to seven hundred participated in the workshop sessions and attended the afternoon session.

Mental Health – Early Morning Session – State of the District

1. To understand the current mental health challenges of our students and families, PreK-12
2. To understand the current efforts, resources, and programs already in place in our schools, PreK-12

During this session, the K-12 Counseling/Psychological Services and the Elementary Nursing Services (in collaboration with School Physician, Dr. Jessica Rubenstein) shared district data regarding student mental health and wellness. Patty Higgins, Community Needs Assessment Chair, AB United Way, then presented a summary of their most recent community assessment, “A Glimpse into Our Community.” After Dr. Brand reviewed a handout detailing the many structures, programs and initiatives in place at ABRSD, the Early Childhood Coordinator/Preschool Services provided further information about the “Ready to Learn” initiative for PreK and K, and an Associate Principal provided information about the high school initiative, “Making Caring Common.”

Wellness – Late Morning Session – Workshops

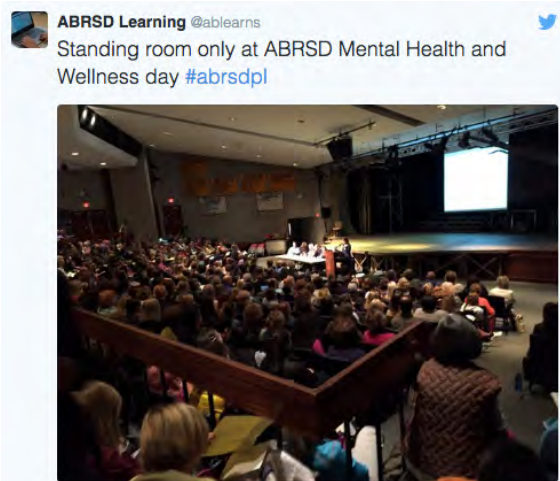
3. To model/learn wellness strategies for us (and have fun!)

This session provided all participants the opportunity to try, practice, learn, or model a wellness strategy . . . and to have fun doing so! All workshops took place either in or on the grounds of the ABRHS. Staff could choose two workshops from over twenty-five being offered, from fly casting and yoga to mindfulness and Zumba. Some workshops were participatory while others were more informational. Guest consultants and over thirty of our own staff facilitated these workshops.

Learning – Afternoon Session – Panel Discussion

4. To understand the impact of mental health challenges and related factors on learning
5. To learn strategies or resources we can take back to our respective schools and our work with students

This last session was organized as a panel presentation and discussion. Six ABRSD staff and community guests presented their area of expertise [School Refusal, Families in Crisis, Substance Abuse, Anxiety and Depression, Sleep, and Housing], the impact on student learning, and then some strategies for staff to use in their work with students. Upon conclusion of the panel presentation, time was set aside for staff to ask questions.



Teaching and Learning Work

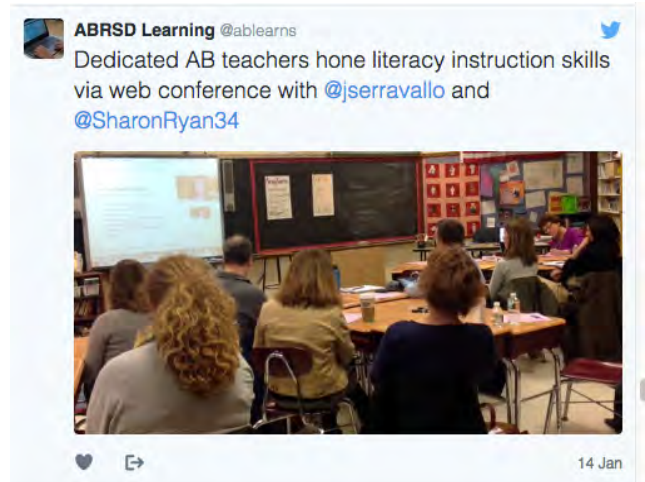
In anticipation of the State’s adoption of a new Science, Technology and Engineering Framework (STE), the elementary schools partnered with the Acton Discovery Museum, which provided a professional learning workshop at each district-wide grade level meeting this year. Local scientists and educators facilitated additional mini-workshops during the district-wide early release professional learning days.



The district also continued its work focusing on literacy in all grades, PreK-12. Matt Glover, an educator, principal, instructional leader, and nationally known literacy consultant on topics related to nurturing young writers and supporting their intellectual growth and development, worked with PreK and K teachers on supporting children’s emerging literacy skills. Lester Laminack, a full-time writer and consultant who works with schools

throughout the United States, modeled writing lessons, debriefed with teachers across grades K-8, and held an all-day Saturday workshop for forty-seven educators on the reading/writing connection. Educators also had a unique opportunity to web conference with Jen Saravello, former Senior Staff Developer at the Teachers College Reading and Writing Project and author of eleven books on the teaching of reading and writing.

Laughing and learning with Lester and AB colleagues.
@ablearns @lester_laminack



Disciplinary Literacy involves learning to read, write, reason and think in a discipline while simultaneously learning the key concepts and core ideas of that discipline. A second cohort of educators from RJ Grey Junior High School and ABRHS, along with administrators and representing the science, social studies, English, academic support, and special education departments, committed to working with *AdLit* consultants for two years in order to develop a knowledge base for how to implement disciplinary literacy in the classroom and schools. This commitment included full days of professional learning, continuous work on inquiry projects, observing each other's literacy work in the classroom, and sharing this work with school and department colleagues.

Family Learning Series

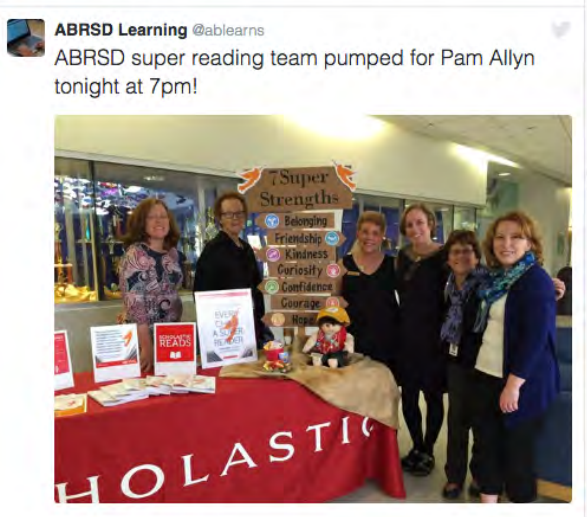
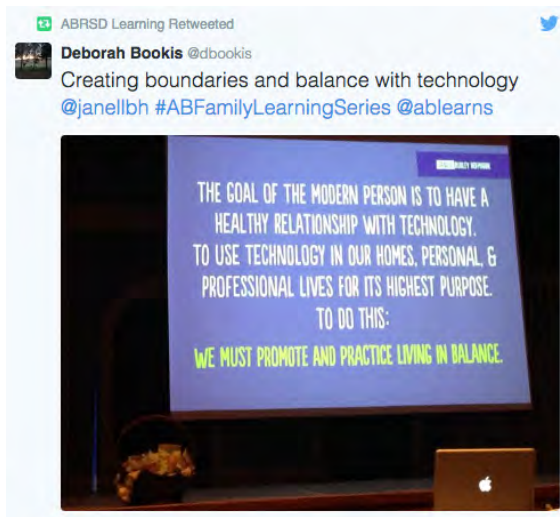
Building on four presentations on the three curricular areas that were made to the School Committee last year, a Family Learning Series (FLS) was created to help families better understand some of the shifts in teaching and learning and to be able to support their child's learning.

The 2015-2016 FLS included the following presentations:

- Pam Allyn: *Engaging Read-Alouds* for families of students in grades PK-3
- Amy Lucenta and Grace Kelemanik: *Thinking Through, In, and About Mathematics* for families of students in grades PK-6
- Matt Glover: *Early Literacy Learning* for families of students in grades PK-2
- Janell Burley Hofmann: *Digital Citizenship* for families of students in grades 3-12

- Heather Haines: *Mathematics and the Growth Mindset* for families of students in grades PK-6
- Melissa Stewart: *Celebrating “Aha” Moments* for families of students in grades PK-6
- Jill Foster, Denise LeBlanc and AB teachers: *From Curiosity to Discovery* for families of students in grades PK-6
- Pam Allyn: *Why Summer Reading?* for families of students in grades PK-8

The presentations that we were able to videotape as part of the 2015-2016 series can be accessed here: <http://www.abschools.org/families/family-learning/archives>.



Ready to Learn!

The Ready to Learn Initiative began in 2015, prompted by the need to discuss what the district values for early childhood education due to full regionalization; new State Frameworks in ELA and Literacy, Mathematics, and now Science, Technology and Engineering; and external expectations.

The first phase of this work consisted of an in-district conversation about early childhood education and coordination between preschool and kindergarten. The focus question was: How do young children best learn? We began by choosing two domains on which to focus and then formulated an inquiry question for each.

Domain: Play and Cognitive Development

Inquiry Question: What is the role of play in children's cognitive development?

Domain: Social and Emotional Development

Inquiry Question: How can we foster resiliency in young children so that they become increasingly responsible for their own social and emotional well-being?

The outcomes for 2015-2016 included a revised Kindergarten Screening form with questions that address social and emotional development, questions regarding self-help skills, and questions that are more inclusive of our ever-changing family dynamics. Also created was a trifold [*Ready to Learn: Preschool to Kindergarten Learning Continuum*] for families, educators, and the larger community that explains the social, emotional, play, and cognitive learning continuum; a play grid for incorporating more guided play into the daily activities of PreK and K students; and ideas to focus next year's Family Learning Series on Social/Emotional Development and Wellness and Mental Health, as well as provide more digital resources to the whole community. For more information please visit the AB Schools Wellness website: <http://abschoolswellness.weebly.com/ready-to-learn-initiative.html>



Outdoor Learning Play Spaces

During the spring of 2014, the Acton Public Schools applied for and received a Community Preservation Committee (CPC) Grant to fund the design of outdoor learning play spaces at the elementary schools. Four of the designs were presented in 2015 to the Acton CPC, which decided to support funding \$120,000 of our \$131,900 request. (Please note that the district will pursue other funding for a Nature Play Space at the Blanchard Memorial School.) The district will contribute \$33,700 worth of labor to make sure this project is collaborative, reasonable, and will draw on multiple sources of funding consistent with CPA guidelines. Construction will begin in the summer of 2016.

ELEMENTARY SCHOOLS

The six elementary schools – Blanchard, Conant, Douglas, Gates, McCarthy-Towne, and Merriam – have the following in common every year.

- Each has a School Council, as required by the Educational Reform Act of 1993.
- Vital parent involvement plays an active role in the life of each school. These parents sponsor numerous assembly programs that enrich their school's cultural and aesthetic life with musicians, storytellers, and other performers. They raise funds for schoolwide projects; provide volunteers for many in- and out-of-class activities, tasks, and services; staff the “Safe Arrival” hotlines; and sponsor school newsletters and other activities.
- A number of whole-school events take place, such as orientation programs for kindergarten parents and children as the school year begins, back-to-school night open houses in the fall, and a Memorial Day program in the spring.
- Students use computers, technology, associated software, and the Internet in various ways: to supplement the writing/composing process, to enrich or extend learning experiences in each curricular area, to strengthen the learning of concepts and practice of skills via the Internet.
- The faculty participates in professional learning through one or more of these activities: pursuit of formal course work, involvement in systemwide curriculum and instruction review and improvement projects, participation in the district-wide Professional Learning Day, and attendance at professional conferences and workshops. In addition, many teachers work with student teachers. Through their actions, every year the faculty shows that they are truly committed to the concept of being life-long learners.
- Each school has a reception or event to celebrate and honor the parents and volunteers who assist them during the school year.

R. J. GREY JUNIOR HIGH SCHOOL

R. J. Grey welcomed a total of 888 students, 445 7th graders and 443 8th graders, based on October 1, 2015, enrollment numbers for the start of the 2015-2016 school year.

We were fortunate to welcome several new colleagues: Jean Diesso, 7th-grade World Language; Cristina Jonson, School Psychologist; Tara Kirousis, Special Education Administrator; Kate Licari, Special Educator; Kelly McEwan, Special Education Assistant; Kristan Smith-Park, ASC Assistant; Beth Thoman, Special Educator; and Charlie Watkins, ASC Assistant.

Teaming, the fundamental core of RJ Grey, enables staff to create a strong web of support to enhance student success: a large school becomes a smaller school. After re-organizing our teams, we started this year with four teams per grade level and five core academic teachers on each team (English, Social Studies, Math, Science and World Language). The team model allows for consistent communication among teachers; issues can be addressed early, and students have an opportunity to develop close relationships with their teachers, as well as with a familiar peer group. Our team model is directly in support of our district mission statement: To prepare all students to attain their full potential as lifelong learners, critical thinkers, and productive citizens of our diverse community and global society.

This year, we continued to utilize a shift to a “house” model for organizing our Assistant Principals and Counselors. We have one Assistant Principal and two counselors dedicated to each grade; they will follow the students through their time at RJ Grey.

Seventh graders participate in an “exploratory program” that consists of Study Skills, Art, Music, and Minuteman Technology Lab I, each of which meets every other day for half the year. Exploratory courses for the eighth graders include Art, Minuteman Technology Lab 8, Drama, and Computer Literacy; these classes last for one-half of the year. In addition to the core curriculum, students can choose to participate in an elective in Band, Chorus, Drama, Engineer’s Workshop, or Sports & Fitness.

Students also take classes in Physical Education/Health. Starting a few years ago, a restructuring led us to combine our Physical Education, Health and Life Skills classes under one department head, Beth Viscardi. This allows these classes to share students on a rotating basis, while combined as one department for enhanced communication and shared curriculum delivery.

8th graders embarked on a new project in which they were evaluating Health Apps. Students tried out a new Health App of interest for a few days and then wrote up a critical review based on how user friendly it was, how likely they were to recommend it to a friend, what their favorite and least favorite features were, did the app require them to share any identifying or personal information. Students designed online posters using "s'more." Some topics included: heart rate counters or Interval Training timers, food trackers, recipe finders, meditation and Mindfulness, sleep trackers, and yoga apps, to name a few. Some students helped husk corn for the cafeteria, and others participated in food tastings/focus groups for food services.

Continuing with our efforts to meaningfully incorporate educational technology into our classrooms and the experiences of our students, we provided each of the eight teams with their own Chromebook cart. Shared amongst the team teachers, these Chromebooks allow students and teachers to utilize the Google platform and other web-based programs as a vehicle for various individual and collaborative learning activities. From peer editing to developing class presentations to conducting online research, team teachers capitalized on this resource, not as a way to replace the importance of direct engagement, but to enhance and supplement the various activities and instructional strategies being implemented in the classroom.

In an effort to reduce daily stress and incorporate reading as a daily practice during the school day, we have continued with our Silent Reading initiative. By making a few adjustments in our daily block schedule, we were able to incorporate a 20-minute period

every day when the entire school population participates in silent reading. Students and staff alike look forward to this time during their day when they can take some time to jump into their favorite book.

Poetry Fridays continued, as members of our student and staff community read a selected poem during the morning announcements.

In October 2015, RJ Grey (as well as the high school and elementary schools) received the results of the state-mandated MCAS (Massachusetts Comprehensive Assessment System) tests from the previous spring. We continue to be proud that our students' scores compared favorably with the top-performing schools in the state. This is a result of the high quality of teachers and teaching, an excellent curriculum, fine students, and the supportive families who make education a priority for their children.

We continue our commitment to the partnership between school and home by leveraging our technology, using daily emails, monthly online articles, Grey Matters, Twitter, and weekly communication notifications to keep our school community informed with up-to-date information. This year we continued our schoolwide expectation that all teachers maintain a course website that would include relevant information and resources related to their respective courses, along with updated information regarding current homework assignments and upcoming assessments.

The School Council, consisting of four parents, two staff members, and the principal, also addressed a wide variety of relevant issues and made recommendations to the administration that were very helpful. The School Council continued to have a strong voice in the development of the school and the overall school climate. An active P.T.S.O. organization (for families in grades seven through twelve) planned, organized, and assisted with many events at RJ Grey. The P.T.S.O. also sponsored evening programs designed to provide information about the schools and made funding available so that we could equip all students with planbooks free of charge. Funding from the parent organization also made it possible to purchase new furniture for the cafeteria annex.

For many students, learning and connecting with members of the RJ Grey community took place through our extracurricular programs. The interscholastic athletic program included teams in cross-country, soccer, field hockey, basketball, softball, track, and baseball. All participants on these teams paid an activity fee that helped to support these programs. The intramural program was available to all students, meeting either before or after school. These intramural sports included basketball and strength training. Our after-school activities, which included the Ski Club, Jazz Band, Speech and Debate Team, Chess/Board Games Club, Math Counts, Technology and Engineering Club, and the Yearbook, continue to be well attended by our students. We added Fit Club this year.

Through the involvement of the Student Council, students connect with each other in a number of ways. This group helped to plan school-wide activities, dances, selling Candy-Grams and other service-learning projects. In addition, several teams organized community service projects to support local organizations, such as the Coat Drive (hundreds of coats were collected and distributed to families in need), holiday Toys for Tots collection, fall clean-up day at several recreational areas in Acton, as well as an extremely successful food fund drive to support the Acton Food Pantry.

The school musical, “Bye, Bye Birdie,” was performed in December and included over 80 students in the cast, crew and student production, as well as the volunteer work of 45 parents. The Spring plays had over 40 students participating, and a spring production of One Act Scenes involved 40 students. The 7th- and 8th-grade Drama elective classes presented informal short plays for their peers during Grey Block. Mrs. Miller also teaches the 8th-grade Drama Exploratory class.

In June we held our Charity Ice Cream Social, “Empty Bowls.” Families were invited to this event, which showcased the students’ art and singing talents. Ice cream was served in bowls that were hand-crafted in art classes by 7th-grade students. The bowl serves as a reminder of the vast number of hungry families around the world and right here in our own community. The money raised from the event was donated to the Acton Community Supper and Acton Food Pantry.

Our “RJ Grey Cares” initiative continued this year; 100% of the funds collected from our staff was distributed to student families who are faced with financial hardship. Some examples of what this fund pays for are holiday gifts, winter clothing, and school supplies. We are thankful for the amazing generosity we continue to see from our colleagues.

Special events during the school year included Halloween Dress-Up Day, the Thanksgiving Assembly, Blue and Gold Day (school spirit day), pajama and hat days, a weekend day ski trip to Waterville Valley, the end-of-year seventh-grade trip to Kimball’s, the eighth-grade day at Canobie Lake Park, and the Student Recognition Assembly. Our student recognition program, “Everyday Leaders,” continued. Twice per trimester, RJ Grey teachers nominated students who demonstrated daily acts of kindness, enthusiasm, and respectfulness toward peers and teachers throughout the year. These students were treated to a lunch with Principal Shen.

At the end of 2016, we said goodbye to three retiring staff members: Kerry Byrne, Robin Crown, and Jean McDonald.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

Post-Secondary Education: The ABRHS Class of 2016 was comprised of 478 students; of these, 92% enrolled at four-year schools, while 4% continued their education at two-year colleges, prep, and technical schools.

Standardized Test Results: Average SAT scores for the 2016 senior class again exceeded those of state and national populations. Our average combined score for the SAT was 1274, which is 264 points higher than the average combined National score of 1010.

National Merit Scholarship Competition: Seventeen members of the Class of 2016 achieved semi-finalist recognition; sixty-seven others received letters of commendation.

National Honor Society: One hundred and one members of the Class of 2017 were inducted into the NHS in April 2016.

National Latin Exam: Results: 18 Gold (Summa cum laude); 13 Silver (Maxima cum laude); 10 Bronze (Magna cum laude); 3 cum laude; 3 perfect scores (one at Level II, one at Level III and one at level IV).

Academic Decathlon Team: During the 2015-2016 season, the team of nine regulars and eleven alternates won the Massachusetts State Championship for the 24th time in the past 25 years. A total of 28 Massachusetts high schools competed. In addition, the team placed 5th overall in the country out of fifty competing schools at the USAD National Championship.

Mathematics Team and Competitive Activities: In the 2015-2016 season, the AB math team finished first in the monthly competitions conducted by the Massachusetts Mathematics League. The team continued on to the state competition run by the Massachusetts Association of Mathematics leagues in April 2016 and placed second among large schools in MA. They then competed in the New England Association of Mathematics Leagues competition in May 2016 and finished third among large schools in New England.

In addition to team competition, seven students were finalists and three others were semi-finalists in the Massachusetts Mathematics Olympiad examination. Finalists included Andrew Li, Niket Gowravaram, Kenneth Wang, Akshay Karthik, Aaron Chen, Anmol Sakarda and Andrew Wang; semifinalists, who placed in the top 5% statewide, were Sid Salunke, Kevin Kuang, and Mayank Mali.

In the national American Mathematics Competition (AMC), thirteen students placed in the top 10% nationwide, and two of these, Niket Gowravaram and Kenny Wang, advanced to the third level of this competition – the United States of America Mathematics Olympiad (USAMO).

Speech and Debate: The team, composed of over one hundred students from grades 9-12, competed in nine local and several regional invitational tournaments during the season from October to April, as well as qualifiers for Nationals, State Championships, and National Championships. Students compete in a variety of events: Public Forum and Lincoln-Douglas Debate; Student Congress; Children’s Literature, Play, Prose and Poetry Reading; Duo Interpretation; Declamation; Original Oratory, Group Discussion, Dramatic Performance; Impromptu and Extemporaneous Speaking. As a member of the Massachusetts Speech and Debate League, the Boston Diocese of the Catholic Forensics League (non-denominational), and the National Speech and Debate Association, the team is matched against schools across the state and consistently places students in the final rounds. Students can earn qualifying bids to represent AB at the State Championships in April through their participation at local tournaments.

2015-2016 was a record-setting year in terms of the number of students we sent to States; results included the team sixth place at State Speech and Congress Championships; first, second, fourth and fifth places in Group Discussion; second and fourth places in Impromptu; and fourth and fifth places in Congress. At the State Debate Championships, the team took second place overall, first and sixth place in Varsity Lincoln Douglas Debate, fifth place in Public Forum Debate, and second and sixth place in Novice Lincoln Douglas.

The team’s top competitors also competed at Harvard University’s Speech and Debate Invitational, the National Speech and Debate Association’s National Qualifying Tournament, and the qualifier for the National Catholic Forensics League’s National Tournament. In 2015-2016, eleven of our students earned the right to represent our local leagues at the two season-ending national tournaments. One student advanced to semi-finals in Congressional Debate.

One senior earned the Academic All American award given by the National Speech and Debate Association to seniors who have combined scholarship with success and dedication to forensics competition and service. The team was also recognized by the National League as a member of the 200 Club for our degrees of honor earned and new membership for the 2015 -2016 school year, placing the team in the top 5% of high schools in the nation who participate in this activity.

Athletics: During the 2015-2016 school year, participation in athletics slightly decreased, with 1,774 students in grades 7-12 participating.

State championships were won by Field Hockey and several individual swim members. League Championships and playoffs were reached by girls' and boys' volleyball, girls' soccer, girls', boys' soccer, girls' basketball, baseball, boys' lacrosse, boys', girls lacrosse, boys' and girls' tennis.

Numerous AB student-athletes received All Scholastic honors from the Globe and Herald newspapers.

Proscenium Circus: Proscenium Circus (PC) is an educational theatre community for and by students to open and question the world. The student theatre at ABRHS, PC functions as a teaching and working theater. In addition to offering outstanding professional theatrical training in over 14 specialized areas, PC produces four mainstage shows throughout the year, as well as over twenty smaller productions. The 2015-2016 mainstage season included the musical, *Into the Woods*; a winter play, *The Man Who Came to Dinner*; and spring play, *The Foreigner*. PC entered both the Massachusetts Educational Theatre Guild (METG) and International Thespian Society (ITS) festivals with the world premiere of 'Monster.' 'Monster' was awarded the best production in the state by ITS, was one of 14 schools to make it to the state level of MERG, and received over twelve individual awards, from best ensemble to best costumes. Over 120 students participated in the newly piloted 24-hour class play program. Proscenium Circus re-chartered their International Thespian Society troupe, the honor society for theatre students, and inducted 48 students.

PLADD (Peer Leaders Against Destructive Decisions): PLADD, a merger of Peer Leaders and Students Against Destructive Decisions, is a student-centered organization focused on promoting healthy decision-making for youth in the community. Students worked on a variety of activities throughout the 2015-2016 school year to increase awareness of how destructive decisions can impact students, and the AB community as a whole. Activities included meetings and gatherings that focused on destructive decisions and alternative options through conversation, poster making, awareness week, and school resource officer visits. PLADD students were trained by the school resource officer to facilitate I-SAFE alcohol/drug awareness programs for the elementary schools, including fielding questions on issues of drug/alcohol use, social culture of the high school, and general issues of adolescent development. Plans for the 2016-2017 school year include elementary school visits and a focus on promoting mental and physical health/wellness.

Student Council: The Student Council meets weekly to plan all-school activities and to review school policies directly affecting the student body. Money raised by these activities is donated to charity or used to purchase items that enhance student life at the high school. Five representatives are elected from each class, and an executive board is elected annually

from these twenty members. Any member of the student body is welcome to attend Student Council meetings. If a student decides to participate on a regular basis, he or she can become a walk-on member.

“Window Seat”: Acton-Boxborough Regional High School's Art and Literary Magazine annually publishes three issues of student poetry, prose, lyrics, essays, narratives, translations, and various forms of art. Club members and student leaders write, edit, design, print, publicize, and distribute the magazine on their own. Every week, members write creatively in a workshop setting to generate submissions for the magazine. The magazine also welcomes and encourages any students at AB to submit their art or writing for publication, regardless of club membership or participation. “Window Seat” students also worked in conjunction with the Robert Creeley Foundation to publish work from the 2016 Robert Creeley award-winning poet, Tracy K. Smith. The magazine also publishes the work of the Helen Creeley student poetry prize-winners, a competition for student poets that awards the winning students a cash prize and the honor to be an opening reader for the Robert Creeley award-winning poet. Poems submitted for the competition are published in the magazine's spring issue, along with artwork generated by the Foundation's Broadside Project. Students in officers' positions in "Window Seat" gain leadership experience in collaboration, design, publishing, marketing, finance, fundraising, and publicity. To supplement the budget allotted by the school, students conduct fundraising in the local area. Students also establish and maintain a web presence for the magazine at <https://abwindowseat.wordpress.com>. Meetings are held weekly on Thursdays; layout and magazine design sessions occur three times yearly.

The Spectrum: The staff of the school newspaper, *The Spectrum*, continued to develop their online presence, www.thespectrumabrhs.com. Staff participated in a student journalism program offered by the Harvard *Crimson*, worked hard to recruit new writers and editor, and covered the wide variety of activity at the high school and in our communities.

Career Education Activities: The Career Education program focuses on helping students develop their interests and make choices that will help them explore career paths. Our main areas of activity are the Career Speaker program (offered three times each year), a Job Shadowing program, the Senior Seminar class, and the Senior Internship program. Over 250 students attended one or more career speaker events, each of which featured 10-12 local speakers in a variety of career areas; more than 110 students took part in half- or full-day job shadowing opportunities with professionals in a vast array of careers; nearly 150 seniors took the Senior Seminar class, and of these, 122 spent the last three weeks of senior year working full-time as interns with volunteer career mentors.

Senior Community Service Day: On Friday, April 29, the Class of 2016 organized the 22nd annual Senior Community Service Day. The day began with the annual Senior Breakfast, where the faculty and administration cooked a wonderful breakfast for the seniors at the school. Then the students spent the day volunteering in and around Acton and Boxborough. Over 428 students could be seen all over the community in matching T-shirts raking leaves, clearing paths, and planting gardens.

Community Service Activities: The school's “Accept the Challenge Program” encourages every student to become involved in some way in volunteer activities – during the school year, during the summer, or both. Unlike surrounding communities, A-B does not have a community service graduation requirement; even so, community service is a strong part of

the culture at A-B. During the school's twentieth annual Community Service Awards Night on January 13, 2016, we celebrated the students' accomplishments and recognized that our students volunteered over 72,000 hours this year. We also celebrated the life and works of Dr. Martin Luther King, Jr. at this event.

Energy and Resource Conservation: ABRHS continues to focus on energy and resource conservation. Electricity consumption has decreased 27% over the last five years, resulting in both cost savings and a reduced environmental footprint for the school. This reduction is due to efficiency projects in both lighting and mechanical equipment, as well as a strong commitment to energy conservation by faculty and staff. The Resource Force student team is actively engaged in highlighting energy conservation and is working on an innovative "circuit-level metering" project, looking at highly granular electricity data for the high school.

The high school also has a strong commitment to recycling and composting. In the cafeteria, students sort out compostables and recyclables from their lunch stuff with coaching from their peers at two student-managed sorting stations. The result is that compostables and recyclables now compose 75% of the stream from the cafeteria, leading to a dramatic reduction in solid waste. In addition, the kitchen is capturing recyclables and compostables; sawdust from the woodshop is composted as well! In addition, the student Recycling Club manages the weekly pickup of recyclables from classrooms and offices.

STUDENT SERVICES

During the 2015-16 school year, our Student Services Department provided a wide range of services to students, ages 3-22. Our specialized staff includes special educators, English Language Education teachers, related service providers such as speech-language pathologists and occupational therapists, counselors, and nurses in each school building. The program components and services provided throughout the district are outlined below.

Early Childhood Services

The Carol Huebner Early Childhood Program continued to provide an integrated learning environment for preschool-aged children. Students with identified special education needs and those who are developing typically are educated side-by-side, meeting required Individuals with Disabilities Education Act (IDEA) regulations to educate children in the least restrictive environment. We provided half- and full-day programs to children from ages three to five years, across nine sessions (three full-day and six half-day, meeting four days per week). One hundred twenty five students were enrolled in the program by the end of the 2015-2016 school year. Additionally, we supported 22 preschoolers with drive-in services that included speech-language therapy, physical therapy and occupational therapy.

During the summer and into the fall of 2015, a combination of early childhood staff, kindergarten teachers, and administrators came together and discussed what the district values in terms of early childhood education. This group of educators focused their research and development on answering the question, "How do young children learn best?" The group identified Play & Cognitive Development and Social & Emotional Development on which to focus their work. Outcomes included revising and implementing the Kindergarten Screening Form and developing a trifold for families, educators and the community that

outlines a Learning Continuum of Social/Emotional Development and Play/Cognitive Development for 3-6-year-olds. In the spring of 2016, Early Childhood Staff attended the 14th Annual Conference for Early Childhood Educators, which focused on Developing Executive Control and Self-Regulation Skills in Young Learners. This conference provided staff with practical strategies to teach young learners to think in an organized way, manage their emotions, and initiate tasks.

Special Education

The Special Education Department has a dedicated staff of special educators, speech-language pathologists, school psychologists, occupational therapists, physical therapists, and behavioral specialists. These specialists and trained assistants address student needs in both the general education and special education settings.

The Acton-Boxborough Regional School District offers a continuum of specialized services from the preschool level to the age of 22. Learning Center programs, specialized programs, and related services are provided to meet the needs of individual learners. All programs emphasize skill development and skill remediation, along with the development of self-advocacy skills for greater independence and responsibility for learning.

Special education regulations require students be educated in the least restrictive environment, alongside typical peers whenever possible. To ensure that a continuum of services is provided in the public school setting, program design, review, and development are essential.

Our speech-language pathologists (SLPs) engaged in professional learning opportunities that focused on speech-language therapy models within the general education setting. Districtwide, the SLPs continued to work collaboratively on eligibility guidelines, reflect on evaluation procedures, and share professional resources.

The motor staff, which includes Physical Therapists, Occupational Therapists, and a Certified Occupational Therapy Assistant, provided related motor services across the district for students ages 3 through 21. Therapists have been incorporating more collaborative strategies and movement opportunities for students within various buildings. Staff have increased their data collection measures for students in order to consistently document skill progression.

The department engaged with parents regularly in order to support open dialogue between parents and guardians and school personnel. The A-B Special Education Parent Advisory Council (PAC) is an integral part of the Student Services organization, meeting regularly with the Special Education Director with suggestions and parent input on a wide variety of issues. PAC monthly meetings supported parents/guardians, offering learning, networking, resources, and other family supports.

Counseling and Psychological Services

Our Counseling and Psychological Services team continues to place the highest value on creating an environment that is not only safe but also nurturing for every student to learn and grow.

In the spring of 2016, students in grades 6, 8, 9, 10, 11, and 12 participated in the Youth Risk Behavior Survey through a partnership with Emerson Hospital. We will share these results with the district and the community during the 2016-17 school year. Additionally, nearly 3,000 students in grades 6-12 completed a Challenge Success survey to share their thoughts about stress, homework, sleep, parental expectations, academic goals and integrity, and extracurricular commitments.

Counselors and psychologists worked with students to anticipate daily student stressors that might contribute to potential problems and crises. The counseling department referred students and their families to appropriate agencies as needs were determined. Daily issues for students included, but were not limited to, attendance issues, stress management, and a wide range of mental health issues.

In order to promote continued high academic achievement and support for students, counselors assisted students in the college planning and application process, as well as other post-secondary planning activities. The goal has been to ensure students have a plan after graduation with coordinated personal goals.

Specific to the high school, the Counseling Department has a Student Support Team (SST) that complements the work of the state-mandated Child Study and Student Assistance Teams. These teams allow counselors, psychologists, nurses, alternative program staff, special educators and administrators to meet regularly to discuss at-risk students and to promote a safe school culture. In addition, effective communication and a strong sense of collaboration between the school resource officers and school officials continue to be critical components of our commitment to safe schools. Our school resource officers work closely with building principals and administrators to develop personal relationships with students and faculty to ensure a visible presence within all schools. In addition, they provide professional networking and liaison support, crisis intervention, and consultation.

During the 2015-2016 school year, counselors and psychologists continued to train students annually on the warning signs of depression and suicide by delivering the Signs of Suicide (SOS) curriculum to students within small instructional groups. Junior high students met with counselors to discuss wellness and coping strategies to help them deal with stress.

At the elementary level, counselors and psychologists created a website to familiarize parents with the counselors and psychologists in their school. The new website is a great resource with various articles and ideas to help students and parents. It's important for families to know the counseling staff in their building and become comfortable working with the staff. The counselors and psychologists worked closely together to review the most current assessment practices and fine-tune their skills to respond to student stress and anxiety.

The counselors and psychologists spent time throughout the year learning and collaborating with various community counseling agencies. Staff visited multiple sites to better understand the experience the students and families of Acton-Boxborough have when participating in counseling sessions. The partnership between outside agencies, home, and school is paramount to a student's success.

Health and Nursing

Our Health and Nursing Department continued involvement with the DPH (Department of Public Health) Essential School Health Services Grant (ESHS), which has brought approximately \$250,000 to the district over time. This grant was renewed and continued to provide financial assistance to the district for the purpose of staffing, direct care, nurse leadership, and professional learning.

To support students and staff, the nurses worked on restructuring school district paperwork related to field trips, designed to reflect medical implications reflective of DPH medial delegation rules and nurse practice.

Nurse leaders updated the district e-learning modules for life-threatening allergies and bloodborne pathogens to align with current research, including a quiz to check for understanding. These online modules ensured that district staff were trained and provided nurses with the ability to track quiz scores and determine whether additional training was necessary.

In addition, school nurses provided support by organizing and staffing flu clinics for staff and community members, obtained free Epipens through a grant program (kept on-hand in our schools and administered in the case of anaphylactic reaction). The nurse leaders co-chaired the Superintendent's Wellness Committee, which resulted in a comprehensive report on the topic of sleep and its implications for our students and the larger community. This is an area in which the district is looking to implement change.

English Language Education Program

The English Language Education Program (ELE) continues to address the ever-growing number of students requiring support from the ELE program (currently nearly 225).

We addressed Massachusetts Department of Elementary and Secondary Education (DESE) Rethinking Equity and Teaching for English Language Learners (RETELL) requirements for teachers and school administrators. DESE asked ABRSD to host two Sheltered English Instruction (SEI) courses for teachers, and through those, we trained approximately fifty teachers in strategies to support English learners. Our ELE team also presented to staff across the district to educate them about the RETELL Initiative and requirements for the endorsement related to teacher licensure renewal. Additionally, our administrators began training during the 2015-16 school year in a required SEI course for school administrators. This year, our ELE staff also began an English Language Education curriculum, as mandated by DESE.

Because of its moderate incidence rate of students requiring ELE support, ABRSD continued to receive federal grant funding under Title III. This grant supplements programming for students who are English learners, as well as supports parent

engagement and professional learning. Through this grant, we offered an English as a Second Language (ESL) beginner class to parents at the Acton Library during school hours. Our Title III grant also provided summer school programs for over 70 students for the third summer in a row, expanding to include three classes and to allow incoming first-grade students to attend. Our ELE Department also hosted a Community Resource Fair in March for our families, with support from our PTOs and other community participants that included the Hudson-Maynard Adult Learning Center, AB Community Education, ABRHS Counseling, the Acton Latino Family Network, and the Acton Public Library. The Title III grant also funded data management software, ELLevation™, to help manage our ELE program.

Conclusion

During the 2015-16 school year, the ABRSD Student Services Department supported district students, staff, and families with specialized services, professional learning opportunities, regulatory guidance, and more. We continued our focus on supporting health, safety, and well-being across the district.

HEALTH AND PHYSICAL EDUCATION

Physical Education at the Acton-Boxborough Regional High School is an integral part of the education process. Physical and Health Education are graduation requirements, meeting the Massachusetts Department of Elementary and Secondary Education state requirements and following the National Standards for Physical and Health Education curriculum. Fitness for Living is our Grade 9 integrated Health and Physical Education course. The goal of this wellness education program is for students to learn about and develop accurate information about health and fitness. Students will learn about and discuss risk prevention topics, such as Stress Management, Teen Dating Violence, Sports Health, Decision Making, CPR and First Aid, Substance Abuse, Media Literacy, Cardiovascular Fitness, and Nutrition. Students in grades 10-12 are instructed in a variety of physical education and movement activities. These activities are designed to develop emotional well-being, strength of character, sensitivity to the differences of others, as well as a sense of citizenship, self-worth, and identity. Students have the opportunity to participate in team games, group fitness, and cooperative activities. Some examples of the sports and activities include archery, aerobics, body bar and step aerobics, badminton, flag football, Frisbee, dancing, disc golf, soccer, speedball, tennis, softball, volleyball, fitness center, mixed games, water aerobics, Pilates, and Yoga. Once a year, the ABRHS Physical and Health Education Department organizes a Health and Fitness Day. This day is dedicated to encouraging more physical fitness and involves the whole high school community to “get up and move.” Students and staff members walk around the track, Zumba, and play games of Frisbee.

The Junior High Physical Education experience complements the total educational development that students follow during their two years at RJG. Students follow a curriculum that guides them through a host of experiences centered on developing a healthy lifestyle. Skills and activities are introduced through progressions, and each unit builds upon previously learned skills. Students experience a wide variety of life-long activities that they can carry with them the rest of their lives; these include tennis, basketball, floor hockey, and volleyball. Fly casting was a well-received and exciting new addition to the curriculum.

Health education at RJG promotes the resiliency of its adolescent students. Health educators facilitate lessons that encourage positive decision-making with regard to mental, physical, and social health. Students are challenged to examine the short-term and long-term effects of health-related decisions. The ultimate goal is for adolescents to act independently in promoting their own health, seek resources when necessary, and contribute to public health issues.

At the elementary schools, Physical Education is a meaningful experience for students and prepares them for Junior High School. Students are exposed to a wide variety of exercises, games, skills, rules for sports, and some adventure challenges. The Elementary Physical Education Department follows our State and National Guidelines for curriculum. Due to new state mandates, two new assessments have been added to the curriculum. All 2nd-grade students are tracked on their ability to self-turn a jump rope throughout the year. In addition, all 4th-grade students are assessed on their skill of overhand throwing. All six elementary schools hosted "Back to School Physical Education Nights." These were family events where parents and students came to the gyms at night to experience a typical day in physical education. It was fun and exciting to see parents playing alongside students.

PERFORMING ARTS

At the Acton-Boxborough Regional High School, the band and chorus programs continued to flourish as they performed in and around our community, and elsewhere. In addition to marching in our own Acton Memorial Day Parade, the band marched in a number of parades outside of our community, including the Marlborough Labor Day Parade, the Boston Columbus Day Parade, and the Quincy Christmas Parade (where they took 1st place). The ABRHS Band traveled to Washington D.C., where they marched in the National Cherry Blossom Festival Parade. The choral department put on an outstanding talent show, traditionally known as "Cabaret." Thirteen of our student musicians from band, chorus, and orchestra were selected to perform at the MMEA Eastern District Festival held in January; nine of them earned All-State recommendations. Our Madrigal Singers put on a Madrigal Dinner for the community at which they performed a renaissance-style dinner theater. [See the High School entry for information about Proscenium Circus.]

In 2016 an exciting new addition to our school music program was approved for our FY17 budget. We will add a string program to our junior and senior high school programs. The elementary program will be instituted over the two years following.

At the R. J. Grey Junior High School, the eighth-grade band and chorus each participated in the Great East Music Festival, held at West Springfield High School in May. They each earned a Platinum Medal for their outstanding performances (highest ratings). The JHS musical, "Bye, Bye Birdie," had a terrific run of performances with a huge cast of approximately eighty students involved. Twenty students were selected to perform in the concert band, orchestra or chorus at the MMEA Eastern Junior District Music Festival held in March. The seventh- and eighth-grade band marched in the Boxborough Memorial Day Parade.

At the elementary schools, the Beginning and Advanced Bands performed very well in their Winter and Spring Concerts. The bands also performed at each school's Memorial Day assembly, along with songs and poems performed by individual classes. The choruses sang

in a Pan Choral Concert with members of the junior high and high school choruses. The combined Acton Elementary School Bands marched in the Acton Memorial Day Parade, while the Blanchard Memorial Elementary School Band marched in the Boxborough Memorial Day Parade. A very special honor was earned by the Blanchard Band as they received a Gold Medal for their outstanding performance at the MICCA concert festival.

VISUAL ARTS

Throughout the school year, student efforts and accomplishments in the Visual Arts program were exhibited in each of the eight schools and the High School Administrative Conference Room, as well as off-site venues. Student artwork appeared in various school newsletters.

Acton-Boxborough students continue to garner awards in the annual Boston Globe Scholastics Art Awards competition. This year students received five Gold Key awards, six Silver Key awards, and seventeen Honorable Mention awards for their artwork. Gold Key winners were honored at ceremonies at the Museum of Fine Arts, Boston, and their winning work was sent to New York for the national judging.

Visual Arts students had the opportunity to participate in a variety of art shows during the school year. High school Portfolio students presented their work at the annual "Elections" exhibit held at the Acton Memorial Library. Photography student work was included in a show of Massachusetts High School Student Photographs at the State Transportation Building in Boston. Acton-Boxborough Portfolio Class students also participated in a sixth year of an interdisciplinary unit of study between the English and Visual Arts Departments. Collaboration included multi-grade levels of students in English and Visual Arts classes working together and connecting with the community-based Robert Creeley Foundation. Portfolio students created broadside designs to accompany 2016 Creeley Foundation Award Winning Poet Tracy K. Smith's work. One student's artwork was chosen for the broadside design, which was printed in a limited edition and is available for purchase to benefit the Foundation.

Two Acton-Boxborough Regional High School students were chosen to participate in Art-All State at the University of Massachusetts, Dartmouth. This is a competitive program that provides high school juniors the opportunity to work with professional artists and teams of their peers to create installation art. Students visited galleries and museums in New Bedford as sources of inspiration for this collaborative work. Acton-Boxborough was one of the interview sites for students applying to Art All-State. Three Acton-Boxborough High School art teachers were among those serving on interview teams. The Visual Arts Director serves on the Art All-State Advisory Board and was the coordinator for the ABRHS interview site.

The eighth-grade art teacher at RJ Grey continued the tradition of the "Rotunda Project." This project involves all sections of Art 2 students creating artwork that is displayed in the rotunda in the main entrance area of the school. This installation changes yearly.

For several years the seventh-grade art teacher at RJ Grey has organized an "Empty Bowls" project where grade 7 students create hand-built ceramic bowls that are used and sold during an ice cream social held at the school. The proceeds from the sale of these bowls

is donated to the Acton Community Supper and Acton Food Pantry. In December the high school art teachers organized a sale of student-created "wearable" artwork, the proceeds of which supported the Acton Food Pantry.

During March and April, Acton-Boxborough student artwork was exhibited in Youth Art Month Shows at the State Transportation Building in Boston and the Worcester Art Museum. "Students Make Their Mark," an exhibit of representative student artwork from each of the eight schools, was on display at the Acton Senior Center during the month of April. The work of thirty-nine students was included in this K-12 exhibit. The K-12 exhibit, "People," was held at the Sargent Memorial Library and included the artwork of forty-seven students representing all eight schools in the district.

The art and music teachers at McCarthy-Towne continued to work collaboratively to offer monthly experiential workshop for students highlighting the integral connections between art and music. Concepts such as rhythm, shape, composition, and pattern were explored through movement, storytelling, painting and sculpture.

In May, the K-12 Visual Arts staff participated in a Professional Learning workshop at the Peabody Essex Museum in Salem. The day included a PEM staff-led pre-opening tour of the exhibit, "Rodin: Transforming Sculpture." The K-12 art teachers worked collaboratively in the museum's art studio to create sculptures that were temporarily installed on site.

The art teacher at Gates worked with a local artist who visited the school to share his sculptural work and career as an artist. The art teacher also organized a school-wide exhibition of student artwork in the spring for the school community and parents.

The Conant art teacher served on the Massachusetts Art Education Board as MAEA conference committee chair and editor of the MAEA Newsletter. She also was nominated for the MAEA Elementary Art Educator of the Year by the Visual Arts Director and received this award at the MAEA Spring Conference at Massachusetts Museum of Contemporary Art, North Adams.

The Visual Arts Director serves on the Massachusetts Art Education Board as Administration and Supervision Director. She also serves on a national Ad Hoc committee of six members for the National Art Education Association, developing a proposal for a national art competition for high school students.

The Visual Arts Director was one of 35 National Art Education Association Research Team delegates who traveled to Cuba in the fall, visiting schools and cultural sites to research the role the arts play in the general community, as well as the place the arts have in education. The director was one of the delegates from this trip who made a presentation on the Cuba research at the National Art Education Conference in Chicago in the spring.

EDUCATIONAL TECHNOLOGY

On behalf of the Department of Educational Technology (EDTech), the Acton-Boxborough Regional School District was awarded the Digital Connections Partnership Schools Grant in 2016. The grant, which is funded by the Massachusetts Department of Elementary & Secondary Education (DESE), is a competitive, matching state grant program designed to support schools in the Commonwealth with costly infrastructure projects that bolster

wireless networks and support 21st century learning. Details of the schools that were impacted by this grant are as follows:

Acton-Boxborough Regional High School: Purchase and installation of seven high speed, high capacity wireless access points (Aruba 215 Model) using new Cat6 cabling. Relocation of 22 existing access points into the classrooms.

RJ Grey Junior High: Purchase and installation of 24 high speed, high capacity wireless access points (Aruba 215 Model) using new Cat6 cabling. Relocation of seven existing access points into the classrooms. Installation of three (PoE) Cisco switches in the network closet of the 300 Wing.

Blanchard Memorial: Purchase and installation of 31 high speed, high capacity wireless access points (Aruba 215 Model) using new Cat6 cabling. Installation of seven (PoE) Cisco switches that provided a 10GB uplink to JH MDF.

McCarthy-Towne/Merriam: Purchase and installation of 24 high speed, high capacity wireless access points (Aruba 215 Model) using new Cat6 cabling. Relocation of 17 existing access points into the classrooms. Installation of a 12 strand SM fiber cable between PDB and JH MDF.

The total cost awarded to the district was \$200,000.

The wireless upgrade allowed EDTech to add more classroom technology for students across the district. Fiscal year 2016 requests included funding to support 14 additional K-3 classrooms with iPad learning centers, six additional 4-6 classrooms with dedicated ChromeBook carts, and additional technology resources very much needed in our library/media centers. Chromebook carts were also introduced at the RJ Grey and High School. All of these purchases provided our students with 21st century learning tools in support of the Teaching and Learning Department's school-based curricular goals.

In 2015-2016, EDTech continued its support of the "Innovative Learning Program" (ILP). Developed in 2013 as a way to promote more innovation in the classroom, the ILP provides teachers an opportunity to create leading-edge learning opportunities for their students. The year-long program calls for teachers and staff members who are interested to submit proposals that define a clear student learning goal or goals and to address the need for specific technology to support those goals. If accepted into the ILP cohort, the educator receives the needed technology and participates in a year-long Professional Learning course with other ILP colleagues. The course provides an opportunity for these educators from all levels within the district to share their challenges and successes, attain skills that support innovative practices, and attend various workshops or conferences to support their goals over the entire school year. In the 2015-2016 school year, we had 17 teachers accepted to the program.

The ILP program also provided EDTech with a much more authentic and fiscally conservative approach to bringing more effective and meaningful technology into the classroom, because the program ultimately provides a "bottoms-up" demand for tech needs. As compared to many districts that may simply "blanket" an entire grade level, content area, or school with technology, demand for classroom technology in AB starts with teachers – teachers who have shown proven success of what these resources can do in their

classroom through the use of the ILP program. As a result of seeing teachers successfully use technology in their classroom, their grade-level or school-based colleagues, in turn, seek the same resources to support their students and their classroom learning goals. Specifically, it is through the ILP program that we are confidently providing the iPad learning centers and Chromebook carts, previously mentioned in this report, to our classrooms.

Finally, through the use of our newly established EDTech media services, the district launched a new YouTube channel that can be found on the district website. The channel provides resources for community members and AB staff. Most of the videos are filmed and edited by students throughout the school year. Along with providing more opportunities for students across the district, we do hope this outreach provides another channel to better engage with our community and let the citizens of Acton-Boxborough become more familiar with what's happening in the district. For Acton-Boxborough citizens, also make sure you listen to WHAB 89.1FM. Our radio station is one of approximately a dozen FCC-licensed high school radio stations in Massachusetts!

SUMMER SCHOOL

The Acton-Boxborough Regional School District Summer School serviced 407 students. Although the vast majority of students were from Acton and Boxborough, 23 students from twelve other communities enrolled in summer courses. Per usual, there was a wait-list for the desirable early morning and evening Physical Education class sections. Eleven students took online courses for enrichment.

Maurin O'Grady served as director of the 2015 summer school session. As in previous years, Acton-Boxborough Regional School District Summer School is a self-funding program. Tuition receipts allow us to continue offering first-rate summer educational programming for students in Acton, Boxborough, and the surrounding area.

COMMUNITY EDUCATION

The Community Education office is located in the Administration Building, 15 Charter Road, Acton. Its staff organizes, staffs, and directs the following programs and activities:

Day and Evening Classes: Each year, Community Ed. offers 2,000+ classes for children, teens and adults. Classes and other programs are posted on the Community Ed. website: <http://abce.abschools.org> and advertised in *INTERACTION*, the course catalog that is mailed four times a year to over 21,000 area homes. More than 10,000 students enroll in classes annually.

Extended Day: To meet the needs of working families in the Acton and Boxborough communities, Community Ed. offers high quality before- and after-school care for over 250 children in grades K-6 at three sites: the Administration Building, the Conant School, and the Gates School. Our programs offer children the opportunity to play, explore, create, and make friends in a safe, stimulating environment. We also provide enrichment activities through mini-classes, special events and homework tutoring to complement classroom learning. These programs are self-sustaining, funded entirely by the tuition and fees.

Private Music lessons: Community Ed. offers private music lessons for both students and adults. In the past year, fifteen professional music instructors provided lessons to over 150 students.

Summer Day Program: Located at the Administration Building, this program offers weeklong sessions to 80+ children per week in grades K-6. Activities include: Arts and Crafts, Music and Drama, Cooperative Games, Red Cross Swim Lessons, Free Swim, and Special Events.

Vacation Week Programs: During school vacations, Community Ed. runs childcare programs that include field trips and enrichment activities. Community Ed. also offers one-day programs on the school district's "no school" days (e.g., staff professional days, Veterans Day, Columbus Day) to assist parents who need childcare.

Youth Winter Basketball League: Over a 12-week period, more than 700 boys and girls in grades 3-12 participate in weekly practices and league play. The league is staffed by more than 150 volunteer coaches and league directors and over sixty paid student and adult referees.

Driver Education: Community Ed. runs a Registry-approved driving school, offering classroom instruction and on-road training to 300+ students annually. It offers Saturday license test exams in partnership with the RMV.

Pool Programs: Community Ed. runs a wide variety of classes and activities at the ABRHS pool. These include year-round children's swim lessons, youth swim teams in the summer and during the school year, master's competitive swimming, morning and evening lap swim, adult swim lessons, water walking and exercise classes, lifeguarding classes, and open swim.

Fitness Center: Community Ed. works with a team of volunteers who supervise public drop-in hours at the ABRHS Fitness Center.

Scheduling Use of School Fields: Little League, Softball, Pop Warner, Youth Lacrosse, and Youth Soccer, as well as individuals, businesses, and community organizations, receive permits for school field use through Community Ed.

Scheduling Use of School Buildings: Use of the eight school buildings outside of school hours is scheduled through Community Ed.

Snack Shack at Lower Fields: Community Ed. operates the snack shack at the bathrooms/concessions facility at the Lower Fields.

Community Education receives no funding from the school district or towns and runs all programs on a self-sustaining basis. Monies are returned to the district to use for space and equipment. For more information about Community Education and the programs that it offers, call (978) 266-2525 or visit our website.

FACILITIES AND TRANSPORTATION

The Facilities Department was fortunate to work this previous year with Dore and Whittier Management Partners to complete a comprehensive districtwide facilities and grounds assessment and inventory as phase one of a two-phase master plan. This work has already proven invaluable as the district works to prioritize and proactively plan our capital projects over the coming years. All of this work is highlighted in detail on the Facilities website; we are pleased to be able to share these comprehensive reports with the general public.

The district is proud to be a state leader in energy efficiency. This achievement yields cost savings, reduced carbon emissions, and excellent opportunities for students to learn and lead on energy conservation. Electricity use is down 34% below the FY2009 benchmark. Natural gas use is down 36% over the FY2009 benchmark, aided in part by the warm winter of 2015-2016. These successes are due to strong engagement on energy conservation by staff, faculty, and students and substantial grant-funded upgrades to lighting and mechanical systems.

Solar arrays on three school roofs supply 6% of the district's electricity use. 40% of all electricity purchased from Eversource is certified from renewable sources. The district is actively pursuing additional solar net metering on favorable economic terms. The district's use of conventional fossil fuel-based electricity has been cut by 60% over benchmark, given the combination of conservation, efficiency and renewable sources.

The district implemented several major energy efficiency projects in FY16, incorporating \$340,000 in grant funding awarded to ABRSD through the DOER Green Communities program and utility incentives (at no cost to Acton taxpayers). Projects completed include: (1) upgrade to LED lighting in the HS pool area, (2) upgrade to LED lighting in classrooms at RJ Grey JHS, (3) upgrade to LED lighting in areas of McCarthy-Towne and Merriam, (4) improving HVAC efficiency at the Parker Damon Building, (5) improving energy efficiency for the main server room at the HS, and (5) WiFi thermostats for modular classrooms.

Compostables and recyclables are captured in several of our cafeterias (and all kitchens) with the active support of students coaching their peers on how to sort their stuff. This program is in place at ABRHS, McCarthy-Towne, Merriam and Conant. This has led to cost savings and a dramatic reduction in solid waste as compostables and recyclables make up 80% of the waste stream from the cafeterias and kitchens. In addition, single stream recycling is in place in all of our offices and classrooms with support from student teams.

Student Green Teams are active in all of our schools, helping to promote energy conservation and/or recycling and composting with active support from the Energy Manager. This provides a core opportunity for students to participate in building a culture of conservation in our schools, yielding cost savings, a more sustainable footprint for the district, and meaningful avenues for student engagement.

IN CONCLUSION

Within the Commonwealth of Massachusetts, a school year for a public educational institution includes 180 days for students. It truly is impossible to capture or highlight all of the wonderful moments and experiences that take place throughout the year. The fact is that each and every day in AB there are ‘moments’ in which students achieve a goal, experience pride in their accomplishments, and find joy in doing something for the first time. The same holds true for our incredible staff.

As a community we can and rightly should be proud of our commitment to our young people and the support that we all bring to their growth and development.

Not only do we have the good fortune to have wonderful staff who continually strive to get better at what they accomplish in support of children before them everyday. We also cannot for a moment forget about the other good fortune that is bestowed upon us – namely, the incredibly supportive and collaborative parents/guardians and community members who contribute in a myriad of small and large ways to the vitally important work we do. When we talk about the AB community, this to me means everyone – *working together* – in strong partnership to help the young people of AB reach their fullest potential.

On behalf of the members of the School Committee, thank you for your unending support that comes in so many forms, not only financially but also in so many other ways.

Glenn Brand
Superintendent of Schools
On Behalf of the School Committee
January 2017

Office of the Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
www.abschools.org

February 7, 2017

Dear Families and Staff of the Gates School,

The Acton Water District (AWD) regularly tests the water supply that services all school facilities located in the Town of Acton. Samples are taken multiple times a month and tested for heavy metals and bacteria. In Boxborough, the well that provides the water supply to the Blanchard Elementary School is routinely tested by Whitewater Inc., a third party licensed contractor.

In partnership with the Department of Environmental Protection (DEP), the Commonwealth recently offered assistance to all public education facilities to test every potable water source for elevated levels of lead and copper. The Acton-Boxborough Regional School District (ABRSD) participated in this program and on November 11, 2016 our Facilities staff, alongside DEP staff, sampled 599 water sources in all Acton facilities, and Whitewater Inc. staff sampled 20 locations in the Blanchard Memorial School in Boxborough. Samples were analyzed for lead or copper levels that exceed the Massachusetts Action Level for lead and copper in drinking water at schools. The Massachusetts Action Level for lead in drinking water is 0.015 milligrams per liter (also known as parts per million) and copper is 1.3 milligrams per liter.

Below are details of the testing results at the Gates School, which were just recently received by the district. Twenty-eight (28) sources were identified that require attention. The steps that we have taken to remediate these identified issues are also described. The testing performed included two (2) samples: 1) a primary draw and 2) a second draw of water.

The following locations were identified as having elevated levels on the **primary** draw of water, however all tested within the DEP range on the **second "flushed"** draw of water: kitchen food prep sink at the faucet, kitchen kettle filler cold faucet, room 11 at the bubbler and faucet, room 12 at the bubbler and the faucet, room 13 at the bubbler and faucet, room 14 at the faucet, room 15 at the bubbler, room 16 at the bubbler, room 20 at the faucet, gym at the bubbler, room 1 at the bubbler, room 2 at the bubbler, room 2a at the bubbler and faucet, room 4 at the faucet and the bubbler, room 5 at the bubbler and faucet, room 6 at the bubbler and faucet, and room 10 at the faucet.

Locations in Rooms 2a, 4, and 5 all showed an elevated sample on the primary draw as well as the flushed draw. This section of the building has the same water supply line and this could indicate that there is a problem with that specific supply line. The Facilities Department has already changed the fixtures in these spaces and plans to test these specific locations again when the building opens on

Wednesday, February 8, 2017. In the meantime we are asking staff to only use the sinks in rooms 2a, 4, and 5 for handwashing and other non-potable purposes. The results for the retest should be available by the weekend and the Facilities Department will promptly notify building occupants of the results.

At all of the above locations, the District is changing out the plumbing fixtures and educating school staff on routine flushing strategies, especially in areas where the fixtures go unused for a significant period of time.

Overall, as a result of the ongoing testing routinely done by the the Acton Water District in conjunction with these results from the DEP, we believe that this testing confirms the quality of water coming into the building. In addition to our regularly scheduled testing, we will continue to monitor and test these identified areas specifically to ensure that all is satisfactory. The public can learn more about the DEP sponsored lead and copper in schools testing program by [following this link](#).

If you have any additional questions please contact Mr. J.D. Head, Director of Facilities and Transportation, at 978-264-4700 ext 3225.

Sincerely,

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

Cc: Dr. Mary Brolin, Chair, Acton-Boxborough Regional School Committee
Mr. J.D. Head, Director of Facilities and Transportation, ABRSD
Mrs. Lynne Newman, Principal, Gates School

**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
MEETINGS
2017-2018**

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 posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior at www.abschools.org

Annual Workshop: July/August 2017 (Date to be determined)
Summer Business Meeting: August 2017 (Date to be determined)

September 7
September 19 (TUESDAY, due to no school on Thursday, September 21)

October 5
October 19

November 2
November 16

December 7
December 21

January 11
January 27 (Sat) **School Committee Budget Saturday**
(Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.)

February 1
February 15 **Open Budget Hearing**-required by law
(Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/2/18. . 45 days = 2/xx/17)

March 1
March 15
March 29 (if needed)

April 26

May 17

June 7
June 21

Acton-Boxborough Regional School District

SCHOOLS OPEN

Tuesday September 5, 2017

*With the exception of

8th, 10th, 11th, & 12th graders, who start on Wednesday September 6, 2017

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

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

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BLANCHARD, DOUGLAS & GATES

All-Day K and Grades 1-6:

9:00 a.m. – 3:30 p.m.

(Thursdays – 1:00 p.m. dismissal)

Half Day Kindergarten

AM Session: 9:00 a.m. – 12 noon

(Thursday Schedule 9:00 a.m. – 1:00 p.m.)

PM Session: 12:50 p.m. – 3:30 p.m.

(No PM session on Thursdays)

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CONANT, McCARTHY-TOWNE, MERRIAM

All-Day K and Grades 1-6:

8:20 a.m. – 2:50 p.m.

(Thursdays - 12:20 p.m. dismissal)

Half Day Kindergarten

AM Session: 8:20 a.m. – 11:20 a.m.

(Thursday Schedule 8:20 a.m. - 12:20 p.m.)

PM Session – 12:10 p.m. - 2:50 p.m.

(No PM Sessions on Thursdays)

Elementary School Lunch Price: \$2.75

Junior High/ High School Price: \$2.75

Lunch, includes fruit, vegetable, milk

Milk only: \$.50

For more information, see the Food Services website at:

<http://www.abschools.org/departments/food-services/lunch-menus>

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

Blanchard: 978-263-4569

Douglas: 978-266-2560

McCarthy-Towne: 978-264-3377

All other schools: 978-264-4700

Conant: 978-266-2550

Gates: 978-266-2570

Merriam: 978-264-3371



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ACTON / BOXBOROUGH REGIONAL SCHOOLS
BUDGET V ACTUAL

P 1
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FOR 2017 07

	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
1000 GENERAL FUND						
1000R14 45402 MEDICAID REIMBURSEME	0	.00	.00	-119,645.29	119,645.29	100.0%
1000R14 46801 AID - CHAPTER 70	0	-14,531,276.00	-14,531,276.00	-8,572,708.00	-5,958,568.00	59.0%
1000R14 46804 ASSESSMENT - SCHOOL	0	.00	.00	.00	.00	.0%
1000R14 46805 ASSESSMENT - CHARTER	0	.00	.00	.00	.00	.0%
1000R14 46806 ASSESSMENT - SPECIAL	0	.00	.00	.00	.00	.0%
1000R14 46807 TRANSPORTATION - PUP	0	-1,190,000.00	-1,190,000.00	-672,913.00	-517,087.00	56.5%*
1000R14 46809 REIMBURSEMENT - CHAR	0	-27,683.00	-27,683.00	-6,378.00	-21,305.00	23.0%*
1000R14 46810 DUMMY DESCRIPTION -	0	.00	.00	.00	.00	.0%
1000R14 46811 REGIONAL BONUS AID	0	-74,000.00	-74,000.00	.00	-74,000.00	.0%*
1000R14 47501 ASSESSMENT - RGNL -	0	-55,547,097.00	-55,547,097.00	-32,402,473.25	-23,144,623.75	58.3%
1000R14 47502 ASSESSMENT - RGNL -	0	-11,503,148.00	-11,503,148.00	-6,710,169.69	-4,792,978.31	58.3%
1000R14 47503 ASSESSMENT-OTHER-ACT	0	.00	.00	.00	.00	.0%
1000R14 47504 ASSESSMENT-OTHER-BOX	0	.00	.00	.00	.00	.0%
1000R14 48200 EARNINGS - ON INVEST	0	.00	.00	-44,285.16	44,285.16	100.0%
1000R14 48403 REVENUE - MISCELLANE	0	.00	.00	-28,420.20	28,420.20	100.0%
GRAND TOTAL	0	-82,873,204.00	-82,873,204.00	-48,556,992.59	-34,316,211.41	58.6%

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FY17 E&D Usage (200,000.00)

FY17 Total Operating Budget (83,073,204)

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ACTON / BOXBOROUGH REGIONAL SCHOOLS
BUDGET V ACTUAL

P 1
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FOR 2017 07

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	33,992,708	.00	33,992,708.00	15,152,056.31	18,664,516.09	176,135.60	99.5%
02 SALARIES, PRIN/A PRI	2,237,321	.00	2,237,321.00	1,380,100.53	867,437.72	-10,217.25	100.5%
03 SALARIES, CNTRL ADMN	1,195,267	-8,000.00	1,187,267.00	747,302.60	462,642.68	-22,678.28	101.9%
04 SALARIES, SUPP STAFF	9,311,200	8,000.00	9,319,200.00	4,758,336.37	4,436,230.10	124,633.53	98.7%
05 SALARIES, ATHLETICS	531,828	-10,978.00	520,850.00	283,562.75	144,895.91	92,391.34	82.3%
06 SALARIES, BUILDINGS	732,102	.00	732,102.00	461,621.20	257,396.58	13,084.22	98.2%
07 SALARIES, CUSTODIAL	1,501,995	.00	1,501,995.00	900,352.02	644,173.68	-42,530.70	102.8%
08 SALARIES, HOME INSTR	8,500	.00	8,500.00	2,300.00	.00	6,200.00	27.1%
09 SALARIES, MISC PS	1,575,266	.00	1,575,266.00	829,051.44	648,426.63	97,787.93	93.8%
11 SALARIES, SUBS MISC	66,691	.00	66,691.00	31,802.13	176.14	34,712.73	47.9%
12 SALARIES, SUBS INSTR	677,142	-5,500.00	671,642.00	251,526.64	40.38	420,074.98	37.5%
13 SALARIES, OVERTIME	232,855	.00	232,855.00	145,513.94	.00	87,341.06	62.5%
14 STIPENDS, CURR/INSTR	166,000	.00	166,000.00	46,801.00	36,764.00	82,435.00	50.3%
15 FRINGES, COURSE REIM	56,000	.00	56,000.00	33,666.30	.00	22,333.70	60.1%
16 FRINGES, HLTH INSUR	8,623,581	.00	8,623,581.00	5,899,295.86	.00	2,724,285.14	68.4%
17 FRINGES, H INSUR RET	968,996	.00	968,996.00	557,515.98	.00	411,480.02	57.5%
18 FRINGES, LIF/DIS INS	40,900	.00	40,900.00	24,076.10	.00	16,823.90	58.9%
19 FRINGES, UNEMPLYMNT	40,000	.00	40,000.00	31,544.54	.00	8,455.46	78.9%
20 FRINGES, WORKRS COMP	295,000	.00	295,000.00	467,026.01	.00	-172,026.01	158.3%
21 FRINGES, MCRS	2,086,065	.00	2,086,065.00	2,086,065.00	.00	.00	100.0%
22 FRINGES, MEDICARE	825,000	.00	825,000.00	417,638.31	.00	407,361.69	50.6%
23 CONTRIB OPEB TRUST F	800,000	.00	800,000.00	400,000.00	.00	400,000.00	50.0%
24 INSTRUCT SUPPLIES	1,048,492	9,500.00	1,057,992.00	745,253.01	103,292.17	209,446.82	80.2%
25 INSTRUCT TEXTBOOKS	282,570	-2,000.00	280,570.00	105,602.55	11,028.10	163,939.35	41.6%
26 INSTRUCTIONAL, LBY	59,678	.00	59,678.00	28,018.05	10,338.87	21,321.08	64.3%
27 OTHER, CAP OUTLAY	530,059	-3,000.00	527,059.00	602,543.47	30,653.73	-106,138.20	120.1%
29 OTHER, DEBT SERVICE	1,934,218	.00	1,934,218.00	1,959,217.50	.00	-24,999.50	101.3%
30 OTHER, PROP/CASUALTY	110,700	66,724.00	177,424.00	100,499.85	.00	76,924.15	56.6%
31 OTHER, MAINT BLDG/GR	734,745	-2,000.00	732,745.00	555,903.21	53,164.53	123,677.26	83.1%
32 OTHER, MAINT EQUIP	119,604	.00	119,604.00	29,017.99	6,795.12	83,790.89	29.9%
34 OTHER, LEGAL SERVICE	181,350	.00	181,350.00	73,604.06	24,375.00	83,370.94	54.0%
35 OTHER, ADMIN SUPP	914,051	3,927.00	917,978.00	577,494.29	137,085.04	203,398.67	77.8%
36 OTHER, ATHLETIC SUPP	57,446	10,045.00	67,491.00	38,137.82	354.80	28,998.38	57.0%
37 OTHER, CUSTODL SUPP	157,984	.00	157,984.00	85,216.76	21,304.13	51,463.11	67.4%
38 OTHER, SPED TRANSP	1,826,934	.00	1,826,934.00	61,598.34	1,617,013.70	148,321.96	91.9%
39 OTHER, STUDENT TRANS	947,117	-66,724.00	880,393.00	618,580.08	40,479.66	221,333.26	74.9%
40 OTHER, TRAVEL/CONF	120,034	1,900.00	121,934.00	67,988.64	28,544.22	25,401.14	79.2%
41 OTHER, SPED TUITION/	5,283,278	.00	5,283,278.00	2,318,584.20	3,575,533.48	-610,839.68	111.6%
42 OTHER, UTILITIES	1,825,133	.00	1,825,133.00	679,534.61	14,562.06	1,131,036.33	38.0%
43 OTHER, TELEPHONE	110,045	-1,894.00	108,151.00	44,071.13	17,387.09	46,692.78	56.8%
44 OTHER, SEWER	287,191	.00	287,191.00	47,030.19	45,871.30	194,289.51	32.3%
48 ASSESSMENTS	576,658	.00	576,658.00	166,963.00	.00	409,695.00	29.0%
49 OTHER	1,500	.00	1,500.00	.00	.00	1,500.00	.0%
GRAND TOTAL	83,073,204	.00	83,073,204.00	43,812,013.78	31,900,482.91	7,360,707.31	91.1%

** END OF REPORT - Generated by THOMAS BLONDIN **

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2017**

Operating		Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 1/31/17
	LUNCH							
K Nelson	3201 LUNCH	805,700.12	0.00	960,692.99	897,545.02	868,848.09	814,533.26	54,314.83
	SUPERINTENDENT							
G Brand	3311 SUPERINTENDENT GIFTS	256.00		50.00	0.00	306.00	0.00	306.00
	DISTRICTWIDE							
G Brand	3353 DISTRICT WIDE GIFTS	1,669.47		0.00	1,669.47	0.00	0.00	0.00
	CURRICULUM							
D Bookis	3318 PARENT INVOLVEMENT PROJECT	17,823.12		953.00	3,970.06	14,806.06	0.00	14,806.06
D Bookis	3323 CURRICULUM GIFT	2,079.51	0.00	1,325.00	647.70	2,756.81	2,700.00	56.81
D Bookis	3419 SCHOOL TO BUSINESS	(150.00)		150.00	0.00	0.00	0.00	0.00
	FINANCE							
C Jeannotte	3401 SCHOOL CHOICE	115,691.18		121,988.00	113,979.85	123,699.33	147,995.15	(24,295.82)
Marie Altieri	3406 ADK	96,525.00	122,176.90	613,192.30	374,551.38	457,342.82	417,399.43	39,943.39
C Jeannotte	3016 CIRCUIT BREAKER	998,826.00		1,304,882.00	1,363,500.00	940,208.00	0.00	940,208.00
C Jeannotte	3501 INSURANCE REIMB	17,162.43		799.03	2,954.11	15,007.35	0.00	15,007.35
M. Dennehy	9901 TAILINGS	20,423.63		0.00	20,423.63	0.00		0.00
	FACILITIES							
J D Head	3322 ELM ST HOOPS	1,214.00		0.00	0.00	1,214.00	0.00	1,214.00
J D Head	3328 NSTAR POWER DOWN PROJECT	10,535.88		0.00	0.00	10,535.88	0.00	10,535.88
J D Head	3329 FRIENDS OF LOWER FIELDS	43,851.83		0.00	8,600.00	35,251.83	0.00	35,251.83
J D Head	3330 LOWER FIELDS GIFT 2	0.00		0.00	0.00	0.00	0.00	0.00
J D Head	3342 WEST ACTON BOARDWALK	11,072.50		0.00	0.00	11,072.50	0.00	11,072.50
TBD	3418 TRANSPORTATION	0.00		5,556.90	3,322.89	2,234.01	0.00	2,234.01
J D Head	3332 DAMON PLAYGROUND	439.42		0.00	0.00	439.42	0.00	439.42
	COMMUNITY EDUCATION							
E Bettez	3402 COMMUNITY ED	889,649.65	(196,292.15)	1,560,596.16	1,135,539.77	1,118,413.89	428,372.01	690,041.88
E Bettez	3403 USE OF FACILITIES	0.00		126,464.16	193,138.17	(66,674.01)	90,225.42	(156,899.43)
E Bettez	3404 DRIVERS' ED	243,505.49	0.00	100,789.06	129,396.56	214,897.99	30,640.36	184,257.63
	PUPIL SERVICES/SPED							
M Emmons	3428 ODP REVOLVING	67,865.12		41,905.00	30,291.66	79,478.46	19,838.76	59,639.70
J Gibowitz	3429 AD INTEGRATED PRESCHOOL	115,085.45		155,334.20	100,378.88	170,040.77	98,800.30	71,240.47
	3326 MCC BIG YELLOW SCHOOL BUS							
J Campbell	SENIOR HIGH	205.14		\$0.00	\$0.00	205.14	0.00	205.14
A Shen	JUNIOR HIGH	0.00		\$0.00	\$0.00	0.00	0.00	0.00
D Labb	BLANCHARD	0.00		\$0.00	\$0.00	0.00	0.00	0.00
D Sugrue	CONANT	650.00		\$200.00	\$0.00	850.00	0.00	850.00
C Whitbeck	DOUGLAS	278.75		\$0.00	\$0.00	278.75		278.75
L Newman	GATES	104.30		\$200.00	\$0.00	304.30	0.00	304.30
D Krane	MCCARTHY TOWNE	0.00		\$200.00	\$0.00	200.00	0.00	200.00

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2017**

Operating		Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 1/31/17
E Kaufman	MERRIAM	671.00		\$0.00		671.00		671.00
3416 LIBRARY REVOLVING								
J Campbell	SENIOR HIGH	3,580.54		3,700.00	2,166.27	5,114.27	0.00	5,114.27
A Shen	JUNIOR HIGH	5,391.80		2,000.00	1,553.03	5,838.77	1,139.47	4,699.30
D Labb	BLANCHARD	2,253.57		1,750.00	0.00	4,003.57	0.00	4,003.57
D Sugrue	CONANT	1,524.96		1,750.00	0.00	3,274.96	0.00	3,274.96
C Whitbeck	DOUGLAS	1,108.07		1,750.00	0.00	2,858.07	0.00	2,858.07
L Newman	GATES	3,825.70		1,764.95	1,439.60	4,151.05	0.00	4,151.05
D Krane	MCCARTHY TOWNE	841.50		1,750.00	798.14	1,793.36	0.00	1,793.36
E Kaufman	MERRIAM	819.89		1,750.00	19.41	2,550.48	0.00	2,550.48
SENIOR HIGH								
S Desy	3301 ATHLETIC GIFTS	3,000.00		0.00	0.00	3,000.00	0.00	3,000.00
S Desy	3303 ABSAF:SH ATHLETICS	50,000.00		0.00	0.00	50,000.00	0.00	50,000.00
S Desy	3405 ATHLETIC REVG	0.00	0.00	305,034.58	217,606.86	87,427.72	12,741.89	74,685.83
M Hickey	3302 ABSAF:SH PERFORMING ARTS	9,282.22		0.00	0.00	9,282.22	0.00	9,282.22
J Campbell	3306 SENIOR HIGH GIFTS	8,530.97		331.78	0.00	8,862.75	0.00	8,862.75
J Campbell	3308 SH GIFT:PTSO	5,523.85		7,750.00	4,120.07	9,153.78	2,250.00	6,903.78
J Campbell	3309 SH GIFT:OTHER	11,519.29		92.63	560.26	11,051.66	609.27	10,442.39
J Campbell	3313 ABSAF:SH EXTRACURRICULAR	22,697.90		0.00	7,700.35	14,997.55	2,250.00	12,747.55
J Campbell	3315 UNITED WAY GIFT	994.95		0.00	0.00	994.95	0.00	994.95
J Campbell	3319 SH: COMMUNITY SERVICE GIFTS	4,372.84		3,458.40	216.45	7,614.79	1,847.50	5,767.29
J Campbell	3320 SH: SPECTRUM	98.77		0.00	0.00	98.77	0.00	98.77
J Campbell	3321 AB FRIENDS OF DRAMA	25.00		0.00	0.00	25.00	0.00	25.00
J Campbell	3412 LOST BOOKS-SENIOR HIGH	30,411.72		674.00	248.97	30,836.75	0.00	30,836.75
J Campbell	3413 PARKING-SENIOR HIGH	6,315.57		49,610.00	28,338.81	27,586.76	26,971.89	614.87
J Campbell	3414 SUMMER SCHOOL TUITION	171,127.50		6,454.80	95,191.35	82,390.95	5,804.64	76,586.31
M Hickey	3415 PERFORMING ARTS REV	3,059.20		17,930.15	18,526.74	2,462.61	7,008.32	(4,545.71)
J Campbell	3420 EMPORIUM REVOLVING	9,211.17		44,778.01	34,377.06	19,612.12	5,512.62	14,099.50
J Campbell	3423 SH: PROSCENIUM CIRCUS	29,990.54	0.00	69,652.00	38,016.75	61,625.79	750.00	60,875.79
J Campbell	3424 SH:COUNSELING/TESTING	17,633.12		26,990.25	14,657.93	29,965.44	5,642.77	24,322.67
J Campbell	3425 SH CHORUS	8,541.14	0.00	17,384.00	7,955.65	17,969.49	1,588.68	16,380.81
JUNIOR HIGH								
A Shen	3305 JUNIOR HIGH GIFTS	14,217.19		5,242.30	6,136.12	13,323.37	0.00	13,323.37
A Shen	3312 ABSAF:JH EXTRACURRICULAR	6,010.58	0.00	0.00	0.00	6,010.58	0.00	6,010.58
A Shen	3314 JOHN LORING MEMORIAL GIFT	2,125.35		3.02	0.00	2,128.37	2,125.50	2.87
A Shen	3317 EDFAAB GIFT - JH	274.38		0.00	0.00	274.38	0.00	274.38
A Shen	3327 DRAGONFLY THEATER	27,119.14		1,100.00	11,643.56	16,575.58	1,428.54	15,147.04
A Shen	3411 LOST BOOKS-JUNIOR HIGH	7,986.80		0.00	1,730.82	6,255.98	0.00	6,255.98
A Shen	3421 JH STORE REVOLVING	1,370.89		10,986.00	10,802.95	1,553.94	0.00	1,553.94
A Shen	3422 JH THEATER REVOLVING	4,444.87	0.00	23,813.05	20,450.98	7,806.94	0.00	7,806.94

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2017**

Operating		Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 1/31/17
	BLANCHARD							
D Labb	3348 BLANCHARD GIFTS	11,014.69		5,000.00	0.00	16,014.69	3,138.00	12,876.69
D Labb	3408 BLANCHARD AM/PM XD	166,528.04		142,093.69	129,447.41	179,174.32	74,080.46	105,093.86
	CONANT							
D Sugrue	3334 CONANT PTO	3,937.49		7,021.51	10,882.37	76.63	14,436.31	(14,359.68)
D Sugrue	3343 CONANT ENRICHMENT GIFT	73,934.46	24,597.70	0.00	0.00	98,532.16	0.00	98,532.16
D Sugrue	3349 CONANT GIFTS	1,390.70		0.00	0.00	1,390.70	0.00	1,390.70
	DOUGLAS							
C Whitbeck	3335 DOUGLAS PTO	2,179.12		10,870.88	18,550.20	(5,500.20)	31,750.03	(37,250.23)
C Whitbeck	3350 DOUGLAS GIFTS	701.74		0.00	0.00	701.74	0.00	701.74
C Whitbeck	3409 DOUG: DAWN/DUSK	64,862.41		176,115.03	157,194.96	83,782.48	85,632.31	(1,849.83)
	GATES							
L Newman	3336 GATES PTO	6,211.57		8,334.00	14,835.94	(290.37)	16,103.80	(16,394.17)
L Newman	3339 GATES GIFTS	14,260.28		1,689.06	588.10	15,361.24	0.00	15,361.24
L Newman	3344 GATES ENRICHMENT GIFT	49,262.61	26,895.47	0.00	0.00	76,158.08	0.00	76,158.08
	MCCARTHY TOWNE							
D Krane	3337 MCCARTHY PTO	12,800.26		23,667.00	40,993.43	(4,526.17)	30,565.09	(35,091.26)
D Krane	3340 MCCARTHY TECHN	0.50		0.00	0.00	0.50	0.00	0.50
D Krane	3345 MCT ENRICHMENT GIFT	64,976.48	22,622.08	0.00	1,652.43	85,946.13	0.00	85,946.13
D Krane	3351 MCCARTHY TOWNE GIFTS	400.00		0.00	0.00	400.00	0.00	400.00
	MERRIAM							
E Kaufman	3338 MERRIAM PTO	9,831.39		30,143.60	47,479.97	(7,504.98)	49,440.02	(56,945.00)
E Kaufman	3352 MERRIAM GIFTS	62.91		0.00	0.00	62.91	0.00	62.91
E Kaufman	3410 MERRIAM AM/PM	130,447.87		128,999.21	106,232.62	153,214.46	75,183.41	78,031.05
Total Special Revenue and Revolving Funds		4,549,168.49	0.00	6,136,711.70	5,432,024.71	5,253,855.48	2,508,505.21	2,745,350.27

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
1/31/2017**

Operating		Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 1/31/17
	SCHOLARSHIPS							
	5001 SCH:DENNIS M KULSICK	0.00		10,000.00	0.00	10,000.00	0.00	10,000.00
	5003 SCH:A B JAMBOREE	2,620.30		19.19	0.00	2,639.49	0.00	2,639.49
	5004 SCH:KATHERINE KINSLEY	29,346.19		214.87	0.00	29,561.06	0.00	29,561.06
	5005 SCH:JAMES E KINSLEY	37,763.85		276.51	0.00	38,040.36	0.00	38,040.36
	5006 SCH:AMERICAN LEGION 284	50,950.90		363.43	1,500.00	49,814.33	0.00	49,814.33
	5008 SCH:J PRENDIVILLE III	12,030.00		80.82	1,000.00	11,110.82	0.00	11,110.82
	5009 SCH:M&P SMOLTEES	23,869.44		174.77	0.00	24,044.21	0.00	24,044.21
	5010 SCH:J DEBAGGIS	2,960.18		21.67	0.00	2,981.85	0.00	2,981.85
	5011 SCH:R J GREY	13,483.22		98.72	0.00	13,581.94	0.00	13,581.94
	5012 SCH:CHARLES BATTIT	20,297.09		148.62	0.00	20,445.71	0.00	20,445.71
	5013 SCH:J SCOTT	883.00		6.47	0.00	889.47	0.00	889.47
	5014 SCHOLARSHIP:GENERAL	1,674.82		12.27	0.00	1,687.09	0.00	1,687.09
	5015 FRED S KENNEDY SCHOLARSHIP	1,804.39		13.22	0.00	1,817.61	0.00	1,817.61
	5016 CHS BRUSIE MEMORIAL SCHOLARSHIP	2,057.60		4,015.07	0.00	6,072.67	0.00	6,072.67
	5017 THOMAS MEAGHER SCHOLARSHIP	4,883.18		35.75	0.00	4,918.93	0.00	4,918.93
	5018 R & E MATUSOW SCHOLARSHIP	50,398.70		369.03	0.00	50,767.73	0.00	50,767.73
	5020 SANDRA WILENSKY SCHOLARSHIP	1,617.65		11.85	0.00	1,629.50	0.00	1,629.50
	5021 FREDERICK JOYCE MEMORIAL	2,019.38		14.79	0.00	2,034.17	0.00	2,034.17
	5023 ALMA PARKHURST SCHOLARSHIP	16,923.92		123.92	0.00	17,047.84	0.00	17,047.84
D Labb	5024 P HALL SCHOLARSHIP-Principal	10,000.00				10,000.00		10,000.00
	5024 P HALL SCHOLARSHIP-Interest	3,199.68		1,627.34	0.00	4,827.02	0.00	4,827.02
	STUDENT ACTIVITIES							
A Shen	6001 STU ACTIVITY FUND-JH	24,267.70		50,166.90	26,953.73	47,480.87	0.00	47,480.87
J Campbell	6002 STU ACTIVITY FUND-SH	109,829.22		138,317.87	93,909.33	154,237.76	0.00	154,237.76
D Labb	6003 STU ACTIVITY FUND-BL	19,345.13		22,789.41	9,674.80	32,459.74	0.00	32,459.74
	Total Scholarship & Agency Funds	442,225.54	0.00	228,902.49	133,037.86	538,090.17	0.00	538,090.17
	Total All funds	4,991,394.03	0.00	6,365,614.19	5,565,062.57	5,791,945.65	2,508,505.21	3,283,440.44

Acton Boxborough Regional Schools

FY'17 Grants

January 31, 2017

				FY'17				
				Budget	YTD	Enc	Total	Balance
3001	SPED IDEA # F240							
FY17								
Revenue								
3001R17	45401	3001R17 45401	REVENUE - FEDERAL - THRU STATE	1,232,975.00	525,257.00	0.00	525,257.00	707,718.00
Expense								
30011701	516011	30011701 516011	SH F240 AIDES/PARAS - SPED	277,355.00	133,353.77	134,668.84	268,022.61	9,332.39
30011702	516011	30011702 516011	JH F240 AIDES/PARAS - SPED	187,025.00	89,654.99	93,725.24	183,380.23	3,644.77
30011703	516011	30011703 516011	BL F240 AIDES/PARAS - SPED	122,063.00	58,147.66	61,217.14	119,364.80	2,698.20
30011704	516011	30011704 516011	CN F240 AIDES/PARAS - SPED	30,145.00	18,311.50	15,099.31	33,410.81	-3,265.81
30011705	516011	30011705 516011	DO F240 AIDES/PARAS - SPED	9,575.00	4,497.39	4,935.53	9,432.92	142.08
30011706	516011	30011706 516011	GA F240 AIDES/PARAS - SPED	115,620.00	51,102.16	60,477.08	111,579.24	4,040.76
30011707	516011	30011707 516011	MCT F240 AIDES/PARAS - SPED	157,800.00	56,471.63	74,429.55	130,901.18	26,898.82
30011708	516011	30011708 516011	ME F240 AIDES/PARAS - SPED	272,763.00	134,799.71	134,019.07	268,818.78	3,944.22
30011709	516011	30011709 516011	PRESCHOOL AIDES/PARAS - SPED	27,405.00	27,460.71	13,648.61	41,109.32	-13,704.32
30011710	515013	30011710 515013	BOOKKEEPER	33,224.00	0.00	0.00	0.00	33,224.00
3001	SPED IDEA 240			1,232,975.00	573,799.52	592,220.37	1,166,019.89	66,955.11
3002	TITLE I # F305							
FY17								
Revenue								
3002R17	45401	3002R17 45401	REVENUE - FEDERAL - THRU STATE	141,495.00	63,369.00	0.00	63,369.00	78,126.00
Expense								
30021701	514081	30021701 514081	TEACHER - GATES	22,403.00	9,478.15	12,924.70	22,402.85	0.15
30021702	514081	30021702 514081	TEACHER - BLANCHARD	21,401.00	9,054.32	12,346.75	21,401.07	-0.07
30021703	514081	30021703 514081	TEACHER - JH	28,985.00	12,262.80	16,721.91	28,984.71	0.29
30021704	516001	30021704 516001	JH AIDES/PARAPROFESSIONALS	44,383.00	28,122.73	16,672.08	44,794.81	-411.81
30021705	514002	30021705 514002	ADMINISTRATOR	5,000.00	2,364.38	1,922.48	4,286.86	713.14
30021706	543035	30021706 543035	OTHER INSTR MATERIAL	1,122.00	720.00	0.00	720.00	402.00
30021707	514700	30021707 514700	PD SUBSTITUTES	5,000.00	0.00	0.00	0.00	5,000.00
30021708	524009	30021708 524009	CONTRACTED SERVICES	6,200.00	3,200.00	3,000.00	6,200.00	0.00
30021709	570031	30021709 570031	MASS TEACHERS RETIREMENT	7,001.00	0.00	0.00	0.00	7,001.00
3002	TITLE I			141,495.00	65,202.38	63,587.92	128,790.30	12,704.70
3004	SPED PROGRAM IMPROVEMENT # F274							
FY17								
Revenue								
3004R17	45401	3004R17 45401	REVENUE - FEDERAL - THRU STATE	44,258.00	5,566.00	0.00	5,566.00	38,692.00
Expense								
30041701	514900	30041701 514900	STIPEND	2,718.00	0.00	0.00	0.00	2,718.00
30041702	524006	30041702 524006	CONF. TRAV. WORKSHOPS	11,310.00	0.00	4,130.00	4,130.00	7,180.00
30041702	524134	30041702 524134	SPEAKERS - SPECIAL EDUCATION	3,500.00	0.00	0.00	0.00	3,500.00
30041702	524173	30041702 524173	CONTR SVC - CONSULTANT	27,000.00	0.00	16,986.85	16,986.85	10,013.15
3004	SPED PROGRAM IMPROVEMENT			44,528.00	0.00	21,116.85	21,116.85	23,411.15
3006	TITLE IIA:IMPRVG ED QUAL # F140							
FY17								
Revenue								
3006R17	45401	3006R17 45401	REVENUE - FEDERAL - THRU STATE	59,794.00	31,409.00	0.00	31,409.00	28,385.00
Expense								
30061701	514011	30061701 514011	ADMINISTRATOR	5,000.00	2,364.38	1,922.48	4,286.86	713.14
30061702	524112	30061702 524112	PD - CURRICULUM FRAMEWORKS	8,250.00	8,250.00	0.00	8,250.00	0.00
30061702	524113	30061702 524113	PD - CONSULTANTS	8,000.00	2,000.00	6,000.00	8,000.00	0.00
30061703	514700	30061703 514700	PD SUBSTITUTES	31,500.00	19,822.50	0.00	19,822.50	11,677.50
30061704	543094	30061704 543094	TEXTBOOKS	6,594.00	5,371.34	1,044.38	6,415.72	178.28
30061705	570031	30061705 570031	MASS TEACHERS RETIREMENT	450.00	0.00	0.00	0.00	450.00
3006	TITLE IIA:IMPRVG ED QUAL			59,794.00	37,808.22	8,966.86	46,775.08	13,018.92
3019	EARLY CHILDHOOD # F262							
FY17								
Revenue								
3019R17	45400	3019R17 45400	REVENUE - FEDERAL - DIRECT	31,914.00	6,382.80	0.00	6,382.80	25,531.20
Expense								
30191701	516011	30191701 516011	AIDES/PARAPROFESSIONALS	31,914.00	11,000.52	19,129.54	30,130.06	1,783.94
3019	EARLY CHILDHOOD # F262			31,914.00	11,000.52	19,129.54	30,130.06	1,783.94
3021	TITLE III ELA # F180							
FY17								
Revenue								
3021R17	45401	3021R17 45401	REVENUE - FEDERAL - THRU STATE	37,447.00	3,744.00	0.00	3,744.00	33,703.00
3021R162	45401	3021R162 45401	FY16 CARRYFORWARD REVENUE	5,134.00	733.00	0.00	733.00	4,401.00
Expense								
30211702	514064	30211702 514064	TITLE III 180 ELA TEACHER	20,460.00	0.00	0.00	0.00	20,460.00
30211703	516001	30211703 516001	TITLE III 180 GRANT ELA AIDES / PARAS	7,200.00	0.00	0.00	0.00	7,200.00
30211704	524009	30211704 524009	TTL III 180 ELA GRANT CONTRACTED SERVICES	2,400.00	0.00	0.00	0.00	2,400.00

**MONTHLY REPORTING OF
EMERGENT BILINGUAL STUDENT POPULATION BY SCHOOL**

Acton-Boxborough Regional School District

February 1, 2017

Category	Total as of 1/1/2017	Additions	Subtractions	Total as of 2/1/2017
ABRHS	20	+1	0	21
Blanchard	15	0	0	15
Conant	62	0	0	62
Douglas	32	+2	0	34
Gates	43	0	0	43
McCarthy-Towne	33	+1	0	34
Merriam	25	0	-1	24
RJG JHS	18	0	-1	17
TOTAL	248	+4	-2	250