



Acton-Boxborough Regional
School Committee Meeting

February 5, 2015

6:30 p.m. Executive Session
7:00 p.m. FY'16 Open Budget Hearing
Followed by Open Business Meeting

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

February 5, 2015
6:30 p.m. Executive Session
7:00 p.m. Open FY16 Budget Hearing
Followed by ABRSC Open Business Meeting

AGENDA

1. **Call to Order** (6:30 p.m.)
2. **Executive Session** - *to discuss strategy with respect to collective bargaining, Acton-Boxborough Education Association (ABEA)*

ABRSC FY16 OPEN BUDGET HEARING - 7:00 p.m.

Please see material posted for 1/31/15 meeting at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes>

3. **Chairmen's Introduction**
4. **ABRSC FY16 Budget**– *Glenn Brand and Clare Jeannotte*
 1. FY16 Budget Presentation Slides (*taken from 1/31/15 meeting, brought to meeting*)
 2. Questions from 1/31/15 Meeting (*oral*)
 3. Planning for Possible FY16 Reductions Memo
 4. Recommended Table of Assessments (Table 6)
5. **Acton Leadership Group (ALG) Update** – *Kristina Rychlik*
 1. Materials from 2/5/15 Meeting
 2. Minutes from 1/15/15 meeting
6. **Boxborough Leadership Forum (BLF) Update** – *Maria Neyland (oral)*
7. **Discussion and Deliberation** – *Kristina Rychlik*
8. **Recommendation to Approve FY16 Acton-Boxborough Regional School District Budget and Assessments** – **VOTE** – *Glenn Brand*

BUDGET HEARING ADJOURNS and OPEN BUSINESS MEETING BEGINS (8:15)

9. **Statement of Warrant and Approval of Minutes**
 1. Minutes of School Committee Budget Saturday Meeting on 1/31/15 (*brought to meeting*)
10. **Public Participation**
11. **Professional Learning Day 1/16/15 Update** – *Deborah Bookis (8:20)*
 1. Report and slides

- 12. Subcommittee Updates (8:30)**
1. **Budget** – meetings on 1/29/15 and 2/5/15 – *Dennis Bruce (oral)*
 2. **Regional Financial Oversight** – meeting on 1/30/15 – *Michael Coppolino (oral)*
- 13. School Committee Member Reports (oral) (8:40)**
1. Health Insurance Trust (HIT)– *Mary Brolin*
 2. Other Post Employment Benefits (OPEB) Task Force– *Dennis Bruce*
 3. Acton Finance Committee – *Dennis Bruce*
 4. Acton Board of Selectmen - *Paul Murphy*
 5. Acton-Boxborough SpedPAC – *Paul Murphy*
 - i. Update: Population Trends of High Needs Students re Chapter 70 Funding
 - ii. Foundation Budget Review Commission Public Hearing: 1/24/15 in Bolton - cancelled
 6. Boxborough Finance Committee- *Maria Neyland*
 7. Boxborough Board of Selectmen – *Brigid Bieber*
 8. Joint PTO/PTSO/PTF Co-Chairs – *Deanne O’Sullivan*
- 14. Response to 9C Cuts in Regional Transportation – Kristina Rychlik (8:50)**
- 15. Acton and Boxborough Local Elections – Kristina Rychlik (8:55)**
- 16. Superintendent’s Report – Glenn Brand (oral) (9:00)**
1. New England Association of Schools and Colleges (NEASC) Update
- 17. FOR YOUR INFORMATION (9:05)**
- 17.1 ABRHS Discipline Report – January 2015
 - 17.2 RJGJHS Discipline Report – January 2015
 - 17.3 Pupil Services Reports
 - 17.3.1 ELL Student Population by School, 2/1/15
 - 17.3.2 Early Childhood Student Population, 2/1/15
 - 17.4 Merriam PTO Presentation on FY16 Budget, 2/23/15 at 7:30 p.m. PDB Library
 - 17.5 Email from Commissioner Mitchell Chester re FY15 Budget Reductions, 2/3/15

ADJOURN (9:15)

NEXT MEETINGS:

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

- 2/26/15
- 3/5/15
- 3/19/15
- 3/30/15 (*change from 3/26/15*)

Acton Town Meeting begins April 6, 2015.

Boxborough Town Meeting begins May 11, 2015.



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

4.3

Glenn A. Brand
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: 02/03/2015
Re: Planning for Possible FY16 Reductions

As you are aware, the Administration has been extensively involved in planning the operating budget for the 2015-16 (FY16) school year. This extensive planning has also included the development of a proposed reduction plan that would reduce the District's operating budget from the current *FY16 Superintendent's Preliminary Budget* if necessary. I provide the attached information to you at your request from the discussion during our Budget Saturday presentation. I have also provided a list of the reductions that have already been implemented in the *FY16 Superintendent's Preliminary Budget*.

There are a few things that should be pointed out in conjunction with this information. First, any reductions to the current budget proposal will impact the continuity of service that the District is able to provide for our students and/or programs. As was outlined during *Budget Saturday*, it is my belief that the budget contained within the current proposal includes the necessary fiscal resources to move the District forward into the next school year while preserving our current staffing and programs. Any reduction to this will adversely affect this ability.

Second, the identified possible reductions that are included herein have been done with no definitive target(s) in mind in terms of the need to reduce the budget by any specific amount. Rather, the Administration has established this list based upon a variety of levels that begin away from the instructional core and progressively move closer towards more directly impacting students. None of these proposals are desirable and each will be associated with an impact on our operations.

Please find attached two (2) levels of proposed reductions that include a variety of administrative recommendations.

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

**FY '16 Personnel Reductions
Included in Proposed FY '16 Budget**

| Enrollment Reductions Included in Budget: | FTE | Salary | Health | Total |
|---|------------|---------------|---------------|------------------|
| Conant 1st Grade Tchr | 1.0 | \$54,000 | \$17,000 | \$71,000 |
| Decrease due to enrollment. We reduced a Kindergarten at Conant last year, that section is now moving through. | | | | |
| Blanchard 2nd Grade Tchr | 1.0 | \$54,000 | \$17,000 | \$71,000 |
| Decrease due to enrollment. We reduced a Kindergarten at Blanchard last year, that section is now moving through. | | | | |
| Total Enrollment Reductions | | | | \$142,000 |
| Additional FY '16 Cuts | | | | |
| Custodian (.5 2nd Shift Blanch; .5 3rd Shift ABRHS) | 1.0 | \$50,000 | \$17,000 | \$67,000 |
| This is a decrease in services. The high school currently has 4 custodians on the third shift. We would reduce that to 3.5. Blanchard currently has 2 custodians on second shift. We would reduce that to 1.5. Conant, Gates and Douglas have 1 custodian on second shift, and Parker Damon has 2. The square footage at Blanchard is halfway between Gates/Conant/Douglas and the Parker Damon Building. | | | | |
| Utility Bills Advisor | | \$14,000 | | \$14,000 |
| We have used this contractor to advise us on rate locking and industry utility trends. We believe that we have enough expertise to perform this function ourselves going forward. | | | | |
| Additional FY '16 Cuts | | | | \$81,000 |
| Total Reductions | 3.0 | | | \$223,000 |

Possible FY '16 Budget Cuts if necessary

Feb 3, 2015

| Level 1 Possible Cuts (if necessary) | | | | |
|---|-------------|---------------|---------------|------------------|
| | FTE | Salary | Health | Total |
| EdTech - Reduce infrastructure budget by 50% <i>Spread Wireless upgrade over 2 years</i> | | \$64,000 | | \$64,000 |
| High School Store reduced from 1.0 to 19 hours | 0.37 | \$21,000* | \$17,000 | \$17,000 |
| EDTech reduce webmaster, contract efficiencies | | \$33,000 | | \$33,000 |
| Spread Facilities Study into summer 2016 | | \$100,000 | | \$100,000 |
| Security - Cameras, Additional Doors with badge access | | \$50,000 | | \$50,000 |
| Total Level 1 Cuts | 0.37 | | | \$264,000 |

*The school store salary savings will help the school store revolving account, but not the budget

| Level 2 Possible Cuts (if necessary) | | | | |
|--|-------------|----------|----------|------------------|
| Do not have assistants attend one of the two professional days | | \$20,000 | | \$20,000 |
| Elementary Carpet Replacement | | \$26,000 | | \$26,000 |
| Musical Instrument Replacement | | \$20,000 | | \$20,000 |
| HS Job Shadowing and Senior Internship Support | 0.2 | \$18,000 | | \$18,000 |
| HS Work Study Coordinator | 0.2 | \$18,000 | | \$18,000 |
| HS Restructure Alternative Program | | \$25,000 | | \$25,000 |
| Reduce 1 full time crossing guard to 19 hours | 0.23 | \$7,000 | \$17,000 | \$24,000 |
| Rotate Campus Support Staff to Cover .5 Security Staff | 0.63 | \$25,000 | | \$25,000 |
| Jr. High Assistant Athletic Director | | \$3,200 | | \$3,200 |
| EdTech - Reduce vacant Desktop Support Position | 0.63 | \$15,000 | | \$15,000 |
| Curriculum - Stipends (literacy clubs at the JH) | | \$6,000 | | \$6,000 |
| Total Level 2 Cuts | 1.89 | | | \$200,200 |

Total Level 1 and Level 2 Cuts **2.26** **\$464,200**

| | | | | |
|--|--|--|--|----------|
| Additional Possibility - could either the HS Lower Gym Bleachers or the PDB Cafeteria Tables be paid for from Community Education? | | | | |
| HS Lower Gym Bleachers | | | | \$45,000 |
| Parker Damon Building Cafeteria Tables | | | | \$40,000 |
| | | | | \$85,000 |

Office of the Superintendent
Acton-Boxborough Regional School District
(978) 264-4700 x 3211
<http://www.abschools.org>

TO: Acton-Boxborough Regional School Committee
FROM: Glenn Brand, Superintendent
DATE: January 31, 2015
RE: Recommendation for FY'16 Acton-Boxborough Regional School District
Budget and Assessments

**Recommendation for FY'16 Acton-Boxborough Regional School District Budget
and Assessments**

MOTION: that the total appropriation for the Acton-Boxborough Regional School District for the fiscal year of July 1, 2015 through June 30, 2016 be set at \$80,197,455 and that member towns be assessed in accordance with the Education Reform Law and the terms of the Agreement and amendments thereto as follows: Acton \$53,540,719 Boxborough \$11,198,103, remainder to be accounted for by the Anticipated Chapter 70 Aid in the amount of \$14,393,376, offset by Choice and Charter Assessments of \$546,513, Anticipated Charter School Aid in the amount of \$26,761, Anticipated Regional Bonus Aid in the amount of \$111,200, Anticipated Chapter 71, Section 16C Transportation Aid, in the amount of \$1,266,283, a transfer from E&D Reserves in the amount of \$200,000, and a transfer from the Junior High School Project Premium on Loan in the amount of \$7,526,

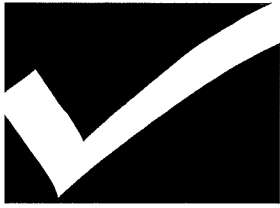
FY'16 TABLE 6 - REVISED TO ADDRESS ELEMENTARY DEBT

**DRAFT TABLE 6 - 1/30/15
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
Analysis of Assessments
Projected State Aid Numbers
School Year 2015-2016**

| | TOTAL BUDGET | ACTON | BOXBOROUGH | |
|---|---------------------|---------------------|---------------------|----------------|
| | 2015-2016 | 84.58% | 15.42% | <i>K to 12</i> |
| | | 83.22% | 16.78% | <i>7 to 12</i> |
| OPERATING EXPENDITURES | | | | |
| OPERATING BUDGET | \$77,221,512 | \$65,313,955 | \$11,907,557 | K to 12 |
| OPEB TRUST FUND CONTRIBUTION | \$700,000 | \$592,060 | \$107,940 | K to 12 |
| LOWER FIELDS CONSTRUCTION DEBT SERVICE | \$118,118 | \$104,204 | \$13,914 | |
| CAPITAL OUTLAY - BUILDINGS | \$355,200 | \$300,428 | \$54,772 | K to 12 |
| TOTAL INSIDE DEBT LIMIT | \$78,394,830 | \$66,310,647 | \$12,084,183 | |
| EXPENDITURES OUTSIDE DEBT LIMIT (PREVIOUSLY AUTHORIZED BY REGION): | | | | |
| CONSTRUCTION DEBT SERVICE (FOR JHS & SHS/AUTHORIZED OUTSIDE PROP 2 1/2) | \$382,164 | \$337,145 | \$45,019 | |
| SH CONSTRUCTION/RENOVATION | \$1,420,461 | \$1,253,131 | \$167,330 | |
| TOTAL OUTSIDE DEBT LIMIT | \$1,802,625 | \$1,590,276 | \$212,349 | |
| GROSS EXPENDITURE BUDGET-PAID BY ABRSD | \$80,197,455 | \$67,900,922 | \$12,296,533 | |
| SHARE OF DEBT SERVICE ELEMENTARY SCHOOLS- PAID BY TOWNS | 939,792 | 794,876 | 144,916 | <i>K to 12</i> |
| TOTAL REGIONAL DISTRICT EXPENDITURES | \$81,137,247 | 68,695,799 | 12,441,448 | |
| OTHER FINANCING SOURCES: | | | | |
| CHAPTER 70 BASE AID | \$14,393,376 | \$12,173,917 | \$2,219,459 | K to 12 |
| CHOICE/CHARTER SCHOOL ASSESSMENT | (\$546,513) | (\$462,241) | (\$84,272) | K to 12 |
| CHARTER SCHOOL AID | \$26,761 | \$22,634 | \$4,127 | K to 12 |
| REGIONAL SCHOOL TRANSPORTATION (Cherry Sheet) | \$1,266,283 | \$1,071,022 | \$195,261 | K to 12 |
| REGIONAL BONUS AID | \$111,200 | \$94,053 | \$17,147 | K to 12 |
| TRANSFER FROM PREMIUM ON LOAN-JHS | \$7,526 | \$6,365 | \$1,161 | K to 12 |
| TRANSFER FROM OPEB TRUST FUND | \$0 | \$0 | \$0 | K to 12 |
| TRANSFER FROM RESERVES (Excess & Deficiency) | \$200,000 | \$169,160 | \$30,840 | K to 12 |
| TOTAL OTHER FINANCING SOURCES | \$15,458,633 | \$13,074,912 | \$2,383,721 | |
| TOWN ASSESSMENTS- BEFORE APPENDIX A & IMA | \$65,678,614 | \$55,620,887 | \$10,057,727 | |

Calculation of Final Assessments Per Appendix A to Revised Regional Agreement - FY16

| Description | TOTAL | ACTON | BOXBOROUGH | Steps |
|---|----------------------|---------------------|---------------------|-----------|
| Projected Total Benefit Amount | \$1,873,119 | | | <i>1a</i> |
| Base Budgets | \$64,533,396 | \$53,398,447 | \$11,134,949 | <i>2</i> |
| Benefit Percentage Shares | | 87.5% | 12.5% | <i>3</i> |
| Share of Benefits | \$1,873,119 | \$1,638,979 | \$234,140 | <i>4a</i> |
| Reduce Base Budgets By Benefit Shares | \$62,660,277 | \$51,759,468 | \$10,900,809 | <i>4b</i> |
| Recalculated Assessment Percentages Based On Benefit Shares Applied To Base Budget | 100.00% | 82.60% | 17.40% | <i>4c</i> |
| Input Table 6 Result From FY16 Actual Budget (includes elementary debt paid by towns) | \$65,678,614 | \$55,620,887 | \$10,057,727 | <i>4d</i> |
| Assessment Percentages With Actual Budget | | 84.69% | 15.31% | <i>4d</i> |
| Shift In Percentage Shares | | 2.08% | -2.08% | <i>4d</i> |
| Final Assessment AT FIXED ASSESSMENT % PER APPENDIX A | \$65,678,614 | \$54,252,715 | \$11,425,900 | <i>4d</i> |
| LESS DEBT PAID DIRECT BY TOWN- PER IMA Section 6 | (939,792) | (711,996) | (227,797) | |
| Amount due from each town | \$64,738,822 | \$53,540,719 | \$11,198,103 | |
| | \$647,388 | \$534,764 | | |
| FY15 Voted Assessments | \$60,284,722 | \$49,690,145 | \$10,594,577 | |
| increase | 4,454,100 | 3,850,574 | 603,526 | |
| % | 7.4% | 7.7% | 5.7% | |
| FY15 additional assessment MCRS* | \$451,297 | \$384,255 | \$67,042 | |
| ADJUSTED FY15 TOTAL TOWN PAYMENTS | \$60,736,019 | \$50,074,400 | \$10,661,619 | |
| increase | 4,002,803 | 3,466,319 | 536,484 | |
| % | 6.6% | 6.9% | 5.0% | |
| FY16 Shift: | (\$1,368,172) | | | |



Acton Leadership Group Meeting

February 5, 2015

7:30 AM

Acton Memorial Library Meeting Room

Bart Wendell Facilitating

| ***Agenda Topics*** | | |
|--|--------------------------------|-----------------|
| | | <u>Comments</u> |
| 1. Approval of January 15, 2014 meeting minutes | All | |
| 2. Update of FY15 Revenues and Expenditures | Steve Ledoux Glenn Brand | |
| 3. Update on Minuteman | Nancy Banks | |
| 4. Update on Middlesex Retirement Assessment | Steve Ledoux Steve Barrett | |
| 5. Review Updated Spreadsheet | Steve Barrett Marie Altieri | |
| 6. Outstanding Consensus Items (A) Tax Levy (B) Use of Reserves (C) Revenue Projections | All | |
| 7. Public Comment | | |
| 8. Next Meeting February 26, 2015 | | |

ALG Minutes January 15, 2015

Present: Lauren Rosenzweig –Morton, facilitator; Mike Gowing & Katie Green, BoS; Steve Noone & Mike Majors ,FC; Kristina Rychlik & Dennis Bruce, SC; Steve Ledoux, Glenn Brand, Steve Barrett & Marie Altieri, staff. Audience: Peter Berry, Franny Osman & Janet Adachi, BoS; Brian Mc Mullen & Clare Jeannotte, Staff; Charlie Kadlec.

Extra Info: Town of Acton Multi Year Financial Model (aka ALG plan); ALG Plan Tie-out

Minutes were accepted.

2. Update of FY15 revenues and expenditures

Steve L: The 9C cuts proposed in local aid by Patrick were not passed by the legislature. We do not know what Baker will do. He has released money from Ch.90 funds that were frozen by Patrick. This is money [\$400K] we use primarily for paving. We are on track for expenditures. Not having any snow is a good thing.

Glenn: The school committee will meet on the 22nd; Clare will give an update on the second quarter report for FY15. We have no new expenses or revenues. We are waiting for the 9C cuts.

Since Nancy Banks was not present, we skipped #3, Update on Minuteman, and went on to #4

4. Update on OPEB

Steve N: The OPEB committee has not yet met. The numbers are shy of the \$1.4M we will have to meet again to consider these lower levels.

5. Middlesex Retirement

Steve L: Middlesex Retirement has revised their assessment to Acton which was \$388K. We have entered into a MOU with the region. In November the preliminary assessment went up \$600K over estimate used and there are also significant increases for Boxboro and the region. We have talked to the actuaries and staff and it appears that there are 21 individuals who have been put back into the town side when they should be in the region. This accounts for \$400K of the increase. In addition there are employees who have been mislabeled as school employees when in fact they are fire and police department employees. Then there are employees that have been classified in groups at a lower rating.

Something happened in 2011, and this has become an 800lb gorilla. We need to work on these numbers. Both Segal and Town Counsel have become involved.

Marie: Clare and Steve B. have been working on these numbers in the school budget. There has been a 17% increase on the base staffing of a year ago which stood at 1,000 employees. The schools need to take on more people which will put the total at \$750K a 22% increase. The three entities need to get together and figure out what's wrong. The Segal numbers have a 6.5% increase. The schools will have real issues unless these numbers come down.

Lauren: We understand the problems. Do the stakeholders intend to meet?

There was a great deal of concern about these numbers and the finance and school committees wanted to know when the staff expected to have some answers.

Steve B: We are looking at the revisions we think are needed.

Steve L: The problem of the misclassification of the employees has been sent to Town Counsel. 25% of the public safety employees have been shifted from grade 5 to grade 1.

Clare: Lots of the APS/AB also have problems; salary data is wrong. Other towns have decreases in assessments.

Steve B: there will be an outside audit by GASB which we are hoping will give us relief.

***It was agreed that this issue would be on the agenda for the next meeting

6. Senior tax relief

Steve L: As we developed the FY 16 budget we added \$200K to the overlay account for senior tax relief. Sudbury's Home Rule legislation is being watched by the Legislature to see the outcome. There are some questions about the administration of the funds. The overlay is not appropriated it is just reserved. There is agreement among BoS, FC, Sr. Tax Relief C and Assessors.

Mike G: The Sr. TRC looked again at the Sudbury home rule but the state asked us to wait for 2-3 years. Why are we getting involved now? Is this an end run? Why is the Finance Committee involved?

Steve L: Yes it's an end run. By using the overlay account we are doing an internal program (do not need legislative approval)

Steve N: Bob Evans reported on the Sr. TRC plans and we thought it was something that should be implemented.

Lauren: Since it's a local move will it be on the warrant?

Steve L: The Sr. TRC has not made a decision as yet.

7. Spread sheet

Steve B said the spread sheet was worked on by Marie, Clare and Brian. The new sheet still needs work: quality control checks; although they have been working on aligning the data from schedule 5 from the schools.

Summary of the sheet: Tax to the max of 2.5%; state revenues from last year have been increased by 1%; new meals tax; Town & Schools preliminary FY 16 budgets; increase in overlay account for Sr. TR.; free cash certification for town.

Not in yet: changes in Middlesex retirement; FY15 tax rate.

The complexities of the plan have been simplified on the front page with the details in the back pages where we have: \$150k in anticipated expenses for nursing service; \$100K increase in excise tax; \$270k for meals tax (which will come with the state aid); increase of \$200k in overlay; change in AB debt; new table 6; and Minuteman assessment. If you push all the numbers we are plus \$12k for FY 17.

Marie: Take the number for FY 17 lightly. There is only a 1.5% increase in the assessment and the surplus for FY 17 is overstated.

SN: Basically this is a 5% tax increase.

SB: Add the effect of the reassessment

SN: You still come back to a 4.5% tax increase. The FC will not sign off on this increase. The budget is out of balance. The tax levy sheet does not reflect the opinion of the FC. You intend to tax to the 2.5% and recapture what was lost last year.

8. Outstanding Consensus items

Lauren read down the list:

A. Tax levy

** It was agreed that it was still too early to come to a consensus here because the schools do not yet have their budgets and not met for budget Saturday.

The selectmen have to vote their budget by Feb. 6th; they will discuss the budget at their Feb. 2nd meeting.

Lauren: We have to educate the public on the meaning of the tax levy

Marie: 2.5% makes \$1.8M and we will recapture the \$692k

SN: The FC went through the numbers and we are going to stick to our POV which say tax to 2%; \$1.4M OPEB instead of the \$1.2M and move the reserves to \$2.4M

Mike G: We also don't know about Middlesex retirement...

B. Use of revenues

Steve L: The model has \$2.6M for reserve use.

Steve N: There is no money going into a stabilization fund

Lauren: That would mean setting some reserves aside but requires a vote [of Town Meeting]

It was suggested that the town could start the stabilization fund with \$2.5M

Steve L: Gov. Baker has a grace period [before he needs to get out the budget]. He will be speaking at the MMA meeting perhaps we can get a clearer picture of what he intends to do.

SN: No new taxes, fees or cut in local aid.

Lauren: Do we have revenue projections?

Marie: Ch.70 will be at the minimum with just a 1% increase; transportation may be part of the 9C cuts which happening mid-year will be difficult to make up; we are not expecting higher revenues

MG: What's happening with the SPED circuit breaker?

Glenn: The Circuit Breaker is 70% of FY 16. Historically this has fluctuated; we do not know. The questions about Middlesex retirement are also not answered. The town is working on getting a more reasonable assessment.

Marie: On the use of reserves, we will not have the turn backs of other years. Right now our E&D is low. We'd like to see it pushed back to 5% of the budget and we'll need a few years to increase E&D. The turn backs used to be around \$250k but the budget is so tight we will not see that amount.

SN: The turn backs last year were closer to \$30k. That's not much of an appropriation if the budget gets into trouble.

***It was agreed that the three items needing consensus (tax levy, use of reserves and revenue projections) could not be decided now and should be put on the next agenda.

9. Public

Charlie: Going back to the tax impact. FY16 shows a decrease in the value of SFH. Is this deliberate or is it left over from the recession?

SB: That column needs to be reworked to reflect the tax bill. If we go to the full 2.5% increase plus the unused \$692k, we will have a 3.5% increase which will translate into the tax bill. If the SFH valuation rises by 5% people will not understand. We have to start educating them now.

10. Meeting schedule

*** Agreed dates February 5 & 26 and March 12 and March 26 if needed. All will start at 7: 30 AM.

There was some discussion about a possible Saturday date but that was left hanging.

Adjourned 8:30

Ann Chang

Office of the Director of Curriculum and Assessment
Acton-Boxborough Regional School District
(978) 264-4700, x3213
<http://www.abschools.org/departments/curriculum>

TO: Glenn Brand, Superintendent
FROM: Deborah Bookis, Director of Curriculum and Assessment
DATE: January 20, 2015
RE: Report on Professional Learning Day, January 16, 2015

PreK – Grade 6: AB Literacy Celebration

The definition of literacy has changed substantially. In 2010, the Teaching and Learning Committee reviewed the most current research on Literacy and created a working definition:

A literate person is one who, throughout life, deepens her knowledge and develops her potential through reading and writing; listening and viewing; speaking and presenting; creating and innovating; thinking critically.

A literate person deciphers meaning and expresses ideas through a range of media.

A literate person effectively communicates her insight and/or knowledge.

A literate person transfers learning to new situations in her own life and in the life of the community and the world.

Over the past few years, there has been work around the new MA English Language Arts (ELA) and Literacy standards. RJ Grey Junior High began by focusing on reading strategies, implementing daily silent reading for students and staff, supporting a student-produced literacy magazine, differentiating literacy assessments, and creating a library for reading materials appropriate for different student needs. Additionally, a group of teachers from several disciplines has been collaborating as part of a two-year grade seven through twelve Disciplinary Literacy initiative.

Our pre-schools are using portfolio assessment to measure literacy skills, including emergent writing skills and knowledge of the alphabet. Through the Pre-K Science, Technology, Engineering and Mathematics (STEM) Guided Workshop, they continue to make connections with the new MA ELA and Literacy Framework and Science & Technology. These include using specific scientific language and providing developmentally appropriate activities, including songs and picture books that address literacy.

The elementary schools are unpacking standards; creating and calibrating writing prompts, rubrics and checklists; designing lessons for implementing the literacy standards across disciplines; addressing author's craft as it relates to the reading standards; and implementing reading and early literacy assessments.

While we continue to refine what we have in place and prepare for continued work in this area, we set aside this Professional Day with three goals in mind:

- ~ To forge some new relationships and enrich existing ones within our newly formed district.
- ~ To be inspired by the learning and teaching of each other.
- ~ To gather feedback so the Curriculum and EdTech departments know where to focus our efforts to continue to support literacy teaching and learning.

The day began with an inspiring keynote address by Lester Laminack, a full-time writer and consultant working with schools throughout the United States, that combined two ideas: *Writing as a Pursuit of Passion* and *Where Ideas Come From: An Examination of the Spark that Ignites a Story*.

Participants then attended mini workshop sessions based on their own identified interests in the three following categories; these were facilitated primarily by their colleagues:

- ~ a mini-workshop session in their “wheelhouse” (something they can take back and use directly in their work with students),
- ~ a mini-workshop that helps them stretch their learning and teaching of literacy,
- ~ a mini-workshop purely to learn about what’s happening with literacy teaching and learning in the district.

Please see the attached document that lists the many varied mini-sessions offered during Professional Day.

Acton-Boxborough Regional High School: Submitted by JoAnn Campbell and Beth Baker

ABRHS spent two hours in the morning working in cross-curricular groups. They shared what a typical thirty-minute homework assignment looks like in their classes and how that homework assignment fits into the work they do in their classes. They then discussed what they believe about the purpose of homework and how much homework they believe students should have on a given night. The groups later shared with the larger group. All departments also talked about midyears and workload. Additionally, several departments used the time to do some content-specific collaboration.

Physical Education and Health: Submitted by David James

The K-12 Physical Education and Health Department spent time finalizing the department’s vision and mission statements. K-6 Physical Education teachers shared the skill development in the new *Circus* and *Appalachian Trail* units. The Physical Education teachers, grades 7-8 , worked with an adaptive physical education specialist, and the grades 9-12 Physical Education and Health teachers worked on their District Determined Measures.

Nursing: Submitted by Diane Spring and Diana McNicholas

The elementary level nurses participated in an onsite CPR/AED class for healthcare providers taught by an outside-authorized American Heart Association instructor. For the remaining approximately two hours, they each took on-line course work of their individual choosing through Northeastern University's School Health Institute on topics such as the following: "Re-entry to School after Psychiatric Hospitalization," "Trauma Sensitivity & A.C.E. Awareness in the School Setting," "Guidelines for Best Practices in the Use of Electronic Health Records," and "Infection Control." The nurses obtained nursing continuing education credits from Northeastern University.

The JHS nurses completed an on-line program from St. Anselm's College on Diabetes Pharmacology. They were also all recertified in CPR and AED training.

The high school nurses attended an all staff faculty meeting at the high school, specifically regarding homework for high school students. The nurses worked with their groups in discussions about this topic.

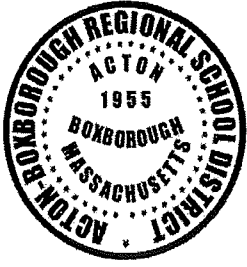
K-12 Counseling and Psychological Services Department: Submitted by Hilary Bonnell and Todd Chicko

In the morning, the elementary counselors and psychologists talked about DDMs, caseloads, testing requirements, and social emotional functioning of students. Counselors and Psychologists 7-8 met to discuss DDMs. Counselors and Psychologists 9-12 met with the high school faculty to discuss workload. Later in the morning, they all met together to discuss student transitions from the RJ Grey Junior High to ABRHS. In the afternoon, Counselors and Psychologists K-12 met to discuss transitions, the WISC, professional development ideas, and current mental health trends.

K-12 OT/PT Department: Submitted by Lynne Laramie

In the morning, staff watched the webinar: *Children with ADHD: Defining Features, Interventions, and the Use of Stability Balls*, followed by an intervention discussion of stability balls with specific students and within specific classrooms.

In the afternoon, staff discussed students and treatment plans and evaluation results. They also brainstormed obstacle course ideas about various types of equipment and skill building.

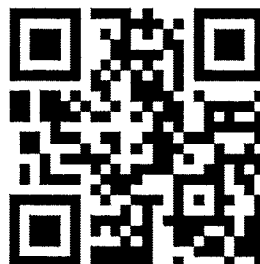


AB Literacy Celebration

Professional Day, January 2015

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| 8:00 - 8:20 | Mix and Mingle with Music |
| 8:30 - 9:45 | Keynote Speaker: Lester Laminack in Dragonfly Theatre |
| 9:45 -10:15 | Pick up a copy of Lester's book and travel to Session A |
| 10:15-11:05 | Session A Workshop |
| 11:10-12:10 | Lunch Pick up your <i>grab and go</i> lunch in the large cafeteria Eat in the large cafeteria, small cafeteria, commons area |
| 12:25-1:15 | Session B Workshop |
| 1:30 - 2:20 | Session C Workshop |
| 2:30 | Ending time |

Registration site:
<http://goo.gl/q4mpJY>



Acton-Boxborough Regional Schools

Professional Learning Day
January 16, 2015

| Presenter Name | Workshop Title | Description |
|--|--|---|
| Karoly Baglio, Special Educator, JHS | Study Skills for Learning Centers and How To Access the Curriculum [Gr. 4-8] | Workshop designed to assist teachers in learning how to incorporate study skills instruction and vocabulary into their curriculum. Topics that will be discussed include: time management, organization of materials, academic vocabulary, comprehension skills, and managing information and ideas. |
| Karen Cavanagh, Technology Assistant, Conant | Digital Storytelling: Explore Educational Uses & How to Create a Digital Story [Gr. 3-6] | This workshop will briefly describe the benefits of digital storytelling, explore some ways to include storytelling into the classroom and what resources can be used. Participants will be guided in making a digital story. |
| Karen Cavanagh, Technology Assistant, Conant | Digital Storytelling: Explore Educational Uses & How to Create a Digital Story [Gr. 3-6] | This workshop will briefly describe the benefits of digital storytelling, explore some ways to include storytelling into the classroom and what resources can be used. Participants will be guided in making a digital story. |
| Joan Celebi, Reading Teacher, JHS | Comprehension Strategies in the Content Areas: for All Students, in Any Class, Any Time! [Gr. 6-8] | All students -- from the academically gifted to the struggling reader -- can benefit from reading strategies that help them deepen their comprehension and become more effective, perceptive, and engaged in their academic work. In this workshop, we will explore simple, research-based strategies that can help your students gain greater meaning from what they read. The focus will be on strategies that are quick and easy to use -- in any subject area! |
| Joan Celebi, Reading Teacher, JHS | Comprehension Strategies in the Content Areas: for All Students, in Any Class, Any Time! [Gr. 6-8] | All students -- from the academically gifted to the struggling reader -- can benefit from reading strategies that help them deepen their comprehension and become more effective, perceptive, and engaged in their academic work. In this workshop, we will explore simple, research-based strategies that can help your students gain greater meaning from what they read. The focus will be on strategies that are quick and easy to use -- in any subject area! |
| Penny Clare Literacy Consultant | Weaving the Expectations of the Teachers College Units of Study and Six Trait Skill Instruction [PreK-6] | Embedded in the Calkins program are both the skills of the CCSS and the teaching strategies of Six Traits. In this brief workshop we will discuss and plan how to blend strategies and 6 traits instruction to support your students as they experience the rigors and successes of the TC Units. AND- this can be blended with strategies you have used and are familiar with already! TEACHERS ARE ASKED TO BRING A UNIT MANUAL FROM THE UNITS OF STUDY WITH THEM IF THEY HAVE THEM |
| Penny Clare Literacy Consultant | Narrative Writing [PreK-3] | Strategies and skills to nurture beginning writers to successfully write Narrative Stories. This workshop will contain practical suggestions for teacher instruction in Narrative Writing while meeting the CCSS and incorporating the rigor of the current expectations. We will also delve into conferencing and sharing techniques and how this part of the writing process fosters more confident and proficient writers. |
| Penny Clare Literacy Consultant | Weaving the Expectations of the Teachers College Units of Study and Six Trait Skill Instruction [PreK-6] | Embedded in the Calkins program are both the skills of the CCSS and the teaching strategies of Six Traits. In this brief workshop we will discuss and plan how to blend strategies and 6 traits instruction to support your students as they experience the rigors and successes of the TC Units. AND- this can be blended with strategies you have used and are familiar with already! TEACHERS ARE ASKED TO BRING A UNIT MANUAL FROM THE UNITS OF STUDY WITH THEM IF THEY HAVE THEM |
| Cami Condie Literacy Consultant | No More Encyclopedia-Like Writing! Helping Elementary Students Write Engaging Informational Text [Gr. K-6] | Informational writing can be interesting, descriptive, and fun. In this workshop we will begin an informational piece using strategies from Lucy Calkins' Units of Study and Ralph Fletcher's Nonfiction Craft Lessons. We will then share additional mini-lessons that can be used to engage students in informational writing. |
| Cami Condie Literacy Consultant | Content-Based Interventions for Elementary ELLs [Gr. K-6] | This presentation will present the core elements of a successful summer, four-week partnership between a public K-5 School with a large population of ELLs and Salem State University. Successful interventions included language situated in rich, motivational science content and diagnostic guided reading instruction. Suggestions will be presented for adapting the fundamental principles to improve literacy across the curriculum for at-risk ELLs followed by Q&A. |
| Kerry Cusick, Reading Teacher, Merriam | Small Group Reading Instruction - Utilizing Short Texts to Make Meaning [Gr. 1-6] | Have you ever wondered how small groups help you uncover hidden time in your teaching for meeting individual students' needs? Together, we'll work more closely delivering how-tos on: *using formative assessment to create groups of readers with common needs *differentiating for individuals, even when they're in a group *enhancing your Tier 1 and Tier 2 instruction. For comprehension, fluency, engagement, print work strategies, and comprehension, we'll share ideas for assessment and flexible grouping structures as well as a common language. We'll help readers: *get into texts and get more out of them *learn vital strategies that help them read more challenging texts *talk about books with rigor and vigor. Ultimately, you'll discover how small groups can make such a big difference in your classroom. |
| Kerry Cusick, Reading Teacher, Merriam | Small Group Reading Instruction - Utilizing Short Texts to Make Meaning [Gr. 1-6] | Have you ever wondered how small groups help you uncover hidden time in your teaching for meeting individual students' needs? Together, we'll work more closely delivering how-tos on: *using formative assessment to create groups of readers with common needs *differentiating for individuals, even when they're in a group *enhancing your Tier 1 and Tier 2 instruction. For comprehension, fluency, engagement, print work strategies, and comprehension, we'll share ideas for assessment and flexible grouping structures as well as a common language. We'll help readers: *get into texts and get more out of them *learn vital strategies that help them read more challenging texts *talk about books with rigor and vigor. Ultimately, you'll discover how small groups can make such a big difference in your classroom. |

Professional Learning Day
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| Kate Gibalerio Classroom Teacher, McT | Lifting the Level of Comprehension Using Media, Short Texts, and Partner Talk [Gr. 2-4] | Based on the work of Kate Roberts and Christopher Lehman (authors of Falling in Love with Close Reading) and other instructors at the Teachers College Summer Reading Institute, this workshop will focus on engaging students in order to scaffold instruction in comprehension. Using high interest short texts, including films, I will share ways I've incorporated the strategies demonstrated at TC into my third grade Reading Workshop |
| Kate Gibalerio Classroom Teacher, McT | Lifting the Level of Comprehension Using Media, Short Texts, and Partner Talk [Gr. 2-4] | Based on the work of Kate Roberts and Christopher Lehman (authors of Falling in Love with Close Reading) and other instructors at the Teachers College Summer Reading Institute, this workshop will focus on engaging students in order to scaffold instruction in comprehension. Using high interest short texts, including films, I will share ways I've incorporated the strategies demonstrated at TC into my third grade Reading Workshop |
| Ann Marie Gleeson Primary Source Consultant | Primary Sources and Close Reading [Gr. 5-8] | In this workshop, led by Primary Source staff, we will explore how to do a close reading of primary source documents in social studies. We will consider how to find and select grade-appropriate primary source materials, adapt text, and craft close-reading text-dependent questions that support students' historical thinking skills. |
| Ann Marie Gleeson Primary Source Consultant | Primary Sources and Close Reading [Gr. 1-4] | In this workshop, led by Primary Source staff, we will explore how to do a close reading of primary source documents in social studies. We will consider how to find and select grade-appropriate primary source materials, adapt text, and craft close-reading text-dependent questions that support students' historical thinking skills. |
| Mairin Gulliver Classroom Teacher, Conant | Integrating Literacy and Science in the Primary Grades [PreK-3] | In this workshop, we will explore how as teachers we can find time to fit science into our packed days. We can create integrated opportunities to teach science units while building on literacy skills. We will explore how to integrate the Speaking and Listening, Reading and Writing Common Core standards with the new science standards. |
| Heather Haines, Elementary Math Curriculum Specialist/ Coach | Math Vocabulary [PreK-8] | In order to engage in the eight math practices, students need to have a strong math vocabulary. Engaging in meaningful problem solving, critiquing the reasoning of others and precisely explaining your own thinking all need a strong understanding of the language of math. We will talk about research concerning vocabulary instruction, strategies for teaching math vocabulary, and share resources for word banks and vocabulary activities. |
| Heather Haines, Elementary Math Curriculum Specialist/ Coach | Writing in Math [Gr. 2-5] | Writing about math is not only important because it is a part of our state test, but because it requires students to organize and reflect on their thinking about mathematical ideas. It also provides us as teachers a way to further understand our students thinking and misconceptions. We will look a resources for starting writing in your classroom, open response prompts, journal questions, and rubrics. |
| Heather Haines, Elementary Math Curriculum Specialist/ Coach | Writing in Math [Gr. 6-8] | Writing about math is not only important because it is a part of our state test, but because it requires students to organize and reflect on their thinking about mathematical ideas. It also provides us as teachers a way to further understand our students thinking and misconceptions. We will look a resources for starting writing in your classroom, open response prompts, journal questions, and rubrics. |
| Robyn Harding Classroom Teacher, Conant | Google Presentation to support non-fiction literacy instruction [Gr. 4-8] | Learn how students can use Google Presentation to create online presentations using non-fiction texts. |
| Robyn Harding Classroom Teacher, Conant | Google Presentation to support non-fiction literacy instruction [Gr. 4-8] | Learn how students can use Google Presentation to create online presentations using non-fiction texts. |
| Peggy Harvey, Instructional Technology Specialist, K-12 | Digital Storytelling on the iPad [PreK-8] | Learn to use storytelling apps for the iPad to unleash student creativity and support differentiated literacy instruction. Digital storytelling has the power to enhance literacy skills beyond traditional forms by enabling students to communicate in multimodal ways that involve images, sounds, videos and text. We will focus primarily on free apps that you can download and explore immediately. Participants are encouraged to bring an iPad and know their Apple ID and password. |
| Peggy Harvey, Instructional Technology Specialist, K-12 | Making Global Connections to Literacy Learning with Google Earth and Google Lit Trips [Gr. K-5] | Google Earth has the power to bring the world to your literacy instrucion. After reviewing various ways Google Earth can be used in the classroom, we will explore Google Lit Trips, a free library of files that work with Google Earth to mark the journeys of characters from literature and provide placemarks, relevant media, discussion starters, and other interactive tools that support making "real world" connections to literature. |
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| Spencer Harvey and Chuck Donovan, Social Studies Teachers, JHS | Vocabulary and Word Generation [Gr. 6-8] | This presentation will address strategies for vocabulary acquisition done through an interdisciplinary approach at the Jr. High |
| Melissa Hayes and Celia Knight, Art Teachers: Conant and Gates | Exploring Visual Thinking Protocols [PreK-8] | Learn about and explore various visual thinking routines that can be used to describe visual images (artwork/photographs) or pieces of music. Protocols such as Project Zero's Project MUSE (Museums Uniting with Schools in Education) Questioning protocol, Looking/Listening Ten x Two (a routine for observing & describing), and Token Response (a routine for discussing visual images.) We will discuss strategy structures, explore visual thinking protocols, and work on adapting them for use in subject specific curricula. |

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| Melissa Hayes and Celia Knight, Art Teachers: Conant and Gates | Exploring Visual Thinking Protocols [Gr. PreK-8] | Learn about and explore various visual thinking routines that can be used to describe visual images (artwork/photographs) or pieces of music. Protocols such as Project Zero's Project MUSE (Museums Uniting with Schools in Education) Questioning protocol, Looking/Listening Ten x Two (a routine for observing & describing), and Token Response (a routine for discussing visual images.) We will discuss strategy structures, explore visual thinking protocols, and work on adapting them for use in subject specific curricula. |
| Lynne Kondracki, Math Teacher, JHS | Notability [Gr. K-8] | Do you model taking notes, sentence diagramming, math problems, reading text, - anything done on paper? Are you considering going paperless with notes? This may be the class for you. Are you comfortable with Google Word or using pdfs? This class is all about how to and take notes with your students using an iPad. You will learn how to approach using Notability, learn the writing, highlighting tools, how to clear, delete or save notes to your Google Drive which can then be posted to your website. For this workshop I will provide iPads, Notes, instruction reference packet. |
| Lynne Kondracki, Math Teacher, JHS | Explain Everything [Gr. 5-8] | Hey, do you want to be your own 'Sal Khan'? Are you thinking you want to 'Flip Your Classroom'? It is easier than you think. If you can use a stylus, talk and create a storyboard for a lesson, join me and I will walk you through the basics of Explain Everything. This is a powerful iOS app that can allow you to do as it states - Explain Everything. You can import images, do video, write and 'think aloud' and more. During this mini-session we will do a few basics to create a video that can be posted. For this workshop I will provide iPads, a story board, instruction reference packet. |
| Robin Kynoch Classroom Teacher, McT | "Reading" Paintings: How Visual Literacy, Reading, and Writing Can Connect in the Classroom [PreK-8] | How is looking at a painting like reading a book? We'll look at a variety of pieces of artwork, and try to make connections to reading and writing in the classroom. You will also have time to explore the MFA educator's website and create a gallery of your own. You don't need to be an art teacher to include visual literacy in your classroom! |
| Robin Kynoch Classroom Teacher, McT | "Reading" Paintings: How Visual Literacy, Reading, and Writing Can Connect in the Classroom [PreK-8] | How is looking at a painting like reading a book? We'll look at a variety of pieces of artwork, and try to make connections to reading and writing in the classroom. You will also have time to explore the MFA educator's website and create a gallery of your own. You don't need to be an art teacher to include visual literacy in your classroom! |
| Lester Laminack, Keynote Speaker/Literacy Consultant | When Writers Read [PreK-8] | Writers approach a text with an eye for more than "what's the story here?" Writers look for structure, craft, intention, bias, and authenticity of content in any text. Learning to read like a writer has many important implications for literacy. Explore ways to help your students look at text and question the credentials and knowledge base of the writer, identify craft examples in that text, pay attention to structure, and then transfer what they have learned to their own writing. Teach your student how good writing is more than just beautiful language. Work with some of the best children's literature available, and become grounded in the craft lessons contained in those books. Return to your classroom and use those same books and identified craft lessons as curriculum for a successful year of teaching writing. |
| Lester Laminack, Keynote Speaker/Literacy Consultant | Crafting As Revision [PreK-8] | Lead your writers to reread and revisit their earlier work with a specific lens focused on opportunities for zooming in, tightening a scene, clarifying an image, and getting specific. As small stack of thoughtfully chosen texts used as read-alouds can provide the lens for looking again with a new focus. |
| Maureen Lin, English Teacher, JHS | Using Protocols in the Classroom [Gr. 3-8] | I will share a variety of protocols that can be used in the classroom to facilitate discussion and foster critical thinking skills. A new protocol for teaching kids to ask questions will be included (based on the book: Make Just One Change - Teach Students to Ask Their Own Questions by Rothstein and Santana |
| Maureen Lin, English Teacher, JHS | Using Protocols in the Classroom [Gr. 3-8] | I will share a variety of protocols that can be used in the classroom to facilitate discussion and foster critical thinking skills. A new protocol for teaching kids to ask questions will be included (based on the book: Make Just One Change - Teach Students to Ask Their Own Questions by Rothstein and Santana |
| Janet MacNeil, K-8 Science Coordinator, Brookline Public Schools | Writing in Science using CER (Claims, Evidence & Reasoning) for Grades 7-8 | The Science Practices call for students to be able to argue from evidence and to obtain, evaluate, and communicate information. The ELA and Math Practice Standards call for students to be able to construct viable and valid arguments and critique the reasoning of others. This workshop will focus on the CER Framework which provides a structure for students to be able to write informational or argumentative pieces that include claims, evidence, and reasoning. |
| Janet MacNeil, K-8 Science Coordinator, Brookline Public Schools | Writing in Science using CER (Claims, Evidence & Reasoning) for Grades K-3 | The Science Practices call for students to be able to argue from evidence and to obtain, evaluate, and communicate information. The ELA and Math Practice Standards call for students to be able to construct viable and valid arguments and critique the reasoning of others. This workshop will focus on the CER Framework which provides a structure for students to be able to write informational or argumentative pieces that include claims, evidence, and reasoning. |
| Janet MacNeil, K-8 Science Coordinator, Brookline Public Schools | Writing in Science using CER (Claims, Evidence & Reasoning) for Grades 4-6 | The Science Practices call for students to be able to argue from evidence and to obtain, evaluate, and communicate information. The ELA and Math Practice Standards call for students to be able to construct viable and valid arguments and critique the reasoning of others. This workshop will focus on the CER Framework which provides a structure for students to be able to write informational or argumentative pieces that include claims, evidence, and reasoning. |

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| Kate McMillan, Classroom Teacher, and Connie Long, Elementary Library/Media Specialist, Blanchard | Great Reads Book Share [Gr. K-8] | Join Connie Long, Library Media Specialist and a picture book enthusiast, and Kate McMillan, grade 6 ELA teacher and a devoted bookworm, in sharing some great titles that are being used in the classroom across the grade levels. While a picture book may be a read aloud in the primary grades, it might make a great mentor text in an intermediate classroom. Bring some of your own favorite titles to share how they can be used for instructional purposes across the grade levels. |
| Kate McMillan, Classroom Teacher, and Connie Long, Elementary Library/Media Specialist, Blanchard | Interactive Read Alouds in the math, science, and social studies content areas [Gr. 3-6] | Join Kate McMillan, 6th grade ELA/SS teacher, and certified Literacy Specialist K-12, and Connie Long, Library Media Specialist in an exploration of how to incorporate the use of read-alouds into content area learning. Read alouds not only make content area reading more motivating, but also support and enhance student understanding of unfamiliar content area vocabulary and concepts. |
| Ann Marie Mercadante-Pastor Classroom Teacher, Conant | Beers & Probst's Notice & Note Strategies for Close Reading: 6 Signposts for Narrative Texts that Both Engage and Empower Students to Think Deeply About Texts [Gr. 3-8] | Narrative texts for children and young adults share common features/elements that Beers & Probst refer to as "signposts". The authors identify six specific "signposts" that may assist students in engaging in close reading strategies, where they are able to identify the signposts, stop and ponder their significance, and ultimately, ask and answer text-dependent questions. This close reading strategy approach is applicable for students from grades 4-12, but could be introduced to third graders as well. In this workshop, you will be introduced to the six signposts, as well as one teacher's approach to introducing this strategy to 3rd and 4th graders. This approach is both empowering and motivating for students; it provides a concrete and accessible method for thinking deeply about text. |
| Ann Marie Mercadante-Pastor Classroom Teacher, Conant | Beers & Probst's Notice & Note Strategies for Close Reading: 6 Signposts for Narrative Texts that Both Engage and Empower Students to Think Deeply About Texts [Gr. 3-8] | Narrative texts for children and young adults share common features/elements that Beers & Probst refer to as "signposts". The authors identify six specific "signposts" that may assist students in engaging in close reading strategies, where they are able to identify the signposts, stop and ponder their significance, and ultimately, ask and answer text-dependent questions. This close reading strategy approach is applicable for students from grades 4-12, but could be introduced to third graders as well. In this workshop, you will be introduced to the six signposts, as well as one teacher's approach to introducing this strategy to 3rd and 4th graders. This approach is both empowering and motivating for students; it provides a concrete and accessible method for thinking deeply about text. |
| Sara O'Neal and Elizabeth Broadwater, Science Teachers, JHS | Using Literature Circles for Non-fiction Articles [Gr. 5-8] | In this workshop we will discuss the use of "Textmasters" as a protocol for guiding small group discussions of non-fiction texts in science. Textmasters is based on the work of literature circles. |
| Jean Oviatt-Rothman Elementary Science and Health Curriculum Specialist/Coach | Using Picture Books in Science [Gr. 2-6] | Reading picture books aloud during science can be a great way to engage all students. It also provides an opportunity to integrate reading comprehension strategy instruction with science learning. There are many benefits and yet also some potential pitfalls to using picture books in science. This workshop will provide examples and resources for how to effectively integrate picture books into your science curriculum. |
| Jean Oviatt-Rothman Elementary Science and Health Curriculum Specialist/Coach | Productive Talk in Science Discussions [Gr. 3-8] | Productive Science Talks provide a way to effectively integrate speaking and listening goals with science content and practices. In this workshop, participants will learn about the value of productive talk and view videos to see it in action during science lessons. Participants will also gain a set of strategies to implement productive talk in their own classroom. Although the focus will be on how to use productive talk in science discussions, the strategies can be applied to various curricular areas to encourage all students to engage in academic discourse. |
| Chris Porth and Margie Callaghan, Music Teachers: Merriam and Blanchard | Seeing, Saying, Moving, Playing – Elements of Music Literacy in the Classroom [PreK-3] | What is Music Literacy and why does it play a role in education? How do Multiple Intelligences play a role in Curriculum and the development of the whole person? We won't try to answer everything in these big questions, but we will give you an active experience of what is like to enjoy the learning found in developing Music Literacy. We will cover ways Music Teachers build literacy skills that are also found in the regular classroom, and how Music touches other subjects that can be graced when combined with music activity. Come ready to be out of your seats and walk away with a better idea of Music Literacy carrying a pack of activities and songs YOU can use in YOUR room to teach content Musically. |
| Chris Porth and Margie Callaghan, Music Teachers: Merriam and Blanchard | Seeing, Saying, Moving, Playing – Elements of Music Literacy in the Classroom [Gr. 4-8] | What is Music Literacy and why does it play a role in education? How do Multiple Intelligences play a role in Curriculum and the development of the whole person? We won't try to answer everything in these big questions, but we will give you an active experience of what is like to enjoy the learning found in developing Music Literacy. We will cover ways Music Teachers build literacy skills that are also found in the regular classroom, and how Music touches other subjects that can be graced when combined with music activity. Come ready to be out of your seats and walk away with a better idea of Music Literacy carrying a pack of activities and songs YOU can use in YOUR room to teach content Musically. |
| Sharon Ryan, Elementary Literacy and Social Studies Curriculum Specialist/Coach | Incorporating Purposeful Talk to Enhance Reading Comprehension in Grades 3 - 8 | This session will focus on how we can modify our teaching to help children comprehend more deeply and lastingly through the use of purposeful talk. We will utilize research-based strategies from Teachers College Reading and Writing Project, Ellin Oliver Keane, and Maria Nichols in our work together. |
| Sharon Ryan, Elementary Literacy and Social Studies Curriculum Specialist/Coach | Using Picture Books to Build a Repertoire of Reading Comprehension Strategies [PreK- 2] | This workshop is designed to support the use of picture books to build a repertoire of reading comprehension strategies in the early literacy classroom / program. Participants will explore a variety of picture books, poetry, and online resources as well as professional resources that offer suggestions for selecting children's books. Participants are encouraged to bring and share children's literature that they've found to be effective in enhancing young literacy learners' comprehension! |

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| Sharon Ryan, Elementary Literacy and Social Studies Curriculum Specialist/Coach | Evernote and Literacy for Educators [PreK-8] | This presentation will provide an overview of the use of Evernote as a organizational tool to compile and manage student data within your classroom / program to support literacy learners. Participants will learn how to create notes & notebooks, make digital recordings, take photos, and create student literacy portfolios. Participants are encouraged to bring a laptop or iPad to this session to get started with this free on-line tool! |
| Karen Tower Assistant Principal, Blanchard | Opinion/Argumentative Writing [Gr. 5-8] | Writing persuasive arguments is a natural expression for opinionated teens and tweens. Inspire their expression of their ideas in this workshop including lesson ideas, writer's craft in the language of persuasive writing, and multimedia resources to use with your students. |
| Karen Tower Assistant Principal, Blanchard | Writing Workshop for Administrators: Best Practices in Writing Instruction [PreK-8 Administrators] | This workshop will focus on understanding the basic elements of writing and assessment for students in grades K - 8, what to look for in an observation of a writing lesson, and how to understand student growth and achievement. Bring your questions and concerns, as I will adjust the workshop to your needs. |
| Karen Tower Assistant Principal, Blanchard | Opinion/Argumentative Writing [Gr. 5-8] | Writing persuasive arguments is a natural expression for opinionated teens and tweens. Inspire their expression of their ideas in this workshop including lesson ideas, writer's craft in the language of persuasive writing, and multimedia resources to use with your students. |
| Lannon Twomey, K-12 Speech and Language Specialist, and Beth Thoman, Special Educator, Blanchard | Let's Talk about Comprehension: Facilitating comprehension conversations in the Pre K-4 classroom | This mini-workshop will demonstrate to classroom teachers strategies and methods to support students' active engagement in conversations about what they are reading. There will be a focus on using sentence starters that target specific comprehension strategies (such as predicting, inferencing, questioning, making connections). |
| Lannon Twomey, K-12 Speech and Language Specialist, and Beth Thoman, Special Educator, Blanchard | Let's Talk about Comprehension: Facilitating comprehension conversations in the PreK-4 classroom | This mini-workshop will demonstrate to classroom teachers strategies and methods to support students' active engagement in conversations about what they are reading. There will be a focus on using sentence starters that target specific comprehension strategies (such as predicting, inferencing, questioning, making connections). |
| Sara Wilcox Classroom Teacher, Conant | Web 2.0 Tools for Interdisciplinary Literacy [Gr. 4-8] | Learn how the following Web 2.0 tools expand literacy skills in and beyond the ELA classroom. Time will be provided at the end of the session for teachers to explore these tools on their own devices. Lucid Press: Digitally publish writing with the option to include multimedia Thinglink: Read and annotate images with text, multimedia, and URL links Google Maps: Annotate a map with text, images, videos, and URL links |
| Sara Wilcox Classroom Teacher, Conant | Web 2.0 Tools for Interdisciplinary Literacy [Gr. 4-8] | Learn how the following Web 2.0 tools expand literacy skills in and beyond the ELA classroom. Time will be provided at the end of the session for teachers to explore these tools on their own devices. Lucid Press: Digitally publish writing with the option to include multimedia Thinglink: Read and annotate images with text, multimedia, and URL links Google Maps: Annotate a map with text, images, videos, and URL links |
| Diana Woodruff, K-12 Director of Visual Arts, and Anne Kress, Art Teacher, Merriam | Visual Literacy: Images and Words [PreK-8] | Participants will engage in two activities decoding images using the strategies - Looking at Art: Investigations Visual literacy is "...the ability to find meaning in imagery. It involves a set of skills ranging from simple identification (naming what one sees) to complex interpretation on contextual, metaphoric and philosophical levels. (Yenawine, 1997) Visual Thinking Strategies(VTS) |

AB Literacy Celebration

Professional Day, January 16, 2015

Context

The 2010-2011 Teaching and Learning Committee, comprised of 21 educators and administrators, focused on Literacy and had 4 distinct outcomes:

- Become knowledgeable about literacy in the 21st century.
- Summarize that information in a working definition of “literacy” that could guide future work.**
- Follow the DESE *Guidelines for Developing an Effective District Literacy Action Plan* which included looking at our current practices and key supports.
- Prioritize our district list of practice and support needs, gather input from constituent groups, and develop district Literacy goals.**

Align curriculum and instruction with new MA ELA and Literacy Framework (PreK-12)

Context

2011-2012 to present:

PreK:

- Portfolio assessment to measure literacy skills
- Science vocabulary

Elementary:

- Writing prompts, demonstration texts, rubrics and checklists
- Reading and K literacy assessments
- Author's craft

JH:

- Reading strategies
- Daily silent reading
- Disciplinary Literacy

Goals

1. Forge new relationships and enrich existing ones
1. Be inspired by the learning and teaching of each other
1. Gather feedback for future professional learning

Planning

Curriculum & EdTech Departments

October 22: Compose our email to all teachers to explain the day and ask what kinds of Literacy workshops they want offered

October 30: Deadline to receive ideas of workshops

November 5: Review requests for Literacy workshops and finalize the RFP.

November 6: RFP sent

December 2: Deadline to receive RFPs

December 3: Review RFPs

December 5: Notify all facilitators

December 10: Finalize registration process

December 15: Send registration link (Signup Genius)

January 5: Deadline to register for conference

Agenda

8:00 - 8:20

Mix and Mingle with Music

8:30 - 9:45

Keynote Speaker: Lester Laminack in Dragonfly Theatre

9:45 -10:15

Pick up a copy of Lester's book, and travel to Session A

10:15-11:05

Session A Workshop

11:10-12:10

Lunch

Pick up your *grab and go* lunch in the large cafeteria

Eat in the large cafeteria, small cafeteria and commons area

12:25-1:15

Session B Workshop

1:30 - 2:20

Session C Workshop

2:30

Ending time

Resources

PL Literacy Celebration 2015 Resources

Feedback

- Exit tickets after each mini-workshop session
- Survey participants for the whole day
- Survey facilitators

Feedback

Did you like the format for our Professional Learning Literacy Celebration?

94% yes 6% no

The speaker was very dynamic. The sessions I attended were interesting and useful.

I liked having a choice. I was able to pick topics that I enjoyed and that I thought I could bring into the classroom.

I love having a key note speaker to bring us all together and get us in the right frame of mind and then I absolutely love that we had choice in what we learned for the day. We talk so much about giving students choice, it is important to give teachers choice too. Loved the entire day!!!!

I would have preferred to have one workshop for an extended period of time so that I could have worked with the new material being presented. A lot of information was presented in a very short amount of time.

Feedback

Would you like to have Lester Laminack come back to AB? 88% yes 12% no

Anything! He was able to bring a "human" factor to his passion for writing which allowed us as educators to make connections with what we do.

More insights on teaching literacy in an authentic and effective way while still meeting the standards that we are required to meet.

A topic workshop related to read alouds or writing.

I would love to see him work directly with students and model what day by day lessons might look like.

Feedback

Did the day give you the opportunity to connect with old and new colleagues? 87% yes 13% no

Did the workshops you attended meet your expectations? 90% yes 10% no

Did you learn something new about literacy teaching/learning? 90% yes 10% no

ACTON HEALTH INSURANCE TRUST

January 29, 2015

Superintendent's Conference Room - JH

8:00 a.m.

.....

MEETING AGENDA

- 1) Call to Order
- 2) Approval of Minutes
- 3) Treasurer's Report
- 4) Cash Flow Report
- 5) Discuss impact of ACA regulations on future HIT rates:
Luxury tax, cost as percent of income
- 6) Discuss preliminary estimates for FY'16 Health
insurance rates
- 7) Set next meeting: February 26, 2015



Acton-Boxborough Regional School Committee

16 Charter Road
Acton, MA 01720
978-264-4700 ext 3206
www.abschools.org

13.5.i

January 22, 2015

State Senator Sonia Chang-Diaz
State Representative Alice Hanlon Peisch
Foundation Budget Review Commission Public Hearing
Nashoba Regional High School Auditorium
12 Green Road
Bolton, MA

RE: Foundation Budget Should Keep Pace with Population Trends of High Needs Students

Dear Senator Chang-Diaz and Representative Peisch:

The Acton-Boxborough Regional School Committee would like to call your attention to an issue that concerns not only our district, but in conversations with school committee members in other school districts, we believe this is an issue in school districts across the Commonwealth. The issue relates to Chapter 70 funding with respect to the special education enrollment factors.

Currently, Chapter 70 defines **Assumed tuitioned-out special education enrollment** as "**one percent of the total foundation enrollment** in a district, not counting vocational or pre-school enrollment." (emphasis added).

Our understanding is that this definition was derived when the proportion of the tuitioned-out enrollment reflected the average prevailing proportion of enrollment at the time the law was passed. Currently, however, that proportion for our district has increased to **between 1.5 and 2 percent of foundation enrollment**. We would like to see this definition changed to better reflect current special education enrollment proportions.

Chapter 70 also defines **Assumed in-school special education enrollment** as "**three and three quarters percent of total foundation enrollment** of a district not counting vocational or preschool enrollment, plus four and three quarters percent of vocational enrollment." (emphasis added)

Like the tuitioned-out definition, this definition does not reflect the current proportion of enrollment for special education. Our current proportion is actually **between 15 to 17 percent**.

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

In October of 2014, the Co-Chair of the Acton-Boxborough Regional Special Education Parent Advisory Committee (SpEd PAC) prepared a report entitled "Special Education Population Trends". All data used in this analysis came from the Massachusetts Department of Elementary and Secondary Education (DESE). The report provides an historical review of trends in population of three "high needs" groups – Students With Disabilities (SWD), English Language learners (ELL), and Low Income (LI) in our district.

To summarize the key points, in the past 10 years,

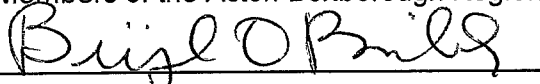
- the number of students receiving SWD services has increased 17.2%,
- the number of students classified as LI has increased by 79%, and,
- the number of students in the ELL grouping has increase by 212%

Overall enrollment increase in the same period, however, was only 0.8%. This means that these high needs groups are a higher proportion of the overall enrollment than they were 10 years ago. **Over the past 3 years, the trends are even more dramatic. The past 3 years account for over 75% of the high needs increase, while the overall enrollment has declined by over 3%.**

Given these trends, the foundation budget is grossly under-representing the actual proportions of special education enrollment. We are concerned that the foundation budget is failing to provide the assistance that is needed to properly serve these students. Please consider changing the foundation formula to accommodate these special education trends.

Sincerely,

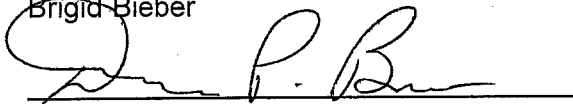
Members of the Acton-Boxborough Regional School Committee:



Brigid Bieber



Mary Brolin



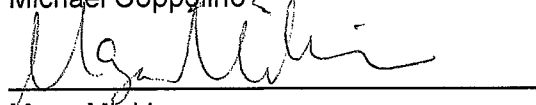
Dennis Bruce



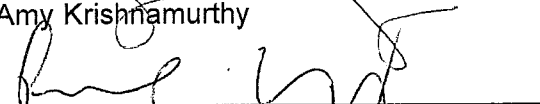
Michael Coppolino



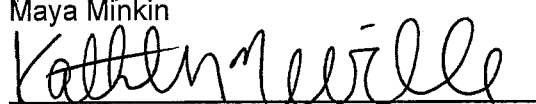
Amy Krishnamurthy



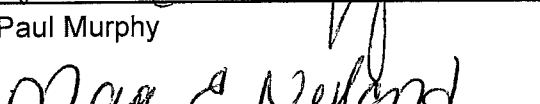
Maya Minkin



Paul Murphy



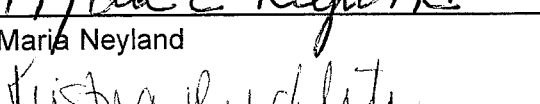
Kathleen Neville



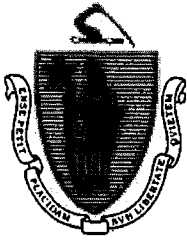
Maria Neyland



Deanne O'Sullivan



Kristina Rychlik, Chairwoman



THE GENERAL COURT OF MASSACHUSETTS
STATE HOUSE, BOSTON 02133-1053

January 23, 2015

Attorney General Maura Healey
One Ashburton Place
Boston, MA 02108-1518

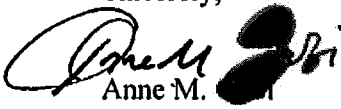
Dear Attorney General Healey,

On June 30, 2014, the Legislature enacted Ch. 165 of the acts of 2014 in the FY15 budget. Section 3 of the budget designated approximately \$4.4 billion in Chapter 70 local aid payments to school districts. The budget also included a separate allocation in line item 7035-0006 of \$70,251,563 to reimburse regional school districts for transportation costs. On November 19, 2014 Governor Deval Patrick, exercised Section 9C authority, making reductions in allotments to state agencies in the amount of \$329 million to address revenue shortfalls. Included on that list was a reduction to regional school transportation reimbursement in the amount of \$18,730,563, while there was no reduction to chapter 70 local aid payments to school districts.

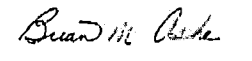
In 2010, the legislature passed, and Governor Patrick signed, An Act relative to the Achievement Gap (referred to forthwith as the 2010 Act). Section 15 of this act provides, "Notwithstanding any general or special law to the contrary, regional school payments made by the state in any fiscal year through the general appropriations act shall not be lowered by a greater percentage than any reduction made to chapter 70 payments in that fiscal year." There is a question regarding whether Section 15 of An Act relative to the Achievement Gap expressly prohibits a 9C reduction in regional school transportation reimbursements if there is no corresponding reduction to Chapter 70 local aid payment to school districts.

We respectfully request that you issue an opinion as to whether Section 15 of the 2010 Act limits a governor's authority to reduce regional school transportation allotments under section 9C. If you have any questions please feel free to contact Senator Gobi's Chief of Staff Brian Ferrarese at brian.ferrarese@masenate.gov or 617-722-1540. Thank you for taking the time to look into this matter.

Sincerely,


Anne M. Gobi
State Senator


Kimberly N. Ferguson
State Representative


Brian M. Ashe
State Representative

Cory Atkins
Cory Atkins
State Representative

Jennifer E. Benson
Jennifer E. Benson
State Representative

Donald Bernhardt J.
Donald Bernhardt J.
State Representative

Nicholas A. Boldyga
Nicholas A. Boldyga
State Representative

Gailanne M. Cariddi
Gailanne M. Cariddi
State Representative

Hariette Chandler
Hariette Chandler
State Senator

Leah Cole
Leah Cole
State Representative

Claire D. Cronin
Claire D. Cronin
State Representative

Josh S. [unclear]
Josh S. [unclear]
State Representative

Angela L. D'Emilia
Angela L. D'Emilia
State Representative

Geoff Diehl
Geoff Diehl
State Representative

Shawn Dooley
Shawn Dooley
State Representative

Benjamin B. Downing
Benjamin B. Downing
State Representative

Peter J. Durant
Peter J. Durant
State Representative

Josh J. Dwyer
Josh J. Dwyer
State Representative

Carolyn C. Dykema
Carolyn C. Dykema
State Representative

James E. [unclear]
James E. [unclear]
State Senator

Ryan C. Fauman
Ryan C. Fauman
State Senator

John V. Fernandes
John V. Fernandes
State Representative

Michael J. Finn
Michael J. Finn
State Representative

Janifer J. Flanagan
Janifer J. Flanagan
State Senator

Paul K. [unclear]
Paul K. [unclear]
State Representative

Denise C. Garlick
Denise C. Garlick
State Representative

Susan W. Gilford
Susan W. Gilford
State Representative

Danielle W. Greig
Danielle W. Greig
State Representative

Sheila C. Harrington
Sheila C. Harrington
State Representative

Edford Hill
Edford Hill
State Representative

Kate Hogar
Kate Hogar
State Representative

Steven S. Howitt
Steven S. Howitt
State Representative

James M. Kelcourse
James M. Kelcourse
State Representative

Thomas P. Kennedy
Thomas P. Kennedy
State Senator

Stephan Kulik
Stephan Kulik
State Representative

Kevin K. Kuros
Kevin K. Kuros
State Representative

Susannah Whipp Lee
Susannah Whipp Lee
State Representative

David P. Linsky
David P. Linsky
State Representative

Sean B. Lovely
Sean B. Lovely
State Senator

T. Madden

Timothy R. Madden
State Representative

Paul W. Mark

Paul W. Mark
State Representative

Joseph D. Mckenna

Joseph D. Mckenna
State Representative

Leonard Mirra
State Representative

Rady Mom
State Representative

Michael O. Moore

Michael O. Moore
State Senator

David Muradian

David Muradian
State Representative

Harold P. Naughton Jr.

Harold P. Naughton Jr.
State Representative

Shaunna O'Connell

Shaunna O'Connell
State Representative

Keiko M. Orrall

Keiko M. Orrall
State Representative

Sarah K. Peake

Sarah K. Peake
State Representative

William Smitty P. Penatelli

William Smitty P. Penatelli
State Representative

Elizabeth A. Poirier

Elizabeth A. Poirier
State Representative

Angelo J. Puppolo Jr.

Angelo J. Puppolo Jr.
State Representative

Richard J. Ross

Richard J. Ross
State Senator

Jeffrey N. Roy
State Representative

Todd M. Smola

Todd M. Smola
State Representative

Thomas M. Stanley

Thomas M. Stanley
State Representative

David T. Vieira

David T. Vieira
State Representative

Chris Walsh

Chris Walsh
State Representative

Timothy Whelan

Timothy Whelan
State Representative

Jonathan D. Zlotnik

Jonathan D. Zlotnik
State Representative

Eric P. Lesser

Eric P. Lesser
State Senator

Bruce E. Tarr

Bruce E. Tarr
State Senator

15.

TOWN OF ACTON 2015 ELECTION CALENDAR

Annual Town Election is March 31, 2015

Annual Town Meeting is April 6, 2015

Last day to obtain nomination papers February 6, 2015

Last day to file nomination papers with Board of Registrars February 10, 2015

Last day to object / withdraw February 26, 2015

Last day to register voters March 11, 2015

Last day to post town warrant March 17, 2015

TOWN OFFICIALS TO BE ELECTED IN 2015 - TERM OF OFFICE

Moderator

1 Member -- 1 year term

Acton Board of Selectmen

1 Member- 3 year term

School Committee

2 Members- 3 year term

Trustees Memorial Library

2 Members- 3 year term

Acton Housing Authority

1 Member -- 5 years

Water Supply District of Acton

1 Commissioner -- 3 year term

1 Moderator -- 3 year term

***TRUSTEES --- TO BE ELECTED AT ANNUAL TOWN MEETING
MUST BE NOMINATED AT TOWN MEETING***

Trustees, West Acton Citizen's Library

1 Member -- 3 year term

Trustees, Elizabeth White Fund

1 Member-- 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member- 3 year term

Trustees, Charlotte Goodnow Fund

2 Members -- 3 year term



BOXBOROUGH TOWN CLERK
29 Middle Road, Boxborough, Massachusetts 01719
Phone: (978) 264-1727 · Fax: (978) 264-3127
emarkiewicz@boxborough-ma.gov

ANNUAL TOWN MEETING/ELECTION CALENDAR 2015

Currently there is only one election planned for 2015—the annual town election.

Annual Town Meeting: Monday, May 11

Annual Town Election: Monday, May 18

January 19: Nomination papers for town offices available in the Town Clerk's office. The following offices will be on the ballot:

- **Moderator**, one-year term: 1 seat
- **Selectman**, three-year term: 2 seats
- **School Committee**, three-year term: 2 seats
- **Planning Board**, three-year term: 2 seats
- **Library Trustees**, three-year term: 2 seats
- **Board of Health**, one-year term: 1 seat
- **Constable**, three-year term: 1 seat

March 30: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 18 Annual Town Election. Papers are due in the Town Clerk's office by 5:00pm. A minimum of 25 signatures is required.

April 21: Last day to register to vote in order to be eligible to vote at Annual Town Meeting and the Annual Town Election. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

May 11: Annual Town Meeting begins at 7:00pm at the Blanchard Memorial School gym.

May 18: Annual Town Election. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.

To: Glenn Brand
From: Larry Dorey
Re: Discipline Report for January, 2015
Date: 1/31/2015

There were 13 discipline referrals to the administration during the month of January, 2015. This total is down from 16 last year. 4 students were suspended this month, while there were 0 students suspended during January, 2014

Suspensions for January, 2015

| Infraction | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------------------------|------|------|------|------|------|
| Abusive/Obscene Language | 1 | | | | |
| Alcohol Use | | | 2 | | |
| Disruptive/Uncooperative Behavior | | 1 | | | |
| Drug Paraphernalia | 1 | | | | |
| Drug Use (other) | | 2 | | | |
| Marijuana Possession | | 3 | | | 2 |
| Marijuana Sale | 1 | 2 | | | |
| Marijuana Use | 3 | 5 | | | |
| Fighting | 2 | 2 | | | |
| Leaving School Grounds | | 1 | | | |
| Other | | | | | |
| Physical Assault | | | | | 2 |
| Sexual Harassment | | | 1 | | |
| Stealing | 1 | | | | |
| Threatening | | 2 | 2 | | |
| Total | 9 | 18 | 5 | 0 | 4 |

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

c: JoAnn Campbell

Other Infractions for January, 2015

| Infraction | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Abusive/Obscene Language | 3 | | | | |
| Academic Integrity | 5 | | 1 | | |
| Alcohol Use | | | 2 | | |
| Bus Discipline Issue | | | 1 | | |
| C.H. Alcohol | | | 2 | | |
| C.H. Drugs | 2 | | | 2 | |
| C.H. Smoking | 1 | | | | |
| Disrespectful | | 1 | | 5 | 1 |
| Disruptive/Uncooperative Behavior | 2 | 5 | 2 | 3 | 3 |
| Drug Paraphernalia | 1 | | | | |
| Drug Possession | | | | | 2 |
| Drug Use (other) | | 2 | | | |
| Fighting | 2 | 2 | | | |
| Harassment | 1 | 6 | | | |
| Leaving School Grounds | | 6 | | | 4 |
| Marijuana Possession | | 3 | | | |
| Marijuana Sale | | 2 | | | |
| Marijuana Use | 3 | 5 | | | |
| Non Compliance w/school rules | | 2 | | | |
| Other | | 3 | 2 | | 1 |
| Out of School Issue | 1 | | 1 | | |
| Parking Violation | 1 | 1 | 1 | | |
| Physical Assault | | 1 | | | 2 |
| Sale of Drugs | 1 | | | | |
| Sexual Harassment | | | 1 | | |
| Stealing | 1 | | | | |
| Tardy | 2 | | 4 | 2 | |
| Teasing | 2 | | | | |
| Threatening | | 2 | 2 | | |
| Truancy | 5 | 4 | 9 | 4 | |
| Total | 33 | 45 | 28 | 16 | 13 |

R.J. Grey Junior High School

To: Glenn Brand
 From: Allison Warren and Jim Marcotte
 Re: Discipline Report for January 2015
 Date: February 4, 2015

There were 9 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of January. There were 0 suspensions this past month..

| | <u>Jan-10</u> | <u>Jan-11</u> | <u>Jan-12</u> | <u>Jan-13</u> | <u>Jan-14</u> | <u>Jan-15</u> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| <i>Total Discipline Referrals Reported</i> | 37 | 11 | 16 | 24 | 13 | 9 |

| | <u>Jan-10</u> | <u>Jan-11</u> | <u>Jan-12</u> | <u>Jan-13</u> | <u>Jan-14</u> | <u>Jan-15</u> |
|---|---------------|---------------|---------------|---------------|---------------|---------------|
| Total Suspensions | 7 | 2 | 2 | 2 | 1 | 0 |
| Alcohol Use | | | | | | |
| Defacing property/vandalism | | 1 | | | | |
| Drug-related incident | 1 | 1 | | | | |
| fighting | 1 | | | | | |
| harassment (non-sexual) | | | 1 | 1 | | |
| inappropriate/disruptive/disrespectful behavior | 3 | | 1 | | | |
| physical aggression | | | | | 1 | |
| sexual harassment | 1 | | | | | |
| stealing | | | | | | |
| threatening | 1 | | | 1 | | |

| | <u>Jan-10</u> | <u>Jan-11</u> | <u>Jan-12</u> | <u>Jan-13</u> | <u>Jan-14</u> | <u>Jan - 15</u> |
|---|---------------|---------------|---------------|---------------|---------------|-----------------|
| Total Other Infractions | 30 | 9 | 14 | 22 | 12 | 9 |
| abusive language/profanity | 1 | | 2 | | | |
| alcohol use/possession | | | | | | |
| bus discipline | | | 1 | 5 | | |
| Academic Integrity | | | | | | 1 |
| class/school trancies | 4 | | 1 | | 1 | |
| computer violation | | | | | | |
| disruptive behavior (classroom, cafeteria, hallway) | 10 | 7 | 6 | 2 | 4 | 3 |
| harassment (non-sexual)/bullying/teasing | 4 | | 3 | 9 | 3 | 1 |
| non-compliance with school rules | 10 | 1 | 1 | 6 | 3 | 4 |
| out of school issue | | | | | | |
| physical aggression | 1 | 1 | | | 1 | |
| sexual harassment | | | | | | |

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

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

| Category | Total as of 1/1/2015 | Additions | Subtractions | Total as of 2/1/2015 |
|----------------|-------------------------|-----------|--------------|-------------------------|
| ABRHS | 15 | 0 | 0 | 15 |
| Blanchard | 8 | +1 | 0 | 9 |
| Conant | 41 | +1 | 0 | 42 |
| Douglas | 40 | 0 | 0 | 40 |
| Gates | 26 | +1 | 0 | 27 |
| McCarthy-Towne | 41 | 0 | 0 | 41 |
| Merriam | 28 | 0 | 0 | 28 |
| RJG JHS | 13 | 0 | 0 | 13 |
| TOTAL | 212 | +3 | 0 | 215 |

**EARLY CHILDHOOD STUDENT POPULATION
MONTHLY REPORTING & PROJECTIONS**

Acton-Boxborough Regional Schools
February 1, 2015

| | January 1, 2015 | Additions/ Subtractions January 1, 2015 | Final Total As of January 1, 2015 | February 1, 2015 | Additions/ Subtractions February 1, 2015 | Final Total As of February 1, 2015 | End of Year <i>Projection**</i> |
|--|--------------------|--|--|---------------------|---|---|---------------------------------------|
| <i>SPED (In-District) 3-5 Year Olds - Acton</i> | 36 | +1 | 37 | 37 | +1 | 38 | 46 |
| <i>SPED (In-District) 3-5 Year Olds - Boxborough</i> | 6 | +1 | 7 | 7 | 0 | 7 | 14 |
| SPED Students In Class TOTAL | 42 | +2 | 44 | 44 | +1 | 45 | 60 |
| Itinerant - Acton | 17 | 0 | 17 | 17 | +2 | 19 | 22 |
| Itinerant - Boxborough | 3 | 0 | 3 | 3 | 0 | 3 | 5 |
| OOD - Acton Preschool | 1 | 0 | 1 | 1 | +1 | 2 | 2 |
| SPED TOTAL | 63 | +2 | 65 | 65 | +4 | 69 | 88-90 |
| <i>*TYPICAL - Acton 3-4 Year Olds (In-District)</i> | 46 | 0 | 46 | 46 | 0 | 46 | 48 |
| <i>*TYPICAL - Boxborough 3-4 Year Olds (In-District)</i> | 16 | 0 | 16 | 16 | 0 | 16 | 16 |
| TOTAL | 125 | +2 | 127 | 127 | +4 | 131 | 152** |

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

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

173.2

Merriam PTO

Parent Informational Meeting

Topic: Discussion about Budget Saturday

Monday, February 23 at 7:30 pm

Library, Parker Damon Building

Guest Speaker:

Kristina Rychlik (School Committee Member)

Kristina will discuss the outcome of Budget Saturday and answer questions about the process

- The Budget Saturday meeting takes place on Jan 31st.
- This meeting is used to present and discuss what will be included in the FY '16 (school year 2015-2016) budget.
- Many school leaders (principals, curriculum director, facilities director, community education director, pupil services director, superintendent, etc.) present their recommendations to the School Committee for where and why funds should be allocated within the school budget to the school committee and community leaders.

We look forward to seeing you there!

17.5
Glenn Brand <gbrand@abschools.org>

2-3-15 Message from the Commissioner: FY 2015 Budget Reductions

1 message

Chester, Mitchell (DOE) <MChester@doe.mass.edu>

Tue, Feb 3, 2015 at 5:48 PM

Reply-To: Commissioner-List@list1.doe.mass.edu

Today, Governor Baker announced a series of state budget cuts (so-called "9C" reductions) to address the projected FY15 state budget deficit. The reductions in DESE's appropriations total \$16.6 million. These reductions are in addition to the \$34.4 million in 9C cuts made by Governor Patrick to DESE's budget last November. Here is a link to the information provided by the Governor's office, including a spreadsheet with all of the 9C cuts listed by appropriation: <http://www.mass.gov/anf/budget-taxes-and-procurement/state-budget/fy15-budget-info/fy15-budget-cut-information/>

For DESE's accounts, the 9C cuts will mean reductions in the Department's administrative spending; the cancellation of some new grant awards; and some reductions in already scheduled grant and reimbursement payments to districts. Our staff is working closely with the Secretary's office and the Executive Office for Administration and Finance to finalize the details. Our program offices will provide you with more detailed information as soon as it is available.

I know that budget reductions are never easy, and they are even more difficult when they come in the latter part of the year. Please be assured that we are doing everything possible to minimize the impact. Thank you for your cooperation. If you have any questions as we go through this process, please do not hesitate to contact me, Jeff Wulfson, Alan Ingram, or Bill Bell.

Mitchell

Mitchell D. Chester, EdD

Commissioner of Elementary and Secondary Education

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