

To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for March, 2014
 Date: March 28, 2014

There were 15 discipline referrals to the administration during the month of March, 2014. This total is down from 24 last year. 2 students were suspended this month, while 6 students were suspended during March, 2013.

Suspensions for the Month of March, 2013

Referral	2010	2011	2012	2013	2014
Abusive Language			1		
Abusive/Obscene Language		2	1		1
Alcohol Use	1	5			
Drug Use				1	
Disrespectful	2				
Disruptive Behavior			1		1
Fighting	1	2	2	1	
Leaving School Grounds					
Marijuana Use		4	1		
Physical Aggression	1		1		
Possession of a Weapon	1				
Stealing				2	
Truancy Issues				2	
Weapons		2			
Total	6	15	7	6	2

A list of all infractions for the month of March, 2014 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for the Month of March, 2014

Abusive/Obscene Language		2	1		1
Academic Intg.	5	1	3		
Alcohol use	1	5			
Bus Discipline Issue			1		1
C.H. Alcohol					
CH Drugs			4		
CH Smoking				1	
Computer use Violation		3		1	
Disrespectful			1	3	
Disruptive/Uncoop Behav.	10	1	2		7
Drug Related	1				
Drug Use				1	
Fighting		2	2	1	
Forgery/Cheating			1	1	
Harassment	6				
Leaving School Grounds	7	12	4		3
Marijuana Use		4	1		
Non Compliance w/school rules		1			
Other	3	1	1	3	1
Out of school issue		2	1	1	
Physical Aggression	5		1		
Parking Violations	2	2		1	
Possession of a weapon	1				
Smoking on School Grounds					
Stealing				2	
Tardy		1	1	4	1
Teasing		1			
Truancy		12	11	5	1
Weapons	1	2			
Total	42	52	35	24	15

R.J. Grey Junior High School

To: Steve Mills
 From: Allison Warren and Jim Marcotte
 Re: Discipline Report for March 2014
 Date: April 23, 2014

There were 12 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of March. There were 2 suspensions this past month.

	<u>Mar-10</u>	<u>Mar-11</u>	<u>Mar-12</u>	<u>Mar-13</u>	<u>Mar-14</u>
<i>Total Discipline Referrals Reported</i>	61	32	16	14	12

	<u>Mar-10</u>	<u>Mar-11</u>	<u>Mar-12</u>	<u>Mar-13</u>	<u>Mar-14</u>
Total Suspensions	12	3	3	0	2
Alcohol Use					
Defacing property/vandalism					
Drug-related incident					
Fighting		2	2		1
Harassment (non-sexual)	3				
Inappropriate/disruptive/disrespectful behavior	6				
Non-compliance with school rules			1		1
Physical aggression	1	1			
Sexual harassment					
Stealing					
Threatening	2				

	<u>Mar-10</u>	<u>Mar-11</u>	<u>Mar-12</u>	<u>Mar-13</u>	<u>Mar-14</u>
Total Other Infractions	49	29	13	14	10
Abusive language/profanity			2		
Alcohol use/possession					
Bus discipline				1	2
Academic Integrity			1	1	
Class/school truancies	4				
Computer violation					
Disruptive behavior (classroom, cafeteria, hallway)	28	16	4	2	2
Harassment (non-sexual)/bullying/teasing	1	5		6	1

Non-compliance with school rules	9	2	3	3	2
Out of school issue					
Physical aggression	2	4			
Sexual harassment			1		
Stealing		1		1	
Threatening					
uncooperative/disrespectful behavior	5	1	2		3

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

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

Acton Public Schools
April 1, 2014

	February 1, 2014	Additions/ Subtractions February 1, 2014	Final Total As of February 1, 2014	March 1, 2014	Additions/ Subtractions March 1, 2014	Final Total As of March 1, 2014	April 1, 2014	Additions/ Subtractions April 1, 2014	Final Total As of April 1, 2014	End of Year Projection **
<i>SPED</i> 3-Year Olds (In-District)	21	+3	24	24	+1	25	25	+1	26	26
<i>SPED</i> 4-Year Old (In-District)	17	0	17	17	-1	16	16	0	16	19
<i>SPED</i> 5-Year Old (In-District)	0	0	0	0	0	0	0	0	0	1
<i>SPED</i> 3-Year Old <i>Tuition in From</i> <i>Boxborough</i>	0	0	0	0	0	0	0	0	0	0
<i>SPED</i> 4-Year Old <i>Tuition in From</i> <i>Boxborough</i>	2	0	2	2	0	2	2	0	2	1
SPED Student In Class TOTAL	40	+3	43	43	0	43	43	+0	44	48-50
Itinerant	9	+4	13	13	+2	15	15	+2	17	20
OOD Preschool	1	0	1	1	0	1	1	0	1	2
SPED TOTAL	50	+7	57	57	59	59	59	+3	62	61-62
<i>*TYPICAL</i> 3-year old (In-District)	20	+3	23	23	0	23	23	0	23	24
<i>*TYPICAL</i> 4-Year Olds (In-District)	26	-1	25	25	0	25	25	+1	26	28
TOTAL	96	+9	105	105	+2	107	107	+4	111	112**

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

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

21.3.2

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools

April 1, 2014

Category	Total as of 3/1/2014	Additions	Subtractions	Total as of 4/1/2014
Conant	34	0	0	34
Douglas	31	0	0	31
Gates	22	0	0	22
McCarthy-Towne	42	0	-1	41
Merriam	25	0	0	25
APS TOTAL	154	0	-1	153

21.3.222

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
April 1, 2014

Category	Total as of 3/1/2014	Additions	Subtractions	Current Total as of 4/1/2014
RJG JHS	10	+1	0	11
ABRHS	13	0	0	13
ABRSD TOTALS	23	0	0	24

4/17/14

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2013-2014 ACADEMIC YEAR

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun 1		
	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot	A	B(1)	Tot
K	281	39	7	288	281	39	7	288	281	39	7	288	280	40	7	287	278	40	7	285	277	40	7	284	280	40	7	287	0	0
1	302	51	6	308	301	52	6	307	298	51	6	304	300	51	6	306	302	52	6	308	302	52	6	308	302	52	6	308	0	0
2	316	60	6	322	317	60	6	323	316	60	6	322	315	61	6	321	314	61	6	320	314	61	6	320	313	61	6	319	0	0
3	366	59	8	374	365	59	9	374	365	59	9	374	365	59	9	374	365	59	9	374	365	59	9	374	364	58	9	373	0	0
4	373	57	7	380	375	57	7	382	374	58	7	381	373	59	7	380	372	58	7	379	372	58	7	379	371	58	7	378	0	0
5	355	71	2	357	355	71	2	357	356	72	2	358	358	73	2	360	360	74	2	362	361	74	2	363	361	74	2	363	0	0
6	358	71	2	360	358	69	2	360	358	69	2	360	357	70	2	359	356	70	2	358	357	70	2	359	356	70	2	358	0	0
1 D.Pre-sch. Ctr	55	22	0	55	41	22	0	41	45	22	0	45	46	23	0	46	53	23	0	53	55	26	0	55	58	27	0	58	0	0
In D.Pre-sch. ltr	0	2	0	0	8	2	0	8	9	2	0	9	9	2	0	9	9	2	0	9	9	2	0	9	9	2	0	9	0	0
OOD Pre-sch	2	2	0	2	0	2	0	0	0	2	0	0	1	2	0	1	2	0	1	1	2	0	1	1	2	0	1	0	0	0
O.D. SPED K-6	22	7	0	22	24	7	0	24	25	7	0	25	26	7	0	26	26	7	0	26	25	7	0	25	25	7	0	25	0	0
A.P.S. Total	2430	441	38	2468	2425	439	39	2464	2427	441	39	2466	2430	447	39	2469	2436	448	39	2475	2438	451	39	2477	2440	451	39	2479	0	0
7	391	71	7	469	389	72	7	468	390	72	7	469	391	72	7	470	389	71	7	467	389	71	7	467	387	72	7	466	0	0
8	374	77	9	460	376	78	9	463	376	79	9	464	373	77	9	459	373	76	9	458	374	76	9	459	374	77	9	460	0	0
J.H.S. Total	765	148	16	929	765	150	16	931	766	151	16	933	764	149	16	929	762	147	16	925	763	147	16	926	761	149	16	926	0	0
9	398	71	9	478	394	72	9	475	396	72	8	476	394	72	7	473	394	72	7	473	394	71	8	473	393	71	8	472	0	0
10	403	72	9	484	404	73	9	486	404	73	9	486	403	73	9	485	401	73	9	483	402	73	9	484	402	72	9	483	0	0
11	396	78	8	482	393	81	8	482	393	80	8	483	394	81	8	483	396	82	8	486	398	80	8	486	398	80	8	486	0	0
12	411	108	5	524	405	106	6	517	405	107	6	516	403	107	6	516	404	106	6	516	404	106	6	516	403	106	6	515	0	0
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1608	329	31	1968	1596	332	32	1960	1598	332	31	1961	1594	333	30	1957	1595	333	30	1958	1598	330	31	1959	1596	329	31	1956	0	0
Total JHS & HS	2373	477	47	2897	2361	482	48	2891	2364	483	47	2894	2358	482	46	2886	2357	480	46	2883	2361	477	47	2885	2357	478	47	2882	0	0
O.D. SPED 7-12	43	8	0	51	43	8	1	52	48	8	0	56	51	8	0	59	53	8	0	61	52	9	0	61	52	9	0	61	0	0
Reg. Total	2416	485	47	2948	2404	490	49	2943	2412	491	47	2950	2409	490	46	2945	2410	488	46	2944	2413	486	47	2946	2409	487	47	2943	0	0
A.P.S. Total	2430	441	38	2468	2425	439	39	2464	2427	441	39	2466	2430	447	39	2469	2436	448	39	2475	2438	451	39	2477	2440	451	39	2479	0	0
Reg. Total	2416	485	47	2948	2404	490	49	2943	2412	491	47	2950	2409	490	46	2945	2410	488	46	2944	2413	486	47	2946	2409	487	47	2943	0	0
Grand Total	4846	485	85	5416	4829	490	88	5407	4839	491	86	5416	4839	490	85	5414	4846	488	85	5419	4851	486	86	5423	4849	487	86	5422	0	0

All Principals (2)

C. Bates

D. Aicardi

S. Mills

Distribution:

In D. = In District

Pre-School = SPED

A = ACTON

B = BOXBOROUGH

C = Choice/Staff/Tuition In

A. Bisewicz

M. Altieri

D. Bookis

L. Huber

P.G. = Post Graduates

Ungr. = Ungraded

O.D. = SPED Out of District

K. Nelson

E. Weiner

R. Cvikovich

Students other than Choice counted under column C:

Staff Students -

Tuition In Students -

Sped Tuition In Students

[illegible]

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

LICENSE AGREEMENT

This Agreement is dated as of **July 1, 2014³** by and between **Acton Boxborough Regional School District** ("Licensor") with an address at 16 Charter Road, Acton, Massachusetts, 01720, and **The Discovery Museum** ("Licensee") with an address at 177 Main Street, Acton Massachusetts, 01720.

1. License. In consideration of Licensee providing the Acton Public Schools with a minimum of 16 outreach programs, Licensor licenses to Licensee the exclusive, except with access to the closet, right to occupy and use the Premises consisting of the use of a separately demised, secured portion of the cafeteria located in the former Florence A. Merriam Elementary School building located on Charter Road in Acton, Massachusetts (the "Premises"), as well as the non-exclusive right to use the entrances, corridors and other common areas not otherwise leased to access the Premises, all in accordance with the terms of this Agreement. Licensee will be given a building and a room key to allow 24-hour access, 7 days a week to the Premises.

2. Term. The term of this Agreement shall commence on July 1, 2014³ and shall terminate on July 31, 2015⁴, unless earlier terminated by Licensor as provided herein.

3. Use. Licensee shall only use the Premises for general office use, storage set-up, and distribution of its outreach kits and programs and for no other purposes.

4. Insurance. Licensee shall obtain and provide Licensor with evidence of a liability insurance policy in the amount of \$1,000,000 and which shall otherwise be satisfactory to Licensee. Licensee acknowledges that Licensor is not responsible for any theft or damage of Licensee's personal property and equipment and Licensee agrees to insure the same in appropriate amounts.

5. Services. Licensor is not responsible for providing Licensee with any telephone or internet service. Licensor shall provide, at no cost to Licensee, electricity, HVAC and water to the Premises.

6. No Alterations; Maintain Premises; and Granting Rights to Use. Licensee may not alter, add to, or improve the Premises. Notwithstanding the foregoing, Licensee may install a temporary, moveable, internal ramp to access the Premises, provided that Licensee removes the temporary ramp when Licensee is not using the Premises. Licensee shall maintain the Premises in good order and repair and return the same in such condition at the end of the term of this Agreement. Licensee may not assign, transfer or otherwise encumber any rights granted to Licensee hereunder, all of which rights are personal and restricted to Licensee and Licensee may not grant any right to use the Premises to anyone without Licensor's prior written consent. Any attempted transfer of any of Licensee's rights under this Agreement without such consent shall be void and shall result in the automatic termination of this Agreement.

7. Indemnity; Limited Liability of Licensors. Licensee agrees to defend, indemnify and hold Licensors harmless from and against all claims, liabilities and expenses (including attorneys' fees) arising from (i) any use or activity of Licensee (including Licensee's guests and invitees) resulting in injury or death to any person or damage to any property and (ii) any breach or default of Licensee under this Agreement. Licensors' liability to Licensee under this Agreement shall in all events be limited to its interest in the Premises leased by Licensors, except for the gross negligence, if any, of the Licensors.

8. Access. Licensors shall have the right to enter the Premises as necessary for repairs and maintenance, and for other reasons. Licensors shall endeavor to notify Licensee orally in advance of such entry if reasonably possible.

9. Broker. Licensee represents and warrants that it has not dealt with any broker in connection with this Agreement and agrees to indemnify and hold Licensors harmless for any commissions due to any broker with whom Licensee has dealt.

10. Compliance with Law. Licensee agrees to comply with all laws applicable to Licensee and its use of the Premises. Licensee shall comply with all directions given to Licensee by Licensors.

11. Default. Upon any default or breach of this Agreement by Licensee, Licensors shall be entitled to revoke the license granted hereunder, terminate this Agreement, evict Licensee, to recover damages (including attorneys' fees) for losses suffered by Licensors as a result of such default, including costs of collection and enforcement of Licensors' rights (including attorney's fees) under this Agreement, and to take any or all other actions allowed at law or in equity, any such actions and the exercise of such remedies being cumulative and not exclusive one of any other.

12. Parking. Licensors reserves the right to restrict and designate Licensee's parking privileges. Licensee will have access to parking closest to the room for short periods of time (fifteen minutes) for the purposes of loading and unloading vehicles.

13. Effectiveness. The effectiveness of this Agreement is expressly conditioned on the Acton-Boxborough Transitional School Committee's consent hereto.

14. Acknowledgement. Licensee hereby expressly acknowledges that: (i) this Agreement merely grants a limited license to use a portion of the Premises; (ii) does not convey a possessory interest in any of the Premises, and (iii) may be revoked by Licensors, in its sole discretion, at any time, upon providing Licensee with sixty (60) days prior written notice. Upon termination the obligations of both parties shall cease, except for the indemnity in paragraph #7.

This Agreement is agreed to as of the date first written above.

LICENSOR:

By: _____
Name: Stephen E. Mills
Title: Superintendent

LICENSEE:

By: _____
Name: Neil H. Gordon
Title: Executive Director

| The Acton-Boxborough Regional Transitional School Committee hereby consents and agrees to this License:

| ACTON-BOXBOROUGH ~~REGIONAL~~ TRANSITIONAL SCHOOL COMMITTEE

By: _____
Name: Maria Neyland
Title: Chairperson

21.6.2

Dear School Committee Members,

I am writing this letter to express my concern about the hours that high school students are attending class at AB. Presently, students start class at 7:23 am with the school day ending at 2:18. I feel that these hours are not beneficial for the educational development of our students.

I previously attended Brookline High School where classes began at 8:20 and ends at 2:50. Brookline High School is high performing and successful school. I believe that some of the success is because of class times. I think school should start later than 7:23 because its really hard to study early in the morning and I think what we have now is too early too study. Based on New York Times' research , Students work better when school starts at 8:30 and it also says that teenager can't get enough sleep if school starts too early.

Sincerely,

ABRHS

21.6.22



Beith Petr <bpetr@abschools.org>

Please support budget amendments to slow down Common Core

Scott Smyers <sdsmyers@gmail.com>

Mon, Apr 28, 2014 at 9:11 PM

To: "Jennifer.Benson@mahouse.gov" <Jennifer.Benson@mahouse.gov>

Cc: jamie@jamieeldridge.com, abrsc@abschools.org, cochairs@douglasschoolpto.org, Keiko.Orrall@mahouse.gov, James.Lyons@mahouse.gov

Please disregard the previous message, I wasn't done editing from number 5 on when I accidentally sent it, but this version is complete.

On Mon, Apr 28, 2014 at 9:06 PM, Scott Smyers <sdsmyers@gmail.com> wrote:

Dear Representative Benson,

I have contacted you previously and met with you about this issue months ago. I am disappointed you will not help the parents of Acton organize a forum where we can get answers to our questions about PARCC and Common Core. I am puzzled why you do not support excellence and transparency in public education, but even you can change your mind.

I am writing to ask that you support recent budget amendments filed by Representative Keiko Orrall and Representative Jim Lyons involving Common Core and PARCC. I ask that you please support these amendments and prevent our public schools from suffering further budget crises due to the financial responsibilities that will be inevitable with Common Core and PARCC.

The budget amendments are as follows:

#16 - Cost-Benefit Analysis for PARCC

#36 - Limiting Scope of Curriculum Control

#52 - Pause PARCC

#61 - Reimbursement for PARCC IT Upgrades

#67 - An Amendment in Defense of Local Education

#468 - Strike PARCC Funding

#1076 - Independent Common Core Review

As a parent of two children in elementary school in the Acton and Acton-Boxborough school systems, I have many concerns, including but not limited to:

1. Watering down of Massachusetts' education standards:

Massachusetts already has standards that have served students well for 20 years. With test scores and college matriculation rates among the highest in the nation, what do Massachusetts students have to gain by adopting national standards lower than those currently in place?

2. Collection of children's personal information

Who will collect this data? How long will it be stored? Will it be sold (to an "education" company, for example)? I've asked you about this before and you passed me on to the DESE, who did not provide any adequate response (cut and pasted generic answers for me). Have you reconsidered that YOU need to take an active role in pursuing these answers? This should be one of your top priorities.

3. The amount of time devoted to standardized testing.

PARCC offers diagnostic assessments, mid-year assessments, performance-based assessments, end-of-year assessments, and speaking and listening assessments. A couple are "optional", but three of them are to be taken by all students. This information is from www.parcconline.org. To me, this sounds like at least three times the amount of standardized testing students are currently required to take. At what cost? If they're not going to have longer school days, this means they will lose instructional time, recess, art or music classes, physical education classes, field trips, or some combination thereof.

4. The lack of public discussion regarding the implementation of Common Core/PARCC.

When MCAS was introduced 20 years ago, people were up in arms, worried about the amount of testing and the graduation requirement for 10th graders. With CC/PARCC, there has been almost no public discussion or debate. Nothing was voted on at the federal, state or even the local level. Very few people have any idea that Common Core is already in classrooms, with time being wasted testing children on material they have not yet been taught and math and ELA curricula and teaching materials already modified to be "Common Core compliant".

5. The potential conflict of interest on the part of Chester Mitchell and Governor Deval Patrick.

THIS IS A BIG DEAL. With our Commissioner of Elementary and Secondary Education also serving as the Chair of the PARCC Governing Board and Governor Patrick on the board of directors of Achieve, Inc. (an organization of business "leaders" and governors pushing for national education standards), there can be little doubt that they are making biased decisions. The Peabody School District has questioned this conflict publicly and more schools will do the same. YOU NEED TO LOOK INTO THIS USING YOUR STATURE AS A STATE REP. If you care about public education.

6. Lack of input from education experts.

The few education experts involved in the early stages of the development of the Common Core curriculum refused to sign off on the standards. Those who did approve of them were representatives from the corporate and government communities. The corporate interests concern me. They have a lot to gain here — new text books to publish; online standardized tests to write, deploy and score; new CC-friendly software to right and hardware to sell. Government involvement also raises red flags, as this represents yet another expansion of government at the federal level. I think it's pretty safe to assume that most of these "leaders" have their school-age children in private schools and will not be subject to these requirements.

7. Loss of local control over education standards and curriculum.

U.S. Code 1232a - Prohibition Against Federal Control of Education states:

No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system, or to require the assignment or transportation of students or teachers in order to

overcome racial imbalance.

Please don't tell me Common Core is "state led". No one believes that. The federal government bribed the states with over \$4 billion in Race to the Top grants to adopt "college and career ready standards". When 40+ states adopt the same standards (without the consent of the governed), the standards are national, not state-by-state. How is implementation of Common Core and PARCC testing *not* a violation of federal law?

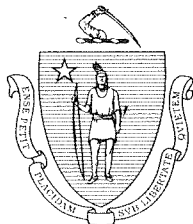
8. The cost.

I know in Acton-Boxborough, implementing Common Core is costing \$300,000 to move our assistant principals at the elementary schools from part-time to full-time. That's just the cost for next year. This is being done because of the amount of time that it will take to perform teacher assessments in accordance with Common Core requirements. I don't know how much this administrative burden will cost at the junior high or high schools. I don't know how many administrators have been hired in our central office to collect, collate and submit data. I don't know how much it is going to cost to acquire laptops or tablets so that roughly 6,000 students can take the online version of PARCC. Aside from the technology outlays, I don't know how much more expensive PARCC testing will be to the district than MCAS is today.

I respectfully ask that you help protect my children from this experiment by supporting the amendments listed above.

Sincerely,

Scott Smyers
382 Central Street
Acton
978 314 6027



The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1054

CORY ATKINS

STATE REPRESENTATIVE
 14TH MIDDLESEX DISTRICT
 ACTON, CONCORD,
 CARLISLE, CHELMSFORD

Chair:
 Committee on Tourism,
 Arts and Cultural Development

ROOM 195, STATE HOUSE
 TEL. (617) 722-2015
 FAX (617) 722-2160
 Cory.Atkins@MAhouse.gov

April 9, 2014

Dennis Bruce
 Chair, Acton Public School Committee
 Maria Neyland
 Chair, Acton-Boxborough Regional and Transitional School Committees
 16 Charter Road
 Acton, MA 01720

Dear Dennis and Maria,

Thank you for your letter of March 14. I know that schools are the highest priority for parents in our towns, and I know how much of a burden property taxes place on residents, especially those on fixed incomes.

In March I met with Rep. Brian Dempsey, Chairman of the House Committee on Ways and Means. Local aid is my highest budget priority, and I emphasized to the chairman how indispensable it is in my district. I discussed how Chapter 70 education aid, Special Education aid, and school transportation aid all help local school districts to meet their obligations. I reminded him of the unrelenting fiscal constraints that towns face and how local aid is one of the few means they have to reduce pressure on property taxes.

The legislature is considering reforms to OPEB that would give towns and school districts more flexibility in determining retirees' eligibility for benefits. On March 24 I hosted a panel discussion for municipal and school officials about how towns can balance their OPEB obligations with their need to provide services. Panelists complimented Acton for having the foresight to plan ahead for OPEB obligations, and they predicted that Acton will be rewarded in the future by maintaining high bond ratings. They discussed several ways in which the legislature could help towns and school districts:

- Increasing the number of years of service needed to be eligible for benefits
- Increasing the minimum retirement age from 55 to 65
- Prorating benefits based on years of service
- Prorating benefits for part-time employees

The panelists also agreed that the state will not be able to provide funding to towns for OPEB.

In March the legislature passed a local aid resolution to help towns and school districts plan their budgets. I know that the amounts are inadequate, but I hope the resolution gives districts a degree of certainty for planning for next year. The resolution calls for Acton-Boxborough to receive \$14,254,476 in Chapter 70 education aid in fiscal year 2015.

I appreciate you taking the time to write to me. I will also present your letter to Rep. Alice Peisch, Chair of the Committee on Education, so she can shape education policy with your concerns in mind.

Thank you for everything you do to make Acton-Boxborough the envy of school districts across the Commonwealth.

Sincerely,

A handwritten signature in dark ink, appearing to read "Cory Atkins", with a long horizontal flourish extending to the right.

Cory Atkins
State Representative
Fourteenth Middlesex District



Massachusetts Curriculum Frameworks

Myths and Facts

Myth #1: *Common Core State Standards (CCSS) are national standards being imposed on states by federal mandate.*

Fact: The CCSS were developed at the initiative of Governors and state Education Commissioners in a process facilitated by the National Governor's Association and the Council of Chief State School Officers that involved no federal funds. Participation was voluntary and the Massachusetts Department of Elementary and Secondary Education provided input based on the regular revision of its own curriculum frameworks that was already underway. The U.S. Department of Education made college and career ready standards a requirement for eligibility for Race to the Top funding, but states had other options to demonstrate meeting that benchmark.

Myth #2: *CCSS are less rigorous than previous standards in Massachusetts.*

Fact: CCSS closely aligned with or improved upon what was previously in place. There is greater emphasis on critical thinking, problem-solving, and analytical writing, skills required to meet college and career expectations. Massachusetts voted to adopt the Common Core State Standards in July 2010 after an independent study and extensive educator comment confirmed close alignment and equal rigor between proposed Massachusetts standards and the Common Core. The Massachusetts Curriculum Frameworks in English Language Arts and Mathematics that include the CCSS were issued by the Department of Elementary and Secondary Education in March 2011.

Myth #3: *Massachusetts standards for math end with Algebra II.*

The MA Curriculum Frameworks for math include "plus" standards and advanced courses such as pre-calculus and advanced quantitative reasoning. The Massachusetts Department of Elementary and Secondary Education provides sample pathways on its website for students to complete an accelerated track and prepare for college-level STEM courses.

Myth #4: *The implementation of the MA Curriculum Frameworks is being rushed and done poorly.*

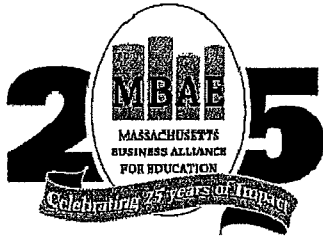
Fact: For the last 3 years, the Department of Elementary and Secondary Education has been providing support and professional development for the implementation of MA Curriculum Frameworks and developing resources including model curriculum units. The Massachusetts Teachers Association and Teach Plus have supported implementation through their Core Collaborative for teachers. In addition, Massachusetts will have taken 5 full years, including a 2-year pilot phase for PARCC, before assessments of the standards are fully operational.

Myth #5: *CCSS dictate instruction in the classroom.*

Fact: CCSS are clear goals and expectations of *what* students should know at the end of each grade. Specific curriculum, or *how* students are taught, are left to the states and school districts just as decisions about instruction remain up to the teachers. 70% of teachers who have received training in the standards agree that these will help their students succeed (Teach Plus/MTA).

Myth #6: *Massachusetts public education system is #1 in the nation, so we're doing just fine.*

Fact: Massachusetts public schools are not adequately preparing students for their futures. 38% of public high school graduates entering a public college or university in Massachusetts will take at least one non-credit bearing remedial course in math or English (Dept. of Higher Education), costing the Commonwealth \$57 million annually. 69% of Massachusetts employers polled say they cannot find candidates with the right skills to fill jobs.



Common Core State Standards (CCSS)

Partnership for Assessment of Readiness for College and Careers (PARCC)

- The Common Core State Standards are clear, specific goals for what students should know and be able to do at the end of each grade, in each content area. The choice of which curriculum, what will specifically be used to teach to the standards, is up to educators.
- The Common Core State Standards were developed through a voluntary, state-led effort facilitated by the National Governor's Association and the Council of Chief State School Officers. The writing of the standards, which involved educators and experts from Massachusetts, preceded the Race to the Top competition.
- The Massachusetts Board of Elementary and Secondary Education voted to incorporate the Common Core State Standards into Massachusetts Curriculum Frameworks for Mathematics and English Language Arts and Literacy in July 2010. Massachusetts mathematics and English language arts educators augmented the standards with Massachusetts-specific elements which were issued in March 2011.
- Common Core State Standards narrow and deepen the scope of learning, so students build their understanding on strong foundations every year. They remove the "mile wide and inch deep" approach to teaching math, connect learning across grades, and add focus on clear and coherent persuasive writing in English Language Arts and strategic thinking in mathematics.
- Common Core State Standards promote teacher flexibility in the classroom. Only a limited number of literary texts are listed in the standards, giving districts and teachers the ability to design curricula and incorporate their own materials, including the reading list Massachusetts uses to supplement the Common Core. Standards can be implemented through project-based learning, emphasizing inquiry and evidence-gathering and stimulating students to apply what they've learned.
- Partnership for Assessment of Readiness for College and Careers (PARCC) assessments are aligned to the CCSS; and measure how well students in grades 3-11 apply their knowledge by showing their work and explaining their reasoning. Commissioner Mitchell Chester has been chairman of the voluntary consortium of 18 states and the District of Columbia that developed the assessments.
- PARCC is being field tested in 300 Massachusetts districts in Spring 2014. A field test ensures that test questions are fair, on grade level and measure intended skills. It also allows schools and students to experience the test before it counts.
- Timely data and results from the computer-based, interactive PARCC assessments will generate data that help teachers tailor instruction to students' needs and provide direction for professional development.
- The tests will include embedded supports for English language learners and students with special needs.

PARCC and the Common Core in Massachusetts

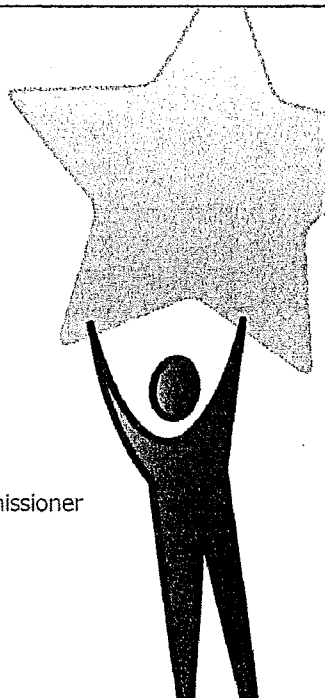
March 13, 2014

EDCO Collaborative board

Bob Bickerton, Senior Associate Commissioner

Maureen LaCroix, Special Assistant to Deputy Commissioner

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



AGENDA

1. Introductions
2. PARCC Overview and Test Drive
3. Let's Engage in a Dialogue

Massachusetts Department of Elementary and Secondary Education



What Is PARCC?

The Partnership for Assessment of Readiness for College and Careers

1. Made up of 18 states (plus Washington, DC and US Virgin Islands), chaired by MA Commissioner Mitchell Chester
2. Includes a groundbreaking partnership with higher education to establish a new pathway directly into credit bearing college courses with Commissioner Freeland serving as co-chair of the PARCC Higher Education Committee
3. Involves ongoing collaboration with business community to ensure assessment is measuring the 21st century skills required for success
4. Developing common, high-quality computer based **English language arts and Literacy (ELA)** and **mathematics tests for grades 3–11** beginning with the 2014-15 school year
5. Includes two summative assessment components:
 - a) Performance-Based Assessment (**PBA**)
 - b) End-of-Year Assessment (**EOY**)

Massachusetts Department of Elementary and Secondary Education



PARCC in Massachusetts

2010 Memorandum of Agreement

(Signed by Governor Patrick, Secretary Reville, and Commissioner Chester)

★ Massachusetts signed a memorandum of agreement (MOA) making a commitment to adopt PARCC assessments "*...provided they are at least as comprehensive and rigorous as our current MCAS assessments, if not more so.*"

★ The MA Board of Elementary and Secondary Education will make this determination in Fall 2015

The MA Board of Higher Education will determine if PARCC measures "College and Career Readiness"

Massachusetts Department of Elementary and Secondary Education



Why do we need a new assessment?

1. Every student deserves an education that prepares him/her to be *college and career ready*.
2. Massachusetts has had among the highest standards and best assessments in the nation; however, MCAS (now in its 15th year) was not originally designed to measure *college and career readiness*.
3. Our **2011 ELA and mathematics curriculum frameworks** demand strong reading, writing, critical thinking, and analytical skills, which the PARCC assessment will measure.
4. Our next generation assessments will help support better classroom instruction, providing students with the skills and knowledge our students need to be successful.

Massachusetts Department of Elementary and Secondary Education



What's in It for Massachusetts?

Why would our state, with such high achieving students and the best assessments in the nation, change to PARCC?

1. Whether we adopt PARCC or not, we need next generation assessments aligned to the Common Core State Standards
2. MCAS has been designed for a different purpose than PARCC:
 - a) MCAS gauges student proficiency within K-12
 - b) PARCC assesses whether students are on track for college and career.
3. PARCC provides both a formative and summative system of assessments.
4. PARCC provides quality *and* economies of scale: PARCC will cost MA less per student to administer.
5. Will enable students who achieve the "**college ready level**" and ...
6. who enroll in MA public higher education institutions to be placed directly into credit bearing courses
7. Will provide graduating students and businesses with clear signals of career readiness

Massachusetts Department of Elementary and Secondary Education

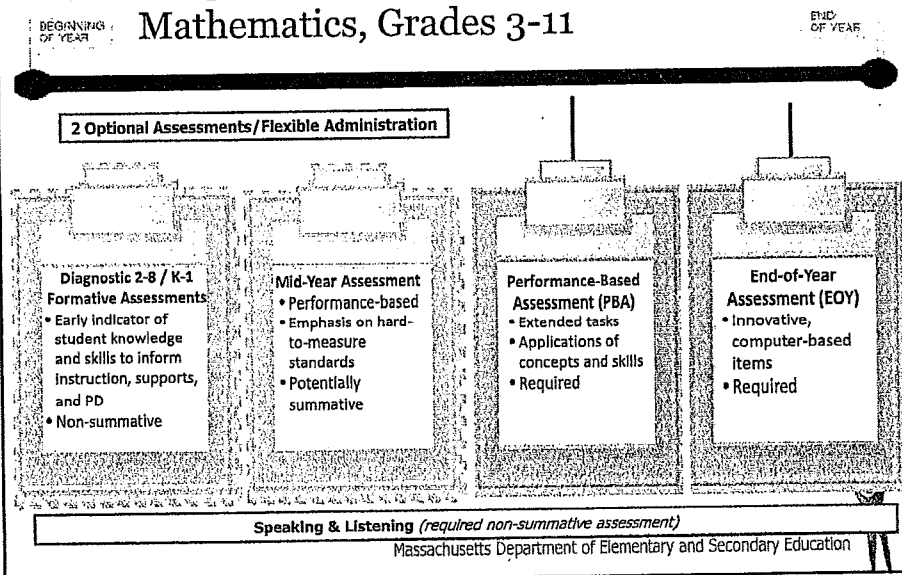


PARCC

Previewing the new Assessment



PARCC Assessment Design: English Language Arts/Literacy and Mathematics, Grades 3-11



PARCC: Five Performance Levels

Level 1: Did not demonstrate partial command

Level 2: Partial Command

Level 3: Moderate Command

Level 4: Strong Command

Level 5: Distinguished Command

*****Level 4 (Strong Command)** is similar to **NAEP's Proficient level** (solid command of the content) and will serve as the level for indicating students are "on the path" to being college and career ready.

Massachusetts Department of Elementary and Secondary Education

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What About Time on Testing?

MCAS	PARCC
Each session has a recommended duration	Each session has a designated duration
However, all sessions are untimed and students may use as much time as they like.	All students may use up to 50% additional time beyond the designated duration = less time spent on testing!
Most schools give students until the end of the school day	Students with disabilities will receive the time accommodations stipulated by their 504s and IEPs

Massachusetts Department of Elementary and Secondary Education

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Why are we Doing a Field Test? What about Accommodations?

2013-2014



Why Are We Doing a Field Test in the Spring 2014?

1. The test itself is being tested. **No student, school or district results will be reported.**
2. The **primary purposes of the PARCC Field Tests** are to:
 - a) Determine the quality of items so that PARCC can build a great assessment for the 2014-15 school year;
 - b) Pilot assessment administration procedures; and
 - c) Give schools and districts the opportunity to experience the administration of PARCC assessments
3. **MCAS Exemption:** To avoid "double-testing," the Commissioner offered school districts the option to exempt classes that participate in the PARCC Performance Based Assessment (PBA) Field Test from the 2014 MCAS testing requirement in the same subject

Massachusetts Department of Elementary and Secondary Education



PARCC Field Test Sample

1. National Sample Size:

- a) Over **1.2 million** students are needed to participate in the Field Test to evaluate the quality of items for PARCC's operational assessments in 2014-2015

2. Massachusetts Sample:

- a) Approximately **350** districts
- b) Over 1,100 schools
- c) Roughly **82,000** students in grades 3–11
- d) Nearly **700** schools will administer computer-based tests, and close to **400** schools will administer paper and pencil tests

Massachusetts Department of Elementary and Secondary Education



PARCC: Accessibility Features

- 1. Many MCAS Accommodations will be built right into computer-based PARCC tests and will be available to **all students** as "accessibility features."
 - ✓ Examples: Use of keyboard, audio amplification, highlighter, magnification, spell checker, text-to-speech (Math), and many others
- 2. The following test administration procedures are available to **any student**, at the discretion of principal:
 - ✓ Small group, frequent breaks, separate setting, specified area or seating, adaptive/specialized equipment, furniture, or lighting

Massachusetts Department of Elementary and Secondary Education



PARCC Field Test: Accommodations

- ★ PARCC accommodations for **students with disabilities** include:
 - Read-aloud for ELA Literacy and Math, scribe for Writing, calculator for Math non-calculator session, spell-checker, and word prediction, *with some conditions*
- ★ **PARCC accommodations do not include:**
 - Individualized ELA graphic organizers and Math reference sheets
- ★ New accommodations available to **ELLs** including:
 - Extended time, scribing Math assessments, word-to-word bilingual dictionary, repeat/clarify directions⁵ in English or native language

Massachusetts Department of Elementary and Secondary Education



PARCC

MCAS to PARCC Transition Plan

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MCAS to PARCC Transition Plan

A Two Year "Test Drive"

November 19, 2013 Board of Elementary and Secondary Education votes on plan for two-year "test drive" of the PARCC assessment

Spring 2014 PARCC field test administered in randomly selected Massachusetts schools/classrooms

Winter/spring 2014-2015 MA schools administer first operational PARCC or MCAS in Grades 3-8;
MCAS continues for grade 10

Late fall 2015 Board of Elementary and Secondary Education determines whether or not PARCC is better than MCAS, and votes on whether or not to adopt PARCC

Massachusetts Department of Elementary and Secondary Education

How will We Make the PARCC Decision?

1. **Rigor:** ESE will use the results of the field test to evaluate the rigor of PARCC items in Fall 2014
2. **Quality:** ESE and other organizations are conducting comprehensive, independent reviews to evaluate PARCC's readiness to deliver a quality assessment
3. **Opportunity:** ESE will evaluate PARCC's capacity to assess standards and measure skills and abilities we cannot assess with MCAS

Massachusetts Department of Elementary and Secondary Education

PARCC

Technology Readiness Graduation More Information



Technology Questions

1. Schools will be able to use desktops, laptops & tablets (www.parcconline.org/field-test-technology)
2. How long will there be a paper/pencil option?
 - a) At least through **2015-2016 and likely beyond**
3. What if we don't have the technology or bandwidth?
 - a) FCC is committed to expanded funding ("e-rate")
 - b) ESE working with state elected leaders to pass a **bond**; the House passed a bond bill for \$38M that includes a matching requirement



Graduation Requirement

★ Class of 2018:

★ Grade 10 students through at least the **class of 2018** will take MCAS (for competency determination required for high school graduation)

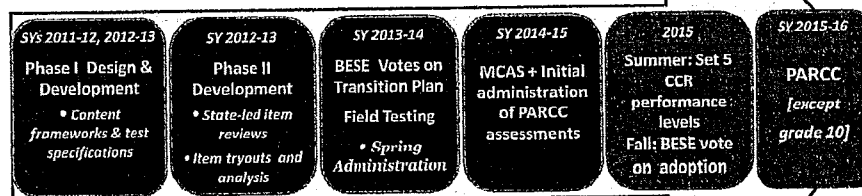
★ MCAS Science testing continues

★ Science will still be a requirement for the competency determination

Massachusetts Department of Elementary and Secondary Education



PARCC Timeline in MA



Massachusetts Department of Elementary and Secondary Education





For More Information

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For More Information

- ★ PARCC and the 2014 Field Test
<http://www.parcconline.org/field-test>
- ★ Department of Elementary and Secondary Education
PARCC webpage
<http://www.doe.mass.edu/parrc>
- ★ Department of Higher Education PARCC webpage
<http://www.mass.edu/currentinit/parrc.asp>
- ★ PARCC accessibility features and accommodations
[parcconline.org/parrc-accessibility-features-and-accommodations-manual](http://www.parcconline.org/parrc-accessibility-features-and-accommodations-manual)
- ★ Common Core State Standards Initiative
<http://www.corestandards.org>

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For More Information

- ☆ PARCC computer-based test items
<http://parcconline.org/computer-based-samples>
<http://practice.parcc.testnav.com>
- ☆ The Model Curriculum Units include *Performance Assessments* similar to PARCC so they are a great tool for preparing students for this new assessment
<http://www.doe.mass.edu/candi/model/>
- ☆ Massachusetts Business Alliance for Education
http://www.mbae.org/resources_news/legislations/
- ☆ National PTA Common Core Tool Kit
<http://www.pta.org/advocacy/content2.cfm?ItemNumber=3008&navItemNumber=557>



21.12

You are cordially invited to an
Employer Breakfast

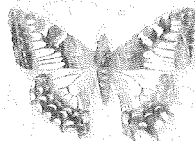
In appreciation of
School & Community Employers

Hosted by the students of the
Occupational Development Program

Date: Wednesday May 21, 2014

Time: 8:00 – 9:30 AM

Place: Room 124 East





21.13

Beth Petr <bpetr@abschools.org>

: Free Tick Awareness Workshop - Weds April 30 2014 and Power Point Presentation on Tues. April 29 2014

Sandy Bonzagni <sbonz@verizon.net>
To: apsc@abschools.org, abrsc@abschools.org

Sun, Apr 27, 2014 at 10:18 PM

To the Acton and Acton/Boxborough School Committees,

We all know that ticks, deer, Lyme Disease and other Tick-Borne Illnesses are a major problem in our town. Many members of the school community have

voiced concern for their children in relation to nature walks, recess and field trips.

Come learn more at one of these presentations so that we can keep children safe.

They are in a high risk group because of playing outside at school, at sporting events,

and even in their back yards.

May is Lyme Disease Awareness Month.

This is a presentation by the Middlesex Tick Task Force in Lincoln of which Acton is a member.

The panel presentation will focus on epidemiology, land/deer management

and tick testing for free for Lyme, Babesiosis and Anaplasmosis. There

are 32 towns in Middlesex, Franklin and Cape Cod counties that are

participating in the testing. Each town can submit up to 100 attached

ticks. The normal cost is \$140. Residents will receive results in 5 days. Check the Acton Health Department website.

A tick survey was also developed to both share and gather residents baseline knowledge of tick-borne illnesses, experience with the disease and risk of exposure to help tailor future educational programs. Go to:
<http://tinyurl.com/MiddlesestTickSurvey>.

And finally, I am presenting my program 'Problems with Lyme Disease and Other Tick-Borne Illnesses' at the Council on Aging on Tues. April 29th at 12:30 pm. Come and learn about the 7 co-infections, why the tests, diagnosis and treatment are so controversial as well as how to protect yourself and your property. Governor Patrick declared Massachusetts in a Public Health Crisis in 2011 due to Lyme Disease and Other Tick-Borne Illnesses.

Bring a sandwich and join us.

Sandra Bonzagni
sbonz@verizon.net



Free Tick Awareness Workshop - Weds April 30 2014.docx

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Free Tick Awareness & Prevention Workshop

Wednesday, April 30th

The Middlesex Tick Taskforce invites the public to attend "Let's Talk about Ticks" to be held on Wednesday, April 30th from 7-9pm at the Lincoln Schools Auditorium (Ballfield Rd., Lincoln). This event will feature presentations from three prominent tick experts.

Dr. Alfred de Maria, MA Dept. of Public Health State Epidemiologist will talk about "Tick-borne Disease Awareness and Prevention". During this talk, Dr. de Maria will discuss the ecology of tick borne diseases, emerging diseases such as Babesiosis and Anaplasmosis and tips on how to protect you and your family from ticks. Kurt Upham, President of ohDeer, Inc. will present on "Landscaping Ideas to Reduce Tick Exposure in Your Yard" including safe solutions for deer, tick, and mosquito control. Finally, Dr. Stephen Rich, UMass Laboratory of Medical Zoology will update the audience on "New Tick Testing Program for Residents".

Have you been bitten by a tick? Acton residents are eligible to participate in a grant funded tick testing program. If you find a tick that is attached or crawling on you, you may submit the tick to have it tested at no cost for Lyme disease, Babesiosis and Anaplasmosis. Go to www.TickReport.com for additional information and to register.

Comprised of representatives from Acton, Bedford, Carlisle, Concord, Lexington, Lincoln, Waltham, Wayland, and Weston, the Middlesex Tick Task Force formed in 2012. The groups' goals are to increase awareness of tick-borne diseases in our towns, to educate residents about effective prevention measures, and to promote inter-town collaboration on these diseases in Middlesex County. The Task Force recognizes that tick-borne diseases are now endemic in our towns but they are preventable. Knowing how to dress appropriately when outdoors, using repellants, learning how to do tick checks, and removing ticks safely can help to keep you from becoming sick. Knowing what signs and symptoms to watch for and seeking early medical treatment are also important health interventions.

"Let's Talk About Ticks" is a free event and open to the public. For more information, please contact the Acton Health Department at 978-929-6632.