

To: Glenn Brand
 From: Larry Dorey
 Re: Discipline Report for September, 2014
 Date: 9/30/2014

There were 11 discipline referrals to the administration during the month of September, 2014. This total is down from 29 last year. 3 students were suspended this month, while 5 students were suspended during September, 2013

Suspensions for September, 2014

| Infraction | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|------|------|
| Alcohol Possession/Use | 6 | 2 | | 2 | |
| Drug Possession/Use | 5 | 1 | | | |
| Drug Paraphernalia | 1 | | | | |
| Fighting | 3 | | | 2 | |
| Harassment | 1 | 1 | | | |
| Leaving | 2 | 1 | | | |
| Noncompliance w/school rules | 1 | | | | |
| Physical Assault | | 1 | 1 | | |
| Threatening | 1 | | | | |
| Truancy Issues | 2 | 1 | | | |
| Vandalism | 1 | | | 1 | 3 |
| Total | 23 | 7 | 1 | 5 | 3 |

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

c: JoAnn Campbell

Other Infractions for September, 2014

| Infraction | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| Abusive/Obscene Language | | 2 | | | |
| Alcohol Possession/Use | 6 | 2 | | 2 | |
| Bus Discipline Issue | 2 | | | | |
| Chem H-Alcohol | 4 | 6 | | | 4 |
| Computer Use Violation | | | | 6 | |
| Disrespectful | | | | 1 | 1 |
| Disruptv./Uncoop/Behav. | 1 | 1 | 2 | | |
| Drug Paraphernalia | 1 | | | | |
| Drug Possession/Use | 5 | 1 | | | |
| Fighting | 3 | | | 2 | |
| Harassment | 3 | 1 | | | |
| Leaving School Grounds | 14 | 2 | 6 | 4 | |
| Non compliance w/school rules | 1 | | | | |
| Other | 4 | 6 | 1 | | 1 |
| Out-of-School Issue | | | 1 | 2 | |
| Parking Violations | | | 1 | | |
| Physical Aggression | 1 | 3 | 1 | 2 | |
| Physical Assault | | 1 | | | |
| Tardy | 1 | | 1 | | |
| Teasing | | 4 | 1 | | |
| Threatening | 2 | | | | |
| Truancy | 3 | 5 | 8 | 5 | 1 |
| Vandalism | 1 | | | 5 | 4 |
| Total | 52 | 32 | 22 | 29 | 11 |

EARLY CHILDHOOD STUDENT POPULATION
MONTHLY REPORTING & PROJECTIONS
 Acton-Boxborough Regional Schools
 October 1, 2014

| | September 1, 2014 | Additions/ Subtractions September 1, 2014 | Final Total As of September 1, 2014 | October 1, 2014 | Additions/ Subtractions October 1, 2014 | Final Total As of October 1, 2014 | End of Year Projection** |
|---|----------------------|--|--|--------------------|--|--|--------------------------------|
| <i>SPED</i> (In-District) 3-5 Year Olds - Acton | 33 | 0 | 33 | 33 | 0 | 33 | 46 |
| <i>SPED</i> (In-District) 3-5 Year Olds - Boxborough | 5 | 0 | 5 | 5 | 0 | 5 | 14 |
| SPED Students In Class TOTAL | 38 | 0 | 38 | 38 | 0 | 38 | 60 |
| Itinerant - Acton | 17 | 0 | 17 | 17 | 0 | 17 | 22 |
| Itinerant - Boxborough | 2 | 0 | 2 | 2 | +1 | 3 | 5 |
| OOD - Acton Preschool | 1 | 0 | 1 | 1 | 0 | 1 | 2 |
| SPED TOTAL | 58 | 0 | 58 | 58 | +1 | 59 | 88-90 |
| <i>*TYPICAL</i> - Acton 3-4 Year Olds (In-District) | 47 | 0 | 47 | 47 | 0 | 47 | 48 |
| <i>*TYPICAL</i> - Boxborough 3-4 Year Olds (In-District) | 16 | 0 | 16 | 16 | 0 | 16 | 16 |
| TOTAL | 121 | 0 | 121 | 121 | +1 | 122 | 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

**MONTHLY REPORTING OF
ELL STUDENT POPULATION BY SCHOOL**
Acton-Boxborough Regional School District
October 1, 2014

| Category | Total as of 9/16/2014 | Additions | Subtractions | Total as of 10/1/2014 |
|----------------|--------------------------|-----------|--------------|--------------------------|
| ABRHS | 14 | +2 | 0 | 16 |
| Blanchard | 5 | +2 | 0 | 7 |
| Conant | 33 | 0 | 0 | 33 |
| Douglas | 31 | +8 | 0 | 39 |
| Gates | 25 | +1 | 0 | 26 |
| McCarthy-Towne | 33 | +5 | 0 | 38 |
| Merriam | 23 | +3 | 0 | 26 |
| RJG JHS | 11 | 0 | 0 | 11 |
| TOTAL | 175 | 21 | 0 | 196 |




Acton-Boxborough Regional School District
16 Charter Road, Acton, MA 01720
ph: 978-264-4700 fax: 978-264-3340
www.abschools.org

16.3

Deborah E. Bookis
Director of Curriculum and Assessment

ph: 978-264-3313
dbookis@abschools.org

October 8, 2014

TO: Glenn Brand
FROM: Deborah Bookis 
RE: October Professional Learning

This past Thursday, October 2, 2014, was the first elementary Thursday early release for professional learning, coinciding with one of the three early release days for the Junior and Senior High Schools. As with any new initiative, we will need to make a couple of adjustments, most notably the start time of professional learning. In order to ensure that all educators have a lunch period after bus duty, the remaining elementary start times will be adjusted by one half hour. Below is a summary of the activities that took place throughout the district.

Elementary Grades 1-6

Four concurrent workshops took place throughout the district; these focused on the two Reading Benchmark Assessments, *Fountas and Pinnell* and *DRA2*, which are used at all six elementary schools. Collaboratively planned and facilitated by our Elementary Literacy Specialist and Reading Specialists, along with two outside consultants, the workshops focused on administering, scoring and interpreting the assessments.

Elementary Grade K

Kindergarten teachers met with the Elementary Literacy Specialist to explore and share resources used to teach and assess early literacy skills.

Special Educators K-12

All Special Educators attended a legal workshop led by Nancy Nevils, Esq., Stoneman, Chandler & Miller LLP, focused on "Proving Student Progress, Tips for IEP Development, and Student Discipline." K-6 Special Educators then joined the Elementary Reading Benchmark Workshops, and 7-12 Special Educators focused on DDMs.

RJ Grey educators, ABRHS educators, Visual Arts, Performing Arts, Physical Education and Health, ELL, Speech and Language and Occupational Therapists K-12

By discipline, teachers focused on the results of the fall DDM administration, using the following questions as a guide to their discussions:

- Is the testing tool appropriate to reach your objectives, and how might you alter the test if needed?
- What patterns emerge from the results?
- What does this assessment tell us about student learning? What are they able to do? What do they know?
- How will you use the data to inform/alter your instruction?

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.

Nurses K-12

The nurses attended the CDC *Heads Up* concussion training and also spent time on the SNAP health software implementation.

Counselors and Psychologists K-12

The counselors and psychologists spent the afternoon exploring the Massachusetts School of Professional Psychology Interface Online Referral Service. MSPP Interface Referral Service collects, categorizes and makes available a wide range of critical resources related to mental health and wellness for the general public.



16.4
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Deborah E. Bookis
Director of Curriculum and Assessment

ph: 978-264-3313
dbookis@abschools.org

October 7, 2014

TO: Glenn Brand
FROM: Deb Bookis *DB*
RE: MCAS Report Mailing

The reports for the Spring 2014 administration of MCAS were mailed to parents on Monday, October 6, 2014.

Attached are samples of the letters that were included with the reports.

DEB/av

attachments

- letter for 3rd grade parents at Blanchard
- letter for 5th grade parents at Gates
- letter for Junior High parents
- DESE letter about exemption because of PARCC testing



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Deborah E. Bookis
Director of Curriculum and Assessment

ph: 978-264-3313
dbookis@abschools.org

September 2014

Dear Parents/Guardians,

In the spring of 2014, Massachusetts public school students in the third grade took MCAS tests in English Language Arts Reading Comprehension and Mathematics. Enclosed you will find a Parent/Guardian Report containing your child's scores on the tests that includes your child's response to each test item. You can review the released test items on the Department of Elementary and Secondary Education's website: <http://www.doe.mass.edu/mcas/testitems.html>. We offer the following suggestions if you decide to talk with your child(ren) about their scores.

- Make clear to them that while MCAS scores tell us some important things about our academic skills, they do not by any means reflect the full range of our skills and capabilities.
- Talk about areas of strength and weakness, rather than about test scores.
- Support the schools in conveying the message that test performance is confidential and ought not to be discussed at school.

For information about our district results, please visit our website:
<http://www.abschools.org/departments/curriculum/assessment>

Accountability and Assistance Levels

Beginning with the results of the spring 2012 MCAS, accountability reporting has changed as a result of the Massachusetts No Child Left Behind (NCLB) waiver. One of those changes is that only state accountability and assistance Levels, 1 through 5 with 1 needing the least state assistance, are to be used for districts and schools. "Massachusetts uses the Progress and Performance Index (PPI) and school percentiles to classify schools into one of five accountability and assistance levels. Schools making sufficient progress toward narrowing proficiency gaps are classified into Level 1, while the state's lowest performing schools are classified into Levels 4 and 5." ¹ A district is assigned the level of its lowest leveled school. This year, the highest percentage of all districts (61%) and schools (53%) in the Commonwealth received a Level 2 accountability and assistance level. The Boxborough School District received a Level 1 accountability and assistance level, and Blanchard Memorial School received a Level 1 accountability and assistance level.

Teacher Quality and Right-to-Know Qualifications

Since we are committed to providing quality instruction for all students, we employ the most qualified individuals to teach and support each student in the classroom. The Massachusetts Department of Elementary and Secondary Education informed us that in our districts the following percentage of teachers meet the Highly Qualified Teacher (HQT) goal of 100%: Acton Public Schools, 99.7%; Boxborough School District, 100%; the Acton-Boxborough Regional School District, 99.5%.

¹ MA DESE School Leader's Guide to the 2014 Accountability Determinations, p. 2



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Deborah E. Bookis
Director of Curriculum and Assessment

ph: 978-264-3313
dbookis@abschools.org

September 2014

Dear Parents/Guardians,

Enclosed is your child's 2014 MCAS report, which includes both achievement and growth data. Data from the Department of Elementary and Secondary Education was reported as three separate districts, as testing was administrated prior to our full regionalization on July 1, 2014.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that, as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) nor for science (as science is only tested in grades 5, 8 and high school). Additionally, "grade 10 student growth percentiles tend to vary more than growth percentiles at other grade levels. This happens because a large majority of 10th graders reach the proficient performance level on the MCAS and are therefore concentrated at the top of the scale."¹

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the growth data. According to the MA Department of Elementary and Secondary Education, "Achievement data, . . . is still an extremely important measure of how students stand relative to proficiency."² Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a *broad range of school- and classroom-based measures of student learning*.

District results are available on our website:
<http://www.abschools.org/departments/curriculum/assessment>

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¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009



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Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

September 2014

Dear Parent(s) or Guardian(s):

I am writing to remind you that a number of students in your child's school were exempt from taking the spring 2014 MCAS test in either English Language Arts (ELA) or mathematics. The students who were exempt from MCAS participated in a "try out" of the new student testing program called the Partnership for Assessment of Readiness for College and Careers, or PARCC. The exemption allowed districts to avoid "double-testing" students and limited the amount of time taken from instruction to administer the assessments.

If your child was among the group of exempt students who participated in the PARCC assessment, you will find the word "**EXEMPT**" in the *Achievement Level* description in the exempt subject on the second page of the *Parent/Guardian Report*. Students who were exempt did not receive MCAS results in that subject.

If you have questions about information in the *Parent/Guardian Report*, please contact Student Assessment Services at 781-338-3625 or mcas@doe.mass.edu. If you wish to learn more about PARCC, please visit www.doe.mass.edu/parcc/, contact Student Assessment Services at 781-338-3625, or send an email to parcc@doe.mass.edu.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Davis".

Elizabeth Davis
Associate Commissioner of Student Assessment



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

16.5

TO: Sharon Summers, District Treasurer
FROM: Elizabeth Petr, Clerk of the Acton-Boxborough Regional School Committee (ABRSC)
RE: Change to Members of the Board of Advisors of the OPEB Trust Fund
DATE: 9/25/14

Per the Other Post –Employment Benefits (OPEB) Trust Fund Agreement approved by the Acton-Boxborough Regional School Committee on 12/6/12, I hereby certify that Superintendent Glenn A. Brand has appointed the following members to the Board of Advisors of the ABRSD OPEB Trust Fund:

- Clare Jeannotte, ABRSD Director of Finance
- Steve Noone, Acton Finance Committee
- Dilip Subramanyam, Boxborough Finance Committee
- Kristina Rychlik, Acton-Boxborough Regional School Committee Chairperson, ex officio

Elizabeth Petr
Clerk, ABRSC

Dear Acton-Boxborough Families,

On September 23rd the *Massachusetts Department of Public Health* confirmed a case of enterovirus D-68 in our State, following news that it has been causing respiratory illness in children across the country.

Our school nurses and staff are dedicated to helping ensure the safety, health and well being of our students. They continue to be vigilant for trends in illness patterns, specifically respiratory symptoms. While most infections cause mild or no symptoms, some can be severe especially in students with asthma. In general, infants, children and adolescents are most likely to become infected because they do not yet have immunity to these viruses.

The Massachusetts Department of Public Health released a document this week with guidelines for dealing with this virus. This document is posted on our website under *Health and Nursing Services* and can be found at:

<https://sites.google.com/a/abschools.org/health-nursing-services/?pli=1>

Please help us keep our students healthy:

Be watchful for the following symptoms such as: fever, cough, sneezing, runny nose, body and muscle aches and in severe cases, difficulty breathing and wheezing

Protect yourself and others by washing hands with soap and water frequently

Keep your children home and out of school if these symptoms appear

Our nursing professionals will continue to monitor for symptoms and incidence of enterovirus D-68 in our schools and will keep you informed.

For more detailed information on enterovirus D-68, see:

http://www.cdc.gov/non-polio-enterovirus/about/EV-D68.html?s_cid=cdc_homepage_whatsnew_001

<http://www.mass.gov/eohhs/gov/departments/dph/programs/emergency-prep/threats/biological/enterovirus.html>

As a parent myself, I recognize the concern that such an illness creates regarding our children being in school. We are fortunate here at AB to have such dedicated and caring faculty and staff who work closely with our professional nursing services team to help ensure that we do all that we can to keep our students, and your children, safe and healthy.

Yours in education,
Glenn A. Brand
Superintendent



16.8

10/9/2014 3:18 PM

FW: Representative Benson to Hold Office Hours in District

Greene, Meagan E (HOU) <meagan.greene@mahouse.gov>
To: "Greene, Meagan (HOU)" <meagan.greene@mahouse.gov>

Thu, Oct 9, 2014 at 3:18

Good Afternoon,

Representative Benson will be hosting another round of office hours in the district in October and November. Below you will find the press release for the office hours, and schedule. This round of office hours will be at the town halls in Acton, Ayer, and Shirley. However, all members of the 37th Middlesex District are welcome to attend office hours at any of the three locations. Please stop by to say hello, or if you have an issue to discuss with the Representative.

Additionally, please feel free to pass along the below press release to residents, or other local officials.

Let me know if you have any questions. Thank you!

Sincerely,

Meagan

Meagan Greene

District Director

Office of State Representative Jennifer E. Benson (37th Middlesex District)

State House Room 236

Boston, MA 02133

Tel: (617) 722-2430

Fax: (617) 722-2346

Email: Meagan.Greene@mahouse.gov

Website: www.jenbenson.org

Facebook: <https://www.facebook.com/pages/Jen-Benson/>

Twitter: [@RepJenBenson](https://twitter.com/RepJenBenson)

From: Greene, Meagan (HOU)
Sent: Thursday, October 09, 2014 3:07 PM
To: Greene, Meagan (HOU)
Subject: Representative Benson to Hold Office Hours in District



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES

STATE HOUSE, BOSTON 02133-1054

Jennifer Benson

REPRESENTATIVE

37th Middlesex District

ROOM 236, STATE HOUSE

TEL (617) 722-2430

Committees:

Vice Chair

Health Care Financing

Public Service

Telecommunications, Utilities
and Energy

FOR IMMEDIATE RELEASE:

10/09/2014

CONTACT: Meagan Greene, Office of Representative Jennifer Benson

(617) 722-2430, Meagan.Greene@MAHouse.gov

Representative Benson to Hold Office Hours in the District

BOSTON – Representative Jennifer Benson (D-Lunenburg) announces the third round of her 2014 office hours. As traveling to Boston or scheduling a meeting is not always convenient for constituents and town officials, Rep. Benson and her staff will be hosting office hours throughout the 37th Middlesex District, in various locations. **The third round of office hours will take place at the town halls in Acton, Ayer, and Shirley throughout the months of October and November.**

It is Representative Benson's goal to be both accessible and helpful to constituents in the district. The intent of office hours is to give members of the community, who may have local issues, legislative requests or individual cases, and feel that Rep. Benson can be of assistance, the opportunity to stop by and speak with Rep. Benson directly.

"I am delighted to announce this round of office hours in the 37th Middlesex District," stated **Representative Benson**. "I love the opportunity to meet with constituents and town officials. Office hours allow for the community to have a set time and location in order to stop by and have a face-to-face meeting. October and November office hours will take place in the evening, as I know many constituents work or have commitments during the day. I look forward to seeing many familiar faces."

All members of the 37th Middlesex District are welcome to attend Office Hours at any of the three locations. Please take note that locations and times will rotate throughout the year.

Schedule for October and November Office Hours:

Monday, October 27, 2014:

5:30-6:30 PM Acton Town Hall
Room 46
472 Main Street
Acton, MA 01720

Monday, November 10, 2014:

5:30-6:30 PM Ayer Town Hall
1st Floor Meeting Room
1 Main Street
Ayer, MA 01432

Monday, Nov. 17, 2014

5:30-6:30 PM Shirley Town Hall
Conference Room 1
7 Keady Way
Shirley, MA 01464

TOWN OF ACTON



Town Clerk's Office
472 Main Street
Acton, MA 01720
978-929-6620
Fax: 978-929-6340

Press Release

Contact: Eva K. Szkaradek, Town Clerk
Phone: (978) 929-6620

FOR IMMEDIATE RELEASE
9:44 A.M. EDT, September 26, 2014

HELP THE TOWN CLERK'S OFFICE CHOOSE THE NEW DOG TAG STYLE FOR 2015!

ACTON, MA, SEPTEMBER 26, 2014: The Town Clerk's Office would like to invite the children of Acton to "vote" for their favorite dog tag style and color.

The choices of shape are: Bell, Cross, or Diamond

The choices of color are: Red, Green, or Silver

The winning color and tag style will be proudly worn by all licensed dogs for the year 2015. With the gracious support of the Acton Memorial Library and the West Acton Citizens' Library, ballots and ballot boxes will be available in the Children's Section of both locations. The voting period will run through October, with the official "count" taking place on Friday, October 24th (tentative date).

Questions/comments should be directed to the Town Clerk's Office at (978) 929-6620 or via email at clerk@acton-ma.gov. -End-



Beth Petr <bpetr@abschools.org>

School Start Times

Kristina Rychlik <krychlik@abschools.org>

Tue, Oct 7, 2014 at 2:18 PM

To: cst@-

Cc: Glenn Brand <gbrand@abschools.org>, Beth Petr <bpetr@abschools.org>, AB School Committee <abrsc@abschools.org>

Dear Catherine -

Many thanks for your message and your interest in our schools. I'm happy to share that this topic, the start times of school for adolescents, is on the collective minds of the school committee (SC) and AB administration. In fact, it was a topic of discussion at our July SC summer workshop. You can find the agenda and minutes from that workshop on the abschools.org website.

At that meeting we asked Glenn Brand, Superintendent of Schools, to reach out to the administration at RJGrey and ABRHS, and ask them to come back to the SC with their initial thoughts on the issue. The tentative plan at this time is for that discussion to occur at our October 16th meeting. You are welcome to attend to hear and participate in that discussion if you wish. We will include your email in the packet for that meeting for school committee members and the public to review.

Best regards, Kristina

Kristina W. Rychlik
 Chairperson, Acton Boxborough Regional School Committee
 krychlik@abschools.org

On Tue, Oct 7, 2014 at 9:20 AM, Catherine Trotter Wilson <trotterwilson@
 School Committee Members:

wrote:

I would like to point out that the problem of teens getting up in the dark and going to ABRHS in the dark has gotten worse in recent years: The extension of daylight savings time (in 2007) effectively moved the school start times earlier relative to the sun for an additional month of the year.

I am writing in support of starting the secondary schools no earlier than 8:30 in the morning, as recommended in August by the American Academy of Pediatrics.

Sincerely,

Catherine Trotter Wilson, Ph.D.
 (mother of a current ABRHS student, grade 9, and a future ABRHS student, grade 3)



Beth Petr <bpetr@abschools.org>

Please consider starting high school later in the day

.....jm@gmail.com>
To: abrsd@abschools.org
Cc:

Tue, Oct 7, 2014 at 6:43 AM

Dear committee members,

I recently came across the attached article which refers to studies done concerning the benefits to students when starting high school later. According to the article, these studies show definitive improvement in learning by delaying the start of school for ages 13-18.

I invite the committee to become informed by the studies and if appropriate, and through due process, change the schedule to the betterment of our youngsters.

Kind regards,

Mark Marlow
Boxborough MA

 **SleepingThroughHighSchoolSciAm201409.pdf**
599K

EDUCATION

Sleeping through High School

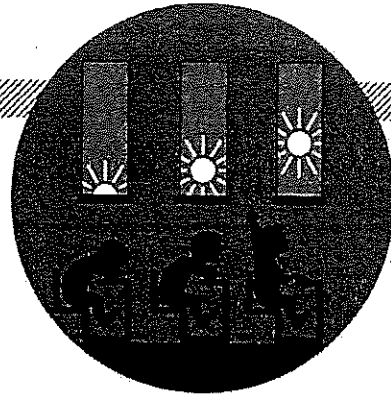
The later classes start, the more academic performance improves

Parents, students and teachers often argue, with little evidence, about whether U.S. high schools begin too early in the morning. In the past three years, however, scientific studies have piled up, and they all lead to the same conclusion: a later start time improves learning. And the later the start, the better.

Biological research shows that circadian rhythms shift during the teen years, pushing boys and girls to stay up later at night and sleep later into the morning. The phase shift, driven by a change in melatonin in the brain, begins around age 13, gets stronger by ages 15 and 16, and peaks at ages 17, 18 or 19.

Does that affect learning? It does, according to Kyla Wahlstrom, director of the Center for Applied Research and Educational Improvement at the University of Minnesota. She published a large study in February that tracked more than 9,000 students in eight public high schools in Minnesota, Colorado and Wyoming. After one semester, when school began at 8:35 A.M. or later, grades earned in math, English, science and social studies typically rose a quarter step—for example, up halfway from B to B+.

Two journal articles that Wahlstrom has reviewed but have not yet been published reach similar conclusions. So did a controlled experiment completed by the U.S. Air Force Academy, which required different sets of cadets to begin at different times during their




freshman year. A 2012 study of North Carolina school districts that varied school times because of transportation problems showed that later start times correlated with higher scores in math and reading. Still other studies indicate that delaying start times raises attendance, lowers depression rates and reduces car crashes among teens, all because they are getting more of the extra sleep they need.


And the later the delay, the greater the payoff. In various studies, school districts that shifted from 7:30 to 8:00 A.M. saw more benefits than those that shifted from 7:15 to 7:45 A.M. Studies in Brazil, Italy and Israel showed similar improvements in grades. The key is allowing teens to get at least eight hours of sleep, preferably nine. In Europe, it is rare for high school to start before 9:00 A.M.


Studies also show that common arguments against later start times ring hollow. In hundreds of districts that have made the change, students do not have a harder time fitting in after-school activities such as sports or in keeping part-time jobs. "Once these school districts change, they don't want to go back," Wahlstrom says.


Even "the bus issue" can work out for everyone. Many districts bus kids to high school first, then rerun the routes for the elementary schools. Flipping the order would bring high schoolers to class later and benefit their little sisters and brothers; other studies show that young children are more awake and more ready to learn earlier in the morning. —Mark Fischetti


Select Schools Starting Later Hours This Month

- 

North Olmsted High School
Ohio, 8:00 A.M.
40 minutes later
- 

Wabash High School
Indiana, 8:35 A.M.
50 minutes later
- 

Little Elm High School
Texas, 9 A.M.
25 minutes later
- 

Buford Middle School
Virginia, 8:30 A.M.
50 minutes later
- 

Elmira High School
New York, 8:50 A.M.
65 minutes later

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About Jason Gibson: Jason has earned advanced degrees in Engineering and Physics, worked as a Rocket Scientist for NASA, and has a passion for teaching Science and Math!

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Beth Petr <bpetr@abschools.org>

Later School Start time for Jr. High and High School

Wilson, Kevin <Kevin.Wilson@abschools.org>
To: "abrsc@abschools.org" <abrsc@abschools.org>

Tue, Oct 7, 2014 at 8:20 AM

Dear School Committee,

I urge you, for the good of the youth in Acton and Boxborough, to move the Jr. High and High School start time to after 8:30 am. This is probably the most significant policy move you can make for the coming school year to improve the mental health, safety, and academic achievement of our youth. I make this statement based on evidence based studies which can be found in the recent guidelines of the American Academy of Pediatrics. A nice review of these guidelines was put out by the New England Journal of Medicine Journal Watch service, which I copy below.

With a teenager at home, I see that while I, as a middle aged adult, have no trouble going to sleep at 9:30pm, my teenager lies awake until late into the night. I understand from reading the studies that this is typical of adolescents worldwide. In Acton/Boxborough, at 6 am when it is time to get up, our youth are exhausted. As stated below, naps, extended sleep on weekends or caffeine cannot restore optimal daytime alertness. Moving the start of school later can and is the answer for the teenagers of Acton/Boxborough.

Sincerely,

Kevin Wilson, PhD

Acton, MA

From The New England Journal of Medicine Journal Watch:

GUIDELINE WATCH | PEDIATRICS AND ADOLESCENT MEDICINE **CLINICAL GUIDELINES**

October 2, 2014

AAP Policy Statement on Late School Start for Adolescent Sleep Deprivation

Martin T. Stein, MD reviewing Adolescent Sleep Working Group, Committee on Adolescence and Council on School Health. Pediatrics 2014 Sep.

Recommendations to pediatric clinicians focus on educating patients, parents, and educators to support policy change in school start times.

Sponsoring Organization: American Academy of Pediatrics

Target Population: Pediatric healthcare providers

Background and Objective

The average amount of nightly sleep of high school seniors is <7 hours, and most teenagers have difficulty falling asleep before 11:00 PM. Insufficient sleep in adolescence begins at puberty with the onset of a sleep-wake "phase delay" and delayed nocturnal melatonin secretion. Lifestyle choices and academic challenges are additional factors.

Research studies of sleep patterns in adolescents demonstrate that delaying school start times is an effective strategy to reverse chronic sleep loss, which can impair mental health, physical health, safety, and academic achievement. A new policy statement from the American Academy of Pediatrics Committee on Adolescence and Council on School Health provides the following specific recommendations for pediatric healthcare providers to address the adverse effects of insufficient sleep in adolescents.

Key Recommendations

- Educate adolescents and parents about optimal sleep duration (8.5–9.5 hours) and that naps, extending sleep on weekends, and caffeine do not restore optimal daytime alertness.
- Inform teachers, school administrators, and athletic coaches about the effect of early school start times on chronic sleep deprivation in adolescents.
- Educational efforts should emphasize the importance of individual behavior change and personal responsibility for adolescents and families in order to modify sleep habits.
- Make use of scientific information and evidence-based studies about the benefits of starting school no earlier than 8:30 AM. (Helpful information can be found at <http://sleepfoundation.org/sleep-news/school-start-time-and-sleep>.)
- A well-child visit is an appropriate opportunity to educate parents and adolescents about healthy sleep habits; encourage parents to supervise sleep schedules and social networking and electronic media use in the bedroom, and engage adolescents in discussions about their sleep patterns. Other topics may include risks of misusing caffeine or stimulants to counter daytime sleepiness, and the danger of driving when drowsy.

CITATION(S):

1. Adolescent Sleep Working Group, Committee on Adolescence and Council on School Health. School start times for adolescents. *Pediatrics* 2014 Sep; 134:642. (<http://dx.doi.org/10.1542/peds.2014-1697>)



School Start Times

Peter \

>

Wed, Oct 1, 2014 at 4:54 PM

To: abrsc@abschools.org, jcampbell@abschools.org

Cc: Pete

Hello Mrs. Campbell and School Committee,

As a student at Acton-Boxborough Regional High School, it is apparent to me that a later school start time would be advantageous for everybody at the school.

The biggest reason is academics. Teachers often say to get a good sleep before taking a major test, such as the MCAS, but students (at least me) rarely follow these directions, often preferring to stay up and cram. Moving school start times later would add directly to sleep times and, probably, test scores, especially on important tests like the MCAS. It would also increase attention in classes. My friends have told stories of falling asleep in class due to lack of sleep, and I personally have sunk into a sleepy stupor during some of the more dull lectures.

Safety also could be improved by the switch. I bicycle to school, and the lack of light in the early morning can be hazardous. My nightmare is a high school driver who comes too fast down Charter road while using his phone, goes around a bend, and doesn't see me in the morning half-light, as he is blinded by his bright screen, until it is too late, even though I use a red tail blinker to minimize the risks. A later school start could also allay fears of teenage vandals. With school getting out at 2:18, many of my friends are at loose ends for three hours until their parents get home. While they, being good AB students, mainly go to the library and study, there could be a few mavericks who use the time to get in trouble. If school started later, that would reduce the amount of unsupervised time before student's parents got home, and consequently the potential trouble.

There could even be a benefit to school sports. Holding tryouts in the morning before school start could provide a measure of students' motivation for sports such as football. Only those who were really motivated would get up in time for tryouts. Evening meets could be held in AB's excellent new field, which has the lighting to be fully nighttime-capable.

Even the American Academy of Pediatrics recommends, for medical reasons, the switch to a later start: <http://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Let-Them-Sleep-AAP-Recommend-Delaying-Start-Times-of-Middle-and-High-Schools-to-Combat-Teen-Sleep-Deprivation.aspx> advises that schools start no earlier than 8:30. Starting at this hour would let students go to bed at 11:00, which studies show is the earliest time most teens can fall asleep, and still get the recommended 9 1/2 hours of sleep. Our current 7:23 start, in the earliest 20% of school starts nationwide, means that students would have to fall asleep earlier than they are able to get the minimum 8 1/2 hours they need. This sleep deprivation can lead to obesity, other assorted health problems, and a poor general quality of life.

With overwhelming academic, safety, and medical reasons in favor of a later start time, let us not delay a prompt switch to a start of 8:30 or later. Several other surrounding towns have already done so, so let us follow their lead in what can only be a change for the better.

Sincerely,

Peter
9th grade, ABRHS

R.J. Grey Junior High School

To: Glenn Brand
 From: Allison Warren and James Marcotte
 Re: Discipline Report for September 2014
 Date: October 12, 2014

There were 13 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of September. There were 2 suspensions this past month.

| | <u>Sep-09</u> | <u>Sep-10</u> | <u>Sep-11</u> | <u>Sep-12</u> | <u>Sep-13</u> | <u>Sep-14</u> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| <i>Total Discipline Referrals Reported</i> | 19 | 14 | 13 | 15 | 8 | 13 |

| | <u>Sep-09</u> | <u>Sep-10</u> | <u>Sep-11</u> | <u>Sep-12</u> | <u>Sep-13</u> | <u>Sep-14</u> |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Total Suspensions | 1 | 6 | 1 | 5 | 1 | 2 |
| Disrespectful /inappropriate/disruptive behavior | | | 1 | 3 | | |
| Drug-related incident | | | | 2 | | |
| Fighting | | 2 | | | | |
| Physical aggression | 1 | 1 | | | 1 | 2 |
| Threatening | | 3 | | | | |
| Truancy Issues | | | | | | |

| | <u>Sep-09</u> | <u>Sep-10</u> | <u>Sep-11</u> | <u>Sep-12</u> | <u>Sep-13</u> | <u>Sep-14</u> |
|---|---------------|---------------|---------------|---------------|---------------|---------------|
| Total Other Infractions | 18 | 25 | 12 | 10 | 7 | 11 |
| Abusive language/profanity | 1 | | | 1 | | |
| Bus discipline | | | | 1 | | 2 |
| Class/school truancies | | | | | | |
| Disruptive behavior (classroom, cafeteria, hallway) | 13 | 19 | | 3 | 1 | 3 |
| Disruptive/Uncooperative Behavior | 1 | | 8 | | 1 | 1 |
| Harassment/bullying/teasing | 1 | | | 2 | | |
| Non-compliance with school rules | 2 | 4 | 3 | 2 | 5 | 4 |
| Physical aggression | | | 1 | 1 | | 1 |
| Teasing | | 2 | | | | |
| Threatening | | | | | | |
| Vandalism | | | | | | |

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