

Acton Boxborough Regional School District
Job Description

22.1

Job Title:

Director of Special Education

Qualifications:

Licensed as a Special Education Administrator; Master's Degree and 5+ years of experience as a Special Educator required. Experience as chairperson, education team leader or special education administrator preferred.

Responsible to:

Director of Pupil Services and Superintendent

Representation Status: 12 Month Administrator

Primary Functions:

Administer all areas of Special Education effectively

Major Responsibilities:

- 1.0 Special Education Services
- 2.0 Special Education Program Administration
- 3.0 Supervision & Evaluation of Staff
- 4.0 Other Duties

Details:

1.0 Special Education Services and Administration

- Oversee all special education programs PreK-12.
- Ensures compliance with all state and federal laws related to special education
- Participates with Principals, Coordinators and ETL/Department Leaders in the screening and selection of candidates for Special Education staff vacancies.
- Cooperates with other administrators in planning related to physical facilities for special education programs in all buildings.
- Supports the Director of Pupil Services to develop and ensure the implementation of administrative procedures related to the maintenance and security of student records.
- Maintains a central register of special education students and a central file of special education student's records.
- Collaborates with the Out of District Coordinator to facilitate and monitor special education students in out of district programs.
- Approves the enrollment of non-resident tuition-based students in special education programs.
- Works with the Director of Pupil Services to oversee legal mandates as well as issues related to the Bureau of Special Education Appeals (BSEA) process.
- Collaborates with the Out of District Coordinator to facilitate and monitor special education students in collaborative and private school placements.
- Liaison to Special Education Parent Advisory Committee including regular meetings and communication.
- Communicate special education updates to the public.
- Develop professional learning opportunities related to special education for staff and parents.

Acton Boxborough Regional School District

Job Description

2.0 Special Education Program Design, Development, and Administration

- Direct the supervision of Special Education programs in all Acton-Boxborough Regional Schools.
- Ensures the development and presentation of proposals for new Special Education programs or for modifications of existing programs based on individual student and / or school district needs.
- Participates in district budget development process to make recommendations for any changes to program design and staffing requirements.
- Review caseloads and special education student enrollment trends to forecast programmatic needs.
- Review out of district placements and students at risk of going out of district for potential in-district programming solutions.
- Maintain enrollment and budget trends for special education services.
- Monitors budgetary expenses related to special education.

3.0 Supervision and Evaluation of Staff

- Supervises and evaluates Early Childhood Coordinator, Elementary Coordinator, Out of District Coordinator, and co-supervises and evaluates JH and HS Special Education ETL/Department Leaders.
- Supports coordinators and department leaders in partnering with principals to supervise and evaluate special education staff.
- Participates in CASE and EDCO special education meetings.
- Provides consultation / support for special education leaders related to program, staff, or student concerns.
- Works with the Director of Pupil Services to support administrative assistant staff at Pupil Services.

4.0 Other

- Carries out any other appropriate responsibilities assigned by the Superintendent.

**Acton Boxborough Regional School District
Job Description**

Job Title:

Special Education Educational Team Leader/Building Leader

Qualifications:

Special Educator certification and/or License as Guidance Counselor/School Psychologist, significant direct service and assessment experience, knowledge of current best practices in assessment, programming, transitional services, and special education mandates. Administrative licensure preferred.

Responsible to:

The Director of Special Education and Principal

The ETL is administratively responsible to the building principal and programmatically responsible to the Director of Special Education

Representation Status: (check one)

ABEA OSA AFSCME Administrator Support Staff
 Transportation Unrepresented

Work Status:

Full Time (12 months) Full Time/School Year (183 days) + additional designated summer days
 Full Time/School Year + 5 weeks Part Time Other

Primary Functions:

To provide building based special education leadership and teacher supervision/evaluation as well as to organize the eligibility determination process related to initial student evaluations and the pre-referral process.

Major Responsibilities:

- 1.0 Curriculum and Instruction
- 2.0 Supervision and Evaluation
- 3.0 Management and Administration
- 4.0 Public Relations and Communication
- 5.0 Other Duties as Assigned

Details:

1.0 Curriculum and Instruction

- Distribute information on topics related to special education programming, planning and legal mandates
- Increase staff knowledge of best practices related to special education services and special education laws and regulations
- Collaborate and support staff with developing curriculum related to student needs

2.0 Supervision and Evaluation

- Through the Team Meeting process, support special education teachers in development of the IEP by providing input based upon the evaluation process
- Direct supervision, observation, and evaluation of special education professional staff
- Support special educators by providing input related to assistant supervision/evaluation
- Support special educators with hiring, supervision and placement of special education assistants

3.0 Management and Administration

- Support transitions from grade 8 to grade 9 (ETL HS) or from 6 to 7 (ETL JHS) as appropriate
- Process referrals for evaluations and reevaluations and schedule Team Meetings within mandated time-lines
- Chair all initial eligibility determination Team Meetings, provide input for IEPs and produce the Finding of No Special Needs paperwork as appropriate
- Conduct assessment for initial evaluation for all students referred for educational assessment
- Conduct selected reevaluations as appropriate dependent upon availability
- Participate in the Student Support Team or Child Study Team meetings as the special education representative with support to counselors in submitting the proposal to act for initial evaluations
- Conduct Screenings as referred through the Student Support Team or Child Study Team
- Monitor and read all IEPs before submitting to the Director of Special Education
- Participate in the building based leadership team
- Participate in Pupil Services Leadership Meetings as determined (weekly or bi-weekly)
- Plan monthly, building based special education department meetings
- Chair Team Meetings as determined appropriate to further support special educators and students
- Assist with scheduling of students and staff

- Address on-going student needs through daily communication with staff
- During summer planning assist with override requests, level placement, scheduling and planning for the upcoming school year as appropriate to address IEP services

4.0 Public Relations and Communication

- Support the Director of Special Education and Counseling Chairperson with staff trainings and parent presentations as needed
- Facilitate parent observations of special education programs

5.0 Other Duties as Assigned by Supervisor

- Meet weekly with the Director of Special Education
- Provide input into programming development and budget
- Manage specified budget related to building needs
- Organize and chair parent placed IEP Team Meetings
- Communicate and facilitate the ordering of assessment materials for the building
- Organize and Chair Independent Education Evaluations Team Meetings and develop the IEP or Finding of No Special Needs within mandated timelines
- Function as part of the administrative team as requested within the building
- Support transition assessments as needed
- Other duties and responsibilities assigned by the Director of Special Education and/or Principal

**Acton Boxborough Regional School District
Job Description**

Job Title:

Transition Coordinator, Acton-Boxborough Regional High School

Qualifications:

Special Educator certification and/or License as Guidance Counselor/School Psychologist, significant direct service and assessment experience, knowledge of current best practices in assessment, transitional services, and special education regulations.

Responsible to:

Education Team Leader, Director of Special Education, and building Principal

Administratively responsible to the building Principal and programmatically responsible to the Director of Special Education

Representation Status: (check one)

ABEA OSA AFSCME Administrator Support Staff
 Transportation Unrepresented

Work Status:

Full Time (12 months) Full Time/School Year (183 days)
 Full Time/School Year + 5 weeks Part Time Other

Primary Functions:

To provide support to students for the purpose of transitional planning related to post-secondary planning regulations. Further provision of post-secondary planning with focus on developing the vision statement, self-determination and advocacy skills, vocational and employability skills and development of the Transition Planning Form. In addition to student support the Transition Coordinator will provide training to special educators and counselors on topics related to transitional planning.

Major Responsibilities:

- 1.0 Curriculum and Instruction
- 2.0 Supervision and Evaluation
- 3.0 Management and Administration
- 4.0 Public Relations and Communication
- 5.0 Other Duties as Assigned

Details:

1.0 Curriculum and Instruction

- Distribute information on transitional planning and programming
- Increase staff knowledge of transitional planning processes and practices
- Collaborate and support staff with providing and coordinating transitional activities for students
- Curriculum development and instruction to students in the areas of self-determination, employability, vocational training, vision statement development and input into the Transitional Planning Form
- Support special education and counseling staff with curriculum development related to post-secondary planning
- Provide on-going staff training related to the 688 referral process for adult services

2.0 Supervision and Evaluation

- Collaborate and meet regularly with identified staff in the building who provide transitional supports (Transition Counselor and Internship Program supervisor)
- Provide support to staff providing job coaching to students at job sites
- Collaborate with specialized programs to include Bridges, Supported Career Education, and the Occupational Development Program
- Support to individual students in other special education programs as appropriate

3.0 Management and Administration

- Conduct selected transitional and vocational assessments for identified students in specialized programs
- Conduct academic evaluations for initial evaluation of students as needed, as time permits and as determined by the Education Team Leader
- Participate as the Transitional Coordinator, in identified Team Meetings to support with the development of the Transitional Planning Form and Vision Statement.
- Conduct Transition/Interest Inventories on selected students
- Provide direct and weekly support to the Occupational Development Program
- Manage the Work Opportunities Unlimited (or other contracted providers) budget outlined by the Director of Special Education
- Oversee and collaborate with contracted providers working individually with students
- Collaborate with special educators to identify applicable supports for individual students

- Develop IEP goals and benchmarks related to post-secondary planning for identified students
- Support counseling with goal development related to post-secondary planning for individual students

4.0 Public Relations and Communication

- Support Director of Special Education and Counseling Chairperson with staff trainings and parent presentations as needed
- Meet regularly with Bridges, ODP and SCE staff to identify and prioritize students who require a high level of transitional services

5.0 Other Duties as Assigned by Supervisor

- Meet monthly with the Director of Special Education
- Stay current on regulations and best practice related to Post-Secondary Planning and inform staff of regulatory advisories from the Department of Elementary and Secondary Education
- Order transition assessment materials as appropriate
- Manage the budget for Work Opportunities Unlimited to ensure costs and services are being provided as projected
- Work with individual students to develop their vision to inform the IEP process
- Support staff with activities that may increase student self-determination skills
- Attend trainings and collaborate with Transition Coordinators from other school districts to further develop goals related to post-secondary planning
- Other duties and responsibilities as assigned by the Director of Special Education and/or the building Principal

LICENSE AGREEMENT

This Agreement is dated as of **July 1, 2015~~3~~** by and between the 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-Boxborough Regional 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, 2015~~3~~ and shall terminate on July 31, 2016~~4~~, 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 Licenser. Licensee agrees to defend, indemnify and hold Licenser 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. Licenser's liability to Licensee under this Agreement shall in all events be limited to its interest in the Premises leased by Licenser, except for the gross negligence, if any, of the Licenser.

8. Access. Licenser shall have the right to enter the Premises as necessary for repairs and maintenance, and for other reasons. Licenser 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 Licenser 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 Licenser.

11. Default. Upon any default or breach of this Agreement by Licensee, Licenser shall be entitled to revoke the license granted hereunder, terminate this Agreement, evict Licensee, to recover damages (including attorneys' fees) for losses suffered by Licenser as a result of such default, including costs of collection and enforcement of Licenser's 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. Licenser 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 Regional 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 Licenser, 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: Glenn A. Brand
Title: Superintendent of Schools

LICENSEE:

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

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

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE

By: _____
Name: Kristina Rychlik
Title: Chairwoman

Date: _____

To: Glenn Brand
 From: Larry Dorey
 Re: Discipline Report for April, 2015
 Date: April 30, 2015

There were 17 discipline referrals to the administration during the month of April, 2015. This total is down from 21 last year. 2 students were suspended this month, while 9 students were suspended during April, 2014.

Suspensions for April, 2015

Infraction	2011	2012	2013	2014	2015
Abusive/Obscene Language			1		
Alcohol Use		1			
Alcohol Possession	3				
Disrespect				3	
Disruptive/Uncooperative				2	1
Drug Use		2			
Drug Possession		1			
Harassment				1	
Other		1	1		
Theft	2			3	
Threatening Behavior					1
Vandalism			2		
Total	5	5	4	9	2

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

c: JoAnn Campbell

Other Infractions for April, 2015

Infraction	2011	2012	2013	2014	2015
Abusive/Obscene Language		1	1		
Academic Integrity	3				
Alcohol Possession	3				
Alcohol Use		1			
Bullying	1				
Bus Incident				1	
Chemical Health - Alcohol			1		
Chemical Health - Drugs		1			1
Computer Use					2
Disrespectful	1	2		10	1
Disruptive/Uncooperative Behavior	8	7	3	3	1
Drug Related	2				
Forgery	2		2		
Harassment	1	1		2	4
Leaving School Grounds	3	6	4		3
Other	3	2	1		1
Out of School Issue	1				
Parking Violations			1		
Tardy	1				
Teasing	2				2
Threatening					1
Theft	2			3	
Tardy	1		2		
Truancy	8	4	5	2	1
Vandalism			2		
Total	42	25	22	21	17

R.J. Grey Junior High School

To: Dr. Glenn Brand
 From: Allison Warren and Jim Marcotte
 Re: Discipline Report for April 2015
 Date: May 4, 2015

There were 20 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of April. There was 1 suspension this past month.

	Apr11	Apr12	Apr13	Apr14	Apr15
<i>Total Discipline Referrals Reported</i>	19	11	10	23	20

	Apr11	Apr12	Apr13	Apr14	Apr15
Total Suspensions	2	1	2	2	1
Alcohol Use					
drug-related incident					
fighting					
harassment (non-sexual)					
inappropriate/disruptive/disrespectful behavior		1	1		1
non-compliance with school rules					
physical aggression	1		1	2	
sexual harassment	1				
stealing					
threatening					

	Apr-11	Apr-12	Apr-13	Apr-14	Apr-15
Total Other Infractions	17	10	8	21	19
abusive language/profanity		1			
alcohol use/possession					
bus discipline		5			
Academic Integrity				1	1
class/school truancies					
computer violation					
vandalism					
disruptive behavior (classroom, cafeteria, hallway)	6	3	4	10	4
harassment (non-sexual)/bullying/teasing	1			2	

non-compliance with school rules		1		2	5
out of school issue					
physical aggression	1				1
Tardy to class	2		1		
sexual harassment					
stealing			1		
threatening					
uncooperative/disrespectful behavior	7		2	4	4
Other				2	4

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
May 1, 2015

Category	Total as of 4/1/2015	Additions	Subtractions	Total as of 5/1/2015
ABRHS	16	+1	0	17
Blanchard	9	0	0	9
Conant	36	0	0	36
Douglas	41	0	0	41
Gates	27	0	0	27
McCarthy-Towne	41	0	-1	40
Merriam	30	0	0	30
RJG JHS	13	0	0	13
TOTAL	213	+1	-1	213

**EARLY CHILDHOOD STUDENT POPULATION
MONTHLY REPORTING & PROJECTIONS**
Acton-Boxborough Regional Schools
May 1, 2015

	April 1, 2015	Additions/ Subtractions April 1, 2015	Final Total As of April 1, 2015	May 1, 2015	Additions/ Subtractions May 1, 2015	Final Total As of May 1, 2015	End of Year Projection**
<i>SPED (In-District)</i> 3-5 Year Olds - Acton	38	0	38	38	+1	39	46
<i>SPED (In-District)</i> 3-5 Year Olds - Boxborough	7	0	7	7	+1	8	14
SPED Students In Class TOTAL	45	0	45	45	+2	47	60
Itinerant - Acton	20	+2	22	22	0	22	22
Itinerant - Boxborough	3	0	3	3	+2	5	5
OOD - Acton Preschool	2	0	2	2	0	2	2
SPED TOTAL	70	+2	72	72	+4	76	88-90
<i>*TYPICAL - Acton</i> 3-4 Year Olds (In-District)	46	0	46	46	0	46	48
<i>*TYPICAL - Boxborough</i> 3-4 Year Olds (In-District)	16	0	16	16	0	16	16
TOTAL	132	+2	134	134	+4	138	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

Staff and Choice
In total Column

Projection
Acton-Boxborough
Grade 1-6
2014-2015
5/6/15

5/6/15
10:03 AM

Grade YOG	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne			Total	Merriam			Total	#Sec.	Avg. Siz		
Rm	BAD	BPM	2	CAD	CAM	1	DAD1	DAD2	DAM	2	GAD	GAM	GPM	1	TAD1	TAD2	TAM		MAD	MAM	MPM	1	7					
	29	13																										
K-27	22	22	44	20	21	41	19	20	21	60	19	19	19	57	21	22	21	64	20	21	21	62	328	16	20.5			
Rm	211	213	2	3	4	6	1	3	4	5	0	3	5	1	310	311	312	2	224	234	323	1	7					
Gr. 1-26	19	20	39	22	23	23	68	21	23	21	65	23	22	45	22	22	22	66	23	23	23	69	352	16	22.0			
Rm	219	221	227	4	5	7	8	6	7	8	2	10	8		301	302	303	1	133	231	334	1	8					
Gr. 2-25	18	18	18	54	23	23	23	69	23	22	22	67	22	23	45	22	22	22	66	22	23	22	67	368	17	21.6		
Rm	226	229	231	7	10	17	9	10	11	9	0	6	7	9	2	313	314	315	1	223	233	322	1	11				
Gr. 3-24	23	22	22	67	22	22	22	66	22	23	23	68	22	22	23	67	22	21	21	64	21	21	22	64	396	18	22.0	
Rm	243	245	247	2	18	20	14	12	13	14	0	18	19	20	2	213	214	215	1	230	324	330	331	3	8			
Gr. 4-23	21	21	20	62	24	25	24	73	24	24	23	71	24	24	23	71	24	23	24	71	23	24	24	24	95	443	19	23.3
Rm	118	128	130	0	14	15	16	0	19	20	21	2	11	15	17	1	210	211	212	2	235	321	332	335	0	5		
Gr. 5-22	21	22	22	65	25	24	24	73	24	25	25	74	23	24	24	71	23	23	24	70	23	23	24	24	94	447	19	23.5
Rm	108	110	112	2	11	12	13		15	16	17	0	12	13	14	1	113	114	115		125	232	353	1	4			
Gr. 6-21	24	25	25	74	24	25	24	73	24	24	25	73	24	24	24	72	25	24	24	73	24	24	24	72	437	18	24.3	
			19				2				6				8								8	50				
Total	19 Sec. Average 21.3			405	20 Sec. Average 23.2			463	21 Sec. Average 22.8			478	19 Sec. Average 22.5			428	21 Sec. Average 22.6			474	23 Sec. Average 22.7			523	2771	123	22.5	
Range	18	25			20	25			19	25			19	24			21	25			20	24			18	25		
36 Acton residents attend Boxborough																												
23 Boxborough residents attend school in Acton																												

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



Please join us for the
Districtwide

Retirement Celebration

in honor of
the following Acton-Boxborough Regional
staff members

Maryann Ayers
Carol Boudreau
Enid Cortes
Christine DePasquale
Marilee Fraizer
Mary Harrington
Liza Huber
Ginger Kendall
Blake Lochrie
Tanya McCarty
Leslie Patten
David Rachlin
Jennifer Rand
Julie Towell

Judy Bell
Carol Brady
Paul Davis
Steve Desy
Nancy Giansante
Mary Hogan
Denise Kelly
Lisa Lamoureux
Tanya McCarty
Tim Nolan
Carol Pavan
Lillian Ramos
Rachel Russell
Lee Trench

Tuesday, June 9, 2015

4:15-6:30 p.m.

at the

**Wedgewood Pines Country Club
Stow, MA**

(Directions: www.wedgewoodpines.com)

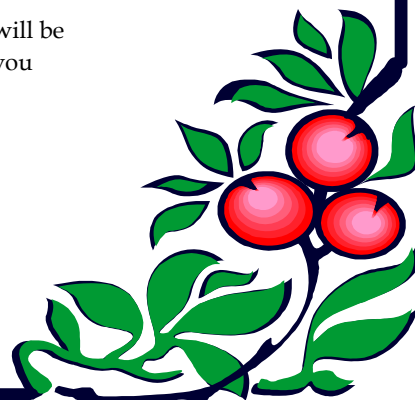


**Please tear off and return to
Nancy Carbutt, Superintendent's Office, by Tuesday, May 26, 2015**

_____ I plan to attend and have enclosed \$15 for the meal and gifts
Checks made payable to ABRS

(No need to respond if you are unable to join us, although you will be missed and are still welcome to contribute to the gifts!) Thank you

Your Name _____
(Please Print)





NEW DATE!

Dr. Jeffrey Bostic on Mental Health Issues in Children & Teens

The Acton-Boxborough Special Education Parent Advisory Council and the Acton-Boxborough Pupil Services Department are pleased to co-host a workshop by Dr. Jeffrey Bostic, assistant clinical professor of psychiatry at Harvard Medical School and director of school psychiatry at Mass General Hospital. Dr. Bostic's research and clinical interests focus on mental health in school settings. This presentation will address the topic of mental health issues in children and teens. He will discuss signs of anxiety and depression in children and teens and provide insight on how to support students' needs in the school setting.

WHEN: 7:00 p.m. on Tuesday, June 2nd

**WHERE: RJ Grey Junior High Auditorium,
16 Charter Road, Acton**

This event is free and open to the public.

Questions? abspedpac@gmail.com



<http://www.abspedpac.org>

School Spotlight

Acton in Action for School Breakfast

by Mark Abueg

Federal and state officials took an early morning trip for some breakfast and a whole lot of learning in the cafeteria at a local high school on March 6.

Staff from both the U.S. Department of Agriculture's Food and Nutrition Service (Northeast Regional Office) and Massachusetts Department of Elementary and Secondary Education visited the Acton-Boxborough Regional High School during National School Breakfast Week.

"The School Breakfast Program provides children of all economic backgrounds a well-balanced, healthy meal consistent with the latest nutrition science and Dietary Guidelines for Americans," said Kurt Messner, acting regional administrator for the FNS (NERO). "This high school is just another shining example of how breakfast programs operate throughout our region."

According to the USDA's online website, the School Breakfast Program was established in 1966 as a two-year pilot project designed to provide categorical grants to assist schools serving breakfasts to "nutritionally needy" children. In 1975 the program received permanent



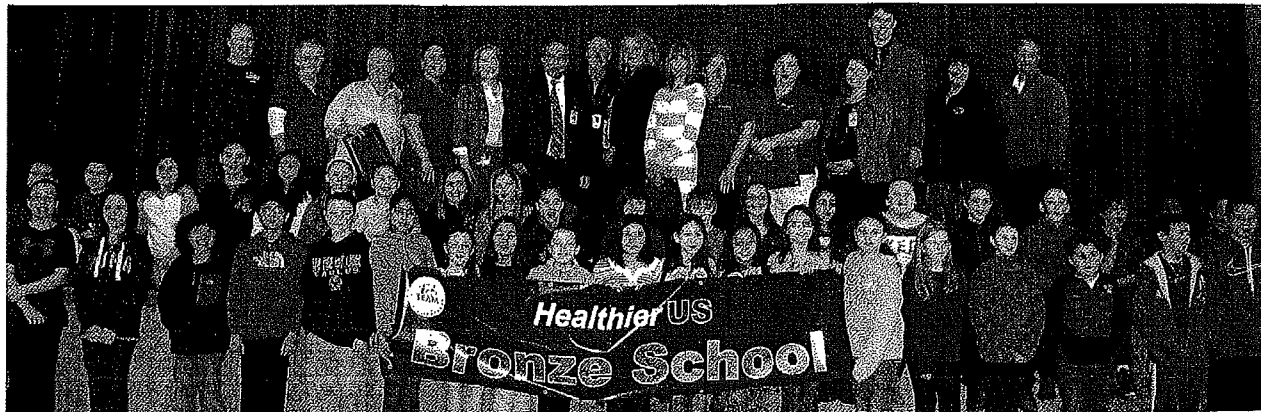
authorization.

"I'm very proud of the work the food service team accomplishes to put on a very successful breakfast program," said Kirsten Nelson, the food service director for Acton Public Schools and Acton-Boxborough Regional Schools. "But I'm even more proud of all the

great tasting and nutritious meals we are able to provide to the students." National School Breakfast Week celebrates the fact that a well-balanced breakfast offers an important nutritional foundation and charts the course for a healthier next generation, added Messner.

John F. Ryan Elementary School Celebrates Its Bronze HUSSC Award

USDA Acting Northeast Regional Administrator Kurt Messner presented a bronze HealthierUS School Challenge award to the John F. Ryan Elementary School. The school became the 136th school in Massachusetts to earn this achievement. The recognition ceremony provided an opportunity for a few students to describe their MyPlate collages and Phys Ed Boot Camp experiences.



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

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

Dismissal times for Thursday, June 25, 2015:

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

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

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

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

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

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

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

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

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



Beth Petr <bpetr@abschools.org>

Middlesex Vocational Restructuring and Renovation

Scanlon, Michael <michael.scanlon@

Mon, May 4, 2015 at 4:29 PM

To: "abrsc@abschools.org" <abrsc@abschools.org>

Cc: "bbieber@abschools.org" <bbieber@abschools.org>, "mcoppolino@abschools.org" <mcoppolino@abschools.org>

Mr. Brand,

During the latest Acton town meeting , during the Middlesex presentation, the concept of restructuring and renovation was put on the table for information. If my memory serves me correctly the Middlesex committee is to vote sometime in May for one of three options. Clearly this is in their purview but politically it will be an issue ABRSC will need to deal with. Given the time line that was discussed I would assume that authorization for this R&R will be subject of fiscal authorization at the 2016 Town Meeting.

This will be no small perturbation to budgets/financing plans.

During the next ABRSC public participation I intend to ask the committee if they have a strategy in mind to deal with this pending financial hit.

Depending on how the financial model is assigned by Middlesex this could be a hard sell to Acton. In my opinion Middlesex has been an underutilized resource by the high school over the long haul with declining enrollment going back probably 10 yrs. There was a slight uptick this year. Maybe a harbinger of a new trend.

Bottom line is that the ABRSC, not the Middlesex school committee, will need to sell the need for this pending expenditure to the town. Thus the question....is there a budding strategy?

That said....Welcome to Acton. I hope you are receiving the help you need. You are the Sr. Educator who needs to be mindful of the complete political environment, a tough job.

Best of success to you,



Mike Scanlon