

Welcome to Kindergarten 2017



Acton-Boxborough Regional School District

Front Page Artwork courtesy of Mrs. Sonner's Merriam kindergarten class of 2016-2017.

2017-2018 Kindergarten Handbook

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*Acton-Boxborough Regional School
District
Superintendent's Office
16 Charter Road
Acton, MA 01720*

Glenn A. Brand
Superintendent of Schools

January 2017

Dear Parents and Guardians:

We welcome you and your child to the Acton-Boxborough Regional Schools. As teachers and administrators, our purpose is to provide a Kindergarten experience that will prove to be an excellent beginning for your child's school years.

This booklet was prepared as part of our Kindergarten orientation program. The purpose of this booklet is to help you through the registration process, to introduce you to the Acton-Boxborough Regional Schools, and to help you to introduce your child to Kindergarten.

We start our relationship with the class of 2030 and their families in the winter of 2017 and are happy to answer any of your questions. We welcome your suggestions and your support, and look forward to working with you and your child in the fall.

Sincerely,



Glenn Brand

**ACTON-BOXBOROUGH REGIONAL SCHOOLS
2017-2018 KINDERGARTEN REGISTRATION SCHEDULE**

The following are important dates for parents/guardians of children who will be entering Kindergarten in September 2017 (5 years old on or before September 1, 2017). See also: <http://www.abschools.org/families/student-registration>

GENERAL MEETING

Our Superintendent, Deputy Superintendent, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Principals, Community Education Director, Registrar, Kindergarten staff and School Nurse will be on hand to answer questions.

**Tuesday, January 10, 2017 at 7:00 p.m., High School Auditorium
(Snow date January 11, 2017 Parker-Damon Building Cafetorium)**

PRIOR TO PRE-REGISTRATION: Sign up now at <http://www.abschools.org/home/kindergarten-registration> to receive updates on kindergarten registration and to let us know about potential *siblings and All Day Kindergarten requests*.

SCHOOL TOURS

All schools will be open for tours on the following dates: January 17, January 23, February 8 and February 13. Please call individual schools after January 4, 2017 to reserve tour times. You may reserve more than one tour per day. (Please note these are the only available days for tours.)

If school is canceled or delayed on a tour day, parents should call to reschedule.

Tour hours for Blanchard, Douglas, Gates: 9:00 – 10:30 a.m. and 12:30 – 2:00 p.m.

Tour hours for Conant, McCarthy-Towne & Merriam: 9:30-10:45 a.m. and 1:45-3 p.m.

Please do not bring young children with you on the tour.

PARENT INFORMATION EVENING MEETINGS

Tuesday, January 17, 7:00 p.m. @ McCarthy-Towne - Cafetorium

Tuesday, January 24, 7:00 p.m. @ Gates- Cafetorium

Tuesday January 31, 7:00 p.m. @ Merriam - Cafetorium

Tuesday, February 7, 7:00 p.m. @ Blanchard - Cafetorium

Wednesday, February 15, 7:00 p.m. @ Conant - Cafetorium

Tuesday, February 28, 7:00 p.m. @ Douglas – Cafetorium

** In case of snow, ANY postponed evening meeting will be held the next evening: Wednesday, and Thursday for Conant.*

KINDERGARTEN ONLINE PRE-REGISTRATION OPENS JAN. 11th AND CLOSSES MARCH 7TH.

(Be sure to register to be included in the Kindergarten Lottery.)

Go to <http://www.abschools.org/home/kindergarten-registration> January 11th, 2017 to pre-register.

SIBLINGS and WALKERS WITH PRIORITY ADMISSION STATUS

The families who are eligible, or who believe they may be eligible for priority admission status include siblings of current students, students who live in Boxborough who wish to attend Blanchard and walkers. (Students who live within a safe mile walk.) **Please be sure to check your priority admission status.**

NEW FAMILIES

New families, without siblings in the schools, are required to complete registration by bringing the following documents to the Central Office located in the R.J. Grey Junior High School: Your child's original birth certificate/passport, most recent physical examination & immunization record, Copy of your Government issued Photo ID and Proof of Residency to include a copy of the Purchase & Sale Agreement or Lease and Utility Bill.

Tuesday, March 14: 5:00 – 8:00 p.m.

Wednesday, March 15: 8:00 a.m. -12:00 noon

REGISTRATION PROCESS FOR COMMUNITY ED EXTENDED DAY PROGRAM GRADES K-6

Registration forms for new families will be accepted on a space-available basis beginning Monday January 16, 2017.

Community Education offers an enriched program for the other half of the school day for children who attend half day Kindergarten, in any one of our 6 district elementary schools. Tours are available anytime by appointment and Community Ed. will host a Kindergarten Open House on Monday February 13, 2017 from 6:00-7:30 p.m.

Children are welcome! Contact Kate Murray for more information at [978-266-2525](tel:978-266-2525).

OTHER IMPORTANT DATES

Late April -School Placement & All-Day Kindergarten Lotteries held (as necessary). Notification email sent out.

May 15 – All Day K non-refundable deposit due.

May 31 - Parent-released/teacher-completed Pre-K Assessment Form due at Registrar's Office, R.J. Grey Junior High.

July 3 - (*Approx. date*) Schools assign students to either AM or PM sessions and notify Transportation Office.

July 31 - Children's medical forms (complete immunization history, physical exam completed after 1/1/17) due at school nurse's office.

August 1 - September tuition for children registered in All-Day K due at the A-B Schools.

August 15 - Bus forms to the Transportation office

All registration information is located at: <http://www.abschools.org/home/kindergarten-registration> (Rev. 10.19.16)

Office of the Superintendent
Acton-Boxborough Regional School District
Acton, MA 01720

TO: Parents and Guardians Enrolling New Kindergartners
FROM: Glenn Brand
ON: January 4, 2017
RE: Guidelines for School Visits

Although each school develops its own description of what a “typical visit” will be like, and “suggestions of what to look for,” they all agree that the following guidelines will make the visiting process more worthwhile for everyone involved.

- 1) Parents should call each school office to arrange for an appointment to visit.

Blanchard:	978-263-4569;
Conant:	978-266-2550;
Douglas:	978-266-2560;
Gates:	978-266-2570;
McCarthy-Towne:	978-264-3377;
Merriam:	978-264-3371

- 2) Tour sizes are limited. If particular times are important to you, please make your reservations early!
- 3) Visitors are asked to leave their children at home in order for the visitors to be able to move freely throughout the building and to engage actively in discussions with their guides.
- 4) Visitors are asked to observe this common set of “tour guidelines” in order not to interrupt the students’ and teachers’ important work of learning and teaching:
 - Speak in whispers or very soft voices.
 - Avoid questions and comments to teachers and students in the classrooms.
 - Refrain from touching things on students’ and teachers’ desks, display tables and counter tops.
 - Move about quietly.
 - **Turn off cell phone.**

Thank you!

ACTON-BOXBOROUGH SCHOOLS

WHAT IS OPEN ENROLLMENT?

The Acton-Boxborough Regional School system has an "open enrollment" policy that allows some choice in selecting the school you would like your child to attend, providing that the school can accommodate the student.

The official School Committee policy on enrollment states:

The Acton-Boxborough Regional School Committee strives to provide high standards of educational excellence in all its elementary schools. Since no single teaching method is best for all students, the Committee supports the use of a variety of teaching methods and techniques that will achieve the prescribed curriculum objectives. It follows that parents should have the opportunity to choose the school they think best fits the needs of their children subject to the availability of space and staff.

In the placement of students, the following guidelines will be utilized in appropriate situations.

1. PROVIDING FOR CHILDREN WITH SPECIAL PROGRAM NEEDS

Children requiring specialized programs will be placed in appropriate schools upon recommendation by the Student Services Department.

2. KEEPING FAMILIES TOGETHER

It is important to build a strong corps of families who can devote their energies to their school's activities. Volunteerism, active parent/teacher organizations, and parent involvement in advisory groups and the like are valuable school resources. So is a family's long-term connection to a school community. Therefore, if the newly enrolling student has a sibling in the Acton-Boxborough Regional Schools and that sibling attended an Acton-Boxborough elementary school, the newly enrolling student will be given school selection preference at that same school.*

3. ENCOURAGING WALKING TO SCHOOL

Although we must bus the vast majority of Acton's children to our centrally located schools, we support the town's sidewalk building program and feel children should walk to school wherever possible.

Since this approach offers economic advantages, walkers will be given preference to the school of their choice.

*A sibling is defined as: 'a relative (by birth, adoption or guardianship) who is living in the same home.'

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

DESCRIPTION OF LOTTERY PROCEDURES

The Acton-Boxborough Regional School Committee has an Open Enrollment Policy that allows parents some choice in selecting the Elementary school they would like their child to attend.

Priority is given to children who:

- Have or had a sibling enrolled in a particular school (the sibling must still be enrolled in the school system K-12);
- Children who live within a one mile safe walk from school (as determined by transportation) and who will walk to that school (commencing in grade one).
- Children with special needs that can only be met in a particular school (as determined by the Student Services Department).
- Students who are retained in a grade
- Children who live in Boxborough may attend Blanchard if they prefer, and children who live in Acton may attend school in Acton if they prefer.

An online lottery will be conducted to include these priority admissions and to allocate children to the All Day Kindergarten classes based on parent requests.

- If the number of families who wish admission to a school exceeds the number of available spaces, the remaining students are put onto a waiting list.
- Wait lists are established at each level for all students who do not receive admission to the school of their choice.

The Lottery process is designed to provide an equitable opportunity for all families who do not have priority admission to be enrolled in the school of their choice. All students are given an equal chance to be placed in a school of their choice.

Once all students have been assigned to an Elementary School, the children whose families request All Day Kindergarten (ADK) are part of a lottery for the ADK admissions. If demand exceeds the number of seats available, a wait list is established for all families who wish to enroll in ADK, but are not selected during the Lottery.

Students who move into Acton or Boxborough after the lottery has been held are enrolled in a school with available seats and added to the end of the waiting list based on their preferences list. It is important to note that attention is always given to maintaining as close a class size balance between and within schools as possible.

Office of the Superintendent
Acton-Boxborough Regional School District
Acton, MA 01720

TO: Parents Enrolling New Kindergartners
FROM: Glenn Brand
ON: January 2017
RE: Optional All-Day Kindergarten (ADK) Program, 2017-2018

In order to be responsive to the educational and personal needs of the children and parents of the Acton and Boxborough communities, the Acton-Boxborough Regional Schools offer an **optional** All-Day Kindergarten program. This program is offered at all six elementary schools on a space-available basis (see "Acceptance" below). Tuition is charged for the hours beyond the regular Half-Day Kindergarten program.

Purpose

The All-Day program provides an alternative to the more fragmented day experienced by many children in a Half-Day program. All Acton and Boxborough Kindergarten students learn the same curriculum. The difference in the All-Day program is one of pace, time and enrichment. The day is less rushed, and there is more time available to meet the social, emotional and developmental needs of the children enrolled. This is not a childcare program.

Length of School Day

For ADK students, for the entire school year, the length of the school day and the bus schedules are the same as those for students in grades 1-6. All-Day Kindergartners eat lunch at school.

Tuition Charge

The cost of having your child in the All-Day program for 2017-2018 will be \$4,500.00 payable in 10 equal monthly installments. **A one month, non-refundable deposit of \$450.00 will be due on May 15, 2017 to secure a placement in the All-Day program. This deposit will be applied to the final June 2017 payment.** The September payment will be due by August 1, 2017, subsequent payments will be due on the first of each following month. All tuition is payable to A-B Regional School District. You will receive payment information in mid-July.

Limited tuition assistance is available. Eligibility and level of assistance are based on ability to pay. To inquire about tuition assistance, **once your child has been admitted to ADK**, please contact Sally Cunningham 978-264-3303.

Acceptance in All-Day Kindergarten

At Kindergarten registration you will be asked to indicate your interest in having your child participate in the All-Day program during the online Kindergarten pre-registration process. If interested in ADK, you will also be asked to turn in the All Day Kindergarten form.

Each Acton elementary school will have one or two ADK classrooms and one or two Half-Day Kindergarten classrooms, depending on space and enrollment. Half-Day Kindergarten students will go home mid-day.

Administration of All-Day Kindergarten

The staff and curriculum of the All-Day Kindergarten will be administered by each school in the same manner as all other Kindergartens.

Transportation Information

School Committee policy states that transportation will be provided *"to and from school, with pick-up points at the nearest safe street location to the particular student's home"*.

With that in mind the School Committee recognizes that parents of Kindergarten students may need to have their children transported to and from places other than home. Therefore, the district issues "Permanent Special Arrangement" for Kindergartners. **These arrangements will be issued only to Kindergartners who will be transported somewhere other than home.**

Early in May, after the school and All-Day Kindergarten lotteries, you will receive a placement email informing you of where your child will attend school. Accompanying that email, you will receive a Kindergarten Bus Transportation Needs Form. Please complete this form accurately to ensure the appropriate transportation schedule for your child. This form must be returned by August 1st to the Transportation Office, Acton-Boxborough Regional Schools, 16 Charter Rd., Acton, MA 01720.

If you find that you need to make changes in your child's regular schedule after turning in your Transportation Needs Form, you need to call the Transportation Office at 978-264-4700 ext. 3228. **All changes must be made at least two weeks in advance and must be "Permanent" changes.**

Bus Schedules

Based on the information provided, each school is responsible for notifying parents of bus schedules. The information for each individual student's bus schedule includes:

- your child's name, address, telephone number and daycare (if applicable)
- scheduled time your child is picked up (students should be at their bus stop five (5) minutes prior to their scheduled pick-up time.)
- the location of the bus stop (students must be dropped off at an existing bus stop)
- the bus number of the bus your child rides to school
- the bus number of the bus your child rides from school

In case of emergencies, and to prevent mix-ups, administrative assistants at each school retain up-to-date maps of Acton and Boxborough, as well as copies of all bus routes including bus numbers and bus stop locations.

Kindergarten students must be met at the bus stop by a responsible adult unless permission has been given to the Transportation Office for the child to get off the bus with an older sibling. Kindergarten students will be returned to their school of attendance if it appears they would otherwise be left unattended.

One-Day Special Arrangement Bus Passes for students in grade 1-6

Upon parent / guardian request, school offices will issue students in grades 1 through 6 "One-Day Special Arrangement Bus Passes" providing the request has been made by 2:00 p.m. the previous day.

Please refer to the policies and procedures on the A-B website:

<http://www.abschools.org/departments/facilities-transportation>. These passes allow children to be transported to after school daycare programs or accommodate an emergency situation. **Kindergarten students will not be issued a one-day pass.** Forms for one-day bus passes are available in each elementary school office.

General Bus Information

Riding the school bus is a new experience for some children. It would be most helpful if you would talk to your child about the bus rides and make sure that he/she is feeling comfortable. If your student has some

fears, talk it over with him/her and, if necessary, contact the Transportation Office. In the beginning of the year, it is helpful to have an older brother, sister, or neighbor child, sit with your child on the bus.

Information relative to bus numbers, bus routes, and bus stops can be obtained via InfoFinder.

<http://www.abschools.org/departments/facilities-transportation/bus-routes>

The elementary school offices, in consultation with the Transportation Office, reserve the right to deny the issuance of bus passes which are not filled out properly.

If your Kindergartener is going to be absent, please notify the Transportation Office as soon as possible at 978-264-4700 x-3228.

School Bus Lost and Found

If your child leaves an item on the school bus, it will be kept on the bus for a few days in anticipation of the child claiming it. **Check with your child's bus driver first** to see if the item is still on the bus or if it was turned in to the school office. Anything left unclaimed on a school bus will eventually be put in a lost and found container. However, you may call the Transportation Office as a last resort to try to locate an item.

Please remember to label all of your child's clothing and belongings to help return lost items!

Acton-Boxborough Regional School District

Schools Open Date TBD

HIGH SCHOOL 7:23 a.m. - 2:18 p.m. JUNIOR HIGH 7:30 a.m. - 2:06 p.m.

CONANT, McCARTHY-TOWNE, MERRIAM

All-Day K and Grades 1-6:
8:40 a.m. – 2:50 p.m.
(1ST & 3RD Thursday's – 12:20 p.m. dismissal)

Kindergarten

AM Session: 8:40 a.m. – 11:20 a.m.
(Thursday Schedule 8:40 a.m. - 12:40 a.m.)
PM Session – 12:10 p.m. - 2:50 p.m.
(No PM session on 1st & 3rd Thursdays each month)

BLANCHARD, DOUGLAS & GATES

All-Day K and Grades 1-6:
9:20-a.m. – 3:30 p.m.
(1st & 3rd Thursday's 1:00 p.m. dismissal)

Kindergarten

AM Session: 9:20 a.m. – 12 noon
(Thursday Schedule 9:20 a.m. – 1:00 p.m.)
PM Session – 12:50 p.m. – 3:30 p.m.
(No PM Sessions on 1st & 3rd Thursdays each month)

ADDITIONAL INFORMATION

Kindergarten Screening

As mandated by Federal and State Special Education Regulations, Acton-Boxborough Regional Schools conducts a screening of all Kindergarten children. The screening surveys a student functioning in such areas as: vision and hearing, speech and language development, perceptual-motor development, memory and reasoning, and social development. A parent questionnaire is also an important component of the screening program as it provides information about the student's developmental background and parent observations.

In conducting the screening, Student Services staff meet with students individually to administer screening tasks. Students generally find screening in their familiar school environment a comfortable experience. Kindergarten teachers share their observations with Student Services staff in order to produce a more global picture of the student's functioning.

This screening is designed to identify those students who may need more intensive support in language, readiness or motor areas in order to make effective progress. Additionally, this screening provides staff with information regarding particular students who may need further evaluation in order to make effective progress in school. An evaluation may indicate a finding of special needs and necessitate a specialized intervention plan to assure the student's educational progress.

Preschool Screening

Federal and State Special Education Laws contain regulations regarding preschool screening of children, ages 3-4. Parents may request a screening if they have concerns about their child's development.

For further information, please call Joe Gibowicz, Early Childhood Coordinator, at 978-264-4700, x3268.

The Massachusetts Comprehensive Special Education Law contains regulations that include public screening of children, ages 3-4, whose parents/guardians request such a screening because they have concerns about their child's development.

Communication with the School

Close communication between home and school is encouraged. The following information may prove helpful:

- **Appointments:** Please contact the school for an appointment, if you wish to speak with teachers, other staff or the principal. Parents are encouraged to contact the school directly when any problem, concern or question arises. Any questions concerning the child should first be discussed with the teacher.
- **Tardiness:** Children who are tardy should inform the office of their arrival before going to their room.

- Parent Notes: When a parent sends a note to school, it is advisable to use an envelope. The child's full name, school and room number should be written on the outside of the envelope, and the child's full name should be included in any note if the child's last name is different from that of the parent.
- Field Trips: Field trips are an integral part of the Kindergarten program. Before each field trip, a form will be sent home for your signature. This permission slip must be signed and returned to the school.
- Parent Conferences: Parent-teacher conferences are scheduled during the late fall.
- Calendar: Please note that there are two conference days scheduled in the fall. These days are half-days for all students. At these times the parent is informed of the child's progress and activities. A parent may request a conference at any other time during the year.
- Change: Notify the school office and the Transportation Office whenever there is a change in address, telephone number or emergency number.

Day Care

If you will be transporting your child to day care at the end of the Kindergarten day, please be sure to **notify your child's day care and school on any day when your child will not attend.**

Lunch Program

Students in the All Day kindergarten have the ability to prepay for lunches or milk either by way of an online payment or by sending in a check or cash to school. If you would like to prepay on line you will need your child's student id number and their 4 digit lunch id number. Please visit our website for full details at: <https://www.schoolcafe.com/initial>

KINDERGARTEN HANDBOOK

2017

SECTION 2

AN INTRODUCTION TO ACTON-BOXBOROUGH SCHOOLS

The following description of the Acton-Boxborough Schools was prepared jointly with the Acton-Boxborough elementary school principals. This document stresses the similarities among the schools, rather than the differences engendered by the policy of “open enrollment.”

Our schools are far more similar than they are different. The Acton-Boxborough elementary faculty, staff and administration hold the same values, priorities and objectives for all students. These are reflected in the philosophy of the Acton-Boxborough schools. A brief description of each individual school is included in this section.

The elementary principals work as a team to ensure that these values, priorities and objectives are addressed and fostered in all of the schools.

We are confident in assuring you that your child will receive the best education that our community can offer, regardless of the school that she/he attends.

We welcome you and your family to the Acton-Boxborough schools.

The Elementary School principals.

Dana Labb, Blanchard school

Damian Segrue, Conant School

Christopher Whitbeck, Douglas school

Lynne Newman, gates school

David Krane, McCarthy-Towne School

Ed Kaufman, Merriam School

I. GENERAL INFORMATION, 2017-2018

BLANCHARD SCHOOL

Principal.....Dana Labb
Assistant Principal.....Karen Tower
Location.....493 Massachusetts Ave, Boxborough
Telephone..... 978-263-4569
Telephone Attendance #..... 978-263-4569
Year School Built.....1949, renovated 1977
Student Population (October 1, 2016)..... 412
Class Size Range (October 1, 2016).....14 to 24 students
Number of Classroom Teachers..... 19

CONANT SCHOOL

Principal.....Damian Sugrue
Location.....80 Taylor Road
Telephone..... 978-266-2550
Telephone Attendance #..... 978-266-2555 (Select Option 8)
Year School Built..... 1971
Student Population (October 1, 2016)..... 451
Class Size Range (October 1, 2016).....18 to 25 students
Number of Classroom Teachers..... 20

DOUGLAS SCHOOL

Principal.....Christopher Whitbeck
Location.....21 Elm Street
Telephone..... 978-266-2560
Telephone Attendance #..... 978-266-2566
Year School Built.....1966
Student Population (October 1, 2016).....456
Class Size Range (October 1, 2016)..... 19 to 25 students
Number of Classroom Teachers..... 20

GATES SCHOOL

Principal.....Lynne Newman
Location..... 75 Spruce Street
Telephone..... 978-266-2570
Telephone Attendance # 978-263-SICK
Year School Built..... 1968
Student Population (October 1, 2016)..... 404
Class Size Range (October 1, 2016)..... 19 to 25 students
Number of Classroom Teachers..... 18

McCARTHY-TOWNE SCHOOL

Principal.....David Krane
Location.....11-13 Charter Road
Telephone..... 978-264-3377
Telephone Attendance #..... 978-264-4098
Year School Built.....2002
Student Population (October 1, 2016)..... 475
Class Size Range (October 1, 2016)..... 19 to 25 students
Number of Classroom Teachers..... 21

MERRIAM SCHOOL

Principal.....Ed Kaufman
Location.....11-13 Charter Road
Telephone..... 978-264-3371
Telephone Attendance #..... 978-264-3373
Year School Built..... 2002
Student Population (October 1, 2016)..... 517
Class Size Range (October 1, 2016)..... 19 to 25 students
Number of Classroom Teachers..... 23

II. ALL SCHOOLS HAVE THE FOLLOWING PHYSICAL FACILITIES:

- Cafeteria/Cafetorium
- Counseling Office
- Gymnasium
- Health Room/Nurse's Office
- Library/Media Center
- Special Education Areas
- Teachers' Room
- Computer Lab or Google Charts

III. HOURS OF OPERATION

Conant, Merriam & McCarthy-Towne School

All Day Kindergarten: 8:40 a.m. -2:50 p.m.

Half Day Kindergarten: 8:40 a.m. – 11:20 a.m.

Blanchard, Douglas & Gates School

All Day Kindergarten: 9:20 a.m.-3:30 p.m.

AM Kindergarten: 9:20 a.m. – 12 noon

Remember – Every First and Third Thursday Early Release

IV. THE ACTON-BOXBOROUGH SCHOOLS’ EDUCATIONAL PHILOSOPHY

The learning process begins at birth. Learning is as instinctive as breathing, eating and sleeping. Education, however, is more than learning. It is a conscious and organized effort to direct the learning process and to achieve specific goals. Education is a process that requires structure, planning, evaluation and cooperative effort. The process functions and achieves its aims through a joint commitment on the part of all concerned; schools, family and community.

Each individual school is charged with the major responsibility for organizing and carrying out the educational process. In order for the school to meet this responsibility, the community must provide intelligent direction, resources and continuous support. Individuals must recognize what the process offers them and accept responsibility in making that process work.

Education then is seen as the joint enterprise of the school, the community and the student which demands the active commitment and cooperation of each party to the whole.

Our schools have the responsibility to:

- Contribute to the learner’s physical and emotional well-being, especially to a sense of personal worth and dignity, and to a capacity for influencing his/her own destiny.
- Develop in each learner the listening, speaking, reading, writing, visual and computational skills needed for perception, conceptualization, communication and evaluation of ideas.
- Develop in each learner the ability to reason logically and to use mathematical and scientific knowledge and methods to solve problems.
- Foster and stimulate in each learner the natural desire for lifelong learning and develop the thinking, reasoning, problem-solving, organizational and study skills necessary to fulfill that desire.
- Provide each learner with experience leading to discovery of new relationships, stimulation of imagination and personal reflection.

- Provide each learner with experience to gain knowledge and understanding of how society functions in theory and in practice.
- Foster each learner with guided experience that promotes cooperation and mutual respect.
- Develop each learner’s capacity to adapt to changing conditions and to meet unexpected challenges, to take calculated risks.
- Increase knowledge of and respect for various world cultures and the interdependence of nations.
- Provide each learner with a guided experience that promotes cooperation and mutual respect.
- Develop each learner’s capacity to adapt to changing conditions and to meet unexpected challenges, and to take calculates risks.
- Increase knowledge of and respect for world cultures and the interdependence of nations.
- Provide each learner with knowledge and experience that contribute to an understanding and appreciation of human similarities and differences.
- Provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents and to express values and feelings through various media.
- Provide each learner with varied opportunities for expression through the arts and to appreciate the artistic expression of others.
- Develop in each learner an understanding of the uses of technology and its potential.
- Provide each learner with the skills, attitudes, experiences and counseling to pursue a career consistent with individual interests and capabilities.

V. GENERAL DESCRIPTION OF THE ACTON- BOXBOROUGH SCHOOLS’ CURRICULUM

KINDERGARTEN

Kindergarten curriculum is based on developmentally appropriate activities for the young child. Teachers employ guidelines, activities and materials in the areas of communication, listening, verbal expression, developmental reading, handwriting, literature, exploration, mathematics, science, social studies and creative expression in art, music and motor skills. Keen attention is given to diagnostic screening and observation procedures for the early identification of disabilities.

GRADES ONE - SIX

English Language Arts

We are in an age of holistic views about learning and teaching, and of an emphasis on process as well as product. Nevertheless, the elementary Language Arts curriculum addresses a number of separate categories to emphasize those aspects of teaching and learning which we feel are critical to the development of literacy and verbal communication. These topics include:

1. Reading/Skills - Students learn to interpret meaning from text; through purposeful, critical and pleasurable uses of books, students will understand and read various types of material with increasing independence; students will become positive, eager, lifelong readers. Reading/"Book Talk" - Students learn to appreciate literature, and to offer and share insights about authors, about books, and about the elements that authors control in their work; students develop a critical vocabulary for talking about literature.
2. Language Awareness - Students deepen their understanding of linguistic forms and acquire common terms for referring to those forms, e.g. word patterns and rhymes, spelling rules and grammatical terms, parts of speech, connotations, word families and figurative language.
3. Writing/Skill and Content - Students learn to execute writing tasks, with the understanding that writing is an ongoing process; they regard themselves as writers; they become increasingly aware of the effect of their writing on others; they develop strategies for drafting and revising; they gain techniques and tools for writing and controlling the information they present.
4. Writing/Appearance and Correctness - Students learn to take care to present their readers with neat, legible text, and with correct use of language conventions and forms; they learn how to support the communication of their ideas by presenting their writing in appropriate forms.
5. Use of References - Students learn to recognize and use reference materials as tools for their own learning; they become oriented to the conventional ways of compiling, organizing and presenting reference information.
6. Participation - Students develop an awareness of themselves as speakers, listeners and collaborators; they understand and use language and discussion to carry out cooperative tasks; they become attentive, respectful and confident participants in classroom activities.

Mathematics

The elementary mathematics program helps students achieve mathematical literacy in our complex, "information" society. In addition to addressing traditional topics in mathematics, expectations also include:

- the ability to set up problems with the appropriate operations;
- knowledge of a variety of techniques to approach the work on problems;
- the ability to work with others on problems;
- the ability to see how mathematical ideas apply to common and complex problems;

- preparation for open problem situations, since many "real" problems are not clear or obvious;
- belief in the utility and value of mathematics.

Traditional topics that are addressed in the current mathematics curriculum include: numeration, number patterns, calculation, fractions and decimals, time and money, measurement and geometry, graphing and problem-solving. By using a variety of manipulative aids and real-life applications, students are provided with concrete, "hands-on" experience to enhance their understanding of underlying concepts. Decisions about calculation procedures in numerical problem-solving incorporate the use of calculators and computers, as well as estimation and paper/pencil techniques. Finally, the value of mathematics is demonstrated through its integration with other academic areas, such as literature and science.

Science

The elementary science program uses a "hands-on," inquiry-oriented approach to introduce the basic concepts and processes of science. Process skills stressed include: observing, classifying, predicting, interpreting data, formulating hypotheses and designing experiments. These processes are used in developing a basic understanding of life, physical, earth and space science. All grade levels include at least three major science studies. Science units include:

- K Schoolyard Science, Seasons, Balls and Ramps, Floating and Sinking
- Gr. 1 Weather, Solids and Liquids, Organisms, Magnets
- Gr. 2 Life Cycles of Plants and Animals, Balance, Weight & Motion, Mini-studies: Rocks, Sound
- Gr. 3 Electric Circuits, Soils, Owls/Web of Life, Chemical Tests
- Gr. 4 Land and Water, Experiments with Plants, Astronomy
- Gr. 5/6 Ecosystems, Simple Engineering, Transport Systems, Micro-worlds, Energy Sources, Scientific Method and Engineering Design

Social Studies

At each grade level, Acton's History and Social Studies curriculum addresses the four "strands" of history, geography, civics and economics. The curriculum is organized around essential, open-ended questions that promote reflection and discussion; wherever possible, we seek to enrich our History and Social Studies program through the study of literature and language arts. The curriculum topics are as follows:

- K Living, learning and Working Together
- Gr. 1 Some Ways Same, Some Ways Different
- Gr. 2 Long Ago and Far Away
- Gr. 3 The Study of Massachusetts
- Gr. 4 People Come to North America
- Gr. 5 American History: The Formation of a New Nation
- Gr. 6 Ancient Civilizations

Throughout our History & Social Studies curriculum, we strive to foster habits of mind that enable children to grow into thoughtful, participatory, respectful members of society.

Physical Education

The program includes: physical fitness, rhythms, group games, team games, stunts, tumbling, movement exploration, basketball, softball, individual sports, speed ball, volleyball, track and field, indoor hockey, gymnastics, dance, rope skipping, ropes course, confidence building activities and group cooperation initiative tests.

Health Education

All grades have objectives which deal with the following strands: Emotional and Social Health; Safety and First Aid; Physical Wellness; Dependency (Alcohol and Drug Education); and Growth and Development (includes understanding health related problems). From time to time, the district also provides parent education opportunities on health related topics.

Library/Media Centers

There is an automated library/media center in each school. All of the libraries provide books and audiovisual materials for curriculum support, leisure reading, research, reference and enrichment.

The library/media centers are available for use by scheduled classes, small groups and for independent study. Story hours are provided for younger students and instruction in the use of the library is available to all grade levels. More emphasis is being placed on electronic search strategies (online catalog, encyclopedias and periodical indexes on CD-ROM, and the Internet) as more equipment and networking capabilities become available. There is also a strong emphasis on books and literature to support all reading and whole language programs.

Visual Arts Department

The visual arts department has units of study that are designed to encourage active student participation in the following areas: creating art, appreciating art, learning about art in relation to other cultures, and beginning to make judgments about works of art. This approach allows students to develop self-confidence while learning more about themselves, their environment, artists and different cultures. Learning standards include demonstrating respect for individual differences and appreciation for the efforts of others; developing responsibility in the care and sharing of materials and resources; using basic techniques, skills, tools and materials to explore a variety of media; creating and presenting works that reflect personal, family and cultural heritage. Students meet with an art specialist once a week. At McCarthy-Towne School, teachers also work with an Art Integration consultant to integrate arts into the curriculum.

Music/Performing Arts

All students have music with a music specialist at least once a week. The music program is comprehensive enough to include skill development in singing, playing classroom instruments, listening, creating, moving and experiencing relationships with other arts. The goal of all arts education is to foster competence in self-discovery and the communication of human feelings. Music education integrated with the child's early experiences encourages sensitivity to human feeling and social context. Music facilitates the audio-tactile development in the eyes and ears, thereby strengthening the motor coordination.

Band instrument class instruction is offered for a fee, beginning in grade 5. Lessons are held before school with a school band rehearsal held once per week at the beginning of the school day.

VI. ADDITIONAL PROGRAMS COMMON TO ALL SIX ELEMENTARY SCHOOLS

- Each school has wireless internet access and Smart Boards in all 4th, 5th and 6th grade classrooms. There are mobile laptop carts available for all student use, K-6.
- Each school offers whole-school events such as orientation programs for Kindergarten parents and children as the school year begins. There are back-to-school nights in the fall and Memorial Day programs in the spring.
- Teachers have opportunities for system wide in-service professional development programs or continued formal course work, and to attend professional conferences and institutes. In addition, faculty in each school works with student teachers. Through their actions, the faculty shows that they are committed to being "lifelong learners."
- Most schools hosts "Before and After School" Care programs and there is a centralized Extended Day program at the Administration Building.
- Vital parent organizations play an active role in the life of the schools. These organizations raise funds for school-wide projects and sponsor assembly programs that enrich each school's cultural and aesthetic life with musicians, storytellers and other performers. Parent organizations also staff the "Safe Arrival" hot lines, produce school newsletters, host ice cream socials and arrange meetings and other events to welcome newcomers.
- Each school holds special receptions and events to acknowledge and honor the parents and volunteers who assist during the school year.

VII. DESCRIPTION OF INDIVIDUAL SCHOOLS (in alphabetical order)

BLANCHARD SCHOOL: *_ an exemplary school that exhibits Support, Teamwork, a positive Attitude, personal Responsibility, and mutual Respect. These (STARR) behaviors are expected of all members of our learning community.*

At the start, the public schools of Boxborough were one-room schoolhouses situated on four sites in the town. In 1949, Blanchard Memorial School was built as a gift from Arthur F. Blanchard, a direct descendant of Boxborough's Minuteman Luther Blanchard. The property for the school was donated by the Boxborough Grange. As the town grew, so did the Blanchard Memorial School with wings added on in 1959, 1967 and 1975. A complete renovation and expansion of the facility was completed in January, 1997. Blanchard is now a 75,000 sq. ft. facility containing over 40 rooms. Blanchard is surrounded by lovely nature trails, a pond and several outdoor classrooms.

Presently, Blanchard houses approximately 447 students in grades Pre-K through Grade Six with class sizes ranging from 17 – 25 students. Classes are primarily self-contained except for Grade Six that is departmentalized, meaning the students have one teacher for English Language Arts and Social

Studies, one teacher for Mathematics and one teacher for Science. Classrooms are designed to be heterogeneous. Blanchard also provides classes for two CASE Collaborative programs. Our students are provided with special instruction in Art, Music, Physical Education/Health and Library/Technology.

The Blanchard Memorial School strives to be an educational environment where children are challenged to grow academically, emotionally, physically and socially. It is the endeavor of the school to nurture and respect each individual such that enrichment is achieved through the discovery of positive aspects within the student and throughout society. The goal is to provide each child with the values, knowledge, decisiveness, and skills needed to achieve full potential in a technologically advanced world.

The Blanchard Memorial School operates on the premise that home and school form an intrinsic bond that produces the necessary supportive atmosphere for student success. Parents/Guardians and community members must feel sincerely welcomed into our educational family. Teachers feel that it is only with strong family and community support that educators can be truly successful. The exemplary school must be seen as a valuable community resource that provides unique learning space and risk-taking opportunities for young and mature alike. Our doors remain open to all.

The Blanchard Memorial School provides a diverse and balanced curriculum. This curriculum includes a core that specifies the knowledge and skills that all students are to attain. Blanchard designs its curriculum and instruction, aligned to the common core, to enable all students to acquire these outcomes:

- Curriculum and instruction are guided by specific, clearly stated, challenging goals for each grade level and course.
- The scope (depth and breadth) and sequence (order or flow) of the curriculum is aligned from grade to grade and subject to subject so that teachers understand the relationship of their teaching assignment to the rest of the curriculum.
- The academic progress of each student is closely monitored, and support is provided for those who require additional assistance.
- Instructional strategies recognize individual learning styles, result in students who are actively engaged for the full class period, and promote independent learning.
- Systematic processes of evaluative analysis, goal setting, and implementation are in place to demonstrate Blanchard's commitment to continuous improvement.

Students in grades K-6 are using Math In Focus (Singapore Math) which is aligned to the Common Core math standards. Assessments are done with the Assessing Math Concepts. In Language Arts, teachers assess with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Benchmark Assessment Systems (BAS) with the core program being designed by Houghton Mifflin. Teachers have developed a level reading library to provide students with a collection of fiction and non-fiction texts to support instruction. The Six Traits writing model is utilized for the teaching of writing. Wilson Foundations, a phonological/phonemic awareness, phonics spelling program, is utilized in grades K-4. Science and Social Studies topics follow the standards as outlined in the Massachusetts Curriculum Frameworks. Learning is enhanced through the support of the Blanchard Parent, Teacher, Friends

(PTF) Organization who provide resources for enrichment programs to support all curriculum areas. The Blanchard PTF also provides our school with room parents, classroom volunteers, and grants for innovative teacher/staff programs and materials. The PTF also coordinates our annual culture celebration.

Three years ago the Blanchard Memorial School learning community adopted the Massachusetts Tiered Systems of Support that is a requirement under the 2004 reauthorization of IDEA. MTSS is a means of instruction to provide our students with increasing levels of support. At each grade level we utilize a tiered-based strategy to match the instructional support and intensity with specifics and severity of student's needs. Tier I provides the core curriculum, which is given to all students. Tier II provides struggling students with additional research-based instruction often through targeted small-group work or extra instructional time. The interventions utilized supplement, enhance and support the core curriculum. Progress monitoring occurs at a rate commensurate to the student's needs to ensure adequate progress and learning on the targeted skill(s). Tier III is characterized by intensive instruction, often with a longer duration. Scientifically proven instructional interventions are used. The tiers describe the intensity of instruction, not a placement or steps in a process. The intensity of the instruction is determined by the data. The data is obtained from continuous progress monitoring, which drives instructional decisions throughout the MTSS process. The Tiered Support System is done, at a minimum, three times a week.

The Blanchard Memorial School community believes technology must play an important role in helping shape the education of all of our students. Through appropriate use and modeling of technology within the school setting, the seamless integration of technology with the school curriculum, we encourage students to be life-long, inquiry-based learners. Our Instructional Technology Specialist works collaboratively with our teachers and students to provide access to and mastery of evolving technologies that will enable our teachers to practice quality instruction, and will allow our students with a variety of learning styles to develop 21st century skills they need to succeed in future vocations and/or college experiences. All our classrooms are equipped with Smart Boards, ceiling mounted projectors, and teachers and students have access to iPad carts, Laptop carts, Chrome Books and our Technology Lab.

Community Meetings are held once a month for the school community to gather and celebrate learning and share grade level activities. Each classroom is assigned a classroom from another grade as their Grade Level Buddy. They meet once a month to do a shared activity to promote our **STARR** values and develop a sense of community within the school. Also, staff members participate in the Blanchard Buddy program, where a secret "Buddy" provides surprises each month for their "Buddy".

The Blanchard Memorial School supports award winning Chorus and Band programs in which 70% - 80% of all fourth, fifth and sixth graders participate in. The Chorus and Band programs are an extension of our students' learning process. The Chorus and Band privately raised funds are managed by the Blanchard Band Parent Organization. Other extra-curricular programs available for our students to participate in are drama with the Popcorn Players and Destination Imagination.

The Blanchard Memorial School offers a before and after school extended day program for children in grades Pre-K through Grade Six. Extended Day children are grouped by grade levels with separate staff members assigned to each group. Children participate in arts and crafts, nature and science activities, games, cooking, and sports. A quiet study area is available for students who wish to do their

homework. Our Extended Day Program also sponsors enrichment classes such as Chinese as a Second Language, Tennis, Yoga, Lego Engineering, Motion Mayhem, and Cardio Kids.

As part of our School Improvement Plan, Blanchard Memorial School is dedicated to the social emotional health and well-being of our students, staff and families. We are working with Tufts University on identifying ways in which we can reduce stress and improve teaching and learning.

CONANT SCHOOL: *Where the Whole Child is the Whole Idea*

The Conant Elementary School, located at 80 Taylor Road, was constructed in 1971. It is a one-story facility with a contemporary architectural design. The building's twenty classrooms are arranged in clusters of five that open onto "pod" areas utilized for large and small group instruction. Conant also has a cafetorium, gymnasium, library/media center, computer lab, art room and several suites of small rooms used for support services. Approximately 488 students are enrolled in Kindergarten through grade six. There are three sections at each grade level, including one All-Day Kindergarten program. Grade 1-6 classes range in size from 20-25.

Conant's educational focus is on promoting high standards and developing a strong academic program. Our approach to teaching is based on current research and evidence of best practice. Instructional strategies and materials support our philosophy of engaging the whole child, and many subject areas are integrated into each thematic unit taught. Enter a classroom and you will see students engaged in the learning process, working cooperatively, communicating effectively, and thinking critically and creatively.

At Conant, we believe that listening, speaking, reading, and writing should be developed simultaneously and integrated throughout the curriculum. To accomplish this, our language arts program is literature based and is designed so that students are directly taught skills and strategies pertaining to oral language, reading, and writing. Students are regularly assessed in these areas to inform instruction that is tailored to ensure strong growth for all children in all subject areas. Technology is used as a learning tool throughout the curriculum. It reinforces and enhances all aspects of attaining and applying knowledge. Computers and multi-media tools assist students in the development of relevant technology skills and in obtaining valuable information that supports instructional goals.

Conant's core value is respect, which is envisioned as flowing in all directions among parents, children, and staff. The community grounds itself in the expectation that all its constituents will treat each other with kindness and respect through our words and actions. Our clear emphasis on respect is a key ingredient in fostering our harmonious school culture. Conant welcomes a large international population, and offers many opportunities at each grade level for cultural sharing and celebrating its diversity. 45 percent of our students speak at least one language other than English --- at least 20 languages and dialects are represented at the school.

In addition to our shared values, community events bring Conant together on a regular basis. Our Student Council helps us celebrate Pajama Day and Valentine's Day. Our Community Service Learning Committee organizes creative outreach initiatives. Once a month, the school participates in an All School Meeting to share our talents and interests, to explore our shared values, and to make music

together. Each grade takes responsibility for one of the Meetings during the year, and have performed dance, drama, poetry, and songs for their fellow Conant students.

Conant hosts Before and After School Care program in partnership with Community Education. Care is provided from 7 a.m. until the start of school and from the close of school until 5:45 p.m. each day. Children have the opportunity to participate in a range of individual and group activities; healthy snacks are provided, and time is always set aside for outside play after school. More information is available through Community Education office.

Parents play an important role at Conant School. They volunteer in our classrooms and our library, chaperone field trips, and represent the community on a wide range of Parent Teacher Organization (PTO) committees. Conant is fortunate to have an active PTO that works collaboratively with the staff to implement the school's vision and goals. In addition to multiple fund-raising events, the PTO sponsors many cultural arts programs and activities, including our unique Nature Program. We welcome and celebrate all parent contributions!

C.T. DOUGLAS SCHOOL: *At Douglas School, Children feel joyful, valued, brave, are full of wonder, and experience a deep sense of pride.*

The Douglas Elementary School has 20 classes of students, including All-Day and half day Kindergarten Programs. The building also contains a cafetorium, a gymnasium, a library, and additional rooms/offices/spaces that offer support services for the school. Douglas enrolls approximately 480 students in grades K-6 in sizes ranging from 17 to 25.

We create experiences that empower students to do amazing things that make a difference in the world. We meet children where they are and build skills to be Creative, Innovative, and Entrepreneurial young adults. We understand that students prosper best with a broad curriculum that celebrates, accommodates, and nurtures their academic and individual diversity. Instruction is provided in small and large groups, and on an individual basis. Teaching methods and approaches employed by the collaborative faculty include balanced reading programs, direct instruction, cooperative learning, team teaching, partnered cross-grade learning, active inquiry-based learning, field trips, and thematic teaching. Skills, concepts and content are taught so that students can participate in public exhibitions of learning twice a year.

Our teaching materials include a strong phonics program, children's literature, Guide Reading, Scott Foresman Reading Street Curriculum; a math program entitled *Everyday Mathematics*; technology; science units from *Science and Technology for Children*, as well as other investigations, experiments, and nature walks; social studies units, literature, texts, research endeavors, and community resources. Students are active and resourceful learners who are immersed in meaningful, interesting, and integrated curriculum work.

Art, music, and physical education both support and are supported by our language arts, math, science, and social studies curriculum. Grade level jobs include communication, recycling, the school store, horticulture, environmental awareness, a school post office, and community service. The two main focus areas for the Douglas staff this year are to enhance the Douglas community through the use of Response Classroom protocols and to focus on differentiated instruction, while fostering a respectful environment of belonging and safety for all students, staff and parents.

Douglas attracts an international population. We take every opportunity to learn from and celebrate our diversity, including our 27% international student population representing 22 different countries. Douglas has a strong social justice curriculum and strives to teach children to be caring and intellectually reflective citizens; who can recognize problems both locally and globally and realize that they can each affect change.

Over 200 parent volunteers are an active part of the Douglas Community. Our Parent Teacher Organization meets monthly to participate in programs and to discuss ways to support our school. The P.T.O. also organizes our cultural enrichment programs and funds our sixth grade plays produced by each class. At school parents help students to operate a school store, a school-wide letter writing endeavor, with classroom science lessons, and with nature walks. The School Council formulates our School Improvement Plan, serves as an important advisory body, and is a forum to discuss issues of the day.

We have before and after school programs, entitled “Douglas at Dawn/Dusk,” “The Breakfast Club,” and “Work and Play” to meet the interests and needs of our students. The Douglas community has articulated our academic, social, and personal goals for students and has developed expected behavioral priorities addressing the areas of health and safety, respect, pride and responsibility, and trust. Students learn about human commonalities amidst their differences. Once a month, the school assembles in a Community Meeting to discuss and reinforce our values, to enjoy our talents and interests, to engage in challenges that build community, and to sing together.

GATES SCHOOL: *built upon core values consisting of generosity, acceptance, trust & respect, enthusiasm, and scholarship. At Gates we proudly, “Reach for the Stars!”*

The Gates School, built in 1968, currently houses 19 classroom sections in grades K-6. The building contains a library, cafeteria, a gymnasium and a computer lab. Classrooms are designed to be heterogeneous and are primarily self-contained, which means that one teacher is responsible for all subject areas, except for art, music, and physical education. Presently we have a student population of 431, with class sizes that range from 18-24.

Go Math! is our math curriculum that is aligned with the Common Core math standards and is being taught to students in grades K - 6. In language arts, teachers assess students by using the Developmental Reading Assessment. Students are divided into small, guided reading groups with children who share similar abilities. We have expanded our guided reading library collections of fiction and non-fiction text. In addition to our guided reading library, teachers use a variety of resources such as Words their Way, Foundations phonics program, and novels. Lucy Calkins, Empowering Writers and the Six Traits model are applied in teaching writing skills. System-wide topics are covered in science and social studies. Learning is enhanced through related field trips and special in-school presentations. Art and music teachers collaborate with classroom teachers to integrate curriculum with art and music projects. The computer lab offers technology instruction to students grades K – 6. Students enjoy participating in art, music and physical education each week.

The Gates School parent community continues to be a very active and supportive group to the life of the school through the PTO and School Council. The PTO has provided the funding for a computer assistant, classroom assistants, a media assistant, various materials and equipment (i.e. computers & Smartboards), cultural enrichment programs, and other activities. In addition, the PTO provides volunteer services and conducts school-wide social functions, school newsletter, and supports a variety of Grade 6 activities such as the Yearbook, Nature’s Classroom, the Grade 6 Play, and many more activities.

The School Council is composed of parents, teachers, and community members who meet monthly to discuss and plan for the School Improvement Plan. The 2015- 2016 School Improvement Plan is focused on both academic and social emotional goals. Academically we are in the process of developing a standards-based report card in grades K – 6. Our social emotional goal is the

implementation of the Responsive Classroom social skills program. Every classroom begins their day with a RC morning meeting. We have found this program to be highly effective in all grade levels.

Our Gates School core values focus on generosity, acceptance, trust & respect, enthusiasm, and scholarship. Each month the school gathers to celebrate core values through song, performances, stories, and plays. Students are proud to have flags from their countries displayed in the cafeteria. Community Service is highly valued at the Gates School. We take pride in giving back to our community.

The Gates School offers both a before and after school extended day program that is run by Community Ed. In addition to childcare, students enjoy participating in chorus, band, and student council. Enrichment activities are also offered before and after school. A few enrichment offerings this year included: Math Olympiad, a Geography Club, Girls on the Run, Totally Gates News, and a Morning Exercise club. We are also very invested in technology and are proud to have Smartboards in all of our classrooms, desktop computers in the computer lab, and iPads in grades 1 & 2. Students in grade 3 use the Alphasmart neo for writing and keyboarding skills. All students in grades 4-6 are assigned a chromebook for the academic school year. We are a community of learners that value high expectations, respect individual differences, and celebrate the diversity of our school population.

THE McCARTHY-TOWNE SCHOOL *emphasizes integrated curricula, the process of learning, and the responsibilities of students.*

The McCarthy-Towne School was founded in 1971 and moved in 2002 to its new home in the Parker Damon Building, which it shares with the Merriam School. McCarthy-Towne has a student population of approximately 500 students in Kindergarten through 6th grade with 3 classrooms for each grade. In addition to regular education classrooms, the school has a music room and a Sloyd (our 3-dimensional art program) room, special education support rooms, reading and math support room, 2 CASE (Concord Area Special Education) classrooms, as well as spaces shared with the Merriam School, including cafetorium, library, gymnasium, multi-purpose room, health office, upper and lower playgrounds, and an outdoor nature classroom.

McCarthy-Towne is a community of learners where children, teachers, and families work cooperatively to encourage the individual growth and success of all students. The teachers at McCarthy-Towne School use activities and lessons that encourage independence and instill a life-long enthusiasm for learning. Students are trusted to take an active role in their own education and are given the responsibility for learning independently, solving problems, making decisions and being part of building a healthy classroom community. Parents are actively involved in the students' success by volunteering in classrooms and on field trips, attending student portfolio conferences and supporting our faculty and staff.

McCarthy-Towne uses integrated curricula and a thematic approach in the classroom. Students will often combine math, language arts, writing, science, music, art, engineering and geography in a unit of study. Our philosophy is to present materials in a variety of ways in order to accommodate different learning styles, to help students develop their own set of problem-solving strategies and to support individual student goals, strengths and needs. For various disciplines and units, some published curricula form the foundation from which teachers develop their instructional plans. For instance, the

Scott Foresman *enVision Math Program* is used in kindergarten through sixth grade. Teachers, however, draw from a variety of sources, methods and texts in their daily instruction. This provides flexibility for teachers to adapt curriculum to individual and class needs, and changes in federal, state, and local mandates.

Another component of our school's success is our enthusiastic parent community. McCarthy-Towne parents have always been actively involved in and are an essential part of the school. Parents support our faculty and students by volunteering in classrooms, library, Sloyd, music, and the school office. Parents also provide guidance to faculty and staff by their involvement in the School Council and the Parent, Teacher, Student Organization (PTSO). The PTSO does significant fund raising for additional classroom assistants and media assistant hours, reading assistants, an arts integration consultant and Parent Involvement Coordinator, as well subsidize field trips, and organize social events and cultural presentations.

McCarthy-Towne's greatest source of strength is its community of teachers, staff, students and parents. Community is emphasized through cross-grade level programs and projects like our Reading Buddies and Bus Buddies programs. A program unique to McCarthy-Towne is the 6th grade volunteer program called TCM (Together C.A.S.E. and McCarthy-Towne) in which 6th graders volunteer to work with students in the C.A.S.E. classrooms housed at McCarthy-Towne. Reaching beyond our school community, the Student Council performs community service by collecting food, clothing and household goods for local agencies, and sponsoring the annual Trick-or-Treat for UNICEF campaign.

MERRIAM SCHOOL (*"Holding Community at Our Center"*) is structured to promote community, collaboration, and creativity, and is organized primarily into looping classes that stay together with the same teacher for two years whenever possible. Students and teachers actively participate in a project-based curriculum with an emphasis on the core values of respect, persistence and risk-taking.

The Merriam School reopened for the 1993-94 school year, then moved into the new Parker Damon Building in 2002. The school now serves approximately 520 children in grades Kindergarten through six, in 23 classes.

The mission of the Merriam School community is to create and sustain an environment that promotes academic excellence, encourages social development, fosters emotional well-being, and instills a passion for life-long learning. We strive to combine the thought provoking enriching qualities of a children's museum with the nurturing support of a family and the learning structure of a school. We accomplish this by holding community at our center: Merriam parents, teachers, and students learn and work closely together.

Merriam students are active participants as they gain skills and learn to problem solve and to be independent thinkers in all areas of their studies. Students are assigned projects as a means to integrate and deepen different areas of learning. Through these projects, students not only learn a great deal of information, but also how to set goals, work in groups, and present their learning to an audience. Both teachers and students are often involved with the assessment of projects.

Students grow in confidence not only from their work in the academic disciplines, but from the time spent learning with others and by giving to their community. Older children are assigned to younger children as buddies. Children across grade levels are assigned to family groups, to create bonds and to share learning at school events such as All-School Meeting, Community Day, Theme Days, and Field Day. All classroom teachers utilize the Open Circle program, which helps children to learn social skills and conflict resolution tools, and to be effective learners when working in groups. In addition, school-

wide curriculum themes provide opportunities for the community to work together. For the 2016-17 school year, all students are involved in studies related to the overall theme of *“Gratitude”*. All Merriam students participate in service learning projects that take the form of school jobs or other projects designed to help people outside of the school community.

Collaboration is central to the life of the professional staff at Merriam. The teachers meet regularly – at least once a week – to prepare, design, and coordinate curriculum and to share ideas with one another. The in-depth and creative projects that students undertake are a direct result of this teacher collaboration. All support staff are encouraged to work in the classrooms and to be an integral part of the classroom life. A classroom assistant for **every** class is a mainstay of the school, and these assistants become major participants in the students’ education.

Merriam parents come to three conferences during the year to hear about their children’s progress. They meet with the classroom teachers in both beginning and end of year conferences. Mid-year, we have a very unique student-led conference. All students in grades kindergarten through six reflect on their goals, expectations, and progress, and then organize this material into an informative, rewarding presentation for their parents. It is often a highlight of the year for both parents and children.

Merriam has a before and after school program, entitled *“Merriam After Hours”*. The program begins in the morning at 7 am and runs until 6 pm in the evening. Leah Richardson, one of our first and second grade teachers, is the coordinator of the program. In addition, enrichment classes are available for students, often before and after school.

The Merriam community draws its strength from the joint efforts of staff, parents, children and community representatives. These groups worked together to design Merriam and are all still very actively involved in its development. This collaboration continues through many committees that perform a variety of services, from fund-raising to teacher hiring to event planning. Community is clearly at our center at Merriam School.

Other sources of program information are:

Superintendent of Schools.....	Glenn Brand 978-264-4700, Ext. 3211
Deputy Superintendent.....	Marie Altieri 978-264-4700, Ext. 3209
Assistant Superintendent for Teaching and Learning.....	Deborah Bookis 978-264-4700, Ext. 3213
Assistant Superintendent of Student Services.....	Dawn Bentley 978-264-4700, Ext. 3265
Registrar.....	Sally Cunningham 978-264-4700, Ext. 3310

KINDERGARTEN HANDBOOK

2017

SECTION 3

AN INTRODUCTION TO KINDERGARTEN

This last section of the Kindergarten orientation booklet is intended for parents as a supplement to the regular elementary school description booklet. It should answer many of your questions about Kindergarten and its routines.

We are happy to welcome you and your child to Kindergarten, the beginning of a thirteen-year sojourn in our schools. We hope that you will visit the school and actively support your child by keeping in close contact with the teacher. There will be many opportunities to help the class. Next fall you will receive more information about ways in which you can do this.

Acton-Boxborough Regional School District has six elementary schools:

Blanchard School
Conant School
Douglas School
Gates School
McCarthy-Towne School
Merriam School

Definition of Kindergarten

kin·der·gar·ten  (kɪnˈdɛr-gär tn, -dn)

n. (G., lit., garden of children < *kinder*, gen. pl. of *kind*, child (see KIND) + *garten*, GARDEN) a school or class of young children, usually four to six years old, that prepares them for first grade and that develops basic skills and social behavior by games, exercises, music, simple handicrafts, etc. – kinˈder-gartˈ-ner, kinˈder-garˈten-er (-gartˈner) n.

Description of Kindergarten

Kindergarten is a time to find out that wanting to know is exciting, stimulating and fulfilling. It is a time to ask questions, seek answers, wherever they are to be found and to exchange ideas, knowledge and impressions. It is a time to learn that mistakes and confusion can be turned into clarification and enlightenment.²

Kindergarten is a place where a young child feels known; where he/she feels safe; where he/she feels free and where he/she can count on being understood.

Purpose of Kindergarten

The purpose of Kindergarten is to prepare the child for the school experience. This involves the development of the whole child - socially, emotionally, physically and intellectually.

Kindergarten provides children with a common base of vocabulary and experience, which serves as a foundation for the teaching of academics and helps them to learn how to function comfortably and safely in the larger environment of a school. Children should enter Kindergarten at a time when they are ready to learn the vast array of skills and understandings essential to all later learning and living.

1. Resource Unknown
2. Witty, Paul and Kopel, David: Reading and the Education Process, Ginn and Company, Boston, p. 182.

Kindergarten Objectives

Kindergarten provides certain basic learning experiences for the child. These experiences are the foundation on which the child's academic growth develops. Objectives have been established to provide a framework for these experiences.

Kindergarten objectives include helping the child:

- to gain a sense of self-worth
- to gain a sense of self-confidence
- to be sensitive to the needs of others
- to respect authority and property
- to learn to share with others
- to learn the art of good sportsmanship
- to learn to work well with others
- to learn to listen attentively
- to learn to make good use of time
- to learn to share ideas with others
- to develop good speech and language habits
- to develop self-control
- to learn to listen to and follow directions
- to enjoy stories, poetry and books

- to begin to develop skills basic to the regular academic program.

Readiness for School

To help your child have a positive school experience, parents can:

- speak enthusiastically about school
- give the child responsibilities at home, such as errands and chores
- read to the child
- allow and encourage social interaction with the child's peers
- allow the child to be away from home for short periods
- help the child learn his/her name, address and telephone number
- encourage the child to dress himself/herself
- help the child learn to manipulate buttons, zippers, boots, mittens and gloves
- encourage the child to be kind, considerate and courteous to others
- listen to him/her
- encourage the child to express him or herself verbally, using complete sentences and complete thoughts.
- encourage and use conversation whenever possible.

Clothing Needs

If you have ever seen twenty-three Kindergarten children getting ready to go home, you understand the clothing needs!

Clothing should be:

- simple and easy to manage
- loose and comfortable to play in
- kept in repair - zippers working easily and buttons which attach tightly
- appropriate for weather conditions. We do go out to play. Boots, mittens and proper head coverings are essential in cold weather.
- labeled to avoid confusion.

Health and Safety Practices

You can help your child develop proper attitudes toward health and safety. We offer the following suggestions:

- help your child become familiar with his/her bus stops and the school.
- explain to your child safe and appropriate behavior at the bus stop.
- teach your child to obey traffic rules.
- encourage safe and courteous behavior while riding the bus.
- please continue to tell your children that under no circumstances are they to go with strangers.
- do not allow sharp objects or "potential weapons" to be taken to school.

Health habits may be strengthened when home and school work together. We will encourage your child to:

- attend to his/her toilet needs, to wash his/her hands without help and to have regard for his/her personal appearance
- sneeze or cough into his/her elbow
- use a tissue
- rest and relax quietly
- get plenty of rest
- eat a good breakfast

NOTICE OF NONDISCRIMINATION

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Director of Student Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
 Executive Order 11246, as amended by E.O. 11375
 Equal Pay Act, as amended by the Education Amendments of 1972
 Title IX, Education Amendments of 1972
 Rehabilitation Act of 1973
 Education for All Handicapped Children Act of 1975
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 M.G.L. 76:5; Amended 1993
 Board of Education 603 CMR 26:00
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78
 CROSS REFS.: GBA, Equal Opportunity Employment
 JB, Equal Educational Opportunities
 Revised 11/21/13 Policy File: AC

Acton-Boxborough Regional School District

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT POLICIES 2017 SECTION 4

ENROLLMENT OF STUDENTS

File: JC-R

1. Kindergarten Registration

Students are placed in the school of the parents' first choice, according to the priorities listed below. In the event there is an over-enrollment in any school after children with priority have been placed, a lottery will be held which will provide a fair way for all other children to be placed in the school of their highest choice.

2. **Students Moving into Acton or Boxborough**

Every effort will be made to place students (K-6) who move to Acton or Boxborough in the schools requested by their parents, with preference given, if necessary, according to the priorities below. However, in certain circumstances it may not be possible to place these students in the school of their first choice.

3. **Transfers between Elementary Schools**

A parent or guardian who wishes to transfer his or her child from one elementary school to another shall go on line to <https://abschools-registration.hosted.src-solutions.com/> to setup an account and request to be added to the wait list.

Please be sure to answer the following question -Yes:

“Is your child attending one of Acton-Boxborough elementary schools in Kindergarten through 6th Grade (not including the Preschool); and do you wish to place your student on a waitlist for another elementary school?”

Any transfer requests that are made during the school year up to July 1, will be considered in July for transfer in September. Students will rarely be transferred during the school year to minimize disruptions.

4. **Priorities to be used in Assigning Students**

- a. Providing for children with special needs and/or accessibility accommodations - These students will be placed appropriately upon the recommendation of Student Services.
- b. Keeping families together - It is important to build a strong core of families who can devote their energies to their school's activities. Volunteerism, active parent/teacher organizations, and parent involvement in advisory groups and the like are valuable school resources. So is a long-term family connection to their school community. Therefore, if the newly enrolling student has a sibling in the Acton-Boxborough Regional Schools and that sibling attended an Acton or Boxborough elementary school, the newly enrolling student will be given school selection preference at that same school.

* A sibling is defined as: “a relative (by birth, adoption or guardianship) who is living in the same home.”
- c. Encouraging walking to school - Children should walk to school wherever possible for economic and energy-saving reasons. Therefore, students who live within a one mile safe walk will be given preference when placing students. A safe walk will include sidewalks on major roads and crossing guards when students need to cross a major road.
- d. Children who are retained in kindergarten receive priority for all day kindergarten. If they request to transfer to another school, they receive priority to attend that school.
- e. Children who live in Boxborough are guaranteed a spot at the Blanchard School if they choose, and children who live in Acton are guaranteed a spot at an Acton school if they choose. Exceptions to this may be made for special education reasons or for other reasons as determined by the Superintendent.

ASSIGNMENT OF STUDENTS FROM OTHER SCHOOL DISTRICTS OR HOMESCHOOLING

File: JCAC

Students transferring from another school or district or from homeschooling into the Acton-Boxborough Regional Schools will be placed in a grade based on their age on or before September 1 of the current school year.

A student enrolling who is five years old on or before September 1 of the current school year will be placed in Kindergarten.

A student enrolling who is six years old on or before September 1 of the current school year, and who has completed kindergarten, will be placed in first grade.

A student enrolling who is seven years old or older on or before September 1 of the current school year will be placed in the age appropriate grade, unless the student has attended a different grade level in his or her previous school district. In this case, the student will be placed according to the building principal's evaluation for a grade placement.

Students enrolling in grades 7 through 12 from another school or district or from homeschooling into the Acton-Boxborough Regional Schools will be placed based on placement testing and a review of records from the student's previous school(s). Students enrolled in school elsewhere will not be permitted to enroll in the Acton-Boxborough Regional School District. Students who have earned a diploma or the equivalent from another secondary school will not be permitted to enroll in the Acton-Boxborough Regional School District.

Ref: Kindergarten Entrance Policy JEB

MGL Chapter 76 Section 1

Approved 1/22/15

KINDERGARTEN ENTRANCE POLICY

File: JEB

This policy is designed to reduce the age span and therefore, normally, the developmental span in a classroom in order to enable instruction more suitably tailored to the children in the class.

Children reaching the age of five on or before September 1 are eligible to be enrolled in Kindergarten in September of that calendar year.

Approved: 1/22/15

RESIDENCY AND STUDENT ENROLLMENT

File: JF

(formerly School Admissions)

In order to attend the Acton-Boxborough Regional School District, a student must actually reside in the town of Acton or the town of Boxborough. The residence of a minor child is presumed to be the legal, primary residence of the parents or legal guardians who have physical custody of the child. "Residency" is defined as the place where a person has his/her permanent home, not temporarily, and is the center of his/her domestic, social, and civic life.

In determining residency, the Acton Boxborough Regional Schools reserve the right to request a variety of documentation when students are initially enrolled in the schools, or in the course of any investigation intended to verify residency.

I. Registration Process and Residency Verification

Before any student is to be enrolled in the Acton-Boxborough Regional School District, his or her parent or legal guardian must provide to the school(s) proof of residency, proof of legal guardianship of the child being registered and other documentation pertaining to academic and medical records. Families should be prepared to furnish all of the following during the registration process:

- a. Copy of birth certificate for student
- b. Copy of student's current immunization record and physical examination (within the last year)
- c. Copies of previous school records - report cards or transcripts, MCAS scores if moving within the state of MA
- d. A signed Statement/Affidavit of Occupancy
- e. Copy of photo identification of parent/guardian
 - i. *Evidence of Identification*: including, but not limited to one of the following: valid driver's license, MA Photo ID card, valid passport, or other government issued photo ID
- f. Proof of residency & occupancy in Acton or Boxborough - note that parent/guardian name must be listed:
 - i. *Evidence of Residency*: including but not limited to recent mortgage payment or property tax bill, fully signed and executed lease and/or rental agreement, fully signed and executed purchase and sale (P&S) agreement (provided occupancy date occurs before a student can be registered), Section 8 agreement

AND

- ii. *Evidence of Occupancy*: Including but not limited to gas/Oil bill, electric bill, home (not cell) telephone bill, cable bill, water bill (note: bill must be dated within the past 45 days and address and name must be stated)

When applicable, families must also provide the District with:

- g. Copies of any IEP or 504 Plan documentation for the student
- h. Parenting plan for divorced or separated parents/guardians

II. Enforcement

Questions concerning any student's residency in Acton or Boxborough will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned because of an invalid or unknown address, or other grounds.

The Director of Personnel and Administrative Services or his/her designee may request additional documentation and may use the assistance of the District's School Resource Officer to assist with or conduct investigations into student residency. A report of findings will be provided to the Director of Personnel and Administrative Services, who shall make an initial determination of residency.

Upon determination that a student is not actually residing in Acton or Boxborough, the student's enrollment in the Acton-Boxborough Regional School District shall be terminated. In addition to termination of enrollment and the imposition of other penalties permitted by law, the Acton Boxborough Regional Schools reserve the right to recover restitution based upon the costs of educational services during the period of non-residency.

III. Exceptions & Extraordinary Circumstances

The residency requirements listed above shall not apply to the following. In all circumstances, if the request is granted, student transportation during the period of non-residency shall be the responsibility of the parents or legal guardians.

- a. Students who are entitled to attend the Acton-Boxborough Regional School District under the McKinney-Vento Homeless Assistance Act
- b. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs
- c. Children of non-resident employees of the Acton Boxborough Regional Schools, who meet the conditions established by the School Committee in the policy pertaining to such students
- d. Students accepted and/or grandfathered into the District through the School Choice program
- e. Students whose parents divorce or separate and share physical custody, provided one custodial parent remains a resident of Acton or Boxborough, and the student resides at least 4 nights a week with the parent who resides in Acton or Boxborough. The most current custody agreement and/or approved parenting plan must be provided in these circumstances.
- f. For children whose families have signed and accepted a Purchase and Sale Agreement to purchase and reside in a dwelling in Acton or Boxborough, they may be enrolled up to 60 calendar days in advance of the time actual physical residency occurs. This exception may only be granted with prior written approval from the Superintendent.

Below are extraordinary circumstances in which exceptions may be considered, at the discretion of the Superintendent or his/her designee.

- g. If a student's family moves from Acton or Boxborough on or after April 1st of a given school year, the parents or legal guardians may place a request in writing to the Superintendent to have their student(s) remain in the Acton-Boxborough School District for the completion of the academic year. To be considered for this exception, families must make the request to the Superintendent at least two weeks prior to such a move.
- h. If a student is a senior at Acton-Boxborough High School, and his/her family moves out of the District on or after October 1st of a given school year, the parents or legal guardians may submit a request in writing to the Superintendent to have their student(s) remain in Acton-Boxborough for the completion of the academic year.
- i. Current students who move out of Acton or Boxborough because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.

Special requests and extraordinary circumstances that are not specifically articulated above, must be presented in writing to the Superintendent or his/her designee. The Superintendent has sole discretion in rendering a decision for these requests, and those decisions are final.

IV. Notification

The Acton-Boxborough Regional School District residency requirements, verification procedures, and consequences for falsifying or misrepresenting residency will be posted on the District's website, individual school websites, and the District's policy manual.

**Acton-Boxborough Regional School District
Proof of Residency Affidavit JF-E**

I/We, the parent(s), legal guardian(s) of _____ hereby
certify as follows: (Print student’s full name)

1. I/We wish to enroll the above named student in the Acton-Boxborough Regional School District. I/We understand that pursuant to Massachusetts General Law (Chapter 76, Section 5) and Acton-Boxborough Regional School District’s Policy, students who actually reside in the Towns of Acton and Boxborough may attend school in the Acton-Boxborough Regional District and students who do not actually reside in the Towns of Acton or Boxborough may not attend school in the Acton Boxborough Regional School District.

2. I/We hereby certify that effective _____, 20____, the above named student is/will be residing at the following address in Acton or Boxborough Massachusetts, with:

Printed Names (s) of Parent(s)/Guardians(s)

Acton or Boxborough, MA 01720/01719

No.	Street	Apt. No.
Home Telephone:	_____	
Cell Phone:	_____	
Work Phone:	_____	

3. I/We acknowledge that I am/we are required to notify the Acton-Boxborough Regional District or the above student’s school in writing, of any change in said student’s address within five (5) business days of such change of address.

4. I/We understand that this Occupancy Statement will be relied upon by the Acton-Boxborough Regional School District for the purpose of determining the above student’s eligibility to attend school in the Acton-Boxborough Regional School District on the basis of residency. If said student is enrolled in the Acton-Boxborough Regional School District based upon the information provided and it is subsequently determined that the student does not actually reside in Acton or Boxborough, I/We understand that the student’s enrollment in the Acton-Boxborough Regional School District will be promptly terminated and I/We will be jointly liable to the Acton-Boxborough Regional School District for the student’s tuition for the full academic year(s).

5. I/We further certify that I am/we are the parent(s), legal guardians(s), or responsible adult of the above student.

6. I/We understand that all applicants must reside in the Towns of Acton or Boxborough as outlined in Massachusetts General Laws Chapter 76, Section 5 which states:

Every person shall have a right to attend the public schools of the town where he/she actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excused from or discriminated against in admission to a public school of any town, or in obtaining that advantages privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. (amended by st. 1971, c622, c.1; st. 1973 c. 925, s 9A, st.. 1993, c. 282; st. 2004, c.352, s.33)

One item must be provided from each column:

Column A	Column B	Column C
Evidence of Residency	Evidence of Occupancy	Evidence of Identification Photo ID
Record of recent Mortgage payment and/ or property tax bill	Gas/Oil Electric Bill, Home (not cell) Telephone Bill, Cable Bill, Water Bill (Note: Bill must be dated within the past 45 days and address and name must be stated)	Valid MA Driver's License
Fully Signed and Executed Lease and/or Rental Agreement (Must be Executed by both Parties)	Recent bill dated within the past 45 days showing Acton or Boxborough address and name (Note: A Residency Statement/Affidavit is required with this option)	Valid MA Photo ID Card
Fully signed and Executed Purchase and Sale (P&S) Agreement (provided occupancy date occurs before a student can be registered)	Occupancy Statement from landlord must be provided if a bill cannot be provided prior to student's enrollment	Other Government issued Photo ID
Section 8 Agreement		

Signed under the pain and penalties of perjury on this _____ day of _____, 201__:

Parent /Guardian (Please enter relationship)

Parent/Guardian (Please enter relationship)

Review by Acton-Boxborough Regional Schools: _____
Acton-Boxborough Staff Member's Initials