

**BLANCHARD MEMORIAL
SCHOOL IMPROVEMENT PLAN
2009-2010**

TABLE OF CONTENTS

Section I

- DCAP Plan
- Core Values
- Goals for 2009-2010

Section II

- Professional Development Schedule
- Professional Development Funding for FY' 10

Section III

- Verification Worksheet of Time and Learning Requirement

Section IV

- Class Size Guidelines/Current Class Sizes

School Council Members

		<u>Term Expires</u>
Maryellen Driscoll	Principal	
Sharon Burke	Parent	2011 (2-year term)
TBD	Parent	2012 (3-year term)
Sarah Briones	Parent	2010 (2-year term)
Eileen Kassower	Parent	2011 (3-year term)
Maribeth Higgins	Faculty	2010 (2-year term)
Erin Whyte	Faculty	2012 (3-year term)
Patti Harrison	Faculty	2011 (2-year term)
Shelley Lawson	Community	Appointed
John Fallon	Community	Appointed
(TBD)	Town Board	Appointed

Section I

- **DCAP Plan**
- **CORE Values**
- **Goals for 2009-2010**

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP) FOR BOXBOROUGH

Blanchard Memorial School is a one-school elementary district serving Boxborough's kindergarten through grade six student population. This district plan details the many support services available to Blanchard's students, as well as the classroom teachers charged with meeting the needs of a diverse student population. This plan meets the statutory obligations of MGL Section 59c of Chapter 71, section 38Q1/2. The district DCAP plan is organized into seven program groupings including: (1) professional development, (2) support services, (3) parent/community involvement and communication, (4) professional affiliations, (5) site-based services, (6) Section 504, and (7) special education referral process.

Any educational program description of Blanchard Memorial School begins with a statement of our school's mission and vision.

MISSION STATEMENT

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 pupil 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.

VISION STATEMENT

I. Leadership

The Blanchard Memorial School recognizes the importance of a talented leadership team that embodies the qualities necessary to administer a truly effective school. These qualities include:

- *Ability to publicly promote community support for our school by communicating the significance of our mission, vision, values, and yearly goals.*
- *Ability to provide meaningful feedback in our evaluation and supervision system.*
- *Ability to provide curriculum leadership in the forms of expertise and collaboration.*
- *Ability to actively problem-solve involving members of the Blanchard Learning Community.*

II. Staff

The Blanchard Memorial School recognizes that the quality of the faculty and support staff directly correlates to the superior performance of the school. The faculty will exhibit exemplary performance outcomes in the stated standard area of teaching which include:

- *Knowledge of subject matter*
- *Instructional effectiveness*

- *Clarity of communication*
- *Responsiveness to all learners*
- *Effective use of evaluative procedures*
- *Community and organizational commitment*

III. Curriculum and Instruction

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 to enable all students to acquire these outcomes.

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

IV. School Climate

The Blanchard Memorial School believes that an exemplary school exhibits support, teamwork, a positive attitude, personal responsibility and mutual respect. These (STARR) behaviors are expected of all members of our learning community. All members of the community will model and expect STARR program behavior in all aspects of our educational program.

V. Community Support

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 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 in Boxborough.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Professional Development Calendar

The Blanchard Memorial School yearly academic schedule includes, at minimum, six sessions of extended time blocks for professional development and team planning. Each of these sessions is no less than a half day (3 hours); and on at least two occasions, these sessions extend to a full day (6 hours). The typical use of this time is for curricular training, study group sessions, action research, graduate level courses and off-site visits. In those years when an on-site graduate course is offered, professional development days may increase to eight (8) half days and two (2) full days. The Professional Development Calendar is a key means of support for staff improvement consistent with yearly School Council goals identified in the School Improvement Plan. Other examples of Professional Development would be:

- The funding of graduate courses attended by individual teachers and small groups.
- Faculty meetings that may present new information tied to content or pedagogy.
- Faculty sessions that address student achievement topics and the accompanying educational models of instruction.
- Professional focus and reflection of student work.
- Any other initiative that could support professional growth.

- Graduate Work Reimbursement

The Boxborough Public School teacher contract includes a provision for graduate level course reimbursement up to 75% of all dollars expended, not to exceed \$1,500 per year.

- Professional Resource Library

The Blanchard Memorial School library maintains a professional reading library of the most current journals and books supporting school initiatives in the areas of teaching methods, curriculum design and educational standards. This resource is characterized by current titles and subscriptions, such as Association for Supervision and Curriculum Development (ASCD) *Teacher*, *Teaching K-8*, *Educational Leadership* and *NCTM News Bulletin*.

- Summer Institutes

Summer Institute opportunities are funded under the operational school budget. These topic-specific, product-focused group sessions are aimed at particular curricular initiatives or educational practices that may be identified by staff or school administration. Staff members may volunteer to form or join a Summer Institute on a paid stipend basis for the time necessary to accomplish an approved defined goal.

SUPPORT SERVICES

- Math Support

The Blanchard Memorial School employs a licensed full-time mathematics support teacher. This teacher provides small group instruction to students who are identified as needing support to enhance their progress in mathematics. This is a general education service and is provided in addition to the student's classroom mathematics instruction. Selection is based on teacher referrals, test results, diagnostic assessments and observations.

- Reading Support

The Blanchard Memorial School employs two full-time licensed reading support teachers. These teachers provide small group instruction to students who are identified as needing support to enhance their progress in reading. This is a general education service and is provided in addition to the student's classroom reading instruction. Selection is based on teacher referrals, test results, and various diagnostic assessments and observations.

- Counseling

The Blanchard Memorial School employs a licensed guidance counselor and a licensed part-time school psychologist (.5 FTE). These professionals provide affective education lessons in regular classrooms, social skills groups, diagnostic assessment and classroom consultation services, small group counseling and individual counseling and classroom consultant services. They also provide short-term counseling to children on an as-needed basis. The counselor is facilitating the implementation of the "second step" program designed to address pro-social behavior and conflict resolution.

- Crisis Intervention Team

The Blanchard Memorial School has a Crisis Intervention Team. This group of professionals has received training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and, if necessary as a last resort, nonviolent physical restraint.

- Teacher Assistance Team

The Teacher Assistance Team is a group of general education teachers who meet on a scheduled basis. They collaborate with staff members who need assistance in problem-solving and generating ideas to address student(s) needs in their classrooms. They work with teachers to develop strategies, modifications, and accommodations prior to student evaluations for special education, and are a mandatory component of the school's special education pre-referral process. Team members receive an annual stipend.

- Staff Induction and Mentoring Programs

Teachers who are new to Blanchard Memorial attend an induction program in the summer prior to start of the school year. This induction provides introductions to various staff members and programs as well as extensive information on school policies and procedures. In addition, each new staff member is assigned an individual mentor to work with throughout the year, as they become acclimated to the school culture and specific district policies and practices.

- English Language Learner

The goal of the English Language programs is to enable English Language Learners to demonstrate successful academic performance across all the curricular areas and to function linguistically and culturally in the Boxborough Public Schools and in the mainstream of American society.

Students identified as English Language Learners (ELLs) receive direct instruction from a certified ESL instructor for several hours a week. The amount of time each student receives this service is determined by the student's needs and abilities. This instruction occurs outside their mainstream class. The program concentrates on the development of listening, speaking, reading, writing, and thinking skills. It integrates the teaching of language with content area instruction in the language arts, mathematics, science and social studies. In addition to assisting with academic needs, the ESL instructor maintains sensitivity and attention to cultural factors while helping English Language Learners establish meaningful relationships and adjust to new learning environments.

English Language Learners (ELLs) also receive instruction in their mainstream classes through the use of "sheltering" techniques. The core content teachers deliver instruction through Sheltered English Immersion (SEI) methodologies designed to make the instruction more comprehensible for ELLs. SEI is an approach to teaching that extends the time students have for receiving English language support while they learn content area subjects. In SEI, meaning is conveyed with the help of gestures, body language, visual aids, demonstrations and hand-on experiences. Other sheltering strategies include slow, natural speech, clear enunciation, short, simple sentences, repetition, paraphrasing, controlled vocabulary and idioms, and frequent comprehension checks. In addition to adjusting their speech, teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is ELLs access to grade level content concepts and standards while they continue to improve their English language proficiency.

- Consultation Services

Teachers have access to various types of consultation to assist them with student needs in their classrooms. Types of consultation include:

- Consultants who provide information and strategies related to specific, low-incidence disabilities.

- Consultants who observe in classrooms and provide strategies for behavior management.
- Special education faculty who provide consultation in their area(s) of expertise to classroom teachers.
- Administrators who provide coaching expertise to the faculty.
- Paraprofessional Support

The Boxborough Public School employs general education aides to support students in those settings where further supervision and classroom support would be most beneficial. The paraprofessionals assist in achieving academic and social goals in individual, small and large group settings. Paraprofessionals are employed in classroom settings and take primary responsibility in the cafeteria and many recess periods.

PARENT/COMMUNITY INVOLVMENT AND COMMUNICATION

- Parents, Teachers and Friends Organization (PTF)

The PTF organization sponsors enrichment programs and raises and distributes funds toward teachers' professional development, parent education, technology, and library resources. Open meetings are advertised periodically throughout the year. The PTF organization publishes a monthly school newsletter that contains school news about events and programs. Copies of the newsletter are available in the public library.

- Parent Volunteer Program

Parent volunteer coordinators manage this extensive program by matching parent resources with classroom and/or program needs. Appointed room parents work as liaison coordinators between teachers and the volunteer pool of community helpers. Areas of classroom assistance include academic support for student individuals and groups, clerical assistance for the faculty, and materials creation at all grade levels. Parents assist Blanchard teachers in many ways, both in and out of the classroom.

- Communication

Many classroom teachers produce newsletters that describe student work, upcoming events, and special projects. Further school communication is provided when the school offers Open House evenings as well as grade level Curriculum Nights. Scheduled parent-teacher conferences are offered to parents at the end of the first and second trimesters. Blanchard Memorial School maintains a website that provides a wealth of school program information. The website is located at <http://www.boxboroughschool.org>. Teachers and administrators all have email and voicemail accounts. Parents may provide their email address which allows appropriate communication from school to home via Constant Contact.

COMMUNITY PARTNERSHIPS

- Fire Department/EMT

Boxborough's Fire Department sends firefighters to classes at Blanchard to instruct students on safety and health related topics. Students, in turn, visit the fire station to view the workings of this important community safety department.

- Technology Advisory Council

Scheduled meetings are hosted by Blanchard's Network Coordinator, Instructional Technology Specialist and representatives of the community. This group addresses technical issues related to hardware, the school's website and emerging technology. It also offers voluntary assistance with issues that emanate from and support the school's growing technology program. The Advisory Council plays an active role in the revision of Blanchard's Technology Plan.

PROFESSIONAL AFFILIATIONS

- Concord Area Special Education Collaborative (CASE)

Under the provisions of Chapter 40 MGL, Boxborough joined thirteen other communities to form CASE. The Collaborative was formed in 1974 as a way to meet regional special needs requirements and challenges for its member school districts. CASE is a collaborative vehicle that allows member districts to cooperatively plan, develop, and implement programs for children with special needs. The Collaborative provides a mechanism for people to share ideas, resources, and professional development opportunities for the purpose of meeting a common need. CASE classrooms are located in seventeen different public school buildings and currently serve approximately 170 students.

- Education Collaborative for Greater Boston (EDCO)

Twenty-one communities make up EDCO. The collaborative has a three-fold mission which is to: (1) improve education through interdistrict and interagency collaboration; (2) serve students-at-risk; (3) enhance equity and intercultural understanding. The EDCO Collaborative believes in quality through collaboration and strength in diversity. The Collaborative provides many high quality professional development programs aimed at building member district capacity in both curriculum and instruction.

- Early Intervention

Boxborough's early intervention site is Minuteman Early Intervention, located at the Minuteman ARC Building in Concord. They service children with specified needs from birth to age three. The Minuteman Early Intervention staff and Blanchard Special

Education Department work closely to provide smooth transitions of services for children with special needs as they approach their third birthdays.

- Community Partnership Grant

Boxborough collaborates with Littleton and Acton for this annual grant program. The grant's purpose is to provide high quality preschool and daycare experiences for young children. A major focus of the grant is to supplement funding to families in financial need so that their children can access preschool. Other uses of grant money include numerous professional development offerings for the staffs of local preschools and the public school.

SITE-BASED SERVICES

- Common Planning Time

In structuring the master school schedule for each academic year, every effort is made to ensure that grade level teams have common planning time; that is, time when teachers of the same age/grade group have preparation and planning time together. These sessions are most useful in providing opportunities for curriculum development, shared lesson planning, collegial consultation, and planning for the needs of individual students.

- Inquiry-Based Study Groups

The administration supports the formation of study groups created to explore and research school-related curriculum issues.

- Curriculum Review Committees

The Blanchard Memorial School's practice is to form standing review committees when a topic is identified as an area of future development or corrective action. Meeting times are scheduled to accomplish the goals set by the committee. Review committees are primarily composed of grade level school teaching representatives. Curriculum Committees address revisions, assessment, and Curriculum Framework alignment in all academic areas.

- School Council

The School Council, including the school principal, meets regularly and assists in identifying the educational needs of the students attending the Blanchard Memorial School. The Council makes recommendations to the superintendent/principal for the development, implementation and assessment of the District Curriculum Accommodation Plan (DCAP), assists in the review of the annual school budget, participates in the formation of the School Improvement Plan, which includes annual school goals, and reviews the school handbook annually.

- Certified Librarian

The Blanchard Memorial School employs a full-time certified librarian. In an educational and work world so critically dependent on the flow and understanding of an ever-growing and shifting information base, it is fundamentally important that all learners have the best and most efficient window on information access. The Blanchard Memorial School students require and benefit from educational opportunities provided by our certified librarian.

- Health Services

Blanchard Memorial School employs a full-time registered and licensed nurse and a consulting, contracted school physician.

SECTION 504

General Education Accommodation Plans

Some students have an identifiable disability and need accommodations, but not specialized instruction, to access the general education setting and curriculum. For these students, a General Education Accommodation Plan is written as required by Section 504 of the Rehabilitation Act of 1973. This plan lists accommodations that the student requires to address his/her disability within the general education setting.

PRE-REFERRAL PROCESS

Pre-referral Process

Prior to any teacher referral for a special education evaluation, a pre-referral process occurs. During this four-to-six week period, teachers are asked to assess, address and document efforts to meet a student's needs through all channels other than special education. This includes strategies such as parent contact, meeting with the Teacher Assistance Team, mathematics and/or reading support (when appropriate), classroom modifications, and observations and consultation by a special educator. At the end of the pre-referral period, the teacher and special educator determine whether the student's needs are being met through regular education services, or whether to refer for a special education evaluation.

TYPICAL ACCOMMODATIONS FOR STUDENTS IN GENERAL EDUCATION SETTINGS

Every general education classroom is heterogeneous, comprised of students with various strengths, interests, and needs. Classroom teachers differentiate instruction to meet the wide range of student abilities found within their classes. This differentiation includes accommodations which support the learning of students with a variety of learning challenges. *It is important to note that the accommodations listed below are general and may be more appropriate for some age/grade levels than others and under some circumstances but not others.* That being said, typical accommodations found in a general education classroom may include, but are not limited to:

- Time extensions to complete tasks
- Repetition and paraphrasing of directions; visuals to support directions
- Positive reinforcement, reward systems, behavior contracts
- Graphic organizers
- Minor modifications of assessment tools (e.g., reading aloud a math test)
- Access to assistive technology (word processor, spell check, etc.)
- Allowances for movement, breaks
- Preferential seating
- Wait time for verbal responses
- Access to manipulatives
- Number lines, letter lines

- Row finders
- Visual models
- Peer support
- Fidget tools
- Study carrel or quiet area in which to work
- Pencil grips
- Slant board for writing
- Word banks, word wall during writing tasks (to assist vocabulary, spelling)
- Reading aloud of directions
- Some one-to-one and/or small group work
- Cueing
- Use of timers
- Forewarning to students before calling on them
- Use of headphones

CORE VALUES

1. Blanchard values a safe and caring community.

For Blanchard, this means:

- Students feel safe on school property.
- Administration and town safety officers review safety plans yearly.
- All community members honor Support, Teamwork, Attitude, Respect, Responsibility (STARR Guidelines).
- The school handbook publicizes school behavior guidelines.
- Affective education classes are offered in our primary classrooms.
- Adults hope to recognize students who exhibit caring behaviors.
- Blanchard encourages community service projects.
- Blanchard encourages cross-grade student relationships/experiences.
- Parents feel welcome to actively participate in the Blanchard community.

2. Blanchard values an active learning environment where all community members can learn and succeed.

For Blanchard, this means:

- Teachers are invested in professional development opportunities.
- Blanchard's staff is invested in student achievement in all areas; social, emotional, cognitive, and physical.
- Blanchard teachers believe that all students can learn and succeed.
- Administration provides many and varied opportunities for teachers to be life long learners.
- Collegiality is valued at Blanchard.
- Risk taking is a valued behavior supported by students and staff.

3. Blanchard values high expectations.

For Blanchard, this means:

- Students are challenged to meet high, but attainable, individual goals.
- Curriculum expectations are clearly articulated for parents.
- Teachers and parents work together as a team focused on students' best interests.
- Curriculum updating and review efforts are ongoing yearly.
- The school budget supports renewal and replacement needs for the curriculum

2009-2010
SCHOOL YEAR GOALS

Introduction

The 2008-2009 School Council recommends four goals in the area of Learning Environment for the 2009-2010 school year. These goals are the result of needs perceived within the staff and administration and from the School Council itself.

In the area of Learning Environment, the goals will focus on improving instruction to increase student learning. First, the Council recommends support for continuation of the new Houghton-Mifflin English Language Arts reading program which was implemented in 2008-2009. Second, the Council will support the continuation and better understanding of our English Language Learners (ELL) program in 2009-2010. Third, the Council supports the goal to continue to improve instruction through the use of technology. Finally, in this area, the Council will support the implementation of Response to Intervention (RtI) program.

2009-2010 School Improvement Goals

Area: Learning Environment (English Language Arts: Reading)

Goal 1: To provide a systematic and sequential instructional framework that will allow all students (kindergarten – grade six) to develop mastery of the basic skills of reading and provide the foundation for a 3-tiered instructional model.

Goal Objectives:

- To identify and prioritize essential reading skills.
- To establish appropriate instructional pacing guide for each grade level.
- To continue to explore appropriate assessments.
- To improve areas of reading weakness as identified from MCAS data.

Strategies:

Strategy 1: Ongoing professional development exposing educators to high-impact learning instruction to foster high performance and skill building as designed by a scientifically research-based, systematic core reading program.

- Introduction to Houghton-Mifflin – August
- Grade level meetings – first week of October
- Grade level meetings – November, before Thanksgiving
- Grade level meetings – End of January
- Grade level meetings – March

Strategy 2: Utilizing the three components of balanced literacy assessment (standard assessments, classroom-based assessment, self-assessment) in conjunction with one another to plan for instruction and provide progress monitoring data for all of our students.

Desired Results/Outcomes:

- Understand how to utilize the Houghton-Mifflin instructional materials that will be used by all teachers and students, while maintaining the fidelity of the program.
- Provide consistency and scaffolding of literacy skills among all grade levels.
- Provide consistency of literacy instruction between the classroom and intervention programming.
- Development of literacy data progress monitoring system for all students.
- Five percent decrease in needs improvement literacy scores (grades 3-6) on state testing.

How Monitored:

- Teacher evaluation of Houghton Mifflin professional development program.
- Literacy data review and analysis by Principal and Superintendent/Curriculum Director.
- On-going review of programming by English Language Arts Curriculum Committee.
- Analysis of state comprehensive assessment and English Language Arts Curriculum Framework.

Resources Needed:

- Provide all instructional resources to all teachers for the Houghton-Mifflin Reading Program.
- Substitute coverage for grade level professional development sessions.
- Technology training for progress monitoring data maintenance.

2009-2010 School Improvement Goals

Area: Learning Environment (English Language Learners)

Goal 2: Blanchard staff will gain a better understanding of the needs of English Language Learners and will begin to implement new techniques and strategies to support these students.

Goal Objective(s):

- To determine the best techniques and strategies that assist ELLs in accessing the curriculum.
- To modify existing curriculum that best meets the needs of ELLs.
- To utilize appropriate assessments for identifying ELLs for mainstream and ELL classes, and for exiting ELLs.

Strategies:

- Slow, systematic implementation of strategies introduced.
- Peer coaching, sharing and observing.
- Observation should demonstrate strategies from course.

Desired Results/Outcomes:

- Implementation of new teaching techniques that assist ELLs.
- More effective teaching.
- Improved student success.

How Monitored:

- Ongoing peer observation.
- Professional development goal for each teacher.
- Goals monitored by Superintendent/Curriculum Director; Principal.

Resources Needed:

- Training.
- Observation and meeting time.
- Support of ELL staff.
- Sheltered Instruction Observation Protocol (SIOP) manual.

2009-2010 School Improvement Goals

Area: Learning Environment (Technology)

Goal 3: To continue to improve instruction and communication through the use of technology.

Goal Objective(s):

- To increase teachers' comfort level and proficiency with current technology hardware, software and peripherals.
- To support teachers in advancing toward state technology proficiency goals.

Strategies:

- Library program will integrate technology into the process of teaching and learning.
- Continue to offer after-school and daytime-integrated technology professional development with input from teachers.
- Support teachers through technology specialist co-lesson planning, co-teaching and in-class support.

Desired Results/Outcomes:

- Increase knowledge of and proficiency in technology for staff and students.

How Monitored:

- Professional development goal for each teacher.
- Goals monitored by Superintendent/Curriculum Director, Principal, Director of Pupil Services.
- TSAT assessment of current proficiencies and identified goals for each teacher monitored by Technology Specialist.

Resources Needed:

- Continued tech support.
- Training on programs and equipment.
- Additional computers.

2009–2010 School Improvement Goals

Area: Learning Environment: Response to Intervention (RtI)

Goal #4: To continue preliminary steps toward the RtI model

Goal Objectives:

- General education and regular education staff will gain information regarding RtI model.
- Staff will implement the new Specific Learning Disability (SLD) process and forms, as required by DESE.

Strategies:

- Assess all students, grades K-6, using DIBELS, three times per year.
- Assess students, grades K-2, using the Kathy Richardson math program.
- Assess student 3-6 w/G-MADE.
- Initiate use of reading intervention program from core reading program.
- Use progress monitoring of at-risk students to determine effectiveness of instruction, interventions.
- Share relevant articles, reading materials.
- Present relevant training, information at faculty meetings and early release time.

Desired Outcomes/Results:

- Continue implementation of DESE SLD forms/process.
- Increased knowledge base of all staff.
- Full implementation of Tier 1, core reading program.
- Expansion of Tier 2 interventions, with instructional programming based on student performance data.
- Continue analysis of roles of special educators, paraprofessionals, math specialist, reading specialists in RtI model.

How Monitored:

- Supervision/evaluation by administrators.
- Analysis of DIBELS, reading assessments, GMADE math assessments, writing benchmarks.
- Review of completed SLD forms, SLD eligibility outcomes.

Resources Needed:

- Professional Development.
- Training in SLD forms.
- Time at faculty meetings and early release times.
- Purchase of RtI readings.
- Assessment materials (e.g., DIBELS benchmark and progress monitoring booklets).
- G-MADE materials.

Section II

- **Professional Development Schedule**
- **Professional Development Funding for FY'10**

**PROFESSIONAL DEVELOPMENT
2009-2010 SCHEDULE**

<u>Month</u>	<u>Topics</u>
September 17	Early Release: EmPOWER Writing
October 9	Professional Day: EmPOWER Writing (AM) RtI (PM)
November 5	Early Release: Team Time
December 3	Early Release: P/T Conferences
December 4	Early Release: P/T Conferences
January 14	Early Release: RtI
January 15	Professional Day: Technology (AM) Houghton Mifflin & Math Science (PM)
February 4	Early Release: Team Time
March 4	Early Release: Houghton Mifflin & Math Science
March 18	Early Release: P/T Conferences
March 19	Early Release: P/T Conferences
April 1	Early Release: Team Time
May 6	Early Release: Technology/RtI/EmPOWER Writing
June 3	Team Time

**FY'10
PROFESSIONAL DEVELOPMENT FUNDING**

8/26/2009

Account No: 2350 Professional Development

		Regular Education	Special Education
2350- 11-2	Other Salaries		
	Substitutes	4,200	4,200
2350- 11-4	Contracted Services		
	Conferences 30 @\$200	11,210	11,210
	Course Reimbursement 18 teachers @ \$1,500	27,000	27,000
	Chorus Stipend	5,000	5,000
	Mentor Stipend (4 Mentors @ 750)	0	0
	Committee membership	12,390	12,390
	Cape Cod Trip (4 staff @ \$300, 1 nurse @ \$300)	300	300
	Tech Council	0	0
	Before/After School programs	2,000	2,000
	Consultant model for Professional Development(Even Year Item)	0	0
	On Site Grad Course (some funds from in Course Reimbursement)	0	0
	Summer Institute	5,000	5,000
2350- 11-6	Other Expenses		
	Business Mgr Prof Dev	1,250	1250
	Sped Director Prof Dev	1,250	1250
	Super/Curriculum Director Prof Dev	1,250	1250
	Prin Prof Dev	1,250	1250
	Secretary Prof Dev	500	500
	Technology Prof Dev	500	500
	Nurse Prof Dev	500	500
	EDCO membership	5,548	5548
Total		79,148	77,898
			1,250

Section III

- **Verification Worksheet of Time and Learning Requirement**

TIME & LEARNING VERIFICATION WORKSHEET
2009-2010 SCHOOL YEAR
GRADES 1-6

1.	180 school days Arrival: 8:45; Dismissal: 3:00	1125 hours
2.	14 proposed one-half days	- 42 hours
3.	Lunch periods (40 minutes) 166 days	- 111 hours
4.	Recesses (15 minutes) 166 days	- 41.5 hours
5.	Travel time between classes (5 minutes) 180 days	- 15 hours
6.	Estimated delayed openings (snow days) 3 days x 1 hour	- 3 hours

Blanchard's total time on learning 912.5 hours
(surpasses the 900 State minimum)

Section IV

- **Class Size Guidelines/Current Class Size**

CLASS SIZE GUIDELINES

Class size guidelines, as voted by the Boxborough School Committee 01/14/99, are as follows:

Kindergarten = 20

Grades 1-3 = 22

Grades 4-6 = 24

**FIVE YEAR ENROLLMENT PROJECTIONS
BLANCHARD MEMORIAL SCHOOL
(Rev. 7/23/09)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	# of students	# of classes	# of students	# of classes	# of students	# of classes	# of students	# of classes	# of students	# of classes
K	59 (2C)	3 @ 19-20	46 (1C) 57 (Cen)	3 @ 15-16	54 (1C)	3 @ 18	54 (1C)	3 @ 18	52	3 @ 17
1	63 (7C)	4 @ 15-16	61 61 (2C)	3 @ 20-21	46 (1C) 57 (Cen)	3 @ 15-16	57 (1C)	3 @ 19	57 (1C)	3 @ 19
2	74 (3C)	4 @ 17-18	60 63 (7C)	3 @ 21	64 61 (2C)	3 @ 20-21	46 (1C) 57 (Cen)	3 @ 15-16	60 (1C)	3 @ 18
3	78 (7C)	4 @ 19-20	73 73 (3C)	4 @ 18-19	60 63 (7C)	3 @ 21	65 61 (2C)	3 @ 20-21	46 (1C) 57 (Cen)	3 @ 15-16
4	76 (5C)	4 @ 18-20	69 79 (7C)	4 @ 19-20	71 73 (1C)	4 @ 18-19 or 3 @ 24-25	59 63 (7C)	3 @ 21	64 61 (2C)	3 @ 20-21
5	78 (6C)	4 @ 19	73 79 (5C)	4 @ 19-20	71 79 (7C)	4 @ 19-20	73 73 (1C)	4 @ 18-19 or 3 @ 24-25	61 63 (7C)	3 @ 21
6	80 (2C)	4 @ 21	74 78 (6C)	4 @ 19-20	73 79 (5C)	4 @ 19-20	72 79 (7C)	4 @ 19-20	74 73 (1C)	4 @ 18-19 or 3 @ 24-25
TOTAL CLASSES		27		25		23-24		22-23		21-22
TOTAL STUDENTS	508		479 (est.)		455 (est.)		433 (est.)		412 (est.)	

Note: Class Size Guidelines: K=20; 1-3=22; 4-6=24

Blue Numbers – based on Peter Ashton’s Enrollment Projections

Red Numbers – based on Real Numbers

Yellow Numbers – based on Census

(C) – Choice Students

Total Number of Students Does Not Include Integrated Preschool (14)