



Acton-Boxborough Regional
School Committee Meeting

April 11, 2019
7:00 p.m.

(School Choice Hearing at 7:25 p.m.)

R.J. Grey Junior High Library
16 Charter Road, Acton, MA

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School
16 Charter Road, Acton, MA

April 11, 2019
7:00 p.m. Open Business Meeting
7:25 p.m. FY20 School Choice Program Public Hearing
7:30 p.m. (approximately) Return to Business Meeting

AGENDA

1. **Call to Order** – *Diane Baum* (7:00)
2. **Chairman’s Opening Remarks**
3. **Public Participation**
4. **Student Representatives Updates** (7:05)
 - a. School Committee Representative
 - b. Regional State Student Advisory Council
5. **Superintendent’s Update** – *Peter Light* (brought to meeting) (7:15)
6. **Subcommittee and Liaison Reports** (7:20)
7. **New Business** (7:25)
 - a. Public Hearing: FY20 ABRSD MA DESE School Choice Program – *Marie Altieri*
 - b. FY20 ABRSD MA DESE School Choice Program Participation – **VOTE**
8. **Reports** (7:30)
 - a. School Improvement Plan Update - Merriam School, *Principal Juliana Schneider*
 - b. Physical Education Department Update – *Director David James*
 - c. Performing Arts Department Update – *Director George Arsenault*
9. **Ongoing Business** (8:30)
 - a. School Building Committee Update – *Mary Brolin*
 - i. Recommendation to Approve MSBA Core Project Statement of Interest/Conant – **VOTE**
 - ii. New ABRSC Debt Strategy Subcommittee
 - b. Annual Superintendent Evaluation Process – *Diane Baum*
 - c. Policy - *Amy Krishnamurthy*
 - i. High School Pool Naming Update
 - ii. Second Read – Possible **VOTE**
 1. Nonresident Tuition Charges, File: JFABA
 - iii. First Read
 1. Notice of Nondiscrimination, File: AC
 2. Students Who Are Homeless: Enrollment Rights and Services, File: JFABD
 3. (NEW) Educational Opportunities for Military Children, File: JFABE
 4. (NEW) Educational Opportunities for Children in Foster Care, File: JFABF
 - d. ABRSC Meeting Schedule and Venue for 2019-2020 – *Diane Baum*
10. **Statement of Warrants** (9:30)
11. **Consent Agenda** - **VOTE** (listed on page 2) (9:35)
12. **For Your Information** (listed on page 2)
13. **Adjourn** (9:45)

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.
WELLNESS - EQUITY - ENGAGEMENT

Consent Agenda

- a. Minutes of 3/21/19 School Committee Meeting
- b. Minutes of 3/25/19 School Committee Workshop Meeting
- c. Approval of Nordic Ski Team Trip to Norway, 2/14/20 – 2/23/20
- d. Approval of Exchange Trip to Spain, 4/17/20 – 5/1/20
- e. Acceptance of \$900 Gift from Danny's Place Youth Services to the ABRHS Envirothon Club

FYI

- Monthly Student Enrollment, *April 1, 2019*
- Boxborough Town Meeting Warrant - <http://www.boxborough-ma.gov/home/news/2019-annualspecial-town-meeting-may-13th>
- Boxborough 2019 Election Calendar
- Acton-Boxborough Regional School Committee Members as of April 4, 2019
- ABRSC Statement in Support of MA Teachers Association (MTA) Fund Our Future Campaign
- Suicide Prevention Training QPR, *AB Cares, April 25 at 6:30 pm and May 30 at 10 am*
- Out of the Darkness, *AB Campus Walk, April 27 at 10 am*
- The New Look of Nicotine Addiction, *Mary Cole, MPH, CHES, April 30 at 7pm, JH Auditorium*
- This Month in the Division of Open Government, *March 2019*

Public Participation:

Per policy BEDH, members of the public may speak for up to 2 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.

Next Meetings:

- April 10 – **Building Committee Meeting: MA Campaign Finance Law** with Jason Tait, Director of Communications/Public Education, Office of Campaign & Political Finance, 7:00 p.m., Jr High Library
- May 9 – **ABRSC Meeting** at 7:00 p.m. in the Jr High Library
- **Boxborough Town Meeting** begins on Monday, May 13 and may continue: May 14, May 16, May 20, May 22 and May 23

Posted on 4/5/19 at 5:00 p.m.



Acton-Boxborough Regional School District
16 Charter Road Acton, MA 01720
978-264-4700 x 3209 fax: 978-264-3340
www.abschools.org

7.1

Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
Date: April 5, 2019
Re: School Choice Hearing

The Acton-Boxborough Regional Schools last accepted new school choice students in grades 9-12 about ten years ago. Ever since then, the Acton-Boxborough Regional School Committee has only opened up school choice for a limited number of seats at Kindergarten to accept siblings of school choice students. The Boxborough Public Schools accepted school choice students at Blanchard Elementary School for several years before full regionalization. Since full regionalization, we have only opened up enough school choice seats to accommodate siblings of current school choice students at Blanchard. This is primarily due to space concerns. The school choice law requires that preference to any available school choice seats be given to siblings.

Our current school choice enrollment includes:

23	Total Students
9	Blanchard
6	R. J. Grey Jr. High
8	Acton-Boxborough Regional High School

The School Committee must vote by May 1 of each year whether or not to accept school choice students for the following school year. Based on space and class size concerns, we are recommending that we continue to open up enough school choice seats to accept siblings of existing school choice students only. There is one sibling of existing school choice students entering kindergarten in the fall of 2019. We anticipate one more sibling of existing school choice students to enter kindergarten in the fall of 2020.

Recommended VOTE for the April 11, 2019 meeting:

The Acton-Boxborough Regional School Committee moves to continue in the school choice program and limit openings to one seat in Kindergarten for the 2019-2020 school year.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.



Merriam School

School Committee Meeting
April 11, 2019

Themes from Entry Plan:

- Community:
 - Maintaining structures
- Curriculum:
 - Mapping and project development
 - Collaboration
 - Attention to science
- Attention to the Whole Child
 - Children feel known
- Parent Communication:
 - Reduction of homework
- Student Leadership:

Student Voice

Love about Merriam...	Wish about Merriam...
Teachers Specials Learning (all subjects, READING) Recess Technology Community Events All School Meeting Looping Projects Interacting across grade levels Everyone is welcome here No homework Lots of helpers.	Student Council School wide projects More service learning Mascot Opportunity for older students to teach younger students/ kids as teachers Longer recess Ice cream!! More independence (hallways, cafeteria) More color in the building Beautify the school- more flowers More opportunity to be in nature

Kid Quotes:

Don't be a boss, be a leader. A leader helps others learn and learns too.

We want to be able to talk to the principal, person to person.

Pay the bills. Do principal work.

A principal "doesn't sit in the office." She walks around the school.

Take all these ideas and make them happen.

We aren't just taught to be kind, but it actually works!

2018- 2019 School Improvement Plan Goals

Goal 1:

Continue developing projects and aligning our curriculum maps at each grade level with the goal of three consensus projects which integrate multiple disciplines, and integrate the Massachusetts curriculum standards.

Goal 2:

Continue the implementation of the Social Thinking curriculum.

Goal 3:

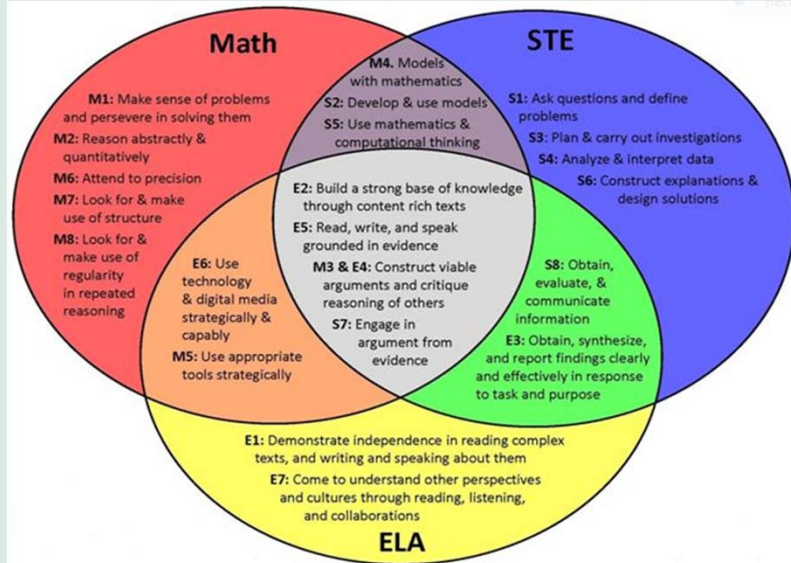
Implement the theme *water* schoolwide.

Projects and Curriculum:

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Conferences		Fall Parent-Teacher Conferences <i>Items to Share</i>				Student Lead <i>Items to Share</i>			Spring Parent-Teacher Conferences <i>Items to Share</i>	
Projects	Life Long Ago (100 years ago)			Maps & Globes			Kenys			
Social Studies	Life Long Ago (100 years ago)			Maps & Globes			Kenys			
Science	Fundamentals						Habits			
	Orientation & Unit 1	Unit 1 & Unit 2	Unit 3 & 4	Unit 5 & Unit 6	Unit 7 & Unit 8	Unit 9	Unit 10	Unit 11	Unit 14 & Unit 15	Unit 16 & Unit 17

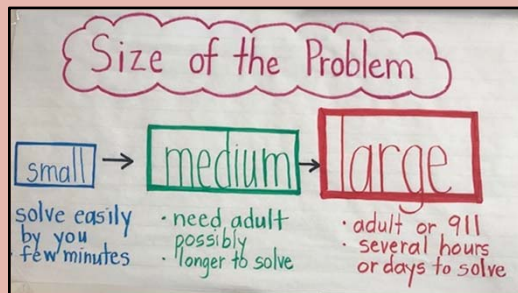


Science Practices \longleftrightarrow Projects \longleftrightarrow Curriculum Maps



Social Thinking Curriculum:

- Whole Body Listening
- Social Behavior Mapping
- Size of the Problem
- Zones of Regulation



Our toolbox

Blue Zone	Green Zone	Yellow Zone	Red Zone
<ul style="list-style-type: none"> sad sick tired bored moving slowly 	<ul style="list-style-type: none"> happy calm focused ready to learn feeling okay 	<ul style="list-style-type: none"> frustrated worried Silly/wiggly excited loss of some control 	<ul style="list-style-type: none"> mad angry terrified yelling/hitting out of control
<ul style="list-style-type: none"> stretch positive thought have a snack exercise Tabata 	<ul style="list-style-type: none"> sit quietly help someone high five smile give a compliment 	<ul style="list-style-type: none"> deep breaths hook up writing coloring drawing talk to friend read a book 	<ul style="list-style-type: none"> take a break meditate close eyes count to ten origami talk to friend take space



- Students
- Teachers
- Families



Water:



David James

Health and Physical Education

djames@abschools.org

Tonight's Plan

Highlights of

k-6 7-8 9-12



You can learn more about a person in
an hour of play than in a year of
conversation.

-Plato

k-6

Mindfulness

Yoga in class and with the JH

Jump rope assessment with ipads

Teacher and peer use of ipads to show technique

Tree pose



7-8

Health curriculum updates

3 teaching spaces

Grey blocks - student choice

Mindfulness/relaxation

Kickboxing

Cooking club

9-12 new assessment

New PE grading process

Assessments now 10%

Make up policy

Assessment in PE

- Reflections

- Pre and post skill or flexibility

- Paper and pencil traditional quiz through the google platform

- Group quiz

9-12 new offerings

Table tennis

Lifetime activity

Non-scoring
games

Singles matches

Doubles matches

Art overlap



Samples of table tennis art



Archery



Lifetime activity

Fine motor skill

Archery club



Biking

Lifetime, 2 field trips, positive police interaction, literature link (book box)



Swimming & lifeguard training



Lifetime activity

Student
employment

Fishing field trip!

Fishing field trip- Enjoying nature and learning from each other

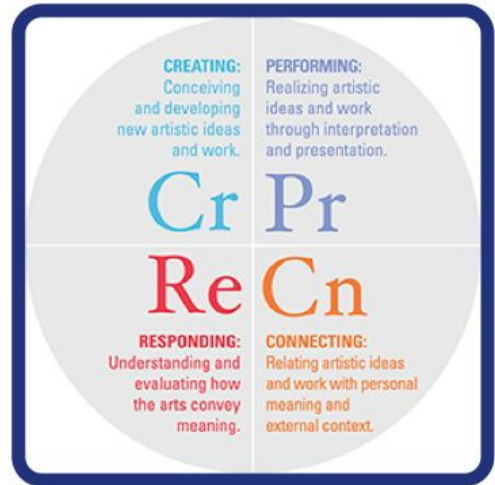


YOGA



AB Performing Arts

Creating — Performing — Responding — Connecting



performingarts.abschools.org

- Gateway to teacher/classroom sites faculty contact
- Links to district curriculum documentation
- Performing Arts Twitter
- Districtwide Performing Arts Calendar
- Elementary Music F.A.Q.

performingarts.abschools.org



Streamlined access to financial aid and instrument acquisition assistance.
Simplified registration process for joining elementary instrumental music.



PROSCENIUM CIRCUS

Named a WINNER at the 2019

Massachusetts Educational Theater Guild Festival

- Festival takes place over three weekends in the March (prelim, semi, finals)
- 112 One-Act Plays from member schools around MA
- Three winners chosen at State Finals on March, 30th
- 3rd time in AB history. 1st time in 22 years!

"The Book of Everything"



NAMM
Foundation®

SALUTES

Acton Boxborough Regional School District

for Outstanding Support of Music Education

Enriching the Lives of Children and Advancing Student Achievement



Brought to you by The NAMM Foundation

Elementary Music

- Welcomed a new music teacher at both Merriam and McCarthy-Towne
- First year of Ensemble Enrichment Block
- Continued growth of String Program 4-12
- Ukulele Curriculum continuing to expand



Planning for future with Pre-K music
Ensemble Enrichment Band at Blanchard



Performing Arts

Creating — Performing — Responding — Connecting

Junior High School

- Welcomed new theater arts teacher
- Welcomed new band director
- String enrollment continuing to grow
- 14 students accepted to Junior Eastern District Festival
- Collaboration of music and theater in production on Annie the musical



- New music curriculum for classroom music utilizing technology for music composition, production, and theory study.
- Search committee underway for 1.0 FTE Instrumental Music Teacher



ABRHS

Proscenium Circus hosted 5th Annual Massachusetts Thespian Festival

ABRHS Marching Colonials earned a GOLD medal at the 2018 MICCA State Finals

18 Students accepted to Senior Eastern District Music Festival

3 Students accepted to MMEA All-State Band, Chorus, Orchestra

Enrollment in orchestra class up 30% year to year

Continued expansion of improv curriculum in theater



New Electronic Music Curriculum 2019-2020

Chorus redesigned to reach a broad cross-section of students



Acton Boxborough Performing Arts

Creating Performing Responding Connecting

CREATING:
Conceiving
and developing
new artistic ideas
and work.

Cr

PERFORMING:
Realizing artistic
ideas and work
through interpretation
and presentation.

Pr

Re

RESPONDING:
Understanding and
evaluating how
the arts convey
meaning.

Cn

CONNECTING:
Relating artistic ideas
and work with personal
meaning and
external context.

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
School Building Committee (SBC) Draft Minutes**

R. J. Grey Library
16 Charter Road, Acton, MA 01720

March 27, 2019
7:00 p.m.

Members Present: Mary Brolin; Adam Klein; Amy Krishnamurthy (*arr 7:03pm*); Maya Minkin; Peter Light (*arr 7:36pm*); Marie Altieri; Peter Berry; Dennis Bruce; Jason Cole; Becca Edson (*arr 7:02pm, left 8:39pm*); Bob Evans; Bill Hart; JD Head; Gary Kushner (*arr 7:22pm*); Maria Neyland; Lynne Newman; Katie Raymond; Mac Reid; Chris Whitbeck.

Members Absent: None.

Other: Karen Coll; Representatives from Skanska: Chuck Adam, Victoria Clifford, Sovathya Sar; Representatives from Arrowstreet: Emily Grandstaff-Rice, Larry Spang; members of the public.

1. Mary Brolin called the meeting to order at 7:01pm.
2. **Minutes** – Adam Klein moved, Bob Evans seconded, Jason Cole, Maya Minkin and Maria Neyland abstained, and the minutes of the March 13, 2019 SBC meeting were unanimously approved as written.

3. MSBA Update

Mary Brolin summarized a March 18th conference call between representatives of AB, Skanska and Arrowstreet and several representatives of the MSBA. Peter Light had previously sent an email to the committee informing them of the outcome of that conversation. The MSBA staff said they did not recommend presenting the AB Preliminary Schematic Report (PSR) to the MSBA board's April 10th meeting. Their concerns were based on the building design and, in particular, the need to clarify the floor plans:

- They needed a clearer delineation between the two separate elementary schools, while allowing for the possibility of combining the schools at some future point;
- They felt that the floor plans did not align with the goals of the Educational Plan, and some classrooms were missing from the plans.

Mary expressed frustration at the situation, noting that it will result in a two-month delay in the PSR and Schematic Design/Budget (SD) approval process, although ultimately it will only delay our Special Town Meetings by a month, until mid-December. Public information can begin in September, although we won't have final cost and reimbursement details until closer to the MSBA approval in late October. We can then include that information in the ongoing conversation with the public.

Emily Grandstaff-Rice apologized to the committee on behalf of the consulting team for this situation, and reiterated their commitment to our project and its success. Adam Klein asked how we could better leverage the strengths and expertise of the entire SBC team to ensure the success of the project. Committee members often get materials just before each meeting; if they were sent earlier members would have time to review them prior to a discussion. Mary and Peter Light have asked Skanska and Arrowstreet to send materials to the committee earlier in the two-week cycle to allow time for review, and to call on members of the SBC with specific expertise to participate more in relevant areas. As we continue to develop plans and designs, SBC members will be participating in smaller subgroups focusing on specific topics.

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4. Update on Schedule

Chuck Adam shared a revised schedule of MSBA major milestones, including submission and MSBA approval dates for the revised PSR and the SD. The PSR will be resubmitted May 6th for a June 26th MSBA board review, and the SD will now be submitted September 11th and should be approved at the October 30th MSBA board meeting. The MSBA has offered to work with us through April to ensure that the PSR reviewed by the MSBA board in June is strong. Looking further ahead, Chuck said that the plan is to start the demolition of four Gates classrooms and preparation of the site as soon as school gets out in June 2020.

Larry Spang shared a work schedule showing tasks to be accomplished each week through June 21. The goal is to ensure that the SD is as robust as possible, which will result in a more accurate budget. Adam said that it would be helpful to include MSBA deadlines in the work flowchart, as well as any SBC votes. He would also like to see additional information about what the SBC could do to support the process between meetings. Mary and Peter will work with Skanska and Arrowstreet to fill in those details.

The SBC had originally hoped to bring the project to Special Town Meetings on November 13th. Given the delay, we will have to wait until mid-December to hold STMs as there is a 45-day requirement for notice an upcoming Town Meeting, and we won't have MSBA approval to move forward until October 30th. We need to determine a date that allows enough time to hold STMs and votes before the holidays. We will also need to determine any other legal requirements for holding STMs, such as when to submit vote language. Peter Berry said that the numbers will be in the actual vote, which is not always included in the warrant.

Bill Hart asked when we would know what the MSBA would ultimately agree to reimburse. Chuck said that it is all based on cost per square foot, and Skanska will do their best to let the committee know upfront how much will, and won't, be reimbursable; they will run the cost numbers. He reminded the committee that the MSBA will only reimburse site costs up to a maximum of 8% of total construction costs, but that we will also be eligible for extra reimbursement points, which can add up. Skanska will be able to provide better information as the details of the Schematic Design become clearer. We should know more by late July, and will have even more detail before the October 30th MSBA board meeting, but we won't have final numbers until we get actual construction estimates, about a year from now. As the committee learns more about what is likely to be reimbursed, we may make additional decisions about items to include or exclude, such as two separate principals' offices.

5. Update on Meetings with Stakeholders Regarding Programming/Design

Emily and Marie Altieri reported that there had been four extensive meetings with stakeholders from throughout the district, including teaching and Special Education faculty, food service and many others. These meetings helped to verify prior understandings and also identified issues that consultants and administrators had not been aware of. In addition, the meetings provided opportunities to set expectations and to explain some constraints and decisions that had been made. They generated excitement from staff as well as new ideas. Peter Light cautioned that not all ideas and requests can be included in the project; some of those decisions are clear-cut but others will require discussion by the SBC. Mary said that the police

had been brought into these meetings, and that the fire department would be included at a later point; Emily has met with both police and fire officials previously. For safety reasons, the details of building security will not be discussed in an open meeting.

6. Continue Design Conversation

Emily presented updated floor plans, which had been shown at the recent stakeholders' meetings. She noted that these plans would be revised to place the two CASE classrooms together based on feedback from stakeholders. The MSBA has made an initial ruling that they will support a 6,000 sf gym and a separate 3,000 sf gym, but they won't reimburse for an additional health office for the smaller gym. The smaller Health and Wellness gym will be for students in preschool – Grade 1. There will be one combined nursing station for both schools, with two separate exam rooms, similar to the setup at the Parker Damon building. Kindergarten rooms will be stacked over preschool rooms because both require larger spaces with room for bathrooms. There will be learning centers for grades K – 2, 3 – 4, and 5 – 6, with additional spaces for speech/language, reading and math. There will also be breakout rooms for small groups of 4 – 5 students, shared between two classrooms.

The most significant change from the design in the initial PSR is that Gates and Douglas will be entirely on separate floors. Some of the hallways are very wide, and Adam asked how they would be used. Those decisions have yet to be made, although one possibility could be to place cubbies in the hallways as the Parker Damon building does. The architects will need to confirm the numbers and locations of bathrooms throughout the building.

The architects are looking further at the organization and locations of spaces; for example, we may not want to locate the gyms, with their lack of windows, at the back of the building where the best views are. Emily showed several concept diagrams with various space locations. Committee members particularly liked two of these in which the preschool was relocated away from the bus routes and closer to the car parking and drop-off areas. These designs would place the kitchen or both gyms along the public-facing bus route, which could bring the visual scale of the building down if part of the third floor above them was open. The café, located at the back of the building, would have exterior walls with views. There will be an open area above the café, giving classrooms on the third floor views of the landscape.

Members felt that having one entry focal point would add coherence to the building, but also preferred to keep separate entrances for Gates, Douglas and the preschool. These designs could also allow us to keep public spaces like the gyms open at off hours while locking off the preschool areas and access to the elementary schools on the upper floors.

One of the plans would move the library/media center up to the 2nd and 3rd floors, leaving a grand foyer that could be used as a common area on the ground floor. While members said they didn't want a lot of wasted space, large spaces can come in handy when schools hold events. Chris said that a large common foyer could substitute for the lack of an auditorium. Maya Minkin was concerned that an open common entryway, with large numbers of students going through it at bus times, could create crowds too large for young children. Adam suggested putting furniture into these open spaces and, potentially, using them for some

types of programming. Moving the library/media center upstairs with an open area below could increase accessibility by the elementary schools while keeping it as a central design element. These concepts are all still evolving.

Larry Spang showed images of some historic buildings in Acton and identified design elements that could be incorporated into the new building; Arrowstreet will continue looking at these.

7. Space Summary Update

Emily presented a revised Space Summary Update, including the classrooms that had been missing from the original PSR. Given MSBA concerns about having duplicate administrative areas for the two elementary schools, efforts have been made to streamline these spaces. Emily reviewed some of the planned spaces, such as two teachers' work rooms for each elementary school and one for the preschool, including production space. Emily noted that the overall area hasn't changed significantly but said that, as spaces and assumptions evolve, she will keep the SBC updated. Chuck said that they would bring more information about which spaces might be ineligible for reimbursement to the next SBC meeting.

Gary Kushner asked if it would be useful to bring the MSBA here to see our schools, which could help them understand how they function in view of their lack of familiarity with twin school buildings.

8. Twin School Plan Relationships – See discussion above.

9. Update on Site Investigations

Separate age-appropriate playgrounds could be located along the edge of the wetlands. There could also be a walking trail continuing from the bridge between Douglas and Gates along the edge of the wetland areas. Another possibility would be to install a gate to separate car and bus traffic and prevent commingling.

10. MEP Discussions – no updates available for this meeting.

11. Sustainability Elements Review

Subcontractors Nitsch Engineering held a meeting to discuss water issues, which was attended by JD Head, ABRSD Energy Manager Kate Crosby and representatives of Green Acton. As a baseline, we will need to plan for 3,600 gallons/day of wastewater. A number of ideas were discussed such as harvesting rainwater for toilet flushing, minimizing irrigation for landscaping, and using gray water for toilets; however, treating gray water for reuse can add to complexity and cost. JD noted that installing geothermal systems can cost more money upfront but can result in savings over time. There are still many details to be worked out.

Peter Light also met with the town of Acton to discuss the sewer project, including the challenges of linking our timeline with theirs. Any sewer connection would have to be available for school hookup to Gates by July 1st 2020 as their current septic system will be demolished that summer to begin construction. Chuck said that the sewer project wouldn't even be approved until 2020 so the timing doesn't work for the school

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building project. Another option could be to install an interim waste disposal system. Members discussed the challenges of coordinating with the sewer project and the need for a leach field in case the sewer project doesn't move forward. We also need to clarify the cost issues with the sewer committee, and our potential contribution.

12. Public Relations Subcommittee

Acton Town Meeting starts April 1st. Mary is planning to hand out a building project flyer. The conceptual drawing on the current version of the flyer is different from these updated drawings; Jason Cole will find out if we can change the image after we've already submitted it to the moderator; Jason doesn't expect that to be a problem.

13. Possible Site Visits

Mary reminded committee members of the A4LE Northeast Conference being held March 27th – 30th. She also reiterated her offer to arrange a site visit to Minuteman Regional High School. Chuck said that it was worth seeing the property which, although not overly similar to our project, has elements such as bridges and a boardwalk that are in our plans.

14. **Invoice Approval** – No invoices to approve at this meeting.

15. Maria Neyland moved, Any Krishnamurthy seconded, and the meeting was adjourned at 9:13pm.

Respectfully submitted,
Karen Coll

Documents Used

Agenda

Draft Minutes of the March 13, 2019 Meeting

Major MSBA Milestones Update

Weekly List of Tasks and Activities Through June 21, 2019 (included in presentation)

Flyer for Acton Town Meeting

Next Building Committee Meetings (all in RJ Grey Library unless otherwise noted):

Apr 10

Apr 24 (meeting in Admin Building, Room 13)

May 8

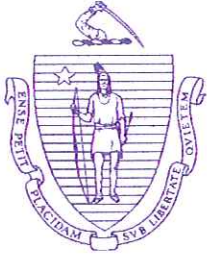
May 29 (avoids consecutive SBC/SC meetings)

June 12

June 27

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THE COMMONWEALTH OF MASSACHUSETTS
OFFICE OF CAMPAIGN & POLITICAL FINANCE

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PUBLIC EMPLOYEES AND CAMPAIGNS

M.G.L. Chapter 55, the Campaign Finance Law, regulates political activity by public employees and the use of public buildings and resources in campaigns. Public employees who take part in political campaigns and the candidates and committees they support should be aware of these sections of the law.

Section 13: Public Employees

No person employed for compensation by agencies of the Commonwealth, its cities, towns and counties, other than an elected official, may directly or indirectly solicit or receive a contribution or anything of value for any political purpose (e.g., candidates, parties, PACs, ballot question committees).

A public employee **may not**:

- sell tickets to a political fundraiser or otherwise solicit or collect political contributions in any manner, including in person, by phone, by e-mail or by conventional mail.
- sponsor or host a political fundraising event.
- allow his or her name to be used in a fundraising letter, advertisement, phone call or e-mail.
- help identify people to be targeted for political fundraising.
- serve as treasurer of a political committee.

A public employee **may**:

- contribute to candidates and attend fundraisers.
- run for office (a employee must organize a campaign committee if he or she plans to raise any money).
- work for campaigns and committees in a non-fundraising capacity, such as holding signs, stuffing envelopes, hosting coffees or other meetings, or being a member of a committee.

Section 14: Government Buildings

Soliciting or receiving campaign contributions in a government building is prohibited. Examples include city and town halls, public schools, libraries, police and fire stations and public works buildings.

No one (not just public employees) may:

- sell tickets to a fundraiser or otherwise solicit or collect political contributions in a public building.
- send a solicitation into a government building, such as by phone, mail or e-mail.
- use a public building as the site of a fundraiser, the return address for contributions or the contact phone number for buying tickets to a fundraiser.
- post in a public building any advertisement for a fundraiser.

Use of Public Resources

Public resources (government vehicles, office equipment and supplies and the paid time of public employees) may not be used for political campaign purposes, such as the election of a candidate or the passage or defeat of a ballot question. For example, a public employee may not, during his work day, render campaign service to a candidate or ballot question committee or use office postage or equipment to distribute campaign material.

Visit the Guides section of OCPF's website, www.mass.gov/ocpf, to download our *Campaign Finance Guide: Public Employees, Public Resources and Political Activity*.



REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only.

**Current votes for each SOI submission are required.*

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on April 11, 2019, prior to the SOI submission closing date, the Acton-Boxborough Regional School Committee, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 4, 2019 for the Luther Conant Elementary School located at 80 Taylor Road which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future _____[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]__*Priority 2 to eliminate over crowding, Priority 5 to replace or modernize outdated facility systems, and Priority 7 because the building space needs have made the current building obsolete*_____; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Acton-Boxborough Regional School District to filing an application for funding with the Massachusetts School Building Authority.

DOCUMENTATION OF VOTE

Documentation of each vote must be submitted **in hard copy** to the MSBA as follows:

- 1) For the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body, a copy of the text of the vote must be submitted **with a certification** of the City/Town Clerk that the vote was duly recorded and the date of the vote must be provided.
- 2) For the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted **with the original signature** of the Committee Chairperson.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2019 Statement of Interest

Thank you for submitting your FY 2019 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- i **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - i For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- i **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - i Regional School Districts do not need to submit a vote of the municipal body.
 - i For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- i If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- i If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact John David Head TEL: (978) 264-4700

Name of School Luther Conant

Submission Date 4/11/2019

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Acton-Boxborough

District Contact John David Head TEL: (978) 264-4700

Name of School Luther Conant

Submission Date 4/11/2019

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? NO

School name of the District Priority SOI: Douglas

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 9/15/2016

Planning Firm: Dore and Whittier

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

The Conant Elementary School is one of 9 facilities being evaluated by Dore and Whittier as part of a two-phase plan. Tasks and goals associated with this plan are described in detail below.

PHASE I – Existing Conditions Analysis

Task 1 - Meet with the Acton-Boxborough Regional School District to confirm project objectives and timelines. Assist in setting project goals. Set progress review meetings for all tasks through completion of services and submission of final report. Task 2 - Obtain and review current 10 year enrollment projections completed by the District. Task 3 - Review capacity of each facility and their ability to support the projected enrollment as well as how each facility meets current MSBA space standards. Task 4 - Review existing school buildings, grounds and systems relative to supporting the District’s security protocols and summarize the findings in graphic and narrative format. Task 5- Obtain and review existing drawings of each of the Acton-Boxborough Regional School District’s school buildings, engineering surveys and reports, and precedent studies and investigation as well as all capital projects conducted over the past 10 years. Task 6- Perform existing conditions analysis of each of the Acton-Boxborough Regional School District’s school buildings. The analysis shall include: • Meet with school facilities staff to understand known current issues, • Tour each school to assess current physical condition of structure, interior and exterior materials and finishes, • Review building, accessibility and life safety code compliance, • Review plumbing, fire suppression, HVAC, electrical and technology systems condition, • Review hazardous material reports (if applicable). Task 7 - Perform analysis of each school site to include: • Site area of each school, including buildings, parking, roadways and playfields • Available area for additions or new buildings, • Available area for athletic fields and play areas, • Available area for vehicular and pedestrian circulation, • Potential impact on Neighbors. Task 8 - Based on information gathered in the Tasks above, develop a spreadsheet of maintenance and capital project items by school, by discipline. Provide a recommendation of priority for each item including: urgent; short term, 5 - 10 years. In addition develop the task list so items or projects from various schools can be grouped discipline Task 9 – Final Report - Based on approval of the Acton-Boxborough Regional School District, prepare and submit the final report including any comments received.

PHASE II – Develop Educational Program and Master Plan Options

The Acton-Boxborough Regional School District is interested in having its' school buildings support and enhance the goals of 21st Century teaching and learning. The exploration and development of the program and options may include: grade configurations; alternative educational delivery models; community learning and use and other ideas that may represent contemporary and future educational thinking.

Task 1 - Meet with the Acton-Boxborough Regional School District and School Principals to identify long-range educational goals for the schools. Develop Educational Specifications; perform programming meetings with each school administration and appropriate educational and operational staff. Develop program assessments based on projected populations for each school. Assist the District with up to two, conceptual design phase, community forums to solicit input from parents, students and other community members. Task 2- Propose up to three conceptual capital needs Master Plan alternatives, which meet the program and existing conditions requirements for each school. These shall comprise options for maintenance only, renovation and addition, or new construction as well as any potential grade reconfiguration or school consolidation. These shall be analyzed with respect to: • Educational appropriateness • Availability of appropriate “expansion” area on reviewed sites; • Impact on present school and site operations; • Impact on neighbors; • Construction schedule and phasing (multiple phases vs. one phase project) • Impact on existing HVAC/plumbing and electrical systems; • “Satisfaction” of education goals; • Order of magnitude construction costs and total project costs, including phasing, swing space issues. • Provide context for how components may (or may not) meet the Massachusetts School Building Authority (MSBA) criteria for capital projects. Task 4- Provide for the preferred option: • Conceptual plans to illustrate the Master Plan; • Phasing plan; • Preliminary schedule for design through construction; • Educational specifications; • Projection of project costs for preferred option to include all costs normally a part of Massachusetts school projects to include: o Construction costs (“bricks and mortar”); o Itemized Fees, furnishings & equipment, clerk of works, project manager, contingencies, etc; Task 5 - Generate Final Report

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 23 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 23 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? YES

If "YES", please provide the author and date of the District's Master Educational Plan.

The District partnered with Dore and Whittier June 2015 to complete a District Master Plan. This lead the District to be accepted into the MSBA core building program for the Douglas School. The feasibility study for the Douglas School completed by Arrowstreet Inc. evaluated the Conant, Gates, and Douglas Schools again. This lead the District to proposing a twin school building combining the Gates Elementary School with the Douglas Elementary School in our PSR submittal.

Is there overcrowding at the school facility? YES

If "YES", please describe in detail, including specific examples of the overcrowding.

The current population of the Conant School is 449 students as of 10/1/2018. There are currently 3 sections of Kindergarten, Grades 1, 2 and 5, there are 2 sections of grades 3 and 4, 4 sections of grade 6. These wild variations in number of sections across grade levels creates difficult community building activities. To accommodate any specialized programming, every available space is utilized. Some rooms have been partitioned while others are shared. Some services like ELL and OT/PT are offered in converted storage areas. One undersized space for upper ASD students is small office suite of two rooms with no outside window. One shared space for two learning centers also lacks a window as it was covered by the hallway leading to an aging modular that houses art, a computer lab, speech and reading. Also, OT/PT must often take place on the stage, as the storage room that was converted to the therapy room is quite small. We also have very limited meeting space and virtually no quiet breakout space for large group work. To address overcrowding concerns, the school added a modular with approximately 2,300 SF of additional space. The modular houses art, computer lab, speech, writing room and a maker space. Ideally, these programs would be housed in a permanent part of the building in appropriately sized spaces.

Has the district had any recent teacher layoffs or reductions? NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does not apply but to elaborate on the above, Acton Public Schools (preK-6), Boxborough Public Schools (preK-6), and Acton Boxborough Regional Schools (7-12) merged in FY'15 to form the new Acton Boxborough Regional School District (preK-12). Creating opportunity for some staffing consolidation. Some duplicative positions were merged and due to slight declining enrollment ABRSD has been able to decrease a couple of K sections in the past two years.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

ABRSD FY20 Recommended Budget totals \$90,982,111, an increase of 2.55% from FY19. This represents an increase of approximately 0.3% in Capital Expenditures and 2.25% in General Operating Expenses. However, with the additional use of E&D, the overall increase in assessments to the communities from FY19 is now 2.00%, which represents an increase

of 2.09% to Acton and 1.51% to Boxborough. This budget will go to our respective Town Meetings for approval in Acton and Boxborough in April 2019 and May 2019. To date the ABRSD School Committee has approved this preliminary budget request and the Finance Committees in Acton and Boxborough, as well as both Boards of Selectmen, have expressed their respective support for the FY'20 budget request. The process for developing the FY20 budget began in early Fall 2018. This was a collaborative venture that included district administrators, staff, the School Committee Budget Subcommittee and included the following key actions:

- Adoption of the District's Goals to support its Long Range Strategic Plan
- Analysis of FY19 budgetary goals including the change to a single-tier bus system to support later start times
- Establishment of a Capital Planning Subcommittee to continue to review and finalize the District's Capital Plan
- Planning for ongoing financial commitments such as employee contracts and benefits
- Identifying additional staffing requests which support the District's Goals
- Soliciting feedback from a variety of stakeholders including the Budget Subcommittee, School Committee, and local officials

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Luther Conant Elementary School was constructed in 1970. The building was reroofed in 1986, with no other major renovations. Modulars were added in 1995 to address overcrowding issues.

Summary:

- Originally constructed in 1970
- Roofing: reroofed in 1986 with no other major renovations
- Modulars: two units connected together added in 1995 to address overcrowding

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

54300

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Conant School is situated on 24.5 acres. There are two points of entry, both from Taylor Road. The main entry drive leads to a circulation loop that also serves as a vehicular loop for drop-off and pick-up, as well as parking. Circulation in this shared traffic loop is a safety concern for walkers and vehicles navigating the site. It also creates congestion both on site and onto Taylor Road during pick-up and drop-off times. The secondary entry point services a small parking lot at the rear of the building.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

80 Taylor Road, Acton, MA 01720

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

Typical exterior walls are constructed of brick veneer over a concrete masonry block back up wall with 2" - 4" layer of "Zonolite" insulation sandwiched between the inner and outer masonry. Truss type reinforcing is provided at 16" oc vertically, and the interior is finished with 5/8" Drywall on a 7/8" furring channel (Note that there is no vapor retarder / air infiltration barrier incorporated into the original design/construction). Exterior walls indicate some isolated areas showing significant deterioration at brick and mortar.

Window systems are constructed of both hollow metal (at door sidelights and transoms), and aluminum. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. In some locations wired glass was utilized, which is no longer recommended. Sealants associated with both types are showing their age and appear dried and cracked.

Exterior Doors are hollow metal in hollow metal frames. Frames are mostly original to the building, are not thermally broken and are showing signs of deterioration. Remaining original doors are in varying stages of deterioration and associated hardware (knob) is non-compliant with ADA/MAAB requirements. Thresholds are deteriorated, and in some cases not ADA/MAAB compliant. Wired glass installed at sidelights is non-insulated.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange

steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane. The general condition of the membrane at the ballasted areas is difficult to monitor without some removal of ballast. The condition where the membrane is exposed is in fair to poor condition. Drying and cracking of the membrane, especially at joints, is prevalent with failure of the membrane in the form of tears. The fascia system is showing signs of oxidation of the factory finish and is peeling from the metal panels in many locations.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1970

Description of Last Major Repair or Replacement:

No major repair or replacement of exterior walls

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 54300

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

stone ballasted EPDM roof, EPDM roof (skylights)

Age of Section (number of years since the Roof was installed or replaced) 30

Description of repairs, if applicable, in the last three years. Include year of repair:

Roofing repairs are made as needed, over the last three years the District has incurred \$2,765 in roof repairs

Roof Section B

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section C

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section D

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section E

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section F

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section G

Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section H

Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section I

Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section J

Is the District seeking replacement of the Roof Section?
Area of Section (square feet)
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
Age of Section (number of years since the Roof was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section A

Is the District seeking replacement of the Windows Section? YES
Windows in Section (count) 85
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Hollow metal and aluminum frames with non-insulated, single pane glazing
Age of Section (number of years since the Windows were installed or replaced) 46
Description of repairs, if applicable, in the last three years. Include year of repair:
Basic break / fix repairs are all that have been completed since original construction.

Window Section B

Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section C

Is the District seeking replacement of the Windows Section?
Windows in Section (count)
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section D

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section E

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section F

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section G

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section H

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section I

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Window Section J

Is the District seeking replacement of the Windows Section?

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical

and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

HVAC: The mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building (1969). The boiler plant was replaced in 2007 as well as the unit ventilators and exhaust fans. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all of the classroom spaces, library and the gym, indoor air handling units for the Cafeteria and one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The IT room off the lobby is served by a rooftop heat pump. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area is a constant volume single zone system with temperature control for the entire administrative suite controlled from one location. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings overall temperature control system is handled by a limited amount of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there is an issue with the exhaust fan central timeclock being inoperative. It appears that the building has received average maintenance over the years however, some components are beginning to fail or show signs of possible future issues. The building is not provided with a cooling plant. The Administration area and the Guidance Office are the only spaces that are provided with packaged roof top units which deliver air conditioning to those areas.

Electrical: Most of the systems are original to the buildings and although functioning, have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. Due to code changes, the emergency standby systems are no longer code compliant.

Plumbing: The Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the Building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building. Portions of the system have been updated as part of building upgrade projects. The plumbing systems in general have served their useful life.

Attempts have been made to make some bathroom fixtures accessible, however, the majority of plumbing fixtures do not meet current accessibility codes. In general, the fixtures appear to have served their useful life.

Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system.

Fire Protection: The building does not contain an automatic sprinkler system.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 9

Description of repairs, if applicable, in the last three years. Include year of repair:

School Currently has High Efficiency Viessman Condensing Boilers installed in 2007 and we are not seeking replacement at this time. These could be potentially reused if the building is renovated or replaced. Routine annual maintenance / preventative maintenance and inspection have been the only necessary repairs since installation in 2007.

Boiler Section 2

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 3

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 4

Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 5

Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 6

Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 7

Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 8

Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 9

Is the District seeking replacement of the Boiler?
Is there more than one boiler room in the School?
What percentage of the School is heated by the Boiler?
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
Age of Boiler (number of years since the Boiler was installed or replaced)
Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 10**Is the District seeking replacement of the Boiler?****Is there more than one boiler room in the School?****What percentage of the School is heated by the Boiler?****Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)****Age of Boiler (number of years since the Boiler was installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES****Year of Last Major Repair or Replacement:(YYYY) 2007****Description of Last Major Repair or Replacement:**

Replaced boilers, pneumatics control air compressor, and unit ventilators at classrooms

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO**Year of Last Major Repair or Replacement:(YYYY) 1970****Description of Last Major Repair or Replacement:**

N/A

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Flooring varies in type and condition throughout the building. Classrooms, cafeteria, corridors, vestibules, and lobby areas are primarily 12" x 12" vinyl composition tile (VCT), mostly original, and in primarily poor condition. The gym wood sports floor is original. The wood stage floor is in fair condition.

Ceiling types consist of suspended acoustical panels (ACP), metal lath and plaster (at skylights, and gang toilet rooms), suspended Tectum panels (gymnasium and Cafetorium), and exposed metal deck (boiler room, service areas). The ceilings in general are worn.

Lighting is generally in poor condition. Lighting in corridors consists of wraparound fixtures. Classroom lighting and offices consist of surface mounted 2 ft. x 4 ft. acrylic troffers with two lamp cross sections of T8 fluorescent lamps. Typically lighting is controlled via local line voltage switches. Lighting in the cafeteria consists of 1 ft. x 4ft. acrylic troffers. Also, there are recessed downlights installed.

Interior doors are mostly original solid core wood doors with knob hardware and lack door closers. Many doors are scuffed or showing signs of veneer damage.

Built-in casework and counters vary from fair to poor condition depending on age and location.

Although attempts have been made to meet accessibility standards, many issues still remain that are non-conforming with current ADA/MAAB requirements. Issues include maneuvering space, urinal screens, grab bars, toilet accessories, door hardware, drinking fountains and signage.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The Luther Conant School serves 449 students in grades K-6 and employs 42 staff members. The Elementary Curriculum includes Educational Technology, English Language Arts, Health, Mathematics, Performing Arts, Physical Education, Science, Engineering & Technology, Social Studies, and Visual Arts. Due to space constraints within the original building, modular classrooms are located on site to provide a computer lab, art, speech, and resource rooms.

The Luther Conant School is an elementary school that serves students in grades K – 6. It offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist, Math assistant and Writing assistant are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is

housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support for students. There are no additional spaces available for these programs. Also, poor ventilation, an aging roof, single pane windows, inefficient uni-vents and rotting door frames make it very difficult to regulate a comfortable temperature throughout the year especially in overcrowded and repurposed spaces.

At this time program types are limited for some individuals due to the building being wheelchair inaccessible. It is believed that the quality of some of our programming is affected by our facility for all students.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

There are 4 kindergarten classrooms averaging 1,007 SF. There are 16 general classrooms for grades 1- 6. Sizes range between 852 SF and 1,058 SF. There are approximately 17-18 kindergarten students per class, and between 21-25 students per class in Grades 1-6.

The library and associated spaces total 1,609 SF and are located centrally but internally, therefore they do not receive any natural light. Only one class can utilize the library at a time which limits grade level activities in the space.

Cafetorium, platform and associated storage totals 4,030 SF which is undersized for the population. This is the only all school assembly space and it currently does not adequately contain the entire school population with associated staff.

Gymnasium is 3,852 SF, which is undersized for the population.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The current population of the Conant School is 449 students as of 10/1/2018. There are currently 3 sections of Kindergarten, Grades 1, 2 and 5, there are 2 sections of grades 3 and 4, 4 sections of grade 6. These wild variations in number of sections across grade levels creates difficult community building activities. To accommodate any specialized programming, every available space is utilized. Some rooms have been partitioned while others are shared. Some services like ELL and OT/PT are offered in converted storage areas. One undersized space for upper ASD students is small office suite of two rooms with no outside window. One shared space for two learning centers also lacks a window as it was covered by the hallway leading to an aging modular that houses art, a computer lab, speech and reading. Also, OT/PT must often take place on the stage, as the storage room that was converted to the therapy room is quite small. We also have very limited meeting space and virtually no quiet breakout space for large group work. To address overcrowding concerns, the school added a modular with approximately 2,300 SF of additional space. The modular houses art, computer lab, speech, writing room and a maker space. Ideally, these programs would be housed in a permanent part of the building in appropriately sized spaces.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The District provides regular maintenance and cleaning as needed. At Conant the District employees a day shift lead custodian and a 2nd shift evening custodian. The District also has a licensed plumber, electrician and HVAC system technician to provide in house repairs, saving the District on maintenance and repairs that would otherwise need to be outsourced. All of the critical health and safety capital projects identified at Conant in the most recent facilities assessment

have been addressed. There are no new capital projects planned for the facility at this time. Although Conant could desperately use updated window systems and other newly advanced building systems in general, capital projects are not the issue at Conant as compared to the general need for programmatic space requirements that the current footprint does not allow for. The District budgets and staffs adequately to provide the general annual maintenance and cleaning the building requires annually.

Capital planning at a District level has been a major initiative for ABRSD. The district engaged in a Master Planning Process several years ago that identified extensive capital needs across schools throughout the district. Subsequently, the district increased its Capital Appropriation each year in order to fund many of the projects identified through the planning process. During the same time period, the district began to develop a comprehensive Capital Improvement Plan that identifies critical projects as well as a funding strategy in order to accomplish the work.

This proposed budget includes a comprehensive Capital Improvement Plan, an increase in the as well as a proposed funding strategy that will allow the district to complete approximately \$21 million in Capital Projects over the next thirteen years.

Priority 2***Question 1: Please describe the existing conditions that constitute severe overcrowding.***

The Luther Conant School utilizes every available space for learning and break-out space, including hallways, converted storage rooms and modular classroom spaces. Often these spaces are inadequate, as space constrains and lack of acoustical separation limit how and when a space can be occupied.

The Luther Conant School offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist, Math assistant and Writing assistant are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafetorium so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support. There are no additional spaces available for these programs.

Priority 2

Question 2: Please describe the measures the School District has taken to mitigate the problem(s) described above.

To reduce space constraints, the District added approximately 2,300 SF with modulars to accommodate art, computer lab, speech and writing. This is not ideal however as many of these spaces are inadequate for an entire class to occupy and one is required to pass through and potentially interrupt the art space to access the other rooms.

Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support however there are no additional spaces available for these programs so crowded spaces will become more crowded.

Priority 2

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

There are no additional spaces available for the ELL and special education programs causing crowded spaces to become even more crowded. The spaces are filled beyond capacity, distracting and noisy. Instructional modular spaces are compact often shared by multiple teachers and programs creating distractions for teachers and students. Hallway spaces use dividers and lack privacy and resources that would be found in a classroom such as whiteboards, smartboards, and proper storage. The cafeteria is also the only large assembly space and does not adequately hold the total population for an all school meeting. Spaces that have been reallocated often lack adequate acoustical separation and/or natural light.

Please also provide the following:

Cafeteria Seating Capacity:	170
Number of lunch seatings per day:	3
Are modular units currently present on-site and being used for classroom space?:	YES
If "YES", indicate the number of years that the modular units have been in use:	23
Number of Modular Units:	2
Classroom count in Modular Units:	4
Seating Capacity of Modular classrooms:	23
What was the original anticipated useful life in years of the modular units when they were installed?:	15
Have non-traditional classroom spaces been converted to be used for classroom space?:	YES

If "YES", indicate the number of non-traditional classroom spaces in use: 5

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):

Three spaces originally intended for storage have been converted to ELL, OT/PT, and reading support. The original staff collaboration, meeting, and break space has been converted into 2 learning centers for special education. Space originally intended for art or music has now been converted into a "Connections" District-wide special education program. We have ELL, OT/PT and some reading support in converted storage areas. Our connections programs are in small converted spaces when they should be in larger classrooms.

Regarding the modulars, The modular spaces serve non-traditional classroom uses. Art space can serve one grade level class, the computer lab can also serve one grade level class, and the speech and writing is for additional small instruction or pull out instruction.

Please explain any recent changes to the district's educational program, school assignment polices, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters):

The communities of Acton and Boxborough fully regionalized their educational system preK – 12 starting Fiscal Year 2015 (July 1, 2014). Previously the Acton-Boxborough Regional School District consisted of grades 9 – 12. Full preK – 12 regionalization has had minor impacts on the District's elementary school choice program.

What are the district's current class size policies (maximum of 500 characters)?:

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student.

Therefore, the committee recommends that elementary classes are kept within the following ranges. Attainment of class

sizes within these ranges shall, however, be dependent on budget and space considerations. Class size ranges: K 18-20
students G 1-3 20-22 G 4-6 22-24

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Window systems are constructed of both hollow metal (at door sidelights and transoms), and aluminum. The hollow metal installations are showing a considerable amount of rust and rot. Aluminum systems are in much better shape, however they are not thermally broken, and in some cases, are damaged. Glazing associated with both types is non-insulated, single pane glass. In some locations wired glass was utilized, which is no longer recommended. Sealants associated with both types are showing their age and appear dried and cracked.

The roof structure of both wings consists of metal deck spanning between bar joists which are supported by wide flange steel beams and columns. Primary roof systems consist of a stone ballasted EPDM Membrane. The general condition of the membrane at the ballasted areas is difficult to monitor without some removal of ballast. Where exposed, the membrane exhibits drying and cracking, especially at joints, and is prevalent with failure of the membrane in the form of tears. The fascia system is showing signs of oxidation of the factory finish and is peeling from the metal panels in many locations.

The Conant School's mechanical equipment, with the exception of the boiler plant and the unit ventilators, are all original to the building. The boiler plant was replaced in 2007 as well as the unit ventilators and exhaust fans. The piping system throughout the building is provided with a mix of new fiberglass insulation and original fiberglass insulation which still has asbestos insulation on the elbows. The school mostly consists of unit ventilators for all the classroom spaces, library and the gym, indoor air handling units for the Cafeteria and one rooftop air handler for the Administration area which provides heating, ventilation and air conditioning for that area only. The IT room off the lobby is served by a rooftop heat pump. The rooftop unit and indoor air handling units are associated with duct distribution systems for the supply and return air. The Administration area is a constant volume single zone system with temperature control for the entire administrative suite controlled from one location. Exhaust air is provided throughout the building through the use of roof mounted exhaust fans. The buildings' overall temperature control system is handled by a limited amount of original pneumatic controls and standalone electronic controls. Overall the equipment is functional however, there is an issue with the exhaust fan central timeclock being inoperative. The building has received maintenance over the years however some components are beginning to fail or show signs of possible future issues.

Most of the electrical systems are original to the buildings and although functioning, have outlived its intended useful life. The power distribution system is original and in poor condition. Interior lighting is generally in poor condition. The fire alarm system is original. Due to code changes, the emergency standby systems are no longer code compliant.

The plumbing systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal water services the building, while the building sanitary is directed to a site septic system. The majority of the plumbing systems appear to be original to the building and its additions. Portions of the system have been updated as part of building upgrade projects. The plumbing systems, while continuing to function, in general have served their useful life. Attempts have been made to make some bathroom fixtures accessible, however, the majority of fixtures do not meet current accessibility codes. In general, the plumbing fixtures appear to have served their useful life. Cast iron is used for sanitary and storm drainage. Rainwater from flat roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The school provides maintenance to the facility systems described with in house licensed staff. Many of the system issues noted are too great for the school to address in its annual budget. Therefore the District works very hard to reduce the burden on the annual operating budget by seeking grants to complete energy efficiency projects, which in turn reduce the operating costs associated with utility bills. In turn the District tries to roll savings in the areas of utilities back into the building capital, preventative maintenance, and repair programs.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The Luther Conant School offers full special education programming through two learning centers, two classrooms for children on the Autism spectrum, OT and PT services and speech and language services. There is a high population of ELL students. Regular education services via a Reading specialist, Math assistant and Writing assistant are also offered. Although many services are offered, the spaces in which they are offered are unsuitably small and limiting. OT and PT must often use the stage because their classroom, which is housed in a former storage area, is too small. The stage is attached to the cafeteria so students often cannot receive services there, as lunch noise is too distracting. Many services take place in former storage areas, which limits our ability to easily add students who need interventions to groups, instead reworking schedules to accommodate new children. Several spaces are shared which creates scheduling and quality of instruction issues. Staffing issues have been identified and in the next budget cycle we will be looking to add more ELL and special education support to meet the continued growing demand. There are no additional spaces available for these programs. Also, poor ventilation, an aging roof, single pane windows, inefficient uni-vents and rotting door frames make it very difficult to regulate a comfortable temperature throughout the year especially in overcrowded and repurposed spaces.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Every square foot of the building is utilized for educational space, including hallways, converted storage closets and modulars. If a system or component failure renders an area or space unusable, it would be detrimental to the operation of the building. Addressing failing systems would create a healthier, more comfortable and safer educational environment more conducive to learning. The District continues to be proactive when possible to address maintenance items in a timely manner.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dore & Whittier Architects, Inc.
Garcia, Galuska DeSousa (MEP)

The date of the inspection: 8/1/2015

A summary of the findings (maximum of 5000 characters):

Conant School building has had no significant renovation since constructed more than 45 years ago. Deficiencies in handicap accessibility, thermal envelope, code compliance, and infrastructure such as heating, ventilating and air conditioning (HVAC), electrical and plumbing systems topped the list of capital improvement needs. The use of modular classrooms addresses temporary space needs, but is not a viable long-term solution. A summary of findings is listed below.

Landscape / Civil

- Pavement and sidewalks: overall worn and in need of overlay/replacement
- Repair curbing, provide curbing where it doesn't exist
- Lack of accessible travel path to building entry
- Lack of accessible path to new playground
- Circulation – Bus and car traffic share loop drive, consider separation
- Screening at service area
- Consider separating bus and parent drop offs
- Analyze congestion problems, possibly provide second access drive to site
- Consider new full depth pavement at receiving area and access
- No continuous path around building

Structural

- Some cracking/spalling in foundation walls throughout the structure
- Cracking in brick and concrete slab at several egress doors from classroom pods
- Severe cracking in two locations due to heaving of foundation walls

HVAC

- Combustion air damper undersized for boiler plant
- Piping insulation removed throughout building
- Problematic pneumatic control system
- Damaged time clock controlling rooftop exhaust fans
- No ventilation in administration area in winter

- Original AHU at café/kitchen are problematic and harder to fix
- Kitchen hood runs at full speed, wasting energy

Electrical

- Original power and distribution system - overall in fair condition
- Upgrade lighting with LED and provide occupancy and dimming sensors
- Emergency standby system is no longer code compliant; provide emergency lighting in toilet and public spaces
- Fire alarm system to be updated and comply with ADA and battery back-up requirements
- Provide lightning protection system

Plumbing

- Consider high efficiency low flow fixtures throughout that meet ADA
- Provide new domestic water distribution piping and insulation
- The kitchen drainage piping shall be directed to an exterior grease trap

Fire Protection

- Building does not have a sprinkler system

Architectural

- Doors and windows with single pane glass are in fair to poor condition – replacement warranted
- Replace ballasted EPDM roof, increase insulation; add lightning protection
- Finishes/built-ins range in condition
- HC accessibility - toilet rooms; water fountains; casework; side clearances at doors; signage

Food Service

- Kitchen equipment is mostly original and somewhat antiquated

Hazardous Materials

- Suspect materials are expected due to building age but maintained well. Prior to any repairs, check AHERA reports and perform testing if needed.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

All required programming is offered. The spaces however for some programs are not appropriate thus limiting the opportunities for programming expansion and improvement. More apparatus are needed for OT/PT and for our Connections Program but we are not able to fit them in. For example, a sensory swing would be useful to both programs but there is nowhere to install one.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The District has worked with Dore & Whittier to develop a Capital Improvement Plan and divided it into three different priorities, to be completed over time:

Priority 1: 0-2 years

Priority 2: 3-6 years

Priority 3: 7+ years

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The Conant School is currently offering the programming required for our students. However, as it has been stated, the available spaces for some programs limit their ability to improve and grow. Also, we have identified a need for more ELL and SPED support in the next budget cycle. While having the staff to address these issues is a great addition to the building, we do not currently have spaces for them. This will require possible reallocation of storage space, or redistribution of service provider areas resulting in smaller, more crowded or shared spaces.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. **FORM OF VOTE** Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the
 _____ *[City Council/Board of Aldermen,*
Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town]*, in
 accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit
 to the Massachusetts School Building Authority the Statement of Interest dated _____ for the
 _____ *[Name of School]* located at
 _____ *[Address]* which
 describes and explains the following deficiencies and the priority category(s) for which an application
 may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off
on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further
specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School
Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of
a grant or any other funding commitment from the Massachusetts School Building Authority, or commits
the City/Town/Regional School District to filing an application for funding with the Massachusetts School
Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(signature)

(signature)

(signature)

Date

Date

Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Douglas/Gates Consolidated School



Please note this is a conceptual draft image

Project Updates

- 🌿 New school building on Gates property; Douglas property for playing field & parking
- 🌿 Working on design details of new school building and surrounding property
 - Will house the Carol Huebner Early Childhood Program, Paul P. Gates Elementary School, and C.T. Douglas Elementary School
 - Will feature a two-story library/media center
 - Aiming for net zero on waste, water and energy
- 🌿 Look for community information forums on school design, functioning, costs and tax implications
- 🌿 Concurrent Special Town Meetings & a Ballot Vote mid-December, 2019

Follow us for updates!



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Acton-Boxborough School Building Project

Acton-Boxborough Regional School District

SUPERINTENDENT EVALUATION PROCESS OVERVIEW

April 11, 2019

The Contract of Employment between the Superintendent of Schools and the School Committee states that the Superintendent will be evaluated on an annual basis in accordance with mutually agreed upon goals and process.

To meet our contractual obligation, a timetable for the summative evaluation (which is a written evaluation) is developed by the Chair of the Acton-Boxborough Regional School Committee and distributed at the March or April business meeting. The evaluators are Committee members *as of the March meeting prior to Acton Town Meeting*. The Chair of the Committee, *as of the February before the evaluation occurs*, manages the evaluation process. See **Attachment 1** for the draft schedule for 2019.

The purpose of the summative evaluation is to promote excellence in leadership through feedback by rating the Superintendent's performance on specific standards and indicators identified and defined in CMR 603 35.00. The four (required) standards and 14 indicators selected for inclusion in the 2019 evaluation are described in a rubric in **Attachment 2**. School Committee members are encouraged to familiarize themselves with the content of this rubric since it forms the basis for the evaluation.

High quality performance evaluations are those in which evaluative statements are based on a range of clearly defined data sources that represent the superintendent's performance related to organizational goals during the period covered by the evaluation. School Committee members will gather information based on their observations, feedback and other appropriate sources. Examples of evidence are included in **Attachment 3**.

Final deliberation on the summative evaluation will take place at our June 13th business meeting. At that time, the Committee and the Superintendent will meet in open session for the purpose of evaluating the Superintendent in the performance of his duties and responsibilities on behalf of the Acton-Boxborough Regional School District. This evaluation will be based upon the Superintendent's job description, the goals and objectives set for the year in which the evaluation occurs, and in accordance with the procedures established by the Committee for this purpose. The deliberation is conducted with due regard for the value of praise and constructive criticism as tools for professional growth and improvement. All parties recognize the continuing need for the mutual trust and understanding that underlies respectful deliberation.

Please contact the Chair with any questions or concerns as you prepare for the annual evaluation.

Attachment 1- Draft Schedule

Superintendent's Evaluation Timetable for 2019

April 11 SC Meeting	Documents for the summative evaluation are distributed to members.
May 9 SC Meeting	The Superintendent gives the final report on the status of the current year's goals, and the Chair issues a general public request for input.
May 28	This is the due date for members to submit their completed written evaluations to the outgoing Chair and School Committee Secretary. The outgoing Chair then drafts a composite summary report. Public input is received.
June 13 SC Meeting	The composite evaluation is included in an addendum which is presented at the meeting, discussed and voted. The Superintendent's FY20 salary is voted (effective July 1 st).
October SC Meeting [Date TBD]	At the first October business meeting, the Superintendent presents updated goals for the current school year. The School Committee deliberates on these goals and votes.
January SC Meeting Date [TBD]	At the first January business meeting, the Superintendent presents a progress report as part of a Mid-Cycle Review.

Attachment 2- Rubric

STANDARD I: INSTRUCTIONAL LEADERSHIP <i>Promotes learning and growth of all students and success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.</i>	
Indicator B	Ensures that instructional practices reflect high expectations regarding content and quality of effort and work, engage all students and are personalized to accommodate diverse learning styles, needs, interests and levels of readiness.
Indicator D	Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions including the following: (1) Ensures educators pursue meaningful, actionable, measurable professional practice and student learning goals. (2) Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. (3) Reviews alignment between judgement about practice and data about student learning, growth or achievement when evaluating and rating educators.
Indicator E	Uses multiple sources of evidence related to student learning including state, district, and school assessment results and growth data to inform school and district goals and improve organizational performance, educator effectiveness & student learning.

STANDARD II: MANAGEMENT & OPERATIONS

Promotes learning and growth of all students and success of all staff by ensuring a safe, efficient learning environment using resources to implement appropriate curriculum, staffing and scheduling.

Indicator A: Environmental	Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional and social needs of students.
Indicator B: Human Resources	Implements a cohesive approach to recruitment, hiring, induction, development and career growth that promotes high quality and effective practice.
Indicator E: Fiscal Systems	Develops a budget that supports the district's vision, mission and goals and allocates and manages expenditures consistent with district/school-level goals and available resources.

STANDARD III: FAMILY & COMMUNITY ENGAGEMENT

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations and other stakeholders that support the mission of the school and district.

Indicator A: Engagement	Actively ensures that all families are welcome members of the classroom and school community and can contribute to their effectiveness.
Indicator C: Communication	Engages in regular, two-way, culturally proficient communication with families about student learning and performance.
Indicator D: Family Concerns	Addresses family concerns in an equitable, effective and efficient manner.

STANDARD IV: PROFESSIONAL CULTURE

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations & continuous learning for staff.

Indicator A: Commitment to High Standards	Fosters a shared commitment to high standards of teaching & learning with high expectations for achievement for all, including: <u>Mission & Core Values:</u> Develops, promotes & secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. <u>Meetings:</u> Plans & leads well-run and engaging meetings that have clear purpose, focus on matters of consequence and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.
Indicator B: Cultural Proficiency	Ensures that policies & practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths and challenges are respected.
Indicator C: Communications	Demonstrates strong interpersonal, written and verbal communication skills.
Indicator E: Shared Vision	Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers and can become responsible citizens and community contributors.
Indicator F: Managing Conflict	Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community

Attachment 3- Examples of Evidence & Observations

School Committee members are responsible for gathering the data which support evaluative feedback. The following is a list of resources to peruse to gather data. This list is not meant to be comprehensive:

- Meeting agendas
- Meeting minutes
- Entry Plan
- Mid-Cycle Update
- End-of-Cycle Update
- Other Reports prepared by the Superintendent
- PowerPoint notes from presentations
- Articles written for publication
- Community lectures and presentations
- Community forums and meetings
- Evidence of involvement in working committees
- Quality of the budget proposed and linkage to goals
- Performance at meetings
- Conferences attended
- School visits
- Relationship with municipal officials
- Other evidence regarding fulfillment of professional duties
- Other evidence regarding the consistency with which Superintendent's practices reflect district goals and values
- Your reflection on any personal advice and guidance received
- Recommendations

Links and Related Documents

- MA Model System for Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation: <http://www.doe.mass.edu/eval/model/PartVI.pdf>
- Appendix A: Superintendent Rubric (this is posted online separately from the above document) http://www.doe.mass.edu/eval/model/PartIII_AppxA.pdf
- Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent
- Slides from our 2/13/19 SC meeting providing a brief overview of the process
- Evaluation Timetable (this document)
- Mid-year Update (dated 2/11/19) from Superintendent's Performance Goal Mid-Cycle Review
- Copy of previous year's evaluation (if applicable)

NONRESIDENT TUITION CHARGES

Eligibility for enrollment in the Acton-Boxborough Regional School Districts (ABRSD) is governed by Massachusetts General Laws (MGL), Chapter 76. Except as provided for in collective bargaining agreements, the School Choice Law, the McKinney- Vento Homeless Assistance Act, the Admission of Exchange Students Policy JFABB, or as set forth in this policy, the ~~Acton-Boxborough Regional Schools~~ district will only admit students who reside in the towns of Acton or Boxborough.

~~Residence y is generally defined as sleeping in the town of Acton or Boxborough (in a residence also occupied by the student's parent or legal guardian) for at least four (4) nights per week. Families enrolling students will be required to show proof of residency. Students enrolled in the Acton-Boxborough Regional Schools are required to maintain residency and may be asked for verification of residency. Students who are no longer residents will be asked to withdraw from the School District defined in Policy JF Residency and Student Enrollment.~~

The Superintendent may ~~make arrangements enter into a contract~~ with a neighboring community for an Acton or Boxborough student to attend school in that community or for a student from another community to attend school in ~~Acton-Boxborough~~ ABRSD providing the student

~~requires qualifies for~~ special education services pursuant to Mass Gen Laws chapter 71B (Chapter 766) and/or related federal laws. Upon the recommendation of the Superintendent, ~~t~~The School Committee shall set the tuition rate for ~~tuition for~~ special education programs that may accept non-resident students from outside the district each year in the spring whenever the rate changes upon the recommendation of the Superintendent. The tuition set rate for special education programs shall be based on the actual costs of the specific special education program.

If any other students from outside Acton or Boxborough wish to enroll on a tuition basis, the School Committee must approve such application. The School Committee, at its sole discretion, will approve such application only if space and resources are available. In the event the School Committee chooses to accept tuitioned students, ~~t~~The Committee shall set the rate for tuition ~~each year in the spring~~ upon the recommendation of the Superintendent. The tuition set pursuant to this policy shall be the average expense per pupil (including in such average both regular education costs and special education costs) for the Acton-Boxborough Regional School District.

Legal References:

~~MGL~~ ass. Gen. Laws, c. 76, s 6

~~MGL~~ ass. Gen. Laws, c. 76, s 12

~~MGL~~ ass. Gen. Laws, c. 76, s 12A

~~Mass.~~

~~MGL~~ Gen. Laws, c. 76, s 12B ~~Mass.~~

MGL Gen. Laws, c. 71, s 6A

~~Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act)~~



**Acton-Boxborough Regional School
District
Student Services**
15 Charter Road Acton, MA 01720
978-264-4700 www.abschools.org

Dawn G. Bentley, Ed.D.
Assistant Superintendent for Student Services

MEMO

Dates: April 2, 2019

To: Peter Light, Superintendent
Amy Krishnamurthy, ABRSC Policy Subcommittee Chairperson

From: Dawn G. Bentley, Ed.D.

Re: ABRSC Nondiscrimination Policy and Educational Stability Policies (4/11/2019 First Read)

Please see attached policy revisions, as well as explanations below.

- **Policy AC:** This policy is a simple revision of our nondiscrimination statement to ensure compliance with the Pregnant Workers Fairness Act. This policy has been reviewed and approved by our legal counsel.
- **Policies Containing ABRSC Nondiscrimination Clause:** There are a number of policies that contain our specific nondiscrimination statement language. Counsel has recommended that we remove the statement and instead replace it with the following statement: *The District does not discriminate as outlined in its nondiscrimination policy (Policy AC). This cross-reference ensures we don't have to update multiple policies when this clause changes.*
- **Educational Stability Policies:** The remaining three policies (JFABD, JFABE, JFABF) are required for compliance purposes for our Civil Rights Coordinated Program Review (CPR) this year, with JFABE and JFABF being brand new policies. Unfortunately, MASC's sample policies did not meet all of the requirements under ESSA, so after crafting our own, we sought review from both legal counsel and DESE's Homeless Education Program Coordinator to ensure they meet legal and educational compliance before bringing them to you. We received approval from both DESE and counsel for the language in these draft policies as they are currently written.

If School Committee members have any questions or concerns about these policies, I ask that they share them in writing so that I can be sure to address them at the second reading (5/9/2019).

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS EQUITY ENGAGEMENT

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, **pregnancy and pregnancy-related conditions**, 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 Assistant Superintendent for 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, **Pregnant Workers Fairness Act (G.L. c. 151B, §4)**

CROSS REFS.: GBA, Equal Opportunity Employment JB, Equal Educational Opportunities

APPROVED: 7/1/16, 11/21/13, 10/21/10

REVISED: **TBD**

STUDENTS WHO ARE HOMELESS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the Acton-Boxborough Regional School District will work with students who are homeless and their families to provide stability in school attendance and other services. Special attention will be given to students who are homeless to ensure their enrollment and attendance in school. The District will provide students who are homeless with services for which they are eligible, including preschool programs, Title I, similar state programs, special education services, English language education, vocational and technical education programs, extracurricular activities, summer programs, and school nutrition programs.

The Assistant Superintendent for Student Services is the district's liaison for students who are homeless and their families. This liaison is responsible for supporting students who are homeless according to applicable state and federal laws.

Students who are homeless are defined as lacking a fixed, regular and adequate nighttime residence, and include youth who are:

1. Sharing the housing of other persons due to loss of housing or economic hardship or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Migrant, living in conditions described in the previous examples; and/or
8. A child or youth not in the physical custody of a parent or guardian (unaccompanied).

Immediate Enrollment of Students who are Homeless

1. The District will immediately enroll a student who is homeless, even if they are unable to produce records normally required for enrollment (e.g. previous academic records, records of immunization and other health records, proof of residency, etc.) or if they have missed application or enrollment deadlines during any period of homelessness.
2. The enrolling school immediately contacts the school the student last attended to obtain relevant academic and other records.
3. If the student who is homeless needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian (or the student, if an

unaccompanied minor) to the homeless education liaison who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records.

School Stability and School Selection

In determining the best interest of the student, the District shall:

- Presume that keeping the student in the school of origin, including designated receiving schools, is in their best interest, except when doing so is contrary to the request of the student's parent or guardian or (in the case of unaccompanied youth) the student; and
- Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent or guardian, or (in the case of unaccompanied youth) the student.

Unaccompanied Youth who are Homeless

The District's homeless liaison ensures that unaccompanied students who are homeless are enrolled in school, have opportunities to meet the same challenging academic standards, are provided with the same college and career counseling as other students, and are informed of their status as independent students and are provided with verification of their status for FAFSA.

Transportation for Students who are Homeless to and from the School of Origin

The District has adopted policies and practices to ensure that comparable transportation or transportation that complies with state pupil transportation law is provided, at the request of the parent or guardian (or in the case of an unaccompanied minor, the homeless education liaison), to and from the school of origin, in accordance with the following provisions:

- If the student who is homeless is continuing to attend their school of origin and continues to live in the District in which the school of origin is located, transportation to and from the school of origin is provided or arranged by the District; or
- If the student who is homeless is continuing to attend their school of origin but lives in an area served by another district, the district of origin and the district where the student is living agree on a method to apportion responsibility and costs for transportation to and from the school of origin through the end of the school year in which the student becomes permanently housed. If the districts cannot agree on a method, the responsibility and costs are shared equally.

Privacy and Records for Students who are Homeless

Information about the living situation for a student who shall be treated as a student educational record, and shall not be deemed to be directory information. For each student who is homeless, the District will maintain student records, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs so records are available in a timely fashion when the student enters a new school or district.

Dispute Resolution

- If after conducting a best interest determination based on consideration of the presumption clause (that keeping the student in the school of origin is in their best interest as outlined in the *School Stability and School Selection* section above) and student-centered factors, the District determines it is not in the best interest for the student to attend the school of origin or the school requested by the parent or guardian or (in the case of an unaccompanied youth) the student:
 1. The student is immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
 2. The school provides the student's parent or guardian, or unaccompanied youth who is homeless with a written explanation of any decision related to school selection or enrollment made by the District, including the right of the parent/guardian, or unaccompanied youth to appeal the decision;
 3. The student or parent or guardian is referred to the homeless education liaison, who carries out the dispute resolution process prescribed by the Department of Elementary and Secondary Education and, in the case of an unaccompanied minor, ensures that the student is immediately enrolled in the school the student seeks to enroll in pending resolution of the dispute;
 4. In the case of an unaccompanied minor, ensure that the District homeless liaison assists in placement or enrollment decisions, giving priority to the views of the unaccompanied minor and provides notice to the student of the right to appeal.

LEGAL REFS.: Title IX, Part A- *Every Student Succeeds Act* (ESSA)
McKinney-Vento Homeless Assistance Act

APPROVED: 5/22/14 TBD

STUDENTS WHO ARE HOMELESS: ENROLLMENT RIGHTS AND SERVICES

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3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
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In determining the best interest of the student, the District shall:

Acton-Boxborough Regional School District

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- Presume that keeping the student in the school of origin, including designated receiving schools, is in their best interest, except when doing so is contrary to the request of the student's parent or guardian or (in the case of the unaccompanied youth) the student; and
- Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent or guardian, or (in the case of unaccompanied youth) the student.

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Transportation for Students who are Homeless to and from the School of Origin

The District has adopted policies and practices to ensure that comparable transportation or transportation that complies with state pupil transportation law is provided, at the request of the parent or guardian (or in the case of an unaccompanied minor, the homeless education liaison), to and from the school of origin, in accordance with the following provisions:

- If the student who is homeless is continuing to attend their school of origin and continues to live in the District in which the school of origin is located, transportation to and from the school of origin is provided or arranged by the District; or
- If the student who is homeless is continuing to attend their school of origin but lives in an area served by another district, the district of origin and the district where the student is living agree on a method to apportion responsibility and costs for transportation to and from the school of origin through the end of the school year in which the student becomes permanently housed. If the districts cannot agree on a method, the responsibility and costs are shared equally.

Privacy and Records for Students who are Homeless

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Dispute Resolution

If after conducting a best interest determination based on consideration of the presumption clause, and student-centered factors, the District determines it is not in the best interest for the student to attend the school of origin or the school requested by the parent or guardian or (in the case of an unaccompanied youth) the student:

1. The student is immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The school provides the student's parent or guardian, or unaccompanied youth who is homeless with a written explanation of any decision related to school selection or enrollment made by the District, including the right of the parent/guardian, or unaccompanied youth to appeal the decision;
3. The student or parent or guardian is referred to the homeless education liaison, who carries out the dispute resolution process prescribed by the Department of Elementary and Secondary Education and, in the case of an unaccompanied minor, ensures that the student is immediately enrolled in the school the student seeks to enroll in pending resolution of the dispute;

4. In the case of an unaccompanied minor, ensure that the District homeless liaison assists in placement or enrollment decisions, giving priority to the views of the unaccompanied minor and provides notice to the student of the right to appeal.

LEGAL REFS.: Title IX, Part A- Every Student Succeeds Act (ESSA)
McKinney-Vento Homeless Assistance Act

APPROVED: ~~5/22/14~~ TBD

(NEW POLICY) EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

The District is committed to facilitating the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because their parents are on active duty in the U.S. Armed Services, as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is critical to remove barriers to educational success imposed on children of military families because of frequent moves and military deployment.

Definitions:

- **Active duty** means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.
- **Children of military families** means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.
- **Deployment** means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.
- **Education(al) records** means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Self-identification by parents in the military is voluntary. **Eligible students** are those who are children of:

- Active duty personnel;
- Active duty personnel or veterans who have been severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; or
- Active duty personnel who die while on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending school shall respond within 10 days with the records.

- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available.
- Receiving schools must also initially honor placement of programs similar to those of the student in the sending state, including, but not limited to, English language education programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal and state laws, students with IEPs are entitled to receive special education services in the receiving school in accordance with 34 CFR Part 300.323(e) and (f) as applied to transferring special education students.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to reevaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E: *Interstate Compact on Educational Opportunity for Military Children*
Massachusetts Valor Act

Approved: TBD

(NEW) EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

Definitions

- **Foster care** is defined as placement by DCF of a student into 24-hour out-of-home care, away from his/her parents or guardians. These placements include, among others: foster family homes; foster homes of relatives; emergency shelters (including STARR programs and Transitional Care units); residential facilities; child care institutions; group homes; and pre-adoptive homes.
- **School of Origin** is the school a student was attending at the time of placement in foster care or the school a student is attending at the time of any subsequent change in a foster care placement.
- **District of Origin** is the school district in which a School of Origin is physically located. (For students whose IEPs place them in out-of-district approved private or public special education schools or collaboratives, the District of Origin is the district in which the student was enrolled at the time of the DCF placement.)
- **Best Interest Determination** is the collaborative process, based on the individual student's unique best interests and involving input from multiple parties, used for making decisions about whether a student placed in foster care should continue to attend the School of Origin.
- **Foster Care Point of Contact (POC)** is a designated individual who carries out various responsibilities to ensure the educational stability and rights of students in foster care. The District's POC for children in foster care is the Assistant Superintendent for Student Services.
- **Immediate Enrollment** occurs when it is in a student's best interest to leave the School of Origin, the District must immediately enroll the student without delay, to prevent disruption of the student's education.

The law requires that:

- Students in foster care continue to attend their School of Origin, unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll and attend school in the District where the foster care provider or facility is located;
- Where a District school is the student's School of Origin, the student shall be entitled to remain in the School of Origin until the student is no longer in foster care, or completes the grade levels within the School of Origin.
- If the student exits foster care during the year, the student shall be permitted to finish the then current school year in the School of Origin.
- When it is not in the student's best interest to remain in the School of Origin, the student is immediately enrolled in and attends school in the new District, even if records normally required for enrollment cannot be quickly produced;
- The Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the District designate points of contact; and
- The District collaborates with DCF to ensure that students will receive transportation to the School of Origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the School of Origin should be made collaboratively with DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the School and District of Origin, and, when different, the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

A best interest determination may be reviewed and reconsidered through the collaborative process if there is concern that the previous determination is no longer in the best interest of the child. The District can seek review of DCF's decision by utilizing the Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students placed in foster care should continue to attend their Schools of Origin while best interest determinations are being made.

Transportation

When serving as the District of Origin, ABRSD will collaborate with DCF on the provision of transportation and ensure that students in foster care who need transportation to remain in their School of Origin will promptly receive such transportation in a cost-effective manner (e.g. using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc.). Absent other agreements between the District and DCF, the District of Origin is responsible for providing transportation to and from the School of Origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the School of Origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's School and District of Origin to obtain the relevant records and documentation, and the school and District of Origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS:

Title I Part A- *Every Student Succeeds Act* (ESSA)

Fostering Connections to Success & Increasing Adoptions Act of 2008 (Fostering Connections Act)

APPROVED: TBD

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2019-2020 (DRAFT)

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the R.J. Grey Junior High School Library. Materials are posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior at www.abschools.org

Annual Workshop:

Summer Business Meeting: Thursday, August 22, 2020 at 7:00 p.m. TBD

September 5
September 19

October 3
October 17

November 5 - Tuesday (*MASC Annual Meeting is Nov 6-9*)
November 21

December 5
December 19

January 9
January 24 (Sat) **School Committee Budget Saturday**
(Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.)

February 6 **Open Budget Hearing** - required by law
(Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/6/2020 . 45 days =)

February 13

March 5
March 19

April 16

May 7
May 21

June 11
June 25??

Note: Acton Town Meeting begins April 6, 2020. Boxborough Town Meeting begins May XX, 2020.
4/3/19 <http://www.abschools.org/school-committee>

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING
DRAFT MINUTES

Auditorium
ABRSD Administration Building
15 Charter Road, Acton, MA

March 21, 2019
7:00 p.m.

Members Present: Diane Baum, Michael Bo, Mary Brolin, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Paul Murphy, Angie Tso, Eileen Zhang
Members Absent: Maya Minkin
Others: Marie Altieri, Dawn Bentley, Peter Light, Beth Petr, Dave Verdolino

1. The ABRSC was called to order at 7:00 p.m. by Chairperson Diane Baum.
2. **Chairman's Introduction**
Chairperson Diane Baum noted the dates for the Acton and Boxborough elections. Acton's race is contested. She also noted that Representative Jennifer Benson would speak earlier in the meeting tonight than originally scheduled.
3. **Public Participation - none**
4. **Student Rep Update**
Student Rep Betty Markman reported that Student Council elections were held today and in a few weeks Class officers will be elected.
5. **Statement of Warrant & Approval of Minutes**
Meeting Minutes of 2/13/19 were approved as amended, as moved by Paul Murphy and seconded by Amy Krishnamurthy. Minutes of 3/7/19 were approved as written, as moved by Amy Krishnamurthy and seconded by Adam Klein. The Chair read the warrants and the Committee reviewed and signed the documents. See listing.
6. **Superintendent's Update**
Mr. Light congratulated various student groups for their recent successes. He shared his experience at the Commissioner of Education's "Kairos" event. He and 50 other Superintendents were joined by students, teachers and education leaders from across the state. This was a result of the Commissioner's Entry Process and was notable for its focus on students and engaging them through authentic and 21st Century tasks.
7. **Presentations: School Improvement Plan Updates**
Luther Conant School Principal Damian Sugrue presented his School Improvement Plan and took questions and comments afterwards.
8. **Other Post Employment Benefits (OPEB) Annual Year End Report**
Dave Verdolino reported on the Annual Review done by Bartholomew for the period ending June 30, 2018 with a value at that time of \$4,009,609. A meeting of the Advisory Board was held on February 21, 2019. The Committee discussed the \$900,000 contribution that has been made each year for FY18, FY19 and planned for FY20. The actuaries' analysis shows that if a \$900,000 contribution is made every year, it will take until the end of the century to retire this liability. There are strategies that could bring that date closer, for instance if expenditures can be reduced. A member noted that as a nation some decisions should be made about limiting health care in some areas.

John Petersen spoke from the audience remarking that the town of Acton and the schools have taken different positions, but ultimately it all comes back to the taxpayers. Mary Brolin said that when the Districts fully regionalized, the Acton and Boxborough school districts had put significant money into the districts and that all went into the towns' funds. Acton Selectperson Katie Green added that the Town of Acton now includes an amount for OPEB when new staff are hired to try to avoid some of that continued growth.

9. **Kindergarten Registration Update**

Marie Altieri reported that enrollment came in far under the projections, which is opposite from previous years. 275 students enrolled with a projection of 342. Although 25-30 more students are expected, this is still a significant difference. The Committee questioned the enrollment projections and were told that NESDEC is the only service currently doing this work, now that the Ashtons have stopped. Kindergarten is the hardest level to project. It is notable that 229 families (81%) requested All Day Kindergarten (ADK). The lottery will be done next week. Blanchard will need a lottery due to many Acton families requesting it. Families' first choices will fit into all of the schools, except for Blanchard. Due to the home town guarantee, room must be saved for additional children that might move into Boxborough.

After much discussion with the principals, it has been decided to go ahead with hybrid Kindergarten at all schools. A multi-year funding strategy is needed for universal ADK. A discussion will be brought to the School Committee in the fall asking for this funding. This will be considered a transition year. Principals have all talked to the Kindergarten teachers and there are still details to decide. The important point is that this was the right decision for the students. There is a cost implication to this decision. Based on the numbers, there will be revenue from the ADK students, but there is still about a \$100,000 gap to cover. If students move in and need scholarships, there will be funds for that.

A survey will go out to all Kindergarten families.

10. **Massachusetts School Foundation Budgeting**

Ginny Kremer gave an overview of the legislation and case law pertinent to School Foundation Budgeting. The Massachusetts Constitution, which preceded the US Constitution, mandated that education be provided for children. The Court has recognized that the Education Reform Act of 1993 goals have not been achieved yet and falls far short of actual education costs. What is currently taking place is another attempt to address these issues.

Dave Verdolino explained the Foundation Budget Review Commission's Recommendations dated October 30, 2015. These cover: health insurance, special education, English language learners, low income students, data collection specifically around funding usage, the need and value of preschool, and inflation including adjusting the statutory cap. "The Promise Act" works to implement these recommendations.

Representative Jennifer Benson was introduced and welcomed. Senator James Eldridge and Representative Tami Gouveia were invited but their schedules did not allow them to attend the meeting. A letter from Representative Gouveia in support of fully funding the PROMISE Act and CHERISH Act was read into the record.

Prior to being elected, Rep. Benson served on her local School Committee and was active in her schools before becoming a Representative in 2008. One of the first things she did was "a deep dive" into the Foundation Budget. She spoke about how hard it has been over the years to make serious budget cuts while trying to protect education funding. Chapter 70 is the biggest single line item in the budget that the elected officials have any funding choice over. She also noted that changing the formula means changing the local side of funding as well. She agrees that the formula needs to be changed. Health care and special education costs have all risen. More districts are bringing students home for their education and that requires financial support. She stated that everyone in the legislature knows there is significant need. They are on track to fully

fund this by 2024 at the rate they are going. In order to fund it right away, as is being requested, new revenue would be required.

School Committee Discussion:

A member referenced a prior comment that the Commission agreed about needs but often wanted to study things and ran out of time. Members talked about how closing the achievement gap requires that programs be created. Time is needed to get the right interventions and figure out what they will cost. Other legislators want to commit money and let others plan the programs later. Current interventions have not worked since the achievement gap has not been closed. Rep Benson stated that more targeted interventions are needed but the House is nervous about putting money into efforts that they cannot measure. It is not just money that is needed. People also need to understand the programming and the accountability of things that work.

A member pointed out that a budget is a values statement. AB is experiencing an explosion in our demographics and we are not sure how to respond. We ask a lot of our community and provide excellence in return, but it is a lot to pay for.

It was asked if the state taxes for online purchasing and gambling/marijuana would offer opportunities for funding. Rep Benson replied that some does, but not a lot. Much of that funding is already divided up through the legislation and spoken for. A member noted that when children need help that have insurance, they often can't get it. The children who don't have insurance often do get assistance, including mental health services. Rep Benson stated that the Speaker has said that pediatric and mental health will be one of his priorities. She agrees that this is critical because many children are in school with teachers more than at home so support is needed there.

Mike Balulescu, Acton-Boxborough Education Association President, requested on behalf of more than 400 AB educators that the School Committee support the Fund our Future Campaign. He asked them to "stand arm in arm with the ABEA and the MTA" in favor of this resolution. Mike stated that Senator Eldridge, Representative Benson and Representative Gouveia have all voiced their support. Mike read the proposed resolution into the record.

Amy Krishnamurthy moved to approve the resolution. Tessa McKinley seconded the motion. A member expressed his wholehearted support, especially with the District's goal of equity. It was seen as an important step to represent one of our values. Another member agreed thanking the legislators for recognizing that more is needed. She called it "a moral issue".

The ABRSC unanimously **VOTED** to approve the resolution.

11. School Building Project Update – *Mary Brolin*

Special Town Meetings are now being planned in both towns for mid-December. Everyone is invited to a training by Jason Tate from the Office of Campaign and Political Finance on April 10th in the Junior High Library regarding MA Campaign Law. Mary noted that understanding what education around a building campaign is versus advocacy is a responsibility for members.

Item 11.2 New ABRSC Subcommittee for Bonding was skipped due to the late hour.

12. Proposal to Extend ABOSA and AFSCME Contracts One Year – VOTE - *Marie Altieri*

Marie Altieri explained that the schedules a few years ago got off cycle for these two unions, compared to the Acton Boxborough Educators Association (ABEA). The Negotiations Subcommittee recommends that they be extended one year so all three unions can be negotiated over the next year.

Adam Klein moved, Paul Murphy seconded and it was unanimously,

VOTED: To ratify a one year collective bargaining agreement between the Acton-Boxborough Regional School Committee and the Acton-Boxborough Office Support Association (ABOSA)

with no changes to the contractual language from the current collective bargaining agreement and a 1.75% salary increase. The new contract will begin on July 1, 2019, and expire on July 1, 2020.

Adam Klein moved, Paul Murphy seconded and it was unanimously,

VOTED: To ratify a one year collective bargaining agreement between the Acton-Boxborough Regional School Committee and the American Federation of State, County and Municipal Employees (AFSCME) AFL-CIO, state council 93, local 1703 with no changes to the contractual language from the current collective bargaining agreement and a 1.75% salary increase. The new contract will begin on July 1, 2019, and expire on July 1, 2020.

John Petersen spoke from the audience with some concern about the process, not the settlement, of these decisions.

13. Annual Town Meeting Preparations

Diane Baum spoke briefly about Town Meeting preparations and announced that, due to the late hour and consistent with School Committee Operating Protocols, she requested that the Committee move to adjourn and postpone the remainder of the agenda items.

14. Subcommittee and Member Reports

15. FYI

The ABRSC was adjourned at 10:03 p.m.

Respectfully Submitted,
Beth Petr

List of Documents Used: see agenda, list of warrants

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
 WORKSHOP MEETING
 DRAFT Minutes

Superintendent's Conference Room
 Administration Building
 15 Charter Road, Acton, MA

March 25, 2019
 7:00 p.m.

Members Present:	Diane Baum, Michael Bo, Mary Brolin, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Angie Tso, Eileen Zhang
Members Absent:	none
Others:	Marie Altieri, Dawn Bentley, Deborah Bookis, Peter Light

The ABRSC was called to order at 7:02 p.m. by Chairperson Diane Baum.

Peter Light welcomed everyone to the workshop. Committee members and administrators were divided into groups.

Prompt: Share a memory from when you were in school that impacts how you think about schools now. Each group spent a few minutes sharing.

Peter shared a diagram of the overview of his Entry Process. He asked the group what the priorities are within the entry plan and what that means for goals. He will be doing the same work with the leadership team and will then look for synergies with the School Committee and the Senior Leadership Team. This work will begin at this meeting, and will continue over the summer and fall. It will culminate when Peter returns to the School Committee with strategies and goals for next year. Once we agree on goals, we will push it out to the district. I will ask Principals to come back next spring with goals that align with these goals. The objective is to have a coherent set of district goals and school improvement plans that align with the district goals for FY20.

Peter introduced a protocol for processing text from an article "Save the Last Word Protocol." Everyone read the article "*Three Questions, Two Paradoxes, One Focus.*" Each member of each group chose a quote from the article and shared it. Rotating through group members, each member of the group shared what they heard in the quote. The person who chose the quote then shared what the quote meant to them.

Peter reviewed the six broad themes of his entry plan. He then introduced an exercise called "Spend a Buck." Members were asked to divide 100 cents between all of the sub-themes of the six major themes.

Committee members each shared their priorities with the group. Some selected members responses include:

- The theme for me was balancing equity and diversity with the uniqueness of the schools
- The biggest thing by far for me is that I want us to move forward integrating technology where teachers move from teaching to facilitating learning
- data collection and using data to inform instruction
- It is really important to move from equitable access to equitable outcomes
- Social and emotional skills need to be built into our curriculum along with their academic needs together
- First, I think our community is boiling over with the tensions between wellness and academic opportunities. I think a lot of it has to do with educating the community better with what role wellness plays with academics, but part of it is really a cultural tension. The diversity of our community is an amazing asset, and we need to really listen, otherwise we are growing in two different directions.
- For me, the most important thing is teaching and learning. But coherence is inherent in that. We need to hold diversity as an asset. The inclusive environment is crucial
- My top two were the social emotional needs of kids and teaching and learning.
- I put 50 cents to “Do the district’s stated Core Values, Vision, and Mission fully embrace, reflect and capitalize upon the value of the diversity in the educational community?” I put 30 in expanding the definition of equity from ensuring access to outcomes and 20 cents to consistency of grading practices.
- I concentrated first on teaching and learning, and then theme 1 around embracing cultural perspectives.
- I ended up concentrating on inclusive practices, because I think it is really important to improve everything else.

Peter noted that many of these things overlap and are interconnected. He suggested that one lens that the Committee could bring to this is – “What can we control, what can’t we control, what can we influence? Of everything we identified, what is at our instructional core?”

Peter reviewed the charts for high frequency and high value:

- 1F How do we leverage our diversity as an asset?
- 2B&C Expand notion of success and leverage professional learning and educator supervision and evaluation
- 3C High Value Ensure that all students have equitable outcomes in literacy and mathematics instruction
- 4A & D Expand definition of equity from ensuring access to equitable outcomes and consistent grading practices
- 5A & B Ensure all students develop social and emotional skills
- 6B Superintendent and School Committee continue to develop themselves as an important leadership team.

Peter described the process by which he will take this information, gather information from the leadership team, and merge it into the goals of the district. We will be committing the resources of 1,000 employees towards the most important goals and strategies.

Peter invited members to share any feedback they might have about how to make this more valuable. He is always interested in hearing others' ideas. He acknowledged that the workshop was a different format and welcomed comments on that as well.

At 9:48 p.m., Adam Klein moved, Paul Murphy seconded and the ABRSC was adjourned.

Respectfully submitted,
Marie Altieri

List of Documents Used:

- Agenda
- *Three Questions, Two Paradoxes, One Focus (Strategy in Action, pages 1-17)*
- *Superintendent's Report of Entry Findings, P. Light, February 2019*

**Acton-Boxborough Regional School District
Acton-Boxborough Regional High School**

OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE FIELD TRIP REQUEST

(Submit for Superintendent and School Committee approval)

- The first step in this process is to meet with department leader and Dean to go over initial planning details.
- Please file request form at least 4 weeks in advance of 1-3 day trips.
- Please file request form at least 3 months in advance of advance trips longer than 3 days and/or trips with per student cost greater than \$500.
- Please attach an itinerary, if available.

February Vacation 2020 Trip to the Mountains and Capital City of Norway

Name of teacher(s): Patricia Garrison

of students going: 8-12 # of chaperones (gender(s)): At least 2 women and 2 men.

Names of chaperones: Not able to provide all names yet. Patricia Garrison; Richard Garrison; Cynthia Kelly [all have chaperoned this trip in the past]

Date(s) of trip: February 14 (night flight) – February 23, 2020

School Time Involved: No School Time Involved.

Purpose of trip/destination and connection to curriculum (if applicable): The purpose of the trip is to inculcate the spirit, culture, and language of Scandinavia to nordic skiers from Acton-Boxborough Regional High School. Included in the trip is to learn basic Norwegian for greetings and traveling; to experience the ski culture that their sport is based on; to ski the Birkibiener Trail (famous for the escape of the first king of Norway when he was a baby); to visit museums in Oslo (Vikingship Museum, Olso City Hall for Oslo history, the Opera House, an art museum of their choosing; and to finally ski at the famous Holmenkolen from the top of the mountain into Oslo.

Have you taken this trip before? Yes, I have led the trip 4 times.

Are there any special arrangements required (such as extra insurance, ADA accommodations)? If so, explain.
No special arrangements.

Cost per Student: (Please describe how the cost is determined.): \$3,000 per skier.

Air Fare and Trains: Approximately \$1,500 per skier

Condo and Hotel: Approximately \$800

Food costs for Condo and eating out: Approximately \$600

Additional costs are totaled into the extra \$100 leftover from the total of \$3,000.

Who will pay for the trip? Parents and students

Has any fundraising been done? No If so, please describe?

Are any parents driving? No If so, have appropriate insurance forms been filled out?

Have you followed the procedure outlined in Policy IJOA? (See ABRSD School Committee Policies.)

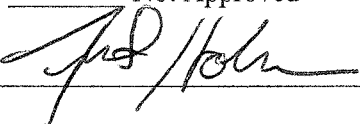
Yes, I have read and followed the procedure outlined in Policy IJOA.

Other comments: Attached is the itinerary as planned. If there are minor changes, I will immediately notify Fred Hohn.


_____ Approved _____ Not Approved

Department Leader: _____ Date: _____

Approved _____ Not Approved

Dean of Students:  Date: 3/22/19

Approved _____ Not Approved

Principal:  Date: 3/22/19

Approved _____ Not Approved

Superintendent:  Date: 4/4/19

_____ Approved _____ Not Approved

School Committee: _____ Date: _____

Revised 6/7/2016

Norway 2020
February 14 (night of) – February 23, 2020

Goals:

- Learn about the history of Norway, its ski culture, and how skiing ties in with its history.
- Learn about the Winter Olympics history (museum in Lillehammer).
- Learn about the cultural and military history of Oslo, as capital of Norway.
- Learn about famous artists and the Vikings (Viking Museum; Edvard Munch Museum and others)
- Ski in Nordseter/Lillehammer, Norway for 4 days.
- Ski in Oslo at the famous Holmenkolen Ski Area.
- Take a dog sledding ride by trained team of professionals.
- Visit/ sightsee in Lillehammer, sight of the 1994 Olympics.
- Visit/ sightsee/ museum visit in Oslo.
- Show respect for the Norwegian culture, food, customs...behave your best and obey the Coach and chaperones about group rules.
- Rule sheet will be signed by parents and skiers at a meeting prior to leaving US.

Preparation:

- Updated Passports
- Ski equipment [skis, boots, poles, goggles for skiing while snowing]
- Clothing: winter clothing. Nice shirt and pants for eating out. No heels unless you want cold wet feet.
- Medical information
- Extra money for purchases/ dinners out/ emergencies
 - Extra costs: 2 dinners out in Lillehammer. (at least \$100)
 - 2 dinners out in Oslo. (at least \$100)
 - Cabs from Lillehammer to Nordseter(our first home) and back (4 x: about \$30 each trip)
 - Money for museums (to be determined at a group rate, prior to leaving)
 - Any food for snack; clothes; tourist artifacts.

Airline:

Icelandair

Dep. Logan Feb. 14, 2020; depart Reykjavik; ; arrive Oslo Feb. 15

Train to Lillehammer

Stay in Lillehammer(Nordseter) from Feb. 15 – Feb. 20

Feb. 20: train from Lillehammer to Oslo.

Stay in Oslo from Feb. 20 - Feb. 23. Leave the 23rd.

Icelandair

Sunday, February 23, 2020

Dep. Oslo; depart Reykjavik; arrive Boston by 7 pm. (see ticket for exact time)

Costs Covered by the \$3,000

Flight

Trains to Lillehammer from airport; from Lillehammer to Oslo; from Oslo to airport.

Condominiums in Nordseter

Food in Nordseter for 3 meals a day other than the 2 nights out.

Hotel in Oslo at the Grand Hotel (very historic and next to Parliament)

Extra costs borne by the traveler separately; not covered in \$3,000 + (approx. \$300)

Dinners out...at least once in Lillehammer; twice in Oslo. Figure between \$40-60 per dinner per person

Cabs: Figure \$120 total.

Deadlines:

Deposit of \$1,000 due by June 2019; submit remainder by September 1.

Total \$3,000. The cost will vary slightly depending upon uncontrolled variables like flight and food costs.

Itinerary:

Lv. Boston Friday night.

Arrive: Norway Saturday morning.

Train from airport to Lillehammer. Get taxis to Nordseter, about 15 km from Lillehammer.

Nordseter is a quiet ski village surrounded by and intertwined with ski trails from Lillehammer, Susjeon, other towns in the area. It is a Norwegian family resort/area. We do dog sledding, ski from mountain village to mountain village.

Day 1-5: We ski every day except one, when we take a bus into Lillehammer to sightsee and visit the Olympic Museum.

Train from Lillehammer to Oslo..Day 6. Settle into hotel at end of day and find a restaurant.

Day 7: Museums; sightsee. Munch Museum; Viking Ship Museum; City Hall; Old Fort.

Day 8: A) Take train to Holmenkolen...like taking the T to Boston. Ski the world famous ski trails.

This is huge. It is the heart of skiing to Norwegians.

Or

B) Have a guided tour of the old history of the importance of the Oslo waterfront in its historic survival against Sweden and Denmark

Chaperones need to be with each group.

Day 9: Train to Airport and flight home to Boston. Usually arrive 7ish. (pm)

Chaperones:

Leader: Patricia Garrison - leader

Richard Garrison - past chaperone

Cynthia Kelly - past chaperone

Chaperones need to be CORI checked prior to trip.

Phones:

Will provide phone #'s prior to leaving.

Communication:

Group meetings in September and January.

Will bring a laptop and write updates every day or every other day.

Rules:

1- Treating everyone respectfully within the group and as a group toward everyone else.

2- Learn some Norwegian!!

3- Staying with the group at all times unless you talk with Coach first, especially when skiing, stay with the group. When it snows, you have difficulty seeing directions in the treeless environment, so stick together and with a chaperone.

4-No leaving the condo or hotel without permission.

You must realize, in advance of the trip, that I don't allow groups to leave the hotel to shop alone. We are a group and it is a group trip. It is planned tightly so we can take advantage of what Norway has to offer in those two areas of Lillehammer and Oslo. You may not leave the hotel at all without it being a trip planned or ok'd by me. I reserve rooms in a very nice Oslo hotel, so you must behave accordingly. Be quiet in the hallways and be polite to the staff. This is where we can show Norwegians and other Europeans how polite, respectful, intelligent and great American teenagers are!

Acton-Boxborough Regional School District
OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE FIELD TRIP REQUEST

(Submit for Superintendent and School Committee approval*)

- File request form at least 4 weeks in advance of 1-3 day trips.
- File request form at least 3 months in advance of trips longer than 3 days and/or trips with per student cost greater than \$500.
- All requests should include an attached an itinerary.

Name of Club or Activity: Spanish exchange trip 2019-2020

Name of teacher(s) in charge: Suzanne Hogarty

Teacher/Chaperone Cell Phone #: 617 932-1800

Date(s) of trip: 4/17/20 - 5/1/20 School time involved: 1/2 day Friday 4/17 + 5 days after April vacation

Destination: Zaragoza + Madrid, Spain

Is this an overnight trip: YES NO

Is this an out-of-state trip: YES NO

of students going: up to 25 # of chaperones (gender(s)): 3 (f)

Names of chaperones: Suzanne Hogarty, Jacqueline Gottsman, Julie Donovan

Purpose of trip/ and connection to curriculum (if applicable):
Immersion in language + culture educational field trips to museums, castles + historical sites, homestays to foster relationships.

Have you taken this trip before? NO Yes: (when) 2018, 2016, 2014, 2012

Are there any special arrangements required (such as extra insurance, ADA accommodations)? If so, explain.
No. Liability + health insurance is included. See packet

Cost per Student: (Please describe how the cost is determined.): \$ 3400 Flight, hotel (3) nights, meals, transportation, entrances

Who will pay for the trip? student's family

Has any fundraising been done? No If so, please describe?

*School Committee approval required for international field trips only

Acton-Boxborough Regional School District
OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE FIELD TRIP REQUEST

How will students be transported? Knights Buses will transport to/from airport in Boston
SAMAR BUS will pickup + bring us to the school in Zaragoza.

Are any parents driving? No If so, have appropriate insurance forms been filled out? _____

Name of Hotel or Lodging Accommodations: * Hostal Gala in Madrid 3 nights

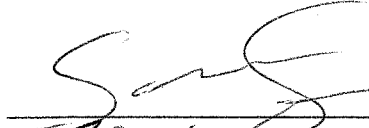

Other comments:
* Hostal Gala is where we stayed in 2018. Centrally located + economical

Have you followed the procedure outlined in Policy IJOA and Procedures IJOA-R? YES NO
(See ABRSD School Committee Policies.)



Signature of Advisor:  Date: 3/25/19
(must be within guidelines on p. 1)

Approvals

HS Only:

Approved Not Approved Department Leader:  Date: 3/27/2019
 Approved Not Approved Dean of Students:  Date: 3/27/19

All Schools:

Approved Not Approved Principal:  Date: 3/27/19
 Approved Not Approved Superintendent:  Date: 4/4/19

For International Field Trips Only:

Approved Not Approved School Committee: _____ Date: _____

*School Committee approval required for international field trips only

To: Superintendent Peter Light and members of the School Committee
From: Suzanne Hogarty, Jacqueline Gottesman, Julie Donovan, Spanish Teachers

Dear Superintendent Light and members of the School Committee,

Along with Department Chair Sinikka Savukoski and the other Spanish teachers at the high school, we are excited about the opportunity to continue our Spanish exchange next school year (2019-2020) with the El Colegio Británico de Aragón (The British School of Aragón) in Zaragoza, Spain. We have completed with utmost success 4 prior Spanish exchange experiences with El Colegio Británico de Aragón over the past 8 years. We found El Colegio Británico de Aragón to be a perfect fit for our Acton-Boxborough students and community; while it is smaller than AB, the quality and character of the students is on par with the academic and socio-economic background of our diverse AB population. If you would like more information about this high school, please feel free to consult their website at <http://www.britanico-aragon.edu/>

We anticipate this exchange to be a wonderful educational opportunity for our students. As participants of the exchange, our students will host a Spanish student for two weeks in October 2019, then, they will spend two weeks in Spain in April 2020. Once in Spain, our students will travel immediately to Zaragoza, where they will receive all the benefits of living with a host family, attending classes with their host student, and visiting many tourist and cultural sites in and around the area, including a day trip to Barcelona. At the conclusion of our time abroad, the group will travel to Madrid, where our students will spend three days visiting the main cultural sites before returning home. Overall, this cultural and linguistic exchange provides the much necessary real-world exposure to the language, culture and customs that students have been studying for years in their Spanish classes.

There are many linguistic and educational advantages to an exchange. The main goals and reasons for our students to participate in an exchange, as opposed to a travel-focused trip, are that they want to improve their language skills and knowledge of another culture through immersion in the daily life of a Spanish speaking community. Our students will have ample time during the day in school, while on cultural excursions with the group, and in the evenings and on the weekends with their host families to practice Spanish. As language teachers, we realize that cultural understanding and appreciation is developed not only through viewing the major cultural sites, but through the everyday experiences of living in a familial context. This exchange will provide students the opportunity to experience all of this.

In addition to the academic advantages to an exchange, our students will also benefit economically by participating in an exchange versus a travel-focused trip. While we will spend three nights in Madrid at a hostel, nine nights of our trip will be spent with host families in Zaragoza, who will provide not only lodging, but also every meal of the day. This financial savings will allow more students to be able to participate in the exchange who otherwise might not be able to spend so much time abroad through a school-sponsored trip.

The proposed dates for our travel are April 17- May 1, 2020, which correspond to our April 2020 vacation and the week after. Students will miss a half day of school on Friday, April 17 and then five days of school the week after vacation. Students will be responsible for any work that they miss during this time. Our travel abroad will conclude the exchange, as Acton-Boxborough will host El Colegio Británico de Aragón the beginning of October, 2019 corresponding with the autumnal Columbus day long weekend to begin the exchange (exact dates are tentatively set at Friday, October 5 -October 19, 2019).

As with the previous exchanges, we will be working intimately with Sue Boswell of Carousel Tours in planning and implementing the exchange. Sue has worked closely with several schools in this area and has a very good sense of our needs in this type of exchange. Since this is the fifth time that we are planning an exchange with Sue, she is open to our ideas and suggestions for changes and improvements; as such, we have no doubt that this will be the best exchange yet.

We are incredibly delighted and excited to have the opportunity once again to participate in an exchange program with El Colegio Británico de Aragón. Its location in the northeastern part of Spain gives a friendly provincial ambiance, which is conducive to learning about a particular region before branching into a larger cosmopolitan city like Madrid. Students will be able to acclimate to Spanish culture and language with the support and guidance of their host families before we spend our final three days in Madrid, touring the major cultural points of interest, as well as “tapear” on their last evening with being serenaded by a singing group called “Los Tunas.”

Using contacts that we made during our exchanges, we have direct links to both El Colegio Británico and to an excellent tour guide in Madrid, Pilar Baselga. Through Sue Boswell and Carousel Tours, we will be provided with additional support, insurances - health and liability, and guidance. Carousel Tours will also make all travel arrangements, including flights and ground transportation both in the U.S. and Spain. We hope to travel on Iberia, which offers direct Boston to Madrid flights; however, we will not be able to book a definite flight until 11 months prior to departure. While in Spain, our host families will provide meals, including bag lunches for excursions, and costs associated with activities during the homestay. The cost of the program will include entrance fees to all tourist sites in the hosting country, all transportation costs for field trips and cultural events, as well as insurance related to the trip. Participating students and their families are responsible for any additionally discretionary funds, which will vary greatly among individuals.

Based on current pricing from Carousel Tours, we anticipate that the cost of the entire trip for our students will be approximately \$3,400. Along with this letter and the mandated application form, you will find a proposed itinerary for both the Zaragoza and Madrid portions of our stay. Due to the nature of this trip and the size of our host school, we anticipate being able to bring twenty to twenty five (20-25) students on this exchange. The three chaperones will be Suzanne Hogarty, Jacqueline Gottesman and Julie Donovan, who chaperoned the trip in 2017-2018.

We hope that this trip meets with your approval, for we are very eager to begin our official planning. If you do have any questions or concerns, please feel free to contact us.

Sincerely,

Suzanne Hogarty
shogarty@abschools.org



Jacqueline Gottesman
jgottesman@abschools.org



Julie Donovan
jdonovan@abschools.org



Carousel Student Tours, Inc.

**Educational Tours • Homestays
Custom Itineraries**



SPECIALIZING IN TOURS AND HOMESTAYS
AROUND THE WORLD.

P.O. Box 1404 • Pocasset, MA 02559
Ph: 508-563-9332 • Fax: 508-564-4878
Email: info@carousel-tours.com



Introduction

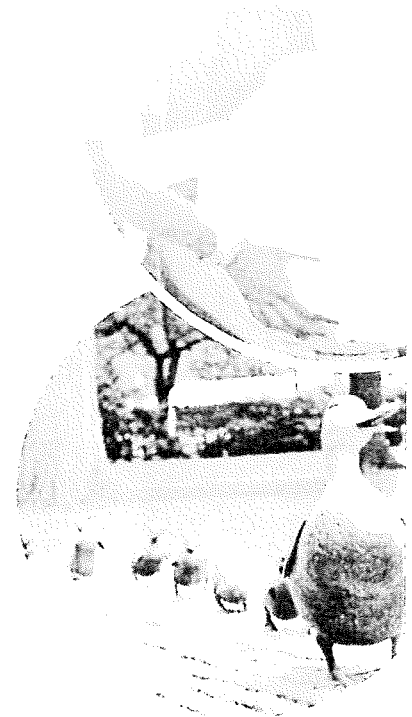
For over 30 years, Carousel Student Tours, Inc. has successfully run countless educational tours and homestay programs worldwide. Our commitment to providing premium educational tours ensures the quality of all our student trips. We offer numerous international programs and USA tours for students and teachers throughout the world.

Traveling with Carousel Student Tours is easy. From recruiting students and families to handling payments, bookings and transportation, we take care of all of the logistics so you can do what you do best - teach.

Let us help you plan your next tour or homestay. We specialize in customized tours and homestays world-wide.

"The people who work at Carousel Tours are genuinely interested in me and my students. I know my tour wasn't the only one they were planning, but it often seemed that way. Every question, every phone call, and every concern of the parents of my students were handled carefully and professionally. I would travel anywhere on earth with Carousel Tours."

- Teacher Robert S.





Carousel Student Tours, Inc.

March 21, 2019

Ms. Suzanne Hogarty
Acton-Boxboro Regional High School
36 Charter Road
Acton, MA

Dear Ms. Hogarty,

This is a formal letter inviting your high school to participate in a Spanish Exchange opportunity October 2019 (October 5-19)

Zaragoza, Spain
October 5-19, 2019
age of travelers: 14-17 years old
2 days at School; weekend with host families; plus day trips

The visiting teachers will be responsible for supervising their students while they are traveling. During the program, students and teachers would stay with families in your school community. On the next page, you will find a preliminary schedule for the program.

Carousel Student Tours will be responsible for making all the travel arrangements for the group. To minimize disruption to your teachers and lessons, we assign a representative to supervise and accompany group throughout their program. These exchanges are carefully planned and offer more than just a visit to another school. Although the students attend school with their hosts on two of these days, activities and excursions outside of the classroom maximize the value of the trip, and minimize disruptions within the host school. This is a true cultural and language immersion with great benefit to both hosts and visitors.

Thank you for your consideration to open your school for this program. We are confident the group will return to their school with an enriched perspective of life in the United States and that your students will benefit from a cultural exchange that will provide them with a life-long friend with someone abroad.

If you have any further questions or comments, please call or write anytime.

Sincerely,

Suzanne Boswell



Sample Itinerary – Zaragoza Oct 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						5 Arrive in host community
6 Day with Host Family	7 School	8 Salem & Rockport	9 Day with Family Yom Kippur	10 Boston	11 School	12 With Host Family
13 With Host Family	14 Columbus Day With Family	15 Cambridge Harvard Tour	16 Plimoth Plantation	17 Boston Freedom Trail	18 School	19 Depart for NYC

Please note: if they proposed day in school conflicts with your school's schedule, we can change that date to accommodate your school's request.

Seeking Host Schools

As a host school, you will be welcoming a group of 15 - 20 high school age students and 1 - 2 chaperone teachers. Your role can be as involved as you would like.

As a host school, you will be asked to:

- Welcome students into your school
- Provide exposure to typical American school life
- Invite students into your school for 1-2 days per week and allow the students to shadow their host sibling to classes and activities (full or partial days)
- Include them in your class lessons if you wish
- Arrange a welcome tour of the school

As coordinator of this program, Carousel Student Tours will:

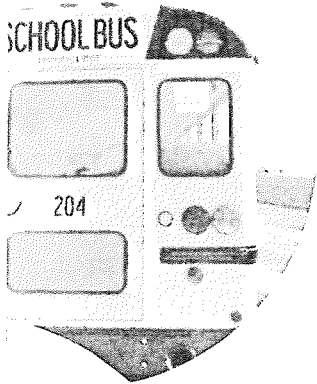
- Work with the school staff and faculty
- Recruit the host families
- Meet with each host family at their home
- Schedule the full itinerary
- Make all reservations
- Arrange busing
- Pay all admissions and transportation for the group
- Provide a contact person for the days the group is in school
- Provide a tour escort to accompany the group on all day trips

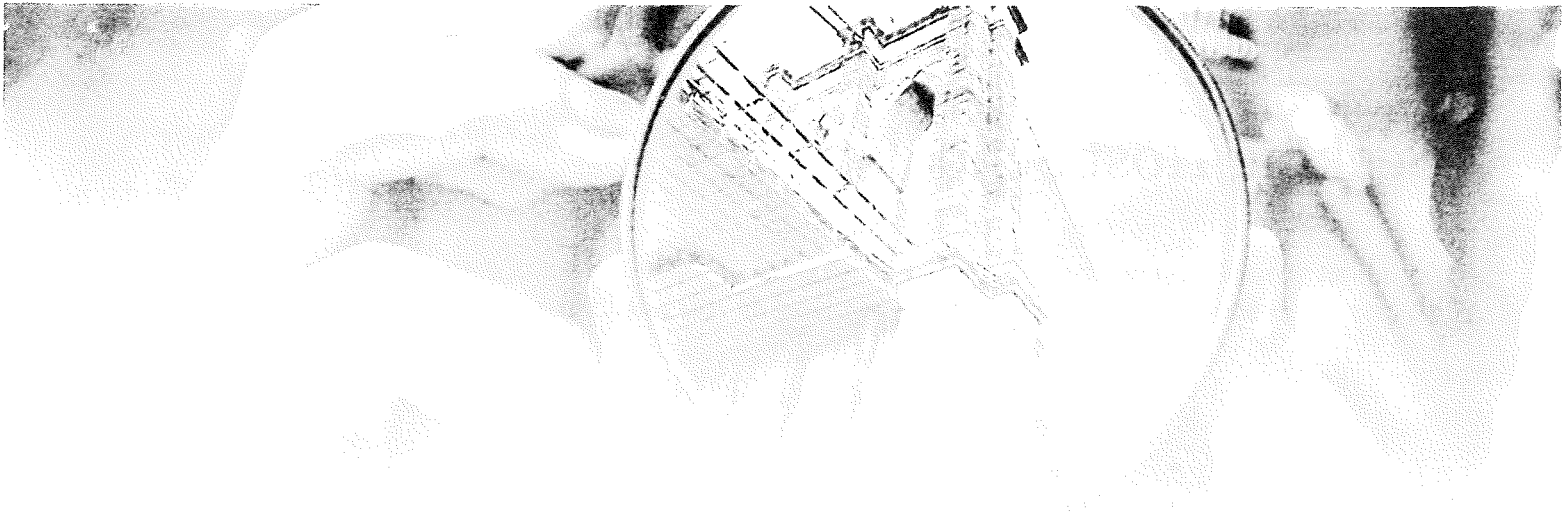
As a host family, the responsibilities will include:

- Welcome students into your homes and hearts
- Include them in your existing schedule
- Provide meals to the student
- Provide a separate bed for the student, students can share a room
- Ensure the student gets to school each morning and gets home safely
- Take a chance and make a friend for life

Did you know:

Host families do not need to speak a foreign language. The visiting students have studied English and are here to improve their English language skills. A copy of each student's application, vaccination records, host family roster and itinerary will be given to the main office, guidance, teachers' room and nurse's office. The visiting exchange students are selected by their accompanying teachers. Each student has full medical insurance and spending money. Carousel Student Tours, Inc. carries liability insurance. Any and all concerns, problems, issues, and questions can be directed to the teacher chaperone or directly to Carousel Student Tours, Inc.





References

Evelyn Ross
Billerica Memorial High School
35 River Street
Billerica, MA 01821
jetkmross@comcast.net
978.436.9324

Ryan Tyree
Williston Northampton School
19 Payson Avenue
Easthampton, MA 01027
rptyree@gmail.com
401.529.3000

Kim Vitchkoski
Nashua High School South
36 Riverside Street
Nashua, NH 03062
kvitchkoski@sprise.com
603.589.4311

Carolyn Forsberg
Bourne Middle School
77 Waterhouse Road
Bourne, MA 02532
cdforsberg@yahoo.com
508.759.0690

Alice Simonson
Shore Regional High School
132 NJ-36
West Long Branch, NJ 07764
asimonson@shoreregional.org
732.890.2393

Leslie Anton
Nashua High School North
10 Chuck Druding Drive
Nashua, NH 03063
antonl@nashua.edu
603.589.6400

Transaction # 03

Certificate of Insurance Travel Agents and Tour Operators Professional Liability Insurance



UNDERWRITTEN BY
Steadfast Insurance Company

This is to certify that the insurance policies specified below have been issued by Steadfast Insurance Company to the insured named herein and that, subject to their provisions, exclusions and conditions, such policies afford the coverages indicated insofar as such coverages apply to the occupation or business of the Named Insured as stated.

Named Insured: Carousel Student Tours Inc.

Address: 674 County Road
Box 1404
Pocasset, MA 02559

Location of Operations: Worldwide

Type of Work Covered: Travel Agency and Tour Operations

Policy Number : EOL5331551-14	
Policy Period: From: 12/31/2018 To: 12/31/2019	
12:01 A.M.; standard time at the address of the named insured as stated herein.	
Coverages:	Limits of Liability
A. Bodily Injury and Property Damage (except automobile)	Each Occurrence \$5,000,000
B. Bodily Injury and Property Damage Automobile (except owned automobile)	Each Occurrence \$5,000,000
C. Professional Liability	Each Negligent Act or Negligent Omission \$5,000,000
D. Personal Injury	Each Offense \$5,000,000
General Aggregate Limit	\$5,000,000
Fire Legal Liability (if applicable)	Any One Fire \$50,000

Effective Date: March 22, 2019

This Certificate Issued To:

Acton Boxborough Regional High School
Suzanne Hogarty
Julie Donovan
Jacqueline Gottesman
36 Charter Rd
Acton, MA 01720

Steadfast Insurance Company

Countersignature:
(if required by law)

Authorized Representative

Print Date: March 22, 2019

As of the effective date noted above, certificate holder is included as an additional insured but only with respect to the operations of the Named Insured in connection with the travel and/or tour services provided.

Sample itinerary for 2019-2020 exchange Acton-Boxborough to Zaragoza, Spain

April 13 • April 27, 2018

Acton-Boxborough Reg'l High School • 36 Charter Rd • Acton, MA 01720 • 978-264-4700
Colegio Britanico de Aragon • C/Valencia Cuarte de Huerva • Zaragoza, Spain • 34 976 50 52 23

22 Students • 3 Chaperones

OVERVIEW April 15 Days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08	09	10	11	12	13 Depart for Spain	14 Arrive in Madrid Transfer to Zaragoza <i>Bus</i>
15 Day with family	16 Day in school	17 Tour Zaragoza	18 Monasterio de Piedra	19 Barcelona <i>Train</i>	20 Fuendetodos	21 Day with family
22 Day with family	23 Travel to Madrid <i>Bank Holiday & Bus</i>	24 Toledo <i>Bus</i>	25 Madrid	26 Madrid	27 Depart for USA <i>Bus</i>	28

FLIGHTS

PNRs: WOMXZ6 and S3AKJM

Date	Routing	Depart	Arrive	Airline & Flight Number
Fri, Apr 13	Boston/JFK	12:10 pm	13:31	American AAI039
Fri, Apr 13	JFK/Madrid	20:45	10:05 +1	Iberia IB6252
Fri, Apr 27	Madrid/JFK	12:10	14:25	Iberia IB6251
Fri, Apr 27	JFK/Boston	21:10	22:36	American AAI105

IMPORTANT CONTACTS

24 Hour Support	Zaragoza Contact	ABRHS Chaperone	ABRHS Chaperone	ABRHS Chaperone
Sue Boswell	Manolo Miro	Suzanne Hogarty	Jacqueline Gottesman	Julie Donovan
978-835-0133	34 976 50 52 53	617 932 1800	978-808-0806	781 718 8541
Madrid Guide				US Embassy - Spain
Pilar Ruiz Baselga				Madrid
34 615 054 306				011 34 915 87 22 00



GROUND TRANSPORTATION

Knights Limo	SAMAR	Day trips & Train to Barcelona	SAMAR	SAMAR
800 822 5456 #1504240 and #1504241 Booked	Transfer - Madrid to Zaragoza RT Booked PIF	Piedra, Fuendetodos, Barcelona Booked by Zaragoza	Bus to Toledo Booked PIF	Transfer Madrid hotel to airport Booked PIF

HOTELS

Hostal Gala 34 91 541 96 92 LLE Costanilla de Los Angeles, 15, 2 Planta, 28013 Madrid LHI711137431185 Booked	18 girls, 4 boys, 3 Chaperones 5 Triples, 2 Rooms for 5, 3 singles
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STIPENDS

Dinner at Las Cuevas	Airport JFK Stipend (2)	Health Insurance - YES
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ATTRACTIONS, TICKETS & VOUCHERS

Palau de la Musica	Monastery Piedra	Museo Nacional Del Prado	Palacio Royal	Museo Nacional Centro de Arte Reina Sofia
Barcelona		34 913 30 28 00 Paseo del Prado, 28014 Madrid E337389 Booked Free	34 914 54 87 00 Calle Bailen s/n. Madrid	34 917 74 10 00 Calle de Santa Isabel, 52, Madrid I3501551 Booked Free
Manolo Temple de Debod	Manolo Museo del Greco	Alcazar Museo del Army	008460600D Booked PIF Robinhood Restaurant for Lunch	Museo de Jamon Restaurant
34 91 54 13 041 Plaza de la Marina Espanola I, 28013 Booked PIF	34 925 99 09 80 Paseo Tránsito, s/n, 45002 Toledo Booked	34 925 238 909 Calle de la Union, s/n, 45001 Toledo Booked	34 918 98 51 58 Calle de Bravo Murillo 17- 19, Madrid Booked PIF	34 915 41 11 12 Gran Via, Madrid Booked PIF
El Buey Restaurant	Los Galayos Restaurant	El Jardin Restaurant for Lunch	Las Cuevas Restaurant	
34 91 54 13 041 Plaza de la Marina Espanola I, 28013 Booked PIF	34 913 66 30 28 Calle Botoneras, 5, 28012 Madrid Booked PIF	34 915 41 11 12 Calle Calderon de la Barca, 8, Madrid \$\$ to Guide	34 913 66 54 28 Calle Cuchilleros, I, 28005 Madrid \$\$ to Teacher	



ITINERARY

DATE	TIME	ACTIVITY	DESCRIPTION
Fri, Apr. 13	7:30 AM	Meet at school	Departure day! Meet at school for your bus transfer to Logan airport for your flights to Spain. Change planes at JFK airport. •BUS: Knights Limo
	8:00 AM	Depart school	
	9:00 AM	Arrive airport	
	12:10 PM	Flt departs Logan	
	1:31 PM	Flt arrives JFK	
	9:45 PM	Flt departs JFK	
Sat, Apr. 14	10:05 AM	Flt arrives Madrid	Upon arrival in Madrid, a bus will meet you and transfer you to Zaragoza to meet your host family. Arrival time is approximate. •Notes: The SAMAR bus driver is located in the docks of the terminal the group arrives at. There will be a sign on the front of the bus for Acton Boxborough. •BUS: SAMAR
	11:15 AM	Transfer to Zaragoza	
	3:00 PM ETA	Arrive Zaragoza	
Sun, Apr. 15			Spend the day with your host family.
Mon, Apr. 16		Attend school	Spend the day at school with your host sibling.
Tue, Apr. 17		Tour Zaragoza	Spend the day touring Zaragoza and visit the Roman theatre and Muslim fortress. Have a walking tour of the central part of this beautiful city.
Wed, Apr. 18		Tour Monasterio de Piedra w/ Spanish students	Enjoy a visit to Monasterio de Piedra, a natural park not far from Zaragoza. See the many gardens and waterfalls created by the river located in the Piedra (stone) Canyon. Take a guided tour of the monastery which was founded in 1194 by Alfonso II of Aragon and 13 monks in a Moorish castle donated to the monks.
Thu, Apr. 19		Meet at train station Train to Barcelona	Meet at the train station for the AVE train from Zaragoza to Barcelona. Take a walking tour of the city. Visit the beautiful Palau de la Musica. See the famous Sagrada Familia and the Gaudi Buildings and then walk along the busy and very popular Las Ramblas district. Return to Zaragoza by train in the evening.
Fri, Apr. 20		Tour Fuendetodos	Enjoy a day at Fuendetodos, the birthplace of Goya, a Spanish romantic painter and printmaker. Goya is considered the most important Spanish artist of late 18th and early 19th centuries. Participate in a pottery workshop and visit Goya's birthplace.
Sat, Apr. 21			Spend the day with your host family.
Sun, Apr. 22			Spend the day with your host family.
Mon, Apr. 23	7:30 AM	Meet at school	Meet at school for the charter bus that will bring you to Madrid. Check into your hotel and then meet your guide in the lobby. Have lunch at Robinhood Restaurant. Then visit the famous Reina Sofia Museum. Spend some time exploring Madrid. Later enjoy a typical Spanish dinner at Museo de Jamon Restaurant in the evening. Return to your hotel. •BUS: SAMAR •Robinhood Restaurant for Lunch Booked PIF •Museo Nacional Centro de Arte Reina Sofia Booked Free •Museo de Jamon Restaurant Booked PIF
	8:00 AM	Depart Zaragoza	
	12:00 ETA	Arrive Madrid	
	12:30 PM	Meet your guide	
	1:00 PM	Lunch Robinhood	
	3:30 PM	Reina Sofia	
	8:00 PM	Dinner-Museo de Jamon	



Tue, Apr. 24	8:30 AM	Meet your guide	Have breakfast in your hotel. Meet your guide in the lobby. A charter bus will transfer you to Toledo for some sightseeing. Begin with a tour of the Alcazar and the Army Museum. Later visit the El Greco Museum. Return to your hotel in Madrid. Enjoy a late dinner at El Buey Restaurant. •Notes: Guide has lunch money (15 euros per person). •BUS: SAMAR •El Buey Restaurant Booked PIF
	9:00 AM	Depart hotel	
	10:30 AM	Arrive Alcazar	
	11:00 AM	Alcazar Army Museum	
	2:00 PM	El Greco Museum	
	5:00 PM	Depart Toledo	
	7:00 PM	Arrive Hotel	
	9:00 PM	Dinner-El Buey	
Wed, Apr. 25		Breakfast at hotel	Have breakfast in your hotel. Meet your guide in the lobby. Spend the day touring Madrid. Have fun in the Row Boats in Retiro Park. Visit the El Prado Museum, the main national art museum in Spain. See the Plaza Major and enjoy a Spanish dinner at Los Galayos Restaurant in the early evening. •Notes: Guide has lunch money (15 euros per person). •Museo Nacional Del Prado Booked Free •Los Galayos Restaurant Booked PIF
	9:00 AM	Meet your guide Retiro Park	
	2:00 PM	El Prado	
	8:00 PM	Dinner-Los Galayos	
Thu, Apr. 26		Breakfast at hotel	Have breakfast in your hotel. Meet your guide in the lobby of the hotel. Spend the day exploring Madrid. Have lunch at El Jardin Restaurant. Visit the Royal Palace. Visit the Temple de Debod. Walk through the Plaza del Sol. Enjoy a fun evening at Las Cuevas exploring all the different tapas. Return to your hotel after dinner and prepare for your departure tomorrow morning. •Notes: **Guide has lunch money (15 euros per person). ***Dinner at Las Cuevas is not booked. Chaperone has dinner money (30 euros per person). •El Jardin Restaurant for Lunch \$\$ to Guide •Palacio Royal Booked PIF •Temple de Debod •Las Cuevas Restaurant \$\$ to Teacher
	9:00 AM	Meet your guide	
	Time?	Lunch-El Jardin	
	2:30 PM	Royal Palace	
		Temple de Debod	
	8:00 PM	Dinner-Las Cuevas	
Fri, Apr. 27	8:00 AM	Depart hotel	Departure day. Have breakfast in your hotel and then check out. A bus will transfer you to the airport for your flights home. Change planes at JFK. Upon arrival in Boston, a bus will meet you and bring you to your school. (Arrival time is approximate.) •BUS: SAMAR •BUS: Knights Limo
	9:00 AM	Arrive airport	
	12:10 PM	Flt departs Madrid	
	2:25 PM	Flt arrives JFK	
	9:10 PM	Flt departs JFK	
	10:36 PM	Flt arrives Boston	
	12:00 eta	Arrive at school	



Memorandum

To: Peter Light
From: Larry Dorey
Date: 3-26-19
Re: Danny's Place Donation



Danny's Place Youth Services has donated \$900 to ABHRS-Envirothon Club to use toward their Greenhouse project. Please present this generous donation for vote to the ABRSD School Committee.

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2018-2019

12.1

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1			
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot
Pre-school	89	20	3	112	81	21	3	105	92	22	3	117	95	23	3	121	99	24	3	126	95	26	4	125	95	27	3	125	96	27	3	126
Preschool Total	89	20	3	112	81	21	3	105	92	22	3	117	95	23	3	121	99	24	3	126	95	26	4	125	95	27	3	125	96	27	3	126
K	266	60	4	330	266	60	4	330	265	59	4	328	265	61	4	330	265	62	4	331	265	64	4	333	265	64	4	333	267	63	4	334
1	296	73	2	371	296	73	2	371	295	73	2	370	296	72	2	370	295	72	2	369	292	74	2	368	290	75	2	367	290	75	2	367
2	305	45	5	355	305	45	5	355	304	43	5	352	306	43	5	354	306	44	5	355	310	44	5	359	310	44	5	359	310	43	5	358
3	314	73	6	393	314	73	6	393	315	73	6	394	316	72	6	394	316	71	6	393	316	73	6	395	315	72	6	393	312	73	6	391
4	339	56	7	402	337	56	7	400	337	56	7	400	341	58	7	406	338	59	7	404	338	61	6	405	338	62	6	406	339	61	6	406
5	370	51	7	428	371	51	7	429	370	51	7	428	368	51	7	426	368	51	7	426	369	51	7	427	368	51	7	426	369	51	7	427
6	363	57	9	429	362	57	9	428	359	57	9	425	360	57	9	426	361	57	9	427	362	56	9	427	362	56	9	427	362	56	9	427
Elem Sub Total	2253	415	40	2708	2251	415	40	2706	2245	412	40	2697	2252	414	40	2706	2249	416	40	2705	2252	423	39	2714	2248	424	39	2711	2249	422	39	2710
OOD Pre k-6	16	3	0	19	16	3	0	19	16	3	0	19	16	3	0	19	16	3	0	19	17	3	0	20	17	3	0	20	17	3	0	20
Elem. Total	2269	418	40	2727	2267	418	40	2725	2261	415	40	2716	2268	417	40	2725	2265	419	40	2724	2269	426	39	2734	2265	427	39	2731	2266	425	39	2730
7	356	65	13	434	357	65	13	435	356	66	13	435	356	67	13	436	357	67	14	438	360	67	13	440	360	67	13	440	360	67	13	440
8	415	69	5	489	414	69	5	488	414	69	5	488	416	68	5	489	417	68	5	490	416	68	5	489	415	68	5	488	413	69	5	487
J.H.S. Total	771	134	18	923	771	134	18	923	770	135	18	923	772	135	18	925	774	135	19	928	776	135	18	929	775	135	18	928	773	136	18	927
9	393	63	4	460	393	63	4	460	393	63	4	460	393	63	4	460	393	63	4	460	390	66	3	459	389	66	3	458	388	66	3	457
10	352	75	4	431	350	75	4	429	351	75	3	429	352	75	3	430	352	76	3	431	354	73	3	430	355	73	3	431	354	73	3	430
11	364	74	7	445	364	74	7	445	364	74	7	445	365	74	7	446	364	74	7	445	365	72	7	444	365	72	7	444	365	71	7	443
12	422	69	7	498	424	69	7	500	423	69	9	501	421	69	9	499	419	69	9	497	417	68	9	494	415	67	9	491	415	67	9	491
13 SP	0	0	0	0	0	0	3	3	2	0	1	3	2	0	1	3	2	0	1	3	2	0	1	3	1	0	1	2	1	0	1	2
P.G.	3	0	3	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1534	281	25	1840	1531	281	25	1837	1533	281	24	1838	1533	281	24	1838	1530	282	24	1836	1528	279	23	1830	1525	278	23	1826	1523	277	23	1823
Secondary Total	2305	415	43	2763	2302	415	43	2760	2303	416	42	2761	2305	416	42	2763	2304	417	43	2764	2304	414	41	2759	2300	413	41	2754	2296	413	41	2750
OOD 7-13	53	11	0	64	53	11	0	64	53	11	0	64	55	11	0	66	56	11	0	67	59	11	0	70	56	11	0	67	57	11	0	68
Reg. Total	2358	426	43	2827	2355	426	43	2824	2356	427	42	2825	2360	427	42	2829	2360	428	43	2831	2363	425	41	2829	2356	424	41	2821	2353	424	41	2818
Preschool Total	89	20	3	112	81	21	3	105	92	22	3	117	95	23	3	121	99	24	3	126	95	26	4	125	95	27	3	125	96	27	3	126
Elem Total	2269	418	40	2727	2267	418	40	2725	2261	415	40	2716	2268	417	40	2725	2265	419	40	2724	2269	426	39	2734	2265	427	39	2731	2266	425	39	2730
Secondary Total	2358	426	43	2827	2355	426	43	2824	2356	427	42	2825	2360	427	42	2829	2360	428	43	2831	2363	425	41	2829	2356	424	41	2821	2353	424	41	2818
Grand Total	4716	864	86	5666	4703	865	86	5654	4709	864	85	5658	4723	867	85	5675	4724	871	86	5681	4727	877	84	5688	4716	878	83	5677	4715	876	83	5674

A = ACTON Pre-School In D. = In Distri Distribution:
 B = BOXBOROUGH P.G. = Post Graduates
 C = Choice/Staff/Tui Ungr. = Ungraded

P. Light D. Verdolino All Principals (2)
 M. Altieri A. Bisewicz
 D. Bookis K. Nelson
 D. Bentley J. Nichols/J. LaShombe
 S. Cunningham

Students other than Choice counted under column C:
 Staff Students -
 Tuition In Students -

Actual Acton-Boxborough Grade K-6

Grade	Blanchard				Total	Conant				Total	Douglas				Total	Gates				Total	McCarthy				Total	Merriam				Total	#Sec	Avg. Size
	ADK	ADK	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM					
			54	20		41	16			21	20			22	18			43	20			41	19									
K	18	18	17	20	73	20	20	17	57	21	20	41	22	18	40	21	21	20	63	20	21	19	60	334	17	19.6						
				16				0				0		2				4				0	22									
Gr. 1	21	22	21	21	86	22	21	21	64	21	21	42	21	21	42	19	18	19	17	73	20	19	21	60	367	18	20.4					
				15				2				0		1				1				1	20									
Gr. 2		20	21	21	62	21	21	22	64	22	20	42	21	20	20	61	23	21	22	66	21	21	21	63	358	17	21.1					
				21				1				0		2				0				1	25									
Gr. 3		22	21	21	64	23	24	47	24	23	23	70	22	24	23	69	23	24	23	70	24	23	24	71	391	17	23.0					
				3				0				1		5				4				2	15									
Gr. 4		21	22	20	63	24	24	48	24	21	23	68	21	23	23	67	22	22	22	23	89	24	24	23	71	406	18	22.6				
				16				1				4		2				7				1	31									
Gr. 5		18	18	18	54	25	24	25	74	23	22	24	69	24	23	47	22	23	22	21	88	25	21	25	24	95	427	19	22.5			
				11				3				0		0				4				3	21									
Gr. 6		23	22	21	66	24	23	23	24	94	24	25	24	73	24	24	48	25	25	24	74	24	24	24	72	427	18	23.7				
				14				1				0		2				4				1	22									
				96				8				5		14				24				9	156									
Total	23	20.3			468	20	22.4		448	18	22.5		405	17	22.0		374	24	21.8		523	22	22.4		492	2710	124	21.9				

96 Acton residents attend school in Boxborough

60 Boxborough residents attend school in Acton



**TOWN OF BOXBOROUGH
MAY 13, 2019
LIST OF ARTICLES**

SPECIAL TOWN MEETING

MARIJUANA ZONING BYLAWS

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2. AMEND SECTION 7700 CRAFT MARIJUANA CULTIVATOR COOPERATIVES	5
3. AMEND SECTION 7700 MARIJUANA CULTIVATORS	6
4. AMEND SECTION 7700 MARIJUANA MICROBUSINESS	7
5. AMEND SECTION 7700 MARIJUANA PRODUCT MANUFACTURERS	8
6. AMEND SECTION 7700 MARIJUANA RESEARCH FACILITIES	9
7. AMEND SECTION 7700 MARIJUANA RETAILERS	10
8. AMEND SECTION 7700 MARIJUANA TESTING FACILITIES	11
9. RECREATIONAL MARIJUANA ESTABLISHMENTS LOCAL TAX OPTION	12
10. AMEND SECTION 7700 LOCATION OF PERMITTED USES	13
11. AMEND SECTION 7700 PROHIBITION OF MARIJUANA ESTABLISHMENTS	16
12. PAYMENT OF PRIOR FISCAL YEAR BILLS	17

ANNUAL TOWN MEETING

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3. SET SALARIES AND COMPENSATION OF ELECTED OFFICIALS	23
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5. TOWN OPERATING BUDGET	29

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT (ABRSD)

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7. ABRSD STABILIZATION	40

FINANCIAL ITEMS (NON-CONSENT)

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**ARTICLE 6 ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT (ABRSD)
DEBT**

(Two-thirds vote required)

To see if the Town will vote to approve of authorizing the Treasurer of the Regional School District to borrow the sum of Seven Million Five Hundred Thousand (\$7,500,000) for the purpose of paying construction, installation and all other associated costs of providing the capital improvements identified hereof in the Regional School District's Capital Improvement Plan, or take any other action relative thereto.

Summary:

This Article requests approval, by two-thirds votes of both members' town meetings in accordance with Section 9 of the Acton-Boxborough Regional School District Agreement, of the Regional School District's authorization of its Treasurer to borrow the above sum to fund its Capital Improvement Plan (CIP) as presented publicly by the Superintendent of Schools.

For more information refer to the Superintendent's Budget Message at the end of this Warrant.

The Acton-Boxborough Regional School Committee recommends unanimously (10-0).

The Acton-Boxborough Regional School District has developed a long-range Capital Improvement Plan (CIP). The CIP, which totals approximately \$21M and spans thirteen years, was developed collaboratively through the work of the Acton-Boxborough Regional School Committee's Capital Subcommittee. Membership on the Capital Subcommittee was comprised of representatives from the School Committee, Finance Committees from each town, and district administration.

The District is proposing to borrow \$7.5M in order to execute this plan. Repayment of the bond will be within the District's operating budget as proposed and does not require a debt exclusion. The operating budget allocations for the duration of the plan will be increased 2.5% annually so that there will be sufficient funds available on an annual basis to continue projects identified in the plan during the years the District is repaying debt. By borrowing the \$7.5M now, we will allocate funding for the highest priorities in the first 2-3 years of the plan, thereby accelerating the improvement plan. This will allow us to implement a plan that can be repaid within the District's operating budget with no debt exclusion, and improve our infrastructure and learning environments to benefit our students today.

The Select Board recommends unanimously (5-0).

As explained above, the Regional School District has developed a Capital Improvement Plan which includes short term high priority capital projects. This borrowing would allow the district to complete a large number of high priority capital projects over the next 3 years.

The Finance Committee recommends unanimously (4-0).

The Finance Committee liaison to the ABRSD reviewed the capital plan as provided by the school district. The debt will allow the school to complete a large number of the outstanding capital projects in the next three years. The debt (principal and interest) will be covered within the region's operating budget.

**ARTICLE 7 ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT (ABRSD)
STABILIZATION**

(Majority vote required)

To see if the Town will approve the establishment of a Capital Stabilization Fund by the Acton-Boxborough Regional School District in accordance with the provisions of Chapter 71, Section 16G½ of the Massachusetts General Laws, as amended, for the purpose of providing funding for the District's future capital needs in conjunction with its Capital Improvement Plan, or to take any other action relative thereto.

Summary:

This article would allow the School District to establish a Stabilization Fund for funding future capital needs of the District, as presented publicly by the Superintendent of Schools. Both member towns must approve the establishment of the Fund before it can be implemented. Money in the Fund may be invested and the interest earned becomes a part of the Fund. The Fund may be appropriated by vote of two-thirds of all of the members of the Regional School Committee for any capital purpose or other purpose as approved by the Commissioner of Elementary and Secondary Education.

For more information refer to the Superintendent's Budget Message at the end of this Warrant.

The Acton-Boxborough Regional School Committee recommends unanimously (10-0).

The District engaged in a capital planning process that involved many individuals and organizations within the District and the towns. The resulting Capital Plan lays out major capital initiatives for the next 13 years. However, even with careful planning and execution of projects over multiple years whenever possible, there are projects whose costs will substantially exceed the District's funding ability within a given fiscal year. Additionally, it is important for the District to have a strategy to protect itself from liability should a major, unanticipated capital expense be identified requiring immediate repair. To plan for both of these scenarios, the Capital Subcommittee proposed that the District establish a Capital Stabilization Fund. The establishment of such a fund would allow the District to save for both future anticipated and unanticipated costs relating to capital.

The Department of Elementary and Secondary Education advises that the "establishment and use of a stabilization fund should be based on the district's long range capital plan." Further, the District's auditors' most recent management letter (issue date November 19, 2018) includes a recommendation "that the District consider establishing a stabilization fund for capital needs planning consistent with...the law." We believe that our Capital Plan is a substantial step forward for the District in ensuring that our students have access to safe and effective learning environments. By authorizing the Capital Stabilization Fund, we will be in a stronger position to fund the Capital Plan year to year.

The Select Board recommends unanimously (5-0).

This article would allow the District to establish a stabilization fund for the purpose of funding its future capital needs. After the initial funding through a transfer from the Region's Excess & Deficiency (E&D) account this account will be funded through school related revenue, such as the Lower Field rental income. This fund will allow the District to complete larger capital items such as the replacement of the Lower Field turf.

The Finance Committee recommends unanimously (4-0).

The Finance Committee reviewed the purposes of the stabilization fund which will allow the Region to reserve revenues from school related events (Lower Fields) and then utilize the funds in a year when a large capital project is expected to occur. Large capital projects would be included in the operating budget and include items like replacement of roofs and recovering the Lower Fields.



BOXBOROUGH TOWN CLERK

29 Middle Road, Boxborough, Massachusetts 01719

Phone: (978) 264-1727 · Fax: (978) 264-3127

emarkiewicz@boxborough-ma.gov

Boxborough 2019 Election Calendar

Currently there is only one election planned for 2019—the annual town election.

Annual Town Meeting: Monday, May 13

Annual Town Election: Monday, May 21

January 14: Nomination papers for town offices available in the Town Clerk's office. The following offices will be on the ballot:

- **Select Board**, 3-year term, 1 seat
- **Board of Health**, 3-year term, 1 seat
- **Library Trustees**, 3-year term, 2 seats
- **Planning Board**, 3-year term, 2 seats
- **Planning Board**, 1-year term, 1 seat
- **School Committee**, 3-year term, 1 seat
- **Constable**, 3-year term, 1 seat
- **Moderator**, 1-year term, 1 seat
- **Town Clerk**, 3-year term, 1 seat

April 2: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 21 Annual Town Election. Papers are due in the Town Clerk's office by 5:00pm. A minimum of 25 signatures is required.

April 23: Last day to register to vote in order to be eligible to vote at Annual Town Meeting and the Annual Town Election. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

May 13: Annual Town Meeting begins at 7:00pm at the Blanchard Memorial School gym.

May 21: Annual Town Election. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.



Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700
<http://www.abschools.org/school-committee>



12.4

SCHOOL COMMITTEE MEMBERS
2018 – 2019 (as of April 4, 2019)

Diane Baum*	Acton	dbaum@abschools.org	April 2021
Michael Bo	Boxborough	mbo@abschools.org	May 2020
Mary Brolin	Boxborough	mbrolin@abschools.org	May 2019
Adam Klein	Boxborough	aklein@abschools.org	May 2021
Ginny Kremer	Acton	gkremer@abschools.org	April 2022
Amy Krishnamurthy	Acton	akrishnamurthy@abschools.org	April 2020
Tessa McKinley**	Boxborough	tmckinley@abschools.org	May 2020
Maya Minkin	Acton	mminkin@abschools.org	April 2020
Paul Murphy**	Acton	pmurphy@abschools.org	April 2020
John Petersen	Acton	jpetersen@abschools.org	April 2022
Angie Tso	Acton	atso@abschools.org	April 2021

The Committee may be emailed at abrsc@abschools.org. These emails will also be received by the Superintendent, Deputy Superintendent and the Committee's Executive Assistant, Beth Petr. Beth may be reached at 978-264-3306 or bpetr@abschools.org.

*Chairperson

** Vice-Chair

Acton-Boxborough Regional School Committee

Acton-Boxborough Regional School District

15 Charter Road

Acton, MA 01720

www.abschools.org

At the invitation of the Acton Boxborough Education Association and the Massachusetts Teachers Association, the Acton-Boxborough Regional School Committee unanimously passed the following resolution in support of the MTA's ***Fund Our Future*** campaign at their meeting on March 21, 2019:

Resolution in Support of Full Funding for Our Public Schools

WHEREAS, free public schools available to all students without exception are foundational to our democracy and are required by the state constitution; and

WHEREAS, all of our students, no matter where they live, deserve high-quality public schools that teach the whole child and provide them with a rich school experience that addresses their academic, social and emotional needs;

WHEREAS, the state's foundation budget formula, which determines state aid to each district, has been woefully out of date for years, thereby underfunding our districts by more than \$1 billion a year for essential educational services; and

WHEREAS, an updated foundation budget formula would bring the Acton-Boxborough Regional School District up to \$1.4 million in additional state aid each year, allowing this district to move closer to providing all students with the education to which they are entitled as residents of the Commonwealth; and

WHEREAS, the Legislature failed to pass any foundation budget legislation in the last session, leaving districts, educators and students without the funds necessary to support the schools our students deserve in every district in the state;

THEREFORE, be it resolved that the Acton-Boxborough Regional School Committee urges the Legislature to approve and fully fund a new foundation budget formula by May 1, 2019.

SUICIDE PREVENTION TRAINING

FREE AND OPEN TO THE PUBLIC

Sponsored by



AB Cares

Question, Persuade, Refer (QPR)

teaches three simple steps anyone can learn to help save a life.

Spring 2019 Trainings:

April 25, 2019 6:30-8:30pm - Acton Human Services Facility & Senior Center

May 30, 2019 10:00am-12:00pm - Acton Library

You never know when you may be called upon to help. Please join us in saying YES to saving the life of a friend, colleague, child, sibling, or neighbor.

Fundraiser Search

Search

[Account Login](#)

Acton Boxborough Campus Walk

Join us on April 27, 2019

[Register Now](#) [Donate](#)

16% of Goal!

\$781 Raised Goal \$5,000

Event Details

Walk Date: **04/27/2019**

Walk Location: **Acton Boxborough Campus - Acton, MA**

Check-in/Registration Time: **9:00 am**

Walk Begins: **10:00 am**

Walk Ends: **12:00 pm**

For more information, please contact:

Contact Name: **Isaac Dawson & Kirtana Krishnakumar (978-760-9558)**

Contact Phone: **978-259-8949**

Contact Email: **20krishnakumark@abschools.org**

Online registration closes at noon (local time) the Friday before the walk. However, anyone who would like to participate can register in person at the walk from the time check-in begins until the walk starts. Walk donations are accepted until June 30th.

Welcome to the Out of the Darkness

Acton Boxborough Campus Walk

04/27/2019

HELP SPREAD THE WORD!

Encourage everyone you know to REGISTER, DONATE, and JOIN the movement to save lives!

Please help promote the event through your social media outlets! Use **#OutoftheDarkness**

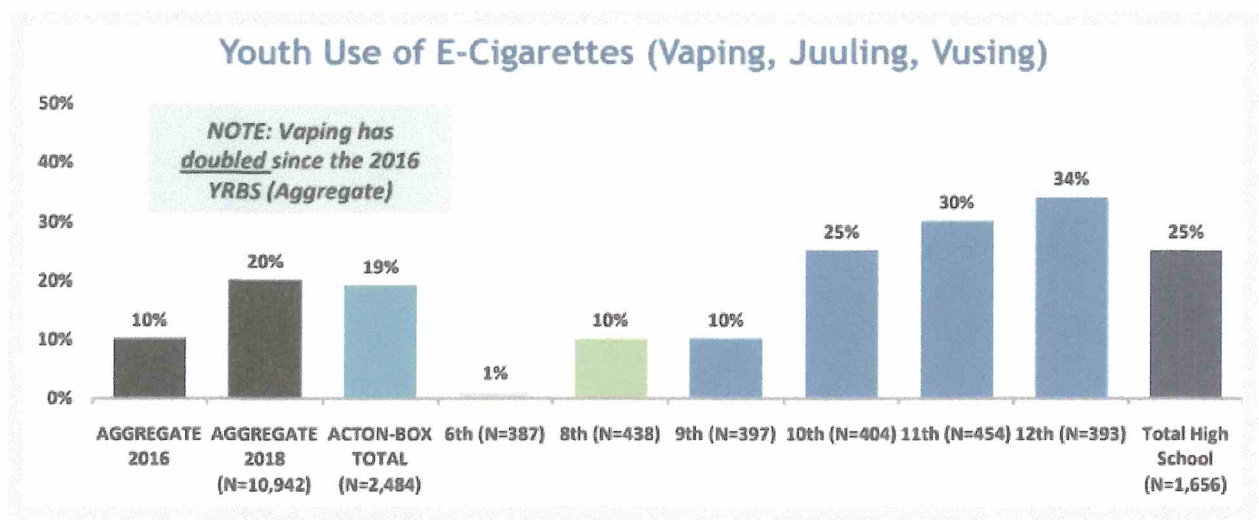
THE NEW LOOK OF NICOTINE ADDICTION

with Mary Cole, MPH, CHES

Greater Boston Tobacco-Free Community Partnership

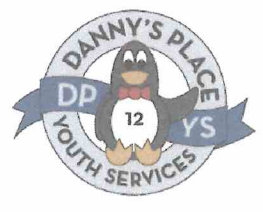
April 30, 2019 | 7pm | RJ Grey Auditorium

- Learn more about what e-cigarette and vape products are
- Why they are harmful
- How the tobacco and vaping industry are targeting our kids
- How to protect our kids from this latest trend



Data from 2018 Acton-Boxborough Regional School District YRBS Report

Email info@dannys-place.org with questions





Beth Petr <bpetr@abschools.org>

This Month in the Division of Open Government

2 messages

Attorney General's Division of Open Government <OpenMeeting@state.ma.us>
Reply-To: Attorney General's Division of Open Government <OpenMeeting@state.ma.us>
To: bpetr@abschools.org

Fri, Mar 29, 2019 at 2:29 PM

[View this email in your browser](#)



This Month in the Division of Open Government March 2019

Good afternoon,

We are writing today to share updates from the Attorney General's Division of Open Government.

Included in this month's edition:

- Training Opportunities
- Guidance Spotlight: Meeting Notices and Annual Renewals or Appointments

Please pass along the information below to your constituencies and to anyone else who might be interested.

As always, you are welcome to contact us at (617) 963-2540 or OpenMeeting@State.MA.US with any Open Meeting Law questions.

In partnership,

The Attorney General's Division of Open Government

Training Opportunities

We hope you will be able to join us at a regional or webinar training this spring. Our trainings are free and open to the public. You do not need to live in the community hosting a training in order to attend. We just ask that you register in advance so we will have materials for you. The regional training and webinar training dates are below and available on our [training website](#).

Upcoming Open Meeting Law Regional Trainings

Tuesday, April 9, 2019

Where: Peabody City Hall, Wiggin Auditorium
24 Lowell Street, Peabody, MA 01960
Time: 5:30 p.m. – 7:30 p.m.

Thursday, April 25, 2019

Where: Avon Town Hall, Mary T. McDermott Meeting Room
65 East Main Street, Avon, MA 02322
Time: 5:30 p.m. – 7:30 p.m.

Thursday, May 16, 2019

Where: Jones Library, Woodbury Room
43 Amity Street, Amherst, MA 01002
Time: 5:30 p.m. – 7:30 p.m.

Upcoming Open Meeting Law Webinar Trainings

Tuesday, April 30, 2019: 12:30 p.m. - 2:00 p.m.

Thursday, May 23, 2019: 12:30 p.m. - 2:00 p.m.

Training Registration: Individuals interested in attending an educational forum are asked to register in advance by emailing OMLTraining@state.ma.us or by calling 617-963-2925, and providing: 1) their first and last names; 2) phone number; 3) email address; 4) town of residence; 5) the public body/organization they represent, if applicable; and 6) the location of the educational forum they will attend.

Guidance by Request

Meeting Notices and Renewals for Appointments

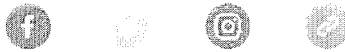
How detailed should meeting notices be where the public body intends to act on a large group of similar items (for example, annual license renewals or board appointments)?

The notice must include details about each item, including the identity of the licensee or applicant or the address that is the subject of an application to be considered by the public body. This level of detail is intended to provide members of the public with sufficient information to understand what business is being

transacted by the public body and the opportunity to attend and observe deliberations in which they are interested.

This advice is consistent with our prior determinations. See OML 2016-167; OML 2011-11. We had, on limited occasions, advised public bodies that when identifying each annual appointment, license, or application to be considered at a meeting would result in the notice consisting of many pages that cannot fit on a bulletin board, a public body may instead reference on the notice that such additional information can be found at the municipal clerk's office or at another easily accessible location. However, the Suffolk Superior Court recently concluded that this approach is arbitrary, because the determination of whether it is practical to post a certain number of pages on a bulletin board is subjective. See Town of Swansea v. Maura Healey, Civil Action No. 2017-3269-E (Suffolk Sup. Ct. October 29, 2018). Accordingly, the specific information must be included on or with the notice itself; it is not acceptable for a meeting notice to refer members of the public to another location to find the required information. We encourage municipalities with limited posting space to consider adopting a website as the official notice posting method.

As always, you are welcome to contact us at (617) 963-2540 or OpenMeeting@State.MA.US for additional Open Meeting Law guidance.



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You are receiving this email because you have expressed interest in receiving updates from the Division of Open Government and/or your constituencies work with the Open Meeting Law.

Our mailing address is:

Massachusetts Attorney General's Office
Division of Open Government
1 Ashburton Place, 20th Floor
Boston, MA 02108

Add us to your address book

Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#).



Beth Petr <bpetr@abschools.org>
To: AB School Committee <abrsc@abschools.org>

Fri, Mar 29, 2019 at 2:40 PM

fyi
[Quoted text hidden]

April


CASE Collaborative Family Community News & Resource Pages



CASE Collaborative Parent Coffees and Support Groups

Dear CASE Families,

Please note the revised time for our upcoming Guest Speaker presentation on 4/25/2019. The presentation will begin at 6:30pm instead of 6:00pm as originally stated in March Family Newsletter "Save the Date" notification. *See you on the 25th! RSVP's due 4/19/19.*

CASE Collaborative 

Please Join Us!

Victor Hernandez, Deputy Assistant Commissioner, Massachusetts' Department of Developmental Services (DDS), will speak on several topics including:

- An Overview of DDS Children and Adult Services Eligibility and Funding Availability
- DDS Children & Turning 22 services
- Autism Omnibus Law which significantly expands services and opportunities for children and adults with Autism Spectrum Disorder (ASD) and their families
- Overview of the Real Lives Bill and DDS Delivery Service Models


What: Guest Speaker Victor Hernandez, Deputy Assistant Commissioner, (DDS)

When: Thursday April 25th, 2019, 6:30-8:00 p.m.

Where: Ripley Administration Building, 120 Meriam Road, Concord MA

Please RSVP to Shelley Green @ sgreen@casecollaborative.org by April 19, 2019

"Nurturing and inspiring every child to learn and grow!"


Department of
Developmental Services
300 Harrison Avenue
Boston, MA 02118
Voice: (617) 727-5608
Fax: (617) 624-7377

Email:
DDS.Info@state.ma.us
DDS website:
www.mass.gov/dds

Directions to the Ripley Administration Building can be found on our website www.casecollaborative.org

As you pull into the circular driveway in front of the Ripley Administration Bldg., you will need to turn right into the side parking lot. Follow the driveway to the stop sign located in the rear parking lot.

The entrance to the building is located in the rear parking lot at the 'elbow' of the building.

Parking is available in the rear or side lot.

The doors will be unlocked at 6:00 p.m.

We Hope to See You There!



Community Workshops and Conferences



Planning for Two Generations

When: April 23, 6:00 pm - 8:00 pm

Where: Seven Hills Pediatric Center, Groton, MA

Special Needs Financial Planning is planning for two generations. Many children with a disability must be supported their entire lives, even long after their parents have died. Our approach reaches beyond the limited boundaries of Wills and Trusts to provide you with a road map to address your own family's Special Needs. Planning for Two Generations centers upon our Special Needs Planning Timeline™. The timeline highlights the various planning pressure points where parents should be aware of changes relating to their child's benefits, legal and financial issues. The primary focus is to help parents avoid common mistakes and pitfalls in their own planning. In addition we will also discuss the new ABLE account and its potential role in planning for your child. Contact Alexandria Nadworny for more information about Planning for Two Generations. RSVP Alex Nadworny: alex.nadworny@shepherdfinancialpartners.com



PRESENTS

Autism Insurance
in Massachusetts

April 23, 2019
6:00 PM - 8:00 PM

Thrive Support & Advocacy
65 Boston Post Road West
Suite 220
Marlborough, MA 01752

ASL INTERPRETERS
WILL BE PRESENT!

To Register, Contact:
Michael Diggins
MDiggins@icanthrive.org
or
508-485-4227 Ext 1004

THRIVE SUPPORT & ADVOCACY

Am I Covered?

The Autism Insurance Resource Center Coverage Tool



Terri Farrell, Project Director Autism Insurance Resource center, will guide parents through the Autism Insurance process. Come learn about:

- MassHealth and the Autism Omnibus Bill.
- How to figure out what coverage you need and eligibility.
- Premium Assistance
- The Health Connector
- Covered treatments and how to access them
- Frequently asked questions, and where to get assistance.

A Team to Carry On

When: April 30, 6:00 pm - 7:30 pm

Where: Seven Hills Pediatric Center, 1460 John Fitch Highway, Fitchburg, MA

A Team to Carry On covers the considerations beyond the wills and trusts: the details of living. We've learned from the families we have worked with over the past 20 years that planning for an individual with special needs requires a different team: a team of professionals, friends and family members who will form an infrastructure to carry on even when you are no longer there. Planning for the future of an individual with special needs requires marshaling financial resources but even more importantly, arranging for the human resources to carry on in the role of the parents. While no one person can duplicate what a parent does, the family should identify a person who will captain a team with at least three members with distinct roles: a trustee, a guardian and a money manager. Having a team provides the checks and balances that protect against any conflict of interest. RSVP: email/ 781-756-1804. Please contact Alexandria Nadworny for more information about A Team to Carry On. RSVP Alex Nadworny: alex.nadworny@shepherdfinancialpartners.com



Community Workshop Series

THRIVE
SUPPORT & ADVOCACY

PRESENTS

**OVERVIEW OF
SOCIAL SECURITY**

Work Incentives for Families
and Persons Served

Wednesday, May 15
6:00-8:00 pm

Thrive Support & Advocacy
65 Boston Post Road West
Suite 220
Marlborough, MA 01752

*Designed to address concerns of
persons served and family
members.*

To Register contact:
Michael Diggins
mdiggins@icanthrive.org
or
508-485-4227 Ext 1004

We will ...

- Examine the main barriers to employment for Social Security disability beneficiaries.
- Review existing work incentives, reporting requirements, beneficiary rights and employment support programs that help participants realize work is possible.
- Share community resources pertaining to the appropriate supports necessary to make informed decisions about employment and benefits.

2nd Annual Community Conversation Event



Let's Talk

April 24, 2019
5:00-8:00p.m.

- Join us for a conversation with the community focused on mind, body, and soul wellness, in a safe open space to talk and seek help
- A panel discussion with professionals and individuals with lived experience
- Resource fair featuring community service agencies from the Worcester area
- Free childcare is available
- A light meal will be served

Contact: Irving Henry @ 508-616-2828 for more information



Saint Joan of Arc Parish
570 Lincoln St, Worcester



Tips for Managing ADHD at Home and at School

When: Monday, April 29, 2019, 7:00 pm - 9:00 pm

Where: Lincoln-Sudbury Regional High School, 390 Lincoln Rd, Sudbury MA (library classroom)

Presented by Brendan Mahan, M.Ed., M.S., ADHD Essentials. Topics covered are geared toward teens, and include:

- Why the name ADHD stinks
- How the name affects people's perception of the disorder
- Look-a-likes & comorbidities
- ADHD in the brain
- The role of executive function
- Brendan's "Wall of Awful" Model: The emotional impact of ADHD
- Lifestyle strategies for managing ADHD
- Practical tips for managing ADHD at home and at school

PLEASE RSVP for sufficient materials preparation! lssepac.chair@gmail.com

LexSEPTA and LexSEPAC

Executive Function Workshop with Sarah Ward

When: 05/16/2019, 7:00 pm – 8:00 pm

Where: Lexington High School Auditorium, 251 Waltham Street, Lexington MA

A common feature of weak executive function skills are reduced organization skills. As students move from elementary to middle to high school, the ability to think in an organized way or to use these “higher order thinking skills” becomes more and more important. You will learn many practical strategies to teach children how to identify the big picture, to integrate information, to make inferences, to improve their speed of processing and to problem solve. In addition you will learn concrete strategies to help children manage their time and materials to successfully record and complete nightly homework assignments, long term projects and to prepare for tests. Location TBD; please check back. About Sarah: Sarah Ward, M.S., CCC/SLP and Co-Director has over 20 years experience in diagnostic evaluations, treatment and case management of children, adolescents and adults with a wide range of developmental and acquired brain based learning difficulties and behavioral problems. To read more about Sarah Ward and to register visit <https://lexsepta.org/events/executive-function-workshop-with-sarah-ward/>



Strategies for Parents of Teens with Mental-Health Disorders

When: Thursday, May 16, 2019, 7:00 pm - 9:00 pm

Where: Lincoln-Sudbury Regional High School, 390 Lincoln Rd, Sudbury MA (library classroom)

Author and mental-health mom Deborah Vlock will read "snapshots" from her new book, Parenting Children with Mental Health Challenges: A Guide to Life with Emotionally Complex Kids. This will be followed by discussion of specific topics, such as finding and cultivating parent "intel" networks; managing sibling needs; optimizing communication with providers, partners, families, and friends; and parent self-care. PLEASE RSVP for sufficient materials preparation! lssepac.chair@gmail.com



The Housing Workshop

When: May 22, 2018, 12:00 pm - 1:00 pm

Format: Webinar

The Housing Workshop is a step by step guide to planning for your child when it is time to move out. It will focus upon combining personal resources and government benefits to create a home for your loved one. The goal is to help you plan to achieve your vision of a great life for your son or daughter.

We will review the issues with an eye toward identifying:

- What is needed
 - How much it will cost
 - How to do it
- Topics include:
- Residential options
 - Government benefits
 - Legal

Contact Alexandria Nadworny for more information about The Housing Workshop. RSVP Alex Nadworny: alex.nadworny@shepherdfinancialpartners.com.

It Starts With Us



A Children's Mental Health Conference

Join us on May 31, 2019!

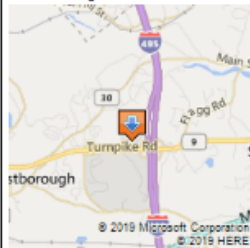
When

Friday, May 31, 2019 from 9:00 AM to 3:00 PM EDT
[Add to Calendar](#)

Quick! Reserve your spot today at PPAL's 8th Annual Conference and Celebration on Friday, May 31. Every year our conference fills up fast so make sure you have a seat. Early bird prices are in effect until April 15.

Where

Doubletree by Hilton Hotel
5400 Computer Drive
Westborough, MA 01581



[Driving Directions](#)

This year promises to be an outstanding event, gathering more than 400 attendees with morning and afternoon workshops on a wide variety of topics.

Enjoy a day of learning, lunching, networking and browsing the exhibit tables. End the day informed and inspired!

We are also proud to present our 8th Youth/Young Adult Conference Track, giving young people aged 13-25 the opportunity to develop their skills as leaders and advocates.

[Register Now!](#)

[Click here to download registration and sponsorship forms.](#)



Discovery Museum Speaker Series

Power of the Baby Brain

When: Thursday, May 23, 2019 - 6:30 pm to 8:30 pm

Where: Takeda Pharmaceutical Company. Fortis Lecture Hall200 Shire Way Lexington, MA

Speaker: Takao Hensch, Ph.D., Joint Professor of Neurology, Harvard Medical School at Boston Children's Hospital, and Professor of Molecular and Cellular Biology at Harvard's Center for Brain Science We have much to learn from infants. Early experience enduringly shapes the brain, creating windows of great opportunity and vulnerability. Dr. Hensch's work has focused on the biological basis of such critical periods. Strikingly, their timing can be either accelerated or delayed regardless of actual age—a condition seen in neurodevelopmental disorders. Closure of critical periods in turn reflects an active process, rather than a purely passive decay. Lifting such "brakes" allows the reopening of plastic windows in adulthood, while rendering neural circuits unstable in disease states. Understanding how brain plasticity and stability are naturally balanced throughout life offers new insight into mental illness and novel therapeutic strategies for the recovery of function in adulthood. This event is free of charge, but pre-registration is required—no walk-ins can be permitted at this event. Light refreshments will be available at no charge. Register Here <https://26033.blackbaudhosting.com/26033/Discovery-Museum-Speaker-Series-2019-featuring-Dr-Takao-Hensch>



Transition (ages 14-22) and Beyond



Spring 2019 Regional Session - Pressing Issues Facing Individuals with Intellectual and Developmental Disabilities

When: Session 4: Wednesday, April 17 – 10:00 am– 12:00 pm

Where: Bridgewell, 10 Dearborn Road, Peabody, MA

Please join Leo Sarkissian, Executive Director of The Arc of Massachusetts, for a conversation about pressing issues facing people with intellectual and developmental disabilities and the family members and human service agencies who assist them. Leo will discuss the Workforce Shortage Crisis and The Arc's new initiative to find a solution; the FY 2020 state budget; and how to increase social inclusion. Learn what you can do to be an effective advocate, so you can have an impact on the lives of people with disabilities statewide. Register by April 15 here

<https://thearcofmass.org/spring/>



Special Needs Housing Group

When: April 18th, Thursday - 7:00 pm - 9:00 pm

Where: Wellesley Unitarian Church, 309 Washington St., Wellesley Hills, MA

Below is an opportunity to learn more an organization that can provide residential opportunities and the support services that may be necessary before “moving in”, and post “moving in”.

Our presenters will be from MAB Community Services, Brookline, MA.

Barbara Salisbury – CEO of MAB. Barbara has been the CEO at MAB for more than ten years. MAB includes the Ivy St. School, MAB Adult Disability Services, and the Massachusetts Association for the Blind and Visually Impaired. Prior to Barbara leading MAB, she had a long career in state government and higher education where she served as budget director under Governor Dukakis and was the Administrative Dean of the Kennedy School of Government at Harvard University.

Brooke Howard – Director of Transition Services at Ivy St. School and Skills for Life program.

Wendy Peverill-Conti – The parent of a twenty-two-year-old son, who is currently a Skills for Life client and is living in his own apartment supported, in part, by a subsidy from the Section 8 program. She will speak to her experiences at the MAB programs, and how life is going for her son.

Anastasia Kanistras – Director of Day Programs and Adult Disability Services, including YAP (young adult program).

Brittany – a participant in the YAP (young adult program) who currently lives in a group home and is now planning to live independently with case management.

Based on the services and supports offered by MAB, it is evident that they provide a comprehensive support system that accommodates the needs of many of our children with their continuum of services. They have a specific focus on independent living skills, vocational training and support, and community integration. If you plan to attend, please send RSVP to Michael Weiner at michaelwweiner@financialguide.com.



Turning 22 Adult Services Fair

When: Wednesday, April 24, 2019 at 4:30 pm – 6:30 pm

Where: LifeLinks Family Support Center, 4 Omni Way, Chelmsford, Ma

LifeLinks Family Support Center, in collaboration with DDS, is putting on a free Turning 22 Adult Services Fair. Our goal is to provide families in the Greater Lowell area with transition information on organizations, services and supports that Adults 22+ with developmental disabilities would benefit from. Please join us!



Advocacy Matters: The Workforce Shortage Crisis and more

Free Parent/Guardian Training



Disability law is essential for our loved ones: to help ensure safety, quality of services, an education, equality and the protection of their rights as human beings. This training will educate the audience on how to forge ahead toward our common goal to provide the best for our family members. As parents, guardians, siblings, friends, and family members, it

is incumbent upon us to help advocate for this vulnerable population.

The **workforce shortage crisis is real**. Nicky's Law, which would create a registry of caretakers with substantiated abuse allegations, has not yet passed.

And there is more...

Maura Sullivan, Director of Government Affairs and Director of Operation House Call at The Arc of Massachusetts, will explain how the legislative process works, what is occurring on Beacon Hill in the disability arena, and what we can do to help get bills/laws passed in order to advance and protect the lives of our family members. Maura's broad-based professional experience, along with her personal challenge of having two children on the autism spectrum, will greatly inform us.

Please join the conversation and get inspired.

Date: Thursday, April 25, 2019

Time: 6:45-8:45 P.M.

**Place: Minute Man Arc for Human Services
35 Forest Ridge Road, Concord, MA**

To register, *R.S.V.P. by Monday, April 22nd* to Michele Klein: 978-287-7900 or mklein@minutemanarc.org. Please include your phone number when responding. *It is very helpful to know how many are attending, so please sign up by the due date.*

If the weather is questionable, call 978-287-7900



PLANNING A LIFE: Preparing for College

Conference Topics:

- Disability Laws: 504 and ADA
- Disability Disclosure and Self-Determination
- Transition laws
- Accommodations and assistive technology
- Easter Seals—College Navigator Program
- College exploration and disability services
- Family involvement
- Healthcare transition
- \$50 per person
- \$75 per family or professional
- Scholarships available



Planning a Life: Preparing for College is a 1-day transition conference for families of students on IEPs that will graduate with a high school diploma with the vision of attending college.

April 26, 2019
8:30am - 4:00pm
Registration is required

Location:
Our Lady of Mount Carmel & Our Lady of Loreto Parish
37 Massasoit Rd
Worcester, MA 01604
For more information contact The LINK Center at
617-236-7210 or email: wioa@fcsn.org

DREAM

EXPLORE

PLAN



Best Buddies Massachusetts

Best Buddies Massachusetts offers One-to-One Friendship, Integrated Employment and Leadership Development programs. The main programs are located in Boston, Springfield and Worcester. One-to-One Friendship Programs BESTBUDDIES® builds one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), through school and community friendship programs that provide socialization opportunities to help erase the invisible line that often separates students or adults with and without IDD. Friendship programs include Best Buddies Middle Schools, High Schools, Colleges, Citizens, and e-Buddies.

Integrated Employment – Jobs Program. BESTBUDDIES® Jobs program secures jobs for people with intellectual and developmental disabilities (IDD), allowing them to earn an income, pay taxes, and continuously and independently support themselves. Leadership Development Programs. BESTBUDDIES® Leadership Development programs educate and empower people with and without intellectual and developmental disabilities (IDD) to become leaders, public speakers and advocates. Best Buddies Ambassadors program educates and empowers people with IDD through training and workshops, to become leaders and public speakers. Best Buddies Ambassadors is the next step for the disability rights movement – teaching people with IDD the skills they need to successfully self-advocate. Best Buddies Promoters empowers youth to become advocates for people with IDD by organizing and participating in specific events throughout the school year that promote advocacy and bring awareness to the disability rights movement.

For more information contact massachusetts@bestbuddies.org or visit www.bestbuddiesmassachusetts.org

*information found at www.spedchildmass.org

Considering the Road Ahead Transition Planning for Caregivers of Children with Intellectual Disability

- Do you have an adolescent who is or will be transitioning to adulthood in the next few years?
- Would you like to hear more about topics including guardianship, insurance benefits, education, and transition milestones?
- Join us for our FREE half-day workshop!

Friday, May 3rd, 2019
10:00am–2:00pm
Registration at 9:30am
Lunch will be provided

**Boston Children's Hospital at
Waltham**
9 Hope Avenue
Waltham, MA 02453

Featuring Keynote Speaker:
Neuropsychologist
Jennifer Turek Queally, PhD



REGISTER ONLINE:
<https://is.gd/caregiverregistration>
DEADLINE: April 26th

Please contact Meghan Sullivan with any questions.
Phone: 857-218-3851
Email: SWTransition@childrens.harvard.edu

Although we are not able to offer daycare, parking is free and lunch will be provided. Please contact your social worker if you have questions.

Sponsored by the BCH Social Work Department with the support of the Weitzman Family BRIDGES Adult Transition Program

*For caregivers of children treated at Boston Children's Hospital



Social Work Department
Transition Committee



Learning About Housing 1-Day Workshop

When: Sat, May 11, 2019, 8:30 am – 4:30 pm

Where: 1 Southside Road, Danvers, MA

This is a day long workshop in which families are guided in working through a housing manual that will help them determine what housing options might be appropriate for their family member. Topics include public funding streams, level of support needed, living skills development, assessment of personal resources, housing models, person-centered planning, and service providers. Tickets must be bought in advance. Hardship scholarships are available; please contact us at 617-893-8217 or ahphousing@comcast.net. For Registration and Ticket information visit

<https://www.eventbrite.com/e/learning-about-housing-danvers-tickets-44774479674>

Please Join New England Yachad for



Link20 Advocacy Group

A partnership with The Ruderman Family Foundation

For young adults with and without disabilities, ages 18-35

**Section 1:
Feb. 20, 27, Mar. 6**

**Section 2:
Mar. 27, Apr. 3, 7**

**Section 3:
May 8, 15, 22, 29**

Yachad Community Center

384 Harvard St., Brookline, MA

A light dinner will be provided
from 6:00 - 6:30 PM

Program from 6:30 - 8:00 PM

**Link20 is a global social movement led by a network
of young activists, with and without disabilities.**

**Our goals are to raise awareness on the right of people with disabilities
to be fully included in our society and to strengthen young activists' leadership
skills and influence in promoting inclusion and social justice.**

FREE

RSVP at yachad.org/newengland

Contact Rebecca Gilbert at gilbertr@ou.org or 617.209.6799 ext 103



Yachad/NUCO is dedicated to enhancing the life opportunities
of individuals with disabilities, ensuring their participatio
in the full spectrum of Jewish life.
Yachad is a program of the Orthodox Union



Groton-Dunstable SEPAC

Intro to the Transition Planning Process

When: May 9, 2019 6 pm – 8 pm

Where: GDRSD High School Library, 703 Chicopee Row, Groton, Ma

Presenter: Clare Vann, FCSN. ABLE Account vs. a Special Needs Trust? An overview of the transition planning process for youth with disabilities ages 14-22 on IEPs. Attorney Claire Vann will cover a general overview to help your special-needs teen or young adult transition, including:

- Law, School Districts, IEPs.
- Transition Assessments, Evaluations and Goals.
- The student's post-secondary vision.
- Education, Training, if any.
- Living situations and Transportation.
- Managing Medical and Financial Issues.
- State Agencies, Community Supports and Public Benefits

To RSVP or for more information visit <https://gdsepac.wordpress.com/calendar/lecture-series/>

Considering the Road Ahead Transition Planning for Caregivers of Children with Chronic Healthcare Needs

- Do you have an adolescent who is or will be transitioning to adulthood in the next few years?
- This workshop is aimed at caregivers of teens with congenital or chronic conditions as they consider how to navigate moving on from high school into the workforce/college while maintaining good health.

Thursday, May 9th, 2019

10:00am–2:00pm
Registration at 9:30am
Lunch will be provided

Boston Children's Hospital
1 Autumn Street
Boston, MA 02115

Featuring:

- Overview of transition basics
- Professional panel
- Lunch with peers
- Family Stories

Join us for our **FREE** half-day workshop!

There is a separate workshop for caregivers of teens with developmental delays



Social Work Department
Transition Committee

REGISTER ONLINE

<https://is.gd/caregiverregistration>

DEADLINE: MAY 1st

Please contact Susan Shanske with any questions.

Phone: 617-355-1592

Email: SWTransition@childrens.harvard.edu

Although we are not able to offer daycare, parking is free and lunch will be provided. Please contact your social worker if you have questions.

Sponsored by the BCH Social Work Department with the support of the Weitzman Family BRIDGES Adult Transition Program

***For caregivers of children treated at Boston Children's Hospital**



College Boot Camp

When: June 10-14, 2018

Where: Lesley University, 29 Everett St, Cambridge, MA

Heading off to college for the first time doesn't just require book smarts. For many, the transition to college means taking on many things that they used to get support with on their own; imagine navigating a new schedule, new campus, new social scene and the new stresses of college academics with few supports. Our College Boot Camp program is designed to preview some of these possible challenges and provide supports and strategies to overcome them. This year, for the first time, our program includes an overnight at a dorm on Lesley University's campus. For more information, call 781-860-1900 To learn more visit <https://www.massgeneral.org/aspire/apply/?display=apply-teen>



Community Support, Advocacy, & Research Opportunities



MASSACHUSETTS FAMILIES ORGANIZING FOR CHANGE
NORTHEAST REGION

A statewide, grassroots coalition dedicated to individual and family support.

The Northeast Region of DDS is request input sought from families living in the following cities and towns:

Acton Amesbury Andover Arlington Bedford Beverly Billerica Boxboro Boxford Burlington Carlisle
Chelmsford Concord Danvers Dracut Dunstable Essex Everett Georgetown Gloucester Groveland Hamilton
Hawthorne Haverhill Ipswich Lawrence Lexington Littleton Lincoln Lowell Lynn Lynnfield Malden
Manchester Marblehead Maynard Medford Melrose Methuen Merrimac Middleton Nahant Newbury
Newburyport North Andover North Reading Peabody Reading Rockport Rowley Salem Salisbury Saugus
Stoneham Stowe South Hamilton Swampscott Tewksbury Topsfield Tyngsboro Wakefield Wenham Westford
West Lynn West Newbury Wilmington Winchester Woburn

A message from the DDS Northeast Regional Director

Dear Family Member,

Please take a moment today to respond to this survey. Your responses will be used to help inform planning for the DDS Northeast Region so that we are properly aligned to best support individuals and families.

We are developing a regional work plan that spans the next several years. We are very interested in getting input from families of children and adults that we support.

The survey is completely anonymous and we would very much appreciate your input.

Thank you for your assistance and I look forward to sharing our plan with you in the next few months.

Kelly Lawless
Northeast Regional Director

To complete a survey online, please visit this
link: <https://www.surveymonkey.com/r/DDSNERegionSurvey>.

You can also [download a survey](#) and submit a completed copy to O. Sophia Johansson, Northeast Regional Coordinator. Please [email](#) with any questions.



Museum of disABILITY History
A PROJECT OF PEOPLE INC.

The Museum of disABILITY History is dedicated to advancing the understanding, acceptance and independence of people with disabilities. The Museum's exhibits, collections, archives and educational programs create awareness and a platform for dialogue and discovery. The Museum of disABILITY History is a project of People Inc. and is chartered by the New York State Department of Education Board of Regents. People Inc. exists so that individuals with disabling conditions or other special needs have the supports they need to participate and succeed in an accepting society. Check out their Virtual Museum here <http://museumofdisability.org/virtual-museum/>

**Family-Based Future Planning
For Autism In Adulthood**



Boston University is developing a new program to help adult siblings who have a brother or sister on the autism spectrum work with their families to plan for the future. We are looking for **adult siblings** to help us develop this new program. Some participants will view online materials and other participants will have 6 or 7 internet-based individual meetings.

- **Who?** Adult siblings ages 18 and older
- **What?** (1) Complete questionnaires three times (2) Review online information or have online meetings.
- **How long?** 7 months
- **When?** At a time convenient for you
- **Where?** At a convenient location, such as home or work
- **Cost?** There is no cost if you participate. You will be compensated for your participation in the study. Participants will receive up to \$75 for participating.
- **For more information please contact**

forward@bu.edu
617.353.2703



Boston University - Charles River Campus
Institutional Review Board
Approved: 02/11/2019 - 12/04/2019



2019-20 Barbara Wilensky Gopen Memorial Fellowship Now Accepting Applications

The Gopen Fellowship is a one year, part-time work and learning opportunity for an individual with an intellectual and/or developmental disability. It allows an individual to work on a self-designed project and learn about disability policy, services and advocacy. Massachusetts residents with developmental disabilities who are no longer in high school or a transition program are eligible to apply. The Gopen Fellow works primarily at the Institute for Community Inclusion (ICI) at UMass Boston in Dorchester, and occasionally at the Massachusetts Developmental Disabilities Council (MDDC.) Applications are due on Tuesday, April 23rd. For more detailed information and eligibility criteria visit https://www.mass.gov/files/documents/2019/03/07/2019-20%20Gopen_Fellowship_Announcement.pdf



**ADULT SIBLING
MEET & GREET!**

The MSSN has planned a sibling “meet and greet” for adult siblings of people with disabilities to gather, learn from one another, and enjoy each other’s company.

WHEN? SAT 4/27/19
WHAT TIME? 1:00 PM
WHERE? MAGGIANOS RESTAURANT

**PARK SQUARE, 4 COLUMBUS AVE,
BOSTON, MA 02116**

The MSSN will be providing appetizers!



The 2019-20 Allen C. Crocker Family Fellowship

To celebrate the work of Dr. Allen C. Crocker and his devotion to families of children with disabilities, the Massachusetts Developmental Disabilities Network (DD Network) created the Allen C. Crocker Family Fellowship. It allows a family member of an individual with a developmental disability to work on a project of their choosing while developing leadership skills under the guidance of Institute for Community Inclusion staff. Through this experience, the Crocker Fellow will gain valuable knowledge about disability policy, services, and supports. The Crocker Fellow will design and implement a project of their choice that embraces the values and work of Dr. Crocker. Activities will be based on the Crocker Fellow’s interest, and may include grassroots advocacy, public policy analysis, research, and other initiatives to improve the quality of life for people with developmental disabilities and their families. For more detailed information and eligibility criteria visit <https://www.mass.gov/files/documents/2019/03/07/2019-20%20Allen%20Crocker%20Family%20Fellowship%20Announcement.pdf>



Presentation by Students from the Gann Academy on Disability History

When: April 29, 2019, 7:00 pm to 9:00 pm

Where: Price Center, 27 Christina Street Newton Highlands, MA (near the corners of Needham, Oak and Christina Streets enter the building from the large parking lot on Christina Street.)

The Metro Citizen's Advisory Council of the Massachusetts Department of Developmental Services invites the public to attend The Gann Academy 11th grade US History students have dedicated their year to learning about and teaching others about the community of people that lived in the Fernald School, the Met State Hospital and were buried in the MetFern Cemetery in Waltham. Our goal is to try to understand how institutions like the Fernald School could have been built and to think more clearly about how we can be a more inclusive society. We then are going to share our learnings with the broader community with new wayside markers at the MetFern Cemetery and with a book that commemorates and honors the lives of the people who are buried there. We urge you to attend to learn how people with disabilities were abused and disrespected through the years and fortunately how current attitudes have changed to promoting independence and self-fulfillment and quality care for those who have disabilities. Hear how this group of students has changed the ultimate disrespect to several hundred individuals from two state institutions.

Come to honor these students and their accomplishments! Questions RSVP to Lucie Chansky chair of Metro CAB 617-244-7310 or email luciechansky@gmail.com or Gail Gillespie Metro Regional Director 781-314-7501/

Or email gail.gillespie2@state.ma.us



(Ver abajo para español)

If you are a grandparent or relative raising a child under 18 in Massachusetts with no birth parent present, we want to hear from you!

The Commission on the Status of Grandparents Raising Grandchildren is conducting a survey to learn more about the roles and needs of grandparents and other relatives who are raising children under the age of 18 in Massachusetts with no birth parent present. This survey will help the Commission improve services and promote more resources for grandparents, relative caregivers and the children in their care. It should take less than 15 minutes of your time.

Please complete the survey online using your personal computer, smart phone or tablet by clicking the link below:

<https://survey.umassmed.edu/GrandparentsSurvey>

The survey is being conducted on behalf of the Commission by the University of Massachusetts Medical School. The information you provide will be kept **private** and **confidential**. Your responses will be grouped with those of other survey participants and the Commission will not see your individual responses.

Thank you for your time.

Sincerely,

Commission on the Status of Grandparents Raising Grandchildren

If you have any questions about the survey, please call the Office of Survey Research at UMass Medical School at this toll-free number: 1-888-368-7157 or email SurveyResponse@umassmed.edu.



Social & Recreation



Moms of Amazing Kids

Easter Party with the Easter Bunny

When: Apr 19, 5:30 pm – 6:30 pm

Where: Jam Time, 86 Powder Mill Rd, Maynard, MA

This festive party will include numerous arts & crafts tables with stickers, stamps, and crafts galore! Count the jellybeans game for prizes, sweet snacks, gifts from Easter Bunny, and more Jam Time fun! FREE with the price of playground admission! Our Easter Party will have lower attendance and soft music playing. There is also quiet space available if your child needs to take a break. Cost: \$12 per child (no passes or memberships) and you can pay at the door.

Please note: Jam Time is wheelchair accessible. Please be considerate of children that are prone to illnesses, by staying home if you or your child are not feeling well. This is a nut-free space All adults and children must wear socks!!!

To register visit <https://www.momsofamazingkids.org/events-1/easter-party-with-the-easter-bunny>



Museum of Fine Arts Boston

Beyond the Spectrum - Class Description: Stained Glass Masterpieces

When: Saturday, April 20, 2019, 10:30 am – 12:30 pm

Where: MFA, Avenue of the Arts , 465 Huntington Avenue , Boston, MA

Spring is coming, and we're excited to look at art that focuses on color, light, and nature! Join us to learn how stained glass is made and investigate examples of this complex craft throughout the MFA. Return to the studio to make your own stained glass inspired creation. Instructor: Ali Cohen For more information visit the Beyond the Spectrum page, e-mail artfulhealing@mfa.org, or call 617-369-4027.

Beyond the Spectrum is a specially designed program for children and teens with Autism Spectrum Disorders.

Classes meet on select Saturdays from 10:30 am–12 pm. Each class lasts an hour and a half and combines gallery exploration with an art-making activity. \$9 per student (includes materials and Museum admission). For tickets visit

<https://www.mfa.org/programs/gallery-activities-and-tours/beyond-the-spectrum-teen-studio-9>



National Park Week (not a disability specific event)

When: April 20 to 28th

Where: All National Parks

Each April, during the presidentially-proclaimed National Park Week, we join with the National Park Foundation, the official charity of America's national parks, to celebrate America's treasures. National Park Week is a time to explore amazing places, discover stories of history and culture, help out, and find your park! Get ready to celebrate National Park Week 2019 from April 20 to 28! Parks across the country will host a variety of special programs and events. To kick off National Park Week, all entrance fees are waived on Saturday, April 20! There are also special days during the week to highlight the different ways you can enjoy your national parks! To learn more visit

<https://www.nps.gov/subjects/npscelebrates/national-park-week.htm>



Sensory Friendly Comics & Pop Culture Convention

When: April 27, 2019, Two Sessions: 9 – 1 pm & 2 – 6 pm

Where: Becker College, 964 Main Street, Leicester MA

Calmer Con is an authentic Comic Book & Pop Culture convention modified to be more Sensory Friendly for neurodiverse individuals, like those with Autism or ADHD, and anyone else who has sensory processing concerns. This greatly lessens the chance of attendees becoming over stimulated while enjoying the event with their families. We are holding the convention at the Leicester Massachusetts Campus of Becker College in two separate, four hour blocks to allow us to maintain a sensory friendly environment while giving twice as many people the chance to attend. Calmer Con includes many of the activities found at standard comic book conventions, such as comic book & toy vendors, interactions with superhero and science fiction characters, comic book creators, and some contests and giveaways, all presented in a way that helps control overcrowding and noise levels. It also includes many activities not typically found at other conventions, such as an art area, Jedi Training, storytelling seminars, face painting, our Superhero Academy, and a brick building area. Perhaps most importantly, we provide a Sensory Reduced quiet area specifically to allow overwhelmed attendees the opportunity to relax and reset before rejoining the fun. To purchase tickets visit <https://secure.givelively.org/event/calm-passion-inc/calmer-con>



Adaptive Climbing at Hammond Pond

When: April 23, 2019

Where: Hammond Pond Reservation, Hammond Pond Parkway, Newton, MA

Climber with special needs are welcome to join Adaptive Climbing Group New England for a day trip to Hammond Pond in Chestnut Hill.

* Please inquire about appropriate ages.

* Adaptive participants do not require climbing experience to take part. Professional guides from Northeast Mountaineering will be on hand to make it a great experience, even if you are new to climbing. Access to the reservation is just behind the Chestnut Hill Mall. There is a parking lot close to the climbing area, and the approach to the rocks is accessible. It is also possible to arrive by public transportation, most easily by MBTA bus route 60.

* Weather may effect or cancel this event.

Registration is required to www.adaptiveclimbinggroup.org/massachusetts or contact massachusetts@adaptiveclimbinggroup.org *information provided by www.spedchild.mass



Adaptive Sailing Lessons

When: April - October

Where: Community Boating, 21 David G Mugar Way, Boston, MA

Community Boating, Inc. is a private 501(c)(3) non-profit corporation, operating affordable and accessible sailing programming for youth, adults and individuals with special needs under the mission of sailing for all. Membership revenue, fundraising events, and individual donors help us to cover the costs of running these charitable programs. The fee for the program is \$50 for the entire season (April 1st through Oct 31st). No member will be refused based on economic circumstances; need-based memberships are available. The real costs of the Universal Access Program are approximately \$500 per member for the season. We appreciate additional contributions in the form of donations to the Universal Access Program. To learn more visit <https://www.community-boating.org/programs/universal-access-program/>



BOSE



Sensory Friendly Kite Day

When: April 27, 2019 - 11:00 am to 2:00 pm

Where: Bose Corporation, The Mountain Road, Framingham, MA

Join us for a fun, festival-like afternoon atop Bose Mountain in Framingham.

This is a private event for individuals with autism and others who would benefit from a sensory-friendly environment. We will have trackless train rides, rebounders, police and fire vehicles, interactive music therapists, kite flying, food from Wegmans, ice cream from Ben & Jerry's and more! \$5 per car. Bring Your Own Kite. Come celebrate Autism Awareness and Acceptance month with us! No pre-registration necessary.



"Express Yourself" Farm Care Program

When: April 29, 2019 – June 10, 2019

Where: The Maker Farm, 5 Gould Road, Westford, MA

For ages 8 – 10 that would benefit from working with nature while learning and practicing healthy coping skills to reduce stress and anxiety, develop social and relationship skills, and increase healthy self-esteem building skills.

- * Spend quality time with the animals, learn about their proper care, and work together to complete barnyard chores.
- * Participating in farm themed arts, crafts, and games.
- * All groups are limited to 6 participants to allow for individualized programming.
- * Designed for both typical youth and individuals struggling with anxiety, depression, low self-esteem, and high functioning autism.
- * Individual programming available for those with behavioral or anger management issues.

Fees apply, registration is required to www.themakerfarm.com/childrens-classes/care-farming/ *information found at www.spedchildma.com



Adventures in Art for Children on the Autism Spectrum - Toys and Traditions

When: Saturday, May 4, 2019, 10:30 am – 12:30 pm

Where: MFA, Avenue of the Arts , 465 Huntington Avenue , Boston, MA

John, Bertram A. and Ronald M. Druker Family Pavilion (Classroom 159)

Cultures around the world and throughout history have created toys and games to entertain, educate, and enjoy. Join us to learn about some of the traditional games and toys in the MFA's collection and the current exhibition, "Frida Kahlo and Arte Popular." Then, we'll return to the studio to make our own toys out of clay. Instructor: Ali Cohen

For more information visit the Beyond the Spectrum page, e-mail artfulhealing@mfa.org, or call 617-369-4027.

For Tickets visit <https://www.mfa.org/programs/gallery-activities-and-tours/beyond-the-spectrum-2>

Beyond the Spectrum Teen Studio - Transforming Materials

When: Saturday, May 11, 2019, 10:30 am – 12:30 pm

Where: MFA, Avenue of the Arts , 465 Huntington Avenue , Boston, MA

John, Bertram A. and Ronald M. Druker Family Pavilion (Classroom 159)

Artists and craftspeople throughout history have used materials in unusual ways to create unique artworks. Discover creatively made objects and sculptures in the MFA, and then construct your own unique sculpture from recycled materials. Instructor: Ali Cohen

For more information visit the Beyond the Spectrum page, e-mail artfulhealing@mfa.org, or call 617-369-4027.

To purchase tickets visit <https://www.mfa.org/programs/gallery-activities-and-tours/beyond-the-spectrum-teen-studio-10>



Join New England Yachad's Adventure Club and Golf for All for an inclusive summer golfing series!

When: Sundays May 19 – July 7th, Sundays at 10:30am. (See schedule)

Where: Leo J Martin Memorial Golf Course, 190 Park Road, Weston, MA

Over 6 weeks we will learn golf skills and build teamwork with our friends from Golf for All and golf pros. No previous golf experience needed! This series is open to everyone ages 18 and up of all abilities. The golf course is wheelchair accessible. For questions about accessibility please email Ilana Kruger at krugeri@ou.org.

Kosher snacks and water will be provided. We will be golfing outside so please bring a hat and sunscreen. Space is limited so make sure to reserve your spot!

For Registration visit <https://www.yachad.org/newengland/events/series/2323/learn-to-golf-with-golf-for-all!>



2-Day Songwriting and Recording Workshop

When: Saturday May 25, 2019 1:00 pm - 6:00 pm

Sunday May 26, 2019 11:00 am - 8:00 pm * (see details below)

Where: 40 Freeman Place, Needham, MA

Learn valuable songwriting techniques from professional musicians and songwriters. Use what you've learned to make a positive change in your community! At this workshop participants will learn how to write and perform an original song, which we'll then record and master to create a digital track. Plugged In's 2-Day Songwriting and Recording Workshops synergize with our benefit concert series. Participants will learn about the beneficiary of our next benefit concert. They'll learn more about the mission, history, and about the lives effected by the work the organization does in and around our community. We'll also make the tracks available for purchase on the Plugged In Bandcamp page. Funds generated through the sale of these tracks will be donated in support of the chosen charity. The ultimate goal of this workshop is to show our students they can make a positive change in the world with their musical talents.

Registration is required - www.pluggedinband.org/register. Tuition \$175.00. Scholarship is available for this workshop. This workshop is open to all current Plugged In students, alumni, and any youth ages 8-19 who are not in Plugged In. Musical experience is not required! Workshop participants are invited to play their original songs at Plugged In's end of session benefit concert. Additional performance details will be provided at the workshop.



Fun in the Sun - REGISTRATION for the 2019 Program is now open.

The Flutie Foundation is a proud sponsor of the AccesSportAmerica water sports program for individuals on the autism spectrum at the Pappas Rehab Hospital in Canton* (Formerly the Mass Hospital School). Annually, this adaptive program offers 50+ Individuals with autism the opportunity to take part in windsurfing, Hawaiian outrigger canoeing, and stand up paddling -to name a few- while building confidence and having fun! Minimum age requirement is 6 years old. For more information and registration visit <http://www.flutiefoundation.org/how-we-support-families-and-caregivers>

Autism Family Day at Franklin Park Zoo

Saturday, April 27, 2019 | Rain or shine
1 Franklin Park Road • Boston, MA



Franklin Park Zoo is offering free entry to individuals on the autism spectrum.
Bailey's Team is supporting the cost of one additional family member or caretaker.
All other family members to pay zoo entry fees (see tear off sheet below).



WHAT YOU NEED TO KNOW

- Register by **April 1, 2019** and receive a free goody bag from Bailey's Team! (Payment must be included.)
- Enter through the ZEBRA entrance at One Franklin Park Road and visit the Bailey's Team table.
- You will receive a map with the schedule of activities including:
 - > Meet & greets with animal ambassadors.
 - > Arts & crafts for everyone.
 - > Rides on the train, jeep ride and carousel.
- Lunch is on your own - feel free to bring a picnic lunch or visit one of the food vendors. PLEASE, NO STRAWS.
- Autism Family Day activities run from 10:00 a.m. - 3:00 p.m. The Zoo closes at 6:00 p.m.

Bailey's Team for Autism raises funds and awareness in support of individuals living with autism spectrum disorders and their families, with a focus on research, education and programming.

REGISTRATION IS REQUIRED. PLEASE FILL OUT THE THREE LINES BELOW (INCLUDING ZOO NEW ENGLAND MEMBERS).

NAME OF GUEST: _____

NAME OF ACCOMPANYING ADULT/CARETAKER: _____

PHONE/EMAIL: _____

TO PURCHASE ADDITIONAL ZOO TICKETS AT THE DISCOUNTED RATE, PLEASE FILL OUT FIELDS BELOW.

ADULTS/SENIORS, \$15.95: _____ CHILDREN, \$13.95 (AGES 2 - 12): _____ 1 & UNDER: FREE: _____

NAME ON CARD/CHECK: _____

ADDRESS: _____ CITY: _____ STATE: _____ ZIP: _____

PAYMENT ENCLOSED: \$ _____ CHECK # _____ CREDIT CARD ACCT. #: _____

(MASTERCARD / VISA / AMEX / DISCOVER) EXP. DATE: _____ BILLING ZIP CODE: _____

PLEASE SEND THIS PORTION OF THE FORM ALONG WITH YOUR PAYMENT TO:
Bailey's Team for Autism, 164 Westside Avenue, North Attleboro, MA 02760;
NO LATER THAN APRIL 1, 2019 - DEADLINE WILL BE STRICTLY ENFORCED!

Please contact sammirobertson@comcast.net with any questions or concerns.



Autism Speaks Day at Fenway Park

When: April 27th, 2019

Where: Fenway Park, Boston MA

The Red Sox Autism Awareness Day extends a special welcome to individuals and families affected by autism across New England. Select members of the Autism Community will be included in the pre-game ceremonies, and social stories and a quiet zone will be available for all. The Red Sox will be playing the Tampa Bay Rays.

* A portion of the proceeds from each ticket purchased will be donated to Autism Speaks. Tickets will be available on a first-come, first-served basis, while supplies last. Fees apply, ticket purchases required www.mlb.com/redsox/tickets/promotions/themes/autism-awareness For Groups of 20 or more, please contact 617-226-6790. Join us on Saturday April 27th, as we celebrate our friends in the Autism Community. Show your support for all the valuable work many organizations do for all with autism spectrum disorders.



Sensory Friendly Autism Awareness Weeken ar Edaville Railroad

When: Saturday, April 27, 2019 at 10 am – 5 pm

Where: Edaville Family Theme Park, 5 Pine St, Carver, MA

Everyone is welcome! Join us for a weekend full of fun and engage in sensory-friendly activities hosted by our sponsors while learning more about sensory-friendly awareness, education and safety. Please note that some vendors will be at the event one day only. Vendors include:

- Abilities Rec.
- Computers for the Autistic Foundation
- Safety Net Tracking Systems
- Boston Higashi School
- Plymouth County Sheriff's Department
- Vinny the Bubble Guy
- Sensor-ability
- Usborne Books & More
- Piecing it Together
- Center for Autism Related Disorders
- Bluewater Farms

To purchase tickets visit <http://store.edaville.com/daily-admission?fbclid=IwAR25PbnI6VXqvO2FSUfaKSVEyxFcYyrR7HuhNG73GWe5xVlKmVbD86o6Vnw>



Touch a Truck Event

When: Sunday, April 28th, 11 am – 1 pm

Where: Recreational Education Center, 83 Pine St., Peabody, MA

Join us for this FREE event honoring Autism Awareness . A fun morning for the whole family! Various vehicles such as a fire truck, police car, ambulance and school bus will be available for interaction. Some Food Trucks will also be in attendance! This event is open to the public.



Autism Eats!

When: May 15, 2019

Where: Location: Mia Regazza, 1 Proprietors Drive, Marshfield, MA

Autism Eats is back on the South Shore to enjoy a delicious spring dinner, join us!

Going to a family restaurant should be an enjoyable experience. A time to relax, enjoy good food and spend time with your family. Let someone else do the cooking and cleaning. Unfortunately, for those of us who have a child with autism dining out can be anxiety provoking and stressful. As parents, we may feel that "all eyes are on us" when our kids exhibit certain behaviors, have outbursts or refuse to sit still. Other diners may be disturbed and the well intentioned wait staff doesn't really know the best way to help out. Many of us decide it is just not worth the effort and that is unfortunate. We created Autism Eats to bring the fun back to eating out. Our dinner parties are held in private rooms of restaurants or function facilities. Food is served buffet or family style so there is no waiting. Music and lighting are adjusted to accommodate those with sensory sensitivity. These are family dinners and all attending have a loved one on the spectrum so there is no need to apologize, explain or feel uncomfortable. It is an opportunity to enjoy a night out and socialize with others who have many of the same joys and challenges in common. To purchase tickets visit <http://autismeats.org/events/2019/May-15-2019.html>



MGH Aspire Program Special Event BBQ and Hike

When: June 1, 2019, Time: 1:00 pm - 4:00 pm

Where: Hale Reservation, 80 Carby St, Westwood, MA

Ages: 16 + Cost: \$25 MGH Aspire cordially invites participants ages 16+ to join us at our Spring BBQ and Nature Hike. Participants will enjoy a traditional catered barbecue lunch (vegetarian options available) and soak in the great outdoors on a group hike at Hale Reservation in Westwood, Massachusetts. We'll have lawn games, great food and plenty of socializing. Participants are welcome to bring a peer-aged friend or sibling to enjoy this outdoor event. Returning participants, call 781-860-1900 to register. New participants, download your special event application here <https://www.massgeneral.org/aspire/apply/>



Once Upon a Time...Stories at the Symphony - Sensory-Friendly Performance

When: June 1st, 2019 Saturday, 11:00 am

Where: Symphony Hall, 301 Massachusetts Avenue, Boston, MA

The Boston Pops is pleased to offer this sensory-friendly concert for the first time. Sensory-friendly concerts are designed for all families with children or adults diagnosed with an autism spectrum disorder or sensory sensitivities. In addition to musical selections from John Williams and Aaron Copland, the concert will include The Composer is Dead, music by Nathaniel Stookey with text by Lemony Snicket – a madcap whodunnit where an inspector must sift through an entire orchestra of suspicious instruments to solve the crime. While the music on stage remains the same, the following modifications are made to create a welcoming environment at Symphony Hall: lower volume and lighting levels; relaxed house rules; minimal crowds to allow for movement; available noise-reduction headphones; designated quiet room and support spaces; modified food concessions; and staff and credentialed autism therapist volunteers trained to meet families' needs. We look forward to providing an enjoyable performance in a friendly space. Tickets on sale now at <https://www.bso.org/Performance/Detail/100917>



Sensory-Inclusive Boston Aquarium Event

When: June 2, 2019

Where: Boston Aquarium, 1 Central Wharf, Boston, MA

Designed specifically for those with special sensory processing needs, these events allow for early access to the Aquarium and a quieter experience with all your favorite marine animals.

* There will be soft lighting, limited use of microphones, and other modifications to ensure a comfortable environment for all participants.

* Sensory bags, which include fidget items, noise-canceling headphones, and other resources will be available to borrow at our Information Desk.

2019 Dates: On March 3rd, June 2nd, September 8th, and December 8th, the Aquarium will open at 8 a.m. exclusively for people with special sensory processing needs and their families. T

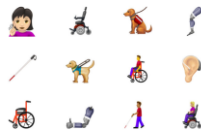
* The building opens to the public at 9 a.m., but building modifications will remain in place until 10 a.m.

* Aquarium admission tickets are required and will be available to purchase online in advance.

* Attendance is limited to 300 people.

Fees apply. For more information visit www.facebook.com/events/576840406098147/ or contact the New England Aquarium at 617-973-5200 *information found at www.spedchildmass.com

disabilityscoop



New Emoji Include People With Disabilities by Shaun Heasley | February 6, 2019

A dozen icons depicting the experiences of people with disabilities are coming to smartphones and other devices later this year. The Unicode Consortium — the organization that standardizes the emoji offered by Apple, Google and other device makers — released 59 new emoji this week. Among them are numerous images portraying various aspects of the disability experience. To read full article visit <https://www.disabilityscoop.com/2019/02/06/new-emoji-include-disabilities>



Join us for our 5th Annual Sensory-Friendly Evening at Southwick's Zoo.

When: June 7, 2019 - 6:00 pm to 8:00 pm

Where: Southwick Zoo, 2 Southwick Street, Mendon, MA 01756

This special event is designed for individuals with autism, their families, and others who may benefit from a sensory friendly experience. We'll have the zoo all to ourselves! Families will have the opportunity to spend two hours exploring the zoo and visiting animals in an intimate, quiet environment with no bright lights, rides, or gift store. Tickets are specially priced at a discounted rate of \$12 each. There will be complimentary snacks provided by our friends at the Flutie Foundation. We encourage families to bring a picnic dinner to enjoy, as there are many picnic tables located throughout the zoo. There is also a wonderful restaurant on the zoo property, called Galliford's Restaurant & Tavern, should families chose to dine there. To register visit <https://autismalliance.org/events/sunset-southwicks-zoo-2019>



Family Support & Resources

THRIVE SUPPORT & ADVOCACY

Coffee & Conversations

A monthly opportunity to meet and share
with other families and caregivers



Who: Families & Caregivers of individuals with intellectual/developmental disabilities

When: Second Wednesday of each month from 9:30 AM - 10:30 AM

Where: Thrive Support & Advocacy
65 Boston Post Road West Suite 220
Marlborough, MA 01752

This is a drop-in program to connect parents/caregivers and to encourage sharing resources, ideas, and brainstorming solutions. You may also reserve a seat or contact Burt Jenness for more information.

BJenness@icanthrive.org or call 508-485-4227 ext. 1115



Sensory Friendly Day at IKEA

When: Monday, April 22nd

Where: Ikea Way, Stoughton, MA

April is Autism Awareness month. We know that IKEA can be an overwhelming place, but we're hoping to make it a little friendlier for visitors on the autism spectrum. We'll be lowering the lights and the volume of the music. For just this one day, parents may accompany their children in Småland. All children must be 37" to 54" tall. While space is available.



The REquipment Durable Medical Equipment Reuse Program online equipment inventory is Back!

Hosting of the equipment inventory database was required to be transferred to a HIPPA compliant hosting agency to protect personal data, which took much longer than anticipated. Although the online inventory was unavailable the program staff continued to answer calls, assign equipment and accept donations recording all on spreadsheets. That information has now been entered into the secure database ensuring the inventory is up to date. So if you need gently used equipment please visit www.dmereuse.org to search the inventory. Call MassMATCH at 1 800 261 9841 if you have any questions or need assistance.



The Road to Mobility Adaptive Driving Program

The thousands of people with special needs who have learned to drive with Adaptive Driving Program over the last 20 years testify to the experience, skill, and dedication of our staff. We take care to address all aspects of independence. We provide a unique team approach that includes the instructor, consultants, and the consumer. To read more visit <http://www.adaptivedrivingprogram.com>



Sesame Street and Autism
see amazing in all children

Sesame Workshop created Sesame Street and Autism

See Amazing in All Children, a nationwide initiative aimed at communities with children ages 2 to 5. Developed with input from parents, people who serve the autism community, and people with autism, See Amazing in All Children offers families ways to manage common challenges, to simplify everyday activities, and to grow connections and support from family, friends, and community. To learn more and check out valuable resources for parents and children with Autism visit <https://autism.sesamestreet.org/>



Adorable & affordable sensory-friendly kids home designs from Target including weighted blankets

Check it out here <https://www.target.com/c/sensory-friendly-kids-home/-/N-b50sj?Nao=0>



2019 Family Support Program Manual and Guidelines – A Very Valuable Resource!

This manual provides comprehensive information about the array of different family support services, includes helpful resources, and outlines procedures and guidelines to promote enhanced consistency and quality of supports. This Family Support Program Manual and Guidelines has been developed in partnership with families, family support providers, and DDS staff from across the state. This manual not only confirms policies and procedures, but equally important, reaffirms our core principles and values to support and enable individuals with disabilities and their families to lead full, rich lives and be welcomed, contributing members of their communities. These values are what drive us to enhance opportunities for individuals to be meaningfully engaged in their community by using a combination of resources and supports that foster inclusion and capitalize on the unique gifts, talents, and dreams of individuals. These values are what drive our commitment to reaching out to diverse communities and ensuring that family supports honor the cultural, religious, and linguistic differences of families across the state. The Department affirms our ongoing commitment to supporting families and the pivotal role that families play in the lives of their children or relative with a disability. We are invested in strengthening our partnerships and pursuing innovative approaches and services to help individuals and families live a “good life.” View Manual here.

<https://www.mass.gov/files/documents/2019/03/22/Family%20Support%20Program%20Manual%20FINAL%201-31-19.pdf>



Putting The Brakes On Rage *eParent Connect*, Featured Topics 03/29/2019

It is important to understand where rage (or intermittent explosive disorder) comes from. It is not just the result of bad parenting or the child not trying hard enough. It is also not just an example of the child being manipulative, calculating, or choosing to behave badly. Rage is the natural reaction that all people have when they are overloaded beyond their capacity to cope. Most people rarely, if ever, reach that point though. These children, because of the disorders they have, are frequently enduring more ‘brain overload’ than people typically have to put up with. They do not have “low frustration tolerance” – they have more frustrations TO tolerate! Read full article her

<http://www.eparent.com/features-3/brake-shop-putting-the-brakes-on-rage/>

***Please Note: These resources are provided for informational purposes only.
Please do your own due diligence and research.***