



Acton-Boxborough Regional
School Committee Meeting

May 9, 2019

6:45 p.m. Executive Session
7:00 p.m. Open Meeting

in the 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

May 9, 2019
6:45 p.m. Executive Session
7:00 p.m. Open Meeting

Agenda

1. **ABRSC Call to Order** – *Diane Baum (6:45)*
2. **EXECUTIVE SESSION**
Motion: to meet in Executive Session pursuant to MGL Ch 30A, sec.21(a) Purpose 3: to discussion strategy with respect to litigation because an open meeting may have a detrimental effect on the litigating position of the Committee.
3. **Return to Open Meeting (7:00)**
 - a. Chairman’s Opening Remarks
 - b. Recommendation to Accept Acton Boxborough Student Activities Fund (ABSASF) Donation - **VOTE**
 - c. Public Participation
 - d. Student Representatives Update
 - e. Superintendent’s Update – *Peter Light (brought to meeting)*
4. **New Business – Reports (7:10)**
 - a. Blanchard School Outdoor Learning Space – *Dana Labb, Jenn Campbell (addendum)*
 - b. Effective School Solutions Junior High School Program Proposal – *Andrew Shen, Dawn Bentley*
 - c. School Improvement Plan Update – *AB Regional High School, Principal Larry Dorey (addendum)*
 - d. ABRSD 3rd Quarter Report – *Dave Verdolino*
 - e. Superintendent’s End of Year Goals Report – *Peter Light (addendum)*
5. **New Business – Votes (8:40)**
 - a. Recommendation to Authorize the Superintendent to Approve Fundraising in Anticipation of Accepting Gifts (Policy DDA) – *Peter Light*
 - i. ABRHS Football Boosters Donation of Fitness Center Equipment – **VOTE**
 - ii. Blanchard School Outdoor Learning Space – **VOTE**
6. **Ongoing Business (8:45)**
 - a. Policy (First Read) – *Amy Krishnamurthy*
 - i. (NEW) Reserves, File: DK
 - ii. (NEW) Capital Stabilization Fund, File: DP
 - iii. School Committee Annual Organizational Meeting, File: BDA
 - b. School Building Committee Update – *Mary Brolin*
 - i. Recommendation to Approve Revisions to School Building Committee Members’ Titles (Mary Brolin, Bob Evans) – **VOTE**
 - ii. New ABRSC Debt Strategy Subcommittee
 - c. ABRSC Meeting Draft Schedule and Venue for 2019-2020
7. **Statement of Warrants (9:00)**
8. **Consent Agenda – VOTE** (*listed on page 2*) (9:05)
9. **For Your Information** (*listed on page 2*) (9:10)
10. **Adjourn (9:15)**

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

8. **CONSENT AGENDA – VOTE**

- a. Minutes of 3/21/19 School Committee Meeting
- b. Minutes of 4/11/19 School Committee Meeting
- c. Policy (Second Read)
 - i. Notice of Nondiscrimination, File: AC
 - a. Recommendation to approve that any policy that includes the Nondiscrimination clause will be updated with the link to Policy AC
 - ii. Students Who Are Homeless: Enrollment Rights and Services, File: JFABD
 - iii. (NEW) Educational Opportunities for Military Children, File: JFABE
 - iv. (NEW) Educational Opportunities for Children in Foster Care, File: JFABF

9. **FYI**

- a. Community Donations to Benefit ABRHS Senior Community Service Day
- b. Boxborough Town Meeting
 - i. Warrant - <http://www.boxborough-ma.gov/home/news/2019-annualspecial-town-meeting-may-13th>
 - ii. Presentation Slides
- c. Boxborough 2019 Election Calendar
- d. Building Committee Materials: Boxborough Forums Flyer, Updated Floor Plan
<https://drive.google.com/file/d/19hJOoax38LmNYYOBubCgjcjl2AEyKcNq/view>
- e. Monthly Student Enrollment, May 1, 2019
- f. This Month in the Division of Open Government, April 2019
- g. Invitation for the ABRSC: Annual Retirement Celebration, May 30th at 3:15
- h. Suicide Prevention Training QPR, AB Cares, May 30 at 10 am
- i. Dismissal Times for Last Day of School on Wednesday, June 19, 2019

NEXT MEETINGS:

- **Boxborough Town Meeting** begins on Monday, May 13 and may continue: May 14, May 16, May 20
- **ABRSC Meeting, May 23** at 7:00 p.m. in the Jr High Library
- **ABRSC Meeting, June 13** at 7:00 p.m. in the Jr High Library

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.

Posted on 5/3/19 at 5:15 p.m. Reposted on 5/7/19 at 1:00 p.m. to add to FYI.

Outdoor Learning Plan at Blanchard

May 2019
Jennifer Campbell



Studies show the positive impact on a child's wellness, physical and cognitive, from being outdoors.



Proven Keys to Success in Outdoor Learning



School Support

- Administration Leadership
- Teacher Training & Curriculum Integration



Community Engagement

- Out-of-School-Time Access
- After-School Programming
- Community Recreational Use



Design

- Research-Based Design
- Participator Design
- Design for Environmental Impact

Goals of the Blanchard Outdoor Learning Plan

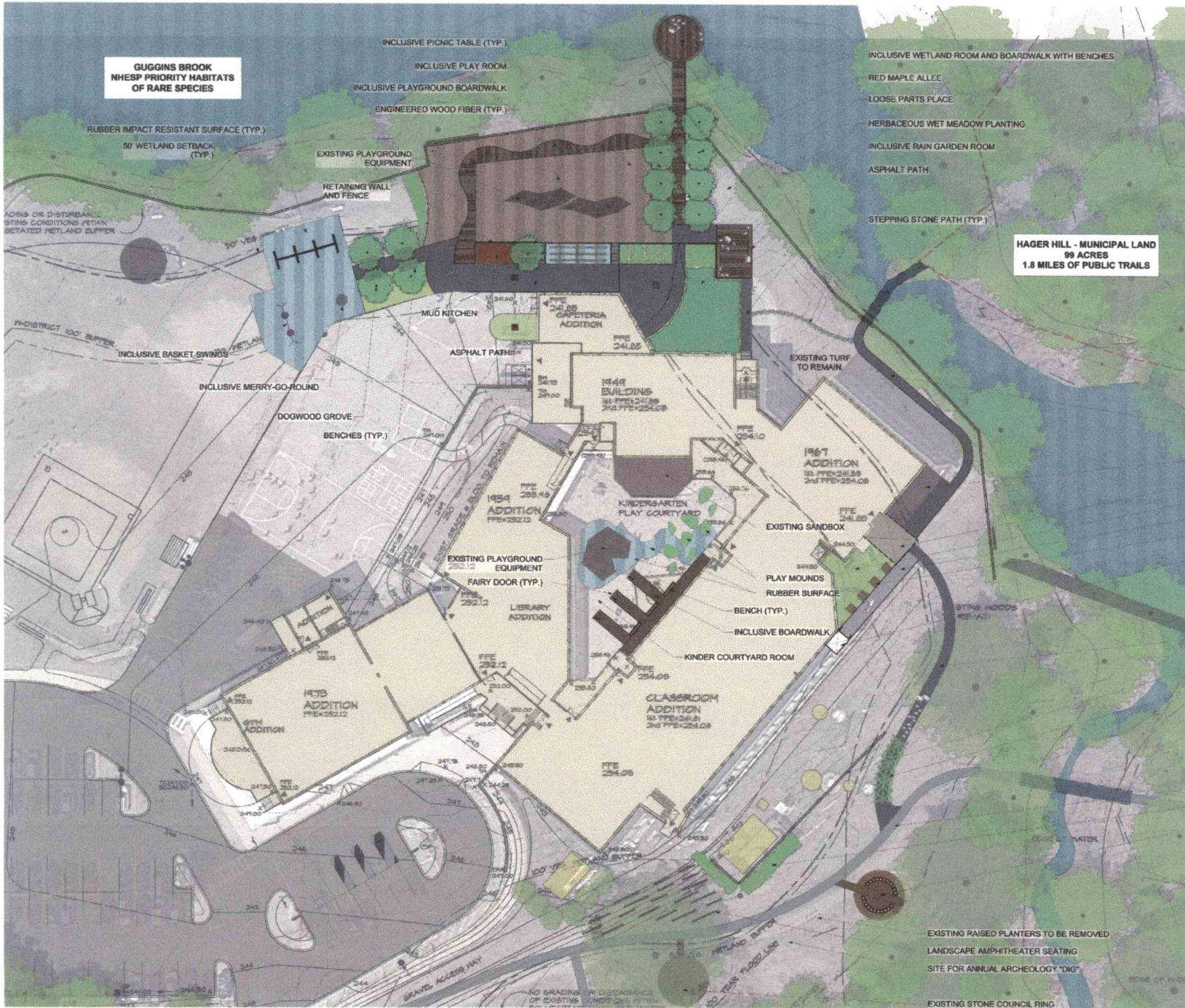


The Blanchard
Outdoor
Learning Plan



“When children explore natural places, they gain a better understanding of the **connections** between humans, natural systems, and the world and universe at large. They develop **self-confidence...**”





- NEW BRIDGE (TBD)
- ADA COMPLIANT ASPHALT PATH
- EXISTING PICNIC PORCH ROOM
- EXTENDED OVERHEAD CANOPY AND TERRACE
- EXISTING GARDEN ROOM
- ACCESSIBLE STONEDUST PATH
- INCLUSIVE RAISED PLANTER
- 8' x 8' GARDEN STORAGE SHED
- NOTE: EXISTING GARDEN SHED TO REMAIN.

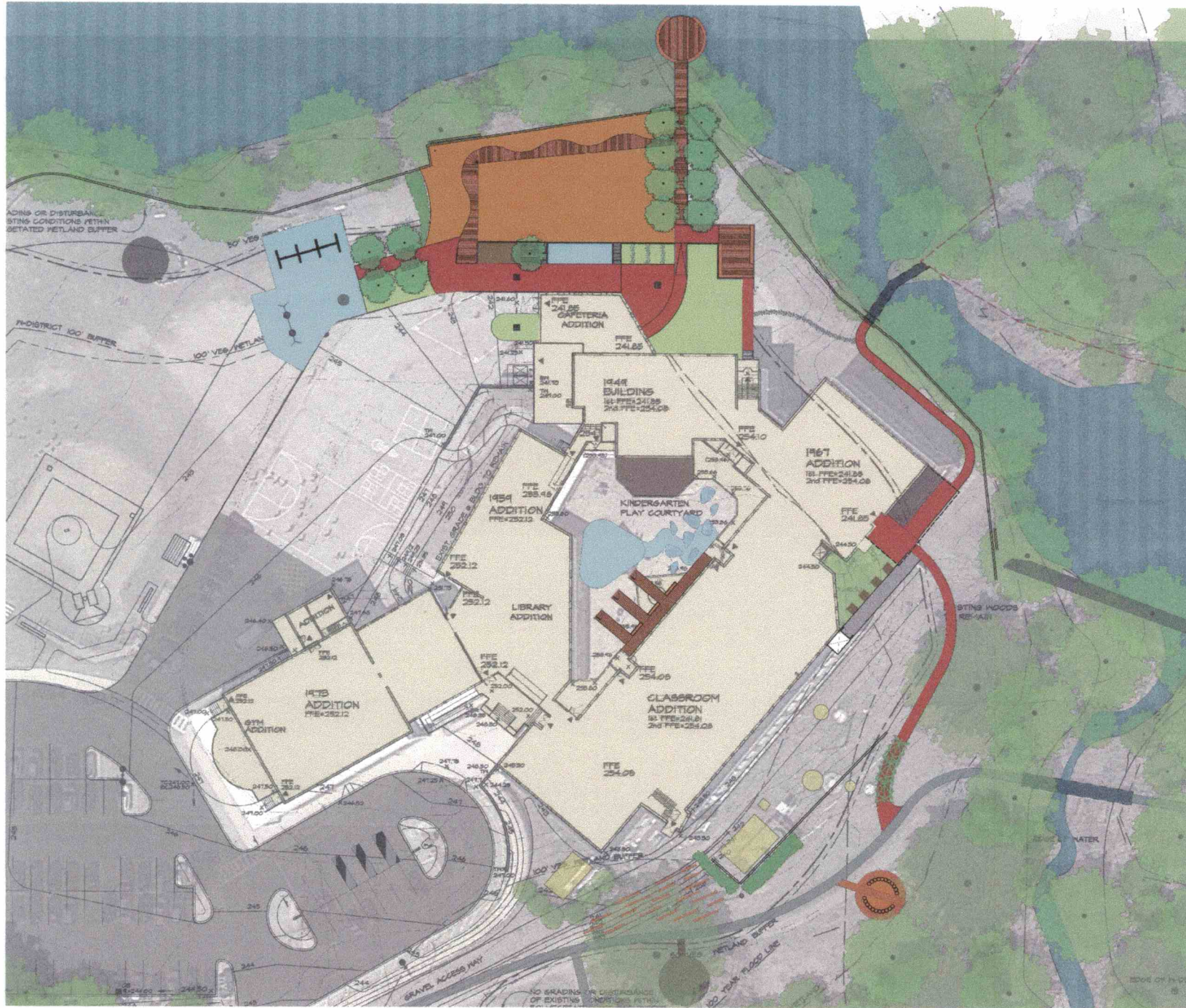
- ADA COMPLIANT ASPHALT PATH
- EXISTING WOOD FENCE
- INCLUSIVE LIVING WILLOW TUNNEL

- EXISTING ASPHALT PATH
- NEW HEDGE PLANTINGS TO SCREEN UTILITIES
- INCLUSIVE COUNCIL RING









PHASE 1
 ASPHALT - 6,335 S.F.
 UTILITIES AND DRAINAGE

PHASE 2
 RUBBER IMPACT RESISTANT SURFACE - 5,405 S.F.
 SWINGS AND MERRY-GO-ROUND
 KINDER COURTYARD MOUNDS

PHASE 3
 WOOD DECKING - 3,470 S.F.
 FINE GRADING
 ENGINEERED WOOD FIBER - 8,185 S.F.
 LOG AMPHITHEATER

PHASE 4
 PLANTING TREES, SHRUBS, AND GROUNDCOVER
 WILLOW TUNNEL

PHASE 5
 EXTENDED PORCH ROOF



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

Effective School Solutions (ESS)

Dr. Dawn Bentley, Assistant Superintendent for Student Services
Jared Delancey, ESS Director of District Outreach and Support

Tonight's Presentation:

- Our current context
- Moral Imperative of Inclusion
- Existing Continuum
- Effective School Solutions Program

K-12 Hospitalizations for Mental Health Reasons

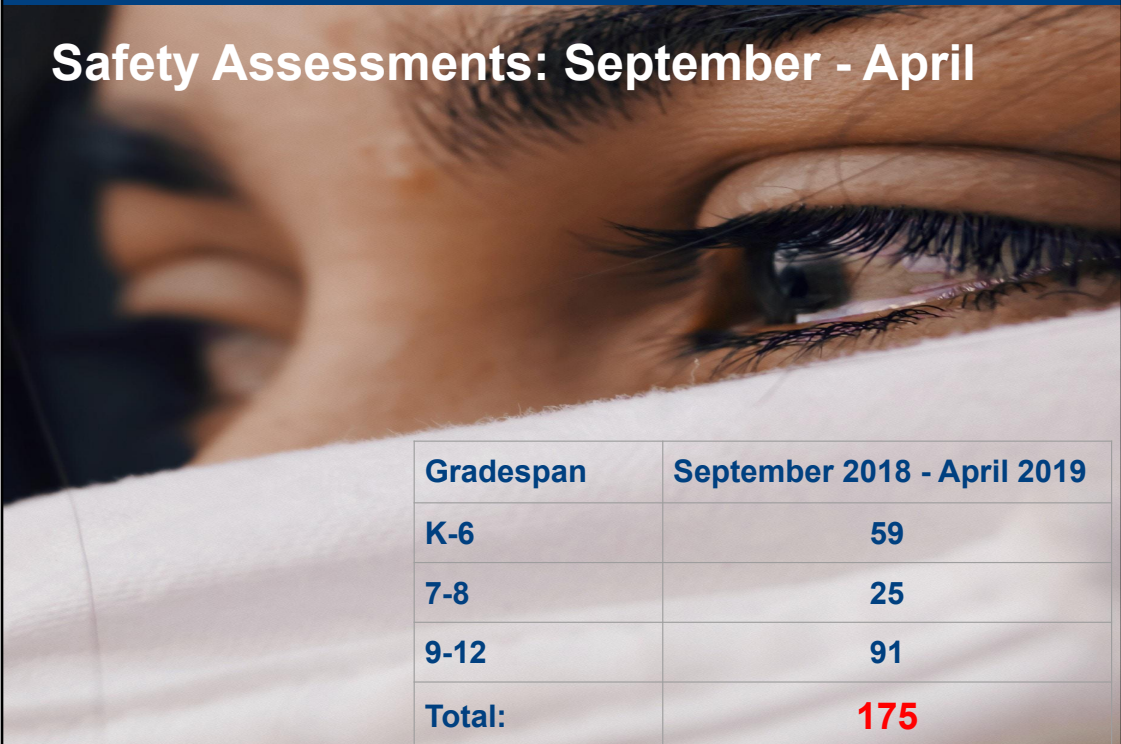
Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



School Year	# of Students Districtwide
2017-18 <i>(Full Year)</i>	54
2018-19 <i>(9/5/18-5/1/19)</i>	50 <i>(year-to-date)</i>

WELLNESS • EQUITY • ENGAGEMENT

Safety Assessments: September - April



Gradespan	September 2018 - April 2019
K-6	59
7-8	25
9-12	91
Total:	175

WELLNESS • EQUITY • ENGAGEMENT

Inclusion is not a strategy to help people fit into the systems and structures which exist in our society; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone.

- Diane Richler, Past President,
Inclusion International

WELLNESS • EQUITY • ENGAGEMENT

Existing Continuum of JH Social-Emotional / Behavioral Supports



ESS

EFFECTIVE
SCHOOL
SOLUTIONS

The Effective School Solutions Program

WELLNESS • EQUITY • ENGAGEMENT



Comprehensive clinical programs to retain K-12 students with emotional and behavioral challenges in-district.

Effective School Solutions in Acton-Boxborough Regional School District

Jared DeLancey, LCSW
ESS Director of District Partnerships



**Innovative
Protocols**



**Intensive
Family
Services**



**Year-round
Professional
Development**



**Dramatic
Cost Savings**

Effective School Solutions
info@effectiveschoolsolutions.com
www.effectiveschoolsolutions.com
973-299-9954

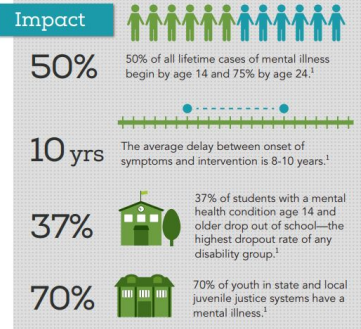
Effective School Solutions: Mission and History

The mission of Effective School Solutions is to provide comprehensive, cost-effective and data-backed clinical programs embedded in the school day for k-12 students with emotional and behavioral challenges, whether classified or non-classified, so that these students can be safely and successfully educated in-district, in the least restrictive environment (LRE), and benefit from all their home district has to offer.

ESS started providing services in September 2009 in two New Jersey districts. A decade later, ESS continues to partner with its first two New Jersey districts, and now provides services to a total of 89 schools within 48 districts in New Jersey, Connecticut and Pennsylvania.

Mental Health Landscape Nationally

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



Objective Data Quantifying the ESS Impact

Several times per year, ESS collects **objective data on student performance and retention** in each partner district and presents it to the district for a thorough assessment of the impact of the ESS program.

Cumulative data for 2017-18: 1,506 students served



Maintaining & Returning Students to District

Out-of-District Placements

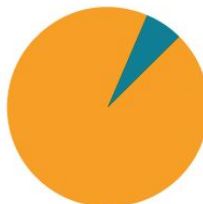
98% RETENTION



■ ESS Students Retained
■ ESS Students Sent Out-of-District

Out-of-District Returnees

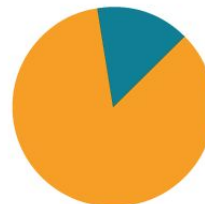
94% RETENTION



■ ODP Students Retained with ESS
■ ODP Students Referred Back to ODP

Extended Home Instruction (HI) Returnees

85% RETENTION



■ HI Returnees Retained
■ HI Returnees Sent Back to HI



Parent Satisfaction Survey 2017 – 2018



“We get help from ESS that we never had before since our child was having issues. We are very thankful for all the help.”

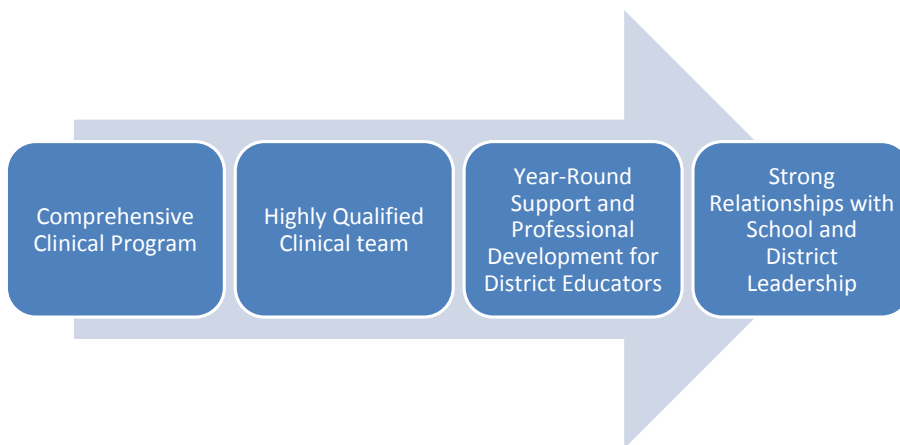
Question	% Strongly Agree/Agree	% Strongly Disagree/Disagree
1. I have been treated with respect.	100%	0%
2. My family’s right to privacy & confidentiality has been respected.	100%	0%
3. This program is helping my child.	100%	0%
4. I have sufficient opportunities to speak with staff.	100%	0%
5. I understand that my participation in the ESS program can help my child’s behavior improve at school and home.	100%	0%
6. The counseling staff understands my family’s situation.	100%	0%
7. This program is helping me cope with my child.	100%	0%

“I appreciate the professionalism and strong support of the clinicians.”



“This program has done wonders for my child.”

The ESS Approach



What Makes ESS So Effective?

The *unique combination* of:

- highly qualified **licensed mental health professionals**,
- embedded within the comprehensive structure of the **ESS clinical program**
- and utilizing the full array of proven **ESS protocols**,
- while under the **supervision of seasoned ESS Leadership**
- and the **oversight of the ESS Quality Management Team**,
- PLUS ongoing **Professional Development and support** for district educators,
- AND **objective data** measuring the impact of ESS

...makes ESS the **industry leader** in providing school districts with intensive in-school mental health programs.

Thank you!

We appreciate the opportunity to present
Effective School Solutions
to you, this evening,
as well as your commitment
to the success and overall well-being
of Acton-Boxborough students.

ESS

**EFFECTIVE
SCHOOL
SOLUTIONS**

Helping Students Succeed in School

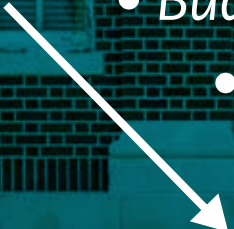
PROVEN CLINICAL SOLUTIONS FOR K-12 STUDENTS

Quality cost-saving in-district clinical programs for students with emotional and behavioral challenges

INCREASE:

- 
- *Students retained in-district*
 - *Quality of in-district education*
 - *Grades and attendance rates*
 - *Skill-based professional development*

DECREASE:

- 
- *Students leaving district*
 - *Budgetary pressures*
 - *School avoidance*
 - *Behavioral disruptions*
 - *Burden on district professionals*



Comprehensive In-District Therapeutic Services

The mission of Effective School Solutions (ESS) is to provide high quality and cost-effective in-district clinical programs for K-12 students with emotional and behavioral challenges.

The demand for specialized services in the least restrictive environment for these “at-risk” students continues to grow, with out-of-district placements, educational accommodations and safety concerns becoming a severe burden on school professionals and district budgets everywhere. Educators are searching for an answer as to how best to provide the necessary in-district services in a cost-effective manner.

ESS has that answer.

Unique Solutions

ESS provides innovative clinical programs for districts seeking to increase the quality of in-district education for students with emotional and behavioral challenges, while cutting costs and reducing the burden on district professionals. ESS offers a comprehensive program that includes experienced clinical staff, proven services, sound oversight, professional development and a mature system of quality and risk management.



Comprehensive Programming

Wrap-Around Program — This program provides the structure and support necessary for at-risk students to be safely and successfully educated within mainstream and/or self-contained classes.

Services typically include:

- o Daily group therapy, including psycho-educational programming geared toward building social and life skills
- o Weekly individual therapy
- o Family therapy, available in the evening to accommodate parent schedules
- o Monthly evening parent psycho-education and support group
- o Home visits
- o An independent lunch period with ESS staff to avoid the stress of unstructured time in the cafeteria
- o Study skills class, led by a district teacher and supported by an ESS professional

In-District Therapeutic School — For large districts, an in-district therapeutic school may be the ideal option.

ESS will provide:

- o All of the clinical services in the Wrap-Around Program
- o Protocols for student management and crisis intervention
- o Specialized training for teaching staff on educating students in a therapeutic school setting
- o If needed: the development of a therapeutic student handbook, a specialized behavioral level system and a school structure necessary for building a healthy and productive student community



Professional Development

Key to the success of ESS is cutting-edge professional development for district staff in support of their work in the classroom with at-risk students. ESS regularly provides professional development opportunities, both in-district and off-site (intensive, day-long workshops). In addition, ESS publishes and distributes *Insights*, a monthly newsletter for ESS district staff that highlights important research relevant to educating students with emotional and behavioral challenges and always includes practical tips for educators.

Special Challenges

School Avoidance — School avoidance has a major negative impact on a student's education, depletes district resources, and frequently leads to conflict with parents and out-of-district placements. ESS has developed unique protocols for successful intervention with school avoidant students, including: specialized assessments, home visits, school avoidance treatments using a number of different therapies, extra support during the school day, frequent family therapy and parent phone coaching. On-going professional development and consultation for teachers is also a critical part of the ESS approach. Taken as a whole, ESS school avoidance protocols support an overall school culture that allows students to feel safe and succeed in the public school setting.

Behavioral Students — Students with significant behavioral challenges can create major obstacles on many levels for school districts. ESS has developed specialized programming that allows these students to be successfully educated within the school district in a wide range of environments, including self-contained classrooms, twilight programs and mainstream settings. The program includes clinical services that especially target stress and problematic responses stemming from traumatic events, a common experience among behavioral students. Also key to the program is a highly specific professional development module for teaching staff, complemented by daily processing of classroom interactions to ensure that the classroom remains a non-reactive environment.



Quality & Risk Management: The Data Says It All

The ESS quality management team consistently evaluates the program through the use of objective measures that provide critical feedback for the district. The outcomes are highly consistent: once enrolled in ESS, students' grades, attendance and behavior significantly improve, and the need for out-of-district placement is essentially ended. The team also monitors the quality of the ESS staff's clinical documentation (a detailed student record is maintained for every ESS student) and adherence to ESS protocols on a monthly basis. In short, the ESS system of quality and risk management ensures that the quality of ESS services meets the highest of standards.

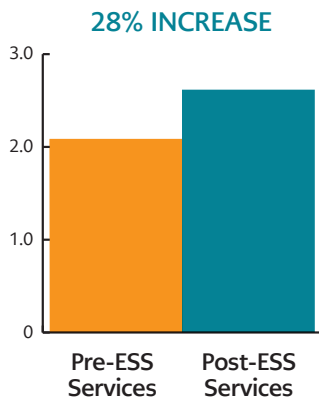
Effective School Solutions

2017-2018 PROGRAMMING RESULTS

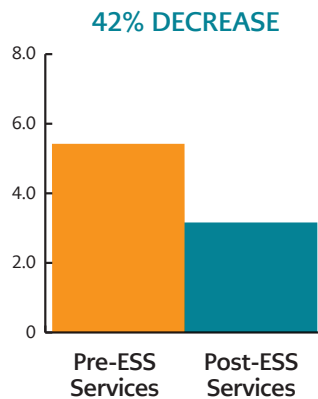
ESS served 70+ schools within 40+ districts in the 2017-2018 school year.

ESS Student Performance

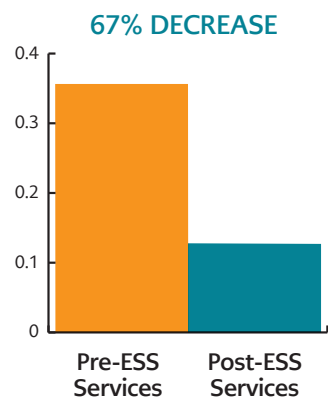
Grade Point Average



Student Absences



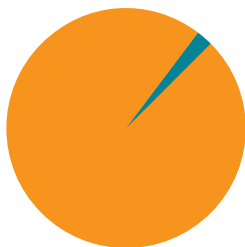
Disciplinary Incidents



Maintaining & Returning Students to District

Out-of-District Placements

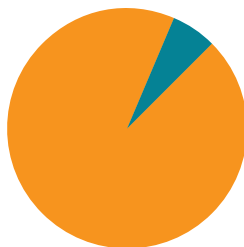
98% RETENTION



ESS Students Retained
ESS Students Sent Out-of-District

Out-of-District Returnees

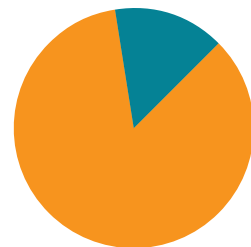
94% RETENTION



ODP Students Retained with ESS
ODP Students Referred Back to ODP

Extended Home Instruction (HI) Returnees

85% RETENTION



HI Returnees Retained
HI Returnees Sent Back to HI

To learn more, or to schedule an initial consultation, please call (973) 299-9954.

Putting Solutions to Work

School districts struggling with the ever-increasing challenges and special education costs will find Effective School Solutions an ideal answer.

What Administrators Are Saying

“ESS is making such a difference for our students and our district. ESS students are attending classes, getting involved in school and are now able to benefit from all that our district can provide.” *Michael Weismann, Assistant Superintendent, Westfield, NJ*

“The ESS staff works tirelessly and collaboratively with our staff on behalf of our students to provide immediate therapeutic interventions to students. I often wonder how we were ever able to manage these students without the ESS program in our school. ESS provides necessary support services for students, staff, and parents to enable students to remain in a mainstream educational setting with their peers.” *John Pascale, High School Principal Mahwah, NJ*

What Students Are Saying

“I’m doing so much better because of this program. The counselors are great!”

“I’m not scared to go to school because I know that ESS is always there to help me and I don’t feel alone because I see that I’m not the only one who has bad days.”

“ESS has helped me build self-esteem and realize that I have endless potential within my life and future. Since I started with ESS, my family and I have learned to listen to each other, appreciate each other and become one. I am so grateful to be a part of this program!”

“ESS has given me the tools I need to smoothly transition back into school and have a successful rest of the year.”

“ESS has helped me to push myself to do better in classes. It has also helped me improve my confidence.”

“ESS helps me understand and push through my academic and behavioral problems.”

“ESS helps me with everything!”

What Parents Are Saying

“I feel ESS is doing an excellent job in helping to address my daughter’s issues. They have personally assisted in helping to get her out of the house and off to school. They spend time with her in school, providing invaluable individual attention. Their hard work and dedication have been paying off and I see my daughter attending school regularly now, something that didn’t seem possible not so long ago. ESS has helped give my wife and me skills that enable us to understand and deal better with my daughter.”

“ESS has been so instrumental in helping our child further academically and socially in this large high school. Our gratitude to the District for providing ESS and ESS for being here!”

“I can’t say enough about the ESS program... I knew my son had it in him but it takes special people like you to pull it out of him... you are making our son the best he can be.”

“We are grateful our son has had the opportunity to make a successful transition back to Montclair HS with the help and support from the ESS program... Thank you so much!”

“I don’t know what we would have done without you guys; you took so much time and provided comprehensive support and clinical expertise. We were ready to give up and take him out of school.”

The logo for Effective School Solutions, featuring the letters 'ESS' in a bold, stylized, hand-drawn font.

EFFECTIVE
SCHOOL
SOLUTIONS

25 De Forest Avenue, Suite 310
Summit, New Jersey 07901
info@effectiveschoolsolutions.com
www.effectiveschoolsolutions.com
973-299-9954



**EFFECTIVE
SCHOOL
SOLUTIONS**

ESS Elements of Success

10 ELEMENTS OF UNIQUE CLINICAL PROGRAMMING FOR K-12 STUDENTS

Effective Schools Solutions (ESS) is the industry leader in providing cost-effective and comprehensive in-district clinical programs for K-12 students with emotional and behavioral challenges.

The mission of ESS is to provide state-of-the-art clinical programs for K-12 students with emotional and behavioral challenges who are at risk for out-of-district placement and/or stress the existing resources of a school district. ESS has created a unique approach to working with these students that has consistently yielded highly positive results. Districts can contract with “rent a therapist” companies or try to provide counseling services on their own, but neither of these options measures up to ESS — a proven model that essentially guarantees success.

Objective data from the 2017-18 school year demonstrates that ESS students’ grades increased by an average of 28%, while there was a corresponding decrease in absences by 42% and disciplinary incidents by 67%. Moreover, the need for out-of-district placement is nearly always avoided, only 2% of ESS students needed such a placement.

The evidence is conclusive: ESS students show dramatic improvement in grades, attendance and behavior, and the need for out-of-district placements is essentially ended, equaling major savings for districts. No other approach can compare to ESS — *here are the top 10 reasons why...*



➔
**TURN OVER
THE 10
ELEMENTS OF
ESS SUCCESS**

1: Comprehensive Program Protocols

ESS provides a proven, structured clinical program (including daily group therapy, as well as individual and family therapy), codified in detailed proprietary protocols and grounded in many years of clinical experience and research. ESS protocols are constantly updated as a function of experience, data and new research, and provide the framework for ESS clinicians to most effectively support at-risk students – ESS does not hire clinicians and simply place them within the district, leaving them to figure out how to work with the students based on their past clinical experience.

2: School Avoidance Interventions

School avoidance is a pervasive problem in public schools. ESS has created a unique protocol that includes a specialized assessment for students and parents, parent coaching, morning phone check-ins and same-day home visits, as well as a supportive re-entry to school procedure.

3: Behavioral Student Programming

Behavioral students, or students who consistently “act out”, create major challenges for school districts. ESS has developed specialized programming that allows these students to be safely and successfully educated within the public school district in a wide range of environments, including mainstream settings, self-contained classrooms, twilight programs and separate therapeutic schools. ESS utilizes the Trauma-Attuned Model™, which includes daily group skills training in emotional regulation for students, family therapy and phone coaching for parents, and summer all-day professional development plus ongoing collaboration with teachers to ensure classrooms remain non-reactive.

4: Family Services

Another key to ESS success is the unique depth and variety of services provided for ESS parents. In addition to on-going family therapy (provided day or evening, whichever is better for the parent), ESS also implements a monthly parent support program that follows a detailed psycho-educational protocol that is regularly modified to meet the particular needs of parents. Plus, ESS distributes *Solutions*, a monthly newsletter that provides useful information and practical parenting tips for all ESS parents.

5: Multiple Layers of Supervision

The ESS system of supervision is like no other. Every clinician, regardless of experience, benefits from ongoing clinical supervision. ESS on-site clinicians receive such supervision from the ESS Regional Clinical Director, who oversees multiple programs and also maintains frequent communication with school and district leadership. Executive Clinical Directors provide oversight for each region, and report directly to the ESS Executive Director.

6: Clinical Documentation

ESS on-site clinicians maintain detailed student records that meet FERPA standards, a system of documentation akin to that found in structured psychiatric treatment programs...and typically not found in public schools. For classified ESS students (ESS provides services for classified and non-classified students), student records reflect IEP goals and initiatives. Districts can feel a sense of reassurance in that the ESS student record not only ensures that proper care is provided, but also offers the district a unique defense should the services provided to a student come under scrutiny.

7: Quality and Risk Management

The ESS system of quality and risk management provides the highest level “insurance policy” for the district’s management of high-risk students. The ESS Quality Management team provides ongoing monitoring of each student record to ensure services provided are consistent with ESS protocols and rigorous safety standards. ESS on-site clinicians regularly participate in IEP meetings and ESS leadership attend mediation meetings as requested by the district.

8: Professional Development and Psychoeducation for Teachers

An important goal of ESS is to assist districts in providing educational professionals (teachers, paraprofessionals, etc.) with the skills and insight needed to work effectively with students with emotional and behavioral challenges. At no additional cost, ESS regularly conducts professional development for district teachers and provides all-day off-site conferences for selected teaching staff. ESS also distributes *Insights*, a monthly newsletter for educational professionals that includes useful information and practical tips.

9: Objective Measurement of Performance

ESS has developed a series of objective measures evaluating the impact of the program on a district’s students and shares the results with each district several times per year, a process unheard of in the school mental health field. The data, which consistently demonstrates dramatic improvement in grades, attendance and discipline, provides a strong degree of comfort for district leadership and school boards when evaluating ESS.

10: Highly Experienced, Highly Qualified Clinicians


ESS guarantees the quality of its on-site clinicians and will remove a clinician if so requested by a district. ESS only employs highly experienced, licensed mental health professionals who have specific expertise in working with children and/or adolescents with significant emotional and behavioral challenges. A first job upon graduation is never available at ESS!

ABRHS 2018-2019 School Improvement Plan Spring Update

May 9th, 2019



Goal 1: School and Student Wellness

- Continue to support student wellness by evaluating the high school schedule and alternate schedules (including start time change) to make sure that we have a schedule that best supports student wellness.
 - Continue our student learning series on building wellness strategies. During the 2018-2019 school year, we will focus on quarterly topics during wellness lunches, advisory lessons, and classroom connections.
 - Help students identify strategies to promote resiliency and manage short term stress.
- 

Goal 1: School and Student Wellness Update

- Created a trial schedule for 2019-2020
- Held a series of open meetings with students and parents to discuss goals, logistics and concerns related to the trial schedule.
- Held four well attended student wellness lunches this year (walk through the woods, nutrition, downtime, TBA)
- Focussed several advisory lessons around resiliency and wellness strategies and activities.

Goal 2: Classroom Instruction and Assessment

- Individual departments will continue to work together to develop expectations for workload and assessment, including that it be a reasonable amount, that assessments are thoughtfully relevant and authentic, that assessments directly reflect the objectives of a course, unit, or lesson, and that consideration is given to the scheduling of assessments.
- Next year piloting a variety of lower stakes formative assessments embedded throughout the year rather than a formal mid-year week or finals weeks.

Goal 2: Classroom Instruction and Assessment Update

Departmental Professional Learning:

- ▶ **World Language**- proficiency work with a focus on teaching grammar in context and discovery learning
- ▶ **English** - engagement strategies with a focus on reading and providing choice reading
- ▶ **Math** - math frameworks and principles, timing of curriculum in the new schedule, and ensuring mathematical success for all
- ▶ **Social Studies** - analytical writing and teaching in the new schedule
- ▶ **Science** - standards based teaching backwards design

Goal 3: Equity, Diversity, and Inclusion

Train ABRHS Administration and Department Leaders using the SEED Equity training related to equity, diversity, and inclusion.

Offer the SEED Equity training to all staff as part of our district-wide professional learning.

Work with the Leadership Team and interested staff and students to create recommendations for staff and student professional learning and support.

Design a series of Advisory Lessons that focus on sharing stories that create conversations to promote and foster mutual respect, understanding, empathy, and appreciation for diverse experiences.

Goal 3: Equity, Diversity, and Inclusion Update

- All department leaders, associate principals, and curriculum coordinators received SEED training this fall.
- All district level staff were offered SEED training this fall and spring.
- Two HS faculty meetings were dedicated to this work.
- Several advisory lessons were dedicated to this work.
- Have contracted with the World of Difference program for next year.

A.D.L. World of Difference Peer-Leader Education

Recognize bias and the harm it inflicts on individuals and society

Build understanding of the value and benefits of diversity

Improve intergroup relations

Confront racism, anti-semitism and all other forms of bigotry

7 Drop 1 Schedule Template

	DAY IN THE CYCLE:	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
PERIOD		BLUE	GOLD	BLUE	GOLD	BLUE	GOLD	BLUE
1	8:00-8:55	A Spanish III	G Geometry	F WaterSkills	E US/Gov I	D FREE	C English II	B Biology
2	9:00-9:55	B Biology	A Spanish III	G Geometry	F AdvDrkrm	E US/Gov I	D Chorus	C English II
3	10:00-10:58	C English II	B Biology	A Spanish III	G Geometry	F WaterSkills	E US/Gov I	D FREE
4	11:03-12:47	D FREE	C English II	B Biology	A Spanish III	G Geometry	F AdvDrkrm	E US/Gov I
	1st Lunch 11:03-11:47							
	2nd Lunch 11:35-12:14							
	3rd Lunch 12:03-12:47							
5	12:52-1:47	E US/Gov I	D Chorus	C English II	B Biology	A Spanish III	G Geometry	F WaterSkills
6	1:52-2:47	F WaterSkills	E US/Gov I	D FREE	C English II	B Biology	A Spanish III	G Geometry
	SKIPPED CLASS	G Geometry	F AdvDrkrm	E US/Gov I	D Chorus	C English II	B Biology	A Spanish III



Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720
www.abschools.org

4.4

Finance Department
David A. Verdolino, Director
(978) 264-4700
dverdolino@abschools.org

To: Superintendent Peter Light
School Committee
Re: Report on FY2019 Finances, Q3
Date: May 9, 2019

With three quarters of the fiscal year's finances "in the books", we are getting a clearer picture of the District's projected position at yearend. This memo summarizes the Q3 operating results, including the status of yearend projections and recommendations regarding the proposed transfer to the newly-forming Capital Stabilization Fund. Individual reports supporting the data contained in this memo were included in the materials packet for the May 9, 2019 School Committee meeting.

Operating Revenues

Q3 Projected Yearend Variance = \$491,356 (0.55% greater than FY2019 budget)

Q2 Projected Yearend Variance = \$447,290

Two small adjustments account for the improvement from the Q2 revenue forecast:

Earnings on Investments continue to be robust; accordingly, as the yearend projection continues to reflect extrapolation of year-to-date revenue, we now project a variance of \$231,505 for this category. Also, due to some minor activity relating to Miscellaneous Revenue, we tweaked that yearend projected variance to \$5,555.

Projections for the remaining, far more significant, District revenue sources are unchanged and collections are on pace as expected. The state's final Chapter 71 (regional transportation) reimbursement for FY2019 is expected to be published in June and may result in some additional funding for the District; it is not practicable to estimate that amount at this time.

Operating Expenditures

Q3 Projected Yearend Variance = \$848,080 (0.95% less than FY2019 budget)

Q2 Projected Yearend Variance = \$942,382

The two primary sources of this positive variance continue to be Personnel and Fringes:

Personnel projections are derived from detailed reconciliations performed by Finance and Human Resources staff and yearend costs are projected at 99.1% of budget. Included in the net variance are:

(continued on next page)



Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720
www.abschools.org

Finance Department
David A. Verdolino, Director
(978) 264-4700
dverdolino@abschools.org

- several budgeted positions that were not filled (or not filled all year)
- unpaid days for teaching staff (e.g., leaves of absence)
- costs for single-tier elementary busing being less than the budget estimate, and
- other absence-related budget savings.

Health Insurance cost savings remains the biggest source of the District's positive budget variance, projected at over \$489K (net of active and retired employees), and representing the self-insured trust's reduced rates and the number of active employees who opted into the new HSA (high-deductible) insurance plan. In addition, savings in this category also reflects:

- continued favorable experience resulting in reduced workers compensation premium (positive \$50K)
- an early payment discount on the District's Middlesex County Retirement assessment (positive \$45K), net of
- the effect of under-budgeting the District's Medicare contribution (negative \$26K).

During the yearend closing process, the finance department will analyze all accounts in anticipation of our financial audit, which has been scheduled for late August. Accordingly, the Q3 projections will likely vary from the final results, although not as significantly as last year (FY2019 pickup of over \$400K between Q3 and final).

Fund Balance; E&D Reserve

As the Q3 Overview report shows, if we assume that the projected revenue and expenditure variances are representative of final yearend results, the District could make the anticipated transfer of \$1 million to the newly-forming Capital Stabilization Fund (subject to an enabling vote by Boxborough Town Meeting) and still maintain an E&D Reserve balance (before DOR certification adjustments) of over 4% as of July 1, 2019.

We would expect to be making a recommendation to the School Committee for a FY2019 budget transfer to the Capital Stabilization at its next meeting.

Non-Operating Funds

Quarterly reports of the District's non-operating (Special Revenue, Revolving, Gift and Grant) funds were included with the May 9 School Committee materials. In summary: (continued on next page)



Acton-Boxborough Regional School District

15 Charter Road - Acton, MA 01720
www.abschools.org

Finance Department
David A. Verdolino, Director
(978) 264-4700
dverdolino@abschools.org

- There were no unanticipated fluctuations between Q2 and Q3 results for these funds and related programs.
- It is possible that the state will provide a slightly higher final reimbursement of Circuit Breaker for FY2019 before it closes its FY2019.
- The District has received its first several reimbursements from MSBA pertaining to the Douglas School project feasibility study.
- Grant program reporting is being actively managed to ensure that funds are appropriately drawn down in full by the end of the school year.

Summary

I will be making a brief presentation during the May 9 meeting and as always will be happy to answer questions you have about the District's strong finances.

**Acton-Boxborough Regional School District
 FY2019 Budget Update - Q3 OVERVIEW
 Presentation to SC May 9, 2019**

FY2019 Projected Financial Results -

Budgeted FY2019 Revenues	\$88,721,492		
Projected FY2019 Revenues	<u>\$89,212,848</u>	(a)	\$ 491,356
Budgeted FY2019 Expenditures	\$88,721,492		
Projected FY2019 Expenditures	<u>\$87,803,867</u>	(b)	\$ 848,080
Projected Estimated Budget Surplus			\$ 1,339,436

FY2020 Projected E&D Reserve Analysis -

Beginning E&D Balance, July 1, 2018		\$	4,082,634
			4.6%
FY2019 Activity affecting E&D -			
Budgeted Use in Determining FY2020 Assessments		\$	(690,000)
(Preliminary) Projected FY2019 Budget Closeout - Revenues, net	(a)	\$	491,356
(Preliminary) Projected FY2019 Budget Closeout - Expenditures, net	(b)	\$	848,080
(Preliminary proposal) Transfer to Stabilization Fund		\$	<u>(1,000,000)</u>
(Preliminary Projection) E&D Balance, July 1, 2019*		\$	3,732,070
			4.1%

(FYI - 5.0% of Recommended FY2020 Budget)		\$	4,549,106
--	--	----	------------------

**Acton-Boxborough Regional School District
FY2019 Budget Q3 Update - Revenue by Type
Presentation to SC May 9, 2019**

Source: Munis Budget v. Actual 4/18/2019

ACCOUNT DESCRIPTION	FY2018 FINAL ACTUAL	(B) FY2019 VOTED BUDGET	ACTUAL YTD	(P) PROJECTED	(P) - (B) VARIANCE	(FYI) FY2020 VOTED BUDGET
STATE AID -						
Foundation Aid (Chapter 70)	14,859,361	14,968,061	11,266,830	15,022,441	54,380	15,187,441
Regional Transportation (Chapter 71)	1,403,006	1,337,757	733,091	1,532,131	194,374	1,907,131
Regional Bonus Aid	52,691	25,000	13,125	25,000	0	0
Charter School Reimbursement Aid	20,538	32,361	16,145	30,403	-1,958	30,000
REGIONAL ASSESSMENTS -						
Acton (FY18 - 83.28%; FY19 - 84.09%)	57,730,056	59,981,958	44,986,472	59,981,958	0	61,235,254
Boxborough (FY18 - 16.72%; FY19 - 15.91%)	11,593,781	11,351,355	8,513,515	11,351,355	0	11,522,285
OTHER REVENUES -						
Medicaid Reimbursement	274,691	150,000	114,738	150,000	0	200,000
Earnings on Investments	195,668	100,000	265,204	331,505	231,505	200,000
Rental Income	55,000	0	7,500	7,500	7,500	0
Miscellaneous	13,340	0	4,444	5,555	5,555	10,000
APPROPRIATED FROM E&D	450,000	775,000	0	775,000	0	690,000
Revenue Total	86,648,133	88,721,492	65,921,064	89,212,848	491,356	90,982,111
					Q2 Variance \$ 447,290	

General Explanations -

Chapter 70 (Foundation Aid)

Minimum Aid voted at \$30 per student (budgeted \$20); this variance should remain to yearend.

Chapter 71 (Regional Trans Aid)

Cherry Sheet estimate equals initial projection; final reimbursement is reported by end of June.

Notes re Items with updated projections from Q1 -

Earnings on Investments

Revised extrapolation to yearend based on earnings received to date.

Miscellaneous Revenue

Reflects extrapolation of first half year receipts to yearend.

Acton-Boxborough Regional School District
FY2019 Budget Q3 Update - Expenditures by Type
Presentation to SC May 9, 2019

Source - Munis report Apr. 18, 2019; manually entered projected variances from Finance tracking analysis.

	(A)			(B)	(B) - (A)
<u>ACCOUNT DESCRIPTION</u>	<u>REVISED BUDGET</u>	<u>YTD EXPENDED</u>	<u>ENCUMBERED</u>	<u>YEAREND PROJECTED</u>	<u>Proj. Budget Variance</u>
01 SALARIES, TEACHING	36,836,152	23,707,221	13,006,553		
02 SALARIES, PRIN/A PRI	2,447,883	1,972,000	478,914		
03 SALARIES, CNTRL ADMN	1,306,890	1,042,218	258,489		
04 SALARIES, SUPP STAFF	11,057,286	7,692,123	2,982,960		
05 SALARIES, ATHLETICS	627,874	456,599	147,359		
06 SALARIES, BUILDINGS	818,672	642,185	156,629		
07 SALARIES, CUSTODIAL	1,559,721	1,127,992	345,164		
08 SALARIES, HOME INSTR	8,500	844	0		
09 SALARIES, MISC PS	1,575,926	988,525	401,156		
11 SALARIES, SUBS MISC	71,103	88,454	3,381		
12 SALARIES, SUBS INSTR	702,095	499,818	8,368		
13 SALARIES, OVERTIME	233,215	257,620	0		
14 STIPENDS, CURR/INSTR	189,500	62,979	5,802		
<i>Sub-total, Salaries</i>	57,434,817	38,538,578	17,794,775	56,917,888	516,929
15 FRINGES, COURSE REIM	56,000	53,795	0		
16 FRINGES, HLTH INSUR	8,072,389	7,144,129	4,390		
17 FRINGES, H INSUR RET	946,579	797,029	0		
18 FRINGES, LIF/DIS INS	44,520	36,600	0		
19 FRINGES, UNEMPLYMNT	40,000	39,257	0		
20 FRINGES, WORKRS COMP	515,574	440,589	0		
21 FRINGES, MCRS	2,513,393	2,468,034	0		
22 FRINGES, MEDICARE	827,105	580,306	0		
23 CONTRIB OPEB TRUST F	900,000	675,000	0		
<i>Sub-total, Fringes</i>	13,915,560	12,234,739	4,390	13,368,839	546,721
24 INSTRUCT SUPPLIES	1,058,471	1,000,100	89,913		
25 INSTRUCT TEXTBOOKS	258,915	198,052	20,128		
26 INSTRUCTIONAL, SERVICES	56,856	43,441	6,363		
<i>Sub-total, Instructional</i>	1,374,242	1,241,593	116,404	1,509,546	-135,304

b

Acton-Boxborough Regional School District
FY2019 Budget Q3 Update - Expenditures by Type
Presentation to SC May 9, 2019

Source - Munis report Apr. 18, 2019; manually entered projected variances from Finance tracking analysis.

	(A)			(B)	(B) - (A)
<u>ACCOUNT DESCRIPTION</u>	<u>REVISED BUDGET</u>	<u>YTD EXPENDED</u>	<u>ENCUMBERED</u>	<u>YEAREND PROJECTED</u>	<u>Proj. Budget Variance</u>
27 OTHER, CAP OUTLAY	134,292	585,411	177,834		
28 OTHER, CIP	1,000,000	451,641	10,183		
29 OTHER, DEBT SERVICE	1,872,518	1,897,518	0		
<i>Sub-total, Capital-related</i>	3,006,810	2,934,570	188,017	3,031,823	-25,013
30 OTHER, PROP/CASUALTY	152,000	175,925	0	182,681	-30,681
31 OTHER, MAINT BLDG/GR	803,945	693,011	72,725		
32 OTHER, MAINT EQUIP	142,761	67,963	25,108		
37 OTHER, CUSTODL SUPP	155,000	121,947	6,566		
42 OTHER, UTILITIES	1,304,000	741,517	100,665		
44 OTHER, SEWER	286,333	256,034	24,316		
<i>Sub-total, Facilities</i>	2,692,039	1,880,472	229,380	2,780,270	-88,231
34 OTHER, LEGAL SERVICE	175,000	40,077	14,748	97,760	77,240
35 OTHER, ADMIN SUPP	1,027,782	717,630	106,535		
40 OTHER, TRAVEL/CONF	236,600	141,937	26,355		
43 OTHER, TELEPHONE	85,751	42,614	16,325		
<i>Sub-total, Admin</i>	1,350,133	902,181	149,215	1,283,858	66,275
36 OTHER, ATHLETIC SUPP	71,524	67,870	2,804	71,747	-223
38 OTHER, SPED TRANSP	1,624,768	1,554,826	141,191	1,700,217	-75,449
39 OTHER, STUDENT TRANS	1,133,022	909,126	21,526	1,091,224	41,798
41 OTHER, SPED TUITION/	5,161,531	3,766,875	1,831,972	5,206,618	-45,087
48 ASSESSMENTS	628,479	503,345	0	629,374	-895
49 OTHER	1,567	0	0	1,567	0
Grand Totals	88,721,492	64,750,177	20,494,422	87,873,412	848,080
	Q	Q	Q		

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
3/31/2019**

Operating		Fund Balance 6/30/18	Reverse FY18 Open Enc.	Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 3/31/2019
	LUNCH								
K Nelson	3201 LUNCH	679,967.90	73.06	680,040.98	1,010.00	1,293,581.30	1,183,194.67	(66,513.53)	724,924.08
	SUPERINTENDENT								
P Light	3311 SUPERINTENDENT GIFTS	1,876.00		1,876.00		75.00	0.00		1,951.00
	DISTRICTWIDE								
P Light	3353 DISTRICT WIDE GIFTS	0.00		0.00		0.00	0.00		0.00
M Altieri	3356 ABSAF: MIDDLESEX BANK	0.00		0.00		50,000.00	0.00		50,000.00
	CURRICULUM								
D Bookis	3318 PARENT INVOLVEMENT PROJECT	14,699.53		14,699.53		736.00	2,479.84		12,955.69
D Bookis	3323 CURRICULUM GIFT	1,352.11		1,352.11	0.00	600.00	0.00		1,952.11
D Bookis	3419 SCHOOL TO BUSINESS	0.00		0.00		0.00	0.00		0.00
	FINANCE								
D Verdolino	3401 SCHOOL CHOICE	68,760.01		68,760.01		106,626.00	51,434.99		123,958.02
M Altieri	3406 ADK	338,423.14		338,423.14	0.00	883,163.75	561,611.41	(17,100.00)	642,875.48
D Verdolino	3016 CIRCUIT BREAKER	2,023,721.84		2,023,721.84		1,232,882.00	2,023,721.84		1,232,862.00
D Verdolino	3501 INSURANCE REIMB	20,310.83		20,310.83		10,518.36	5,410.90		25,418.29
	FACILITIES								
J D Head	4002 DOUGLAS SCHOOL BUILDING PROJECT	699,860.01	74.99	699,935.00	0.00	201,475.00	488,403.99		413,006.01
J D Head	3322 ELM ST HOOPS	1,214.00		1,214.00		0.00	0.00		1,214.00
J D Head	3328 NSTAR POWER DOWN PROJECT	7,423.73		7,423.73		0.00	76.55		7,347.18
J D Head	3329 FRIENDS OF LOWER FIELDS	35,597.87		35,597.87		0.00	2,741.59		32,856.28
J D Head	3330 LOWER FIELDS GIFT 2	0.00		0.00		0.00	0.00		0.00
J D Head	3342 WEST ACTON BOARDWALK	9,857.40		9,857.40		0.00	0.00		9,857.40
J D Head	3418 TRANSPORTATION	0.00		0.00		15,839.70	10,276.00		5,563.70
J D Head	3332 DAMON PLAYGROUND	21.34		21.34		0.00	21.34		(0.00)

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
3/31/2019**

Operating		Fund Balance 6/30/18	Reverse FY18 Open Enc.	Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 3/31/2019
COMMUNITY EDUCATION									
E Bettez	3402 COMMUNITY ED	1,395,155.23	180,520.49	1,575,675.72	(195,000.00)	938,016.31	1,361,851.69		956,840.34
E Bettez	3403 USE OF FACILITIES	0.00		0.00		150,171.61	304,967.11		(154,795.50)
E Bettez	3404 DRIVERS' ED	171,952.07		171,952.07	0.00	124,079.20	146,887.27		149,144.00
E Bettez	3407 EXTENDED DAY PROGRAMS	0.00		0.00	0.00	1,940,014.01	678,969.19		1,261,044.82
STUDENT SERVICES									
D Bentley	3428 ODP REVOLVING	121,176.60		121,176.60		99,203.50	41,462.71		178,917.39
J Gibowitz	3429 AD INTEGRATED PRESCHOOL	229,589.66	220.06	229,809.72		242,125.70	230,269.81		241,665.61
D Bentley	3357 MICHELLE STARR SPECIAL EDUCATION GIFTS	0.00		0.00		1,530.00	0.00		1,530.00
3326 MCC BIG YELLOW SCHOOL BUS									
L Dorey	SENIOR HIGH	85.14		85.14		\$250.00	\$0.00		335.14
A Shen	JUNIOR HIGH	200.00		200.00		\$0.00	\$0.00		200.00
D Labb	BLANCHARD	0.00		0.00		\$0.00	\$0.00		0.00
D Sugrue	CONANT	1,050.00		1,050.00		\$250.00	\$0.00		1,300.00
C Whitbeck	DOUGLAS	278.75		278.75		\$0.00	\$0.00		278.75
L Newman	GATES	0.00		0.00		\$250.00	\$250.00		0.00
D Krane	MCCARTHY TOWNE	0.00		0.00		\$250.00	\$0.00		250.00
J Schneider	MERRIAM	671.00		671.00		\$0.00	\$0.00		671.00
3416 LIBRARY REVOLVING									
L Dorey	SENIOR HIGH	4,873.38		4,873.38		2,700.00	2,522.74		5,050.64
A Shen	JUNIOR HIGH	2,580.76	29.48	2,610.24		5,855.49	5,780.70		2,705.03
D Labb	BLANCHARD	8,976.46		8,976.46		1,400.00	3,734.36		6,642.10
D Sugrue	CONANT	4,482.97		4,482.97		1,400.00	158.63		5,724.34
C Whitbeck	DOUGLAS	485.29		485.29		1,400.00	0.00		1,885.29
L Newman	GATES	2,845.05	38.03	2,883.08		1,400.00	773.01		3,510.07
D Krane	MCCARTHY TOWNE	1,001.48		1,001.48		1,400.00	686.38		1,715.10
J Schneider	MERRIAM	109.54	20.41	129.95		1,400.00	40.84		1,489.11

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
3/31/2019**

Operating		Fund Balance 6/30/18	Reverse FY18 Open Enc.	Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 3/31/2018
SENIOR HIGH									
S Martin	3301 ATHLETIC GIFTS	7,000.00		7,000.00		0.00	2,000.00		5,000.00
S Martin	3303 ABSAF:SH ATHLETICS	0.00		0.00		41,000.00	41,000.00		0.00
S Martin	3405 ATHLETIC REVG	61,111.20		61,111.20	0.00	327,842.75	255,674.89		133,279.06
G Arsenault	3302 ABSAF:SH PERFORMING ARTS	0.00		0.00		3,000.00	0.00		3,000.00
L Dorey	3306 SENIOR HIGH GIFTS	9,863.75		9,863.75		2,295.20	2,995.04		9,163.91
L Dorey	3308 SH GIFT:PTSO	5,985.11		5,985.11		6,400.00	5,517.22		6,867.89
L Dorey	3309 SH GIFT:OTHER	6,089.75		6,089.75		0.00	165.00		5,924.75
L Dorey	3313 ABSAF:SH EXTRACURRICULAR	1,316.85		1,316.85		13,000.00	6,289.81		8,027.04
L Dorey	3315 UNITED WAY GIFT	0.00		0.00		0.00	0.00		0.00
L Dorey	3319 SH: COMMUNITY SERVICE GIFTS	4,996.71		4,996.71		3,493.76	2,264.83		6,225.64
L Dorey	3320 SH: SPECTRUM	0.00		0.00		0.00	0.00		0.00
L Dorey	3321 AB FRIENDS OF DRAMA	0.00		0.00	0.00	0.00	0.00		0.00
L Dorey	3412 LOST BOOKS-SENIOR HIGH	31,685.11		31,685.11		468.50	1,840.71		30,312.90
L Dorey	3413 PARKING-SENIOR HIGH	6,737.74		6,737.74		40,020.00	39,118.43		7,639.31
L Dorey	3414 SUMMER SCHOOL TUITION	103,107.72	548.72	103,656.44		136,503.57	70,326.31	(49,993.67)	119,840.03
G Arsenault	3415 PERFORMING ARTS REV	0.00		0.00		16,210.00	11,438.75		4,771.25
L Dorey	3420 EMPORIUM REVOLVING	11,892.76		11,892.76		50,398.27	54,766.61		7,524.42
L Dorey	3423 SH: PROSCENIUM CIRCUS	56,452.78	56.05	56,508.83	0.00	49,393.95	57,995.20		47,907.58
L Dorey	3424 SH:COUNSELING/TESTING	33,726.53		33,726.53		32,054.96	30,408.36		35,373.13
L Dorey	3425 SH CHORUS	12,993.99		12,993.99	0.00	14,441.00	18,133.11		9,301.88
JUNIOR HIGH									
A Shen	3305 JUNIOR HIGH GIFTS	8,054.71		8,054.71		5,847.80	10,711.78		3,190.73
A Shen	3312 ABSAF:JH EXTRACURRICULAR	0.20		0.20	0.00	5,000.00	2,362.50		2,637.70
A Shen	3314 JOHN LORING MEMORIAL GIFT	(0.00)		(0.00)		0.00	0.00		(0.00)
A Shen	3317 EDFAAB GIFT - JH	0.00		0.00		0.00	0.00		0.00
A Shen	3327 DRAGONFLY THEATER	42,108.94		42,108.94		0.00	6,887.37		35,221.57
A Shen	3411 LOST BOOKS-JUNIOR HIGH	6,555.94		6,555.94		145.00	1,520.39		5,180.55
A Shen	3421 JH STORE REVOLVING	894.59		894.59		2,555.00	3,265.10		164.49
A Shen	3422 JH THEATER REVOLVING	7,659.48		7,659.48	0.00	22,198.00	22,985.87		6,871.61

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
3/31/2019**

Operating		Fund Balance 6/30/18	Reverse FY18 Open Enc.	Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munic Balance as of 3/31/2019
BLANCHARD									
D Labb	3348 BLANCHARD GIFTS	7,791.57		7,791.57	0.00	12,352.00	12,309.84		7,833.73
D Labb	3408 BLANCHARD AM/PM XD	123,796.63		123,796.63	(65,000.00)	180.00	20,904.21		38,072.42
D Labb	3355 BLANCHARD PIANO TUNING	1,000.00		1,000.00	0.00	0.00	380.00		620.00
CONANT									
D Sugrue	3334 CONANT PTO	0.00		0.00	0.00	16,736.00	17,208.85		(472.85)
D Sugrue	3343 CONANT ENRICHMENT GIFT	41,076.54		41,076.54	0.00	0.00	0.00		41,076.54
D Sugrue	3349 CONANT GIFTS	574.59		574.59		0.00	0.00		574.59
DOUGLAS									
C Whitbeck	3395 DOUGLAS PTO	0.00		0.00		29,334.00	29,187.40		146.60
C Whitbeck	3350 DOUGLAS GIFTS	0.00		0.00		0.00	0.00		0.00
C Whitbeck	3409 DOUG. DAWN/DUSK	169,910.66	339.58	170,250.24	(65,000.00)	0.00	24,509.75		80,740.49
GATES									
L Newman	3396 GATES PTO	3,035.38		3,035.38	0.00	16,667.00	19,892.12		(189.74)
L Newman	3399 GATES GIFTS	15,381.40		15,381.40		5,000.00	5,112.23		15,269.17
L Newman	3344 GATES ENRICHMENT GIFT	82,254.31		82,254.31	0.00	1,679.63	0.00		83,933.94
MCCARTHY TOWNE									
D Krane	3337 MCCARTHY PTO	0.00		0.00	0.00	26,666.00	28,096.00		(1,430.00)
D Krane	3340 MCCARTHY TECHN	0.00		0.00		0.00	0.00		0.00
D Krane	3345 MCT ENRICHMENT GIFT	110,274.37		110,274.37	0.00	0.00	8,152.21		102,122.16
D Krane	3351 MCCARTHY TOWNE GIFTS	1,785.43		1,785.43		0.00	1,533.85		251.58
MERRIAM									
J Schneider	3338 MERRIAM PTO	6,844.92		6,844.92	0.00	52,000.00	53,778.28		5,066.64
J Schneider	3352 MERRIAM GIFTS	0.00		0.00		0.00	0.00		0.00
J Schneider	3410 MERRIAM AM/PM	97,934.31		97,934.31	(65,000.00)	633.00	3,614.82		29,952.49
Total Special Revenue and Revolving Funds		6,928,483.06	181,820.89	7,110,413.95	(388,990.00)	8,242,090.32	7,980,074.40	(133,607.20)	6,849,832.67

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
3/31/2019**

Operating		Fund Balance 6/30/18	Reverse FY18 Open Enc.	Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 3/31/2019
SCHOLARSHIPS									
L Dorey	5001 SCH:DENNIS M KULSICK - Principal Restricted	12,150.00		12,150.00		9,050.00			21,200.00
L Dorey	5001 SCH:DENNIS M KULSICK - Interest	127.72		127.72		1,004.40	0.00		1,132.12
L Dorey	5003 SCH:A B JAMBOREE	2,361.55		2,361.55	0.00	23.19	0.00		2,384.74
L Dorey	5004 SCH:KATHERINE KINSLEY	29,425.46		29,425.46	0.00	289.11	0.00		29,714.57
L Dorey	5005 SCH:JAMES E KINSLEY	38,383.57		38,383.57	0.00	377.11	0.00		38,760.68
L Dorey	5006 SCH:AMERICAN LEGION 284 - Principal Restricted	34,000.00		34,000.00					34,000.00
L Dorey	5006 SCH:AMERICAN LEGION 284 - Interest	14,248.40		14,248.40		457.04	2,000.00		12,705.44
L Dorey	5008 SCH:J PRENDIVILLE III	10,201.69		10,201.69		91.90	1,000.00		9,293.59
L Dorey	5009 SCH:M&P SMOLTEES	16,215.02		16,215.02		159.30	0.00		16,374.32
L Dorey	5010 SCH:J DEBAGGIS	3,008.74		3,008.74		29.56	0.00		3,038.30
L Dorey	5011 SCH:R J GREY	13,204.15		13,204.15		129.73	0.00		13,333.88
L Dorey	5012 SCH:CHARLES BATTIT	19,020.95		19,020.95		186.86	0.00		19,207.81
L Dorey	5013 SCH:J SCOTT	(0.00)		(0.00)	0.00	0.00	0.00		(0.00)
L Dorey	5014 SCHOLARSHIP:GENERAL	2,308.02		2,308.02	0.00	8,543.69	0.00		10,851.71
L Dorey	5015 FRED S KENNEDY SCHOLARSHIP - Principal Restrictor	1,400.00		1,400.00					1,400.00
L Dorey	5015 FRED S KENNEDY SCHOLARSHIP - Interest	31.71		31.71	0.00	14.06	0.00		45.77
L Dorey	5016 CHS BRUSIE MEMORIAL SCHOLARSHIP	2,618.27		2,618.27		25.70	0.00		2,643.97
L Dorey	5017 THOMAS MEAGHER SCHOLARSHIP	3,957.57		3,957.57		38.88	0.00		3,996.45
L Dorey	5018 R & E MATUSOW SCHOLARSHIP	5,018.86		5,018.86	0.00	491.40	0.00		5,510.26
L Dorey	5018 R & E MATUSOW SCHOLARSHIP - Principal Restricted	45,000.00		45,000.00					45,000.00
L Dorey	5020 SANDRA WILENSKY SCHOLARSHIP	638.46		638.46		6.28	0.00		644.74
L Dorey	5021 FREDERICK JOYCE MEMORIAL	141.53		141.53		1.39	0.00		142.92
L Dorey	5023 ALMA PARKHURST SCHOLARSHIP	11,166.98		11,166.98		109.79	0.00		11,276.77
D Labb	5024 P HALL SCHOLARSHIP-Principal Restricted	10,000.00		10,000.00					10,000.00
D Labb	5024 P HALL SCHOLARSHIP-Interest	4,802.92		4,802.92		325.30	0.00		5,128.22
STUDENT ACTIVITIES									
A Shen	6001 STU ACTIVITY FUND-JH	42,507.02		42,507.02		52,286.58	39,198.39		55,595.21
L Dorey	6002 STU ACTIVITY FUND-SH	146,146.79		146,146.79	0.00	164,402.91	118,659.10		191,890.60
D Labb	6003 STU ACTIVITY FUND-BL	19,098.48		19,098.48		23,864.58	15,465.28		27,497.78
OPEB									
D Verdolino	7001 OTHER POSTEMPLOYMENT BENEFITS	3,847,118.11		3,847,118.11		844,560.48	0.00		4,691,678.59
Total Scholarship & Agency Funds		4,334,301.97	0.00	4,334,301.97	0.00	1,106,469.24	176,322.77	0.00	5,264,448.44
Total All funds		11,262,795.03	161,920.89	11,444,715.92	(388,990.00)	9,348,559.56	8,156,397.17	(133,607.20)	12,114,281.11

Acton Boxborough Regional Schools

FY'19 Grants

April 18, 2019

				FY'19					
				Budget	YTD	Enc	Total	Balance	
3001	SPED IDEA # F240			Project Duration 08/24/2018 - 06/30/2019					
FY19	CFDA# 84.027			DAWN BENTLEY					
Revenue									
3001R19	45401	3001R19 45401	REVENUE - FEDERAL - THRU STATE	1,273,132.00	869,767.00	0.00	869,767.00	403,365.00	
Expense									
30011901	516011	30011901 516011	SH F240 AIDES/PARAS - SPED	291,502.00	190,575.48	96,986.85	287,562.33	3,939.67	
30011902	516011	30011902 516011	JH F240 AIDES/PARAS - SPED	188,898.00	139,964.27	57,792.78	197,757.05	640.95	
30011903	516011	30011903 516011	BL F240 AIDES/PARAS - SPED	91,560.00	63,656.13	27,906.16	91,562.29	-2.29	
30011904	516011	30011904 516011	CN F240 AIDES/PARAS - SPED	119,323.00	84,030.37	34,447.40	118,477.77	845.23	
30011905	516011	30011905 516011	DO F240 AIDES/PARAS - SPED	46,728.00	31,649.16	8,399.68	40,048.84	6,679.16	
30011906	516011	30011906 516011	GA F240 AIDES/PARAS - SPED	137,757.00	96,419.96	39,891.79	136,311.75	1,445.25	
30011907	516011	30011907 516011	MCT F240 AIDES/PARAS - SPED	123,927.00	86,813.99	36,518.18	123,332.17	594.83	
30011908	516011	30011908 516011	ME F240 AIDES/PARAS - SPED	234,314.00	166,971.01	70,422.76	237,393.77	-3,079.77	
30011909	516011	30011909 516011	PRESCHOOL AIDES/PARAS - SPED	28,048.00	19,468.22	8,704.68	28,172.90	-124.90	
30011910	524102	30011910 524051	EVALUATION - INDPDT - SE	1,575.00	1,575.00	0.00	1,575.00	0.00	
3001	SPED IDEA 240			1,273,132.00	861,123.59	381,070.28	1,262,193.87	10,938.13	
3002	TITLE I # F305			Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.010			DEB BOOKS					
Revenue									
3002R19	45401	3002R19 45401	REVENUE - FEDERAL - THRU STATE	106,085.00	76,454.00	0.00	76,454.00	29,631.00	
Expense									
30021901	514081	30021901 514081	TEACHER - GATES	19,727.00	12,139.84	7,587.39	19,727.23	-0.23	
30021902	514081	30021902 514081	TEACHER - McT	21,982.00	13,350.72	8,344.22	21,694.94	287.06	
30021903	514081	30021903 514081	TEACHER - JH	19,901.00	12,246.58	7,654.15	19,900.71	0.29	
30021904	516001	30021904 516001	JH AIDES/PARAPROFESSIONALS	27,240.00	18,722.12	9,071.43	27,793.55	-553.55	
30021905	514002	30021905 514002	ADMINISTRATOR	5,000.00	5,000.00	0.00	5,000.00	0.00	
30021906	543035	30021906 543035	OTHER INSTR MATERIAL	1,440.00	840.00	0.00	840.00	600.00	
30021907	524009	30021907 524009	CONTRACTED SERVICES-PD	4,800.00	4,800.00	0.00	4,800.00	0.00	
30021908	570031	30021908 570031	MASS TEACHERS RETIREMENT	5,995.00	4,796.00	0.00	4,796.00	1,199.00	
3002	TITLE I			106,085.00	71,695.24	32,657.19	104,552.43	1,532.57	
3003	TITLE IV # F309			Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.024			DEB BOOKS					
Revenue									
3003R19	45401	3003R19 45401	REVENUE - FEDERAL - THRU STATE	8,807.00	6,040.00	0.00	6,040.00	2,767.00	
Expense									
30031901	524009	30031901 524009	INSTRUCTIONAL CONTRACTED SERVICES	3,000.00	3,000.00	0.00	3,000.00	0.00	
30031902	543131	30031902 543131	INSTRUCTIONAL HARDWARE - OTHER	1,321.00	0.00	0.00	0.00	1,321.00	
30031903	524006	30031903 524006	CONF, TRAV, WORKSHOPS	4,486.00	2,780.00	280.00	3,040.00	1,446.00	
3003	TITLE IVA			8,807.00	5,780.00	280.00	6,040.00	2,767.00	
3006	TITLE II A:IMPRVG ED QUAL # F140			Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.257			DEB BOOKS					
Revenue									
3006R19	45401	3006R19 45401	REVENUE - FEDERAL - THRU STATE	66,537.00	30,692.00	0.00	30,692.00	35,845.00	
Expense									
30061901	514011	30061901 514011	ADMINISTRATOR	5,000.00	5,000.00	0.00	5,000.00	0.00	
30061902	524113	30061902 524113	PD - CONSULTANTS	50,200.00	38,700.00	3,150.00	41,850.00	8,350.00	
30061903	543035	30061903 543035	OTHER INSTR MATERIAL	3,887.00	210.00	192.24	402.24	3,484.76	
30061904	524006	30061904 524006	CONF, TRAV, WORKSHOPS	7,000.00	1,212.80	5,524.00	6,796.80	283.20	
30061905	570031	30061905 570031	MASS TEACHERS RETIREMENT	450.00	380.00	0.00	360.00	90.00	
3006	TITLE II A:IMPRVG ED QUAL			66,537.00	45,482.80	8,866.24	54,349.04	12,187.96	
3019	EARLY CHILDHOOD # F262			Project Duration 08/24/18 - 06/30/19					
FY19	CFDA# 84.173			JOE GIBOWICZ					
Revenue									
3019R19	45400	3019R19 45400	REVENUE - FEDERAL - DIRECT	31,216.00	22,874.00	0.00	22,874.00	8,342.00	
Expense									
30191901	516011	30191901 516011	AIDES/PARAPROFESSIONALS	31,216.00	23,267.25	7,702.80	30,970.05	245.95	
3019	EARLY CHILDHOOD # F262			31,216.00	23,267.25	7,702.80	30,970.05	245.95	

Acton Boxborough Regional Schools

FY'19 Grants

April 18, 2019

				FY'19				
				Budget	YTD	Enc	Total	Balance
3021	TITLE III ELA # F180		Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 94.365		DAWN BENTLEY					
Revenue								
3021R19	45401	3021R19 45401	FY19 REVENUE - FEDERAL - THRU STATE	40,557.00	24,442.00	0.00	24,442.00	16,115.00
3021R182	45401	3021R182 45401	FY18 CF REVENUE - FEDERAL - THRU STATE	31,078.49	21,468.00		21,468.00	9,610.49
3021R173	45401	3021R173 45401	FY17 CARRYFORWARD REVENUE YR 3	3,880.00	3,880.00		3,880.00	0.00
Expense								
30211901	524009	30211901 524009	FY17 CF TTL III F180 ELA GRANT CONTRACTED SERVICES	3,680.00	3,680.00	0.00	3,680.00	0.00
30211902	543035	30211902 543035	FY17 CF TTL III F180 ELA GRANT SUPPLIES	200.00	200.00	0.00	200.00	0.00
30211903	514064	30211903 514064	FY18 CF TITLE III 180 ELA TEACHER	16,346.00	16,346.67	0.00	16,346.67	-0.67
30211904	516001	30211904 516001	FY18 CF TITLE III 180 GRANT ELA AIDES / PARAS	4,200.00	4,200.00	0.00	4,200.00	0.00
30211912	514005	30211912 514005	FY18 CF TITLE III 180 GRANT CHAIRPERSON-ELL	2,635.00	2,635.00	0.00	2,635.00	0.00
30211913	570031	30211913 570031	FY18 CF TITLE III 180 GRANT MASS TEACHERS RETIREMEI	237.00	237.00	0.00	237.00	0.00
30211905	524009	30211905 524009	FY18 CF TTL III 180 ELA GRANT CONTRACTED SERVICES	4,286.00	3,573.32	712.68	4,286.00	0.00
30211906	543035	30211906 543035	FY18 CF TITLE III 180 ELA SUPPLIES	2,734.49	1,614.31	284.11	1,698.42	836.07
30211907	543014	30211907 543014	FY18 CF TITLE III 180 ELA SOFTWARE LICENSING	-	-	-	0.00	0.00
30211908	524006	30211908 524006	FY18 CF TITLE III 180 ELA TRAVEL	640.00	640.00	0.00	640.00	0.00
30211909	514081	30211909 514081	CHAIRPERSON-ELL	32,185.00	19,806.25	12,378.93	32,185.18	-0.18
30211914	514900	30211914 514900	STIPENDS	4,367.00	0.00	0.00	0.00	4,367.00
30211910	524009	30211910 524009	TTL III 180 ELA GRANT CONTRACTED SERVICES	0.00	0.00	0.00	0.00	0.00
30211915	543088	30211915 543088	SUPPLIES - COMPUTERS	1,108.00	0.00	0.00	0.00	1,108.00
30211911	570031	30211911 570031	MASS TEACHERS RETIREMENT	2,897.00	2,318.00	0.00	2,318.00	579.00
	3021	TITLE III ELA		75,515.49	55,250.55	13,375.72	69,626.27	6,889.22
3024	DIGITAL CONNECTIONS PARTNERSHIP							
	CFDA#							
FY19			DAWN BENTLEY					
Revenue								
3024R19	46000	3024R19 46000	REVENUE - STATE	62,845.14	62,845.14	0.00	62,845.14	0.00
Expense								
30241901	543088	30241901 543088	SUPPLIES - COMPUTERS	62,845.14	62,845.14	0.00	62,845.14	0.00
	3024	DIGITAL CONNECTIONS PARTNERSHIP		62,845.14	62,845.14	0.00	62,845.14	0.00
3101	ESSENTIAL SCHOOL HEALTH SERVICES # S290		Project Duration 07/01/2018 - 06/30/2019					
FY19	DAWN BENTLEY							
Revenue								
3101R19	46000	3101R19 46000	REVENUE - STATE	69,700.00	69,700.00	0.00	69,700.00	0.00
Expense								
31011901	514044	31011901 514044	NURSE	44,904.00	30,159.04	18,849.96	49,009.00	-4,105.00
31011902	514705	31011902 514705	NURSE, SUBSTITUTE	11,000.00	5,472.50	0.00	5,472.50	5,527.50
31011901	514913	31011901 514913	STIPEND - R&D	1,200.00	1,200.00	0.00	1,200.00	0.00
31011903	524006	31011903 524006	CONF, TRAV, WORKSHOPS	2,800.00	2,859.00	0.00	2,859.00	-59.00
31011903	524113	31011903 524113	WEB CONSULTANT	3,220.00	3,241.05	1,000.00	4,241.05	-1,021.05
31011903	524161	31011903 524161	CONTR SVCS - TECHNOLOGY	1,000.00	0.00	0.00	0.00	1,000.00
31011904	543064	31011904 543064	SUPPLIES - OFFICE	800.00	308.75	178.08	486.81	313.19
31011904	543067	31011904 543067	INSTR TECHNOLOGY	4,776.00	1,597.28	400.00	1,997.28	2,778.72
	3101	ESSENTIAL SCHOOL HEALTH SVCS		69,700.00	44,837.52	20,428.02	65,265.64	4,434.36
3109	UNITED WAY HEALTHY TEEN INITIATIVE							
FY19 Carryforward	LARRY DOREY							
Revenue								
3109R15	48401	3109R15 48401	GRANTS - PRIVATE	22,000.00	22,000.00		22,000.00	0.00
Expense								
310901	524009	310901 524009	CONTRACTED SERVICES	300.00	300.00		300.00	0.00
310902	543021	310902 543021	SUPPLIES	21,700.00	20,412.30	160.00	20,572.30	1,127.70
	3109	UNITED WAY HEALTHY TEEN INITIATIVE		22,000.00	20,712.30	160.00	20,872.30	1,127.70
3106	TOSHIBA							
FY19 Carryforward	LARRY DOREY							
Revenue								
3106R18	48400	3106R18 48400	RECEPTS - GIFT	1,000.00	1,000.00		1,000.00	0.00
Expense								
310602	543035	310602 543035	SUPPLIES	1,000.00	258.15		258.15	741.85
	3106	TOSHIBA		1,000.00	258.15	0.00	258.15	741.85
			FEDERAL GRANT REVENUE	1,511,928.49	1,025,135.00	0.00	1,025,135.00	486,793.49
			STATE GRANT REVENUE	69,700.00	69,700.00	0.00	69,700.00	0.00
			PRIVATE / OTHER GRANT REVENUE	23,000.00	23,000.00	0.00	23,000.00	0.00
			TOTAL REVENUE	1,604,628.49	1,117,835.00	0.00	1,117,835.00	486,793.49
			FEDERAL GRANT EXPENSES	1,562,485.49	1,077,019.43	443,672.23	1,520,691.66	31,793.83
			STATE GRANT EXPENSES	69,700.00	44,837.62	20,428.02	65,265.64	4,434.36
			PRIVATE / OTHER GRANT EXPENSES	23,000.00	20,970.45	160.00	21,130.45	1,869.55
			TOTAL EXPENSES	1,645,185.49	1,142,827.50	464,260.25	1,607,087.75	38,097.74



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

School Committee FY2019 Budget Update – Q3

May 9, 2019

FY2019 Q3 – OVERVIEW

FY2019 Projected Yearend Financial Results –

Summary –

Projected FY2019 Revenue

Exceeds Budget by **\$491,356**

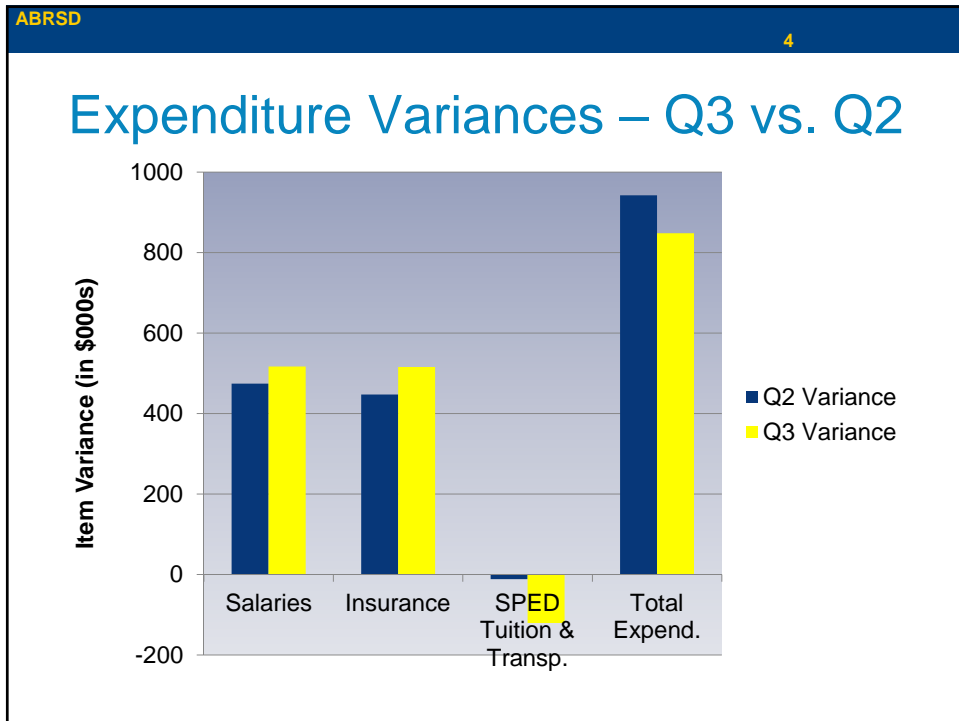
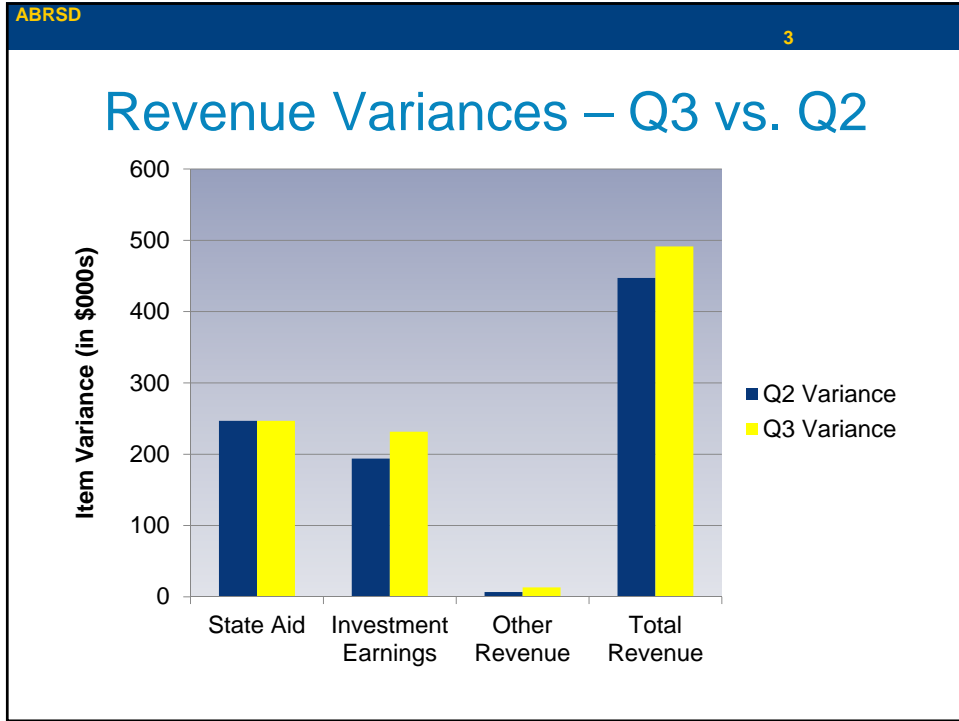
Projected FY2019 Expenditures

Under Budget by **\$848,080**

Projected net FY2019

Budgetary Surplus \$1,339,436

Q2 Est. >> \$ 1,389,672



ABRS 5

FY2019 Q3 Highlights – Expenditures

- Variances better crystalized through nine months
- Projected Salaries, Health and Other Insurance remain significantly under budget (slightly better than Q2 variances)
- Instructional Expenses and Capital Outlay negative projections should reduce during yearend closeout process
- Utilities negative projection due to billing correction
- Special Ed. Tuition & Transportation projected near budget
- Several other smaller categories with positive variances subject to further scrutiny during closeout process

Total Projected Exp. net variance - (Q3 \$848K) (Q2 \$942K)

ABRS 6

FY2019 Q3 – Yearend Projection

FY2020 Projected E&D Reserve Analysis –

Beginning E&D Balance, July 1, 2018	\$4,082,634 (4.6%)
Est. Budget Closeout (Q3 Variance)	\$1,339,436
<i>(Preliminary Proposal):</i>	
Transfer to Capital Stabilization Fund	\$(1,000,000)
Less – Budgeted Use for FY2020	<u>\$ (690,000)</u>
<i>(Preliminary Projection):</i>	
Unadjusted E&D Balance, July 1, 2019	\$3,732,070 (4.1%)

Stabilization Funding Timetable Next Steps

- ➔ May 13 – Boxborough Town Meeting begins (both towns must vote to confirm establishment)
- ➔ **May 23** – ABRSC 2/3 Vote (FY2019 budget amendment to transfer from E&D to stabilization)
- ➔ Towns' BOS have option to call Town Meeting within 45 days of SC vote

Heading for home....



Any questions about Q3 results?



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720
978-264-4700
www.abschools.org

Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: May 3, 2019
RE: End of Year Goals Update & Evidence for Superintendent's Evaluation

I have enjoyed becoming a part of the Acton-Boxborough community this past year. As I reflect back on my first year as your Superintendent of Schools, I am pleased by the success we have enjoyed on many fronts and am encouraged about our continued growth as a school district as we look to the years ahead.

This memorandum serves as my final goals update for the 2018-19 school year. It is designed to provide you with information and evidence, in the form of selected artifacts, about the progress we have made as a district toward the [goals I proposed nearly nine months ago](#).

The update is organized into a series of reflections on each of my five goals. Selected artifacts are hyperlinked within each reflection and are intended to provide evidence of my work and the work of the district toward achieving these goals. You may also access all evidence toward my evaluation in a publically available [Google folder](#). Reflections are designed to provide an overview of progress toward each goal, but more importantly provide insight about ways that I can continue to improve my own professional practice and the work of the district in the coming year.

As always, please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Peter Light".

Peter

~ continued on next page ~

Developing engaged, well-balanced learners through collaborative, caring relationships.

END OF YEAR GOALS UPDATE

Student Learning Goal #1

In order to continue to increase my understanding of the district's unique history and traditions, understand perspectives on the district from a variety of stakeholders, and use this information to shape the future development of district goals which support student learning, I will complete a comprehensive entry process and publicly present a report of findings. The report of entry findings will subsequently be used to further develop goals within the district's Long Range Strategic Plan.

End of Year Update

Last Spring at your June 21st meeting, I presented the school committee with an [overview of my entry process](#). Subsequently, I provided a final copy of my [entry plan](#) at our meeting in August. Throughout the fall I worked to complete the entry plan as was documented in my [Mid-Year Goals Update](#). During the entry process which spanned from July through January, I provided the committee with [regular updates about my progress](#) during meetings and these updates were subsequently shared with families throughout the district.

In February, I returned to the committee and publicly presented my [Report of Entry Findings](#). Subsequently in April, I led a workshop with the school committee that was focused on soliciting members' feedback about the various trends and patterns discussed in the report. This was done in order to establish areas of priority that can inform the future development of the district's strategy for improvement. This [data has been synthesized](#) in order to understand the overarching priorities of the committee. New school committee members are being provided an opportunity to have input into this process as well.

Reflection

The original goal as proposed was designed to span more than one school year and is on target for completion as originally proposed. Therefore, with regard to planned activities with the evaluation period, I believe I have **met this goal**. The general feedback regarding the entry plan was that it was an accurate reflection of the district and highlighted important areas for continued growth. I believe that if effective progress is made developing the next iteration of the district's strategy, this goal will be highly impactful in improving our schools and district for the benefit of our students.

Next Steps

Over the course of the next month, I will conduct a workshop with the Senior Leadership Team (Central Office and Principals) that mirrors the workshop conducted with the school committee. The outcome of that workshop will be a similar data analysis as was completed for the school committee workshop. Following this workshop, the administrative team will use the data gathered from both workshops in order to inform a redevelopment of the district's strategy and goals. This work will span from spring through the summer and will result in a revised district strategy beginning presented to the school committee next fall. Once that process is complete and the committee votes the goals, each school will be able to work with the revised strategy to develop aligned school improvement goals that will be presented in the spring of 2020.

To develop engaged, well-balanced learners through collaborative, caring relationships.

Professional Practice Goal #2

In order to increase my skills in data analysis and strategy development to deeply impact student learning, I will participate in the New Superintendent Induction Program (NSIP) and engage in coaching sessions provided through the program.

End of Year Update

I was able to attend all scheduled sessions of the New Superintendent Induction Program with one exception. I did not attend on March 13 due to a conflict with the MSBA Facilities Assessment Subcommittee meeting in Boston that was scheduled for the same day. Overall, the year focused on two major themes: developing a district strategy and developing the superintendent as an instructional leader. Two sample agendas from the program from [August 8](#) and [October 10](#) provide insight into this work. In addition to the content days, I was able to participate in bi-monthly coaching sessions which included a mix of 1:1 meetings with my coach and school visits that we conducted jointly.

With regard to the development of the district strategy, the overall timeline and documentation of the work has been previously discussed with respect to Student Learning Goal #1.

With regard to my development as an instructional leader, I prioritized visiting schools and classrooms this year. My target for this area was to visit each school on a monthly basis. In order to do this, I created a [year-long calendar of visits to each school](#). During visits, I used elements of [DESE's Superintendent's Protocols for School Visits](#) as a framework for my visits and generally spent the first half of the visit generally meeting with the school principal and the second half of the visit conducting joint observations of classrooms. This provided me with an opportunity to meet with each Principal in order discuss items of relevance to them, problem solve, and then visit classrooms within the school in order to develop our shared understanding of instructional practices within the building.

Reflection

I believe that based on my participation in the program and the supporting evidence, I have **met this goal**. The program has been incredibly helpful to me as a new superintendent. The combination of content days and coaching has provided me with a framework for the entry process into the district and ideas that will allow me to utilize my entry findings to further develop our district strategy for improvement. The coaching component of the program has been particularly powerful in helping me to deeping my thinking around the various challenges that have arisen throughout the year.

Next Steps

While I will continue my participation in the program over the next two years, I do not foresee this goal continuing. Instead, I will likely propose a communication goal for my 2019-20 Professional Practice Goal. This year, I spent considerable time communicating with families that have students in our schools. Next year, I would like to implement strategies to enhance our communication with the broader community. I am currently in the process of developing an end of year report that we will be distributing throughout the community, and I believe a worthy goal for the next year will be to develop additional strategies to enhance district-community communications.

To develop engaged, well-balanced learners through collaborative, caring relationships.

District Goal #1:

I will support the district’s work toward the goal of understanding and responding to our students’ social and emotional needs by completing the strategic actions detailed in the district’s 2018-19 goals.

End of Year Update

Strategic Goal Actions	Evidence/Measures	2018-19 Midyear Update 2018-19 EOY Update
Gather data to monitor the impact of changed start times at each level.	<ul style="list-style-type: none"> ● Student Survey data ● Attendance data (i.e. early dismissal data at elementary, tardy data at JH, HS, etc.); bus ridership data ● 2018-19: First-period data from JH, HS (i.e. anecdotal, grades over time, etc.) 	<ul style="list-style-type: none"> ● SWAC created surveys for students, parents, and certified staff ● Ridership data presented at 1/10/19 School Committee meeting ● SWAC to review attendance data on 2/11/19 ● SWAC to review survey data 3/4/19 ● Transportation data provided to school committee during budget cycle and used to inform budget requests ● SWAC scheduled to present a Wellness update with findings to school committee 5/23/19
Solicit feedback from stakeholders to inform continued implementation of the homework policy and consider homework through an equity lens.	Administer one stakeholder survey in 2018-19 (families, students, staff, administrators) on implementation of HW policy	<ul style="list-style-type: none"> ● April 2019: Administer Challenge Success survey to Gr. 6-12 students and families ● April 2019: Administer HW survey to students and families in Grades 3-5 ● Completed Administration of Challenge Success and HW Surveys in April 2019 ● Planned June 2019: DIT Data Dialogue to identify root causes and develop recommendations ● Planned Fall 2019: Update school committee with key findings of CS and HW surveys
Review practices around homework policy implementation.	Aggregate data around practices by grade level	<ul style="list-style-type: none"> ● Fall 2018: Collaborated with Challenge Success and WestEd to develop HW survey questions for Grades 3-12 ● April 2019: Administer HW survey to teachers Grades 3-12 ● Completed survey administration to stakeholders April 2019 ● Planned June 2019: DIT Data Dialogue to identify root causes and develop recommendations ● Planned Fall 2019: Present findings and possible recommendations to school committee

To develop engaged, well-balanced learners through collaborative, caring relationships.

<p>Support families in helping children develop healthy habits around device use, screen time and social media.</p>	<p>Family newsletters and communication</p>	<ul style="list-style-type: none"> • SWAC developing parent materials, recommendations • Peggy Harvey coordinated evening 11/5/18 with Dr. Sharon Maxwell: Who's Raising our Kids - Nurturing Human Values on a Digital World and coordinated meetings with counselors and school psychologists. Along with Elementary Assistant Principals and high school students coordinating family evenings.
---	---	--

Reflection

Based on the progress noted above, I believe that we have made **significant progress** toward this goal to date. At this time, there is still work scheduled toward this goal for the 2018-19 school year that focuses on the analysis of the data gathered through the various surveys. The district has accomplished a significant amount of work over the last few years in understanding and responding to students' social and emotional needs and this year was focused on supporting the implementation of prior years planning and gathering data to inform adjustments to implementation.

We were able to conduct an [analysis of the transportation changes](#) this fall and present the conclusions and recommendations to the school committee as part of the budget process. This analysis informed our decision to add two additional busses to our routes. Additionally, while not an action step originally outlined in our goals, my [Preliminary Budget Proposal](#) requested additional staffing to address identified needs related to social and emotional learning. Additionally, we presented information during Budget Saturday that reflected our [ongoing analysis of our students' social emotional needs](#) that supported our budgetary requests.

We will have an opportunity to learn more about the impact of these changes when survey data is analyzed later this spring and shared with the school committee next fall, but based on the timing of the goal action steps, this information is not available for inclusion in my goals update.

Next Steps

Expanding the district's efforts to address students was a major theme in my Report of Entry Findings. This goal will be analyzed within the context of revising our district's strategy for improvement as we progress through the spring and summer. I anticipate a revised goal and action steps will be presented to the school committee in the fall of 2019.

To develop engaged, well-balanced learners through collaborative, caring relationships.

District Goal #2:

I will support the district's work toward ensuring that students have equitable opportunities to learn by completing the strategic actions as described in the district's 2018-19 goals.

End of Year Update

Goal #2: Our students will have equitable opportunities and tools to learn.		
Strategic Goal Actions	Evidence/Measures	2018-19 Midyear Update 2018-19 EOY Update
Increase the diversity of our educator workforce.	2018-19: Review existing recruiting and hiring practices. Develop recommendations for hiring committee practices, advertising, and recruitment to implement Spring 2019.	<ul style="list-style-type: none"> Recruitment workshop planned for leadership team during 3/6/19 meeting Conducted hiring workshop for leaders 3/6/19 Planned attendance at diversity recruitment fair Sat. 3/23/19 Attended diversity job fair 3/23/19 Established new recruitment tool - Handshake, based on feedback from other districts with similar goals Outreach efforts to MA State Universities focus on training educators of color Hiring letter outlining goals to staff along with sample interview questions
Continue to build educator capacity to reach and teach all students.	Through our elementary Student-Centered Coaching System, each of our elementary coaches will partner with at least four educators using the established process and forms, tracking evidence of student learning and receiving educator feedback about the process.	<ul style="list-style-type: none"> Shared this at Budget Saturday; each of our 5 coaches has had at least two cycles, has tracked evidence, received feedback
	Develop greater capacity and consistency among and between evaluators to focus on the professional evaluation rubric Standard 2 (Teaching All Students) by creating and providing additional PL and calibration support for evaluators.	<ul style="list-style-type: none"> This will be the focus of the March District Leadership Team Meeting District leaders engaged in evaluation calibration workshop 3/6/19 Establishing Educator Evaluation Steering Committee to lead ongoing work in future years Engaged in Observation Calibration Activities during SLT meetings
Train new hires and administrators and educators throughout	<ul style="list-style-type: none"> Offer Fall 2018, Spring & Summer 2019 SEED PL. By July 2019, train all district and school 	<ul style="list-style-type: none"> 96 certified staff (18%) trained as of 2/1/19 On target to train 2 more trainers

To develop engaged, well-balanced learners through collaborative, caring relationships.

<p>the district using the Seeking Educational Equity and Diversity (SEED) professional learning. Continue to build capacity to provide this training in-house using the Train-the-Trainer model.</p>	<p>leaders.</p> <ul style="list-style-type: none"> • By August 2019, increase the number of SEED trainers from 5 to 9 total. • By August 2019, train 10% of all certified staff in the district in SEED. 	<p>Summer 2019 (which equals 7 district trainers)</p> <ul style="list-style-type: none"> • School Committee and Superintendent to be trained summer 2019
<p>Through an equity lens, review existing practices in each building around family contributions.</p>	<p>Gather and review data on existing practices around ways that families are asked to financially contribute to their child’s school, through ‘suggested’ and ‘required’ school supplies, and annual field trips. Make recommendations for FY20 budget.</p>	<ul style="list-style-type: none"> • Complete: DIT Data Dialogue • Presented at Budget Saturday • Incorporated into FY20 ABRSD Budget
<p>Monitor Implementation of Previous Strategic Actions and Adjust Practice as Needed</p>		
<p>Gather baseline data on the first year of centralization of Before/After School programs under Community Education.</p>	<p>Enrollment data; financial trend data for Before/After School programs</p>	<ul style="list-style-type: none"> • Community Education Director preliminary presentation at School Committee meeting during budget development process • Additional data gathered throughout winter and spring • Awaiting EOY data

Reflection

Based on our progress to date with regard to the actions steps outlined for 2018-19, I believe that we **met this goal**. We conducted a [hiring workshop focused on increasing the diversity of our workforce](#), attended [diversity job fairs](#) and conducted outreach with higher education institutions focused on training educators of color. We also [communicated with all staff about our goals](#) in the hiring process and provided them with [sample interview questions](#) as a resource to support this work. This was a first step in increasing the diversity of our workforce and we will be able to provide data about our success in fall 2019.

We also spent considerable time focused on educator evaluation calibration activities that included a [workshop for district leaders](#), ongoing observation calibration during SLT meetings this spring, and the [formation of a Steering Committee](#) to lead future work in this area.

Next Steps

This was an area that was highlighted in my Report of Entry Findings. I believe that we should consider expanding this goal to include work related to Diversity, Equity and Inclusivity (DEI). Additionally, I believe that we should consider expanding our district’s definition of equity to include outcomes for students. This will be further discussed with the leadership team as we use the feedback gained from our school committee workshop to continue the development of our districts’ strategy for improvement. A revised strategy for improvement will

To develop engaged, well-balanced learners through collaborative, caring relationships.

be developed and presented to school committee in the fall of 2019. While this goal will be developed more in the months ahead, I am planning to form a Superintendent's Advisory Council for Families and another for Students that will support our work around DEI.

To develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS • EQUITY • ENGAGEMENT

District Goal #3:

I will support the district’s work in providing students access to safe and effective learning environments by completing the strategic actions as described in the district’s 2018-19 goals.

End of Year Update

Goal #3: Our students will have access to safe and effective learning environments.		
Strategic Goal Actions	Evidence/Measures	2018-19 Mid-year Update 2018-19 EOY Update
Monitor Implementation of Previous Strategic Actions and Adjust Practice as Needed		
<p>Complete and adopt a five year Capital Improvement Plan (CIP) that ensures access to safe and effective learning environments for all students.</p>	<p>Complete 5-Year CIP that:</p> <ul style="list-style-type: none"> ● Identifies potential funding sources ● Articulates timelines for completion ● Establishes benchmarks and accountability measures ● Is adopted by School Committee and incorporated into FY 2020 budget 	<ul style="list-style-type: none"> ● Established Capital Subcommittee w/ School Committee, Finance Committee and administrator reps. ● Contract with Skanska to evaluate program and advise ● 12 year CIP presented to School Committee as part of FY20 Budget ● Community outreach to Boxborough joint boards meeting on 2/2/19 ● Planned outreach to Acton Board of Selectmen on 3/4/19 ● Community message developed for inclusion in TM warrant(s) ● Nearly unanimous support from Boards of Selectmen and Finance Committees for Capital Plan, related debt proposal and stabilization fund ● Warrant articles related to capital passed in Acton ● Scheduled for Boxborough TM beginning 5/13 ● Development of related policies with feedback from town finance committees
<p>Continue the Massachusetts School Building Authority (MSBA) process towards a new elementary building by completing the Feasibility Study process.</p>	<p>Develop an existing conditions report through the District’s project architect</p> <hr/> <p>Develop and communicate the educational vision of the school</p>	<ul style="list-style-type: none"> ● Existing Condition Report submitted to MSBA as part of Preliminary Design Proposal (PDP) 11/7/18 ● Community Visioning Workshops conducted with Educational Planner October 1,3,5 2018

To develop engaged, well-balanced learners through collaborative, caring relationships.

	building through work with the designer’s educational consultant	<ul style="list-style-type: none"> • Education Plan developed and approved by School Committee and submitted to MSBA 11/7/18 as part of PDP • Revisions to Education Program to reflect MSBA comments
	Develop an MSBA-approved educational program for the building that is reflective of the educational vision for the building and MSBA guidelines	
	Coordinate efforts with the MSBA that ensure compliance with required regulations regarding the feasibility study	<ul style="list-style-type: none"> • Preliminary Design Proposal (PDP) submitted on schedule 11/7/18 • Preferred Schematic Report (PSR) to be approved by Building Committee 2/12/19 for submission to MSBA on 2/20/19 • Approval of initial PSR submittal postponed by MSBA pending further development of floor plans • Scheduled for MSBA Facilities Assessment Subcommittee end of May, MSBA Board vote anticipated 6/26/19 • Convened stakeholder meetings with building users to begin development of individual spaces within school building
	Communicate regularly with information regarding progress to families and the community	<ul style="list-style-type: none"> • Regular Updates at School Committee Meetings • Superintendent’s Updates to staff and families throughout fall • Community survey regarding site preferences December 2018 • Planned forums in Boxborough regarding project and preschool 5/9/19 and 5/20/19

Reflection

Based on our progress to date regarding this goal, I believe that we have made **significant progress.**

I believe that the completion of the Capital Plan along with our community outreach that included the establishment of a Capital Subcommittee which included members of the finance committees of both town was an important step in developing and gaining support for our plan. Another important step in gaining community support were various [presentations to various town boards](#) in Acton and Boxborough. Ultimately this led to the [passage of the related warrant articles](#) at the Acton Town Meeting. If we achieve a similar result at Boxborough’s Town Meeting, we will have developed a twelve year capital plan, established both a funding mechanism through a \$7.5M bond and a savings mechanism through the establishment of a Capital Stabilization Fund, and will have enacted Financial Reserves and a Capital Stabilization Policies. I believe that our work toward this portion of the goal either met or exceeded expectations.

To develop engaged, well-balanced learners through collaborative, caring relationships.

The building project has continued to make progress, although we have been delayed by two months as we continued to develop our floor plans for the Preferred Schematic Report (PSR) at the request of the MSBA. At this time, we have completed our development of the [overall building floor plan for the resubmission of the PSR](#), but these plans will continue to evolve slightly as we enter into the next stage of design. We will continue community outreach through the end of the school year. We have kept our school community updated with regard to progress on the project through regular Superintendent's Updates (see examples from [11/15](#) and [4/11](#)), but we need to develop and implement additional strategies to make the broader Acton and Boxborough Communities more aware of our progress.

Next Steps

We will meet our resubmission deadline for the Preferred Schematic Report that will be delivered to MSBA on May 8. We anticipate that this will be approved by the MSBA at their June 26, 2019 board meeting and we will begin schematic design development on the building project. We will need to greatly expand our efforts to communicate with the broader community as we conclude the Feasibility Study phase of the project and enter into Schematic Design. This will likely include a combination of community forums, regular updates to the broader community, and social media outreach. Even with the two month project delay, we anticipate that we are on schedule for town meetings and ballot votes to support funding in December 2019 and that the overall project remains on schedule.

General Reflections of 2018-19 and Areas for Continued Growth

I believe that this has been a successful first year for me in the district. I feel that the following have been relative strengths/ areas of success for me:

- Establishing an effective school committee - superintendent relationship
- Developing a sense of trust with the leadership team and staff
- Being visible in schools and classrooms
- Completing a comprehensive entry process that led to an entry plan which can provide a framework for the district's continued growth
- Beginning to set the direction for future years' work and the alignment of school and district goals and initiatives
- Communicating with families to keep them apprised of district activities

Looking ahead, I also believe that I can continue to grow and become more effective by:

- Developing and implementing strategies to communicate regularly with the broader community about district activities and progress regarding to the building project
- Working with the leadership team to revise the district's strategy based on my entry findings
- Continuing to support the development of the district's various leadership teams as high performing teams
- Further developing my skills in supporting, supervising and evaluating Principals and district administrators
- Developing and implementing strategies to solicit regular feedback about district initiatives from a variety of stakeholders

To develop engaged, well-balanced learners through collaborative, caring relationships.

Superintendent's End of Year Goal's Update

May 9, 2019

Student Learning Goal:

In order to continue to increase my understanding of the district's unique history and traditions, understand perspectives on the district from a variety of stakeholders, and use this information to shape the future development of district goals which support student learning, I will complete a comprehensive entry process and publicly present a report of findings. The report of entry findings will subsequently be used to further develop goals within the district's Long Range Strategic Plan.

Evidence of Progress:

- Entry Plan
- Regular updates to SC throughout
- Report of Entry Findings
- SC workshop to gather input

Next Steps:

- Administrative team input
- Draft revision of District Strategy (Summer 2019)
- Return to SC for more feedback (Fall 2019)
- Finalize goals (Fall 2019)

Professional Practice Goal:

In order to increase my skills in data analysis and strategy development to deeply impact student learning, I will participate in the New Superintendent Induction Program (NSIP) and engage in coaching sessions provided through the program.

Evidence of Progress:

- Meeting Attendance
- Focus on :
 - Entry Plan, Findings, Strategy
 - Instructional Leadership
- Entry Findings
- School Visits

Next Steps:

- Do not need to continue goal
- Next year... Communication Goal around Community Engagement

District Goal #1:

I will support the district's work toward the goal of understanding and responding to our students' social and emotional needs by completing the strategic actions detailed in the district's 2018-19 goals.

Evidence of Progress:

- Mid-year update, plus...
- Start Times
- CS/ HW Surveys
- HW Practices that support policy
- Still work remaining May-June 2019

Next Steps:

- Entry Theme
- Expand efforts to prioritize SEL
- Goals revision in Fall 2019

District Goal #2:

I will support the district's work toward ensuring that students have equitable opportunities to learn by completing the strategic actions as described in the district's 2018-19 goals.

Evidence of Progress:

- Mid-year update, plus...
- Hiring workshop/ communication
- Educator Evaluation Calibration & Leadership Team for PL
- Continued SEED PL for Teachers, Leaders, SC

Next Steps:

- Expansion of focus on DEI
- Revised District Strategy
- Superintendent's Advisory Council(s)

District Goal #3:

I will support the district's work in providing students access to safe and effective learning environments by completing the strategic actions as described in the district's 2018-19 goals.

Evidence of Progress:

- Mid-year update, plus...
- Presentation to A & B Town Boards, support at TM
- Reserves Policy development
- Building Project PSR Submittal complete

Next Steps:

- Capital Plan Implementation, Communication
- Schematic Design
- Move toward final approval and votes

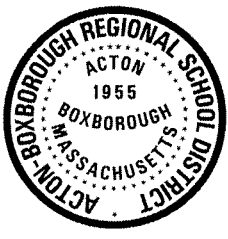
Overall Reflections

Areas of relative strength

- Establishing an effective school committee - superintendent relationship
- Developing a sense of trust with the leadership team and staff
- Being visible in schools and classrooms
- Completing a comprehensive entry process that led to an entry plan which can provide a framework for the district's continued growth
- Beginning to set the direction for future years' work and the alignment of school and district goals and initiatives
- Communicating with families to keep them apprised of district activities

Areas for growth:

- Developing and implementing strategies to communicate regularly with the broader community about district activities and progress regarding to the building project
- Working with the leadership team to revise the district's strategy based on my entry findings
- Continuing to support the development of the district's various leadership teams as high performing teams
- Further developing my skills in supporting, supervising and evaluating Principals and district administrators
- Developing and implementing strategies to solicit regular feedback about district initiatives from a variety of stakeholders



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720
978-264-4700
www.abschools.org

5.1

Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light
Date: May 3, 2019
RE: Authorization to approve fundraising in anticipation of donations

I am requesting authorization from the school committee at our May 9, 2019 meeting to allow me to approve fundraising for two items that will result in future donations to the district. The first of these is a proposal from the ABRHS Football Boosters to begin raising funds in order to donate new fitness equipment for the high school fitness center. The second is for the Blanchard Outdoor Learning Committee to fund a revitalization of the outdoor learning spaces at the Blanchard Memorial School.

Per procedures DDA-R, any direct gifts or donations to the schools valued at more than \$500 are subject to school committee approval. Per procedures DDA-R, it is the Superintendent of Schools who is responsible for approving fund raising activities. The current proposal for fitness equipment is estimated to result in a donation of approximately \$100,000 and while the cost of the Blanchard project is yet to be determined, it will likely exceed \$100,000. Because of the high value of these donations, I believe it would be inappropriate of me to approve fundraising activities without the authorization of the committee because the committee will later be asked to accept the associated donations.

The Football Boosters have proposed donating new fitness equipment to the high school fitness center. The estimated cost will be approximately \$100,000. Once installed, the equipment will be available for use by all students who use the fitness center, and there will be no changes to how the fitness center is managed as there is currently appropriate supervisory staff. The boosters have worked with athletic director Steve Martin in order to develop the proposal in order to ensure that the equipment being donated meets the needs of the athletic program and school. The current equipment will be evaluated for reuse within the district. Based on the proposed timeline, the boosters hope to have the equipment installed for use prior to next school year.

An overview of the Blanchard Memorial Outdoor Learning Spaces Project will be presented at the May 9 meeting. The plan has been developed with extensive input of the Blanchard Memorial School administration and staff. Fundraising and installation of the various elements proposed as part of the project will likely span several years and the organizers will also be pursuing grant opportunities as appropriate. No district funds will be used in support of this project as the district has just completed the development of a multi-year capital plan that includes extensive work at the Blanchard Memorial School. It is likely that this project will span several years.

Again, I am seeking your authorization to approve fundraising activities for these proposals in anticipation that you will be asked to accept associated gifts at future meetings.

Developing engaged, well-balanced learners through collaborative, caring relationships.

**PROCEDURES FOR PROVIDING FUNDS FOR THE SCHOOLS
(Outside the appropriated budget)**

Any organization wishing to raise funds for individual schools or the school district under policy DDA must follow these procedures:

1. A representative of the fundraising organization must fill out the attached form (File: KHA-E) and present it to the Principal before any targeted fundraising activity can begin.
2. The Principal must approve the request and submit it to the Superintendent for further approval before any such fundraising can begin.
3. Annual fundraising events for targeted purposes or events must be preceded by receipt of approval of the Principal and the Superintendent regarding projected use of the funds.
4. Any school related organization will submit a budget or financial plan to the appropriate principal in order to identify potential gifts which may need Superintendent approval and/or School Committee acceptance.
5. **School Committee Approval:** Any direct gifts or donations valued at more than \$500 require acceptance by the School Committee. Gifts between \$100 and \$500 must be documented to the Superintendent.
6. Funds must cover the entire cost as determined by the Superintendent.
7. Funds are given to the School Committee who will then direct the purchase or hire of the identified items/personnel.
8. The entire amount must be available before the purchase is made.

In addition, there is presently one mechanism (Acton Boxborough Student Activity Fund - ABSAF) through which donors, gift-givers and fundraisers can contribute funds to be used by the school system. All such monies will be disbursed for targets approved by the Superintendent.

Tax Deduction Status: All gifts and donations given to the schools, whether contributed individually or through other mechanisms, are eligible for consideration by the IRS for tax deduction.

REF: Public Solicitations in the Schools, File: KHA

Reviewed 10/1/18

(NEW) File: DK

First Read 5/9/19

RESERVES POLICY

*Draft following Budget Subcommittee 4/9/19,
Capital Improvement Subcommittee 4/10/19, Policy Subcommittee 4/11/19,
Boxborough Finance Committee 4/22/19, Acton Finance Committee 4/23/19,
Budget Subcommittee 4/30/19 and Policy Subcommittee 4/30/19*

The Acton-Boxborough Regional School Committee believes that prudent financial management includes maintaining a reasonable amount of reserves for the long-term health of the district. The Government Finance Officers Association (GFOA) notes that it is essential that governments maintain adequate levels of fund balance to mitigate current and future risk. Massachusetts General Laws (MGL) c.71, Section 16B and 16B ½ require regional school districts to maintain an Excess and Deficiency Fund (E&D) as the reserve account, and limit the total amount in the E&D account to no more than 5% of the budget.

The Acton-Boxborough Regional School Committee recommends that the District maintain in its E&D fund a target reserve level between 4% and 4.5% of operating expenses.

Funds in E&D shall be used primarily for one-time expenses such as:

- Phasing in of new initiatives;
- Capital expenditures;
- Expenses that will be reimbursed or funded through other sources in the future;
- Emergencies; and
- Funding of Capital Stabilization Fund

Using E&D funds for these one-time expenses may result in lowering the budget and assessments to the member communities.

Legal Ref: M.G.L. Chapter 71, Sections 16B and B ½

Cross Ref. ABRSD Regional Agreement

Government Finance Officers Association (GFOA): Best Practice Advisory: Fund Balance (2015), Guidelines for the General Fund

Approved:

Acton-Boxborough Regional School District

(NEW) File: DP

First Read 5/9/19

CAPITAL STABILIZATION FUND POLICY

*Draft following Budget Subcommittee 4/9/19,
Capital Improvement Subcommittee 4/10/19, Policy Subcommittee 4/11/19,
Boxborough Finance Committee 4/22/19, Acton Finance Committee 4/23/19,
Budget Subcommittee 4/30/19 and Policy Subcommittee 4/30/19*

The Acton-Boxborough Regional School Committee, with the approval of the 2019 Acton and Boxborough Annual Town Meetings, established a Capital Stabilization Fund in accordance with M.G.L. Chapter 71, Section 16G ½. The Capital Stabilization Fund will be used solely for school capital projects or the debt service for such projects, and is intended to support the implementation of the District's Capital Improvement Plan. This policy applies only to those funds allocated to the District's Capital Stabilization Fund.

Funding the Capital Stabilization Fund

Funds may be moved into the Capital Stabilization Fund by a two-thirds vote of the Regional School Committee through the annual budget process or by a budget amendment. In the case of a budget amendment, the Acton Board of Selectmen and Boxborough Select Board will have 45 days to call a Special Town Meeting to hold a vote on the amendment. If a member town chooses not to hold a vote, that shall mean that the member town approves the amendment.

Use of Capital Stabilization Funds

Through the Capital Planning Process, the Committee may designate that a portion of the funds be used for large projects that may exceed the capital funding line item in an annual operating budget. In addition to long-term planned projects, the Committee will target a reserve level for unforeseen capital emergencies. That portion of the Capital Stabilization Fund will be targeted in a range of 1% - 2.5% of the District's annual operating budget.

The Committee may appropriate, by a two-thirds vote of its members, funds from the Capital Stabilization Fund only for the purpose of funding school capital projects (with a value of \$25,000 or more and a multi-year useful life, per the DESE definition), or the debt service for such projects as follows:

1. Capital projects that exceed the District's ability to fund in one year;
2. Unforeseen or emergency capital projects that develop during the school year;

3. Remodel and repair of District-owned building(s);
4. Purchase of District-owned capital equipment;
5. Construction, reconstruction or improvements to District-owned athletic or recreational facilities;
6. Construction, reconstruction or resurfacing of roadways and parking lots on District-owned property; and
7. Acquisition of land or construction, reconstruction, addition to, or equipping of District-owned buildings.

As part of the annual budget process, the District shall report publicly on the funds maintained in the Capital Stabilization Fund and the intended uses of these funds.

Legal Ref: M.G.L. Chapter 71, Section 16G ½

Cross Ref. ABRSD Regional Agreement
Reserves Policy, File: DP

Approved:

Acton-Boxborough Regional School District

File: BDA

First Read 5/9/19

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

The annual organizational meeting for the Acton-Boxborough Regional School Committee shall be held each year at the first meeting following the completion of the Acton and Boxborough annual town meetings and elections. At this meeting, the Committee shall organize by electing one of its members as chairperson, one vice-chairperson from Acton, one vice-chairperson from Boxborough, and a secretary who does not need to be a member. ~~At this meeting, the Committee shall also fix the time for holding its regular meetings.~~

The newly-elected Chairperson and Vice-chairs shall begin their terms on August 1st, at which time the current Chairperson and Vice-chairs' terms shall officially end. The interim period between the annual organizational meeting and August 1st shall be designated as a transitional period.

Approved 5/21/15

Acton-Boxborough Regional School District

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

Administration Building, Room 13
15 Charter Road, Acton, MA 01720

April 24, 2019
7:00 p.m.

Members Present: Mary Brolin; Maya Minkin (*arr 7:14pm*); Peter Light; Marie Altieri; Peter Berry; Dennis Bruce; Becca Edson (*arr 7:10pm*); Bob Evans; Bill Hart; JD Head (*arr 7:10pm*); Gary Kushner (*arr 7:16pm*); Lynne Newman; Katie Raymond (*left 8:07pm*); Chris Whitbeck.

Members Absent: Jason Cole; Adam Klein; Amy Krishnamurthy; Maria Neyland; Mac Reid.

Other: Karen Coll; Representatives from Skanska: Chuck Adam, Sovathya Sar; Representatives from Arrowstreet: Larry Spang, Emily Grandstaff-Rice, Kate Bubriski; Alejandra Menchaca of Thornton Tomasetti; members of the public.

1. Mary Brolin called the meeting to order at 7:09pm. Emily Grandstaff-Rice introduced Kate Bubriski of Arrowstreet and Alejandra Menchaca of Thornton Tomasetti, energy and sustainability consultants.
2. **PSR Comments Response** – Peter Light/Mary Brolin/Arrowstreet/Skanska

Mary Brolin reported that the district response to comments on the initial PSR had been sent to the MSBA and was also sent electronically to committee members. Peter Light drew the committee's attention to several specific comments:

- On page 7, regarding the septic system: the MSBA claims that the costs associated with the septic are ineligible for reimbursement. The district disagrees, saying it is a non-optional element of the project. The existing septic, which would be too small to support the new building, has to be demolished in order to begin construction. Chuck Adam said that the issue of reimbursability of the septic system will probably be an ongoing discussion with the MSBA. There is precedent for the MSBA including the cost of a septic. Our civil engineering subcontractor, Nitsch, is studying the amount of wastewater anticipated; if it exceeds the limit, it could necessitate installing a treatment processing system. Peter Berry said the wastewater issue is part of the sustainability issue.
- On page 12, regarding ELE/Reading/Math small group spaces: the MSBA wants to categorize these as Core Academic spaces; the district views them as Special Education spaces. If they are considered Core Academic spaces, the 1,800 sq. ft. would be non-reimbursable.
- In Attachment B, page 2, regarding the number of preschool classrooms in the new building: the issue is whether the two locations of the preschool will be combined in the new building. Given the expectation of continuing increases in enrollment at Blanchard, the preschool classrooms currently in that location will probably have to move out in order to ensure that we can honor the hometown guarantee for Boxborough residents.

Emily added that, in their comment on page 4 of the document, the MSBA is looking for confirmation that underground fuel storage tanks have been removed. Because the team can't find documentation confirming that this was done in the 1980s, an additional geophysical survey is being conducted.

3. **Preparation of PSR Submission** – Peter Light/Mary Brolin/Arrowstreet/Skanska – see discussion below.

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

4. Design Progress – Arrowstreet

Larry Spang showed illustrations of building massing. Three separate entrances articulate the exterior of the building, breaking the façade into smaller sections. The use of a variety of materials will also help to break up the façade. Above the main entrance is a windowed area. A new entrance for after hours has been created in the gym area. Administrative staff will be able to see outside parking and driving areas.

On the ground floor, there is a connection from the main entrance through the learning commons toward the back of the building and the wetlands. From the back, there is an entry path from the Douglas footbridge into the building and to the commons area. The entrance to the gym area leads toward the cafeteria, allowing those spaces to be available for off hours use while locking off the rest of the building. Gary Kushner asked if students and parents coming from the Douglas side of the property would be able to enter through the back of the building or would have to walk around to the main entrance. This is an operational question and has not been resolved yet, but one solution could be to leave the back doors unlocked until the bell rings; latecomers would have to walk around to the front. The back doors could also be unlocked for school events, when staff are near those doors.

The current plan is to keep two stages adjacent to the cafeteria(s) for programmatic reasons. It has not been decided yet how to separate the two halves of the cafeteria. Some changes have been made to the STEAM labs and art/music spaces. Parts of the ground floor are lower than others, partially due to the uneven grade of the site. The highest elevation of the building site is the outer corner near the main entrance; the grade slopes lower toward the gym and cafeteria areas. Lowering the learning commons allows for tiered seating as well as taking advantage of the site's topography. With the sloping elevation we need to pay attention to the prevention of future flooding in lower areas. Therefore, while the cafeteria at the back of the building will be lower than the front, it will be slightly above grade.

Maya Minkin had concerns about the single main staircase, noting some of the problems with the stairway at the Parker Damon Building (PDB). The PDB has several sets of stairs that all converge into a single landing, interfering with the flow of traffic; that is not a design element of this building. There will be ramps to the learning commons and lower areas of the building such as the cafeteria. Committee members discussed the logistics of dismissal and bus time, some of which are still under discussion. The bus lane and turnaround area are large enough to accommodate all 13 buses at one time, and there are several areas where students could congregate for buses, parent pickups and walking dismissal, including the commons, the multipurpose room and the cafeteria.

On the 2nd and 3rd floors, the music and art areas have walls of windows overlooking the front of the building. Each floor has an IEP team space. The architects are looking at the possibility of using space on the 3rd floor around the media center as linear meeting space. Stair elements at the outer ends of the building are windowed to create visual interest. There will also be glazing on the cafeteria, with some sort of shades that can be drawn if needed, as well as an exit directly out from the eating area.

The landscape architects are intrigued by the water on the site, and suggested creating a garden behind the building. They are also looking at a walking path from the public end of the site that would connect to the Douglas footbridge. The site supports a great deal of green space surrounding the building, as well as over the septic field.

Members discussed parking for the new building. Becca Edson liked the ability to park at Douglas and walk across the footbridge, but was concerned about how to forestall parents from parking in the Gates car loop. Maya said that many PDB parents are willing to park at the junior high across Charter Road, especially with a crossing guard to help children cross the street; she thought parents would be willing to make the walk from Douglas. Lynne Newman suggested letting parents use the turnaround loop for simple dropoffs, but if they want to park they would have to go to Douglas. Peter Light said that granite curbing could be installed to prevent parking in non-spaces. Larry said that the parking area at Douglas could be reconfigured with a dropoff lane closer to the footbridge, so children could walk from there. Preschool is likely to start at different time from the elementary schools, reducing congestion in the parking lot.

The MSBA has said they wouldn't reimburse for the demolition of the Douglas school; the district disagrees with that decision because the site will be needed for required parking spaces. We need approximately 241 parking spaces for staff and assistants, parents coming to the schools and others. Inadequate parking has been a significant problem at the PDB. The MSBA will defer to local zoning bylaws on parking requirements. To ensure room for emergency vehicles, the bus lane is for buses only, with no parking along curbs, although parking could be allowed the curbs in that area outside of school hours.

5. Sustainability Update -- Kate Bubriski (Arrowstreet) and Alejandra Menchaca (Thornton Tomasetti) will give a presentation on the progress to date about Net Zero Energy, Water, and Waste

Larry Spang said that this would be an introductory presentation and that more information will be available over the next few weeks. Kate Bubriski gave an overview of the high level goals of a net zero project: creating a building connected to technology; creating a healthy learning environment; minimizing the impact on both the immediate and the global environment; reducing operating costs; and stabilizing the budget by reducing reliance on fluctuating energy prices. Peter Berry said the town of Acton has a sustainability policy, which the building project will get support for meeting. JD Head said there is a lot of support in town for sustainability efforts.

Alejandra Menchaca said there have been four sustainability workshops so far. She addressed three topics.

a. Energy use: net zero is defined as energy consumed is less than or equal to energy generated. The metric used is Energy Use Intensity (EUI); we are aiming for an EUI of 28. The new building will use energy in the winter and produce excess in the summer, but the sourcing of energy is important. There will be no on-site fossil fuel combustion. The path to net zero includes the envelope of the building (exterior and insulation), reducing usage loads with low-energy fixtures and sensors, the size and type of HVAC system used, on-site photovoltaic systems to generate energy, and occupant engagement in energy use. Performance will be monitored. Gary Kushner asked about insulation in the interior walls; interior insulation is typically more for acoustics than energy efficiency, but we will have both. Emily reminded the committee of Carlos deSousa's

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

WELLNESS - EQUITY - ENGAGEMENT

comment that the air in a room only has to be conditioned to a height of eight feet; it doesn't matter what happens above that.

b. Water: we use a lot of potable water for non-potable needs, like flushing and irrigation. Potable water is required for some uses such as faucets, drinking water and kitchen use; municipal sources must be used for this. The goal is to meet all non-potable needs with reclaimed water: whatever we use onsite must be reclaimed or treated onsite. Rainwater would cover most non-potable needs; we could capture runoff from the roof, which is cleaner than water from the ground, treat it, and then use cisterns to store it. Ground level water sources, like rain and irrigation, would infiltrate the soil; other used water would be diverted to the septic system and, eventually, percolate back into the ground. Septic systems strongly support net zero water usage. Without a septic system, we would need to treat black water from toilets to an acceptable level before returning it to the ground. The consultants are currently doing calculations to appropriately size the cistern system and evaluating treatment system options.

c. Waste: In the U.S., we throw away on average one ton of waste per person each year. For a building project, there are two aspects to waste, construction and operations. Construction of a building our size would create 351 tons of waste; demolition is even worse. To achieve net zero construction waste, approximately 99% of total waste should be diverted from the site, separated and sent to recycling, but this requires significant effort and increased costs. The goal instead will be to achieve a LEED/CHPS level of waste management, with more manageable standards. Net zero operations (termed 'sustainable materials management') require that an average 90% of waste be diverted from landfill, which is our goal.

Kate Bubriski discussed mechanisms to use the energy management of the building for occupant engagement in reducing energy, water and waste, and as a teaching tool. This could include design elements like exposing the mechanical systems and rainwater collection systems for 'transparent learning' and could begin during planning and construction. Behavioral and cultural changes are required to operate a net zero building.

Our goal is LEED Zero certification in energy and water. There is no real certification for net zero construction waste. The certification process for operational waste management is still in flux.

6. Introduction to Construction Manager at Risk – Skanska – postponed to a future meeting.

7. Community Forum Update – Mary Brolin/Peter Light

Mary said she hopes to schedule a morning coffee and an evening meeting at Blanchard on May 6th; additional community forums will be held after that.

8. Authorization of proposals for additional study through Arrowstreet – Arrowstreet/Skanska

The committee reviewed two proposals for additional study. Chuck explained that the cost of these studies was included in the original budget. As a project unfolds, some elements are discovered to require additional study or work, so an amount is included in the budget for unforeseen expenses. These proposals

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

WELLNESS - EQUITY - ENGAGEMENT

are for additional work to be performed by current subcontractors. In the UEC proposal for hazardous materials consulting, the committee only needs to approve Tasks I and II; Task III will be for the next phase of the project. The other proposal is from Nitsch Engineering for detailed traffic studies on Arlington, Central and Elm streets, which immediately surround the site. Emily said there will be another add-on study for additional test pits and infiltration.

VOTE: Bob Evans moved to authorize the additional services proposed by the two subcontractors, UEC and Nitsch, Dennis Bruce seconded, and the committee unanimously approved the motion.

9. Approve Minutes from Previous Meetings – Mary Brolin

Gary Kushner moved, Bob Evans seconded, and the minutes of the April 10, 2019 SBC meeting were unanimously approved as written.

10. Invoice Approval – Arrowstreet and Skanska Invoices – No new invoices to approve.

11. Adjourn

Several committee members asked about holding future meetings in the Administration building conference room, which has some advantages over the RJ Grey library. Karen Coll will look into space availability in the conference room.

JD Head moved, Gary Kushner seconded, and the meeting was adjourned at 9:09pm.

Respectfully submitted,
Karen Coll

Documents Used:

Minutes of the April 10, 2019 SBC Meeting
Proposal for Hazardous Materials Consulting Services – UEC
Proposal for Traffic Engineering Studies – Nitsch

Next Building Committee Meetings (all in Administration Building, Room 13 unless otherwise noted):

May 1
May 8
May 29 (avoids consecutive SBC/SC meetings)
June 12
June 27

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

Administration Building, Room 13
15 Charter Road, Acton, MA 01720

May 1, 2019
7:00 p.m.

Members Present: Mary Brolin; Adam Klein; Maya Minkin; Peter Light; Marie Altieri; Dennis Bruce; Jason Cole; Bob Evans; Bill Hart; Gary Kushner (*arr 7:16pm*); Lynne Newman; Chris Whitbeck.

Members Absent: Peter Berry; Becca Edson; JD Head; Amy Krishnamurthy; Maria Neyland; Katie Raymond; Mac Reid.

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

1. Mary Brolin called the meeting to order at 7:02pm.

Peter Light summarized a phone call with the MSBA today. They were positive and appreciated the progress on the plans since the last time they'd seen them. They have limited experience with twin schools and still have questions about how a twin school will function. They will be touring the Parker Damon building on May 15th. Today there was another Story of a Building with a tour in Auburn, MA. At that event, questions about a twin school were again expressed; hopefully seeing the PDB and hearing from Acton-Boxborough staff will help them understand how this concept works in the district. The committee discussed approaches to helping the MSBA understand the twin school concept as it applies to ABRSD.

The MSBA offered feedback about other issues, such as having two stages, which might impede view from cafeteria, and whether kindergarten classrooms should be on the third floor. We could add bathrooms to 1st grade classrooms on the 2nd floor so that they could be used as kindergarten classrooms. The question was asked whether, if the MSBA asked to increase the floor space of the 1st grade classrooms on the 2nd floor, they would then reimburse for the extra space; this was left unresolved. The MSBA had a few other comments, such as an interior kitchen, the number of elevators in the building, the oval shape of the media center, and the fact that the building is three stories tall. They have given us a roadmap of where to go in the future, and we can incorporate their feedback into future plans.

2. Design Progress – Arrowstreet

The plans are continuing to evolve based on feedback from the district. Emily Grandstaff-Rice shared updated designs and explained the changes. The organization of the administrative areas has been refined, and the STEAM labs have been moved to surround the learning commons. The nurses' station and the multipurpose rooms have also been relocated and reorganized. The architects did an overall audit of the space to be sure we are on target with reimbursable spaces.

There is one main entrance, with administrative spaces for each school on either side. At the beginning and end of the day, all entrances/exits can be used, including the one near the gym, and another closer to the preschool. Perhaps walkers could arrive and be dismissed through the back doors of the building. Chris

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

Whitbeck discussed the possibility of having an opening from the main entrance directly into each school's administrative area. All outer doors will be locked during the school day.

There are utility areas at the corners of the cafeteria but the architects are looking for ways to prevent blocking the visual access to the outside. It might be possible to have windows on the outer walls of the stages that would increase the connection to outside, and to install room darkening shades for use when needed. The Douglas and Gates schools looked at the possibility of merging the two stages into one, but discovered that there were too many conflicting programs requiring stage space to share one. There is a cost to having two stages, especially since the MSBA doesn't want to reimburse for both, a potentially expensive cost. Perhaps the multipurpose rooms could be used for some activities such as large band rehearsals, which could free up time a stage is needed. The architects will continue to study options. This design submittal does not foreclose options for adjusting spaces.

Emily said that the architects have reviewed the number of bathrooms to ensure that they meet plumbing code requirements. They have also reviewed the width of the main set of stairs to be sure they are adequate for the building population and meet code. The main staircase is currently eight feet wide, bigger than the code requirement of five feet six inches. Bob Evans noted that we need to leave room for handrails. They have developed a strategy for placing the mechanical areas, preferably in upper level areas to free up the ground floor for windows. They are trying to avoid locating mechanicals on the roof above the gym or the kitchen, which would minimize the impact on classrooms and could be unattractive for abutters.

Because the breakout rooms have been moved to the back of the classrooms, access directly between classes is no longer possible when the breakout rooms are in use. The principals felt this would not pose a significant problem. Larger classrooms, such as those for the kindergarten and preschool, are required to have two exits.

The media center space on the 3rd floor has been reduced, but the final dimensions and use are still under discussion.

3. PSR Submission -- VOTE – Peter Light/Mary Brolin/Arrowstreet/Skanska

Based on the plans reviewed at tonight's meeting, the following motions were made:

VOTE: Adam Klein moved to accept/approve the plans reviewed at the May 1, 2019 meeting of the SBC and further moved to include the plans in the second Preferred Schematic Report Submission to the MSBA. Dennis Bruce seconded, and the motion was unanimously approved.

VOTE: Dennis Bruce moved that the Acton-Boxborough Regional School District Building Committee authorize Skanska to submit the second Preferred Schematic Report on behalf of the School Building Committee to the Massachusetts School Building Authority. Maya Minkin seconded, and the motion was unanimously approved.

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

4. Introduction to Construction Manager at Risk – Skanska – postponed to a future meeting

5. Community Forum Update – Mary Brolin/Peter Light

There will be two upcoming community forums in Boxborough to discuss the plans for the preschool, one on Thursday morning, May 9th and another on Monday evening, May 20th. We hope to get community reaction as soon as possible in case there is feedback that might inform the design. We will plan to hold larger community forums in late May and/or early June.

6. Minutes – Approve Minutes from Previous Meetings and the Current Meeting – Mary Brolin

Gary Kushner moved, Bill Hart seconded, Jason Cole abstained, and the minutes of the April 24, 2019 SBC meeting were unanimously approved.

Jason Cole moved, Bob Evans seconded, and the minutes of the May 1, 2019 SBC meeting were unanimously approved.

7. Invoice Approval – Arrowstreet and Skanska Invoices – Mary Brolin, Chuck Adams – no invoices to approve

8. Adjourn

Gary Kushner moved, Adam Klein seconded, and the meeting was adjourned at 8:42pm.

Respectfully Submitted,
Karen Coll

Documents Used:

Minutes of April 24, 2019 SBC Meeting
Revised PSR Sections 3.3.1; 3.3.3; 3.3.4

Next Building Committee Meetings (all in Administration Building, Room 13 unless otherwise noted):

May 8
May 29 (avoids consecutive SBC/SC meetings)
June 12
June 27

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: Tues/Wed/Thur, July 16 or 17 or 18 at 7:00 p.m. ??
Summer Business Meeting: Tuesday, August 6 at 7:00 p.m.

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 25 (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.
5/3/19 <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. Michael Bo questioned the accuracy of the projections and requested that the inaccuracies be fixed. 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. One half-day Kindergarten will still exist at Blanchard. If and when universal All Day Kindergarten is decided on, a multi-year funding strategy is needed could be considered 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.

In response to a question about Acton's percentage decreasing for FY20 while Boxborough's percentage stays the same, Dave Verdolino explained that the target contributions are intended to achieve a statewide result of the local share of foundation budget being funded 50% each from property wealth and income wealth. For Acton and Boxborough, changes in property and income wealth relative to changes in the rest of the state affect the target contributions. But in reality, actual required contributions are based on last year's contribution adjusted by a growth factor, and they do not impact our district budget process.

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) MEETING
DRAFT Minutes

Library	April 11, 2019
R.J. Grey Junior High School	7:00 p.m. Open Business Meeting
16 Charter Road, Acton, MA	7:25 p.m. FY20 School Choice Program Public Hearing
	7:30 p.m. (approximately) Return to Business Meeting

Members Present: Diane Baum, Michael Bo (7:05 p.m.), 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, Deborah Bookis, 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 Opening Remarks**
 - 2.1. Acton Town Meeting Update

Diane Baum reported that all 3 warrant articles passed. Boxborough Town Meeting begins on May 13. Acton School Committee members were asked to attend.
 - 2.2. Annual Spring Town Elections

Diane reported that 13% of voters voted. She congratulated Ginny Kremer on her reelection and welcomed John Petersen back to the Committee. John thanked voters for their support and urged the Committee to learn from their mistakes and acknowledge the challenges while sharing the accomplishments of being a Committee member. He noted the importance of modeling behaviors for our students, and having some fun on the Committee.

Eileen Zhang was thanked for her 3 years of service. A member called her “a voice that has not been part of the School Committee before” and several remarked how much Eileen helped them better understand some of the cultural issues. Her commitment to the students and the community was noted.
3. **Public Participation - none**
4. **Student Representatives Updates**
 - 4.1. School Committee Representative – Michael Cheng

Student elections are coming up the week after vacation. This will include: Class Leader, Student Council, RSAC and Rep to the School Committee. The Administration had a wellness themed week with a variety of activities including a “no cell phone day” and an inside pep rally in the English and Social Studies wing by Mr. Arsenaault and the ABRHS Marching Band. Health and Wellness Day is always the Friday before break and is very popular.
 - 4.2. Regional Student Advisory Council (RSAC) – Christina Lai

Christina described this group as a multi-school student council comprised of 50 – 100 students. She is on the mental health, school climate and culture committee. They surveyed 6 different Massachusetts regions on various questions and received 600 responses from all over the state and are compiling a guide. Christina plans to take some of this information back to her student council.
5. **Superintendent’s Update – Peter Light**

Mr. Light asked if the Committee had a preference for when his updates come out. At the start of the year, he wrote them in time for the posted packet, but by meeting time, some news felt “old”. Now, he writes them the afternoon of the meeting and emails them to all families and staff and posts them to the website the next day.
6. **Subcommittee and Liaison Reports**

6.1. Policy (see separate agenda item)

6.2. Budget

Two new policies for reserves and a stabilization fund were discussed and will be shared with the Acton and Boxborough Finance Committees and Policy Subcommittee. It is expected that a First Read will be done at the May 9 School Committee meeting. In response to a question about how much volatility would exist to cause the District to make use of the stabilization fund, it was explained that this fund would focus on two areas – repairs that we know are coming up (like a new roof) and unexpected events like if a boiler breaks down. It could also be used in a year where there was an anticipated budgetary shortfall and debt service would have to be covered.

6.3. Capital

Adam Klein reported that they met last night and also discussed the two new proposed policies.

6.4. ALG

Diane Baum reported that an Open Meeting Law complaint was reviewed at the last meeting.

7. New Business

7.1. PUBLIC HEARING: FY20 ABRSD MA DESE School Choice Program

The Public Hearing was called to order at 7:41 p.m. by Chairperson Diane Baum. Marie Altieri reviewed the Participation Memo. The ABRSC has not voted to take new School Choice students in grades 9-12 for about 10 years. A limited number of seats have been offered for siblings of current Choice students. The Boxborough Public Schools did accept new students for several years before full regionalization. The Public Hearing was unanimously adjourned at 7:42 p.m. as moved by John Petersen and seconded by Mary Brolin.

7.2. FY20 ABRSD MA DESE School Choice Program Participation – VOTE

Adam Klein moved, Mary Brolin seconded and it was unanimously,

VOTED: to continue in the school choice program and limit openings to one seat in Kindergarten for the 2019-2020 school year.

8. Reports

8.1. School Improvement Plan Update - Merriam School

Principal Juliana Schneider and Assistant Principal Bryant Amitrano presented the Merriam School Improvement Plan followed by questions and comments. Juliana also reported briefly on her Entry Plan as she is concluding her first year as Principal.

8.2. Physical Education Department Update

Director David James presented highlights of the K-6, 7-8 and 9-12 programs, including the many “life time” activities being introduced. In response to a question about the health curriculum, he explained that the new state frameworks have not been rolled out yet, but they will include vaping, gender identity respect, opioids and other topics. The District already includes these topics, but will do more. The Department communicates through the website mainly to parents/families. At the beginning of each new school year, the health teachers share the new material with parents. Peter Light commented that one of our 3 core values is Wellness, and we offer it only 45 minutes a week, and health education ends at grade 9. He described it as a big opportunity being missed. As we look forward to more programming, we need to look at this area, the time kids are engaged in Physical Education. We don’t have the staff or class time to expand some of these great offerings. In comparison, Lincoln Sudbury has 11 PE teachers and AB has 5.

8.3. Performing Arts Department Update

Director George Arseneault shared the department’s new website and calendar at <https://performingarts.abschools.org/calendar-of-events> which includes financial aid and instrument acquisition assistance as well as a simplified process for joining the elementary instrumental music program. He outlined the many exciting opportunities that students find in the performing arts in our district. A question was asked about the level of competitive spirit that is found in our programs and

whether the Director felt it was “healthy competition”. George responded that we are competitive but healthy depends on the young person. Some students need and want it, some do not. He and his peers often wonder whether the district needs the medal based systems to show we are successful. He is not sure that they do and wants kids to do their very best even if no one is watching them.

9. Ongoing Business

9.1. School Building Committee Update – *Mary Brolin*

Mary Brolin reported on the very informative presentation by the Office of Campaign and Political Finance. She emphasized the importance of all School Committee members understanding the laws around the use of public resources and permissible actions by appointed public officials regarding ballot question elections. She will distribute a summary of the presentation.

Peter Light reviewed the Statement of Interest (SOI) for the Conant School, which is very similar to the previous SOIs. As a result of the feasibility study, we have removed the Conant School from the current Building Project. Mary Brolin noted that this SOI does not reflect the work done as a result of the Capital Plan. Next year’s submission will include that work.

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

VOTED: 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 11, 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: Priority 2 to eliminate overcrowding, 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.

New ABRSC Debt Strategy Subcommittee (oral)

Superintendent Light noted that it is the School Committee’s responsibility to decide how they want to manage the debt of the School Building project and recommended that the School Committee appoint a subcommittee to explore bonding options. The Chair invited interested members to email her and described the subcommittee as a multi stakeholder group with representation from the School Committee, the Finance Committees in both towns, the District Finance Director and Treasurer, the Boxborough Town Accountant, and the Acton Town Treasurer. It was suggested that the deliverable would be explaining how the tax rates would change over time.

9.2. Annual Superintendent Evaluation Process – *Diane Baum*

Diane reviewed the rubric and asked veteran members to speak to how they go about gathering and organizing supporting evidence. Members will be provided with an evaluation template at the next SC meeting and may begin their written, summative evaluation after the Supt. gives his final update at the 5/9 business meeting. She reminded members that all responses are public documents.

Peter explained that he aligned his goals with elements of the rubric so there is a clear connection for them to evaluate on it. Members may also include information on any other part of the rubric. His aligning should not limit their focus. They may also include things beyond those four areas as well.

9.3. Policy – *Amy Krishnamurthy*

High School Pool Naming Update

Adam Klein reported that the policy subcommittee decided not to waive the 3 year waiting period to respect the time to grieve. John Petersen agreed with the decision adding that there are activities that can be done in the short term. Mary Brolin was surprised by the decision and felt that three years is a long time to wait. She suggested perhaps waiting a full year and then having the group apply again in the second year. Adam added that the policy subcommittee did not preclude the group from coming back to the School Committee at any time to ask again. They wanted to honor the policy that the School Committee voted to accept, and not make an exception creating a loophole.

Second Read: – Possible **VOTE**

Nonresident Tuition Charges, File: JFABA

Ginny Kremer moved, Paul Murphy seconded and it was unanimously, **VOTED**: to approve the policy as presented.

First Read:

Notice of Nondiscrimination, File: AC

Students Who Are Homeless: Enrollment Rights and Services, File: JFABD

(NEW) Educational Opportunities for Military Children, File: JFABE

(NEW) Educational Opportunities for Children in Foster Care, File: JFABF

Dawn Bentley explained that MASC does not have model policies for these. The four drafts have been approved by our attorneys and DESE. Comments should be sent to Amy before the May 9 meeting. It was clarified that policy JFABE does not give military children a priority for kindergarten.

9.4. ABRSC Meeting Draft Schedule and Venue for 2019-2020

The draft dates for next year appeared to be acceptable. Beth will survey members about the summer dates. Diane asked members for feedback on changing the School Committee's permanent business meeting venue to the Administration Building auditorium. Members spoke in favor of moving to the Adm. Bldg. Several members had concerns about the positioning of screens for optimal viewing of PowerPoint presentations and the space capacity for larger groups. One member favored remaining in the Jr. High Library for business meetings. Diane concluded that Maya (who was absent) will be given a chance to weigh in and then she will decide.

10. Statement of Warrants

Warrants were read and signed.

11. CONSENT AGENDA – **VOTE**

11.1. Minutes of 3/21/19 School Committee Meeting - HOLD

Adam Klein moved that the minutes of 3/21/19 be approved as amended. There was no second. Due to the number of comments and proposed amendments being made, it was agreed to postpone the vote to approve the 3/21/19 minutes until the next meeting. It was emphasized that minutes are a summary, not a transcript.

11.2. Minutes of 3/25/19 School Committee Workshop Meeting - HOLD

Ginny Kremer moved to approve the minutes of 3/25/19 as amended in the handout with the feedback that Beth received in time to include. Paul Murphy seconded. Angie Tso made a friendly amendment to include a bullet saying "Wellness and achievement are like twins working together." Ginny Kremer seconded the amendment. The Committee voted to unanimously support the amendment. The Committee then voted on the amended motion and the amended minutes were approved with one abstention from Michael Bo.

11.3. Approval of Nordic Ski Team Trip to Norway, 2/14/20 – 2/23/20

- 11.4. Approval of Exchange Trip to Spain, 4/17/20 – 5/1/20
- 11.5. Acceptance of \$900 Gift from Danny's Place Youth Services to the ABRHS Envirothon Club

Mary Brolin moved, Adam Klein seconded and it was unanimously,
VOTED: to approve the Consent Agenda.

12. **FYI**

The ABRSC voted to adjourn at 10:07 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see warrants and agenda list



**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: 5/9/2019

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; and/or
7. Migrant, living in conditions described in the previous examples;
8. 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:

Acton-Boxborough Regional School District

Dawn Bentley 3/21/19 12:44 PM
Deleted: students

Dawn Bentley 3/21/19 2:00 PM
Deleted: ing

Dawn Bentley 3/21/19 2:00 PM
Deleted: of homeless students not currently attending

Dawn Bentley 3/21/19 1:59 PM
Deleted: H

Dawn Bentley 3/21/19 12:45 PM
Deleted: students will be provided district

Dawn Bentley 3/21/19 12:44 PM
Deleted: bilingual

Dawn Bentley 3/21/19 2:44 PM
Deleted: gifted and talented programs

Dawn Bentley 3/21/19 2:44 PM
Deleted: H

Dawn Bentley 3/21/19 12:44 PM
Deleted: students

Dawn Bentley 3/21/19 1:22 PM
Deleted: ing

Dawn Bentley 3/21/19 1:22 PM
Deleted: Being

Dawn Bentley 3/21/19 12:45 PM
Deleted: 5. . Awaiting foster care placement; -

Dawn Bentley 3/21/19 1:22 PM
Deleted: Migratory children

Dawn Bentley 3/21/19 2:33 PM
Deleted: The Superintendent shall designate the Director of Pupil Services to be the district's liaison for homeless students and their families. -

- 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.

Unaccompanied Youth who Homeless

The District's homeless liaison ensures that unaccompanied students who are homeless are enrolled in school, have opportunities to meet the same challenging State 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 FASFA.

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, 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 [ABRSD's 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 an ~~ABRSD 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 ~~ABRSD 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

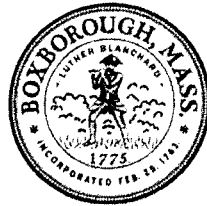
Memorandum

To: Peter Light
From: Larry Dorey
Date: 4-8-19
Re: Donations to benefit SHS Senior Community Service Day



Please approve the following donations received to support the purchase of t-shirts supplied to our Seniors for their Community Service Day, May 3, 2019

Donor	Amount
Hixon	\$25.00
Lieberman	\$35.00
Zhou	\$100.00
Dianna L. McNeish Trust	\$100.00
McCullen	\$100.00
Acton Dental Assoc.	\$250.00
Worker's Credit Union	\$250.00
Xphotonics LLC	\$250.00
Xavus Solutions	\$250.00
Iuvo Technologies, Inc.	\$250.00
Salerno's Restaurant	\$300.00



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

SPECIAL TOWN MEETING

MARIJUANA ZONING BYLAWS

1. AMEND SECTION 2100 DEFINITIONS	2
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

1. CHOOSE TOWN OFFICERS & BALLOT QUESTIONS.....	20
2. RECEIVE REPORTS.....	22
3. SET SALARIES AND COMPENSATION OF ELECTED OFFICIALS	23
4. AMEND FY2020 PERSONNEL PLAN, INCLUDING THE CLASSIFICATION AND COMPENSATION SCHEDULE	24
5. TOWN OPERATING BUDGET.....	29

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT (ABRSD)

6. ABRSD DEBT.....	39
7. ABRSD STABILIZATION.....	40

FINANCIAL ITEMS (NON-CONSENT)

8. COMPENSATION AND CLASSIFICATION AND BENEFITS STUDY FOR NON-UNION STAFF	41
9. TOWN HALL: ADDITIONS TO STAFF, INCLUDING BENEFITS AND OUTSOURCING OF SERVICES.....	42
10. DISPATCH: ADDITION TO STAFF, INCLUDING BENEFITS	45
11. DPW: ADDITION TO STAFF AND OUTSOURCING OF SERVICES	46
12. DPW: 2 PORTABLE MESSAGE BOARDS	48
13. TOWN CLERK: SECOND VOTING MACHINE AND POLL PADS.....	49
14. TOWN HALL: FURNITURE AND SIGNAGE	50
15. POLICE ACADEMY TRAINING & COVERAGE CONTINGENCY	51
16. POLICE STATION FIRE SUPPRESSION SYSTEM ENGINEERING	52

**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.

School Committee Members

Acton-Boxborough Regional School Committee



- Tessa McKinley
- Maya Minkin
- Paul Murphy
- Angie Tso
- Eileen Yi Zhang
- Diane Baum
- Michael Bo
- Mary Brolin
- Adam Klein
- Ginny Kremer
- Amy Krishnamurthy



Highlights 2018-19: ABRHS





Highlights 2018-19: R.J. Grey JH





Highlights 2018-19: Elem. Schools

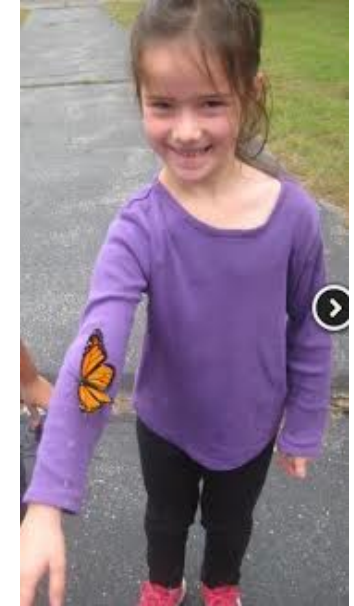
C.T. Douglas School



Merriam School



McCarthy-Towne



Luther Conant School

Blanchard Memorial School

Paul P. Gates School



Budget Driver: District Goals

Understand and respond to our students' social & emotional needs.
Provide equitable opportunities and tools to learn.
Access to safe and effective learning environments.





Budget Driver: District Values

Wellness

Equity

Engagement

Appropriated Budget History Since Full Regionalization



Fiscal Year	Total Regional Budget	\$ Increase	% Increase
FY2015	\$77,100,514		
FY2016	\$80,296,395	\$3,195,881	4.15%
FY2017	\$83,073,204	\$2,776,809	3.46%
FY2018	\$86,090,491	\$3,017,287	3.63%
FY2019	\$88,721,492	\$2,631,001	3.06%
FY2020	\$90,982,111	\$2,260,619	2.55%

Boxborough Assessment FY2018-2020

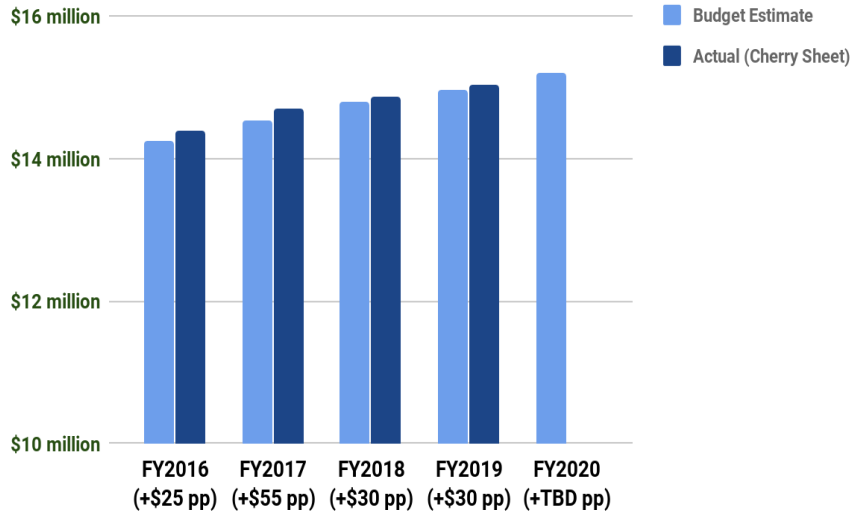


Fiscal Year	Boxborough Assessment	\$ Change	% Change
FY2018	\$11,593,781	+ \$90,633	+0.79%
FY2019	\$11,351,355	- \$242,426	-2.09%
FY2020	\$11,522,285	+ \$170,930	+1.51%

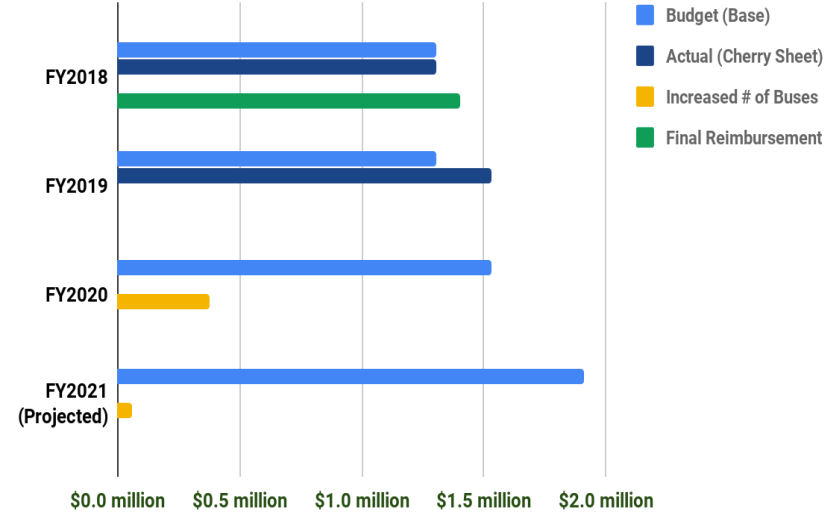


Drivers of Fiscal Health: Revenue Sources

Chapter 70 Funding Trend



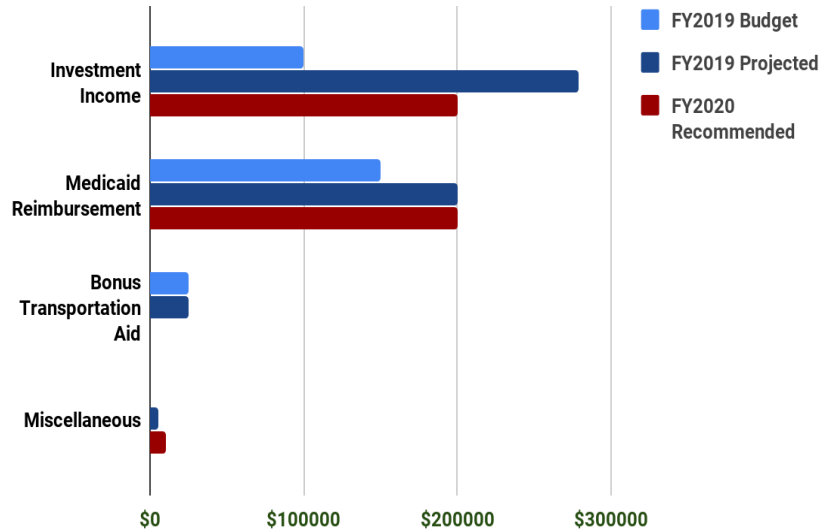
Regional Transportation Aid



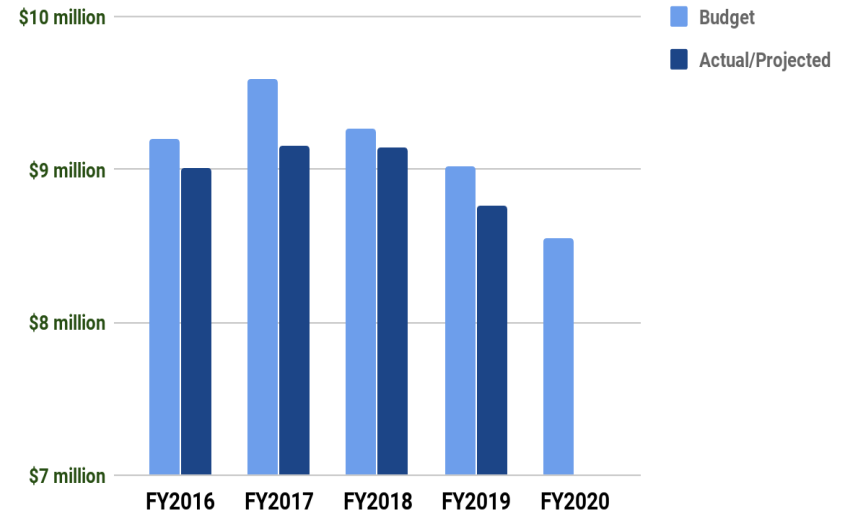


Other Drivers of Fiscal Health

Other Revenues - Comparative FY2020 Budget



Health Insurance Budget Development (Active plus Retiree)





Excess & Deficiency Fund Usage Since Full Regionalization

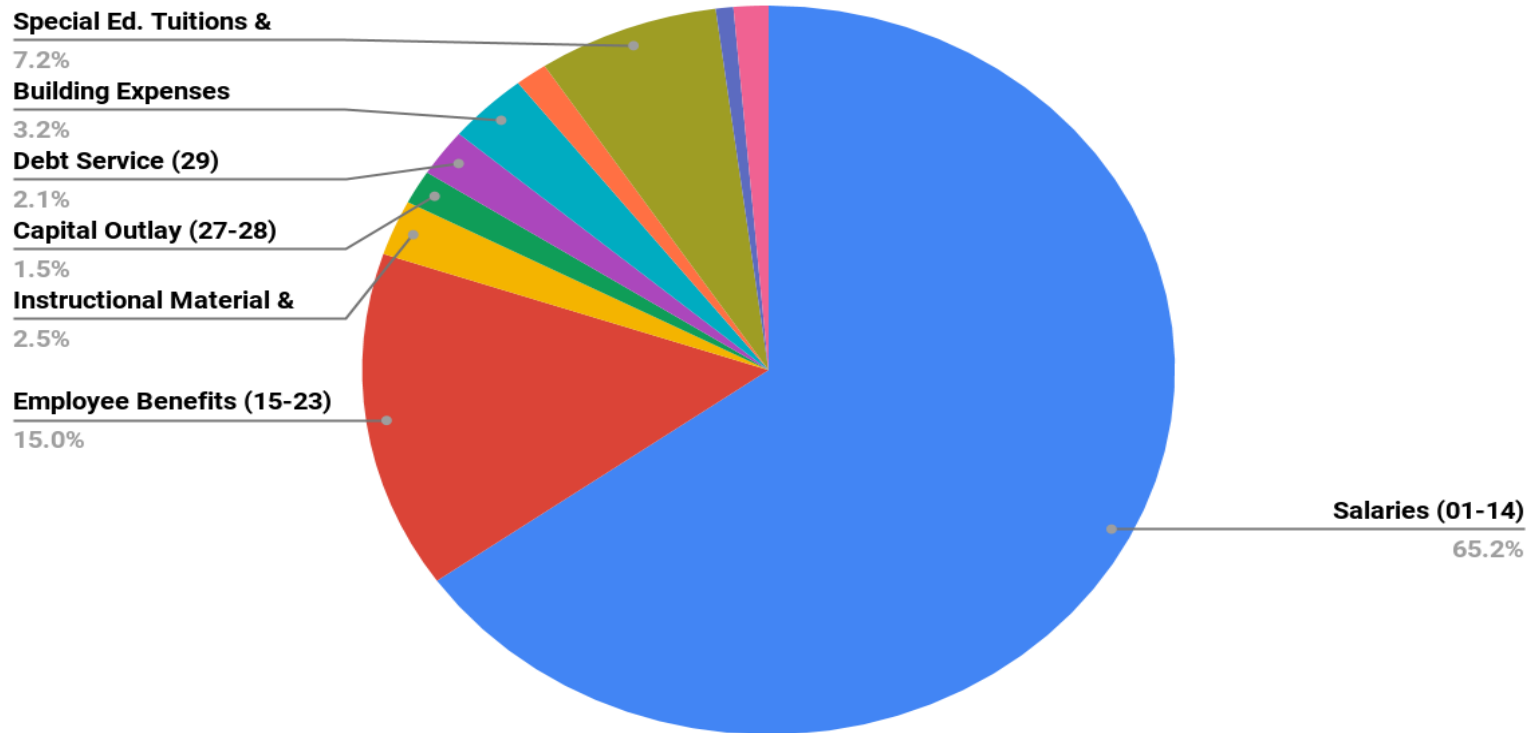
Fiscal Year	Usage	Target	Certified Balance	%
FY2015	\$300K		\$1,072,454	1.4%
FY2016	\$200K		\$1,950,365	2.4%
FY2017	\$200K		\$2,738,661	3.3%
FY2018	\$1.2M	Leary Field turf Douglas feasibility	\$4,008,284	4.7%
FY2019	\$775K	Single-tier busing	\$4,082,325	4.6%
FY2020	\$690K	Addition of 2 buses Capital allocation	TBD	TBD



FY2020

Major Cost Categories

FY2020 Budget Allocation by Major Cost Category (Character Code)





Budget Drivers

Position/Action	Net Change
Costs related to teacher salaries	+\$1,663K
Program initiatives	+\$149K
Cost savings related to health insurance	-\$466K
Two additional buses	+\$120K
Increased commitment to capital allocation by 25%	+\$250K
Staffing Requests (8.6 FTEs) <ul style="list-style-type: none"> -Elementary: STEM Coach, Special Education Team Chair, Library/Media Specialists -JH/HS: Special Educator, BCBA, HS Counselor, Nurse -Shared: School Psychologist, Instrumental Music Teacher, Project Manager for CIP 	+\$345K



Program Initiatives

ADL's A World of Difference HS Program
Student-Centered Coaching, K-6 STEM

Certified Library/Media Specialists
Field Trip Assistance Fund
Elementary School Supplies in School Budgets

William-James INTERFACE Referral Service
AB Cares/Community Partnerships
Student Wellness Advisory Committee
Increased Counseling & Specialist Support
Wrap-around Services Contract

Engagement

Equity

Wellness



Thank You

Thank you for your support of the FY 19-20
Acton-Boxborough Regional School District
Budget



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

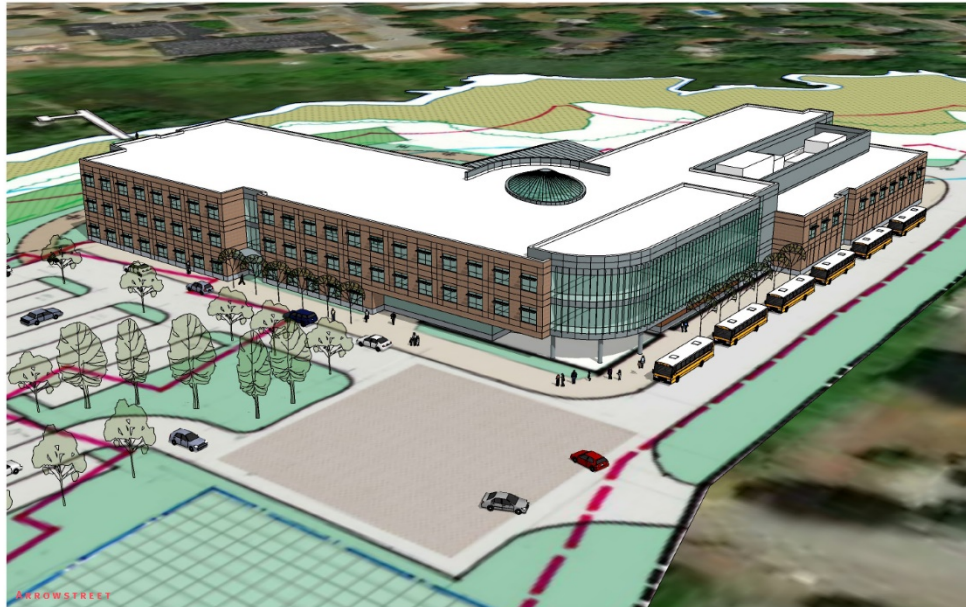
April 2: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 21 Annual Town Election. Papers are due in the Town Clerk's office by 5:00pm. A minimum of 25 signatures is required.

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.

The Acton-Boxborough School Building Project for the Douglas/Gates Consolidated School Invites you to the



Please note this is a conceptual draft image

Boxborough Preschool Community Forum Project Updates

- 🌿 The new Douglas/Gates Consolidated School will house the Carol Huebner Early Childhood Program
- 🌿 We would like to share the current designs and gather input from Boxborough Parents on use of the Early Childhood Program
- 🌿 Please attend one of our forums:
 - Thursday, May 9th at 10 am in the Blanchard Cafeteria
 - Monday, May 20th at 7 pm in the Blanchard Library or Cafeteria (look for posted signs)

Follow us for updates!

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	ADK	AM			
			55	20		41	17			21	21			22	18			42	20			41	20									
K	18	18	18	20	74	20	20	18	58	21	21	42	22	18	40	21	21	20	62	20	21	20	61	337	17	19.8						
			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	18	74	20	19	21	60	368	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	23	67	21	21	21	63	359	17	21.1					
			21					1			0			2				0				1		25								
Gr. 3		22	21	21	64	23	24	47	23	23	24	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	22	23	69	21	23	23	67	22	22	22	23	89	24	24	24	72	408	18	22.7				
			16					1			4			2				7				1		31								
Gr. 5		18	18	18	54	25	24	25	74	23	24	24	71	24	23	47	22	23	22	21	88	25	21	25	24	95	429	19	22.6			
			11					3			0			0				4				3		21								
Gr. 6		23	23	21	67	24	23	23	24	94	24	24	24	72	24	24	48	25	25	24	74	24	24	24	72	427	18	23.7				
			15					1			0			2				4				1		23								
			97					8			5			14				24				9		157								
Total	23	20.4	470	20	22.5	449	18	22.7	408	17	22.0	374	24	21.8	524	22	22.5	494	2719	124	21.9											

97 Acton residents attend school in Boxborough

60 Boxborough residents attend school in Acton



Beth Petr <bpetr@abschools.org>

This Month in the Division of Open Government

1 message

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

Tue, Apr 30, 2019 at 10:54 AM

[View this email in your browser](#)

This Month in the Division of Open Government April 2019

Good morning,

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

Included in this month's edition:

- Training Opportunities
- Open Meeting Law Advisory Commission
- Guidance Spotlight: Requests for Meeting Minutes

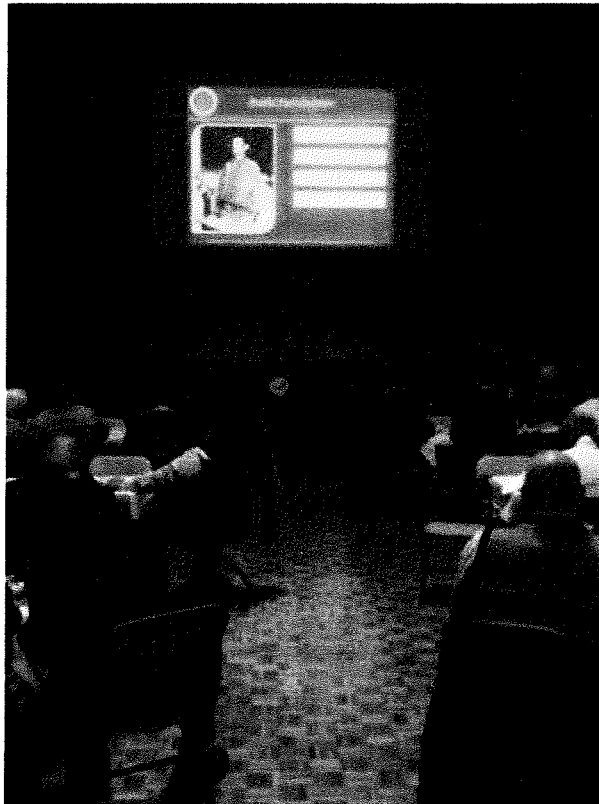
Please pass along the information below to your constituencies and to anyone else who might be interested.

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



PEABODY, April 9: Assistant Attorney General Kerry Kilcoyne discusses the OML's requirements for public participation

Thank you to Peabody and Avon for hosting us this month!

We hope you will join us for an upcoming regional or webinar training. 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, but we ask that you register in advance so we can have training materials ready for you. The regional and webinar training dates are below and available on our [training website](#).

Upcoming Open Meeting Law Regional Training

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.

Open Meeting Law Advisory Commission

The OMLAC plans to meet next on Tuesday, May 14th, 2019 at 1pm. The meeting will take place in the Executive Conference Room on the 20th floor of the McCormack Building at One Ashburton Place, Boston, MA 02108. When it becomes available, the meeting notice will be posted on the [OMLAC website](#).

Guidance Spotlight: Requests for Meeting Minutes

This month, we are taking the opportunity to clarify the obligation under the Open Meeting Law that public bodies respond to requests for meeting minutes within ten calendar days from receipt of a request. We also note that although meeting minutes may be requested in accordance with either the Open Meeting Law or the Public Records Law, the timelines and response requirements under the two laws are different.

When must a public body respond to a request for meeting minutes?

The procedures and timeframes for responding to requests for meeting minutes are different depending on whether the request is made under the Open Meeting Law or the Public Records Law.

A request for minutes under the Open Meeting Law must be made to the public body. The Open Meeting Law requires that "[m]inutes of an open session, if they exist and whether approved or in draft form, shall be made available upon request by any person within 10 days." G.L. c. 30A, § 22(c). A public body has 10 calendar days from the date a request is received to provide a response. If minutes do not yet exist at the time of a request, the public body is still required to respond to the request within 10 calendar days with an explanation of whether the minutes do or do not exist in either approved or draft form.

A public body must also respond to a request for executive session minutes within 10 calendar days. G.L. c. 30A, § 22(g)(2). If the public body or a designee has determined, prior to the request, that certain executive session minutes may be released, it should respond to the requester directly, notifying him or her of the availability of those minutes. And if, at the time of a request, the public body has not conducted a review of the minutes to determine whether continued nondisclosure is warranted, the body must perform such a review and release the minutes, if appropriate, no later than its next meeting or within 30 days, whichever occurs first. G.L. c. 30A, § 22(g)(2). In such circumstances, the body must still respond to the requestor within 10 days, notifying them that it is conducting this review.

We note that the Public Records Law requires that a response for records be provided in 10 business days. The Public Records Law also requires each agency or municipality to designate a Public Records Access Officer, an individual responsible for coordinating responses to requests for records - often the Town Clerk in a municipality. The Town Clerk may also be the custodian of meeting minutes that have been approved by public bodies. However, the Town Clerk is not subject to the Open Meeting Law and a failure by the Clerk to timely respond to a request for minutes would not be a violation of the Open Meeting Law, although it could be a violation of the Public Records Law. Furthermore, whereas the Open Meeting Law requires that public bodies respond to a request for minutes within 10 calendar days, a Records Access Officer has 10 business days to respond to requests for meeting minutes made under the Public Records Law.

To whom should a request for meeting minutes under the Open Meeting Law be made?

A request for minutes that is directed to a public body will trigger the requirements of the Open Meeting Law. A request for minutes that is directed to another municipal employee, such as a Town Clerk, will likely fall under the Public Records Law.

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



Copyright © 2019 Massachusetts Attorney General's Office, All rights reserved.

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](#).





*The Acton-Boxborough Regional School District
and the
Acton-Boxborough Education Association
invite you to the districtwide*

Retirement Celebration

*in honor of
the following Acton-Boxborough Regional
staff members*

*Sandra Baron
James Colleton
Irene Eaton
Richard Gangne
Myrna Gutfreund
Patricia Johnston
Bob Laffin
Lynne Laramie
Nancy Melbourne
Thomas Sidley
Maureen Smith
Mary Tsacoyeanes*

*Noreen Cohen
Andrew Crick
Helen Epstein
Sharon Groose
Bernice Higdon
Joyce Kelly
Linda Langdon
Linda McMullon
Gary O'Clair
Elise Simeone
Linda Subsick
Nancy Warner*

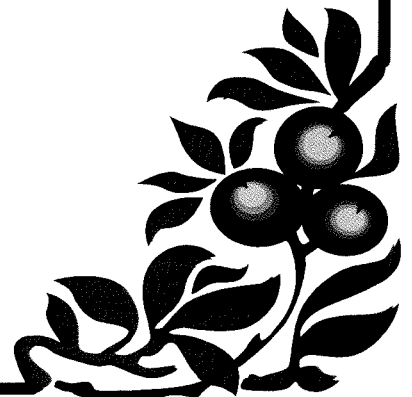
Thursday, May 30, 2019

3:15 – 6:00 p.m.

at the

***Wedgewood Pines Country Club
Stow, MA***

(Directions: www.wedgewoodpines.com)



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.

Office of the Superintendent
Acton-Boxborough Regional Schools
978-264-4700, x 3206

TO: All Staff and Families
FROM: Peter Light, Superintendent of Schools
DATE: May 9, 2019
RE: **DISMISSAL TIMES for LAST DAY of School – Wednesday June 19, 2019**

Dismissal times for Wednesday, June 19, 2019:

11:06 a.m. - Raymond J. Grey Junior High School

11:18 a.m. - Acton-Boxborough Regional High School

12:50 p.m. - All Elementary Schools

11:15 a.m. - Carol Huebner Early Childhood Program - both sites
No PM sessions will be held.

On Wednesday, June 19, elementary schools will follow the regular Thursday early dismissal schedule.

The Junior High will have its end of year assembly on June 19 at the High School. Buses will transport Junior High and High School students from the High School at dismissal time on June 19.

In addition, please note that High School students will be dismissed at 11:18 a.m. after final examinations on June 13 through June 19.

Buses will be provided to transport High School students home at 11:18 a.m. on June 13 through June 19.

Lunch will not be available from the High School Cafeteria starting June 13. High School students will need to make a request at the High School Office and lunches will be sent down from the Junior High School.

NOTE: Breakfast, lunch, snacks and drinks will be sold daily from 9:00 -11:30 a.m. in the High School Cafeteria again this summer from June 24 – August 2 (closed on July 4th). For students who currently receive free or reduced lunch, their eligibility continues through the summer. For more information, contact Food Services Director, Kirsten Nelson at 978-264- 4700 x3221 or knelson@abschools.org.