



Acton-Boxborough Regional
School Committee Meeting

November 1, 2018

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

Library
R.J. Grey Junior High School

November 1, 2018
7:00 p.m.

AMENDED AGENDA

1. **Call to Order (7:00)**
2. **Chairman's Introduction – Diane Baum**
3. **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.
4. **Student Representatives' Update**
5. **Statement of Warrants & Approval of Minutes (10/18/18) – Diane Baum**
6. **Superintendent's Update – Peter Light (brought to meeting) (7:10)**
7. **Presentation: Equity Update: Seeking Educational Equity and Diversity (S.E.E.D.) Overview - Maureen Lin, Val Glod Gransewicz (7:20)**
8. **Presentation: ABRSD Community Education and Extended Day Update/Overview – Erin Bettez, Kate Murray (7:35)**
9. **Financial Update – Dave Verdolino (7:50)**
 - 9.1. 1st Quarter FY19 Report
 - 9.2. Student Activities Account Report – **VOTE** (next meeting)
 - 9.3. FY18 E&D Certification (FYI)
10. **School Building Project – Mary Brolin (8:05)**
 - 10.1. Recommendation to Approve the ABRSD Educational Plan – Second Read – **VOTE** - Marie Altieri
 - 10.2. Building Committee meeting on Oct 24
11. **FY19 Superintendent Goals – Second Read – **VOTE** - Peter Light (8:20)**
12. **NEW: Discussion of Ballot Questions and Possible Position Votes**
 - 12.1. Town of Acton Ballot Question 1 – Shall the Town Adopt the Following Bylaw: Chapter Z – Marijuana Establishments
 - 12.2. State Ballot Question 3 Referendum on an Existing Law regarding Gender Identity in Places of Public Accommodation
 - 12.2.1. ABRSD Equal Educational Opportunities Policy JB and Students who are Transgender and /or Gender Nonconforming Procedures JB-R

13. **Annual Meeting of the Massachusetts Association of School Committees** – *Diane Baum*
13.1. Delegate and Alternate Selection for the Meeting on November 9th
13.2. Request for Consensus of the ABRSC Regarding 9 Proposed Resolutions

14. **CONSENT AGENDA:**

- 14.1. Recommendation to Accept FY19 Gifts from Acton Elementary Schools’ PTOs/PTSOs to the ABRSD – **VOTE** – *Peter Light*
14.2. Recommendation to Approve Field Trip to Quebec for Nordic Ski Team – **VOTE** – *Peter Light*

15. **Subcommittee and Member Reports**

- 15.1. Policy – meeting on Oct 30 - *Amy Krishnamurthy*
15.2. Capital Improvement – meeting on Oct 24
15.3. Budget – meeting on Oct 30 – *Mary Brolin*
15.4. Acton Leadership Group (ALG) meeting on Oct 25 – *Paul Murphy*
15.5. Others

16. **FYI**

- 16.1. “Mental Health and Well-being, A Community Conversation”, AB Cares, Nov 7, 7:00 p.m. in the Sargent Memorial Library in Boxborough
16.2. Suicide Prevention Training, AB Cares, Nov 19, 6:45 p.m. in the Sargent Memorial Library in Boxborough
16.3. “Who’s Raising our Kids? Nurturing Human Values in a Digital World” with Sharon Maxwell, Ph.D., Nov 5th 7:00 – 9:00 p.m. in the R.J. Grey Junior High Auditorium Family Learning Series

17. **Adjourn**

Next Meetings:

ABRSC, November 15, 7:00 p.m. in the Junior High Library (packet posted Thursday, Nov 8)
ABRSC, December 6, 7:00 p.m. in the Junior High Library (packet posted Nov 30)

Posted on 10/26/18 at 3:00 p.m.
Amended Agenda reposted on 11/1/18 at 1:00 p.m. to add
Agenda Item #12 regarding Ballot Questions

NOTE: Materials for this meeting may be found at
https://www.abschools.org/school_committee/meetings_agendas_packets_and_minutes

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
DRAFT Minutes

Library
R.J. Grey Junior High School

October 18, 2018
7:00 p.m.

Members Present: Diane Baum, Michael Bo, Mary Brolin, Adam Klein, Ginny Kremer (7:08 p.m.), Amy Krishnamurthy (7:18 p.m.), Tessa McKinley, Maya Minkin, Paul Murphy, Angie Tso, Eileen Zhang
Members Absent: none
Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Peter Light, Beth Petr

1. **Call to Order (7:00)**
2. **Chairman’s Introduction – Diane Baum**
3. **Public Participation - none**
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.
4. **Student Representatives’ Update**
Junior Betty Markman reported that career speakers and college visits have started at the High School. The first wellness lunch of the year was well received. Students got to plant in the garden. The Freshman class election just took place. The Band and Color Guard are doing the MICCA competition this week and next.
5. **Statement of Warrants & Approval of Minutes – Diane Baum**
Diane Baum read the warrant information and the Committee signed the documents. Paul Murphy moved, Mary Brolin seconded and it was unanimously **VOTED** to approve the minutes as written.
6. **Superintendent’s Update – Peter Light**
These updates are posted on the Superintendent’s section of the website, as well as sent via email to all of our families in the language that they have requested to receive information in.
7. **Presentation: Minuteman Technical High School – Pam Nourse, School Committee member from Acton, George Clement, Assistant Principal for Academics, Amy Walsh, Student Services Director**
Mr. Clement and Ms. Walsh shared some of the Minuteman Technical School philosophy. Their Building Project is on budget and on time. Pam Nourse invited School Committee members to tour their building project. Angie Tso will help with this. They have designed their programs and new building for integration, using an Academy Model. They were just notified of becoming a National Blue Ribbon High School, one of only 3 vocational schools in the country to receive this recognition. Ms. Walsh stated that 47% of their students are on Individual Education Programs. They really appreciate the great relationship they have with the R.J. Grey administration and their facilitation of communication with Acton parents. They

recently had a very well received family information night for Acton students who might consider attending Minuteman.

Mary Brolin, who works in public health, appreciated that they work with cosmetology students as that is a very important segment of the community regarding communicating about sensitive topics. Middle school programs are run in Stow, Bolton and Lancaster as well as R.J. Grey.

8. Presentation: Department of Elementary and Secondary (DESE) New Accountability Overview – Deborah Bookis

Deborah Bookis and Peter Light will be attending a roundtable with EDCO and the Commissioner to share thoughts on this new system that resulted from the enactment of the federal Every Student Succeeds Act (ESSA) and the state's transition to the Next Generation MCAS assessment. Superintendent Light noted that the addition of the lowest quartile is important. There is a new focus on the idea that however well your students are doing, you have to focus on the lower 25% to be sure they are doing their best. It is also important to ask, as a high performing district, "High performing for whom?" We need to be sure our kids are lifelong learners with a passion.

Committee members asked questions about how the data is reviewed. The lower 25% is broken out by school, gender, race, students who have IEPs, etc. There are many different ways but not by grade yet. In response to how this could affect curriculum, the administration is keeping an eye on mathematics. In the context of looking at performance, this is one data piece. There are additional pieces including our own grade level assessments, surveys for comparing by grade, etc. Educators will continue to look at the whole student. Diane Baum attended a conference this summer and was told that the DESE is aware that these indicators are not the only way to measure students. She would like to know why teacher attendance rates were excluded in DESE's final accountability system. There will always be a bottom 25% of student performance. Deborah emphasized that they need to always be looking at that quartile and if the same students are in that bottom level for several years, then that needs to be considered.

9. Presentation: October 1, 2018 Student Enrollment – Marie Altieri

Every district in the state pulls the October enrollment data and sends it to the state electronically via SIMS. This is considered the official enrollment for the school year.

Marie Altieri reviewed the enrollment for this year as compared to projections. Enrollment throughout the district is flat, with a total of 5,654 students. The elementary schools have 2,706 students, 923 at the Jr. High and 1,837 at the high school. There are 105 PreK students and 86 Out of District or Postgrad students. The enrollment for this year is consistent with projections except for Kindergarten.

The projection for Kindergarten was for 313 students. There are 330 students enrolled, or 17 more than the projection. Marie reported that the bigger concern is how different the enrollment is from the projection by town. Boxborough has 60 students enrolled as compared to a projection of 75 (under projection by 15 students). Acton has 266 students enrolled as compared to 239 projected (over projection by 21 students).

The Committee discussed the relationship between kindergarten and grade 1 numbers. Marie Altieri explained that we might see the 15 children projected for Boxborough that didn't

come, show up next year because the data comes by census by calendar year, not school year. Also some families do private Kindergarten and then move to public first grade. It would be very helpful if families would enroll their kids early so classes can be most accurately planned for. It was stressed that our class sizes are still within guidelines because we planned for enough sections. Dawn Bentley added that preschoolers are still being screened for English Language (EL) so some of those numbers are likely to increase.

Not all of the Acton students on the wait list for Blanchard were accepted because anyone who moves to Boxborough is permitted to attend Blanchard. They don't want to outsize the building because they have to have space available. Marie explained the dramatic increase in our number of economically disadvantaged students. The State qualifies students based on income and there are many more low income families moving here. There was a change in the law in 2013 that the state now automatically qualifies families as economically disadvantaged if they qualify for other federal programs, although the criteria has not changed. Families may also fill out forms to be considered for qualification. The District's numbers are all the Free and Reduced Lunch qualified students. This aid provides federal funding for lunches. Breakfast is now offered in all of our schools. The District also gets some Medicaid reimbursement that is reported to the School Committee as part of the budget. Waivers for field trips and supplies and booster club activities are all part of making sure all students are included in activities. Members agreed that the Committee must think about helping these families when it is budget planning time.

Peter Light mentioned that for an overall look at the data, MASSStats.com has lots of community by community information. Angie Tso asked if the District has similar data for students on IEPs. Marie said that this is usually done in January as part of the budget discussion.

10. **School Building Committee** – *Mary Brolin*

10.1. meeting on October 10

10.2. ABRSD Educational Plan for MSBA – First Read

This document is required to be at MSBA by November 7. The Committee will be asked to vote to approve it at their next meeting on 11/1/18.

Marie Altieri, Deborah Bookis and Dawn Bentley were thanked for their efforts in putting this document together. It is the Educational Plan that is part of the large architectural document being produced. It was very good that almost all School Committee members participated in one of the visioning sessions. There were several sessions with different groups.

Adam Klein considered it a great synthesis of all of the work done for the past year or two. He felt that the document should have a consistent focus on what is needed in the future, not the issues with current facilities. Regarding PE and Health, the need for the softball fields should be highlighted because much of the community and public want this. More detail should be included in the special education introduction, including not just inclusion, but programs we are trying to keep in district. Peter Light is meeting with CASE administration so the text about that topic will be clarified. The emphasis on needing a large and comfortable space for the lunch program should be included. More detail should be added about transportation including elaboration about the need for multiple exits, parking issues and congestion, entrances, large number of buses, and more. Don't leave the reading and math specialists out of the project goals bullets. Consider including something about the schools' surroundings and how the building would fit into it. Based on the Parker Damon Building

issues, include mention of a relationship between nature and the building, that it be well placed and landscaped.

When asked if this means that the 3 schools will have the same philosophy with this Education Plan, Mr. Light said that the facilities need to be equitable between all schools. Whatever space that is built has to be flexible and equitable to last.

Future design in the visual and performing arts could be added, to be parallel to other sections. It was decided not to be too specific about the number of offices in some areas given where they were at in the planning process. Mention of “walkability” will be added to the transportation section. Flexible space will be key for adapting to future changes and needs. Overall, members were very excited to read the plan. The deadline for sending feedback on the document to Peter Light with cc to Beth Petr is Monday.

11. **FY19 Superintendent Goals – First Read – *Peter Light***

Mr. Light began saying that he knows the use of the rubrics is very cumbersome. Rubrics should be used for someone to focus on how to improve. In his plan, he tried to tie the actions of the goals into the standards, rubric and indicators. He thought this provided some focus.

Mary Brolin noted that in the past, the Committee has had issues with having too many goals and too much on the superintendent’s plate. Mr. Light has included full district goals and entry goals and Mary asked him to confirm that he is comfortable with this. He said that he was. He described his effectiveness as only how well he can coordinate the staff to execute all of the plans. So many people are doing this work and overseeing this is the superintendent’s job. He added that goals are created to improve the work you already do, not to create your work.

Mr. Light was asked why he chose not to be specific about the tangible outcomes and when they will be delivered. He responded that regarding the district goals, like by Spring 2019, when surveys are done, we have to be sensitive to students’ timing and other constraints. He likes benchmarks for completion of work because otherwise, it can set you up for failure not to be able to do something on time. He plans to update the Committee on the District goals via School Committee meeting presentations. At mid year, he will provide a memo regarding progress toward the goals, and then heading into the evaluation process a deliverable on what has been done. Additional feedback may be sent to him via email, however if it is substantial, it should be brought up at the next meeting.

12. **School Committee Meeting Venue Discussion – *Diane Baum***

Diane Baum asked the Committee for their thoughts on trying a different venue for their regular meetings, given the discussion at their workshop last November with Rob Evans. Accessibility to the public is key. Diane reached out to the Acton Commission on Disabilities and they placed assessing accessibility of the auditorium in the Administration Building on their meeting agenda for November 20. The auditorium was seen as having potential, but lighting and sound would need to be addressed. It can be difficult for members to hear each other in the Jr High Library. Diane felt that changing the furniture and table layout would be key. Members need to be able to see each other. She would not want the Committee to sit on the stage.

The Sargent Library was mentioned as a nice space. A member worried about the public perception of the Committee being tucked away at the Administrative building and the lack

of good parking. Members generally agreed to try a new location. Some members liked the idea of buying better furniture and or a better sound system for the Jr High Library.

Infrastructure is essential for good taping by Acton TV so they have to be part of the discussion. There was some discussion of moving to Acton Town Hall due to the new equipment there, but many members do not like that option. As a regional committee, it was felt that that would make the Committee feel like an Acton group.

Diane suggested that the Committee meet in the Administrative Building Auditorium once to see what it is like. It was suggested that when considering seating plans, the student reps be kept in mind. When asked if the administrators need to sit at the table, it was stated that they have always sat with the Committee.

13. Recommendation to Accept Gift from AB PTSO to the R.J. Grey Junior High for the FY19 Student Plan Books – VOTE – Peter Light (8:45)

Maya Minkin moved, Paul Murphy seconded and it was unanimously **VOTED** to accept this gift from the AB PTSO with gratitude.

14. Subcommittee Reports – Diane Baum

14.1. Policy – next Oct 30 at Amy Krishnamurthy

The orientation document would be posted on the policy section of the website as a good reference.

14.2. Capital Improvement (*first meeting was on 10/10/18*)

The next meeting will be on 10/24 before the Building Committee. They are trying to get an accurate listing of items and funding. They are asking how these items can be funded while ensuring adequate funding for items that come up unexpected during the year.

15. School Committee Member Reports – Diane Baum

Ginny Kremer reported that the MA Legislature just passed a law adding a dyslexia advocate to an early education panel to add guidelines to help districts develop screening procedures for getting a timely and proper diagnosis for neurological learning disabilities including dyslexia.

16. FYI

16.1. ABRSC Operating Protocols, voted 9/20/18

16.2. Acton Finance Committee FY19 Point of View (POV), *October 2018*

Diane Baum highlighted this document saying that it will be part of the discussion during the Budget Process.

16.3. “Who’s Raising our Kids? Nurturing Human Values in a Digital World” with Sharon Maxwell, Ph.D., Nov 5th 7:00 – 9:00 p.m. in the R.J. Grey Junior High Auditorium Family Learning Series

16.4. FY19 No School/Delayed Opening/Emergency Release Memo –

Mr. Light highlighted this annual document. There was a brief discussion of the parent notification time. The Superintendent will let families know ahead of time if possible. He plans to have school open so he will continue to monitor the weather as long as possible before making a decision about closing or changing the time.

The ABRSC adjourned at 9:29 p.m.

Respectfully submitted,

Beth Petr

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

Library
R.J. Grey Junior High School

October 18, 2018
7:00 p.m.

LIST OF DOCUMENTS USED

- 5. Statement of Warrants & Approval of Minutes – Diane Baum**
Meeting minutes of October 4, 2018 – **VOTE**
- 6. Superintendent’s Update – Peter Light**
- 8. Presentation: Department of Elementary and Secondary (DESE) New Accountability Overview – Deborah Bookis**
- 9. Presentation: October 1, 2018 Student Enrollment – Marie Altieri**
Memo regarding October 1, 2018 Enrollment Report
- 10. School Building Committee – Mary Brolin**
 - 10.1 Materials from meeting on October 10
 - 10.2 ABRSD Educational Plan for MSBA – First Read – *Marie Altieri (vote required on 11/1/18)*
- 11. FY19 Superintendent Goals – First Read – Peter Light**
 - 11.1 Superintendent Goals Overview
 - 11.2 Superintendent Goals 2018-19
 - 11.3 Acton-Boxborough Regional School District 2018-2019 Goals, voted 10/4/18
 - 11.4 MA Superintendent Rubric
(Appendix A of DESE MA Model System for Educator Evaluation Part III)
- 13. Recommendation to Accept Gift from AB PTSO to the R.J. Grey Junior High for the FY19 Student Plan Books – VOTE – Peter Light**
- 14. Subcommittee Reports – Diane Baum**
 - 14.1 Policy – *Amy Krishnamurthy*
Training Materials from meeting on 10/3/18
- 16. FYI**
 - 16.1 ABRSC Operating Protocols, voted 9/20/18
 - 16.2 Acton Finance Committee FY19 Point of View (POV), *October 2018*
 - 16.3 “Who’s Raising our Kids? Nurturing Human Values in a Digital World” with Sharon Maxwell, Ph.D., Nov 5th 7:00 – 9:00 p.m. in the R.J. Grey Junior High Auditorium Family Learning Series
 - 16.4 FY19 No School/Delayed Opening/Emergency Release Memo



Acton-Boxborough Regional School District

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

Peter J. Light
Superintendent of Schools

Superintendent's Update November 1, 2018

Some Thoughts on Inclusivity

The last week has been a challenging one to watch in the media, as we have seen extensive news coverage both locally and nationally around several incidents of bias as well as extreme and violent acts of hate.

One such incident resulted in the tragic deaths of two African Americans shot after the suspect attempted to first gain access to a locked church. We also watched media coverage unfold as pipe bombs were mailed to various national figures by someone espousing hate-filled messages on social media. We then watched the coverage of the horrific massacre in the Pennsylvania Synagogue, by a man shouting anti-Semitic slurs. At the local level, one of our own elementary students was subject to hateful speech when a man told him that his dog had rights as an American, and that if [the student] didn't like it, "he could go back where he came from."

Hate is not partisan. Hate is Hate. We will not tolerate Hate.

This is an important message for our students to hear and understand. If students confuse political rhetoric and hate, they misunderstand the rich historical political debate that has shaped our nation for generations. As a school district, we have a unique responsibility to make sure students understand this distinction, because as citizens, they will need to engage in civil discourse around important issues with those who may have different beliefs.

It is important to recognize that in the media-rich environment of today's world, and regardless of how we try to insulate our children from these horrific acts, our children are listening. They watch and listen to the media, to their peers, and to our reactions to these incidents. According to a [study published on October 30 by the American Psychological Association](#), the current generation of teens ages 15-21, also known as "Gen Z," are reporting higher levels of stress than previous generations. The study attributes this, based on survey results, to increased gun violence and other recent issues that have received much media attention.

We cannot lose the opportunity to speak out against bias and hate in all of its forms. Our words and actions, or conversely our silence, send incredible messages to those listening.

Our nation was founded on some basic principles of equality laid out in our Declaration of Independence. While far from perfect and ever evolving through interpretation, the core values

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



articulated by the founders still apply today: that “all men *and women* are created equal” and “are endowed... with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

All students are our students, and all families are our families. Regardless of the color of your skin, your religion, your gender, gender identity or sexual orientation; independent of your place of birth, your ancestry, economic status or political beliefs; and whether or not you have a disability or any differentiating characteristic, you are one of us, and we are here for you.

I want to take this opportunity to reiterate, on behalf of all of our district leaders, faculty and staff throughout the district that we will not tolerate, accept, condone, or be silent with regard to bias and hate. Our students deserve to be loved and valued as unique individuals and for the families from which they come; and ultimately to feel safe and supported by the school they attend each day. To those members of our community who have been impacted either directly or indirectly by these or other incidents of hate and bias, please know that the AB schools stand with you. We remain committed to fostering an inclusive environment for all members of our community.

Interested in doing more? There is a bystander training sponsored by the Fostering Racial Justice Group available this Sunday, November 4. Information is below:

Training Active Bystanders

Nov. 4, noon – 2 pm

UCC Boxborough Community Center, 723 Massachusetts Ave., Boxborough

A bystander is a witness – someone who sees a harmful situation and has a choice to make: Do I do something? If so, what? Quabbin Mediation’s program Training Active Bystanders helps participants recognize when they are bystanders, analyze the situation, and develop strategies to safely interrupt harm and generate positive actions. \$10 donation is appreciated but not required. This is sponsored by UCC Boxborough, but the workshop has no religious affiliation (except reflecting spiritual values).

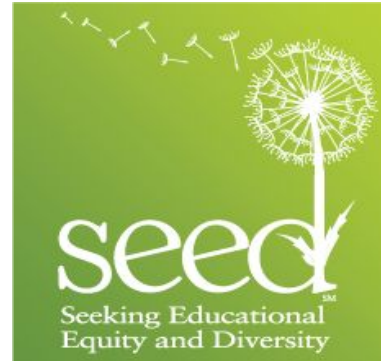
To register, visit: <https://www.trainingactivebystanders.org/civicrm/event/info?reset=1&id=49>

For further information or assistance with registration, contact Cindy Worthington-Berry (cindyworthingtonberry@gmail.com, 978-263-7387).

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

Seeking Educational Equity and Diversity

- Val Glod Gransewicz & Maureen Lin
- Special Educators at R.J. Grey Junior High
- SEED Leader trained 8/2017
- How did we learn about SEED? Equity initiative at RJ Grey starting in 2015/2016 - Melody Brazo diversity educator, consultant, trainer



What is SEED?

- The National SEED Project (Seeking Educational Equity and Diversity) is a program out of the Wellesley Centers for Women at Wellesley College.
- The National SEED project creates **conversational communities** to drive personal, organizational and societal change toward greater equity and diversity.
- SEED New Leaders Week trains people to lead seminars for educators, parents, community members.

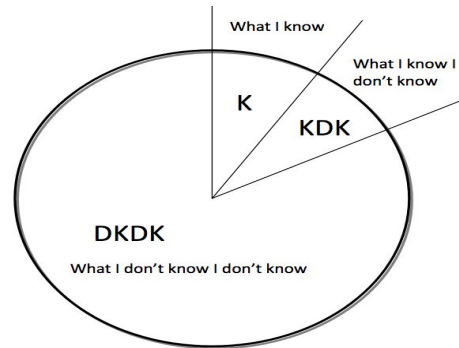


Goals for SEED seminars

- Develop the ability to listen more effectively to the experiences of others in order to build our cultural awareness and sensitivity
- Establish a shared vocabulary and foundation of knowledge pertaining to systems of oppression, power, and privilege
- Recognize how one's own experiences and "schooling" about diversity is a prelude to creating more equitable educational environments
- Consider the ways in which each of us has the agency to effect change in our individual roles as leaders in the district

Core SEED Concepts

SEED is not a class with a set curriculum. The seminars change depending on the group, and can be customized to take on a variety of topics.



SEED Template	
<p>Experiential Learning Learning from our own and others' lived experiences both from the past and in the present</p>	<p>Systemic Analyses Understanding how we are all shaped by social systems that lift some up and put others down</p>
<p>Serial Testimony Providing people the structured opportunity to share and listen by going around in a circle</p>	<p>Positional Differentiation Recognizing how our identities shape systemic impact and our responses to it</p>
<p>Windows and Mirrors Seeing and talking about differences and similarities in the experiences of others</p>	<p>Enactable Possibilities Developing next steps so that now that we know better, we can do better individually and collectively</p>
<p>Shelves and Selves Considering how wider social and academic ideas balance with our own experiences and ideas</p>	

Enactable Possibilities

- Groups have included teachers, administrators, librarians, nurses, counselors and a classroom assistant.
- “The National SEED Project for Inclusive Curriculum” - discussion and learning **and** practical / enactable plans
 - Erin Livie and Joanne Chadwick (RJ Grey nurses): Equity and diversity presentation to district nurses
 - Allison Warren (RJ Grey Assistant Principal): Professional Practice Goal
 - Sara O’Neal (RJ Grey Science Teacher): Sex vs Gender Lesson Plan in genetics unit

District Vision

Goal #2 *Our students will have equitable opportunities and tools to learn.*

- District Goals
 - 2017-18: Senior Leadership Team, Junior High Seminar
 - 2018-2019: District Leadership Team, Fall, Spring and Summer sessions for district staff
 - All new certified staff within 2 years of hire
 - By August 2019 - increase SEED Leaders from 5 to 9
 - By August 2019, 10% of all certified staff in the district will participate in a SEED seminar

Community Education



Departmental Presentation
November 1, 2018

Erin O'Brien Bettez
Community Ed. Director

Katrina Murray
Director, Extended Day

Key Program Areas

- Classes/Interaction Catalog
Over 1600 offerings annually
- Extended Day
Newly expanded to six sites
- Summer Day Program & Vacation/NO SCHOOL Days
- Driver Ed
- Use of Facilities

Who Works for Community Ed?

- Community Education Office
- District Custodians*
- Central Office Staff*
- Extended Day Teachers/Assistants
- Driver Education instructors
- Youth Basketball League Referees/Timers
- Pool Staff
- A/V support staff
- Summer Day Program Staff
- Evening Assistants and Saturday Monitors
- Snack Shack at Lower Fields
- Independent contractors/vendors who offer classes

** These positions funded from additional sources as well.*

	<i>Revenues</i>	<i>Expenses</i>	<i>Surplus</i>
FY17	\$3,179,567	\$2,753,622	\$425,945
FY18	\$3,187,599	\$2,978,119	\$209,480

FY18 Community Education Support to the District & Community

\$906,025.00

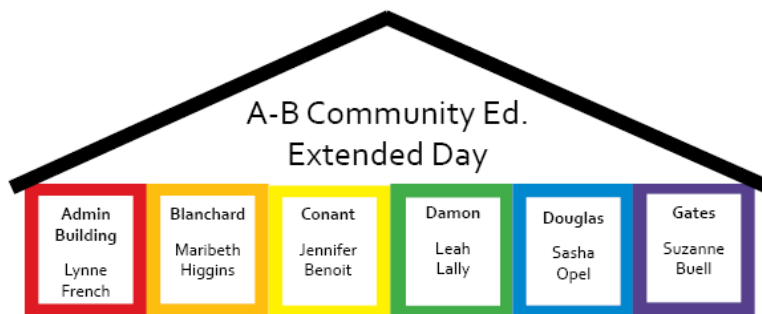
• Custodial Salaries and Health Insurance	\$ 348,977
• Finance/Central Office staff	\$ 50,159
• Contribution to Leary Field Lights	\$ 180,000
• Extended Day Revenue Funding FY19 Energy	\$ 195,000
• New Marquee Sign on Route 111	\$ 43,236
• Repairs to HS Pool Filtration System	\$ 48,588
• Air Conditioning in 5 JH Classrooms	\$ 13,745
• New Backboards at Gates & Conant Gyms	\$ 4,480

Highlights

- * Planning for move to district-wide before and after school child care.
- * Successful move of Summer Day Program from Administration Building to RJ Grey JH.
- * New end of summer program to respond to community need.

Extended Day

2018-2019



Enrollment On October 1

School Year	Admin	Blanchard	Conant	Damon	Douglas	Gates	TOTAL
18-19	177	123	93	82	90	71	636
17-18	219	130	82	65	90*	65	651

Accomplishments to Date

- **Financial Alignment Across Programs**
- **Staffing**
- **Professional Development/Training**
- **Shared/Consistent Programming of Activities**
- **Consolidated/Aligned Administration**



Extended Day Garden Club

Our To Do List

- **Determine how XD can best support families in need**
State voucher system v. in-house
- **Analyze pricing structures**
Hourly rates – impact on budget and staffing



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

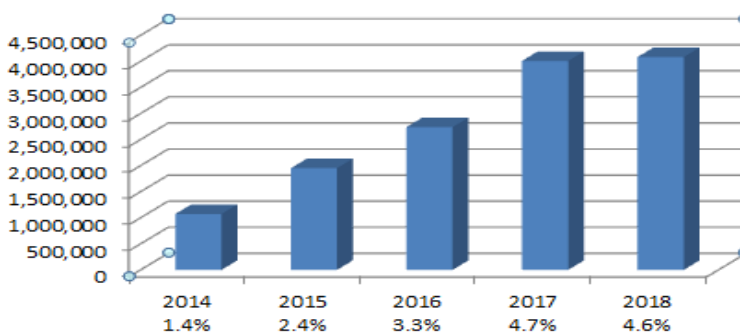
School Committee FY2019 Budget Update – Q1

November 1, 2018

FY2019 Q1 – The Big Picture

➤ July 1, 2018 E&D Certified at \$4,082,325 (4.6%)

E&D Balance as of July 1,



ABRSD

3

FY2019 Q1 Highlights – Revenues

Revenue categories with significant budget variances:

(\$ amounts in thousands)

	<u>Budget</u>	<u>Projected</u>	<u>Var.</u>
➤ Chapter 70 Aid	\$14,968.1	\$15,022.4	\$54.3
Minimum Aid voted \$30 per student; A-B had budgeted \$20.			
➤ Transportation Aid	\$ 1,337.8	\$ 1,532.1	\$194.3
Reflects final rate adj. in FY18; this amount is estimated and finalized in June.			
➤ Investment Earnings	\$ 100.0	\$ 278.7	\$178.7
Reflects actual Q1 earnings, extrapolated to yearend.			

Total Projected Revenue variance to date = \$426,602.

ABRSD

4

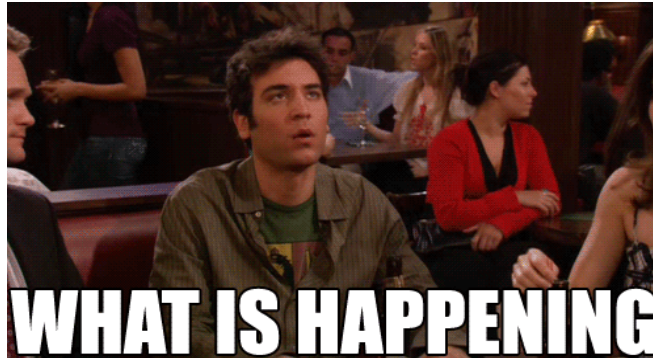
FY2019 Q1 Highlights – Expenditures

Items where potential variances could be expected:

- Net salaries - based on historical trends and c/y hiring
- Health Insurance - based on volume of switch to HSA
- Insurance - based on favorable Workers Comp. trend
- MCRS Assessment - based on early payment discount
- Capital Outlay - based on additional projects undertaken
- Special Ed. Tuition - based on FY18 CB adjustment
- AND...Others, based on events to be determined

Expenditure Projections w/b reported commencing Q2.

FY2019 Q1 Highlights – Other Info



Significant Financial Developments

- ➔ Governor's FY18 Supplemental Budget passed
(but without additional CB, Trans or Charter Aid)
- ➔ FY2020 Budget Development has begun
(meetings with ALG; Acton Fin-Com Point of View)
- ➔ Capital Planning Committee has formed & met
- ➔ FY2018 Financial Audit has been completed
(draft reports received and are being reviewed)
- ➔ Moody's Issuer Comment Report received
(DV to arrange follow-up after audited F/S issued)

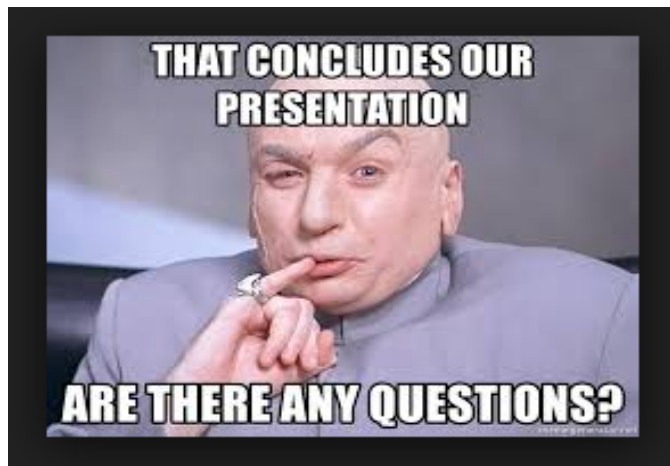
FY2020 Table Six Calculation Preview

- ➔ FY2019 – was final year of prescribed allocation
60%/40% Projected Benefit split per R.A., Appendix A
(Result = Acton 84.09%, Boxborough 15.91%)

- ➔ FY2020 – will be 1st year w/ direct PP allocation
\$425K fixed cost shift from A to B; FY19 net cost shift determined by Appendix A methodology was \$510K
 - ➔(Preliminary projection = Act. 83.96%, Box. 16.04%)
 - ➔(Preliminary assessment = Act. +4.25%, Box. +5.25%)

- ➔ FY2021 – will be 2nd year w/ direct PP allocation
\$25K fixed cost shift; virtually exclusive PP allocation

Thank you for your attention!!



**Acton-Boxborough Regional School District
 FY2019 Budget Update - Q1 OVERVIEW
 Presentation to SC November 1, 2018**

FY2019 Projected Financial Results -

Budgeted FY2019 Revenues	\$88,721,492	
Projected FY2019 Revenues	<u>\$89,148,094</u>	\$ 426,602
Budgeted FY2019 Expenditures	\$88,721,492	
Projected FY2019 Expenditures	<u>\$88,721,492</u>	<u>\$ -</u>
Projected Estimated Budget Surplus		\$ 426,602

FY2019 Projected E&D Reserve Analysis -

Beginning E&D Balance, July 1, 2017		\$ 4,008,284
		4.5%
Transfer to Capital Projects (MSBA Feasibility Study)		\$ (710,000)
FY2018 Budgeted Closeout - Revenues, net	\$ 557,642	
Expenditures, net	<u>\$ 1,180,335</u>	\$ 1,737,977
DOR Adjustments for Prepaid Expenses as of June 30, 2018		\$ (178,627)
Budgeted Use in Determining FY2019 Assessments		<u>\$ (775,000)</u>
Projected E&D Balance, July 1, 2018*		\$ 4,082,634
		4.60%

* - Subject to yearend closeout process, including unforeseen transactions, and review by Mass DOR.



David Verdolino <dverdolino@abschools.org>

EXCESS AND DEFICIENCY - Acton Boxborough

1 message

dlssupport@dor.state.ma.us <dlssupport@dor.state.ma.us>

Fri, Oct 26, 2018 at 11:58 AM

To: accounting@acton-ma.gov, dverdolino@abschools.org, tblondin@abschools.org, jbarrett@boxborough-ma.gov, selectmen@boxborough-ma.gov, bos@acton-ma.gov, mneyland@boxborough-ma.gov, mdenehy@abschools.org, bbieber@abschools.org, kneville@abschools.org, gbrand@abschools.org, cjeannotte@abschools.org, plight@abschools.org, mbrolin@abschools.org, dlsitgroup@dor.state.ma.us

Cc: handfielda@dor.state.ma.us

Massachusetts Department of Revenue Division of Local Services

Christopher C. Harding, Commissioner

Sean R. Cronin, Senior Deputy Commissioner of Local Services

Acton Boxborough

10/26/2018

Re: EXCESS AND DEFICIENCY - Acton Boxborough

Based upon the unaudited balance sheet submitted, I hereby certify that the amount of excess and deficiency or "E & D" as of July 1, 2018 for Acton Boxborough is:

General Fund \$4,082,325.00

This certification is in accordance with the provisions of G. L. Chapter 71, §16B½, as amended. The unencumbered funds certified above in excess of five percent of the operating budget and budgeted capital costs for the succeeding fiscal year must be applied to reduce the current fiscal year's assessment. For your district, this excess amount equals \$0.00.

This certification letter will also be e-mailed to the school superintendent, the board of selectmen in each member town and the city council in each member city immediately upon approval, provided an e-mail address is reported in DLS' Local Officials Directory. Please forward to other officials that you deem appropriate.

Sincerely

Mary Jane Handy

Director of Accounts

Massachusetts Department of Revenue

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this mail in error please notify the postmaster at dor.state.ma.us.

 Acton Boxborough RSD FY18.pdf
12K

SUBMITTED BY	David Verdolino	DISTRICT	Acton Boxborough
PHONE	978-264-3305	DATE RECEIVED	10/22/18
FIELD REP	Amy Handfield	DATE SUBMISSION COMPLETE	10/24/18

EXCESS AND DEFICIENCY CALCULATION

BEGIN:

UNRESERVED FUND BALANCE/EXCESS AND DEFICIENCY	<u>4,261,810</u>
---	------------------

LESS:

OTHER RECEIVABLE, OVERDRAWN ACCOUNTS, DEFICITS

Prepays	<u>178,627</u>
MCRS Medex	<u>158</u>
SPED IDEA - F240	<u>13</u>
Title III #F180 ELA	<u>687</u>
	<u>-</u>
	<u>-</u>
	<u>-</u>
	<u>-</u>
	<u>-</u>
	<u>-</u>

OTHER ADJUSTMENTS:

	<u>-</u>
	<u>-</u>
	<u>-</u>

TOTAL CERTIFIED UNENCUMBERED EXCESS AND DEFICIENCY	<u>4,082,325</u>
--	------------------

UNENCUMBERED E & D IN EXCESS OF 5% CALCULATION

OPERATING AND CAPITAL BUDGET	<u>88,721,492</u>
------------------------------	-------------------

5% OF BUDGET	<u>4,436,075</u>
--------------	------------------

TOTAL IN EXCESS	<u>-</u>
-----------------	----------

REVIEWED BY: Amy Handfield

DATE: 10/25/2018

PLEASE SEE CERTIFICATION LETTER

FOR DIRECTOR OF ACCOUNTS APPROVAL

**Acton-Boxborough Regional School District
 FY2019 Budget Q1 Update - Revenue by Type
 Presentation to SC November 1, 2018**

Source: Munis Budget v. Actual 10/18/2018

ACCOUNT DESCRIPTION	FY2018 FINAL ACTUAL	(B) FY2019 VOTED BUDGET	ACTUAL YTD	(P) PROJECTED	(P) - (B) VARIANCE
STATE AID -					
Foundation Aid (Chapter 70)	14,859,361	14,968,061	3,755,610	15,022,441	54,380
Regional Transportation (Chapter 71)	1,403,006	1,337,757	0	1,532,131	194,374
Regional Bonus Aid	52,691	25,000	0	25,000	0
Charter School Reimbursement Aid	20,538	32,361	7,599	30,403	-1,958
REGIONAL ASSESSMENTS -					
Acton (FY18 - 83.28%; FY19 - 84.09%)	57,730,056	59,981,958	14,995,491	59,981,958	0
Boxborough (FY18 - 16.72%; FY19 - 15.91%)	11,593,781	11,351,355	2,837,839	11,351,355	0
OTHER REVENUES -					
Medicaid Reimbursement	274,691	150,000	26,711	150,000	0
Earnings on Investments	195,668	100,000	69,669	278,676	178,676
Rental Income	55,000	0	0	0	0
Miscellaneous	13,340	0	1,130	1,130	1,130
APPROPRIATED FROM E&D	450,000	775,000	0	775,000	0
Revenue Total	86,648,133	88,721,492	21,694,049	89,148,094	426,602

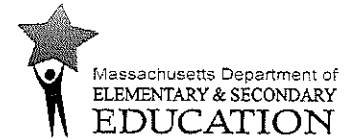
Notes re Items with significant variances -

- 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; final reimbursement is reported by end of June.
- Earnings on Investments Projection is based on extrapolation of Q1 earnings; subject to fluctuations in interest rates and invested cash balances.
- Miscellaneous Revenue No budget or basis for projection; will adjust projection to YTD actual as received.

Massachusetts Department of Elementary and Secondary Education

FY19 Chapter 70 Summary

600 Acton Boxborough

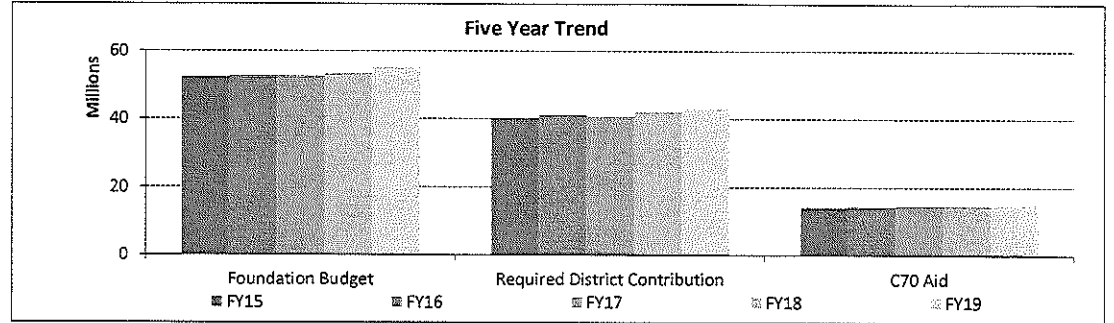


Aid Calculation FY19

Comparison to FY18

Prior Year Aid	
1 Chapter 70 FY18	14,859,361
Foundation Aid	
2 Foundation budget FY19	55,170,323
3 Required district contribution FY19	43,056,913
4 Foundation aid (2 -3)	12,113,410
5 Increase over FY18 (4 - 1)	0
Minimum Aid	
6 Minimum \$30 per pupil increase	163,080
Non-Operating District Reduction to Foundation	
7 Reduction to foundation	0
Additional Aid Increment	
8 Adjustment based on H. 4401 Ch. 70 aid	0
Transitional Relief for impact of Change in Low-Income Measure	
9 Relief for impact of change in measure	0

	FY18	FY19	Change	Pct Chg
Enrollment	5,443	5,436	-7	-0.13%
Foundation budget	53,421,567	55,170,323	1,748,756	3.27%
Required district contribution	42,045,809	43,056,913	1,011,104	2.40%
Chapter 70 aid	14,859,361	15,022,441	163,080	1.10%
Required net school spending (NSS)	56,905,170	58,079,354	1,174,184	2.06%
Target aid share	21.41%	21.89%		
C70 % of foundation	27.82%	27.23%		
Required NSS % of foundation	106.52%	105.27%		



Massachusetts Department of Revenue
 Division of Local Services
 Municipal Databank/Local Aid Section
 Cherry Sheet: Regional Schools, Final Budget

1. Where present, uncheck NULL boxes and enter values (no commas) to set min and max data ranges.
2. Report will always include all data, but will display only communities within set ranges.
3. Click "View Report" and scroll down to check report status.
4. To view or sort data, export to Excel.

[Close](#)

Regional School (please type): <u>Acton Boxborough</u>		Year: <u>2019</u>
C.S. 2-ER Commonwealth of Massachusetts Department of Revenue FY2019 NOTICE TO REGIONAL SCHOOL DISTRICTS OF ESTIMATED RECEIPTS General Laws, Chapter 58, Section 25A Acton Boxborough <u>Regional School List</u>		
A. EDUCATION		
Distributions and Reimbursements		
Chapter 70	15,022,441	
Charter School Tuition Reimbursement	30,403	
Regional School Transportation	1,532,131	
Offset Items - Reserve for Direct Expenditure:		
School Choice Receiving Tuition	160,587	
TOTAL ESTIMATED RECEIPTS:	16,745,562	
Estimated Charges:		
Special Education	0	
School Choice Sending Tuition	84,132	
Charter School Sending Tuition	342,919	
TOTAL ESTIMATED CHARGES:	427,051	
B. TOTAL RECEIPTS, NET OF ESTIMATED CHARGES:	16,318,511	

FOR 2019 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	36,836,152	.00	36,836,152.00	3,315,520.79	33,146,048.61	374,582.60	99.0%
02 SALARIES, PRIN/A PRI	2,447,883	.00	2,447,883.00	656,686.31	1,791,815.69	-619.00	100.0%
03 SALARIES, CNTRL ADMN	1,306,890	.00	1,306,890.00	351,884.04	937,868.44	17,137.52	98.7%
04 SALARIES, SUPP STAFF	10,605,651	.00	10,605,651.00	1,284,368.30	7,094,113.92	2,227,168.78	79.0%
05 SALARIES, ATHLETICS	627,874	.00	627,874.00	128,864.41	253,772.99	245,236.60	60.9%
06 SALARIES, BUILDINGS	818,672	.00	818,672.00	220,361.75	539,019.50	59,290.75	92.8%
07 SALARIES, CUSTODIAL	1,559,721	.00	1,559,721.00	344,413.49	1,143,241.59	72,065.92	95.4%
08 SALARIES, HOME INSTR	8,500	.00	8,500.00	.00	.00	8,500.00	.0%
09 SALARIES, MISC PS	1,575,926	.00	1,575,926.00	334,032.85	967,314.58	274,578.57	82.6%
11 SALARIES, SUBS MISC	71,103	.00	71,103.00	5,469.56	7,242.83	58,390.61	17.9%
12 SALARIES, SUBS INSTR	702,095	.00	702,095.00	21,097.62	9,468.28	671,529.10	4.4%
13 SALARIES, OVERTIME	233,215	.00	233,215.00	19,385.29	.00	153,829.71	34.0%
14 STIPENDS, CURR/INSTR	189,500	.00	189,500.00	15,620.68	5,461.20	168,418.12	11.1%
15 FRINGES, COURSE REIM	56,000	.00	56,000.00	16,877.00	.00	39,123.00	30.1%
16 FRINGES, HLTH INSUR	7,992,389	.00	7,992,389.00	2,249,766.19	.00	5,742,622.81	28.1%
17 FRINGES, H INSUR RET	946,579	.00	946,579.00	236,925.71	.00	709,653.29	25.0%
18 FRINGES, LIF/DIS INS	44,520	.00	44,520.00	13,265.22	.00	31,254.78	29.8%
19 FRINGES, UNEMPLYMNT	40,000	.00	40,000.00	14,085.43	.00	25,914.57	35.2%
20 FRINGES, WORKRS COMP	515,574	.00	515,574.00	440,589.13	.00	74,984.87	85.5%
21 FRINGES, MCRS	2,513,393	.00	2,513,393.00	2,467,453.00	.00	45,940.00	98.2%
22 FRINGES, MEDICARE	827,105	.00	827,105.00	104,730.80	.00	722,374.20	12.7%
23 CONTRIB OPEB TRUST F	900,000	.00	900,000.00	225,000.00	.00	675,000.00	25.0%
24 INSTRUCT SUPPLIES	1,048,669	28,500.00	1,077,169.00	372,295.03	251,792.65	453,081.32	57.9%
25 INSTRUCT TEXTBOOKS	258,915	.00	258,915.00	76,182.34	80,212.82	102,519.84	60.4%
26 INSTRUCTIONAL, LBY	52,356	.00	52,356.00	20,456.33	10,787.54	21,112.13	59.7%
27 OTHER, CAP OUTLAY	1,153,500	-1,014,000.00	139,500.00	128,261.57	85,638.47	-74,400.04	153.3%
28 OTHER, CAPITAL - CIP	0	1,000,000.00	1,000,000.00	244,052.60	65,397.98	690,549.42	30.9%
29 OTHER, DEBT SERVICE	1,872,518	.00	1,872,518.00	324,283.75	.00	1,548,234.25	17.3%
30 OTHER, PROP/CASUALTY	152,000	.00	152,000.00	160,509.28	.00	-8,509.28	105.6%
31 OTHER, MAINT BLDG/GR	821,945	-18,000.00	803,945.00	189,876.06	137,436.53	476,632.41	40.7%
32 OTHER, MAINT EQUIP	127,961	.00	127,961.00	20,795.39	19,864.65	87,300.96	31.8%
34 OTHER, LEGAL SERVICE	175,000	.00	175,000.00	4,375.00	24,675.00	145,950.00	16.6%
35 OTHER, ADMIN SUPP	1,071,782	-24,000.00	1,047,782.00	324,328.03	125,858.74	597,595.23	43.0%
36 OTHER, ATHLETIC SUPP	71,524	.00	71,524.00	22,524.26	6,172.72	42,827.02	40.1%
37 OTHER, CUSTODL SUPP	155,000	.00	155,000.00	39,712.54	59,086.20	56,201.26	63.7%
38 OTHER, SPED TRANSP	1,624,768	.00	1,624,768.00	20,446.29	246,790.27	1,357,531.44	16.4%
39 OTHER, STUDENT TRANS	1,664,657	.00	1,664,657.00	660,422.64	55,527.14	948,707.22	43.0%
40 OTHER, TRAVEL/CONF	184,494	27,500.00	211,994.00	46,653.24	30,887.19	134,453.57	36.6%
41 OTHER, SPED TUITION/	5,161,531	.00	5,161,531.00	469,109.38	6,617,698.26	-1,925,276.64	137.3%
42 OTHER, UTILITIES	1,304,000	.00	1,304,000.00	151,223.22	.00	1,152,776.78	11.6%
43 OTHER, TELEPHONE	85,751	.00	85,751.00	19,733.30	25,385.45	40,632.25	52.6%
44 OTHER, SEWER	286,333	.00	286,333.00	15,585.18	77,925.90	192,821.92	32.7%
48 ASSESSMENTS	628,479	.00	628,479.00	105,938.00	.00	522,541.00	16.9%
49 OTHER	1,567	.00	1,567.00	.00	.00	1,567.00	.0%
GRAND TOTAL	88,721,492	.00	88,721,492.00	15,943,161.00	53,816,505.14	18,961,825.86	78.6%

** END OF REPORT - Generated by THOMAS BLONDIN **

10/26/2018
1:25:40PM

**Acton Boxborough Regional School District
Budget Projection by Admin Responsibility Detail
General Fund
FY 2019 Through September**

ACCOUNT	DESCRIPTION	DESE FUNC CODE	2018 Budget	2018 Actual	2018 \$ Remaining	2019 Budget	2019 Actual	2019 \$ Remaining
SUPERINTENDENT - 01			131,520.00	60,895.75	70,624.25	144,500.00	30,174.78	114,325.22
ASST SUPT OF TEACH & LEARNING - 02			367,400.00	120,498.89	246,901.11	386,830.00	136,703.31	250,126.69
FINANCE DIRECTOR - 03			17,322,701.00	6,434,748.73	10,887,952.27	16,911,013.00	6,485,384.16	10,425,628.84
PERSONNEL / DEPUTY SUPT - 04			53,042,147.00	51,414,309.46	1,627,837.54	56,048,324.00	52,218,591.49	3,829,732.51
STUDENT SERVICES - 05			8,349,538.00	9,689,990.68	(1,340,452.68)	7,891,264.00	7,941,896.20	(50,632.20)
EDUCATIONAL TECH DIRECTOR - 06			699,190.00	432,245.04	266,944.96	649,200.00	337,752.68	311,447.32
FACILITIES DIRECTOR - 07			4,568,469.00	1,627,887.89	2,940,581.11	4,965,169.00	1,744,550.10	3,220,618.90
MUSIC DIRECTOR - 08			79,540.00	17,782.56	61,757.44	74,036.00	12,702.78	61,333.22
ART DIRECTOR - 09			107,116.00	22,836.66	84,279.34	110,329.00	36,690.39	73,638.61
ATHLETIC DIRECTOR - 13			82,442.00	28,889.63	53,552.37	82,575.00	33,034.32	49,540.68
SENIOR HIGH PRINCIPAL - 15			549,428.00	165,198.44	384,229.56	603,800.00	301,355.64	302,444.36
JUNIOR HIGH PRINCIPAL - 16			247,980.00	97,995.52	149,984.48	291,642.00	142,948.84	148,693.16
BLANCHARD PRINCIPAL - 17			85,000.00	27,345.70	57,654.30	88,000.00	57,491.44	30,508.56
CONANT PRINCIPAL - 18			85,000.00	55,227.84	29,772.16	88,000.00	55,673.25	32,326.75
DOUGLAS PRINCIPAL - 19			85,000.00	64,849.84	20,150.16	88,000.00	36,980.31	51,019.69
GATES PRINCIPAL - 20			85,000.00	56,242.91	28,757.09	88,000.00	59,743.71	28,256.29
MCCARTHY TOWNE PRINCIPAL - 21			85,000.00	73,418.54	11,581.46	88,000.00	68,837.38	19,162.62
MERRIAM PRINCIPAL - 22			88,000.00	37,532.96	50,467.04	92,640.00	45,329.62	47,310.38
PHYSICAL ED/ HEALTH ED - 39			30,020.00	12,210.33	17,809.67	30,170.00	13,825.74	16,344.26
TOTAL FUND: GENERAL FUND			86,090,491.00	70,440,107.37	15,650,383.63	88,721,492.00	69,759,666.14	18,961,825.86
GRAND TOTAL:			86,090,491.00	70,440,107.37	15,650,383.63	88,721,492.00	69,759,666.14	18,961,825.86

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2018**

Operating		Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 9/30/2018
LUNCH							
K Nelson	3201 LUNCH	680,040.98	0.00	237,333.28	147,165.72	(103,579.60)	666,628.94
SUPERINTENDENT							
P Light	3311 SUPERINTENDENT GIFTS	1,876.00		0.00	0.00		1,876.00
DISTRICTWIDE							
P Light	3353 DISTRICT WIDE GIFTS	0.00		0.00	0.00		0.00
M Altieri	3356 ABSAF: MIDDLESEX BANK	0.00		50,000.00	0.00		50,000.00
CURRICULUM							
D Bookis	3318 PARENT INVOLVEMENT PROJECT	14,699.53		36.00	1,878.25		12,857.28
D Bookis	3323 CURRICULUM GIFT	1,352.11	0.00	0.00	0.00		1,352.11
D Bookis	3419 SCHOOL TO BUSINESS	0.00		0.00	0.00		0.00
FINANCE							
D Verdolino	3401 SCHOOL CHOICE	68,760.01		26,764.00	15,871.72		79,652.29
M Altieri	3406 ADK	338,423.14	0.00	351,056.50	84,903.66		604,575.98
D Verdolino	3016 CIRCUIT BREAKER	2,023,721.84		0.00	0.00		2,023,721.84
D Verdolino	3501 INSURANCE REIMB	20,310.83		2,911.29	3,399.96		19,822.16
FACILITIES							
J D Head	4002 DOUGLAS SCHOOL BUILDING PROJECT	699,935.00	0.00	0.00	8,439.99		691,495.01
J D Head	3322 ELM ST HOOPS	1,214.00		0.00	0.00		1,214.00
J D Head	3328 NSTAR POWER DOWN PROJECT	7,423.73		0.00	76.55		7,347.18
J D Head	3329 FRIENDS OF LOWER FIELDS	35,597.87		0.00	241.36		35,356.51
J D Head	3330 LOWER FIELDS GIFT 2	0.00		0.00	0.00		0.00
J D Head	3342 WEST ACTON BOARDWALK	9,857.40		0.00	0.00		9,857.40
J D Head	3418 TRANSPORTATION	0.00		4,287.00	263.68		4,023.32
J D Head	3332 DAMON PLAYGROUND	21.34		0.00	0.00		21.34

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2018**

Operating		Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 9/30/2018
	COMMUNITY EDUCATION						
E Bettez	3402 COMMUNITY ED	1,575,675.72	0.00	438,542.33	539,131.90		1,475,086.15
E Bettez	3403 USE OF FACILITIES	0.00		91,998.90	80,114.18		11,884.72
E Bettez	3404 DRIVERS' ED	171,952.07	0.00	27,681.90	55,644.14		143,989.83
E Bettez	3407 EXTENDED DAY PROGRAMS	0.00	0.00	487,859.20	112,983.41		374,875.79
	STUDENT SERVICES						
D Bentley	3428 ODP REVOLVING	121,176.60		0.00	4,293.29		116,883.31
J Gibowitz	3429 AD INTEGRATED PRESCHOOL	229,809.72		74,489.70	38,335.33		265,964.09
D Bentley	3357 MICHELLE STARR SPECIAL EDUCATION GIFTS	0.00		1,330.00	0.00		1,330.00
	3326 MCC BIG YELLOW SCHOOL BUS						
L Dorey	SENIOR HIGH	85.14		\$0.00	\$0.00		85.14
A Shen	JUNIOR HIGH	200.00		\$0.00	\$0.00		200.00
D Labb	BLANCHARD	0.00		\$0.00	\$0.00		0.00
D Sugrue	CONANT	1,050.00		\$0.00	\$0.00		1,050.00
C Whitbeck	DOUGLAS	278.75		\$0.00			278.75
L Newman	GATES	0.00		\$0.00	\$0.00		0.00
D Krane	MCCARTHY TOWNE	0.00		\$0.00	\$0.00		0.00
J Schneider	MERRIAM	671.00		\$0.00	\$0.00		671.00
	3416 LIBRARY REVOLVING						
L Dorey	SENIOR HIGH	4,873.38		0.00	591.22		4,282.16
A Shen	JUNIOR HIGH	2,610.24		0.00	735.00		1,875.24
D Labb	BLANCHARD	8,976.46		0.00	386.91		8,589.55
D Sugrue	CONANT	4,482.97		0.00	0.00		4,482.97
C Whitbeck	DOUGLAS	485.29		0.00	0.00		485.29
L Newman	GATES	2,883.08		0.00	773.01		2,110.07
D Krane	MCCARTHY TOWNE	1,001.48		0.00	686.38		315.10
J Schneider	MERRIAM	129.95		0.00	0.00		129.95

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2018**

Operating		Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 9/30/2018
SENIOR HIGH							
S Martin	3301 ATHLETIC GIFTS	7,000.00		0.00	0.00		7,000.00
S Martin	3303 ABSAF:SH ATHLETICS	0.00		41,000.00	0.00		41,000.00
S Martin	3405 ATHLETIC REVG	61,111.20	0.00	96,225.00	45,430.64		111,905.56
G Arsenault	3302 ABSAF:SH PERFORMING ARTS	0.00		3,000.00	0.00		3,000.00
L Dorey	3306 SENIOR HIGH GIFTS	9,863.75		0.00	2,995.04		6,868.71
L Dorey	3308 SH GIFT:PTSO	5,985.11		0.00	500.00		5,485.11
L Dorey	3309 SH GIFT:OTHER	6,089.75		0.00	0.00		6,089.75
L Dorey	3313 ABSAF:SH EXTRACURRICULAR	1,316.85		13,000.00	500.00		13,816.85
L Dorey	3315 UNITED WAY GIFT	0.00		0.00	0.00		0.00
L Dorey	3319 SH: COMMUNITY SERVICE GIFTS	4,996.71		0.00	0.00		4,996.71
L Dorey	3320 SH: SPECTRUM	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
L Dorey	3412 LOST BOOKS-SENIOR HIGH	31,685.11		0.00	0.00		31,685.11
L Dorey	3413 PARKING-SENIOR HIGH	6,737.74		36,180.00	4,292.86		38,624.88
L Dorey	3414 SUMMER SCHOOL TUITION	103,656.44		86,509.90	70,326.31		119,840.03
G Arsenault	3415 PERFORMING ARTS REV	0.00		3,000.00	0.00		3,000.00
L Dorey	3420 EMPORIUM REVOLVING	11,892.76		501.86	6,728.84		5,665.78
L Dorey	3423 SH: PROSCENIUM CIRCUS	56,508.83	0.00	9,000.00	3,878.98		61,629.85
L Dorey	3424 SH:COUNSELING/TESTING	33,726.53		2,076.00	7,640.62		28,161.91
L Dorey	3425 SH CHORUS	12,993.99	0.00	0.00	10,000.00		2,993.99
JUNIOR HIGH							
A Shen	3305 JUNIOR HIGH GIFTS	8,054.71		0.00	6,350.00		1,704.71
A Shen	3312 ABSAF:JH EXTRACURRICULAR	0.20	0.00	5,000.00	0.00		5,000.20
A Shen	3314 JOHN LORING MEMORIAL GIFT	(0.00)		0.00	0.00		(0.00)
A Shen	3317 EDFAAB GIFT - JH	0.00		0.00	0.00		0.00
A Shen	3327 DRAGONFLY THEATER	42,108.94		0.00	0.00		42,108.94
A Shen	3411 LOST BOOKS-JUNIOR HIGH	6,555.94		80.00	1,460.46		5,175.48
A Shen	3421 JH STORE REVOLVING	894.59		2,105.00	549.64		2,449.95
A Shen	3422 JH THEATER REVOLVING	7,659.48	0.00	0.00	713.29		6,946.19

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2018**

Operating		Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 9/30/2018
BLANCHARD							
D Labb	3348 BLANCHARD GIFTS	7,791.57	0.00	0.00	2,076.00		5,715.57
D Labb	3408 BLANCHARD AM/PM XD	123,796.63		35.00	4,105.34		119,726.29
D Labb	3355 BLANCHARD PIANO TUNING	1,000.00	0.00	0.00	0.00		1,000.00
CONANT							
D Sugrue	3334 CONANT PTO	0.00	0.00	0.00	277.95		(277.95)
D Sugrue	3343 CONANT ENRICHMENT GIFT	41,076.54	0.00	0.00	0.00		41,076.54
D Sugrue	3349 CONANT GIFTS	574.59		0.00	0.00		574.59
DOUGLAS							
C Whitbeck	3335 DOUGLAS PTO	0.00		0.00	1,231.20		(1,231.20)
C Whitbeck	3350 DOUGLAS GIFTS	0.00		0.00	0.00		0.00
C Whitbeck	3409 DOUG: DAWN/DUSK	170,250.24		0.00	14,340.37		155,909.87
GATES							
L Newman	3336 GATES PTO	3,035.38	0.00	0.00	782.30		2,253.08
L Newman	3339 GATES GIFTS	15,381.40		5,000.00	47.00		20,334.40
L Newman	3344 GATES ENRICHMENT GIFT	82,254.31	0.00	0.00	0.00		82,254.31
MCCARTHY TOWNE							
D Crane	3337 MCCARTHY PTO	0.00	0.00	0.00	3,655.66		(3,655.66)
D Crane	3340 MCCARTHY TECHN	0.00		0.00	0.00		0.00
D Crane	3345 MCT ENRICHMENT GIFT	110,274.37	0.00	0.00	815.76		109,458.61
D Crane	3351 MCCARTHY TOWNE GIFTS	1,785.43		0.00	0.00		1,785.43
MERRIAM							
J Schneider	3338 MERRIAM PTO	6,844.92	0.00	0.00	4,737.97		2,106.95
J Schneider	3352 MERRIAM GIFTS	0.00		0.00	0.00		0.00
J Schneider	3410 MERRIAM AM/PM	97,934.31	0.00	633.00	3,436.99		95,130.32
Total Special Revenue and Revolving Funds		7,110,413.95	0.00	2,097,635.86	1,292,788.88	(103,579.60)	7,811,681.33

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2018**

Operating		Fund Balance 7/1/2018	Fund Balance Transfers	Receipts	Expenses	Prepaid Revenue Adj.	Munis Balance as of 9/30/2018
SCHOLARSHIPS							
L Dorey	5001 SCH:DENNIS M KULSICK - Principal Restricted	12,150.00					12,150.00
L Dorey	5001 SCH:DENNIS M KULSICK - Interest	127.72		514.19	0.00		641.91
L Dorey	5003 SCH:A B JAMBOREE	2,361.55	0.00	3.54	0.00		2,365.09
L Dorey	5004 SCH:KATHERINE KINSLEY	29,425.46	0.00	44.23	0.00		29,469.69
L Dorey	5005 SCH:JAMES E KINSLEY	38,383.57	0.00	57.68	0.00		38,441.25
L Dorey	5006 SCH:AMERICAN LEGION 284 - Principal Restricted	34,000.00					34,000.00
L Dorey	5006 SCH:AMERICAN LEGION 284 - Interest	14,248.40		71.14	1,500.00		12,819.54
L Dorey	5008 SCH:J PRENDVILLE III	10,201.69		15.33	0.00		10,217.02
L Dorey	5009 SCH:M&P SMOLTEES	16,215.02		24.37	0.00		16,239.39
L Dorey	5010 SCH:J DEBAGGIS	3,008.74		4.52	0.00		3,013.26
L Dorey	5011 SCH:R J GREY	13,204.15		19.84	0.00		13,223.99
L Dorey	5012 SCH:CHARLES BATTIT	19,020.95		28.58	0.00		19,049.53
L Dorey	5013 SCH:J SCOTT	-		-	-		-
L Dorey	5014 SCHOLARSHIP:GENERAL	2,308.02	0.00	1,203.69	0.00		3,511.71
L Dorey	5015 FRED S KENNEDY SCHOLARSHIP - Principal Restrict	1,400.00					1,400.00
L Dorey	5015 FRED S KENNEDY SCHOLARSHIP - Interest	31.71	0.00	2.15	0.00		33.86
L Dorey	5016 CHS BRUSIE MEMORIAL SCHOLARSHP	2,618.27		3.92	0.00		2,622.19
L Dorey	5017 THOMAS MEAGHER SCHOLARSHIP	3,957.57		5.94	0.00		3,963.51
L Dorey	5018 R & E MATUSOW SCHOLARSHIP	5,018.86	0.00	75.16	0.00		5,094.02
L Dorey	5018 R & E MATUSOW SCHOLARSHIP - Principal Restrict	45,000.00					45,000.00
L Dorey	5020 SANDRA WILENSKY SCHOLARSHIP	638.46		0.95	0.00		639.41
L Dorey	5021 FREDERICK JOYCE MEMORIAL	141.53		0.21	0.00		141.74
L Dorey	5023 ALMA PARKHURST SCHOLARSHIP	11,166.98		16.81	0.00		11,183.79
D Labb	5024 P HALL SCHOLARSHIP-Principal Restricted	10,000.00					10,000.00
	5024 P HALL SCHOLARSHIP-Interest	4,802.92		0.00	0.00		4,802.92
STUDENT ACTIVITIES							
A Shen	6001 STU ACTIVITY FUND-JH	42,507.02		5,443.73	17,974.56		29,976.19
L Dorey	6002 STU ACTIVITY FUND-SH	146,146.79	0.00	8,017.41	48,611.19		105,553.01
D Labb	6003 STU ACTIVITY FUND-BL	19,098.48		136.66	5,505.26		13,729.88
Total Scholarship & Agency Funds		487,183.86	0.00	15,690.05	73,591.01	0.00	429,282.90
Total All funds		7,597,597.81	0.00	2,113,325.91	1,366,379.89	(103,579.60)	8,240,964.23

Acton Boxborough Regional Schools

FY'19 Grants

As of September 30, 2018

					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	1,264,628.00	126,462.00	0.00	126,462.00	1,138,164.00
Expense									
30011901	516011	30011901 516011		SH F240 AIDES/PARAS - SPED	291,502.00	34,624.04	256,878.20	291,502.24	-0.24
30011902	516011	30011902 516011		JH F240 AIDES/PARAS - SPED	189,892.00	22,609.40	54,508.74	77,118.14	112,773.86
30011903	516011	30011903 516011		BL F240 AIDES/PARAS - SPED	91,560.00	10,540.97	81,019.03	91,560.00	0.00
30011904	516011	30011904 516011		CN F240 AIDES/PARAS - SPED	119,323.00	14,439.23	104,883.65	119,322.88	0.12
30011905	516011	30011905 516011		DO F240 AIDES/PARAS - SPED	46,728.00	5,931.58	14,594.81	20,526.39	26,201.61
30011906	516011	30011906 516011		GA F240 AIDES/PARAS - SPED	137,757.00	15,702.11	121,686.17	137,388.28	368.72
30011907	516011	30011907 516011		MCT F240 AIDES/PARAS - SPED	123,927.00	14,507.48	0.00	14,507.48	109,419.52
30011908	516011	30011908 516011		ME F240 AIDES/PARAS - SPED	234,314.00	27,874.74	0.00	27,874.74	206,439.26
30011909	516011	30011909 516011		PRESCHOOL AIDES/PARAS - SPED	28,048.00	3,250.84	24,797.12	28,047.96	0.04
30011910	524102	30011910 524051		EVALUATION - INDPDT - SE	1,575.00	0.00	0.00	0.00	1,575.00
3001				SPED IDEA 240	1,264,628.00	149,480.39	658,367.72	807,848.11	456,777.89
3002	TITLE I # F305			Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.010			DEB BOOKIS					
Revenue									
3002R19	45401	3002R19 45401		REVENUE - FEDERAL - THRU STATE	106,085.00	10,608.00	0.00	10,608.00	95,477.00
Expense									
30021901	514081	30021901 514081		TEACHER - GATES	19,727.00	2,427.97	20,941.18	23,369.15	-3,642.15
30021902	514081	30021902 514081		TEACHER - McT	21,982.00	2,503.26	19,191.73	21,694.99	287.01
30021903	514081	30021903 514081		TEACHER - JH	19,901.00	2,296.23	17,604.52	19,900.75	0.25
30021904	516001	30021904 516001		JH AIDES/PARAPROFESSIONALS	27,240.00	3,353.95	24,439.60	27,793.55	-553.55
30021905	514002	30021905 514002		ADMINISTRATOR	5,000.00	252.61	3,468.15	3,720.76	1,279.24
30021906	543035	30021906 543035		OTHER INSTR MATERIAL	1,440.00	0.00	0.00	0.00	1,440.00
30021907	524009	30021907 524009		CONTRACTED SERVICES-PD	4,800.00	0.00	0.00	0.00	4,800.00
30021908	570031	30021908 570031		MASS TEACHERS RETIREMENT	5,995.00	0.00	0.00	0.00	5,995.00
3002				TITLE I	106,085.00	10,834.02	85,645.18	96,479.20	9,605.80
3003	TITLE IV # F309			Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.424			DEB BOOKIS					
Revenue									
3003R19	45401	3003R19 45401		REVENUE - FEDERAL - THRU STATE	8,807.00	880.00	0.00	880.00	7,927.00
Expense									
30031901	524009	30031901 524009		INSTRUCTIONAL CONTRACTED SERVICES	3,000.00	0.00	0.00	0.00	3,000.00
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	0.00	3,040.00	3,040.00	1,446.00
3003				TITLE IVA	8,807.00	0.00	3,040.00	3,040.00	5,767.00
3006	TITLE IIA:IMPRVG ED QUAL # F140			Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.367			DEB BOOKIS					
Revenue									
3006R19	45401	3006R19 45401		REVENUE - FEDERAL - THRU STATE	66,537.00	6,653.00	0.00	6,653.00	59,884.00
Expense									
30061901	514011	30061901 514011		ADMINISTRATOR	5,000.00	252.61	3,468.15	3,720.76	1,279.24
30061902	524113	30061902 524113		PD - CONSULTANTS	50,200.00	0.00	0.00	0.00	50,200.00
30061903	543035	30061903 543035		OTHER INSTR MATERIAL	3,887.00	0.00	0.00	0.00	3,887.00
30061904	524006	30061904 524006		CONF, TRAV, WORKSHOPS	7,000.00	0.00	0.00	0.00	7,000.00
30061805	570031	30061905 570031		MASS TEACHERS RETIREMENT	450.00	0.00	0.00	0.00	450.00
3006				TITLE IIA:IMPRVG ED QUAL	66,537.00	252.61	3,468.15	3,720.76	62,816.24
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	0.00	0.00	0.00	31,216.00
Expense									
30191901	516011	30191901 516011		AIDES/PARAPROFESSIONALS	31,216.00	4,126.50	0.00	4,126.50	27,089.50
3019				EARLY CHILDHOOD # F262	31,216.00	4,126.50	0.00	4,126.50	27,089.50

Acton Boxborough Regional Schools

FY'19 Grants

As of September 30, 2018

				FY'19 Budget	YTD	Enc	Total	Balance
3021	TITLE III ELA # F180		Project Duration 08/27/2018 - 06/30/2019					
FY19	CFDA# 84.365		DAWN BENTLEY					
Revenue								
3021R19	45401	3021R19 45401	FY18 REVENUE - FEDERAL - THRU STATE	40,557.00	7,176.00		7,176.00	33,381.00
3021R182	45401	3021R182 45401	FY18 CF REVENUE - FEDERAL - THRU STATE	31,078.49	0.00		0.00	31,078.49
3021R173	45401	3021R173 45401	FY17 CARRYFORWARD REVENUE YR 3	3,880.00	0.00		0.00	3,880.00
Expense								
30211901	524009	30211901 524009	FY17 CF TTL III F180 ELA GRANT CONTRACTED SERVICES	3,680.00	2,880.00	0.00	2,880.00	800.00
30211902	543035	30211902 543035	FY17 CF TTL III F180 ELA GRANT SUPPLIES	200.00	176.73	0.00	176.73	23.27
30211903	514064	30211903 514064	FY18 CF TITLE III 180 ELA TEACHER	21,360.00	15,946.67	0.00	15,946.67	5,413.33
30211904	516001	30211904 516001	FY18 CF TITLE III 180 GRANT ELA AIDES / PARAS	6,400.00	4,200.00	0.00	4,200.00	2,200.00
30211905	524009	30211905 524009	FY18 CF TTL III 180 ELA GRANT CONTRACTED SERVICES	322.00	0.00	0.00	0.00	322.00
30211906	543035	30211906 543035	FY18 CF TITLE III 180 ELA SUPPLIES	2,721.49	0.00	0.00	0.00	2,721.49
30211907	543014	30211907 543014	FY18 CF TITLE III 180 ELA SOFTWARE LICENSING	30.00	0.00	0.00	0.00	30.00
30211908	524006	30211908 524006	FY18 CF TITLE III 180 ELA TRAVEL	245.00	600.00	0.00	600.00	-355.00
30211909	514081	30211909 514081	TEACHER - BLANCHARD	32,185.00	3,713.68	28,471.52	32,185.20	-0.20
30211910	524009	30211910 524009	TTL III 180 ELA GRANT CONTRACTED SERVICES	5,475.00	0.00	0.00	0.00	5,475.00
30211911	570031	30211911 570031	MASS TEACHERS RETIREMENT	2,897.00	0.00	0.00	0.00	2,897.00
3021	TITLE III ELA			75,515.49	27,517.08	28,471.52	55,988.60	19,526.89
3024	DIGITAL CONNECTIONS PARTNERSHIP							
FY19	CFDA#		DAWN BENTLEY					
Revenue								
3024R19	46000	3024R19 46000	REVENUE - STATE		62,845.14	0.00	62,845.14	-62,845.14
Expense								
30241901	543088	30241901 543088	SUPPLIES - COMPUTERS		0.00	11,270.00	11,270.00	-11,270.00
3024	DIGITAL CONNECTIONS PARTNERSHIP			0.00	0.00	11,270.00	11,270.00	-11,270.00
3101	ESSENTIAL SCHOOL HEALTH SERVICES # 5290							
FY19	DAWN BENTLEY		Project Duration 07/01/2018 - 06/30/2019					
Revenue								
3101R19	46000	3101R19 46000	REVENUE - STATE	69,700.00	0.00	0.00	0.00	69,700.00
Expense								
31011901	514044	31011901 514044	NURSE	44,904.00	5,654.82	43,354.18	49,009.00	-4,105.00
31011902	514705	31011902 514705	NURSE, SUBSTITUTE	11,000.00	0.00	0.00	0.00	11,000.00
31011901	514913	31011901 514913	STIPEND - R&D	1,200.00	0.00	0.00	0.00	1,200.00
31011903	524006	31011903 524006	CONF, TRAV, WORKSHOPS	2,800.00	0.00	1,875.00	1,875.00	925.00
31011903	524113	31011903 524113	WEB CONSULTANT	3,220.00	3,241.05	0.00	3,241.05	-21.05
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	46.15	0.00	46.15	753.85
31011904	543087	31011904 543087	INSTR TECHNOLOGY	4,776.00	27.01	364.00	391.01	4,384.99
3101	ESSENTIAL SCHOOL HEALTH SVCS			69,700.00	8,968.03	45,593.18	54,562.21	15,137.79
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	18,788.11		18,788.11	2,911.89
3109	UNITED WAY HEALTHY TEEN INITIATIVE			22,000.00	19,088.11	0.00	19,088.11	2,911.89
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	1,503,422.49	143,723.00	0.00	143,723.00	1,359,699.49
			STATE GRANT REVENUE	69,700.00	0.00	0.00	0.00	69,700.00
			PRIVATE / OTHER GRANT REVENUE	23,000.00	23,000.00	0.00	23,000.00	0.00
			TOTAL REVENUE	1,596,122.49	166,723.00	0.00	166,723.00	1,429,399.49
			FEDERAL GRANT EXPENSES	1,543,979.49	192,210.60	775,952.57	968,163.17	575,816.32
			STATE GRANT EXPENSES	69,700.00	8,969.03	45,593.18	54,562.21	15,137.79
			PRIVATE / OTHER GRANT EXPENSES	23,000.00	19,346.26	0.00	19,346.26	3,653.74
			TOTAL EXPENSES	1,636,679.49	220,525.89	821,545.75	1,042,071.64	594,607.85

State finance officials frustrated over budget bill hangup

By Colin A. Young

STATE HOUSE NEWS SERVICE

BOSTON -- Comptroller Thomas Shack feels like he's the chirping smoke detector of state government, regularly sloughed off when he attempts to warn of an impending problem.

"When the smoke detector starts to go off you have two things you can do; you can either address the smoke or you can unplug it or take the battery out of it," Shack said Friday morning.

"Sometimes I feel like the battery is taken out of it as opposed to dealing with the smoke and I think that that's a fair assessment."

In the latest instance, Shack has been trying to warn the Legislature that its inaction on a bill to close the books on fiscal year 2018 and spend surplus funds is putting his ability to meet a financial reporting deadline prescribed by the Legislature in serious doubt. It's the same issue he's been raising with legislative leaders annually for four years.

Shack's office must close the books on the fiscal year that ended June 30 and file the annual Statutory Basis Financial Report by Oct. 31 and he said that having the Legislature pass its final supplemental budget by Aug. 31 is an industry best practice because it allows his team enough time to properly prepare the financial report, which needs to be independently audited before its filing.

"This is the fourth fiscal year that I've operated as the commonwealth's comptroller and this is the fourth year under my comptrollership that we will not meet the statutory deadline," he said Friday at a meeting of the Comptroller Advisory Board.

"I would reiterate that such late activity is really perilous. It's a well-known risk within the audit world that if you do not meet your own statutory obligations you may well subject yourself to really, really significant scrutiny."

Gov. Charlie Baker in July filed a spending bill to close out unsettled accounts and spend fiscal 2018 surplus funds but months later the Legislature has not taken action on it as most lawmakers have cleared out of Beacon Hill for campaign season. The supplemental budget came after the Legislature could not agree in time on a fiscal 2019 budget, making Massachusetts the last state in the country to deliver its annual spending plan for FY 2019.

Treasurer Deborah Goldberg noted that the state is in strong financial shape and said that while there are "all sorts of legitimate explanations as to what's going on" with the supplemental budget, two things are "a little bit shocking."

"One is not a real strict adherence to the deadlines, which are critical in terms of how the outside world looks at all of this, so sort of getting away with this, it's sort of like kids getting away with stuff for too long," Goldberg said. She said the other thing of concern is that repeatedly missing deadlines opens the state up to more scrutiny from rating agencies.

"We just don't want to be giving the outside world things to point to," she said.

In June 2017, S&P Global Ratings lowered its rating for Massachusetts bonds to AA from AA+ and admonished the state for its approach to stashing funds in its rainy day fund.

Potential Financial Risk

Auditor Suzanne Bump, who sits on the advisory board, said she recently met with audit firm KPMG to discuss potential financial risks to the commonwealth and that KPMG raised the lateness of the closeout budget as an issue.

"This is constantly presented, not just internally to state government but to the rest of the world as a problem and a potential financial risk for the state," Bump said. She told Shack, "I share your frustration that the Legislature doesn't seem to comprehend the magnitude of the ramifications of their failure to act."

On Friday afternoon, spokespeople for legislative leaders said that the Legislature understands Shack's concerns and plans to get the supplemental budget done soon. Legislative leaders in mid-September said they were working on the bill and hoped to get it done as soon as possible.

"The House and Senate are in the midst of preparing the supplemental budget. We expect the review process will be complete in the coming days," Collin Fedor, a spokesman for House Ways and Means Chairman Jeffrey Sanchez said.

Sarah Blodgett, a spokeswoman for Senate President Karen Spilka, said, "The legislature is cognizant of the importance of this bill and working hard with our colleagues to finalize the matter in the coming days."

Shack said he is expecting that Massachusetts will again be the last state in the country to file its statutory basis financial report. He said he's heard legislative leaders say they're working on it, but that he doesn't think action is imminent.

"I do not see a supplemental on the near horizon. That's very concerning. Over the course of the last several years, we've had on the horizon a view of what's happening behind the scenes that it's really, really close or that things are happening," he said Friday. "We have heard that we're close and things are happening, but I have yet to see anything of any real import that would suggest that this is going to happen any time soon."

Shack said one of the most frustrating things about the position he has found himself in the last several years is that the Oct. 31 deadline he is bound by was imposed by the Legislature.

"If you cannot meet your own laws, then why are you establishing those laws in the first place?" he said. "I'm loathe, as any attorney would be, to engage in any behavior that results in laws being broken. In this case, as I've said on other occasions, that's exactly what I'm forced to do and I have been forced to do."

The next possible time for the fiscal 2018 closeout supplemental budget to emerge in the Legislature is Monday, when the House and Senate are slated to meet in informal sessions.

Some lawmakers who might be involved in the bill's formation are out of the country. Fifteen legislators, including Spilka, are in the midst of a weeklong trip to Portugal where they are meeting with government officials to discuss maritime security, economic development, guns and drugs, and human trafficking.

ISSUER COMMENT

28 September 2018

RATING

General Obligation (or GO Related) ¹

Aa2

No Outlook

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Acton-Boxborough Regional School District, MA

Annual Comment on Acton-Boxborough RSD

Issuer Profile

Acton-Boxborough Regional School District is located in Middlesex County in northeastern Massachusetts, approximately 20 miles northwest of Boston. The county has a population of 1,567,610 and a high population density of 1,904 people per square mile. The county's median family income is \$111,926 (1st quartile) and the June 2018 unemployment rate was 3.3% (1st quartile) ². The largest industry sectors that drive the local economy are professional/scientific/technical services, health services, and retail trade.

Credit Overview

The credit position for Acton-Boxborough RSD is very good, and its Aa2 rating is a little stronger than the US school districts median of Aa3. Key credit factors include a negligible debt burden, a manageable pension liability and a very strong wealth and income profile. The credit position also reflects an ample tax base and a solid financial position.

Debt and Pensions: The district has extremely small debt and pension burdens overall, which are favorable in comparison to the assigned rating of Aa2. Net direct debt to full value (0.3%) is materially lower than the US median, and stayed the same from 2013 to 2017. In addition, Acton-Boxborough RSD's Moody's-adjusted net pension liability to operating revenues (0.47x) favorably is materially below the US median.

Economy and Tax Base: The economy and tax base of the district are exceptionally healthy and are relatively strong when compared to its Aa2 rating. Median family income is a robust 232% of the US level. Moreover, full value per capita (\$200,986) is materially above the US median, and grew markedly between 2013 and 2017. Lastly, total full value (\$5.4 billion) is stronger than other school districts nationwide.

Finances: The financial position of the district is satisfactory with limited reserves due to state statute limiting unassigned fund balance to 5% of its operating balance. Cash balance as a percent of operating revenues (7.2%) is well beneath the US median. On the contrary, it did not change from 2013 to 2017. Additionally, fund balance as a percent of operating revenues (5.3%) is far under the US median.

Management and Governance: Massachusetts school districts have an Institutional Framework score ³ of A, which is moderate compared to the nation. Institutional Framework scores measure a sector's legal ability to increase revenues and decrease expenditures. Massachusetts school districts major revenue sources are state aid and member assessments. Member town assessments are usually paid from property taxes,

subject to the Proposition 2 1/2 cap which can be overridden with voter approval only. However, the cap of 2.5% still allows for moderate revenue-raising ability. Unpredictable revenue fluctuations tend to be minor, or under 5% annually. Across the sector, fixed and mandated costs are generally greater than 25% of expenditures. Massachusetts has public sector unions, which can limit the ability to cut expenditures. Unpredictable expenditure fluctuations tend to be moderate, between 5-10% annually.

Sector Trends - Massachusetts School Districts

Massachusetts school districts face a stable operating environment, with the state providing funding increases in-line with expenditure growth. District general fund balance sheets, however reflect smaller reserves due to state limitations on unassigned fund balance, which cannot exceed 5% of the operating budget. Positively, the state makes on-behalf payments to the multi-employer Massachusetts Teachers' Retirement System, which reduces a significant portion of the district's pension liability. Enrollment trends vary across the state mostly with state population trends. Charter schools are present but do not pose a material credit risk to most districts.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moodys.com for the most updated credit rating action information and rating history.

EXHIBIT 1

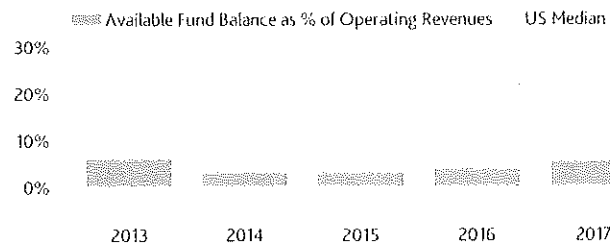
Key Indicators ^{4 5} Acton-Boxborough RSD

	2013	2014	2015	2016	2017	US Median	Credit Trend
Economy / Tax Base							
Total Full Value	\$4,872M	\$4,872M	\$4,863M	\$4,863M	\$5,410M	\$1,906M	Improved
Full Value Per Capita	\$178,232	\$175,808	\$173,295	\$170,656	\$200,986	\$84,623	Improved
Median Family Income (% of US Median)	228%	234%	232%	232%	232%	102%	Stable
Finances							
Available Fund Balance as % of Operating Revenues	5.9%	3.0%	2.9%	3.8%	5.3%	22.0%	Stable
Net Cash Balance as % of Operating Revenues	6.4%	3.4%	3.6%	5.6%	7.2%	26.8%	Stable
Debt / Pensions							
Net Direct Debt / Full Value	0.4%	0.4%	0.4%	0.3%	0.3%	1.5%	Stable
Net Direct Debt / Operating Revenues	0.46x	0.39x	0.22x	0.18x	0.15x	0.71x	Stable
Moody's-adjusted Net Pension Liability (3-yr average) to Full Value	0.5%	0.6%	0.7%	0.8%	0.8%	2.9%	Stable
Moody's-adjusted Net Pension Liability (3-yr average) to Operating Revenues	0.51x	0.60x	0.41x	0.43x	0.47x	1.42x	Stable
	2013	2014	2015	2016	2017	US Median	
Debt and Financial Data							
Population	27,339	27,716	28,062	28,496	26,920	N/A	
Available Fund Balance (\$000s)	\$2,591	\$1,381	\$2,377	\$3,393	\$5,079	\$8,985	
Net Cash Balance (\$000s)	\$2,815	\$1,555	\$2,864	\$5,049	\$6,990	\$10,862	
Operating Revenues (\$000s)	\$43,795	\$46,353	\$80,663	\$90,216	\$96,640	\$41,251	
Net Direct Debt (\$000s)	\$19,972	\$17,862	\$17,590	\$15,905	\$14,097	\$28,020	
Moody's Adjusted Net Pension Liability (3-yr average) (\$000s)	\$22,364	\$27,746	\$33,424	\$39,056	\$45,396	\$55,897	

Source: Moody's Investors Service

EXHIBIT 2

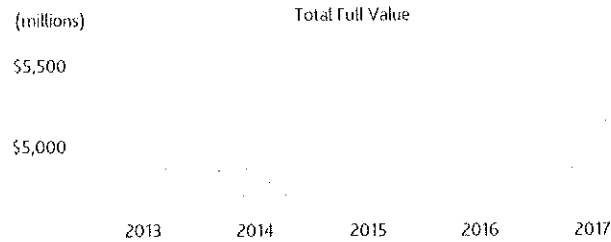
Available fund balance as a percent of operating revenues was consistent from 2013 to 2017



Source: Issuer financial statements; Moody's Investors Service

EXHIBIT 3

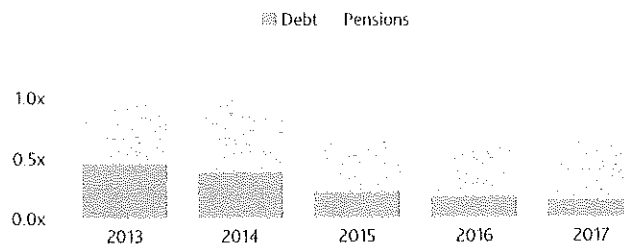
Full value of the property tax base increased from 2013 to 2017



Source: Issuer financial statements; Government data sources; Offering statements; Moody's Investors Service

EXHIBIT 4

Moody's-adjusted net pension liability to operating revenues remained stable from 2013 to 2017



Source: Issuer financial statements; Government data sources; Offering statements; Moody's Investors Service

Endnotes

- The rating referenced in this report is the Issuer's General Obligation (GO) rating or its highest public rating that is GO-related. A GO bond is generally backed by the full faith and credit pledge and total taxing power of the issuer. GO-related securities include general obligation limited tax, annual appropriation, lease revenue, non-ad valorem, and moral obligation debt. The referenced ratings reflect the government's underlying credit quality without regard to state guarantees, enhancement programs or bond insurance.
- The demographic data presented, including population, population density, per capita personal income and unemployment rate are derived from the most recently available US government databases. Population, population density and per capita personal income come from the American Community Survey while the unemployment rate comes from the Bureau of Labor Statistics.

The largest industry sectors are derived from the Bureau of Economic Analysis. Moody's allocated the per capita personal income data and unemployment data for all counties in the US census into quartiles. The quartiles are ordered from strongest-to-weakest from a credit perspective: the highest per capita personal income quartile is first quartile, and the lowest unemployment rate is first quartile.
- The institutional framework score assesses a municipality's legal ability to match revenues with expenditures based on its constitutionally and legislatively conferred powers and responsibilities. See [US Local Government General Obligation Debt \(December 2016\)](#) methodology report for more details.
- For definitions of the metrics in the Key Indicators table, see [US Local Government General Obligation Methodology and Scorecard User Guide \(July 2014\)](#). Metrics represented as M/A indicate the data were not available at the time of publication.
- The medians come from our most recently published local government medians report, [Medians - Property values key to stability, but pension burdens remain a challenge \(March 2018\)](#) which is available on [Moody's.com](#). The medians presented here are based on the key metrics outlined in Moody's GO methodology and the associated scorecard.

C.T. DOUGLAS ELEMENTARY SCHOOL

EDUCATIONAL PROGRAM



October 2018

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Introduction

The Acton-Boxborough Regional School Committee is pleased to present the educational plan for the C. T. Douglas Elementary School project. The educational plan is the culmination of four years of Master Planning which included a full review of facilities, evaluation of best options, and the development of a Long Range Strategic Plan. In December 2016, The district adopted a Long Range Strategic Plan with an updated Mission, Vision, and Values that focus on Wellness, Equity, and Engagement. Partnering with the MSBA on a new elementary school provides an opportunity to develop learning spaces that highlight collaboration, creativity, and curiosity for students. This partnership will also allow us to provide more equitable learning opportunities and increase engagement for all students.

The Acton-Boxborough Regional School District (ABRSD) has a unique elementary school “open enrollment” policy. While the district curriculum standards are based on the Massachusetts Department of Elementary and Secondary Education frameworks, each school has the ability to determine its own school philosophy to meet these standards. Families are able to select the elementary school with a philosophy that best fits their family.

The School Committee policy related to open enrollment states, “The Acton-Boxborough Regional School Committee strives to provide high standards of educational excellence in all its elementary schools. Since no single teaching method is best for all students, the Committee supports the use of a variety of teaching methods and techniques that will achieve the prescribed curriculum objectives. It follows that parents should have the opportunity to choose the school they think best fits the needs of their children subject to the availability of space and staff.” The district's visioning process for this building project confirmed that teachers are utilizing varied teaching approaches to meet the unique needs of each individual student. As a result, it is important for the new school building to provide equitable opportunities across the facility for all students while designing spaces within the building to be used flexibly and adapt over time to a variety of teaching strategies and methods.

ABRSD District Master Planning Process

The District master planning process included the phases described below between 2016-2018.

A. Phase I Capital Improvement Plan

The Master Planning process began in 2016 with a complete review of the district’s eight school buildings, resulting in a Capital Improvement Plan (CIP) listing all updates required over the next ten years. The district’s three oldest elementary schools, Douglas, Gates, and Conant, were determined to be the most in need of renovation. These three schools were built 50+ years ago, and have not had any significant renovation. The district’s Preschool program, a majority of which is currently housed in a former elementary school which was built in 1957, was also determined to be in significant need of relocation.

B. Phase II of the Master Plan

Phase II included a full Educational Visioning process in the fall of 2016. These three day-long visioning sessions involved 80 stakeholders, including faculty, parents, and community members. There were several focus groups including Principals' workshops to outline educational priorities for any future facilities. At the end of this extensive master planning process, seven possible options were developed to comprehensively meet the needs of all district facilities.

C. Community Outreach

After receiving the District Master Plan, the School Committee appointed a District Master Plan Review Committee to review the Master Plan and to organize significant community outreach for feedback about the seven options with a goal of narrowing down the options. Twelve public forums were held to gather feedback. The presentation was also made available to the community through the local cable television channel. A survey was distributed to gather feedback about grade configuration and to narrow down the options. A summary report and presentation was given to the School Committee. Documents from each of these phases are posted on www.abschools.org and can be considered attachments to this document.

D. Preferred Solution and Design Enrollment

After holding twelve community forums and collecting extensive survey feedback, the School Committee and the community supported a preferred solution for ***a "twin" elementary school to serve two of the district's current older elementary schools as well as the district's preschool program***. The two building site options being considered during the feasibility phase are:

- *Existing Gates/Douglas Site*: a twin school on the current Gates or Douglas property that would include the Douglas and Gates schools, as well as the Carol Huebner Early Childhood Program
- *Existing Conant Site*: a twin school on the current Conant property that would include the Douglas and Conant schools, as well as the Carol Huebner Early Childhood Program

The MSBA has agreed to design enrollment numbers of 650 students if the facility is a single school for Douglas only; 990 students for a twin Douglas/Gates School; and 1015 students for a twin Douglas/Conant School. The Early Childhood Program section of the school would be built for up to 130 preschool students in addition to the elementary design enrollment numbers.

E. Long Range Strategic Plan

In December 2016, the Acton-Boxborough Regional School Committee voted to adopt an updated long range strategic plan, which updated the district's mission, vision, and values along with three primary goals related to Wellness, Equity, and Engagement. The educational plan for a new elementary school facility is rooted in the district's newly updated mission, vision, and values.

F. Additional Visioning Process

In the fall of 2018, the district conducted a second round of visioning workshops as part of its Feasibility Study. Based on the 2016 Master Planning Process preferred vision for a building housing

two elementary schools and the district's preschool, these more recent visioning sessions allowed each school to review and renew the school's individual identity and philosophy and how teaching and learning will change over time in a new facility. Consistent with the agreed-upon scope of the feasibility study, the district included a broad range of stakeholders from C.T. Douglas Elementary School, Paul P. Gates Elementary School, Luther Conant Elementary School, and the Carol Huebner Early Childhood Program. Stakeholders included students, families, faculty, and administrators as well as district administration, school committee, school building committee, and community representatives.

Project Goals

As a result of the extensive master planning and visioning processes, ABRSD has outlined the following goals and priorities for a new elementary school facility:

- A school that highlights student engagement through innovative, collaborative, and flexible learning spaces.
- A new school with two unique elementary schools and room for a preschool that will allow each school to maintain an individual identity while benefiting from the economies of a shared facility.
- A library media center which is the hub of the school and is open and inviting for student learning and innovation.
- Small group instructional spaces to provide equitable learning experiences for the district's increasing population of high needs students. This includes spaces for occupational and physical therapy, speech and language, English language education, and special education programming.
- The district has received national recognition for sustainability and would like to see sustainability as an overarching goal of the new school building project. The building should source green, low VOC materials and provide abundant daylight to support health and wellness, and student learning. The building will serve as an engaging educational tool for our students to promote social responsibility, and it will provide multiple outdoor connections, gathering places and classrooms. The school building will be highly energy efficient with renewable energy generation on site (with a goal of net zero), as well as practical and cost effective to operate. The district is already partnering with energy providers to maximize grant opportunities at the beginning of the design process to provide the highest level of sustainability in a cost efficient manner.
- For the first time, the ABRSD preschool will be able to move into an accessible, warm and inviting space for young children. A new facility will enable preschool students to have a much better social-emotional and whole-child instructional program if it shares a facility with elementary schools. Approximately half of the preschool children are students with Individualized Educational Programs (IEPs). If the preschool shares a facility with elementary school(s), preschoolers will be able to participate in art, music, physical education, student groupings with other grades, staff collaborative time, etc.
- ABRSD's open enrollment policy works best when each school can support an equal number of classroom sections. Each family of incoming kindergarteners selects the school that they want their child to attend. Final kindergarten assignments are determined through a lottery process. If each school has three kindergarten classrooms, the choices balance out much better than if one school

has two kindergarten classrooms and another school has four kindergarten classrooms. A new building with a balanced number of classrooms will improve the equitability of the open enrollment and lottery processes significantly.

ABRSD District Vision, Mission, and Core Values

Vision Statement

The **vision** of the Acton-Boxborough Regional School District is to provide high-quality educational opportunities that inspire a community of learners.

Mission Statement

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

Core Value Statements

- **Wellness** - We partner with families to prioritize social-emotional wellness, which is necessary for learning and developing resilience
- **Equity** - We ensure all students have equitable access to programs and curricula to reach their potential
- **Engagement** - We provide engaging educational opportunities where students develop passion and joy for learning

Each of the District's schools operates with the District Vision, Mission, and Core Values Statements at the center of all educational decisions and practices. These tenets remained at the forefront of development for this educational plan. The District is hopeful that this building project will provide the appropriate and innovative design features that will support us to move forward with 21st-century teaching and learning practices.

Grade and School Configuration Policies

As of October 1, 2018 ABRSD serves 5,654 students in preschool through grade 12. 85% of students live in Acton and 15% live in Boxborough. Acton-Boxborough Regional High School (ABRHS) has 1,837 students enrolled in grades 9-12, R. J. Grey Jr. High School (RJGJHS) has 923 students enrolled in grades 7 and 8, and the six K-6 elementary schools have 2,706 students enrolled. There are 105 students enrolled in the early childhood program and there are 83 students in out of district placements.

Most of the schools within the district are located on campuses with multiple schools rather than spread out across the two towns. The main school campus, includes the Acton-Boxborough Regional High School, the R. J. Grey Jr. High School, the ABRSD Administration Building (which houses the Carol Huebner Early Childhood Program, Central Office, and the ABRSD Community Education Offices), and

the Parker Damon Building, which houses the McCarthy-Towne and Merriam elementary schools. This original “twin school” was built in 2004 and provides a great deal of experience for the district to use in planning a new twin school. Gates and Douglas are located about a half mile west of the main campus on a shared West Acton school campus. Luther Conant Elementary is located approximately one mile east of the main campus across Route 2, and Blanchard Memorial School is located three miles west of the main school campus in Boxborough.

ABRSD’s open enrollment policy provides parents the opportunity to choose the elementary school where their child attends. If there are more requests for a school than space available, there is a lottery. Priority is given to families who meet any of the following criteria:

1. Sibling priority - students whose older brother(s) or sister(s) attend the school
2. Walkers - students within a one-mile safe walk to school
3. Special education - students with IEPs for specialized programs located in a specific school
4. Hometown guarantee - students have a priority to attend a school in their hometown

The open enrollment policy allows students from anywhere in either town to enroll in any of the six elementary schools. However, students in both towns have a hometown guarantee, where elementary students who live in Boxborough are guaranteed a spot at Blanchard Memorial School if they choose, and children who live in Acton are guaranteed a spot at an Acton elementary school if they choose. Exceptions to this may be made for special education reasons or for other reasons as determined by the Superintendent.

Once a student is enrolled in an elementary school, his/her younger siblings will have a priority to attend that elementary school. While the district attempts to place children in the first choice school, this is not always possible. When families enroll in Kindergarten, students who have priority to a specific school are placed first. The remaining students are placed in schools that have enough seats. Any school that is over-subscribed will have a lottery. All students who have chosen a particular school as their first choice will go into the lottery for that school, and students who are not placed in that school are placed on a waitlist. Once all first choices have been placed, students who have not been placed are placed in their second choice school if there is space. If there is no space in their second choice school, they are placed in their third choice school, and so on. There are generally 15-25 students who are not placed in their first choice school in each entering kindergarten class of 300-330.

Each summer, after schools are aware of students who are moving out of Acton or Boxborough, students on waitlists are offered the opportunity to move to their first choice school if there is space available. Once students on waitlists have been placed, new students are placed based on their choices in schools with available seats. Students who move in after kindergarten or during the school year may not be able to be placed in their top choice schools because some schools and classrooms will already be full.

The open enrollment system allows the district to balance class sizes across the district. Rather than limit

the placement of students to their neighborhood school, the District is able to place students across the district in any classrooms that have space. The addition of classrooms in a new building will allow all six schools to be more balanced with more appropriate spaces. The overcrowding the district has experienced has impacted all six elementary schools. There are no available classrooms in any school, reducing available space for special education classrooms and space for specialized instruction. Even though a new school will house two of the district's six elementary schools, the additional square footage will allow all six schools to improve learning spaces.

Currently, Douglas and Gates have two classrooms at several grade levels instead of three. When this happens, one of the other schools has had to put four classrooms at some grade levels even though they were only built for three classrooms at each grade. This has made all of the schools overcrowded. A new school would allow there to be three classrooms in each grade at all six schools. It will also allow students to be placed equitably during the lottery, which will result in shorter waitlists than when there are only two kindergartens at one school and four at another.

Enrollment: October 1, 2018

School	Grade Configuration	10/1/2018 Enrollment
Blanchard Memorial Elementary	K-6	464
Conant Elementary	K-6	449
Douglas Elementary	K-6	405
Gates Elementary	K-6	376
McCarthy-Towne Elementary	K-6	520
Merriam Elementary	K-6	492
Total Elementary (6 schools)	K-6	2,706
Acton-Boxborough Regional High School	9-12	1,837
R. J. Grey Jr. High School	7-8	923
Carol Huebner Early Childhood Program	Preschool	105
Other (Out of District)	PreK-12	83
Total	PreK-12	5,654

Class Size Guidelines

The School Committee has a commitment to provide the highest quality education for the students in the District. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of individual students. Therefore, the Committee recommends that elementary class sizes are kept within the following ranges. Attainment within these class sizes shall, however, be dependent on space and budget considerations.

Grade Level	Class Size Range
Kindergarten	18-20
Grades 1-3	20-22
Grades 4-6	22-24

Through the annual enrollment processes, students are placed in schools with an attempt to balance class sizes across the district.

Kindergarten

The ABRSD kindergarten teachers employ a play-based approach to learning. Play is an integral part of the social curriculum, providing students with opportunities to take turns, share materials, and solve social conflicts with peers. Teachers guide students through conflict resolution using a question-based approach, empowering students to solve problems independently. Teachers help students develop an understanding that the learning process is valued as much as the final products created. Establishing and maintaining a strong classroom community where each member feels valued and safe is an essential part of the Kindergarten curriculum. Current sections are:

	Conant	Douglas	Gates
Half-Day Sections	1	1	1
Full-day Sections	2	1	1

School Scheduling Methods

The Gates, Conant and Douglas Schools host students in kindergarten through grade 6. Doors are open to students at 8:30 am and the instructional school day begins at 8:50 am. Students are dismissed at 3:20 pm. Students receive instruction in ELA (Literacy), mathematics, science (STE), and social studies from their classroom teacher in their assigned classroom. At grade six, teachers may specialize for one of

the disciplines or each may instruct in one unit of a discipline. Students rotate throughout the day.

The District has a systematic approach for implementing reading interventions and supports for students with academic needs. The schools begin each day with a twenty-minute period dedicated to Morning Meeting based on *Responsive Classroom* principles and practices as a means of addressing social and emotional learning. Each general education class has each special discipline - visual art, performing art (music), P.E. and health, and library/media - at least once per week, and sometimes for additional periods on a rotating basis, so each space is used 25-30 times or more per week. These disciplines are scheduled, to the extent possible, so that educators on a grade level team have a common collaborative time once a week. This also allows time for school leadership to meet with individual grade levels. Students in grades 5 and 6 also participate in a weekly ensemble (strings, band or chorus).

Instructional time allotments across the three schools are as follows:

Classroom-based instructional disciplines:

	Kindergarten (Half - Full Day)	Grade 1-2	Grades 3-6
ELA (Literacy)	30-60 min/day	90 min/day	90-120 min/day
Mathematics	30-60 min/day	60 min/day	60 min/day
Science, Technology and Engineering (STE)	Investigative, center based	30 min/day 3 times/week	45 min/day 3 times/week
Social Studies	30 min/day 2-3 times/week	30 min/day 3 times/week	45 min/day 3 times/week

Specialized disciplines:

	Kindergarten (Half - Full Day)	Grade 1-6
Visual Arts	30-45 min/week	45 min/week
Performing Arts (Music)	30-45 min/week	45 min/week
P.E. and Health	30-45 min/week	45 min/week
Library/Media	30-45 min/week	45 min/week

Future School Scheduling Methods

Building principals are critical in their role to create building schedules that prioritize the needs of diverse learners, provide uninterrupted instructional time, and allow educators time to regularly

collaborate to meet students' needs. Schedules are built with the district's core values of wellness, equity and engagement at their core. Class schedules must allow for a variety of whole-class, small-group, partner, and individualized instructional options, as well as time for educators to collaborate within and across grade levels and subject areas.

The District recognizes that students' educational needs in the future may be different than they are today. Therefore, prioritizing a facility design for a future school that is flexible to meet these evolving needs is paramount. For example, the new facility should support student's ability to learn and practice skills such as digital literacy, communication and collaboration. To that end, the District will revisit the scheduling procedure and the time allotments to allow time for students to work in STEAM Learning Labs as well as unstructured spaces that they configure and reconfigure for planning, executing and communicating their learning.

Teaching Methodology and Structure

Administrative and Academic Organization/Structure

Douglas, Conant, and Gates elementary schools are each led by a fulltime principal and assistant principal with teachers organized into grade level teams. This structure, with an administrative team, will remain the same in the new building.

Curriculum Delivery Methods and Practices

Classrooms are heterogeneously grouped by grade level, and teachers use a variety of whole-class, small group, partner, and individual work to engage learners. Each teacher in grades K-5 presents all content material, and some sixth grade teachers are discipline-specific.

Specialized services, which include English language education, special education, and reading instruction, are a combination of push-in inclusion support and pull-out instruction. Additionally, trained assistants supplement mathematics instruction.

Within each learning community, the mathematics, ELA, STE, social studies, and social-emotional curricula are delivered in general education classrooms. ABRSD wants teachers designing lessons, assessment, and instructional spaces based on the principles of Universal Design for Learning (UDL), so that students can learn from instructional practices and materials that are accessible to them, including the ways in which they take in information, process as they learn, show what they have learned, and engage with instruction and materials.

The Department of Educational Technology supports digital learning in each of the schools by focusing on the goals and strategic action items presented in the [2021 District Technology Plan](#). The plan focuses

on future-ready learning, universal design for learning (UDL) and instructional practices in support of the District Curriculum Accommodation Plan and is aligned with the District's Long Range Strategic Plan. The four key elements of the plan include Teaching & Professional Learning, Digital Learning, Leadership & Culture, and Infrastructure, Productivity, & Innovation.

The District envisions extended learning areas shared by general education classrooms within a learning community and large enough to hold an entire grade level. The extended learning area would provide opportunities for interdisciplinary teaching and learning, multi-class presentations and gatherings, as well as student break out space. Similarly, shared small group rooms would allow break out opportunities for passively supervised independent small group work. The District also envisions STEAM Learning Labs for more hands-on and project-based learning as described in the STE curriculum section. To further collaboration among educator teams, multi-sized flexible conferencing spaces will yield opportunities to create collaborative lessons, units, projects, and investigations, provide the ability for timely student feedback and support, and space for professional learning as well as individual educator workspace.

Mathematics

ABRSD believes that student mathematics learning is rooted in discourse and collaboration with peers and staff and is tied to tasks that are challenging. Students should have the opportunity through appropriately challenging tasks to connect the mathematical content standards to the standards for mathematical practice (mathematical habits of mind).

The District's elementary mathematics instruction, which is delivered for 60 minutes daily by grade level teachers in the general classroom, is inviting, engaging, and dynamic. Students are encouraged to participate in mathematical dialogue with their teachers and peers. Groups collaborate to make meaning of different situations, make conjectures, and defend their arguments. Teachers foster an environment that builds student confidence and enables them to become independent thinkers who can problem solve and work collaboratively with peers in different situations.

Mathematics: Future Design Needs

The needs of an elementary mathematics classroom are varied as many different activities take place in the course of a day, week, and month. A space that is large enough to offer flexibility for mathematics learning to take place is essential.

- A large meeting area where students can gather without desks or chairs
 - for reading of mathematics picture books
 - classroom routines like counting around the classroom, number talks, and strategy shares.
 - It will be helpful if this is near a screen to project student work, problems to consider, videos or other visuals for mathematical discourse.
- Ample space for teachers to work with a small group of students while other small groups are spread around the room.

- These groups may use manipulatives and whiteboards to solve problems
- Technology to explain their thinking or practice skills or work independently.
- Groups of students work together at tables, on a rug or floor space, or standing at a counter
- Smaller breakout spaces/offices will be needed for math specialists.

Many classrooms utilize rug or floor space during this time. While some students work in groups, others work independently on a formative task or pre-test. Generally, these students are given the choice to use a space in the classroom where they will not be distracted, or teachers provide privacy folders at a table. To culminate a math session, teachers bring the entire class back to a whole group setting and engage in conversation or complete a formative assessment.

At times, the teacher or a student may want to have a discussion with the whole class or allow students time to independently complete an activity. For this, teachers will need a space where all students can have an individual space to work. These seats should also have a view of the classroom screen or projector for times when student work is projected, videos are viewed for a 3-act task, or a teacher displays an idea for students to think about together.

English Language Arts (ELA)

The District is dedicated to the development of lifelong readers and writers through the use of balanced literacy instruction that incorporates all components of literacy instruction. It incorporates explicit and implicit teaching of research-based instructional practices including reader's and writer's workshop. Students are provided with ample time to practice their developing skills as well as transfer knowledge and ideas between/across all content areas. The motivation for an interdisciplinary approach to literacy is the extensive research establishing that students who wish to be "life" ready must be proficient in reading complex informational text independently in a variety of content areas.

The ELA curriculum exposes students to a rich diversity of high-quality, authentic literature from multiple genres, cultures, and time periods. The K - 6 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of disciplines, including ELA, social studies, science (STE), mathematics, the arts, and comprehensive health. ABRSD approaches literacy instruction as a shared responsibility within the school.

English Language Arts: Future Design Needs

The 21st century classroom structure aims to create a productive environment in which teachers are facilitators of learning and students can develop the necessary skills to be successful in the workplace. Small breakout space/offices for the reading specialists will also be important. Flexibility within the classroom is essential to increase student productivity, and encourage collaboration and communication. Key design elements include:

- Literacy-Rich Environment that encompasses a wide variety of books at various levels and incorporates many genres. Bookshelves should be at an age appropriate height and the area

should be inviting.

- There should be wall space for anchor charts, comfortable seating, lots of natural light, and inviting baskets filled with high-quality literature.
- Audio books and headphones should be available for students.
- Books in multiple languages should be available to represent the diversity within the classroom.
- Titles that represent diverse cultures should be available so all children can see themselves within the pages of the books that are read.
- Early childhood classrooms should have plenty of space for role play and imaginary play with literacy materials available (ex. dining area with menus, grocery area with shopping lists, etc.).
- An area should be set aside for dramatic interpretation of literature and drama that includes a stage, microphone, technology to record performances, and a seating area for an audience.
- Adaptable classroom layout that can be easily reconfigured based on what the students are working on.
 - Tables (rather than desks) should include various options: high tables, low tables, round and square tables - a variety to promote collaboration when students work in small groups or pairs.
 - A designated space where students can gather for mini-lessons, read alouds, and group discussions is essential. Incorporating a rug and comfortable seating is desired.
- Flexible seating to give choice of where to sit and what to sit on will promote students' ability to act on their natural instincts to move their bodies. Large pillows, couches, bean-bags, yoga balls, stools and tables are options.
- Small teacher work area - consolidate supplies and use a kidney shaped table as a desk. This serves multiple purposes for collaborating with students and having supplies readily available.
- Reading, writing, and general materials should be stored in an area easily accessed by students including whiteboards, magnetic letters, markers, pencils, and crayons.
- Access to Technology: Students should have access to iPads and/or Chrome books to support instruction and be available for students for research purposes.
- A book room is needed for guided reading lessons that are neatly organized and easily accessible by educators for small group lessons. A QR reader and Chromebook/iPad should be available for checking in/out sets of texts for easily tracking materials. This should be located in an easily-accessible and welcoming area with a small seating area for educators to preview books or work in small groups/partners to preview books and discuss lesson design.
- Smaller breakout spaces/offices will be needed for literacy specialists.

Science, Technology and Engineering (STE)

The purpose of science, technology and engineering (STE) education is to foster students' curiosity and creativity while developing foundational understandings and engagement in the science and engineering fields. Investigations involve the integration of STE practices and disciplinary core ideas such as students working like scientists and engineers.

In the elementary schools, technology is currently widely available in each classrooms. Students in younger grades have access to iPad centers and third- through sixth-graders have 1-to-1 access to a ChromeBook. At this time, ChromeBooks are stored in classroom carts and remain at school. Each elementary classroom is equipped with Audio/Visual equipment which includes an interactive whiteboard with speakers and mounted short-throw or ceiling mounted projectors.

All full-time, certified educators receive a district-issued laptop device and a document camera, both of which are on replacement cycles that meet manufacturer recommendations. Some classrooms are equipped with FM capabilities based upon student needs and/or building-based improvement projects completed by individual principals. Special Education areas are equipped with technology tools that provide accessibility features based on student Individualized Education Plans and/or programmatic needs. All buildings have 100% wireless coverage and are connected with 10GB uplinks back to the main network MDF located at the RJ Grey Junior High School.

Science, Technology and Engineering: Future Design Needs

Based on the most recent curriculum redesign, space for educators and students to conduct experiments and inquiry work with STE investigations will be needed. STE instructional spaces will ideally include flexible spaces as well as the following design components that allow for STE instruction to be successfully delivered within the general classroom and in Extended Learning Areas or STEAM Learning Labs:

- Water available in every classroom and at multiple locations in the STEAM Learning Lab (or extended learning areas). At least one sink should be a deep/work sink to facilitate cleaning specimens and glassware and filling of large basins of water for activities like density investigations.
- Electricity safely available at each workstation via outlets on the floor. This is important for activities involving laptops, other digital technology (digital microscopes, digital probes, etc).
- The cabinetry should include some large, deep floor-to-ceiling units to hold the district-made STE investigations stored in large (24" deep) containers and large-scale models when not in use. These areas would also allow for experimentation with plants or animals in various simulated "environments."
- Ample counter space is necessary to put projects such as plants, posters, models, and experimental set up aside between classes.
- The room should be large enough to allow flexible workstation configurations and a rug area to facilitate whole group instruction, such as debriefing and making meaningful discussion after STE activities.
- All rooms should have light-blocking shades for activities involving light and waves.
- Furniture should include adjustable height tables on wheels that can be moved to create multiple student group configurations and stools that promote core strength.
- In addition to indoor areas for STE learning, students should also regularly engage with and explore the environment outside of the classrooms. Easy access to, and views of, the outdoors, along with open-air meeting spaces where students can sit, listen, write in journals, and debrief,

are essential bases for outdoor STE investigations.

The District would like to include STEAM Learning Labs to enhance teaching and integration of Science, Technology, Engineering, Arts and Mathematics and to:

- Develop habits of mind, critical thinking and real world connections to learning
- Create coherent STEAM learning experiences
- Deepen connections to the District’s core values of engagement (relevance); equity (multiple access points and opportunities to express learning); and wellness (mindset as learner success and joy in creating)

Additional break out spaces would allow us to increase project-based learning opportunities. The improved facility would incorporate numerous “green building” features to improve the overall efficiency and sustainability of the facility. ABRSD would like these features labeled and identified for students as a real-world application of science, technology, and engineering.

Social Studies

The primary purpose of history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. The future of democracy depends on students’ development of knowledge, skills, and dispositions that will enable them to embrace democracy’s potential while recognizing its challenges and inherent dilemmas. The curriculum responds to current scholarship and includes features designed to help students develop the skills to participate in and perhaps lead a society that will be more demographically and culturally diverse than any democratic society of the past.

The 2018 Framework includes new components designed to strengthen students’ skills for informed citizenship and political participation. Standards for history and social science practice emphasize the following skills:

- Formulating questions
- Conducting research
- Evaluating sources
- Synthesizing information

Standards for literacy in history and social science set expectations for analytical reading and logical writing and speaking, skills essential to political equality and civic engagement.

ABRSD’s social studies curriculum integrates the Guiding Principles from the 2018 MA History and Social Science Curriculum Framework, which combines the learning of content and skills in the study of history, geography, economics, civics, and government. Through the implementation of the History and Social Science curriculum, students become accustomed to being interviewers, investigators, history detectives, and researchers.

Social Studies: Future Design Needs

In literacy-rich social studies classrooms, the physical environments are going to be most effective if they provide students with visual and tactile stimuli that have meaning for the child, and with which they can interact in some ways. The ideal literacy-rich social studies classroom will have:

- Available space to offer students information, images, and artifacts that demonstrate social studies concepts and shape students' incidental learning and build a sense of community.
- Classrooms will be designed to maximize social studies learning, providing students with an opportunity to interact with and analyze maps and globes, timelines, and co-constructed materials.
- Layouts should be adaptable and easily changeable with flexible seating that includes various work surfaces- high tables, low tables, round and square tables- to promote student collaboration.
- A designated interest area and resources corner with tables should be available so that students can easily access materials.
- Although traditional roll-down maps have been replaced with online resources, it would maximize learning if maps and globes are available so that students may examine these visual representations.
- Wall space in the classroom will be utilized to hang timelines, maps, charts, or other visual representation that can foster cross-curricular connections and make social studies a part of everyday conversations.
- Bookshelves at an age appropriate height for various resources, including reproductions of primary sources such as diary entries, maps, film, historical fiction, and newspaper accounts.
- The classroom library will contain a wide variety of books at various levels and incorporate many genres.
- Technology will be accessible to all students to support instruction and digital literacy, and it is a vehicle for students to take virtual tours, create their own timelines, and explore their social studies-related interests.

Media Center/Library

The new Digital Literacy/Computer Science Frameworks and current research into the evolving role of 21st-century school libraries should be considered when visioning a new school building.

Libraries are being reinvented as information becomes more readily accessible online. The role of libraries is more about connecting learners and constructing knowledge. As a result, libraries must provide a welcoming common space with ready access to digital devices and flexible seating so that students can explore, research, communicate, and collaborate.

Library/Media Center: Future Design Needs

The media center should be a place that encourages exploratory learning, critical digital literacy, and media literacy skills, and curates a collection of materials that reflect a diverse society and student populations. The media center space and program should:

- Effectively engage students in learning the Digital Literacy and Computer Science (DLCS) standards.
- Support AASL/MSLA frameworks which include information/media literacy.
- Incorporate breakout spaces for collaborative and project-based learning

Include a STEAM Learning Lab can provide flexibility for the type of learning experiences critical for students, allowing them to effectively use and create technology to solve complex problems and develop essential 21st-century literacy skills.

Visual and Performing Arts

Visual Arts

At the elementary school level, students develop their own creative visions through a wide variety of projects in two and three dimensional media, including drawing and painting, sculpture, ceramics, fabric, woodworking, architecture, digital art and interdisciplinary projects that connect to STEAM, humanities and performing arts curricula. While learning discrete skills in specific media and elements of art are valued, great emphasis is put on developing habits of mind that foster lifelong learning. These include creative problem solving, close observation, collaboration, and learning through play.

Visual Arts: Future Design Needs

To meet this vision the visual arts classroom must be seen as a flexible learning space that can be easily reconfigured for a variety of instructional formats and media. The layout should include:

- A large open area with a rug for whole class gatherings.
- There should also be room for at least six large tables with stools to accommodate group and individual work.
- Equipment should include a whiteboard, ceiling-mounted projector, document camera, projection screen, bulletin boards, drying racks, and daily access to laptops and tablets.
- Sufficient storage space is also essential for organizing art supplies and student work.
- If a STEAM lab is not available elsewhere in the school, each table should also be equipped with detachable vices and electrical outlets.

In addition, if the visual and performing arts are to be infused across the curriculum in support of authentic project-based learning, it is essential that the school includes a dedicated, flexible space (separate from the cafeteria or gym) that could be used as:

- A gallery for the visual arts.
- An intimate performance space for music and theater.
- An exhibition space for all manner of student presentations.

Finally, the school's indoor and outdoor common areas should include ample room for displaying two and three-dimensional student work.

Performing Arts (Music and Theater)

Music classes are offered to all students at least once a week and during traditional performing ensembles (chorus/band/orchestra). All students in grades K-6 participate in weekly general music classes. The K-6 general music curriculum provides opportunities for students to learn and practice: singing alone and in large ensembles; performing on instruments (Classroom instruments, keyboards, guitars, various percussion, and recorder) alone and in groups of various sizes; physical movement in response to music along with dramatic performance; reading and writing traditional and iconic music notation; analysis/evaluation of audio and visual performances – both live and on video/audio; and composition/creating music.

Additionally, all students in grades 5 and 6 participate in ensembles including band, orchestra or chorus. Instruction in these ensembles includes large group instruction that is scheduled concurrently, as well as small group instrumental lessons.

Performing Arts: Future Design Needs

The music program supports the need for the music spaces specifically designed for music instruction with:

- A large, open, flexible, and carpeted space with taller than average ceiling heights and ample acoustic treatment are ideal for multi-purpose activities including:
 - classroom activities
 - applied music techniques
 - choral music
 - parent/community performances
 - instrumental music instruction.
- Appropriate acoustical features would significantly improve student safety (hearing) and curriculum delivery
- Adequate performance spaces for ensembles to rehearsals and present formal and casual concerts
- Space designated for small group instrumental instruction for band and orchestra students

Physical Education and Health

ABRSD has a commitment to wellness, as exemplified in the district's core values. Wellness instruction comprises the areas of health, physical education, and general personal wellness. During physical education classes, students engage in a range of activities designed to develop physical abilities and increase fitness. The Department of Elementary and Secondary Education is currently reviewing the health curriculum, so as of yet, the District has not made any changes to the elementary curriculum. Current health standards are shared among classroom teachers, nurses, counselors and PE teachers. For example, the nurse will work with teachers to design joint activities around such things as nutrition, heart health and tick precaution/safety.

Physical education classes are presently offered to all students K-6. Grades 1-6 meet for 45 minutes and kindergarten meets for 30-45 minutes depending on half or full day. Inclusion of the PK in the new building will allow us the opportunity for PK to be part of the rotation. PE classes take place in the gymnasium or on the fields/black top surrounding the schools.

A sampling of outdoor spaces adjacent to the schools include smaller playground structures for the primary grades (PreK-2), medium sized playground structures for upper grades (3-6), blacktop with painted play lines, full-sized basketball courts, a baseball diamond, and soccer size field space. Currently, there are outdoor nature play spaces at each school that were funded through the District's operating budget and a grant from the Acton Community Preservation Committee (CPC). These spaces would need to be replicated in the new outdoor space of the new school. Students use the fields, swings, blacktop area, playgrounds, and outdoor nature play spaces during recess. Additionally, students like to relax in the shade and observe the natural environment.

Physical Education and Health: Future Design Needs

It is important that the gymnasium provides the requisite space for the safety of students and spectators. Specific design features that consider the following activities would align with the district's core value of wellness.

- Project Adventure
- Adjustable basketball backboards
- Wall mounted or floor sleeve volleyball standards
- Outdoor fitness circuit/stations
- A room designated just for yoga/relaxation that is soundproof,
- A gymnasium space that can accommodate younger students in K-2 in a developmentally appropriate manner

Since the gymnasium is used for events after the school day and on weekends, the building design should incorporate security measures that carefully control how the gymnasium, as well as restrooms, are accessed outside of school hours.

The school properties being considered for this project are located in neighborhoods and they have beautiful natural settings. It will be important to preserve the natural landscape as much as possible. This will minimize the impact on the neighbors and improve outdoor learning opportunities and nature walks. The District envisions that many of the existing outdoor spaces will be replicated in the new building project. Enhancements would include:

- covered picnic tables and sheltered areas that would accommodate a class or a grade level
- paved walkways around the perimeter of the schools to be used by students and staff who participate in walking and running clubs before or after school
- an artificial turf field as part of the play and P.E. space.

If the school is built on the Gates property, it will be important to replace the softball field that is currently located at Gates. This field is an important part of the district's athletic program. If it is built at Douglas or Conant, town and school athletic fields will need to be replicated.

English Language Education (ELE) Program

The ELE program's goal is to develop both social and more complex academic language skills that enable students to perform independently at grade level. Students' needs are met with a combination of in-class support and pull-out, small group sessions. The elementary certified teachers support English learners (ELs) to develop proficiency in listening, reading, writing and speaking within the context of the general education curriculum. ELE teachers communicate regularly with classroom teachers to review upcoming curriculum themes and content objectives in order to provide students with structured language development work in the context of those themes. ABRSD's ELE program provides services to students whose first languages include dozens of world languages.

DESE considers ABRSD to be a "mid-incident district" for English learners. There is currently one fulltime ELE teacher at Douglas and two full time teachers at both Gates and Conant. Most of the district's elementary teachers have received the SEI endorsement. We may need to add another teacher or two for these schools. Enrollment in the ELE program has remained relatively stable over the last few years, as shown below for each school year (based on October 1st count):

2014-15	2015-16	2016-17	2017-18	2018-19
202	229	240	267	233

Currently, the ELE teachers at Conant and Gates share a full-sized classroom, divided between them. This has worked out well to share materials resources. At Douglas, the ELE teacher shares a divided space with the learning center teacher.

English Language Education: Future Design Needs

The English language educators can share a large classroom learning space. In the future, the district would like to explore how to share English learner caseloads across two buildings to maximize groupings and services.

As with other areas of the building:

- It will be critical to ensure there are enough flexible spaces for small group instruction
- Furniture should be flexible and facilitate collaborative learning, creativity, problem solving and communication, as well as to leverage technology.
- There should be plenty of wall space to accommodate word walls, charts, word cues, photographs, and other visual displays that support language acquisition and learning.

- The learning space should also have a small, sub-separate area that is visible through windows, where students can access a listening and speaking center to practice their skills in these two critical areas.

Social Emotional Learning and Wellness

The District goals and core values focus on the social emotional wellbeing of students, as well as their academic and learning needs. Each of the schools utilizes Responsive Classroom, an approach to teaching that focuses on helping students develop their academic, social, and emotional skills in a learning environment where students can do their best learning. Whole-school celebrations and assemblies, concerts, performances, and exhibitions help to foster a sense of community. Movement breaks are woven into the day for many students to improve attention and engagement.

Nursing Services

Currently, there is a full time nurse assigned to each elementary building in the district. The mission of the ABRSD school nurses is to promote the safety and wellness of more than 5700 students and more than 800 staff during the school day in order to optimize learning. Typically, the school nurses care for an average total of 300 students each school day. The nurses collaborate with a host of people, including families, the school physician, and outside physicians to support students who are injured or who have chronic medical conditions. Per state law, they administer vision, hearing, posture, and BMI screenings to students and review physical exam results and immunizations as required by state law across the elementary grades. As more and more students are contending with diabetes, life threatening allergies, and many other illness, areas within the health office for privacy have become more important. We believe that a shared health office can provide the nurses from each school with another professional with whom to review medical concerns and it will provide an opportunity for each nurse to leave for lunch while keeping the health office open and available for students.

Counseling Services

The ABRSD recognizes that children grow and develop at different rates and in different ways. To a greater or lesser extent, children may require assistance and support in adjusting to particular stages of personal, social or cognitive development. Within each school, the school counselor works cooperatively with parents, teachers, administrators and other specialists to ensure a successful school experience for students. ABRSD works to support each student to develop a positive sense of self, the skills to interact productively, and the maturity to make wise decisions. Through this cooperative effort, students will be able to utilize their potential in constructive, responsible and satisfying ways.

Direct support to children in the school setting may involve individual and/or group counseling on a weekly, short-term or crisis intervention basis. School counseling encourages age-appropriate social development, helps children develop academic confidence, and promotes understanding of personal/emotional issues. Counselors regularly consult with parents, teachers, specialists and

administrators to assess a student's needs and to plan an appropriate course of action. Each counselor consults regularly with staff in the building to coordinate services provided to students. It is important for the school counselor to be co-located with the building administration, the school psychologist, and other related service providers in order to maximize collaboration and communication. The current buildings do not facilitate this due to layout and space constraints.

Social-Emotional Learning and Wellness: Future Design Needs

The District believes that school climate and culture have an effect on the success of social and emotional as well as academic learning. There is a desire to make large schools feel smaller and more connected while focusing on social emotional learning (SEL), positive behavioral interventions and supports (PBIS), community building, student wellness, and engagement. To achieve this, staff and students are organized into smaller learning communities or pods. Nursing and counseling services are central to supporting the overall health and well-being of students.

Understanding the social-emotional needs of students at specific developmental levels is an important factor in providing quality instruction. Ensuring the building is designed to take this into account and have spaces specifically dedicated to movement and mindfulness activities, will help us foster prosocial behaviors. Attention to the use of space, natural light, color, movement break spaces, whole school gathering spaces, and placement of student work displays will all help to create a student-centered and inclusive atmosphere.

Learners need a variety of seating options, including stools, standing desks, and soft seating, all of which should be easily movable from one location to another within a learning space. Increased visibility and natural lighting across learning spaces will make differentiating learning easier and students healthier.

Spaces within or between classroom pods/groupings that accommodate an entire grade level (75-100 students) are necessary to encourage regular movement breaks, whole-group presentations, grade-level meetings, and other collaborative learning experiences. Well-designed, age-appropriate outdoor learning spaces will also contribute to improved social emotional and academic learning.

Future Nursing Services

The scope of nursing services is not expected to change, nor is the current staffing level. Each elementary school would continue to need its own nurse. In a twin school, the health office/nursing suite should be centrally-located and shared between both buildings, as well as the early childhood program. A shared health office would ideally have two entrances, one for each school, but would share nurse work areas, clinic space, and storage. There should be two bathrooms located within the nursing suite.

Future Counseling Services

Each elementary school would continue to need its own counselor. In a twin school, the counseling office should be centrally-located and shared between both buildings. It is also important for the school counselor to be co-located with the building administration, the school psychologist, and other related

service providers in order to maximize collaboration and communication.

The district would like to allow for one additional, shared office space in the counseling area for wraparound services. Otherwise, the scope of counseling services is not expected to change, nor is the current staffing level.

Special Education Programs

Special Education services address the individual and diverse learning, social, and emotional needs of students who require specialized instruction, and/or related services in order to access the general education curriculum. ABRSD special educators work collaboratively with general educators to provide a range of evidence-based specialized instruction to meet the needs of a wide range of students. In recent years, the District has worked to identify and eliminate gaps in the special education continuum.

In February 2017, DESE conducted an on-site Coordinated Program Review. ABRSD's Special Education programs meet or exceed all rubric elements and regulations as reviewed and corrected through the DESE Coordinated Review process.

Currently, 15.6% of students in ABRSD have an Individual Education Plan. Balancing inclusion supports with specially designed pull-out instruction ensures that all students receive appropriate individualized instruction. Special education services range from the least restrictive (for example, in-class support services) to more restrictive (significant amount of multiple services out of the regular education classroom). Elementary students across the district are supported through a variety of teaching models such as whole group instruction, flexible grouping, small group instruction, and individualized instruction.

Programming includes specialized programs, learning centers, and inclusion/push-in integrated programs which address student needs for social-emotional support and academic support. Students receive a range of services from accommodations in general education classes to more supported programming in substantially separate, co-taught and learning center models. Expertise in the special education department is provided by a range of specialists, speech language pathologists, school psychologists, occupational and physical therapists, board certified behavior analysts, and a team chairperson.

Special Education faculty and related service staff are typically assigned smaller instructional spaces. Currently, some staff members share space or are in spaces that are too small and not conducive to providing high-quality instruction that is consistent with the District's vision. Because many of the existing special education learning spaces are too small to accommodate the needs of the students, staff often need to relocate small group instruction to various areas across the buildings. Additionally, students who use wheelchairs cannot attend Gates or Douglas, as they are not accessible.

CASE Collaborative

As a collaborative member of Concord Area Special Education Collaborative (CASE), the District considers CASE an integral part of the ABRSD school community. Prior to the 2018-19 school year, the district housed nine CASE classrooms: two at Blanchard Memorial School, two at McCarthy-Towne Elementary, and five for CASE Colebrook High School in the Administration Building.

As the district has gotten more and more crowded, we have had to work with CASE to move all but one of these programs to other facilities. Due to space constraints and enrollment numbers, the District is now only able to allocate one classroom and some small adjoining office/support spaces to CASE at Blanchard Elementary. ABRSD is the largest district in the CASE collaborative, and limiting CASE programming at ABRSD to one classroom has been very difficult for the collaborative. It is important to ensure the CASE Collaborative program will have classroom and support spaces in the new building, and District administrators are collaborating with CASE leaders to identify specific needs.

Conant Elementary

At 14.3%, the percentage of students with disabilities at Conant is lower than the District's. Conant houses resource and learning center programs. The *Connections* resource program is comprised of two programs that support students identified with a disability that impacts social functioning and communication, such as autism spectrum disorder or a social/communication disability. Often, these are children who transition from the early childhood program. Conant is also home to three learning centers that provide services to students with a variety of disabilities. These students participate fully in general education with accommodations and specially designed instruction to address individual needs. There are no anticipated programming changes. Conant special education staff currently includes one IEP team chairperson, five special educators, 15 teaching assistants, one school psychologist, two FTE speech/language pathologists, and part-time BCBA, occupational therapist and physical therapist.

Douglas Elementary

At 15.5%, the percentage of students with disabilities at Douglas is aligned with the District's. Douglas is home to two learning centers that provide services to students who have a variety of disabilities. These students participate fully in general education with accommodations and specially designed instruction to address individual needs. Douglas is also home to the Nurturing Educational Support Team (NEST), which provides support for students with a broad range of academic and social needs. This specialized program offers students a small group setting for direct instruction in math and language arts, executive functioning, and social-emotional skills. The district plans to expand this program into a language-based learning program in the future, so would need additional space to do so. Douglas special education staff currently includes one IEP team chairperson, three special education teachers, seven teaching assistants, one school psychologist, two speech/language pathologists, and part-time BCBA, occupational therapist and physical therapist.

Gates Elementary

Gates Elementary, with 15.4% students with IEPs, houses one K-3 resource program that provides

intensive supports and specially designed instruction for students who require additional supports within the general education classroom and/or accommodations or modifications to the curriculum. The resource program emphasizes the development of self-advocacy skills, greater independence, and responsibility for learning. Gates is also home to three learning centers that provide services to students with a variety of disabilities. Students who receive learning center support participate fully in general education with accommodations and specially designed instruction to address individual needs. In the future, the district plans to expand the resource program to include grades 4-6, so would need additional space to do so. Gates special education staff currently includes one IEP team chairperson, four special education teachers, eight special education assistants, one school psychologist, two speech language pathologists, and part-time BCBA, occupational therapist and physical therapists.

Special Education Program: Future Design Needs

Special education learning spaces are situated alongside general education classrooms, allowing staff to communicate and collaborate throughout the day. The building design will need to include more appropriate special education spaces that are located throughout the building. Some students require small group instruction, so breakout spaces connected to the associated special education programs are needed to provide these services while minimizing travel time and disruption to the day. The building also needs several small calming/sensory spaces and should also include several small observation spaces with two-way mirrors so parents and staff can observe students for evaluation purposes.

The design of special education learning spaces should be sensory-friendly with care given to views, sightlines, sounds, and smells. These sensory inputs can be under- or overstimulating for many students. Ideally the hallways in the preschool and kindergarten learning areas should be designed to discourage running and eloping. The mechanical system should be designed to minimize visual distraction, excessive forced air, and ambient noise. The lighting of these spaces should include full-spectrum lighting with dimmable controls. To minimize visual clutter, the color and layout of the room should minimize hues and elements that can be overwhelming. The adjacencies to other programmatic spaces will be important for accessibility for this population and to ensure optimal acoustic performance.

The special education department also includes a number of specialists and staff in supervisory roles, requiring a special education department suite. The department suite would house offices for the IEP team chairperson, school psychologist, speech language pathologists, counselor, and other related service providers. For related services staff like the occupational and physical therapists who are not in the building every day, the department suite should contain a few offices that serve as “remote campsites.” These would be shared desk spaces for itinerant service providers to set up a workspace on the days they are in the building. The department suite also needs to include two or three spaces for IEP and special education building team meetings that can support up to 15 adults at one time.

CASE Collaborative

The District plans to support CASE in housing two elementary-level programs for students who are medically fragile. The space needs for this sort of program include two large classrooms on the first floor of the building, each of which could support up to eight students and wheelchairs/equipment. Housed in between the two classrooms would be adjoining spaces that include a non-locking time away/calming space with windows, a large office/therapy space for related service providers, a nursing office, a bathroom large enough for a changing table/lift, and a small meeting room for IEP and staff meetings. These spaces should be located in close proximity to an area where students can easily access CASE vans with lifts, preferably with an exterior exit door to accommodate arrival and dismissal. ABRSD will continue to collaborate closely with CASE leaders and staff to identify more specific needs during upcoming design phases.

Early Childhood Program

The Carol Huebner Early Childhood Program (CHECP), operated by the Student Services Department, is an integrated early childhood learning environment for children ages 3-5 years old. CHECP provides an inclusive preschool for children with and without disabilities to learn and grow at their own pace. Children with identified special education needs and students who do not have Individualized Education Programs (IEPs) are educated side-by-side, meeting required IDEA regulations pertaining to inclusion in the least restrictive environment. The curriculum is developmentally based, child-directed and aligned with the Massachusetts Early Childhood Learning Standards and Curriculum Guidelines/ Frameworks.

Carol Huebner Early Childhood Program Philosophy:

- All children can be successful.
- All children can learn and develop.
- All children learn and develop at their own pace given their unique learning styles.
- All children learn through active exploration of their environments.
- All children learn through interaction with peers and adults.
- All children need a nurturing, predictable environment in which to grow and learn.
- Play is the foundation of a child's learning and development.
- All children learn best in an inclusive, child-centered, developmentally appropriate environment.
- The role of adults is to support and facilitate each child's learning.

CHECP currently has eight classrooms across two sites as well as parent drive-in/drop-in itinerant services (occupational therapy, speech/language therapy, physical therapy) for students requiring those special education related services. Half-day and full-day integrated services are provided across six of the classrooms (nine sections; three full-day and six half-day), meeting four days per week. Most students spend a portion of each day participating in an integrated preschool class in order to foster social growth. By the end of June 2018, The Early Childhood Program was serving 139 students in a variety of services, including 76 students receiving special education services as outlined in their

Individualized Education Programs (IEPs).

State requirements for integrated settings require that class makeup not exceed 50% students with IEPs, with a maximum of seven children with IEPs per class. While overall enrollment for children with IEPs has remained fairly stable, the number of children requiring specialized instruction in applied behavioral analysis increased by 35% last year (23 in June 2018 vs. 17 in June 2017). Below are the historical enrollment numbers as reported on June 30th for the last five years.

	June 2015	June 2016	June 2017	June 2018
Total Enrollment	138	147	143	139
Children with IEPs	76	76	72	76

CHECP program uses an integrated therapy model whenever possible. The specialists (occupational therapists, physical therapists, speech language pathologists, school psychologist, English language educator) collaborate constantly across the school day to discuss children's needs and learning objectives across all learning areas. Some therapy occurs in the classroom setting, while other therapy occurs in separate therapy rooms, depending on the individual needs of each child.

Across both PreK sites, ABRSD currently employs eight special educators (one who is also certified as a BCBA), five speech-language pathologists (SLP), three occupational therapists, one physical therapist, one school psychologist, approximately 25 special education assistants or ABA trainers, an Early Childhood Coordinator, and a part-time administrative assistant who provide direct services and/or support services to students, as well as perform evaluations.

Acton CHECP Site

Six of the eight preschool classrooms are currently housed in a former elementary school, now the district Administration Building, in Acton, which was built in 1957. The District Capital Improvement Plan and Master Planning completed in 2016-17 determined that the preschool in the Administration Building was in significant need of relocation. The current Acton CHECP space was not designed for this age group or program and has been extensively retrofitted to attempt to meet the needs of preschool-aged children. The building is shared with the district's administrative offices and community education program. There are no art, music, physical education teachers or a nurse, and no opportunity for students or staff to collaborate with students and staff in other grades.

The program also has two classrooms that provide specialized instruction for students who require individual and small group support using the principles and teaching methodology in applied behavioral

analysis (ABA). Given this format and the students' needs, direct instruction generally occurs 1:1 or 2:1. Children in the preschool ABA programs require small group instruction and/or discrete trials, and need connected breakout space to provide these services while minimizing travel time and disruption to their day. The ABA trainers and staff collect an inordinate amount of data. Currently, this data is collected manually and stored in thick binders that staff then aggregate to inform instruction and IEP goals and objectives. This could be accomplished more effectively and efficiently utilizing technology.

Preschool bathrooms and several rooms in the Administration Building where students receive speech-language and motor therapy are not accessible for students with physical disabilities. To access some of these rooms, staff and children need to walk through other therapy spaces or a custodial storage room. Currently, there are no smaller spaces to meet student calming, break or sensory needs, or to provide one-to-one instruction or assessment, so staff is forced to deliver these types of supports in the hallway. Nursing is not available in the Administration Building, and children must walk to the building next door if they need health services.

Boxborough CHECP Site

The other two preschool classrooms are housed at Blanchard Memorial School in Boxborough. The playground at Blanchard Memorial School is not accessible for students with physical disabilities. While related services staff (OT, PT, SLP) have office spaces in both buildings, they are not located in close proximity to the classrooms. When services cannot be provided in the classroom, staff spend a lot of time bringing children from one location to the other. The classrooms at Blanchard do have a nurse on-site.

Early Childhood Program: Future Design Needs

ABRSD envisions an early childhood entrance that is welcoming, bright and cheerful both outside and inside and includes an office for the early childhood coordinator and administrative assistant. A separate driveway for special education transportation and a parent motor vehicle drop-off area are needed to ensure student safety. There should also be dedicated family parking near the preschool-related services staff (OT, PT, SLP) offices so that families accessing drive-in services do not have to walk from another building as they do currently.

Eight or nine classroom spaces are needed. These spaces should have lots of natural light and be partially carpeted to facilitate morning meeting time and partially tiled to support messy preschool projects. There should be sufficient space in each classroom for various dramatic play areas, work and exploration, and a sensory/calming area for children to access as needed. There should be a vestibule of sorts in the entryway of each classroom to keep backpacks, boots, jackets, and more separate from instructional spaces and out of the hallway or pod area. Classroom furniture should be a combination of hard and soft seating and workspaces that are both flexible and movable. Within or between every two preschool classroom, there should be a combined storage area and bathroom, with one sink and a large storage area for instructional materials and items for dramatic play centers, which rotate every

few weeks. Classrooms should have at least one sink inside each classroom.

Each preschool classroom should have access to enough iPads for each child, whether through shared iPad carts or iPad stations in each room. There should be additional iPad charging stations available for adult iPads, to facilitate the data collection required for each children with IEPs, and especially for the ABA program. Additional assistive technology should be available for students in the classroom.

A small teaching space adjacent to each classroom is needed for one-on-one instruction and assessment. These should be close to the preschool classrooms and ideally co-located near the related services staff (SLP, OT, PT, psychologist) supporting K-6. The preschool also needs multiple, small breakout spaces for consultation meetings, staff collaboration, and ABA clinics and IEP meetings with families. The preschool classrooms should also be located near the nurses' offices for the elementary schools.

The CHECP should have separate office spaces for the coordinator/administrative assistant, school psychologist, shared office spaces for the speech-language pathologists, and a shared motor space for the occupational and physical therapists. The motor space should be appropriately-sized to provide therapy for students using a variety of gross motor equipment, including suspended equipment (e.g. adaptive swing for sensory needs) and lots of large storage for big pieces of equipment. The therapy rooms should be in close proximity or connected to classrooms to minimize travel time and optimize staff collaboration. Classrooms and speech/language therapy rooms should be acoustically sound for students with hearing loss. Because of the number of observations and evaluations conducted by the program, there is also a need for a small group testing and observation area with two-way glass. Spaces should be flexible so that they can adapt to changes in educational programming and curriculum needs.

CHECP needs an early childhood playground that is created using universal design for learning, that is not only accessible but also inclusive. This space should have plenty of shade and offer a variety of activities, including crawling, riding bikes and playing on various apparatus. It is important to be accessible to young children of all abilities. This could be shared outdoor play space with lower grades, as well as a smaller gym space that would lend itself to age-appropriate instruction. It is important that this space be enclosed/secure to ensure safety for students who elope, and it should not be located in the middle of a parking circle as it is now.

Hallways/space outside classrooms should be designed to be used for both learning and play. Apparatus capable of being stored to the side of hallways and materials/equipment that hang out of reach off of wall hooks would allow for areas to be used for multiple purposes. A small alcove in the entryway of each classroom is needed to support students transitioning in and out of the classroom with their outdoor clothing/boots, backpacks, etc. Items that can be easily removed could turn interior spaces into play areas in inclement weather. Finally, children enrolled in CHECP should have access to specials like music, art, and gym a few times per week, with a focus on play.

Teacher Planning and Professional Learning

Research is clear that collaborative time among educators improves student learning outcomes. Grade level collaborative teams have shared preparation time four days per week as well as Thursday afternoons when students have early release days. Presently, there is insufficient teacher planning space, and teachers generally meet within their individual classrooms as space allows.

The district's professional learning program is designed to provide appropriate growth opportunities for all educators at all stages of their careers. Elementary educators meet by grade-level and in individual, self-selected workshops, all in an effort to improve teaching and learning. A future facility should include conference-style educator meeting space to reflect the increasingly collaborative nature of curriculum delivery by grade-level teams. Any spaces like this should be located by grade-level classrooms and be distinct from a staff lunchroom, which will be utilized solely for breaks and socialization.

Faculty meetings and all-staff professional learning offerings are currently held in the building library, in classrooms, or in the cafeteria, which are not comfortable, are often crowded, and lack heating/cooling. Currently, there is not adequate lighting or technology available for presentations.

Teacher Planning and Professional Learning: Future Design Needs

The provision for flexible and collaborative meeting space would allow staff to maximize planning and professional learning opportunities. Smaller collaborative spaces for grade level teams to utilize, combined with larger open areas for whole-faculty professional learning are needed to support educators in ongoing professional learning.

Lunch Program

Lunch is prepared and served in each of the school kitchens. As mentioned above, the district has been operating in a twin elementary school (The Parker Damon Building) for the last fifteen years. The Parker Damon Building has a shared kitchen, which allows sharing food and staff between the two schools. Meals are prepared on site. The Parker Damon building has a single large cafeteria space which is located in the center of the building, right next to the main office for the McCarthy-Towne elementary school, and near several classrooms. Each lunch period has about 350 students in one open space. Large groups of students are transitioning in and out of the cafeteria during a large portion of the school day.

The district values the ability to provide healthy, locally sourced food. Whenever possible, the district incorporates local food, currently utilizing vegetables from the junior high school garden as available. Junior high students also prepare food as part of classroom projects, and they plant and maintain the vegetable garden in raised beds in the school courtyard. The district would like to have a similar program involving students growing a garden on the new school grounds.

Currently, there are 25-minute lunches in each of the district elementary schools. To support student health, it would be ideal to serve lunch to multiple grades at a time closer to the middle of their school day. This change would also make the cafeteria available for a larger portion of the day for additional uses such as whole-grade meetings, project learning, movement activities, etc. Because CHECP will be co-located, it would also be possible to serve lunch to preschoolers who attend a full-day program.

Lunch Program: Future Design Needs

Efficiencies can be gained by having one kitchen for both elementary schools. The kitchen can have a combined staff with one cafeteria manager. However, it is very important that the cafeteria space be divided into smaller, welcoming spaces with careful attention paid to noise and access to the space. If possible, the kitchen should be in the middle of the separate cafeteria. Students often go from recess to lunch, so transitions need to be considered. Seating space in the cafeterias should be varied to meet the needs of all students. A place should be designed for All Day Kindergarten and Full Day Preschool students to eat lunch in a small and inviting environment. Each school should have its own cafeteria with multiple entrances to reduce the noise and transition traffic into and out of the cafeteria. Each cafeteria should have a stage and enough space for all school meetings. Douglas, Gates, and Conant each have all school meetings regularly, with performances on stage and student presentations. These are important components of each individual school community. In lieu of an Auditorium, a properly sized “Cafetorium” can serve as lunch space as well as a space for all school community activities.

Transportation

ABRSD provides transportation to all students. As a regional district that applies for and receives a percentage of transportation expenses reimbursed annually from the Commonwealth, ABRSD is mandated to transport all individuals regardless of home distance from school and cannot charge a fee for this service. The ABRSD Elementary model of open enrollment and school choice for all presents unique challenges for the transportation system as a whole. The need to transport all students from any geographic location while keeping ride times reasonable creates the need for a very large system with many buses operating concurrently. As a result, the need to provide solutions to provide safe and efficient dropoff and pickup of students with pedestrian, school bus, and general traffic flow is heightened. The district’s experience with a large 1,000 student twin elementary school building has provided experience with ways in which bus, car, and pedestrian traffic can be more safe and efficient.

Transportation and Building Access: Future Design Needs

It is important that a building with 1,000 elementary students and 130 preschool students have several separate ways to enter and exit the building, and that bus traffic can be separate from cars and

pedestrians. The building would need the following:

- A bus loop that would be able to stack 15 to 20 busses. The access road in and out of the property for the busses should be separate from the road in and out for cars.
- There should be a large central entrance and exit for large numbers of students. However, each school should also have an entrance that is separate so that during the school day visitors to one of the schools will go through the entrance designated for that school. This will provide more security because the main office for each separate school would be responsible for granting access to parents and visitors to that specific school. This will also provide multiple paths to enter and exit the building during the busy morning bus drop-off and afternoon dismissal.
- The Early Childhood Program should have a separate entrance and exit that is designed to provide families with a smaller, warm entrance for the district's youngest students. The ECP entrance should have comfortable furniture and spaces near the entrance for the many parent meetings and coffees that takes place in this school.
- The ECP should also have separate designated parking and a car drop-off/pickup area. Students in the ECP do not have bus transportation. Rather, their parents drive them and pick them up daily.
- Students with disabilities may arrive at school in a van. Appropriate access for staff to assist children getting on or off of their van is required.
- The elementary schools should have a clear path for parents to drop-off and pick up their children.
- Pedestrians and cyclists should have safe paths to walk to and from the building.
- There needs to be enough parking for staff. This includes faculty for each school as well as part time and full-time paraprofessional staff.

Traffic Patterns

Planning safe traffic patterns around the school should be a high priority consideration in the design of the facility. Appropriate traffic control plans should take into account:

- Pedestrian safety accessing the campus
- Providing ample bicycle lanes and "parking"

Functional and Spatial Relationships

The vision for the school is to provide adaptable, flexible, and varied learning space that celebrates community values, well-being, and student learning. The building should feel physically connected throughout with attention to interior and site circulation. Ample exhibition and curation of student work will be visible throughout the spaces. It will be important to consider the nine-year age span that will exist in a building that houses preschool (age three) through grade six (age twelve) when planning and making decisions around design, flow, light, finishes, and furniture.

The Media Center will serve as the physical and value center of the building benefiting from STEAM learning labs, small group rooms, and isolated quiet spaces within its organization. A key consideration will be the separation of classroom spaces from public-use spaces by the community. This is especially

important if multiple schools are located within the same building. Deliberate design thought should be given to ensure shared spaces are equitable, identifiable, and accessible.

Classroom adjacencies will encourage collaboration with flexible learning spaces within and beyond the classroom. Special education spaces will be sprinkled throughout the building, as well as shared extended learning spaces between grade level teams. Classrooms will have the ability to be grouped either by grade level or organizational cohorts depending on room assignments. Specialty classrooms such as art, music, media, STEAM, and teacher collaboration spaces will have deliberate relationships to the core classrooms to encourage cross-disciplinary collaboration and equitable access.

Connection to the Environment

The communities of Acton and Boxborough have long celebrated efforts with regard to environmental sustainability and education and the communities enjoy many natural resources to support these efforts. Additionally, the school district has provided students opportunities that support education around the environment including but not limited to outdoor learning, energy and water management, and composting.

The sites under consideration for the CT Douglas project all provide substantial opportunities for the project to provide students with a facility that leverages the natural topography of the site in order to celebrate the connection between the school, its students, the community and the environment.

Opportunities for such a connection may include:

- Consideration of school placement within the site to foster students' connection with the environmental features of the site
- Aesthetic design that leverages the unique environmental features of the site and simultaneously honors the specific neighborhood setting of the school
- Strategies which bring environmental features of the site into learning spaces within the school

The district also wishes to create a school that not only provides a high level of energy, water and waste efficiency, but also leverages the inherent design features of the building to create educational opportunities and learning experiences for students. As such, the school design should create opportunities for students to interact with the building in ways which develop a deep understanding of how human behaviors impact the the environmental footprint of the building.

Finally, the schools have made commitments to provide outdoor learning opportunities for students a regular part of their educational experience. As such the design of the school should create a culture of environmental sustainability and site should feature:

- Outdoor learning spaces that provide opportunities for students to learn about the unique environmental features of the site
- Paved access paths to natural areas which can be accessed by all students
- Play areas that integrate naturally into the surroundings
- Covered picnic tables and seating as well as sheltered areas that would accommodate a class

or a grade level during outdoor learning activities

Security and Visual Access

ABRSD is committed to ensuring a safe environment for all students and staff; to improve public safety for community members who visit or use school property; and diminish the potential for personal and district loss or destruction of property. The school's current policies and procedures to support building security:

- Clear administrative procedures and policies in place to oversee district safety and security programs.
- Regular and continued vulnerability assessments conducted to observe security in place, identify security deficiencies, determine level of security needed, and make recommendations for improvement.
- Effective management of security using multiple forms of communication; policies and procedures; physical security; training; and response plans involving administration, staff, parents, and students.
- CORI checks for all faculty, staff, volunteers, contractors, and vendors who are on school property. Staff are required to visibly display identification badges when school is in session.
- Regular fire alarm drills and lockdown drills to ensure faculty and staff can quickly determine if all students are accounted for.
- Ongoing training for staff provided to implement the Emergency Response Plan if needed.
- Educate students, faculty, and staff so they are empowered to report suspicious or concerning behavior.

Security and Visual Access: Future Design Needs

The future security design of the school should focus on ensuring and providing a welcoming environment for students, families and community members while simultaneously providing a full complement of modern security features which should include, but may not be limited to:

- Safe and secure main entrance and lobby including single entry door per school or program with a door-release button; intercom and video surveillance, and a visitor management system in place. Additional exterior doors should be locked at the start of the school day (others are egress only and monitored).
- Safe access for kitchen, facility, and shipping/receiving separate from school traffic to main entrance.
- Installation of signage to direct visitors, contractors, and vendors to the administration area to be processed for access. Doors and windows should have identification. All occupied rooms have route-of-travel maps on walls.
- The perimeter of the campus is clearly identified from public property. Landscaping supports clear sightlines of the school building exterior.

- Safe and secure vehicular access to the building including the use of bollards, no-parking areas and designated drop-off areas. Separation of vehicular and bus traffic patterns. Safe pathways provided for pedestrians and bicyclists. Emergency and public safety vehicle access is clear.
- Best practices for access control systems in place for building, classroom, and support space access.
- Adequate exterior lighting provided around walkways, doorways, and in parking areas with awareness of minimizing light trespass on neighboring properties and energy efficiency.
- Video surveillance coverage, protocol, and maintenance coordinated with local law enforcement.

Final Statement

The ABRSD vision and core value statements will drive this building project. When the final design is selected, it will need to support 21st century teaching and learning, wellness, equity, and student engagement. If the building includes two unique elementary schools and an early childhood program, the design will need to balance the individual needs of each school program within the overall facility. Spaces should be designed so that instruction, school and grade configuration can evolve over time to ensure students are prepared to meet the challenges of the future. ABRSD is excited for all the possibilities that updated facilities can provide for student learning.



Acton-Boxborough Regional School District

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Peter J. Light
Superintendent of Schools

Superintendent's Goals 2018-19

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.

Key Actions:

- Develop and present entry plan
- Complete entry process as detailed in the entry plan
- Present a report of entry findings to the school committee
- Utilize entry findings to work with school and district leaders and the school committee to continue the development of goals within the Long Range Strategic Plan

Benchmarks (Evidence) and Timelines:

- August 2018 - Present Entry Plan to School Committee
- September - December 2018 - Update School Committee regarding entry process via Superintendent's Updates
- January 2019 - Present Report of Entry Findings to School Committee
- February - August 2019 - Utilize entry findings to inform further development of district goals and develop draft 2019-20 District Goals
- September 2019 - Present 2019-20 District Goals to School Committee for Approval

Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - E. Data-Informed Decision Making
- III. Family & Community Engagement - A. Engagement; C. Communication
- IV. Professional Culture - A. Commitment to High Standards; E. Shared Vision Indicator

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

Superintendent's Goals 2018-19

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.

Key Actions:

- Participation in all NSIP Content Days (9 total)
- Engage in approximately 30 hours of coaching during the 2018-19 school year
- Complete projects and assignments as provided by the New Superintendent Induction Program with particular attention to those activities which will directly support the district's work

Benchmarks (Evidence) and Timelines:

- Mid-year update to school committee regarding progress toward goals
- Evidence of progress submitted to school committee in Spring to support summative evaluation

Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - B. Instruction; E. Data-Informed Decision Making
- IV. Professional Culture - D. Continuous Learning; E. Shared Vision

Superintendent's Goals 2018-19

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.

Key Actions:

- As detailed in the 2018-19 District Goals

Benchmarks (Evidence) and Timelines:

- School Committee presentations
- Mid-year update
- Evidence submitted toward summative evaluation

Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - E. Data-Informed Decision Making
- II. Management & Operations - A. Environment
- III. Family & Community Engagement - C. Communication; D. Family Concerns
- IV. Professional Culture - F. Managing Conflict

Superintendent's Goals 2018-19

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.

Key Actions:

- As detailed in the 2018-19 District Goals

Benchmarks (Evidence) and Timelines:

- School Committee presentations
- Mid-year update
- Evidence submitted toward summative evaluation

Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - B. Instruction; D. Evaluation
- II. Management & Operations - B. Human Resources Management & Development; E Fiscal Systems
- IV. Professional Culture - B. Cultural Proficiency

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

WELLNESS • EQUITY • ENGAGEMENT

Superintendent's Goals 2018-19

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.

Key Actions:

- As detailed in the 2018-19 District Goals

Benchmarks (Evidence) and Timelines:

- School Committee presentations
- Mid-year update
- Evidence submitted toward summative evaluation

Alignment with Key Standards of Professional Practice:

- II. Management & Operations - E. Fiscal Systems
- III. Family & Community Engagement - A. Engagement
- IV. Professional Culture - C. Communications; E. Shared Vision; F. Managing Conflict

Attachments:

2018-19 District Goals - voted 10/4/18

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

WELLNESS • EQUITY • ENGAGEMENT



**ABSENTEE
OFFICIAL BALLOT
SPECIAL TOWN ELECTION
ACTON, MASSACHUSETTS
NOVEMBER 6, 2018**

Ann K. Spicard
TOWN CLERK

INSTRUCTIONS TO VOTERS

A. TO VOTE, completely fill in the OVAL to the RIGHT of your choice like this: ●

BALLOT QUESTION 1

SHALL THIS TOWN ADOPT THE FOLLOWING BYLAW?

CHAPTER Z – MARIJUANA ESTABLISHMENTS

The operation within the Town of Acton of any marijuana establishment, as defined in Massachusetts General Laws c. 94G, § 1, including, without limitation, a marijuana cultivator, marijuana testing facility, marijuana product manufacturer, marijuana retailer, or any other type of licensed marijuana-related business, is prohibited. This prohibition shall not apply to the sale, distribution, or cultivation of marijuana for medical purposes by a Registered Marijuana Dispensary as defined by and registered under Chapter 369 of the Acts of 2012.

Summary by Town Counsel

YES ○
NO ○

A majority of voters in Acton voted in favor of Question 4 on the 2016 state election ballot, entitled "Legalization, Regulation, and Taxation of Marijuana." Subsequently, the Legislature enacted General Law Chapter 94G, section 3. Under that statute, towns where a majority of ballots were cast in favor of Question 4 must submit any bylaw limiting the type or number of marijuana establishments, or prohibiting such establishments altogether, to voters for approval.

A "yes" vote on this question would prohibit any marijuana establishment, as defined in chapter 94G, section 1 of the General Laws, from operating in Acton. The prohibition would apply to marijuana establishments including, without limitation, marijuana cultivators, independent testing laboratories, marijuana product manufacturers, and marijuana retailers. The prohibition would not apply to Registered Marijuana Dispensaries that dispense medical marijuana. If this ballot question is approved, the Cannabis Control Commission — a statewide commission created by the Legislature to promulgate regulations and to review license applications for marijuana establishments — would deny licenses to applicants who propose to operate a marijuana establishment in Acton. A "no" vote disapproves the bylaw, meaning the prohibitions described above would not take effect in Acton.

In order for a "yes" vote to be effective, however, Acton Town Meeting must also approve the ban via local bylaw. The Acton Board of Selectmen has called for a Special Town Meeting to be held on Monday, December 3, 2018, for the purpose of considering and either approving or rejecting this bylaw. As an alternative, the Special Town Meeting Warrant also includes related measures that 1) would impose zoning restrictions on the time, place, and manner of operations of marijuana establishments in Acton, if the voters do not approve this bylaw entirely prohibiting such establishments, and/or 2) adopting a local option tax of 3% on sales by recreational marijuana retailers that operate in Acton, if any.

3

QUESTION 3: Referendum on an Existing Law

12.2

Transgender Anti-Discrimination

Do you approve of a law summarized below, which was approved by the House of Representatives and the Senate on July 7, 2016?

SUMMARY ►

As required by law, summaries are written by the State Attorney General.

This law adds gender identity to the list of prohibited grounds for discrimination in places of public accommodation, resort, or amusement. Such grounds also include race, color, religious creed, national origin, sex, disability, and ancestry. A "place of public accommodation, resort or amusement" is defined in existing law as any place that is open to and accepts or solicits the patronage of the general public, such as hotels, stores, restaurants, theaters, sports facilities, and hospitals. "Gender identity" is defined as a person's sincerely held gender-related identity, appearance, or behavior, whether or not it is different from that traditionally associated with the person's physiology or assigned sex at birth.

This law prohibits discrimination based on gender identity in a person's admission to or treatment in any place of public accommodation. The law requires any such place that has separate areas

for males and females (such as restrooms) to allow access to and full use of those areas consistent with a person's gender identity. The law also prohibits the owner or manager of a place of public accommodation from using advertising or signage that discriminates on the basis of gender identity.

This law directs the state Commission Against Discrimination to adopt rules or policies and make recommendations to carry out this law. The law also directs the state Attorney General to issue regulations or guidance on referring for legal action any person who asserts gender identity for an improper purpose.

The provisions of this law governing access to places of public accommodation are effective as of October 1, 2016. The remaining provisions are effective as of July 8, 2016.

WHAT YOUR VOTE WILL DO ►

As required by law, the statements describing the effect of a "yes" or "no" vote are written jointly by the State Attorney General and the Secretary of the Commonwealth.

A YES VOTE would keep in place the current law, which prohibits discrimination on the basis of gender identity in places of public accommodation.

A NO VOTE would repeal this provision of the public accommodation law.

STATEMENT OF FISCAL CONSEQUENCES ►

As required by law, statements of fiscal consequences are written by the Executive Office of Administration and Finance.

The proposed repeal of the existing law has no discernible material fiscal consequences for state and municipal government finances.

(See next page for source)



Massachusetts

INFORMATION FOR VOTERS

2018 Ballot Questions

STATE ELECTION

Tuesday, November 6, 2018

Voter Registration Mail-In Form Enclosed!



Massachusetts Register to Vote Online

registertovotema.com

Published by

William Francis Galvin
Secretary of the Commonwealth

File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the Acton-Boxborough Regional School Committee will make every reasonable effort to protect the dignity of the students as individuals. They also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry or national or ethnic origin, homelessness or physical and intellectual differences.

To accomplish this, the Committee and the District's staff will make every reasonable effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, or homelessness.

This will mean that every student enrolled in the District will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities for which they are eligible.

All implementing provisions issued by the Board of Education and Secondary Education (BESE) in compliance with this law will be followed.

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
 Title IX, Education Amendments of 1972
 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
 BESE Regulations 603 CMR 26:00
 BESE Regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

Based on MASC version – June 2012

APPROVED: 2/2/17

Students who are Transgender and/or Gender Nonconforming

A. Purpose

The purpose of this procedure is to:

1. Establish, maintain and foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression;
2. Maximize students' social integration to ensure safety and comfort and minimize stigmatization, while providing equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities for which they are eligible;
3. Demonstrate our commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community; and
4. Facilitate compliance with local, state and federal laws concerning privacy and discrimination.

This procedure is intended to be interpreted in light of applicable state and federal laws and regulations, as well as School Committee policies, procedures and school rules.

This procedure is not intended to anticipate every possible situation that may occur, since the needs of particular students and families differ depending on the student's age and other factors. In addition, the programs, facilities and resources of each school building also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis and to utilize these procedures and other available resources as appropriate.

B. Definitions

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. The terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which individual students who are transgender may wish to be identified. However, for the sake of brevity, these guidelines refer to "students who are transgender."

1. *Sexual orientation* – one's emotional or physical attraction to the same and/or opposite sex.
2. *Gender identity* – a person's internal sense of being male, female, some combination of male and female, or neither male nor female
3. *Gender expression* – the physical and behavioral manifestations of one's gender identity.
4. *Gender nonconforming* – a person whose gender expression differs from stereotypical expectations (also called "gender variant" and "gender atypical").
5. *Nonbinary* – a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female

6. *Transgender* – an adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.
7. *Transition* – the process by which an individual goes from living and identifying as one gender to living and identifying as another.

C. Addressing the Needs of Students who are Transgender

A student will be considered transgender if, at school, he/she consistently asserts a gender identity or expression different from the gender assigned at birth. This involves more than a casual declaration of gender identity or expression, but it does not require a medical diagnosis.

Students of all ages can often be the driving force behind a gender transition, and students are transitioning at earlier ages. School staff should work with parents and guardians whenever possible to establish healthy communication and ensure the student's needs are met.

Each student will follow a unique process for transitioning. Students ready to socially transition often initiate a process to change their name, pronoun, and attire. In situations when students are leading the process, it will be important for school staff to speak with the student prior to involving parents, guardians, or other family members to determine whether doing so would be safe and support the student's health and well-being.

Some students who are transgender face family rejection, which can result in negative outcomes such as abuse or ejection from the home. Schools are responsible for ensuring a *safe and affirming* environment with equal opportunity for all students. Staff should take guidance from, and work collaboratively with, each student to ensure that the student remains safe both at school and at home.

Schools may be the only safe space where students feels comfortable fully expressing their gender. Therefore it is critical that parent/guardian approval is never a prerequisite for respecting a student's chosen name, gender identity, and chosen pronouns.

D. Creating A Plan for Students who are Transgender/Transitioning

The following procedure will be used to create a Plan to meet the needs of students who are transgender:

1. A student who is transgender and/or his/her parent(s)/guardian(s) should contact the building administrator or the student's counselor. In the case of students who have not yet enrolled in school, they should contact the building principal.
2. The building administrator or designee should schedule a meeting to discuss the student's particular circumstances and needs. In addition to the student, parent(s)/guardian(s) and building administrator, other participants may include the counselor, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a Plan for that student.

3. In consultation with the student and parent(s)/guardian(s)/others as appropriate, the school should develop a Plan to address the student's particular needs. If the student has an IEP and/or a 504 plan, the team should consider the provisions of these plans as they develop a Plan for addressing transgender issues. The Plan should:
 - a. in consultation with the student, determine what information to share with the student's parents or guardians
 - b. identify resources that could assist parents or guardians to better understand how to support their child, if necessary
 - c. describe how staff will communicate with building staff and other students
 - d. outline how we will meet the student's specific needs around facilities (i.e. restrooms, locker rooms, overnight accommodations, etc.)
4. The school may request documentation from outside service providers as necessary to assist staff in developing a Plan appropriate for the student.
5. If the parties cannot reach an agreement about the elements to be included in a Plan, the building administrator and/or a District-level administrator shall be consulted as appropriate.
6. Teachers and other staff who have responsibilities for a student who is transgender will receive support in implementing the student's Plan.
7. The Plan(s) shall be kept in the Counseling office.

E. Guidance on Specific Issues

1. **Privacy:** The student's Plan should address how to deal with disclosures that the student is transgender. In some cases, a student may want school staff and students to know, and in other cases the student may not want this information to be widely known. School staff should take care to follow the student's Plan and not to inadvertently disclose information that is intended to be private or that is protected from disclosure.

School staff should remember that under FERPA, student records may only be accessed and disclosed to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians, or the student at age 14.

2. **Official Records:** Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (*see* Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.

Schools are required to maintain a permanent record for each student that includes legal name and gender. This information is also required for standardized tests and official school unit reports. On school records or other documents, the school should, to the extent

possible, use the name and gender identified in the student's Plan, not the name or gender assigned at birth.

Under Massachusetts law, an individual may adopt a name that is different from the name that appears on the birth certificate, "provided the change is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required" (MA DESE's *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*). The Massachusetts DESE has a process in place to update name changes and gender markers in the Student Information Management System.

Any requests to change a student's legal name or gender in official records should be referred to the Assistant Superintendent for Student Services. State law mandates that data about a student's assigned gender, name change related to gender identity, and other similar information is part of the Student Record. When a student is using a chosen name and different gender than assigned at birth, the birth name and assigned gender are considered private information. The school will make every effort to update the student's record to reflect the student's chosen name and gender and not circulate records with the assigned birth name and gender. Records with the student's assigned birth name and gender should be kept in a separate, confidential file in the counseling office.

3. **Names/Pronouns:** School staff should address students who identify as transgender under these guidelines by the name and pronoun that correspond to the gender identity they consistently assert while at school. Some students may feel most comfortable with gender-neutral pronouns like "ze" or "they", or just referred to by their names without pronouns.
4. **Restrooms, Locker Rooms, and Changing Facilities:** A student who has been identified as transgender under these guidelines shall be permitted to use the restroom/ locker room/changing facility assigned to the gender the student consistently asserts at school. A student who is transgender and expresses a need for privacy will be provided with reasonable alternative restroom facility or accommodations such as using a separate stall or a staff facility. However, students shall not be required to use a separate non-communal facility over their objection.
5. **Athletics:** Students who are transgender may participate in accordance with the gender identity they consistently assert at school. Interscholastic athletic activities are addressed through the Massachusetts Interscholastic Athletic Association *Gender Identity Policy Clarification* (11/13/2014).
6. **Other Gender-Based Activities, Rules, Policies, and Practices:** According to the Massachusetts Department of Elementary and Secondary Education, "Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity." (MA DESE's *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*).

Since we are responsible for ensuring a safe and affirming environment for all students, staff will not use gender-based practices such as lining boys and girls up separately to leave the classroom, or using phrases like, “Boys and girls...” Additionally, staff shall not separate students by gender for instructional or curricular purposes.

7. **Dress Code:** Students who are transgender may dress in accordance with their consistently asserted gender identity, consistent with any applicable requirements in the dress code or school rules.
8. **Safety and Support for Students Who Are Transgender:** School staff are expected to comply with any Plan developed for a student who is transgender and to notify the building administrator or other designated support person for the student if there are concerned about the Plan or about the student’s safety or welfare.

School staff should be sensitive to the fact that students who are transgender may be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if he/she becomes aware of a problem.

9. **Professional Learning for Staff:** The Superintendent and/or building principals may offer professional learning and/or distribute educational materials about transgender issues to faculty as they deem appropriate.

Cross Reference:

JB	ABRSC Policy Equal Educational Opportunities
JI	ABRSC Policy Student Rights and Responsibilities
AC	ABRSC Policy Nondiscrimination
ACAB	ABRSC Policy Prohibition of Harassment
MA 603 CMR 26.00	Access to Equal Education Opportunity Regulations
MA, 603 CMR 23.00	Student Records Regulations
Title VI	Civil Rights Act of 1964
MA St. 2011, c.199	An Act Relative to Gender Identity
MA St. 2016, c. 134	An Act Relative to Transgender Anti-Discrimination
42 USC 12211 (b)(1)	Americans With Disabilities Act (ADA)
Massachusetts Interscholastic Athletic Association <i>Gender Identity Policy Clarification</i>	
Massachusetts Department of Elementary and Secondary Education’s <i>Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity</i>	

November 2017



Acton-Boxborough Regional School Committee

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

12.1

To: The Acton-Boxborough Regional School Committee

From: Diane Baum, Chairperson

Date: October 25, 2018

Re: **Delegate selection for the MASC Annual Business Meeting on November 9, 2018 and request for consensus on proposed resolutions to be deliberated at that meeting**

This year, the Massachusetts Association of School Committees (MASC) and Massachusetts Association of School Superintendents (MASS) are holding their annual joint conference on November 7-10 in Hyannis, Massachusetts. This year's conference includes over 70 workshops and special sessions on a wide spectrum of topics pertinent to school committee work. In addition, School Committees are asked to select a delegate (and alternate) who will represent their Committee at the 73rd Annual Business Meeting on Friday, November 9th. Delegates (or their designated alternate) will have one vote on each item of business.

This year, I am happy to report that the Acton-Boxborough Regional School Committee is sending 6 members to the Conference; we now need to select a delegate and an alternate who will attend the business meeting on November 9th and vote on business items including 9 proposed resolutions on the following topics:

- Resolution 1: Rejecting the Arming of Educators
- Resolution 2: Small and Rural Districts
- Resolution 3: Elimination of the Federal Department of Education
- Resolution 4: Regional School Transportation
- Resolution 5: Reporting & Accountability Standards
- Resolution 6: Reproductive Health Education
- Resolution 7: Gender Identity Inclusive Athletic Participation Policy



Acton-Boxborough Regional School Committee

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Resolution 8: Sports Wagering

Resolution 9: Access to Information for Parents and Students who are Clients of Special Education

I would like our delegate (and alternate) to have the consensus of the Committee on these 9 resolutions. Please read the attached supplement for additional information on the resolutions, and be prepared to share your thoughts at our public meeting on November 1st. I look forward to our discussion!

RESOLUTIONS AS APPROVED BY THE BOARD OF DIRECTORS

July 11, 2018 for Referral to the Delegate Assembly

RESOLUTION 1: Rejecting the Arming of Educators

WHEREAS the Massachusetts Association of School Committees has been strong advocates to provide students, faculty and staff a safe and supportive school and classroom, and

WHEREAS attention has been placed recently on the mass killing of students in school in Florida and Texas, and

WHEREAS the President of the United States and other policy makers have given support toward equipping educators with firearms, and

THEREFORE, BE IT RESOLVED THAT

the Massachusetts Association of School Committee rejects the notion of providing firearms to any educators. The safest environment would be to provide additional mental health resources and violence prevention programs in public schools.

EXPLANATION: This resolution addresses recent federal initiatives to provide safer schools by arming school personnel, including teachers. The resolution rejects that approach and argues for further mental health and violence prevention strategies in the classroom and in school.

Opponents may argue that arming educators under appropriate standards and safety precautions could prevent school shootings or other acts of violence that have led to the deaths and injury of children and adults.

RESOLUTION 2: On Small and Rural Districts

WHEREAS: Massachusetts has a number of small and rural school districts that have special academic, social, financial, and operational needs, and, yet, operate with an enviable measure of success,

WHEREAS: Some of the factors that create disproportionately severe impact upon small and rural districts are declining population, lower bases upon which to set property taxes, loss of employment, inequitable access to technology including wireless and traditional internet access, costs of transportation, access to social supports and major health care centers, and isolation of the population, and

WHEREAS: The already onerous compilation of state regulations imposes an added burden on small and rural districts with small staffs and fewer administrators to comply with the many reporting requirements and standards imposed by the Commonwealth,

NOW, THEREFORE BE IT RESOLVED:

That MASC call for the creation of a working group to advise the legislature on the best public policy solutions to support small and rural school districts, and further

That this working group propose modifications to the Foundation Budget and other elements of the Chapter 70 financial assistance program; designate specific instances where excessive regulation interfere with the ability of school leaders to direct the academic improvement of children; identify and advise on eligibility for state and federal programs to support public education; and find strategies to ameliorate the impact of forces that jeopardize the growth, stability and success of these school districts, and further

That MASC oppose legislation or unlegislated regulations that would attempt to undermine the right of any city, town or regional district to have imposed upon it a mandate to restructure, expand, regionalize, or dissolve its school district without its consent.

EXPLANATION: Regional districts, addressing lower economies of scale, economic recession, rising costs (i.e., transportation), and declining enrollment need additional financial assistance and regulatory flexibility to operate successfully. This resolution would ask the state to authorize the Foundation Budget Review Commission or the legislature itself to study and implement changes to the Foundation Budget to support small and rural districts. Further, mindful of previous attempts by the state DESE to coerce districts to consolidate against their will, this resolution would prevent the legislature or state agency from requiring a school district to change its format without its consent.

Opponents would argue that some small and rural districts might require state intervention to make their fiscal, academic, operational and structural status more efficient and would not do so without state intervention.

RESOLUTION 3: Elimination of the Federal Department of Education

WHEREAS The current Administration has made proposals to merge the U.S. Department of Education with the U.S Department of Labor to create the Department of Education and the Workforce, and

WHEREAS The role of the Department of Education is to serve as a fiduciary agent over federal education funding, drive education policy for the country and protect the rights of all students, and

WHEREAS The merger of the two government agencies could diminish the work of the current Education and Labor Departments, and

Therefore, be it resolved that

The Massachusetts Association of School Committees works with the federal delegation to reject any notion of combining the U.S. Department of Education with other government departments.

EXPLANATION: A consolidation of federal cabinet agencies has been suggested by the Trump Administration. Previously, this function was part of the federal Department of Health, Education and Welfare (HEW) before being separated out into a separate Department of Education (US DoE). Advocates believe that, however the unpopular the administration at US DoE may be, public education requires a discrete voice among the among bureaucracies.

Opponents may argue that US DoE is part of an oversized federal bureaucracy and can easily be accommodated as part of a more efficient, consolidated agency.

Resolution 4: Regional School Transportation

WHEREAS Among the transportation cost concerns for regional school districts is the lack of competition for bus contracts for regular day ("yellow bus") services, as well as the steadily mounting cost for special education transportation, and

WHEREAS M.G.L. c. 71, § 7C prohibits certain uses of regional transportation authorities to provide school district transportation services, and

WHEREAS Elimination of M.G.L. c. 71, § 7C would free the Regional School Districts and Regional Transportation Authorities to collaborate on plans to provide safe and efficient transportation alternatives that lessen the financial impact on the both the districts and the Commonwealth, and

WHEREAS the lack of bidders on school transportation contracts requires a deeper analysis by the appropriate state officials, and

THEREFORE, BE IT RESOLVED THAT

To promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis of the lack of bidders on school transportation contracts.

EXPLANATION: In order to overcome a paucity of bidders for public school transportation contracts, and in light of the severe cost burden upon districts to pay for both regional and municipal school districts, this resolution urges an analysis of why few bidders emerge, how better competition might be obtained, or what collaborations might emerge.

Critics of this policy would point to the state's bidding laws and regulations as sufficient, or cite that the problem might be better addressed by full funding of regional transportation as established in law but, subject to appropriation, and currently less than 100%.

RESOLUTION 5: Regarding Reporting and Accountability Standards

WHEREAS the Massachusetts Association of School Committees recognizes and upholds the right of any group to establish and maintain schools so long as such schools are fully financed by their own supporters.

WHEREAS private and home schools should be subject to governmental regulation that assures a minimum standard of instruction under state law.

WHEREAS private schools or other entities that receive public subsidies, funding, or support under state or federal law, whether directly or indirectly, should be held to the same reporting and accountability standards, including the same annual assessments of student proficiency, required of public schools as a condition of continued eligibility to receive public subsidies or funding.

WHEREAS schools that receive any public funding should be subject to the same statutory and constitutional requirements as public schools.

THEREFORE, BE IT RESOLVED THAT:

the Massachusetts Association of School Committees works with the legislature and Board of Elementary and Secondary Education to ensure that all students in schools that receive public funds under the authority of the MA Department of Elementary and Secondary Education (DESE) or a local public school district are held to the same standards and requirements in the Commonwealth of Massachusetts.

EXPLANATION: Some public schools, such as charter schools, are exempted from some of the state regulations imposed on non-charter public schools. In addition, some private and quasi-public schools receive funding for various programs, but are not subjected to the standards imposed on public school districts. This resolution would require any school that receives DESE funding to be subject to the same standards as all other public schools.

Opponents of this resolution would see this as limiting the ability of charter schools to have the flexibility needed to be an effective alternative to public education; or, that private and religious schools who may accept some public funding through DESE might be inappropriately targeted for state regulation. They would argue that state education regulation, widely regarded as harsh and punitive in nature, would be inappropriate to private institutions or charter schools where exemptions may exist.

RESOLUTION 6: Regarding Reproductive Health Education

WHEREAS The Massachusetts Association of School Committees supports the health of all students.

WHEREAS Youth should be committed to feel empowered to make healthy and informed choices about their bodies and their relationships.

WHEREAS The Massachusetts Association of School Committees supports a medically accurate and age-appropriate reproductive health curriculum.

WHEREAS The Massachusetts Association of School Committees rejects the federal governments' plans to redirect funding from evidence-based programs to prevent teen pregnancy to programs that teach abstinence-only and rhythm method-based sex education initiatives.

THEREFORE, BE IT RESOLVED THAT:

The Massachusetts Association of School Committees supports evidence-based reproductive health curricula. Further, we call upon the U.S Department of Education and Executive Branch stop their support of abstinence-only education.

EXPLANATION: There exists a debate over the appropriate content of sexual and reproductive health education. Recent federal initiatives may lead to limiting funding for programs to prevent teen pregnancy and adverse health outcomes to those which teach abstinence-only or rhythm method-based curricula.

Advocates for this resolution would prevent the diversion of funds from broader reproductive health education content to abstinence-based curricula which they view as inadequate and naive. Opponents would argue that only abstinence-based educational programs would meet their standards for ethical behavior consistent with their principles and beliefs, leaving further education to parents.

RESOLUTION 7: On Gender Identity Inclusive Athletic Participation Policy

(Submitted by the Framingham School Committee)

- WHEREAS Public school leaders need to provide educational access and maintain safe environments for all, including LGBTQ students; and
- WHEREAS All students must be protected from discrimination, harassment and bullying, and
- WHEREAS LGBTQ students experience adverse incidents at alarming rates compared to their counterparts, and
- WHEREAS It is the job of the schools to provide safe and supportive environments for optimal wellbeing, and
- WHEREAS There are instances in athletics where LGBTQ students do not have protection nor the opportunity for privacy, and
- NOW THEREFORE BE IT RESOLVED: That MASC help file legislation which would have the effect of protecting LGBTQ students from discrimination, harassment and bullying by that schools should treat students based on their gender identify, protecting their privacy, providing access to gender-neutral restrooms, locker rooms and private stall showers, using their preferred pronouns, embedding sensitivity training in professional development and providing uniform accommodations.
- RATIONALE: The at-risk behavior for LGBTQ students, which includes suicidal ideation, is sharply reduced with some basic interventions. With federal laws that are vague with the protections for our vulnerable students, public schools in Massachusetts should take steps to ensure their protection. With guidance from the legislature, LGBTQ students throughout Massachusetts will have better protections and will have reduced adverse behaviors.
- EXPLANATION: This resolution addresses various forms of discrimination based on gender identity and seeks to protect students from such bias in various public school venues and at school sponsored activities. In particular, it addresses such items as uniform accommodations for athletes regardless of gender identity, and other areas where federal protections are vague.
- Opponents may argue that federal protections should be adequate and that this represents more intrusive regulation on the area of sexual identity.

RESOLUTION 8: Relative to Sports Wagering

- WHEREAS: The General Court, in its effort to fund public education to the full extent of the law, including partially funded and unfunded mandates imposed upon school districts, is limited in its ability to do so by the limits to revenues generated from the current tax codes, and
- WHEREAS: Advocates for public education have articulated several important strategies to improve public schools, many of which require additional funding appropriated by the General Court, and
- WHEREAS: The Commonwealth has begun implementing casino gambling as a means of generating additional tax revenues, and
- WHEREAS: In Nevada, sports wagering has provided an additional element to legalized gambling that has generated additional revenue, and
- WHEREAS: A recent decision by the Supreme Court of the United States (Murphy vs. National Collegiate Athletic Association) has overturned federal restrictions on wagering on the outcome of sporting events, and
- WHEREAS: The Commonwealth has had a long and successful history of administering a public lottery program that is convenient, accessible, and locally based, as well as easily adaptable to accommodating wagering,
- NOW, THEREFORE BE IT RESOLVED: The Massachusetts Association of School Committees requests that, should the General Court enact legislation to legalize wagering on sporting events, the General Court, shall commit a portion of the revenues generated from sports wagering to public education.
- EXPLANATION: States are no longer prohibited from permitting and regulating sports betting. This resolution takes no position on this possibility, but would ask the legislature to provide a portion of the revenues generated from sports betting to public education.
- It is possible that individuals would be so opposed to legalizing sports betting that they would not wish to even suggest that such funding that the so-called "sin taxes" might have generated would be shared with public schools.

**RESOLUTION 9: Relative to Access to Information for Parents and Students Who Are Clients of
Special Education**

WHEREAS: The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

WHEREAS: "In the law, Congress states that Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

WHEREAS: "The stated purpose of the IDEA is to ensure that the rights of children with disabilities and parents of such children are protected, to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services"

WHEREAS: Parents are also members of the team during the IEP process and should but do not always have access to the assessments and other information related to their child(ren) with sufficient advance time to review them, consult with experts or advocates, or prepare for meetings at which Individual Education plans are discussed,

THEREFORE, BE IT RESOLVED THAT:

MASC urges the legislature to amend state law to require that parents and students be provided with a copy via email or mail of all the assessments that are performed for students in the families' preferred language, at least five days prior to any meeting at which parents and students will review a proposed Individual Education Plan (IEP).

EXPLANATION: Families of students served by Special Education Programs, and particularly, those who are English Language Learners, frequently benefit from having information about their children provided in time to allow them to advocate for their children. This information may be brief or complex and require not only time to digest, but also translation and explanation. This resolution would seek legislation to require that information be provided to parents at least five days prior to an IEP meeting and be provided in the family's' preferred language.

Opponents of this resolution explain that it is not always possible to prepare all the information in every family's preferred language and that the language of the resolution might subject school districts to higher costs or litigation should they fail to comply.

**Luther Conant School**

80 Taylor Road
Acton, MA 01720

978-266-2550 www.conant.ab.mec.edu

Damian J. Sugrue Principal ~ Abigail C. Dressler Assistant Principal



Peter Light
Superintendent of Schools
Acton-Boxborough Regional School District
Charter Road
Acton, MA 01720

October 18, 2018

Dear Superintendent Light:

The Luther Conant School PTO has generously offered a gift of \$25104 to be used towards the salaries of classroom assistants, the library assistant and the writing assistant for the 2018-2019 school year. I ask that you present this request for acceptance of this gift on behalf of the Luther Conant School at an upcoming School Committee meeting and apply the funds to the proper salary account. Thank you!

Very Truly Yours,

Damian J. Sugrue
Principal

DOUGLAS  SCHOOL
PTO

October 18, 2018

Mr. Peter Light
Superintendent
Acton-Boxborough Regional School District
Charter Road
Acton, MA 01720

Dear Mr. Light,

On behalf of the C.T. Douglas School PTO, please accept this gift of **\$44,400** to the Acton-Boxborough Regional School District for funding in the 2018–2019 school year of teaching assistants, library staff, and a writing assistant. Please combine this gift with **\$0** of unused PTO funds from the 2017–2018 school year, for a total of **\$44,400**.

We would not be able to support these expenses without the generosity of our parents and the community. We do not take this generosity lightly. Nevertheless, we feel that our budget is realistic for the coming year, and we are very happy to be able to contribute to making Douglas such a special place for our children.

Sincerely,

Amber Harvey & Kaarin Jeanson
Douglas PTO Co-chairs, 2018–2019

cc: Dr. Chris Whitbeck; Sharen Crooks; Kim Kuhn, PTO Treasurer



Acton-Boxborough Regional School District

Paul P. Gates School

75 Spruce St.
Acton MA 01720
Ph. 978-266-2570
gates.abschools.org



Lynne Newman
Principal

October 12, 2018

Mr. Peter Light
Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

Dear Mr. Light,

I would like to request the acceptance of the gift of money from the Gates School PTO in the amount of \$25,000. This amount has been designated for classroom assistants, including the media assistant, for the 2018-2019 school year.

I hope you will present this request for acceptance of this year's PTO total gift of \$25,000 to the Acton Boxborough Regional School District School Committee at their next regularly scheduled meeting.

Please let me know if you have any questions.

Sincerely,

Lynne Newman
Principal



McCarthy-Towne School

11 Charter Road, Acton, MA 01720
Phone: 978-264-3377, FAX: 978-264-4098
www.mct.abschools.org



David Krane, Principal
Matthew McDowell, Assistant Principal

Mr. Peter Light
Superintendent of Schools
16 Charter Road
Acton Public Schools
Acton, MA 01720

October 10, 2018
Dear Mr. Light,

On behalf of the McCarthy-Towne PTSO, please accept this gift of \$40,000.00 to the Acton Boxborough Regional School District for the funding of the Art Integrationist and the Parent Involvement Coordinator for the 2018-2019 school year.

Sincerely yours,

David Krane, Ph.D
Principal
McCarthy-Towne School

MERRIAM SCHOOL

11 Charter Road. Acton, MA 01720: 978-264-4700

October 12, 2018

Mr. Peter Light
Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

RE: FY 19 gift from Merriam Elementary School PTO

Dear Mr. Light,

On behalf of the Merriam School Parent Teacher Organization, please accept our gift of \$78,000 to the Acton-Boxborough Regional School District for the funding of teaching assistants at Merriam School for the 2018-2019 school year.

Thank you,

Shirlee Stein
Merriam School PTO Treasurer

cc:
Juliana Schneider, Merriam Principal
Nora McMillan, Merriam PTO Co-Chair
Melissa Buono, Merriam PTO Co-Chair

Acton Public Schools
Acton-Boxborough Regional School District
Acton, MA

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

Submit for Superintendent and School Committee approval

Please file at least four (4) weeks in advance for 1-3 day trips
Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

Please TYPE or use COMPUTER FORM

• Name of Teacher(s): Patricia Garrison

• School: Acton-Boxborough Regional High School

• # of Students going: 20-24 # of Chaperones (gender): 5 women; 5 men

Names of Chaperones: Coach: Patricia Garrison; Linda Borghesani; Rheta Roeber; Maria Rivero; Jess Janus; Richard Garrison; Ben Lieberman; Paul Malchodi; Titus Kao; Craig Fairchild.

• Date(s) of Trip: 12/26/18-12/31/18 School Time Involved: No School Time Involved

• Purpose of Trip/Destination: See Attachments for Purpose, Destination, and Itinerary - Quebec CA

• Have you taken this trip before? at least 7 years consecutively.

• Any special arrangements required (such as extra insurance, ADA accommodations)? No special arrangements.

• Cost per Student: (Please describe how the cost is determined.) \$450 per skier with cost figured by rental of three condos; food for three meals per day; ski passes; transportation costs for parents;

• Who will pay for the trip? Parents and skiers will pay. For students who have financial difficulties, it is no cost or much less.

• Has any fundraising been done? no If so, what?


- Are any parents driving? Parents are driving with the appropriate insurance forms completed and the CORI checked prior to the trip.

If so, have appropriate insurance forms been filled out? Insurance and CORI's will be submitted by November 29, 2018.

- Have you followed the procedure outlined in Policy IJOA? Yes, I have read and followed the procedure outline in Policy IJOA.

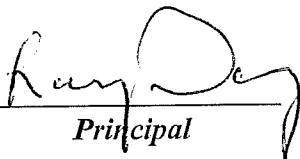
• Other comments:

Approved Not Approved


Department Leader

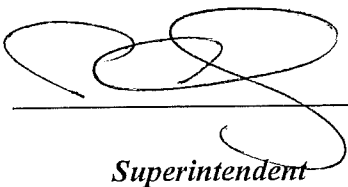
Date

Approved Not Approved


Principal

Date 10/3/18

Approved Not Approved


Superintendent

Date

Approved Not Approved

School Committee

Date _____

Revised 11/15/06

AB Nordic Ski Team Annual Quebec Ski Trip

Daily Detailed Training Schedule 2018

12/26-12/31

Location Information

Lodging:

Chalet Montmorency

1768 Avenue Royal

St-Ferréol-les-Neiges

QC GOA 3R0 Canada

+1 418-826-2600

Skiing:

Mont-Sainte-Anne

2000 Boulevard du Beau Pré, Beaupré,

QC GOA 1E0, Canada

1.888.827.4579

<http://mont-sainte-anne.com/en/winter/cross-country-ski-center/>

Contact Information:

Pat Garrison, AB Coach

pgxnordic@gmail.com

Cell 978-844-3695

Facebook: [-abnordicski@groups.facebook.com](https://www.facebook.com/abnordicski)

Emergency Information:

Hôpital Sainte-Anne-de-Beaupré

11000, rue des Montagnards

Beaupre (Quebec) GOA 1E0

418.827.3726

Daily Information Leading to Trip and During Trip

During last week of school: Wax your skis with blue wax. Remember to scrape it off and brush it off. Captains are responsible for organizing assistant cooking crews and cleaning up after every meal. The chaperones are not responsible for picking up after anyone. Communal area is to be kept free of clutter...everything is put away in rooms before leaving for the day. Training program subject to change.

Every day: Leave condo in the AM by 8:15

Leave Chalet by noon

Leave condo in the PM by 1:30

Leave chalet by 4 pm.

For skiers who are experienced...the goal is to ski slowly and not stop...SLOWLY. We will work in intervals and a race later in the training schedule.

I will alternate classic and skate depending upon need for this year's racing. If you want to ski classic, please tell me.

Wednesday (26th): Leave Coach's house by 8:30 am. You may drop off your ski bags the day before if that helps. Skis must already be waxed. We will let you know which home to drop off your bags or bring them to Coach's house the day before.

Tuesday: arrive at separate condos. Dinner together every night.

Thursday (27th)

AM: V1 Skate drills- Focus: equal weight and force for each ski (video)
: correct hand placement and reinforce timing
: downhill skills (snowplow or tuck and corners)

#1: no poles

#2: one pole

#3: coming down on one side.

#4: work on downhill skills

PM: Ski for 1.5-2 hours focusing on drills from the morning.
After dinner: We will talk about balance, correct body posture.

Friday (28th)

AM: V2 alternate Skate drills – Focus: weight transfer, high hands, difference between V1 and V2 alt.

- #1: no poles with long glide with approp. timing...balance
try to ski out to each side...warmup
- #2: V2 alt. tempo with no poles
coming up on one side
- #3: put poles together with timing.
- #4: frog hop for fun.

V2 Skate drills – focus: weight transfer, balance, high hands

- #1: double pole in between each skate...double-double pole
- #2: keep tips out
- #3: start with double poling and then skate
- #4: V2 hop...double hop
- #5: think of side to side motion for V2

PM: V2 alt., V2, and V1 ski together and do not leave anyone alone. Tell adults and coaches which trails you are going to take.

Saturday (29th)

Time Trial in the morning.

Video

In Quebec City in PM. Visit Quebec Museum; walk the walled city; learn some history of the area.

Sunday (30th)

AM: Review of all techniques; video

- #1: ski in groups, stopping every once in awhile to discuss technique
- #2: Buy last minute things from the shop....hat??

PM: Ski for 1.5 hours without stopping...can you do it??

Ski and have fun for last day of Quebec skiing!

Movie night after packing and picking up.

Monday (31st)

Drive home.

AB Nordic Ski Team

QUEBEC TRAINING CAMP 2018 Mt. Ste. Anne, Quebec

Information

AB Nordic Ski Team has been training at Mt. Ste. Anne for many years. Every December vacation, the day after Christmas, we all pack the vans/cars and drive to Quebec for a great training camp that starts on Dec. 26 and ends on Dec. 31. Three condos are rented each winter. Adult chaperones supervise each condo with specific guidelines needed for skier safety.

The schedule is packed for optimal training, and we have mandatory nap/sleep times. Skiers are not able to go away from the group without a chaperone. The weather is almost always colder than in Massachusetts, so you need to be prepared for the Quebec cold. We eat well...no soda and not much juice. This year, I'll add some nutritional information about sugar :) We don't allow electronic games...we all get together to have good fun playing word games or card games. The camp is good skiing/training, good eating, and meeting other serious racers from Canada and the U.S. It includes a visit to Quebec City to the visit to The Museum of Civilization or the Museum of French Americans or Chutes Montmorency, a beautiful waterfall between our condo and Quebec City. We also eat at a French restaurant. Old Quebec City is especially beautiful during this time of year! The skiers have a great time even though they are exhausted upon their return.

The most important aspect of the training program is that it prepares you for your first races of the season at the beginning of January. Without this training camp, you are expecting your bodies to perform at race pace when you are not really ready. We ski A LOT each day and this is a perfect beginning to a ski season, unless you can get in consistent skiing earlier than this date. It is always better to train like this than not to train.

A schedule will be emailed later. This will give you more detailed information. The cost will be approximately \$450 per person. This includes rental of the condos, transportation to and from Quebec, and some food for the skiers. If this presents a problem, please see me.

A check is needed to have a firm place for the trip.

Needed: passports and signed authorization forms that I will explain in our meeting prior to leaving.

Questions: Email or phone pgxcnordic@gmail.com

Cell: 978-844-3695

Coach Pat Garrison

TOWN OF ACTON

Acton Leadership Group

October 25, 2018

7:00 PM

Main Floor – Meeting Room

Acton Memorial Library

Agenda Topics

- | | |
|--|-------------------------------|
| 1. Approval of Minutes from September 27, 2018 | All |
| 2. FY19 Updates – Moody's bond rating | John Mangiaratti, Peter Light |
| 3. Free Cash certification @ 6-30-18 | Steve Barrett |
| 4. Review of Spreadsheet | Steve Barrett |
| 5. School Building Project update | Peter Light |
| 6. Minuteman Tech debt exclusion | All |
| 7. FinCom Draft POV | Jason Cole |
| 8. Town pension assessment – MCRS | Steve Barrett |
| 9. Preliminary Consensus on FY20 Revenues | All |
| 10. Public Comment | |
| 11. Adjourn | |

Next Meeting November 29, 2018 at 7:30 AM

Town of Acton Multi-Year Financial Model

Prepared by the Board of Selectmen, School Committee, and Finance Committee

27-Sep-18

<u>Summary</u>	<u>Tax Recap FY18</u>	<u>Projection FY19</u>	<u>Projection FY20</u>	<u>Projection FY21</u>
Municipal Funding Sources:				
Tax Levy (excluding debt exclusion)	79,832,757	83,177,563	86,445,652	89,329,293
State Aid	1,569,399	1,628,399	1,644,683	1,661,130
Local Receipts	4,935,066	5,201,104	5,253,115	5,305,646
Debt Exclusion	2,768,612	2,538,007	2,512,627	2,494,464
SBAB Reimbursement	923,000	923,000	923,000	923,000
Add: Town Reserves	2,483,800	2,382,722	1,300,000	2,788,282
Acton Total Funding Sources	92,512,635	95,850,795	98,079,077	102,501,815
Allocation to Budgets				
			0	
Municipal Spending	\$ 33,709,649	\$ 34,565,022	\$ 35,774,798	\$ 36,846,916
Percent change year-to-year	3.22%	2.54%	3.50%	3.00%
ABRSD Assessment	\$ 57,730,056	\$ 59,981,959	\$ 62,530,002	\$ 65,029,998
Percent change year-to-year	3.93%	3.90%	4.25%	4.00%
Minuteman Operating Budget	\$ 1,072,929	\$ 1,114,235	\$ 1,214,235	\$ 1,314,235
Minuteman Building Project Debt		\$ 189,579	\$ 296,296	\$ 296,296
Total Minuteman Assessment	\$ 1,072,929	\$ 1,303,814	\$ 1,510,531	\$ 1,610,531
Percent change year-to-year	7.55%	21.52%	15.85%	6.62%
Total Acton Spending	\$ 92,512,634	\$ 95,850,795	\$ 99,815,331	\$ 103,487,445
Net Position	\$ 0	\$ 0	\$ (1,736,253)	\$ (985,629)

<u>Table 6 Data</u>	<u>FY18 ABRSD Revenues</u>	<u>FY19 ABRSD Revenues</u>	<u>FY20 ABRSD Revenues</u>	<u>FY21 ABRSD Revenues</u>
ABRSD Funding Sources:				
State AID Ch.70	14,804,931	14,968,061	15,140,000	15,280,000
Transportation	1,307,373	1,337,757	1,700,000	1,762,900
Regional Bonus Aid & Misc Revenue	179,000	275,000	275,000	275,000
Charter School Aid	25,350	32,361	35,000	35,000
Excess & Deficiency	450,000	775,000	200,000	200,000
Total	\$ 16,766,654	\$ 17,388,179	\$ 17,350,000	\$ 17,552,900

Additional OPEB Contribution	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
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<u>Town of Acton - Tax Impact</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>
Total Valuation ('000s)	\$ 4,308,187	\$ 4,437,432	\$ 4,570,555	\$ 4,707,672
Tax Rate	\$ 19.38	\$ 19.31	\$ 19.51	\$ 19.56
SF Value	\$ 566,279	\$ 588,930	\$ 606,598	\$ 624,796
% Change in SF Value			-	-
SF Tax Bill	\$ 10,976	\$ 11,374	\$ 11,836	\$ 12,224
% Change in SF Tax Bill	2.60%	3.63%	4.07%	3.27%
\$ Change in SF Tax Bill	\$ 279	\$ 398	\$ 463	\$ 387

ALG Minutes September 27, 2018

Present: Bart Wendell, facilitator (he was a bit delayed): Joan Gardner, BoS; Jason Cole & Roland Bourdon, FC; Diane Baum & Paul Murphy, SC; John Mangiaratti, Peter Light, Marie Altieri & Steve Barrett, Staff. Absent: Katie Green.

Audience: Mark Hald, Asst. Town manager, Jin Benson, BoS, Peter Ashton, Town Moderator, Bonnie Lobel & Ann Corcoran, COA.

Extra Info: Calendar for budget planning; spreadsheet and first draft of the finance committee's POV which was projected but has yet to be voted in by the entire committee

1. The minutes were accepted with the addition of the new town manager's name being added to the list of those in the audience.

2. FY 18 Year end, Town & schools

JM: things are going along normally we're working on controlling spending. We added \$265K to reserves that's from a budget of \$33,151,899 which represents .080 turn-back. We had a deficit in snow and ice of \$160K; natural resources \$120K (for the purchase of a special mower); Nursing is \$84K positive.

Revenues: 99.67% collection rate for taxes (which helps us keep our high Moody's rating); \$1.5m in state and local growth \$5.977---the bump coming from Insulet construction and is a one-time growth.

Peter: revenues are at \$800k which is a positive 1%; we returned \$1.7m to E&D. We took \$1.2m (last cycle) from E&D. \$525k of that was for bussing which will be reimbursed by the state. E&D was \$5m now it's \$4.7. In part due to some bussing reimbursements and the changes in teachers' salaries. When a long-time teacher retires, we bring in a new one at a lower salary. We also have a differential with substitute teachers. After regionalization, we have had a concerted effort to raise E&D to get a better Moody's rating.

3. FY 19 update

John: everything is going as planned No surprises so far.

Peter: revenues are slightly higher.

4. Spreadsheet

Members requested that the spreadsheets and other financial information be sent to the ALG members several days before the meeting and not the night before.

SB: said he would try. He noted that the spreadsheet has been a growing thing over the years as different ALGs have added things to the columns and the information tabs. What was before the members was the essentially the sheet for April town meeting.

He noted that the sheet will become a more precise vehicle when the budgets are set, the tax rate set and the various reserve funds certified. The sheet starts with tax to the max, a \$12.7m deficit and a \$1.3m proposed use of reserves. As the year progresses, these numbers change. The team working on producing the sheet is: Marie, Dave Verdolino, school finance director & Brian McMullen.

Jason questioned the numbers for E&D

Marie: \$525k bussing; \$750k building & \$200k operation—these were town meeting votes. They returned \$1.67m but that is not yet certified.

Marie agreed that the calculations for FY18 are not yet final. She noted that Jason seemed to be mixing years.

SB: noted that he was constrained by the state and the recap process. The state required the budget numbers to be used from the previous year rather than plan for the current.

Marie: The reserves are variable. On this sheet we have not taken out the \$300k from the tax levy. Right now the budgets are not real. She expects the assessments to be closer this year the turn backs have been used for capital. Health insurance has dropped; 30% of the employees have moved to Mass health. This has made the HIT very healthy.

5. FY 20 projections

SB: we still have property taxes at the full extent; local receipts will not be as high because Insulet Corp was a one-time hit; Quail Ridge is nearly built out. The area where we expect increases is interest on investments. The overlay account has \$900k we took \$700k out last year. The state is changing the regs on this account. We have state aid at 5% but need to wait for the budgets.

Marie: we get our money from Ch. 70. As a town we are in the mid-range and \$20-\$50/student. We will budget \$25-\$30. Supposedly there is legislation to increase this amount, it may be successful---it's an election year. We have been conservative in part because we were "tagged" by Moody's and we have rebuilt our E&D to a healthy level.

6. FC POV (this document has yet to be voted by the entire committee)

The concerns if the FC include: budget spending often exceeds 2.5%.to cover the shortfall, reserve funds are used; the growth in compensation—71.60% of next year's town budget will be salary and fringes while 79.05% of the schools budget will be salaries and fringes.

In the past four years, compensation growth exceeded 4%

Projected debt: ..."based on current assumptions, we estimate a new twin school & a fire station will add debt payment costs of \$4.5million/year over the next five years. Current projected impact on the average single family tax bill shows a peak in 2023 at \$333, but declines by 2028 to \$46. "

The FC is concerned that the projected reduction in reserves will have them drop below the 5% floor which is the accepted policy

The FC wants everyone to adhere to the upper and lower thresholds for reserves. The lower threshold is 5% of municipal spending; Upper threshold is 3% of total Acton spending including schools.

Reserves: the FY20 budget us likely to reduce reserves and we are in jeopardy of being below the reserve policy floor. Continuing to spend reserves for the operating budget is unsustainable. Replenish is less than budget reserve use.

Recommendations: reserve policy

Adhere to upper and lower thresholds. Lower us the 5% for municipal spending with upper 3% for total spending; encourage reserve use for one-time items capital needs and emergencies.

The FC likes the OPEB contributions and thinks that thus helps greatly with the Moody's rating.

Prioritize capital projects; don't add non-reimbursable items to the school projects.

Do not use reserves to plug operating gaps: use for one-time capital projects.

On land purchases, the FC wants to have a clearly defines plan for the continued town ownership, specifically the Walker Property and River street.

FY 20 operating budget should grow by no more that 3%.

Capital overrides are coming without a change in spending; operating overrides may become necessary as well.

There was a general discussion about the FC's POV. It was noted that there was a town meeting "promise" to shift the cost of the River Street property from the town to the CPC.

Roland noted that during the purchase process, the CPC application was not complete so was rejected. The town can reapply for the land costs. John said he'd look into it.

Marie questioned the reserve policy especially the 3% upper limit saying that E&D is not in the calculation. Paul suggested that the 3% not be an arbitrary number but based on need. John wanted to know if the lower and upper numbers were a fixed practice.

Bart suggested that it had been an historic FC ask.

SB noted that it was a FC policy but it had been difficult over the years to come up with one policy.

Marie suggested that the policy was the time when the reserves were 4(m which is no longer the case and the FC wanted to lower thwart amount, principally through tax give backs. She suggested that the SC would be fine with a 4-4.5% and could not do with less than \$1m.

Jason said that it was time to dedicate these funds for capital and not operating budget.

Paul suggested that the retirement of the debt would allow for more funds.

This issue did not reach a consensus.

Overrides were discussed and it was agreed that the April before the pending override the taxpayers needed to be told that it was coming.

7. School building

Peter said that the design firm was picked in June and there are now analyses about costs the placement, number of builds, etc. They are going through the site testing with MSBA. All this information is being sent to the building committee.

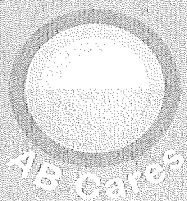
Mass Save and Ever source are doing an energy efficiency study at no cost to the district using this study as a template for their future work. All environmental efficiencies will be explored but one principle is to insure that the MSBA will reimburse the project.

There was an attempt to make a meeting schedule. However that did not work.

The next meeting will be October 25 at 7 PM

Adjourned 8:50

Ann Chang



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A COMMUNITY CONVERSATION:

Mental Health and Well-being

SPEAKERS:

Larry Berkowitz, EdD

Director, Riverside Trauma Center

Deborah Garfield, LICSW

Director, Director of Outpatient Services, Elliot Community Human Services

Todd Chicko, M.Ed

Chairperson for Counseling and Psychological Services, Acton-Boxborough Regional High School

11.07.18

7:00PM

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Monday, November 19, 2018

6:45 - 8:15 PM

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**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.**



Who's Raising Our Kids? Nurturing Human Values in a Digital World



November 5, 2018 7:00-9:00 PM RJ Grey Auditorium

Sharon Maxwell, Ph.D.

*Award-winning author of **THE TALK: A Breakthrough Guide to Raising Healthy Kids in an Oversexualized, Online, In-Your-Face World** (Avery, 2008)*

The developing brain is an interactive work in progress, constantly engaging with the environment, creating a universe of connections that become how we understand ourselves, the world, and our place in the world.

From smartphones to laptops, from texting to snapchat, media technology delivers to our children a new cyber environment, providing an infinite source of information, stimulation, and opportunities for communication. This environment is having a profound impact on how our children think about themselves and is changing the way our children socialize and communicate. How do we best use this amazing resource to enhance our lives? How do we keep it from shaping our children and undermining the values we want to impart?

Dr. Maxwell shows parents how kids are using and abusing media technology and helps parents set balanced, realistic guidelines that bring the internet into alignment with family schedules and values.

Dr. Maxwell is an award-winning author, educator, and practicing clinical psychologist. Her work has been featured in TIME Magazine, US News and World Report, USA Today, Working Mother, The Boston Globe, on NPR, Oprah and Friends, and Fox News. The Boston Parents Paper voted Dr. Maxwell a 2009 Family Advocate of the Year.

"Dr. Maxwell gives practical guidance on sharing values with children. Her focus on teaching self-discipline and developing self-control is a refreshing counterpoint to a pop culture that says we should have it all right now. I highly recommend The Talk to every parent." —**Dr. Alvin F. Poussaint**, Professor of Psychiatry and Faculty Associate Dean for Student Affairs at Harvard Medical School.

For more information please visit: DrSharonMaxwell.com

e-mail: DrSharonMaxwell@DrSharonMaxwell.com

