



Acton-Boxborough Regional  
School Committee Meeting

December 13, 2018

7:00 p.m.

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

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

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

December 13, 2018  
7:00 p.m.

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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**– *Diane Baum*
  - 5.1. Meeting Minutes of 12/6/18
6. **Superintendent's Update** – *Peter Light (brought to meeting)* (7:10)
7. **Presentation/Discussion: School Building Project**– *Emily Grandstaff-Rice, Mary Brolin* (7:15)
  - 7.1. Building Site Options update
    - 7.1.1. Community Input Survey Results – December 2018
    - 7.1.2. November Community Forum Notes
8. **Recommendation to Approve the FY20 ABRSD School Calendar** – Second Read – **VOTE** - *Marie Altieri* (7:45)
  - 8.1. DRAFT FY20 Calendar starting after Labor Day
  - 8.2. DRAFT FY20 Calendar starting before Labor Day
9. **Presentation: MCAS 2018** – *Deborah Bookis* (7:55)
10. **FY20 Superintendent's Preliminary Budget** – *Peter Light* (8:15)
  - 10.1. Capital Plan Funding Strategy  
*(See extensive material posted for 12/6/18 School Committee meeting)*
11. **Recommendation to Approve Donations from the ABRSD PTSO, Danny's Place Youth Services and the Town of Acton for the William James Interface Referral Service** – **VOTE** – *Peter Light* (8:35)
12. **Recommendation to Approve Gift from Mark Lawrence Photographers, Inc. to the R.J. Grey Junior High School to support student activities** – **VOTE** – *Peter Light* (8:40)

13. **Subcommittee and Member Reports** (8:45)

- 13.1. Policy – meeting on Dec 11 - *Amy Krishnamurthy*
- 13.2. Capital Improvement – meeting on Dec 12 - *Adam Klein*
- 13.3. Budget – next meeting Jan 3 - *Amy Krishnamurthy*
- 13.4. Acton Leadership Group (ALG) – meeting on Dec 13 – *Paul Murphy*
  - 13.4.1. Draft minutes of meeting on Nov 29, 2018
- 13.5. Others

14. **FYI** (8:55)

- 14.1. Monthly Student Enrollment, Dec 1, 2018
- 14.2. Open Meeting Law Training, Tue, December 18 at 4:30 p.m. and at 6:30 p.m. in the Faulkner Hearing Room 204, Acton Town Hall, hosted by the Town of Acton
- 14.3. Little Free Libraries at our Carol Huebner Early Childhood Program sites
- 14.4. Professional Learning Day, November 2018
- 14.5. Acton and Boxborough 2019 Election Calendars

15. **Adjourn** (9:00)

**Next Meetings:**

- ABRSC, January 10, 7:00 p.m. in the Junior High Library (packet posted Jan 4)
- ABRSC Budget Saturday, January 26, 8:30 a.m. – 2:30 p.m. in the Junior High Library (materials posted on Jan 18)

Posted on 12/10/18 at 4:30 p.m.

**NOTE:** Materials for this meeting may be found at  
[https://www.abschools.org/school\\_committee/meetings\\_agendas\\_packets\\_and\\_minutes](https://www.abschools.org/school_committee/meetings_agendas_packets_and_minutes)

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)  
DRAFT Minutes

Auditorium  
ABRSD Administration Building  
15 Charter Road, Acton, MA

December 6, 2018  
7:00 p.m.

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Members Present: Diane Baum, Michael Bo (7:04 p.m.), Mary Brolin, Adam Klein, Ginny Kremer (left at 9:30 p.m.), Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Angie Tso, Eileen Zhang  
Members Absent: none  
Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Peter Light, Beth Petr, Dave Verdolino

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1. The ABRSC was called to order at 7:00 p.m.
2. **Chairman’s Introduction – Diane Baum**  
Diane Baum welcomed the Committee and members of the public to the Administration Building auditorium. The Committee was trying a new venue to see what other options might be like. The next meeting will be held in the Junior High Library as scheduled.
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.*  
  
A parent from Acton introduced himself as the father of a transgendered child. He was concerned about a few comments made at the last School Committee meeting (11/15/18) regarding transgendered individuals and some of the challenges they face. He emphatically stated that School Committee members need to be aware of and understand the issues that affect our kids, especially transgendered children who are the most vulnerable.  
  
Steve Ballard asked that School Committee members deliberate the issues during meetings, not just validate them. He encouraged them not to just “rubberstamp” the budget.
4. **Student Representatives’ Update**  
Arnav Mehta updated the Committee about what is happening at the High School. Jan 1 is the college deadline. Several powderpuff flag football games were enjoyed recently. Speech and Debate had a tournament at Princeton and AB did very well. Winter sports are starting.
5. **Statement of Warrants & Approval of Minutes– Diane Baum**  
Diane read the warrants and they were circulated for signatures.
  - 5.1. Meeting Minutes of 11/1/18
  - 5.2. Meeting Minutes of 11/15/18Paul Murphy moved, Mary Brolin seconded and it was unanimously,  
**VOTED:** to approve the minutes of both meetings as written.
6. **Superintendent’s Update – Peter Light**

Mr. Light congratulated the ABRHS Quiz Show Team on being named one of 16 finalists. He announced that Larry Dorey is being considered for appointment as the permanent Principal of the High School. He urged everyone to complete the Building Project Survey regarding the proposed sites by Monday at noon.

7. **Presentation: FY20 ABRSD School Calendar** – First Read – *Marie Altieri*

7.1. Calendar Subcommittee Report

7.2. ABRSC Policies:

7.2.1. School Year/School Calendar, File: IC

7.2.2. Acknowledging Religious Holidays, File: ACD and procedures, File: ACD-R

7.2.3. School Ceremonies and Religious Holiday Observances, File: IMD and procedures, File: IMD-R

Diane Baum thanked the Calendar Subcommittee members (Marie Altieri, Brandy Schmirer, Eileen Zhang, Lindsay Rosenman, Lynne Newman, Marga Ingham, Maya Minkin, Michael Csorba, Tessa McKinley) for their work and the public for their input. Marie reported that approximately 1500 parents and 500 staff members responded to the recent survey. A number of emails from the public have been received.

The top priority for parents and staff is to end school earlier in June, according to the survey. With the late end of school last year, there was discussion of reconsidering our vacations, however the recommendation is to keep the current vacations in December, February and April, until a change is made regionally or state-wide. Many AB teachers have children who go to school in other districts and that would be difficult.

Historically, the district has started school before Labor Day when Labor Day is on September 4-7, and after Labor Day when Labor Day is on September 1-3. The teachers' contract says the Friday before Labor Day will be a day off for teachers. The Subcommittee recommends starting school the week before Labor Day next year. Teachers would start Mon, Aug 26 and 27. Students would start Wed, Aug 28. Fri, Aug 30 would be no school. The estimated last day of school would be June 16 (no snow days) to June 23 (up to 5 snow days). The subcommittee wonders if the ABEA would consider having school on the Friday before Labor Day, ending the year one day earlier. They also looked at other districts and FY21.

The Committee focused on what is best for kids, both academically and socially/emotionally. Keeping in mind the Challenge Success focus, members weighed the options, particularly regarding religious holidays. It was asked if mental health days are needed as well. Several advocated for being more inclusive of other religious communities. Although policy requires the Committee to approve the calendar every year, Diane Baum felt it would make sense to have a longer term solution about religious holidays, at least for the next several years. The constraints of being a very diverse community, contractual school days off for staff, requirement of 180 days of instruction, and more, all must be considered while balancing our boundaries and cultural sensitivity. A recent Beacon article highlighted the importance of Diwali to our community and student rep Michael Cheng mentioned it at a previous meeting. Thinking creatively, the subcommittee wondered if having a professional day on Diwali due to the number of families that celebrate that holiday, might be well received.

Ginny Kremer referenced Mr. Lewis' letter advocating for no holidays as no school days. She suggested that this is not an appropriate time to ask to not have the Jewish holidays off with the recent hate crimes. She noted that winter break is organized around Christmas and that seems to be giving Christianity preference.

Angie Tso brought up virtual schools and “blizzard bags” when there are no school days. Districts can submit a plan to make a day count toward the 180 requirement. Marie Altieri said that the AB leadership team is not in favor of blizzard bags.

Maya Minkin’s top concern is wellness and what is best for kids and equity. She talked about the importance of being able to take a day off for religious reasons or mental health. The homework policies must be understood and respected. Kids need time to honor and celebrate with their families and be centered. If it’s 180 days that go late in June, they start the year later, so that argument falls short for her. If the discussion is about the “flow” of learning, with all the interruptions, that is more understandable to her.

Members spoke in favor of keeping the 3 holidays as no school (Rosh Hashanah, Yom Kippur and Good Friday) at this time. There was some concern about changing that practice abruptly. It was noted that the next school year (FY21) is more difficult logistically.

Mr. Light said that holidays and school calendars are always difficult. Everyone’s holidays and how they celebrate them must be respected. We need to consider equity. He believes that the staff does respect the holidays and teachers do value the students and the wellness work. Teachers are aware of the academic expectations of families and what we see as a conflict if performance slips, teachers are respectful of that, so change can be slow sometimes. Staff wants the flexibility to balance this and to know that the administration and community are supporting them.

Diane Baum heard consensus around starting early and ending early but the holidays was unclear. The subcommittee discussed holidays like Diwali, Lunar New Year and Good Friday saying that they don’t require attendance all day at a place of worship, so maybe those could be half days off. Members felt they did not have enough information about Diwali and Lunar New Year to know how they should be considered.

Adam Klein asked if there will be enough students and staff on those holidays if school is held. Community members could be asked how they feel would be equitable ways to recognize them. It was noted that a higher percentage of families would request Lunar New Year off than any of the Jewish holidays. The district does not want to start questioning why anyone needs a day off. They must be respectful of these requests.

#### Public comments

Members of the public shared their thoughts. Comments included:

- Continue to keep Jewish holidays off and other religions’ if those communities wish. Providing these days off shows children that wellness is important too.
- It is essential to know how each holiday is celebrated. Until all staff understand and the students will not miss anything on a religious holiday off, we need to continue to give them off.
- One of the reasons they moved here 20 years ago was because the Jewish holidays were no school. This tradition has gone on for a long time.
- The school calendar is community based. If 10% of survey respondents want these religious dates off, the district has to represent our community.
- September is an acclimation month. June is not a month where a lot of learning goes on.
- This decision is about what is best for all of the district’s students for 180 school days. You must consider how the holidays are celebrated.

- Rabbi Mike from Congregation Beth Elohim asked what the point of education is and referred to the District's mission and values. It's not about test scores and careers. The AB mission says education is bigger than that and respecting people and building community is important. Giving these religious holidays off says the district cares about people and their vision.
- Mike Balulescu spoke as a Junior High teacher and President of the ABEA, echoing the Superintendent that teachers are 100% in support of students and are sensitive to their wide variety of needs.

The Committee discussed next steps. Given that the FY20 calendar dates work out fairly well, Marie Altieri suggested that the only tough decision may be the start date. Several members felt they did not need more information to vote at the next meeting as planned. The packet has two FY20 calendar versions, one starting before and one starting after Labor Day.

It was agreed that the Calendar Subcommittee would continue to meet and gather information on how some of the religious holidays are celebrated. This could be presented to the Committee in March or April. There would be value in making a decision later about longer term adding more holidays. The subcommittee report was mindful of upcoming negotiations.

There was consensus that there will be no changes in the calendar holidays for next year. It was noted that Lunar New Year and Diwali both fall on weekends next year.

## 8. **Presentation: FY20 Superintendent's Preliminary Budget – Peter Light**

- 8.1. Overview Memo
- 8.2. Budget Guidelines
- 8.3. Budget Requests Linked to District Goals and Budget Guidelines
- 8.4. FY20 Staffing FTE Requests
- 8.5. Presentation Slides
- 8.6. Health Insurance Trust (HIT) Update (*oral*)
- 8.7. Capital Funding Plan (for meeting on 12/13/18)
- 8.8. Frequently Asked Questions

The Superintendent proposed an almost \$91 million budget for the next school year, an increase of 2.69% from FY19. Acton's assessment would increase 2.68% and Boxborough's assessment would increase 2.20%.

Members were happy to see the addition of the certified library/media specialists, replacing the current media assistant positions. As our current staff become certified, they have moved to other districts. It has not been decided yet which schools they will be in. We are one of the few districts that do not have certified library staff in each school.

The health insurance numbers were also well received. The Health Insurance Trust (HIT) has been very well managed and has a sizable reserve. Mary Brolin feels that the trust has been managed too conservatively in the past because there is great fluctuation. The trust requires action to be taken now because of the high reserves.

Members commented that the proposed budget addresses a lot of the needs that they heard from principals and committee members. Less than a 3% increase to both towns is great. In support of the Equity Initiatives, the addition of the wraparound services contract is critical for our students and their families in these serious situations.

The Superintendent thanked Dave Verdolino and Marie Altieri especially along with all of the Central Office administrators and the principals for their hard work on the budget presentation.

9. **School Building Project Update – Mary Brolin**

- 9.1. Overview of Community Forums on Building Site Options 11/27 & 11/29
- 9.2. Building Committee meeting minutes from Nov 14 (next meetings, Dec 12 & 19)
- 9.3. Community Building Sites Survey Flyer – survey closes Monday, Dec 10 at noon  
About 60 people attended each forum. Many people liked the Douglas site, some liked Conant. A survey is open until Monday - 732 responses have been received. The goal for the Building Committee meeting on December 19<sup>th</sup> is the Building Committee's vote on a site.

10. **Student Activities Accounts Review and VOTE of Approval - Dave Verdolino**

Mary Brolin moved, Paul Murphy seconded and it was unanimously,  
**VOTED**: to approve the accompanying lists of proposed student activity funds for Blanchard Memorial School, R.J. Grey Junior High School and Acton-Boxborough Regional High School, each as recommended by the respective building principals, as the officially recognized clubs, teams and other organized student activities for the 2018-2019 school year.

11. **Recommendation to Approve Donation from Littleton Electric Light and Water Department to Blanchard Memorial School – VOTE – Peter Light**

Adam Klein moved, Amy Krishnamurthy seconded and it was unanimously,  
**VOTED**: to approve this donation.

12. **Subcommittee and Member Reports**

- 12.1. Policy – meeting will be on Dec 11 at 4:30 - *Amy Krishnamurthy*
- 12.2. Capital Improvement –meeting on Nov 29 (next one is Dec 12) - *Adam Klein*
- 12.3. Budget –meetings on Nov 20 and Dec 4 discussed the proposed budget – *Amy Krishnamurthy*
- 12.4. Acton Leadership Group (ALG) – *Paul Murphy*
  - 12.4.1. Materials from meeting on Nov 29
  - 12.4.2. Minutes from meetings on Oct 25, Nov 19  
Discussion included an Open Meeting Law complaint and reserves.
- 12.5. Others

13. **FYI**

- 13.1. **Basic Rights in Special Education**, Mon, December 10 at 7:00 p.m. in the RJG Jr High Library, presented by the Federation for Children with Special Needs, sponsored by local Special Education Parent Advisory Councils
- 13.2. **Open Meeting Law Training**, Tue, December 18 at 4:30 p.m. and again at 6:30 p.m. in the Faulkner Hearing Room 204, Acton Town Hall, hosted by the Town of Acton

Mary Brolin moved, Maya Minkin seconded and the ABRSC adjourned at 9:47 p.m.

Respectfully submitted,  
Beth Petr

List of Documents Used: see agenda



## AB School Building Project Community Input Survey Results – December 2018

The Acton-Boxborough School Building Committee distributed a survey to the community for input on the School Building Project, with a particular focus on site preferences. The survey opened on December 4, 2018 and closed on December 10, 2018. In total, 967 community members responded to the survey, with very few missing responses and detailed comments in the open-ended questions, suggesting a strong engagement among respondents.

The 967 respondents were:

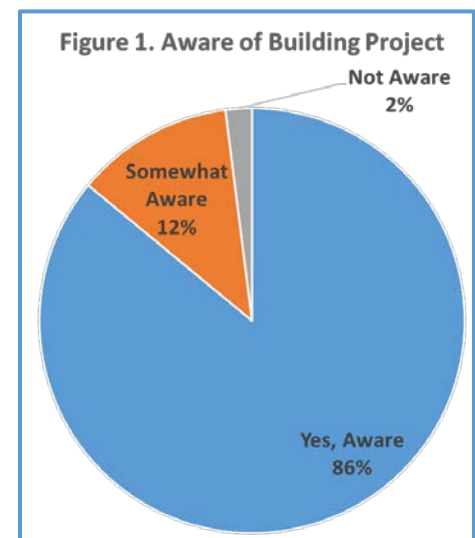
- 83% Acton residents, 9% Boxborough residents, and 9% residents of other communities;
- 19% employees of the district and 81% not employed by the district; and
- Mostly parents, with 5% parents of pre-school age children, 75% parents of school-age children, 14% parents of children out of secondary school, and 6% not parenting. Note, this survey underrepresents the views of taxpayers who do not have children in the schools.

Respondents had children at the following schools (note parents of Gates and Conant are under-represented even though they may be impacted by the project):

- CT Douglas Elementary School – 21%
- AB Regional High School – 21%
- RJ Grey Junior High School – 17%
- Merriam Elementary School – 7%
- McCarthy-Towne Elementary School – 6%
- Blanchard Memorial Elementary School – 6%
- Luther Conant Elementary School – 5%
- Gates Elementary School – 5%
- Pre-school (some in AB schools some not) – 3%

Respondents indicated that the School Building Committee is doing a good job of communicating information about the project.

- 27% of respondents had attended one of the School Building Committee’s forums and 23% had viewed the recording of the 11/29 forum.
- 86% of respondents were aware of plans to build a new consolidated elementary school building, and another 12% were somewhat aware (see Figure 1).

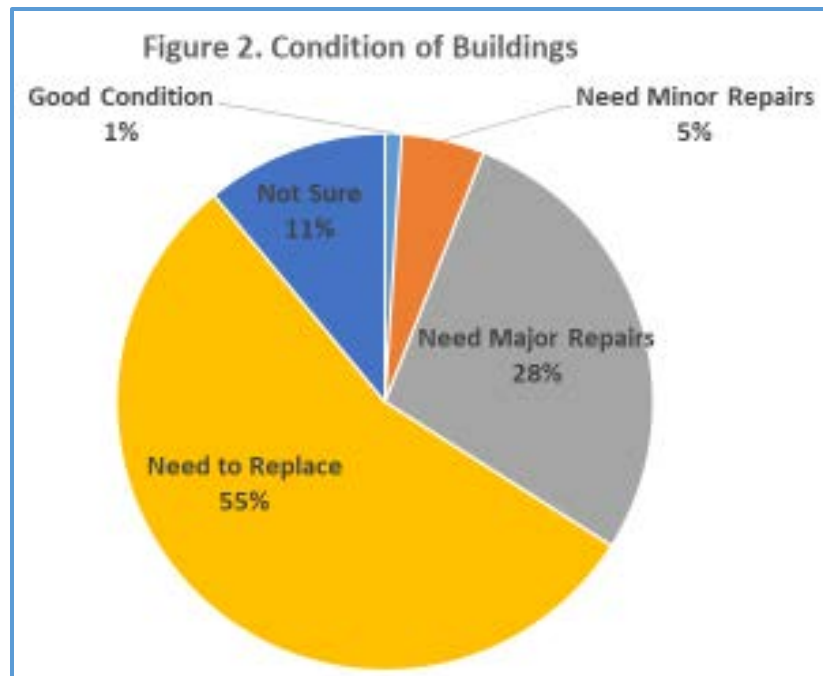


## AB School Building Project Community Input Survey Results – December 2018

- 74% indicated that they receive enough information about the plans for the school building project, and 80% felt they had opportunities for input into the project.
- Comments on improving communication and opportunities for input included:
  - Provide information through the Beacon, emails, PTO's, and Principal and Superintendent updates.
  - Continue to have forums and surveys.
  - Provide brief summaries pro's and con's and updates after each School Building Committee meeting.
  - Get information out to residents who do not have children in the schools.
  - Hold staff forums/keep staff updated.
  - Allow more time for the community to process information and share feedback before decisions are made.

Respondents were also aware of the need for the project and many supported the plan to build a new consolidated elementary school building.

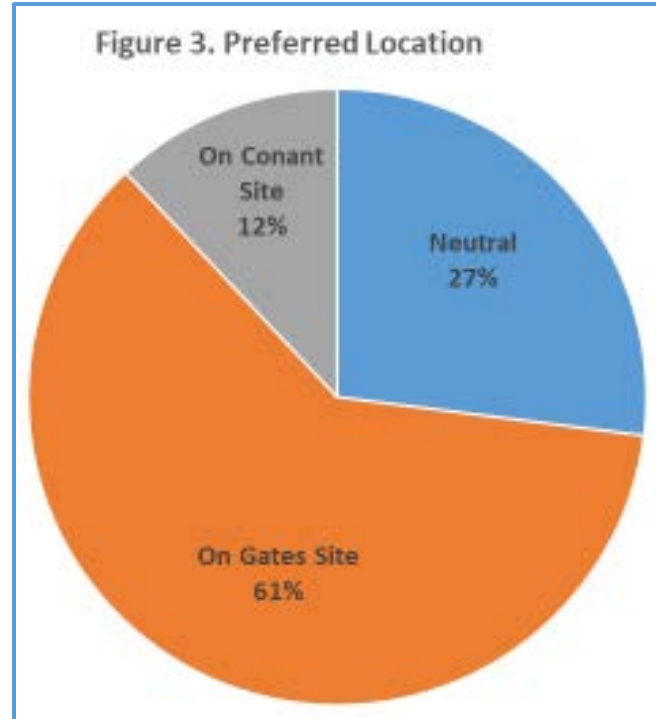
- 55% of respondents indicated that the Douglas, Gates and/or Conant schools needed to be replaced and 28% indicated a need for major repairs in this schools. Only 1% thought the schools were in good condition (see Figure 2).
- 57% of respondents fully support the plan to build a new consolidated elementary school building, with another 28% somewhat supporting this. Only 15% were indifferent or disapproved of the project.



## AB School Building Project Community Input Survey Results – December 2018

Three out of five respondents indicated a preference for locating the new consolidated school on the Gates property (versus the Conant property).

- 61% felt it was very important (45%) or somewhat important (16%) to keep the CT Douglas School near its current location. Another 21% were neutral about the location and 18% did not feel it was important to keep Douglas near its current location.
- 61% preferred that the new school be located on the Gates property, 12% preferred the Conant property and 27% were neutral when asked specifically about locating the new school on the Gates or Conant properties (see Figure 3).
- Parents of students at Douglas and Gates had a stronger preference for the Gates property compared to all others (81% for Douglas/Gates parents versus 53% for all others).



Three out of five respondents (60%) indicated that they have concerns about parking and traffic.

The survey asked about some particular design features (see Figure 4). Among those features included, respondents felt the following were the most important:

- Designed to maximize energy efficiency – 91% very or somewhat important
- Design of the outdoor space – 91% very or somewhat important
- Designed to reduce long-term life cycle costs – 90% very or somewhat important

Seven out of ten respondents also felt the design being visually pleasing (73%), using the building as a community resource (72%), and the cost impact of the project to property taxes (72%) were also very or somewhat important. About half felt designing the building to reflect Acton's history/community (54%) was very or somewhat important. About seven out of ten (68%) also reported that they were very or somewhat concerned with the cost of the project.

## AB School Building Project Community Input Survey Results – December 2018

Figure 4. Importance of Specific Features		
	Very/Somewhat Important	Neutral/Not Important
For the design of the building to be visually pleasing?	73%	27%
For the building design to reflect Acton's history/community?	54%	46%
For the building design to maximize energy efficiency?	91%	9%
For the building design to reduce long-term life cycle costs?	90%	10%
The use of the building as a community resource?	72%	28%
How important is the design of the outdoor space for the new schools?	91%	9%
How important is the cost impact of the project to your Property Taxes?	72%	28%

In open-ended comments many respondents noted the following issues/concerns:

- The new consolidated school should be located in West Acton; we should support our neighborhood schools.
- We should design a building that is energy efficient and sustainable.
- We should build a building that will last at least 50 years.
- The new school building should be designed to meet our current and future educational needs.
- We should build a school that is low cost and maximizes value.
- The new building should exceed ADA requirements as they provide minimal standards.
- The new building should be a community resource that provides community space after school.
- We should make the best decisions for the long-term.

## November Community Forum Notes

ABRSD CT Douglas Elementary School Building Project  
Community Forum Notes  
Community Forums held on 11/27/18 & 11/29/18 at the RJ Grey Library

### Tuesday Community Forum – 11/27/18

(counted 60 people present)

Peter Light gave an introduction. Gave an update on the group on the process thus far. Stated that the focus tonight is to update the community/gather feedback on site selection.

Arrowstreet Presentation (led by Emily)

- Overview of the feasibility study process (shows the process Skanska diagram)
- Overview of current sites
- Overview of the educational visioning process
- Overview of site development

Q: Traffic assessment or study?

A: Yes, there will be but some of that data already exists from the master plan done by Dore & Whittier.

Q: I want to understand the net-0 / what soil tests have been done Conant and Gates?

A: JD - Goal around net-0 energy is focused around making sure we are producing as much as we are consuming. We are targeting a low EUI, which will give us the best chance in hitting net-0. We still need to figure out where 4% of the waste will go. We also will try our best to collect rain water.

A: Emily – we will also be conscious of construction site waste

Q: Are test pits scheduled?

A: They have not been performed to date, but they are in the progress of being scheduled.

Follow up Q: So, you don't know if these sites are feasible?

Q: How will you handle the Conant intermittent stream and ledge issues?

A: We've been working with Acton engineers to address the Conant stream. We are also identifying wetlands currently. Where we see visual ledges (in the west) we don't plan to build there. We will avoid ledge where we need to.

Q: Is there an option to keep the pre-k out of the project to conserve the footprint given the constraint of the sites.

A: The conditions of the pre-school are currently not ideal. We will be considering the cost of including the pre-k but it is important to note that the MSBA will reimbursement for the pre-k if it is a part of this project.

Q: Do the schools need to be physically connected to be considered a twin school/ for reimbursement?  
A: Yes

Q: What will happened to the existing Douglas school after the program moves to a new building?  
A: If we build on the Conant site we need to decide what to do. We will not leave a vacant school. Which is a School Committee decision. It could potentially be the next site for a new school project.

- If Gates, then ball field / swing space
- If Conant, then need to determine next use of Douglas bldg.
- We will have a plan for the site by the time we come to the town for a vote

Q: When does the committee decide on the site?  
A: December 19th

Q: Will traffic studies be weighed in for the December 19th decision?  
A: We have the studies from the previous traffic plan. We are cognizant of the post office. We will not have projected trips.

Q: If there is a later off-property traffic impact in relation to the project will MSBA reimburse to mitigate?  
A: No. The MSBA does not reimburse for offsite improvements. It will be at the district expense.  
A: Peter: The improvements are up to the state government for approval.

Q: What is the current parking proposal?  
A: The plans allow for parking spaces for staff and guests. If the new consolidated building is on the Gates property, some parking will be on the Douglas parcel of land.

Q: Does the use of Arlington Street make Gates a more attractive site?  
A: The busses will follow a single route (turn around)

Comment: Douglas is one of the only schools in a neighborhood where students can walk and ride bike to schools. Supports the Gates site for this reason.

Comment: Concerned with how many students would need to be bused from Gates area.

Q: What's the architects' perspective on the most favorable site?  
A: We can build a beautiful site on Conant or Gates. Douglas is challenging.

Q: What is the cost benefit for net-0 paying off? If you built an ugly school that performed better, would you do it?  
A: Emily - Taking ascetics out of it, your students deserve a school that has great air quality, access to natural light etc. Education has changed. It is more about the individual. Closed buildings need to open up to accommodate this new way of teaching. Our goal is to work with the community to build a school that is right for you.

A: Larry - Some of our buildings have been called ugly. We want to design a school that creates a sense of space. It makes more sense to build new. You will get a better-quality building.

A: Peter – this process and this team is about checks and balances. The SBC will be evaluating the estimates. We will keep a close eye at the return on energy efficiency.

Q: As a rep of the youth softball committee in town, happy to see the new fields in the design. How long do you think we'd be without the fields?

A: Chuck- It would be about 3 years without the softball fields.

A: Mary – we will help the community find alternate fields

Q: What is the full project timeline? Can we start a new project as this one is in progress?

A: About 7 years. The MSBA will only participate in one district project at a time.

Q: Where is the extra square footage coming from in the proposed project besides the pre-school?

A: We need to keep the two separate schools programed to their needs. There is also addition of special ed classrooms and to create classrooms for the projected enrollment.

Comment: Regardless of the sites, there is a sense of community surrounding Douglas. We walk to school and there is a sense of pride. Would like the committee to consider the impact of the Douglas families.

Q: In favor of Douglas because parents don't want to send students on long bus rides and crossing Route 2.

Comment: The busses will get backed up at a twin school because they are arriving at the same time. Supports the Conant site as it will allow for traffic mitigation.

Q: Is the survey our vehicle to say we prefer the one site over the other? Should we email our concerns?

A: There is a section in the survey where you can select a preferred site. The survey is the preferred vehicle to collect input.

Q: Preference for Gates site. Where would a sewer go / can we potentially tie up with new Acton sewer project?

A: Peter - unsure currently.

A: JD - During SD we will estimate the cost between construction water hooking up to the town project / vs. having onsite septic.

A: Chuck - We will present the project as if the sewer project does not exist because of if this sewer project does not pan out, the school will not be able to open.

Q: Has there been population studies? If we build a twin school, could that school host all three schools?

A: It won't fit three. There have been studies on the twin school scenario.

Q: What are the main goals of the survey? What outreach is happening for young families?

A: The goal of the survey is to get community input on the site selection, and to get input on other design features. The survey will go out via email to a list we have that includes all of the area preschools. We will take the input from these forums and the survey to the SBC. We will also be taking the cost and site information and the committee will decide on the site.

Q: Will the survey layout the pros and cons of each scenario?

A: Yes, we can put together a fact sheet to set the stage for the survey

Q: Can you add a question in the survey of “have you attended a forum”?

A: Yes.

Q: Which site is the SBC leaning towards?

A: We originally were leaning towards Gates, but now leaning towards Conant.

Comments: In favor of Gates. As a driver, Taylor road is not appealing. Will you be able share estimates/risk profiles?

A: Chuck: At this point we are looking at the sites from an educational standpoint. We aren't looking for cost right now. The estimators are working on initial estimates now. We will be sharing the information as soon as it's reviewed.

Q: Is the magnitude of the ledge estimated at this point? Could you switch sites?

A: Yes. Ledge is being considered based on historical data as of now.

Comment: Comment about interest rates.

Comment: Living on Arlington Street for the past 12 years – there is nothing you can do to the access point on Gates. It would be disappointing to build a school and have a flooded property.

Q: In the Gates option, how many floors would the building have? What will the bridge look like?

A: 3 stories to minimize footprint. The concept of the bridge is that it will be accessible by a bobcat sized plow. The bridge will not be reimbursed.

Comment: At the April town meeting – there needs to be a more solid presentation on the project.

A: We will show the cost impacts / projected reimbursements. We won't know the full cost/reimbursement rate because the hard cost is not agreed until the August Project Scope & Budget Board Meeting.

Q: Are the abutters being contacted for their input?

A: Individually no. There are being invited to the forums. We can take a more aggressive approach in contacting them.



## Thursday Community Forum – 11/29/18

(counted 70 people present)

Q: Is it possible to keep Douglas where it is because my house is close by?

Q: If they're building a school what is it made of?

A: Emily – Made out of a mixture of materials such as brick, metal, paper products etc.

Q: If part of the school is under construction is complete then will what happen to the kids who whose portion of the school has not yet been completed?

A: Emily - The phasing is an aspect that has not yet been figured out.

Q: In terms of energy use, some of the designs have more surface energy which are less energy efficient. Have studies been done in what these bus routes have been like and the energy the buses use up and the time it takes for the kids to get to school has that been considered in the plan?

A: Emily I can address that for building surface area. We take it very seriously and part of it is as a function of the size of the building. Maintaining the building and the right depths to maximize daylight so we want the building to be efficient as possible in terms of footprint and be appropriate for the community. Looking a look at solar studies and a lot of items are being done in feasibility

Follow up Q – we don't have a full plan yet for energy usage?

A: JD - We are setting up targets for EUI for energy usage. In terms of bus usage, the goal is to design a building to have a low EUI in the preliminary stage for schematic design we will have that in the back of the design. By adding wing walls in certain areas, we will lower the energy usage of a building. Due to the way the school system is done, the location of the school would not have a significant impact of the carbon footprint because we bus everyone to anywhere they want/need. We don't know what the long-term location will be for the bus parking, the largest gains would be knowing the dead-head miles and knowing about where bus parking is available. That is something we wish to try learning long term

Q: What happens with the other school if 2 of them are combined what happens to the 3rd?

A: Mary - That is correct. If we combine two of the schools, we will end up needing another building project. Every few years a new building project will be needed. For example, Gates would need to be done if it was not included in the process. Right now, the state is giving a 45% reimbursement, if the Gates building were to be empty, it would be used for something, but the logistics would not be there yet. If it's a gate Douglas option, then the building would end up being knocked down and would be used as ball fields. We do not currently know what the building will be used for, but it will not be a dead-end building and will be responsibly used.

Q: Have there been studies done for the water table and how will the building affect it, and will the building be able to be there due to how high the table is. Is there a plan developed?

A: Emily - Tests have been done. Both of our sites have large amounts of water, we have experience with building buildings in flood plains will need to plan for the high-water table and there are options that can be done. But to think about that we will need to do more investigation.

Q: How is the school building committee going to prioritize the school choice and the location?

A: We will take all of the information and tie it all in together. We will use information given to us by all of the consultants and Arrowstreet as well as information we have gathered from the community forums on the 11/27 and tonight. Answers from the survey will also be tied in. It is a fast process that we have been under and we have been learning new information all the time. We will end up learning a lot more when the 12th comes. We are doing our homework and reading materials and trying to keep up with everything. There have been no matrixes yet on how we will decide the preferred location/schematic, the committee will take a look at using a matrix to help with the decision making.

Q: Concerned that the 500 flood plain maps are not incorporated. Due to climate change, the 500-year floods could be accelerated within 5 years. In Acton, we have a conservation committee that will approve projects and study flooding mitigation methods such as a retaining wall or a dam. Would you consider going to the Acton conservation committee and getting their committee before deciding?

A: Emily - Absolutely, I've had conversations with Tom Tibid and will follow up.

Q: While town staff is wonderful to deal with – it is made up of different citizens that live in Acton, I would like if you kept interfacing with that committee and the individuals.

Q: (Community member on the board of the sports/softball) The softball fields are heavily used. Are you convinced that the plot of property would be big enough for two softball fields? One of which would be used by the junior high and secondary?

A: Chuck - Same question was asked on the 27th. The fields would be compromised for 3 years. The Douglas school must stay in operation until it can be built. The school must be built on the site of the fields. The school must then be torn down and then the fields would go up. They will fit there. There may be additional site work that would be done. Yes, they will fit and two, they will be done for 3 years, due to the time of the projects and the time of the fields to be ready.

A: Emily - It's not usual regarding the flood zones. It's also not ideal, but not unusual to see athletic fields that are not built for varsity sports, to be built near or in flood plains due to space limitations.

Q: I want to just go over the cost of just building the Douglas school, what is it? What is the cost of waiting, feeling that the Dec 19th vote of waiting, what is the decision with the MSBA and in terms of the building

A: Chuck - 2nd answer. The cost of waiting is tremendous. The longer you wait for construction to happen the more it will get expensive. It has to do with the market but also the shortage of labor. The MSBA puts you into a program with a finite deadline meaning that if you don't accept their terms of being into the process they will go into the next town. There are

300+ Towns in Massachusetts who want access to the MSBA funding. This is how they share the money is using tax dollars. The longer you wait the more you will pay. The timeline is condensed because the MSBA only meets every other month to review project. We need to meet the MSBA deadlines. If we would extend this deadline then you could get pushed off and pushed out of the process.

A: The cost of a single Douglas school would require finding space for 400 students outside of the Douglas space, we looked at the option of the building being adjacent, we advised that to be expensive to do with a very tight site and the timing would start to push you out for years so it didn't make a lot of sense for the kids for a lot of reasons.

A: Peter Light – one of the costs associated may not even on the Douglas project, it could be the costs on other building projects. We know we need 3 schools that need a lot of work and renovation we know as a community, the next school we can do with the MSBA is 7 to 10 years away and then it would be an additional 7 to 10 years away or the 3rd school. It's really about the economic feasibility of combining the schools for the pricing. This decision to do that was done a while back as a community we also know that when you combine schools into a single footprint you're also saving on construction and design costs that way because you're building one building with the functionality of two schools.

Q: Does the MSBA require a specific LEED program?

A: JD/Chuck- The minimum requirement is LEED silver for additional incentive points. The further you meet the ladder LEED, the higher you go you can get more additional points. We sat with the consultant the town and community, the lead percentages become irrelevant as you go towards EUI and net zero wastes because they items become much more valuable to your dollars. It seems like it may be more money but longer-term usage it would be better.

Q: Can you briefly go over 500 vs 1000 students.?

A: Emily - This was initially when the district submitted, and we were entered into the problem the analyst was done when this was submitted. Trying to figure out the estimate of the students of how many students are in the program

A: Mary - If you've heard we have had declining enrollment in the district. The housing market in Acton/Boxborough has gone down, now the new projections for the community at the elementary will be level for several years and then it will begin to increase. We have done extensive estimates for years with estimates and trying to figure out the projections for the community. What I'm hearing is part of the question is what is with the 650 students for a single school vs an 1150 student school vs what we thought to be for 1000 kids on a different schematic. Part of it is due to the projection how that will affect the other schools. There will be items such as a case collaborative room there will be play done across the district.

A: Emily – as part of the study, as a single school as 650, and as a combined school jumps around depending on what's going on.

Q: Do you have an estimate on the project cost?

A: Mary - On the 12th we will have a cost another is currently no favorite site

A: Chuck – (Chuck explains the estimating process) All the info will be shared. The school building committee meetings are open, and they are both in this room on the 12th and 19th.

Q – Will be unlikely to be picked again for a MSBA project? What do we do with the kids who are in the other two schools that are not updated because by the time they're there, they'll be looking at schools that are pushing 60 years. A secondary part, we know some of the pre-k will be done to the kids, what will be done to the building after they've moving out?

A: Mary – The next project will be chosen by the greatest need.

A: Chuck - The projects have been done by need so if a school needs to be redone it will be redone. The MSBA has been able to identify the needs. The district would need to update the Statement of interest as the project goes on. It is a process you keep submitting, but the MSBA will not fund two projects in the same district at one time.

A: Emily – The MSBA is funded by a penny from the sales tax.

A: Peter – What we defer are some of the major repairs because what we don't want to do is put money into a building that may not be around for year or two. Ongoing maintenance is being done so the students have a quality education and the school committee this year has been reviewing all the capital items across the district and prioritizing those items and starting this summer over the next ten to 12 years, the committee has held/withheld items from the 3 schools until a school has been chosen. Then, the committee will look at the non-chosen schools and see what will need to get done.

Q: Has there been a discussion on what will happen with school choice when there is a twin school?

A: Peter - It is something we recognize it will have some impact, I don't want to get into specific schools and how things are done. Historically there may be some swing, but we have a process now where there is priority given and there is a lottery system. We have discussed how that might change. We will need to get through this process and there will be concerns from both sides for either location and we are looking at what may happen. There are questions with walkability and walker status for the Douglas school depending on what site is chosen. There are different opportunities that present themselves for the longer term and there are a lot of considerations that will be taken of the upcoming years.

Q: I think those of us that live close by are concerned with what will happen to the Douglas building. What do you plan on doing with Douglas if it isn't chosen?

A: Mary - It would be up to the school committee. I do not believe we would sell the land. It could potentially be a swing space when we build a new Gates building. We need to really think about where we'll go from Dec 19th. We will have a better idea from that point on.

Q: We are walkers and I am an elm street abutter. This is easily an emotional issue for me. Wanted to see about the Tuesday or Thursday forum, there were a lot of comments about how the location how the Douglas community is tied to the building location. I do not have all the buildings that you guys have. Location matters, currently there are 73 families within a 1 mile radius of Douglas, if the school moves to Conant there will only be 10, 7 of the families will be out of walker status, and the 3 I have no answers to make a call about. Immediately, there is a change of culture and neighborhood feel. I took that information and overlaid the current Douglas location onto the map of the town, I wanted to see where we are. When I looked at that it brings a lot of questions about increased traffic and congestion there are 153 families that are currently don't cross route 127, that is just the greater Indian village and southwest between 111 and 127. Those families are not meeting up at Kelley's corner, Hayward's on the other side of the town and the roads to the north leading in. So, I have concerns about the traffic patterns and property values were mentioned at other meetings also to the stress to the

other buildings, the Gate's & Conant's students will not have these issues. The Douglas students have an additional stress is that they will be uprooted by their community, the other communities will not have to deal with the stress of being uprooted. It is a huge uprooting for the kids that they should not have to deal with. Our OPM and architects have told us that both sites have challenges, but both are viable, there is no runaway, there no slam dunk answer, so to me that makes the importance of community even greater when all is said and done this is all about kids and the community, so it preserves the community.

A: Mary - There is still more data coming it, there is not a clear winner yet.

Q: (kids) You said you were going to make the cafeteria bigger. how will having more kids increase the amount of lunch periods?

A: Emily - You need to have a cafeteria to only hold two lunches. There are a variety of rooms that can be incorporated into the cafeteria as opposed to a single large room

Q: (kids) Will we be sharing the playground between the schools?

A: Emily - We are not sure, there are advantages to a shared playground. But, we have not gotten to that point yet.

Q: (kids) If we built Gates at Conant how long would it take would it build?

A: Chuck - It will take the same amount of time at both places. Both projects are difficult sites, but we can do it. It will take two years for either school, but there is a year before we even get a contractor out to bid. Total 3-year process.

Q: (kids) Will the kids stay on the same bus if the schools are changed around?

A: JD - The schooling bus scenario would be combined together

Q: (kids) Will we have one school building for Douglas, would there be different wings for the two schools?

A: Emily - Yes. The concept is to have two separate buildings with a connector for the two.

Q: (kids) So, if Douglas required a badge where they can get outside or inside, would all students need a badge for the kids or would we be sharing a teacher badge?

A: Emily - It's going to depending on how they want to have the school operated

Q: (kids) What will happen to the playground? Will it get pulled off the Douglas property or will it stay there if you build at Conant?

A: We will still own the property, we don't know what would happen, it is a future school committee decision. We would want to keep it open to the community. Every school would still have a playground.

Q: Are there concerns from the surrounding businesses if Douglas moves?

A: We have not heard anything from the surrounding businesses.

Q: Will the project be single or multiple phases? Can you also talk about traffic, the percentage of driver vs buses?

A: Mary - Both are still on the table, the committee is waiting to hear back on the price, want to hear about the cost vs benefit.

A: Peter - Just to echo Mary what was said, we don't know about what the phasing will be like at this stage, we will know defiantly after Schematic Design.

A: JD - In terms of ridership information, we find that 70 to 75% of the student's ride the bus at the entry level, and a lower percentage ride on the high school level. Based on a 12-week study, we have not seen the changes that have been made that effect ridership. We are trying to figure about the ways buss traffic can be done so they are not mixed in with cars.

Q: If we combine Douglas with Conant what happens for Gates? Would it be Rehab or a Reno or would it have some work done so it is still viable?

A: Mary - It depends on the trends for the future, so we cannot talk about. IT would provide swing pace which is a consideration.

Q: (kids) Would there be water problems in the new school? Currently the water is tinted yellow.

A: Mary - Clean water is an important consideration of this project.

Q: (kids) Do the faculty at Douglas get to keep their jobs?

A: Mary - the staff will move with the new school.

Q: Can you formally reach out to west Acton businesses? A year ago, Douglas Gates was as a preferred option – how does that affect this year's vote?

A: Depending on things play out – would go towards West Acton joining, but if we see that there are more pros on the Conant site then the building may go there instead. it depends on the connections and options it depends on the other choices

Q: Follow up on swing school comment by Peter – having a swing school would be a lesson learned for the community. Comment on how far Douglas school is from the Gates school? If we had the Indian village then how would things change?

A: JD – Douglas and Gates are about 800 ft apart.

A: Peter - We talked about it by just a Gates option. It will be an administrative decision on how the priority status would work.

A: JD - We will look what will be a safe walk at the school of choice.

A: Mary - We want to look at and see how it is feasibility, want kids to still be able to walk to schools. If we send walker status to everyone, would have to look at displacing students from other schools. We will need a solid plan for how it would get enacted over time, we want the best solution, not a quick one.

Comment: We may have to switch our kids around to different schools from Douglas depending on what's going on – I would like the businesses to be a part of the decision.

Q: Transportation and safe walks – concerned about the safety of the town with the kids walking and riding bikes. Is there going to be some upgrade to the crosswalk system in town? Are the police aware? I'd hope there will be improvement.

A: The traffic safety, that is something the town manager and I have talked about throughout the year. Suggested route 27 specific, it is a state highway, we can do not any changes to it

because it is a state highway. Work to route 27 has been in discussion to see about how we can improve walker safety in general and then a sidewalk community that is looking at sidewalk safety.

A: JD - Feeling vulnerable about west Acton answer. I understand the vulnerability and how the residents feel about it

Q: follow-up best case scenario if we hit the ground running whichever property we choose, and it is unlikely we would get two projects funded at once. How soon could we go from building combined school and then getting to the Gates work?

A: Chuck - 7 to 10 years would be the time for another project to hit.

Comment - If we build a school along the brook, then we must make sure the building is sustainable.

Q: At the next two meetings, can we change the agenda and put public participation first?

A: We will put it earlier.

Comment - I would be willing to do a single school at Douglas and keep it there as is.

Comment – Multiple people have made comments on the importance of the Douglas school staying in West Acton.



# Massachusetts School Building Authority

**Deborah B. Goldberg**  
*Chairman, State Treasurer*

**James A. MacDonald**  
*Chief Executive Officer*

**John K. McCarthy**  
*Executive Director / Deputy CEO*

December 7, 2018

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

Re: Acton-Boxborough Regional School District, C.T. Douglas Elementary School

Dear Mr. Light:

The Massachusetts School Building Authority (the "MSBA") is forwarding review comments for the Module 3 Feasibility Study Preliminary Design Program (the "PDP") submission for the C.T. Douglas Elementary School project in the Acton-Boxborough Regional School District (the "District"), received by the MSBA on November 7, 2018.

The MSBA's Module 3 Feasibility Study Guidelines / PDP submittal requires the District and Design team to include an evaluation of all possible options, and the level to which each option fulfills the District's proposed Educational Program. Or, in the case of base repair / code upgrade and addition / renovation options, the proposed design may address a certain level of educational program need. The Study Enrollment Certification letter includes three study enrollments to analyze which might best fit the District's needs, and the District has identified three sites under consideration. Regardless of any conclusions that may have been made in the previous study, all options should be considered equally, and information should be provided to describe the process undertaken to evaluate and eliminate options for further consideration going forward into each following submittal.


Responses to the attached comments shall be forwarded to the assigned Project Coordinator, Brittany Gomes ([Brittany.Gomes@MassSchoolBuildings.org](mailto:Brittany.Gomes@MassSchoolBuildings.org)), through the Owner's Project Manager. Please review and return responses within 14 days of receipt of this letter.

If you have any questions or comments, please do not hesitate to contact Anthony Proia ([Anthony.Proia@MassSchoolBuildings.org](mailto:Anthony.Proia@MassSchoolBuildings.org)).



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December 7, 2018  
Acton-Boxborough PDP Review Comments

Sincerely,

*Mary Pichetti* 

Mary Pichetti  
Director of Capital Planning

Attachments: Attachment 'A' – Module 3 Preliminary Design Program Review Comments

Cc: Legislative Delegation  
Katie Green, Chair, Acton Board of Selectmen  
John S. Mangiaratti, Acton Town Manager  
Susan Bak, Chair, Boxborough Select Board  
Ryan Ferrara, Boxborough Town Administrator  
Diane Baum, Chair, Acton-Boxborough Regional School Committee  
Marie Altieri, Deputy Superintendent, Acton-Boxborough Regional School District  
J.D. Head, Director of Facilities and Transportation, Acton-Boxborough Regional School District  
Mary Brolin, Acton-Boxborough Regional School District Building Committee  
Dale Caldwell, Owner's Project Manager, Skanska USA Building, Inc.  
Chuck Adam, Owner's Project Manager, Skanska USA Building, Inc.  
Jim Burrows, Owner's Project Manager, Skanska USA Building, Inc.  
Larry Spang, Designer, Arrowstreet, Inc.  
Emily Grandstaff-Rice, Designer, Arrowstreet, Inc.  
File: 10.2 Letters (Region 4)

**ATTACHMENT A**  
**MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS**

**District:** Acton – Boxborough Regional School District  
**School:** C.T. Douglas Elementary School  
**Owner's Project Manager:** Skanska  
**Designer Firm:** Arrowstreet  
**Submittal Due Date:** November 7, 2018  
**Submittal Received Date:** November 7, 2018  
**Review Date:** November 8 – December 5, 2018  
**Reviewed by:** A. Proia, A. Waldron, K. Brown, J. Jumpe

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**MSBA REVIEW COMMENTS**

The following comments<sup>1</sup> on the Preliminary Design Program (PDP) submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

***General comments regarding the scope of the submittal:***

*The submittal includes multiple references to the 2014 Dore & Whittier Initial Capital Needs Study and Master Plan. Although some of the analysis and recommendations of this previous report may be informative for the District going forward into the current Feasibility Study, the subsequent information provided by the current design team must be a complete "stand alone" report rather than a continuation or supplement to the Dore & Whittier study.*

*In that regard, MSBA's Module 3 Feasibility Study Guidelines / Preliminary Design Program ("PDP") submittal requires the District and Design team to include an evaluation of all possible options, and the ability of each option to fulfill the District's proposed Educational Program. The Study Certification letter includes three study enrollments to analyze which might best fit the District's needs, and the District has identified three sites under consideration. Regardless of any conclusions that may have been made in the previous study, all options should be considered equally, and information should be provided to describe the process undertaken to evaluate and eliminate options for further consideration going forward into each following submittal. The following list shows a potential of fourteen options that could have been studied in the Preliminary Design Program:*

*On the Douglas Site:*

- *Code Upgrade Option/Base repair of Douglas School for 650 students*
- *Addition/Renovation of Douglas School for 650 students*

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<sup>1</sup> The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

- Addition/Renovation of Douglas School for Douglas/Gates consolidation for 990 students\*
- Addition/Renovation of Douglas School for Douglas/Conant consolidation for 1,015 students \*
- New Construction Douglas School for 650 students\*
- New Construction Douglas/Gates consolidation for 990 students
- New Construction Douglas/Conant consolidation for 1,015 students\*

*On the Gates Site:*

- Base repair of Gates for Douglas/Gates consolidation for 990 students\*
- Addition/Renovation of Gates for Douglas/Gates consolidation for 990 students\*
- New Construction Douglas/Gates consolidation for 990 students

*On the Conant Site:*

- Base repair of Conant for Douglas/Conant consolidation for 1,015 students\*
- Addition/Renovation of Conant for Douglas/Conant consolidation for 1,015\*
- New Construction Douglas/Conant consolidation for 1,015 students
- New Construction Douglas for 650 students\*

*\*(This option not provided in the study)*

*In the District’s response to this review, provide information that details the determining factors leading to the District’s decision that each of the options not included in the study are not viable. Provide as much detail as required to present a compelling analysis that these options should not be carried forward into the following preferred Schematic Review submittal, including, if necessary, existing building capacity analyses, site plan “test fits”, comparative cost data, or any other information that shows that the conclusions made to date are valid. Additional related comments are provided below.*

*Due to the extent of comments below, the District should confirm its ability to submit the Preferred Schematic Report as scheduled on January 2, 2019. If not, please provide an updated work plan/project schedule.*

**3.1 PRELIMINARY DESIGN PROGRAM**

Overview of the Preliminary Design Program Submittal	Complete	Provided; <i>Refer to comments following each section</i>	Not Provided; <i>Refer to comments following each section</i>	Reviewed by District
OPM Certification of Completeness and Conformity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table of Contents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1 Introduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 Educational Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3 Initial Space Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.4 Evaluation of Existing Conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5 Site Development Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.6 Preliminary Evaluation of Alternatives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overview of the Preliminary Design Program Submittal	Complete	Provided; Refer to comments following each section	Not Provided; Refer to comments following each section	Receipt of District's Response; To be filled out by MSBA Staff
3.1.7 Local Actions and Approvals Certification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.8 Appendices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.1.1 INTRODUCTION

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Summary of the Facility Deficiencies and Current S.O.I.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Executed Design Enrollment Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Narrative of the Capital Budget Statement and Target Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Project Directory with contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Updated Project Schedule	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

6) Note that the MSBA Board of Director's Meeting dates included in the schedule do not match the scheduled 2019 meetings. Refer to the MSBA website for the correct dates and adjust the schedule accordingly.

([http://www.massschoolbuildings.org/about/board\\_leadership/board\\_meetings](http://www.massschoolbuildings.org/about/board_leadership/board_meetings))

No further review comments for this section.

### 3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Grade and School Configuration Policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class Size Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	School Scheduling Method	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Curriculum Delivery Methods and Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	
	c) English Language Arts/Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d) Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e) Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	f) Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	g) World Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	h) Academic Support Programming Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	i) Student Guidance and Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Teacher Planning and Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Pre-kindergarten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Lunch Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Technology Instruction Policies and Program Requirements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Media Center/Library	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Visual Arts Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Performing Arts Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Physical Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Special Education Programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming				
	b) Chapter 74 Programming				
16	Transportation Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Functional and Spatial Relationships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Security and Visual Access Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**MSBA Review Comments:**

*The educational program describes the District's preference to create a "twin" elementary school as recommended by the Dore & Whittier master planning study, although the MSBA Feasibility Study Agreement and Designer RFS describe multiple options, including a potential "consolidation" of two schools (i.e. a single combined school as opposed to two co-located or twin schools), and a required option limited to the Douglas School. The submittal also notes that the two building site options being considered are the existing Gates/Douglas site and the existing Conant Site, which excludes the stated intent to study the Elm Street playground site. Regardless of conclusions from the previous master planning study, the MSBA Feasibility Study must include analysis of all options outlined in the Study Certification letter.*

*The MSBA notes that a large part of the educational program's focus describes future design needs and the anticipation for a 'twin' school, not current and proposed educational goals. The MSBA encourages the District to develop the educational program in the context of the education of the students rather than a description of facility needs.*

*In addition to providing a response to the following review comments, the District must provide an updated educational program to be submitted with the subsequent preferred schematic report that addresses the items below; one red-lined copy that indicates changes made to the original submittal, and a second clean copy that documents the updated educational program to inform the feasibility study and design of the proposed project.*

*1) The submittal notes that each of the different elementary schools has a unique identity and teaching philosophy. The educational program is written to address a twin school only, and no consideration was given for a single school. In the updated educational program provide a narrative explaining each of the schools' current identity and philosophy.*

*Provide a narrative discussing the open enrollment policy, and how a new facility may impact this, including community support for the project. Specifically, address the local/hometown priority policy, any changes being considered, and how this may affect the broader community support from Boxborough and Acton voters.*

*4a) The submittal indicates grade level teams, with general classroom teachers delivering instruction in grades K-5. However, it notes that for grade 6 'teachers may specialize for one of the disciplines, or each may instruct in one unit of a discipline.' It is unclear if all grade six teachers are discipline specific teachers, and if not, how that is determined. Clarify and explain the qualifications that are required for each position.*

*4e) The narrative for how Science, Technology, and Engineering ("STE") is currently taught does not describe an approach to teaching science. Include a brief narrative that describes the current and proposed methods used for STE instruction. In addition, provide a narrative describing what additional STEM learning labs would be used for if the general classroom design incorporates the design needs indicated.*

*In addition, the MSBA requests more information related to the STEM learning labs, including anticipated users, utilization, how they will be scheduled, who would manage the space, what safety equipment would be included, and what tools and materials are anticipated for delivery of the proposed programming.*

*4g) The submittal does not indicate the presence of a world language program. However, it does note an English Language Learners program. Has the District considered bi-lingual or multi-lingual activities so that native language proficiency may be preserved while native English-speaking students may learn a second language during what research shows to be the best age for language acquisition? Please elaborate.*

*4h, i) Not included. Please provide.*

*8) Indicate the number of lunch seatings proposed by the District and describe how this is coordinated into the overall schedule. Describe why the District has indicated a preference for separate cafeterias.*

*9) The submittal notes that some classrooms are equipped with FM capabilities based on student needs. Consider providing assisted listening technology in each classroom for hearing impaired accessibility, as well as general use throughout educational spaces within the proposed project.*

*10) The submittal indicates that the media center will play a role in delivering the Digital Literacy/ Computer Science frameworks. However, no indication was provided for how this space will be staffed, how instruction will occur, or how the space will be scheduled and utilized. Provide this information as part of the updated educational program and indicate who will be responsible for selecting and examining the content of the supplemental classroom material for the bookcases in the classrooms.*

11) Provide information related to the scheduling and utilization of the art rooms, how often students have art, and what safety systems are in place that allow the safe exploration of ceramics and woodworking in particular for a young student population.

13) Clarify the frequency that students meet for physical education.

14) The information provided indicates that each school has specific 'learning centers' which are inclusion programs. Provide a more detailed narrative explaining these learning centers, how they are used, scheduled, and how they are different from each other.

Describe any adaptive PE program that exists or may be proposed, including how this program is to be delivered in the proposed project.

No further review comments for this section.

### 3.1.3 INITIAL SPACE SUMMARY

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	
1	Space summary; one per approved design enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Floor plans of the existing facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### MSBA Review Comments:

1) The MSBA has performed an initial review of the provided space summaries and offers the following:

- *Study Enrollment Options:*
  - Option 1: 650 students in grades K-6 (Douglas Elementary only)
  - Option 2: 990 students in grades K-6 (Douglas Elementary & Gates Elementary)
  - Option 3: 1,015 students in grades K-6 (Douglas Elementary & Conant Elementary)
- *Core Academic –*

Anticipated Core Academic Spaces*	650 Student Option	990 Student Option	1,015 Student Option
Pre-Kindergarten Classrooms	10	10	10
Kindergarten Classrooms	5	8	8
General Classrooms- Grades 1-6	23	36	36
Multipurpose Room*	1**	2**	2**

\*Provide proposed scheduling information specific to these spaces.

\*\*The MSBA will rely on the District's Educational Program and additional information to understand how proposed spaces that are unique to the District will be utilized in the proposed project.

The submitted educational program notes that 'eight or nine' classroom spaces are needed for the Early Childhood Program / Pre-Kindergarten, while the submitted space summaries include 10 Pre-Kindergarten ("PK") in the proposed program. Enrollment data available on

*the Department of Elementary and Secondary Education website indicates that the District has 111 PK students enrolled in the Carol Huebner Early Childhood Program for the 2017-2018 school year. Please describe the current full time equivalent of PK students in the District and the basis for the 10 PK classrooms included in the proposed program.*

*The MSBA accepts the proposed square footage associated with the proposed Kindergarten and general classrooms as this supports the District's delivery of a three or four section program for grades 1-6 depending on the final selected enrollment. No further action required.*

*In response to these review comments, provide additional information associated with the scheduling and utilization of the Multipurpose Room, including how this space will be used, monitored, outfitted, and how it supports the educational program. This space was not discussed or included in the District's educational program, despite the space summary narrative stating, 'The District has also identified the need for multipurpose rooms to support their teaching goals.' Provide a detailed narrative that explains what these goals are, and why they are unable to be met in the general classrooms, cafeteria, gymnasium or media center. Eligibility of this additional area will be determined in subsequent phases of the Feasibility Study.*

- **Special Education** – *The overall square footage in this category is above the MSBA guidelines. The MSBA also notes that there is a substantial increase over the existing conditions, despite the educational program not noting any new programs, other than a desire to provide more space for the CASE Collaborative. Provide a brief narrative that explains this discrepancy. Note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide the required information required with the Schematic Design submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.*
- **Art & Music** – *The overall square footage in this category appears to align with the MSBA guidelines. There are an odd number of proposed art and music rooms, despite the intent to create an even number of music practice/ ensemble rooms for the consolidated school options. Describe how an odd number of rooms will be distributed between the two consolidated schools.*
- **Health & Physical Education** – *The overall square footage in this category appears to align with the MSBA guidelines for the single school configuration and exceeds the MSBA guidelines for the two consolidated school options. This overage is due to the inclusion of a 3,000 nsf 'Health & Wellness' room, and two storerooms and Health Instructor's Offices instead of one. Given that the design enrollment exceeds 900 students in the two larger options, the additional 3,000 gym station is an acceptable variation to the MSBA space guidelines for those two options only. The MSBA does not object to the District providing an additional storeroom and Health Instructor's Office in the project; however, this additional area will be deemed ineligible for reimbursement.*
- **Media Center** – *The overall square footage in this category appears to align with the MSBA guidelines. In future submittals, if the area of the media center is planned to be divided up into discrete areas for different programmatic purposes, update the space summary to reflect this use. No further preliminary comments.*



- **Dining and Food Service** – *The overall square footage in this category appears to exceed the MSBA guidelines in all options. For the 650-student option, this appears to be due to a larger than guideline kitchen. For the two consolidated school options, this is due to the duplication of the stage, chair storage, and staff lunch room. Provide a narrative explaining why this excess area and duplications are necessary. Note that area in excess of MSBA guidelines will be considered ineligible for reimbursement.*
- **Medical** – *The overall square footage in this category appears to align with the MSBA guidelines for the single school configuration and exceeds the MSBA guidelines for the consolidated school options. This overage is due to the duplication of the medical suite toilet and the nurse’s office. MSBA does not object to the District providing these additional spaces in the project; however, any additional area will be deemed ineligible for reimbursement.*
- **Administration & Guidance** – *The overall square footage in this category appears to exceed the MSBA guidelines in all options. For the 650-student option, this appears to be due to additional administrative area for the Preschool component. For the two consolidated school options, this is due to additional administrative area for the Preschool component and duplicated administrative areas for each school. MSBA does not object to the District providing these additional spaces in the project; however, any area beyond that included in the guidelines will be deemed ineligible for reimbursement.*
- **Custodial & Maintenance** – *The overall square footage in this category appears to be under the MSBA guidelines for the single school configuration and exceeds the MSBA guidelines for the consolidated school options. This overage is due to the duplication of the Custodian’s Office and Workshop, as well as the Network Telecom Room. MSBA does not object to the District providing these additional spaces in the project; however, any area beyond that included in the guidelines will be deemed ineligible for reimbursement.*
- **Other** – *The overall square footage in this category appears to exceed the MSBA guidelines in all options. This is due to the inclusion of either one or three Mother’s Rooms depending on the enrollment option. Explain why more than one Mother’s Room is necessary, or as a space reassigned temporarily as needed.*

*This review is based on the submitted preliminary space summaries. The submission included an addition/ renovation space summary for the 650-student option, and new construction space summaries for the two combined school options. The final MSBA determination of compliance with MSBA space guidelines in subsequent submittals will vary (in part) depending on the District’s preferred solution and the extent that the proposed spaces are located either in existing construction, substantially renovated existing areas, or newly constructed portions of the proposed facility. MSBA will expect spaces located in new or substantially renovated areas to be compliant with MSBA space standards. Note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines and is not supported by the educational program provided.*

*The existing conditions column of the provided space summaries appears to combine the existing spaces for the combined enrollment options. In response to these comments, provide the existing conditions space summary information for each school separately for accurate documentation and review. These should match the floor plans provided in programmatic use as well as area and quantity. Furthermore, if as a result of this project, the anticipated programming of an existing space is planned to change as a result of the impact of this project, provide updated floor plans and space*

summaries in the Preferred Schematic Report. See comment 1 in section 3.1.6 below. Please acknowledge.

No further review comments for this section.

### 3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response to be filed with the District Staff
1	Confirmation of legal title to the property.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Determination that the property is available for development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Existing historically significant features and any related effect on the project design and/or schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Determination of any development restrictions that may apply.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Initial Evaluation of building code compliance for the existing facility.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Assessment of the school for the presence of hazardous materials.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

1) The information provided includes Assessor's Cards for all three Project Sites as part of the project sites' respective Phase I Environmental Site Assessment ("ESA"). No information related to the titles of all three properties is included. Provide a copy of all available title information in the response to these comments.

In addition, the Local Actions and Approvals Certification includes a note during the September 12, 2018 meeting that the current school sites are made up of multiple parcels, including the Conant site including land owned by the Department of Public Works and a transfer station. However, the Summary of Existing Conditions note the sites as single parcels. Clarify in response to these comments. In the subsequent Preferred Schematic Report the District should

*provide site plans of all considered sites that include property/parcel lines showing the extent of School District owned properties. Note that, per MSBA Project Advisory # 45, the MSBA cannot execute a Project Funding Agreement until the School District has full ownership, control, and exclusive use of the land.*

*2) Option 3 is based on development of the Elm Street Playground site, which is owned by the Town of Acton, not the Acton-Boxborough School District. If the District is planning to carry this option forward in subsequent submittals, describe the approach to determine the District's legal use of this parcel including any potential Article 97 Land Disposition requirements. Note that all costs associated with site acquisition are categorically ineligible for MSBA participation.*

*3) Not provided. Note that all construction projects that include state funding are required to file a Project Notification Form with the Massachusetts Historical Commission ("MHC"). Describe any historically significant features of all proposed buildings and sites, and include in the updated schedule submitted with the Preferred Schematic Report, the timeline associated with filing with the Massachusetts Historical Commission ("MHC") and obtaining MHC approval prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00.*

*4) The information provided indicates Acton's R-2 Zoning District has a 36-foot maximum height restriction. The table included indicates the Douglas/Gates consolidation project, at approximately 42 feet, would require relief. In subsequent submittals, detail the approach and timeline necessary for obtaining this variance and/or applicability of the Massachusetts General Law Chapter 40A, Section 3 "Dover" Amendment. In addition, describe any impact this height may have on abutters, and any community concerns that may have arisen from this issue.*

*The submittal does not address any development restrictions outside of potential zoning. Provide a narrative indicating any potential conservation commission development restrictions including but not limited to flood plains, wetlands and associated setbacks, wellhead protection zone, priority wildlife habitats, and vernal pools.*

*Provide a narrative in response to these comments that describes any permitting, buffers, or developmental restrictions related to the Mary's Brook perennial stream on the Conant site.*

*6) The submittal includes no information regarding an initial evaluation of Architectural Access Board rules and regulations and their application to a potential project. Provide this information in the Final Evaluation of Alternatives in the subsequent Preferred Schematic Report. Please acknowledge.*

*7) The MSBA notes the following:*

- The electrical narrative does not note the condition of the Photovoltaic system at the Douglas School. Provide a brief narrative describing its condition, and the potential for reuse. This narrative also notes that there are no Area of Rescue assistance call boxes at elevator lobbies in the Douglas School. However, a review of the existing floor plan does not indicate any elevators. Please clarify.*
- The systems narratives for all three schools indicate at minimum boiler plant and unit ventilator upgrades and replacements in 2007 and hot water heaters in 2009/2010 with these components still being in excellent condition. Provide a list of equipment that the District could consider salvaging and reusing, if new construction is the preferred solution. Refer to the note below regarding recovery of previous grants relating to recent projects. Please acknowledge.*

- *The plumbing narrative in the existing conditions for each school notes that the sanitary sewer system is connected to the municipal sewer system. However, the existing condition site plans and the site development requirements each note an area for a leeching field and an onsite septic system. In response to these review comments, clarify and update the existing conditions analysis in the subsequent Preferred Schematic Report.*
- *The plumbing narrative for each school notes a recommendation to do testing for lead levels in the domestic water. Provide any updated information regarding this recommendation.*
- *The fire protection narrative notes that a hydrant flow test will be required to determine the need for a fire pump. Provide a schedule of anticipated activities.*

8) *The MSBA notes the following:*

- *The information provided in the Hazardous Materials Determination Survey performed by Universal Environmental Consultants (“UEC”) indicates the presence of Underground Storage Tanks (“UST”) at all three sites. UEC states that no records were available to review the size or condition of the tanks. Additionally, all three Phase I ESA indicate a possible release of petroleum from fuel oil USTs on the sites. The ESAs also report the sites have indications of a possible release of hazardous substances or petroleum products (“HSP”). However, the Phase I ESA for the Gates site provides documentation of disposal for the UST previously located at the site. In the District’s response to these review comments and in subsequent submittals, clarify these conflicting findings by providing all available records for the disposal of USTs at the sites. Subsequently, if no such documentation exists, provide a detailed plan and timeline associated with a thorough site investigation to determine the location of any existing USTs, or that the USTs were in fact removed. Subsequent submittals should also indicate a plan of action in response to possible soil contamination if the release of HSPs is confirmed and will affect excavation activities. Note that all costs associated with the removal of underground storage tanks, as well as any special waste or hazardous or contaminated materials remediation, removal and disposal where associated with site work are categorically ineligible for MSBA reimbursement and should be itemized on all submitted cost estimates.*
- *Preliminary soils and geotechnical evaluations identify the expected soil types on site, as determined by the USDA Soil Conservation Service, and the U.S. Geological Survey Bedrock Geologic Map of Massachusetts. In response to these comments and in all subsequent submittals, detail the anticipated subsurface explorations to be performed to obtain further information. Note that geotechnical surveys should be a determining factor in choosing the location and configuration of the proposed school, and the District’s preferred design option.*
- *The summary of methods and assumptions notes that field investigations for subsurface soil conditions are planned for the Schematic Design Phase, after a building location and site are chosen. Confirm that adequate information will be collected before determination of the District’s preferred design option in order to make an informed decision. Please acknowledge.*

9) *The information provided includes the Phase I ESAs that have been performed for all three Project Sites. In response to these comments provide a plan and timeline for performing Limited Site Investigations, as recommended, on all three sites to verify that the areas in the vicinity of the former USTs and septic systems are free of contamination. Additionally, detail the anticipated investigations to confirm what was described in the Gates school Phase I ESA as a*

previous 2002 release of diesel fuel identified by Release Tracking Number 2-14590, that no contamination remains or is anticipated to affect excavation activities. Confirm that the recommendations identified in these assessments will be addressed in subsequent phases of the project.

10) The information provided in the Hazardous Materials Determination Survey performed by UEC indicates the presence of asbestos containing materials throughout the buildings. It should be noted that all costs associated with the abatement and replacement of asbestos-containing floor and ceiling tiles are categorically ineligible for MSBA reimbursement and should be itemized on all cost estimates provided. As noted above, the reports indicate the prior presence of Underground Storage Tanks (USTs) at all three sites which also are categorically ineligible for MSBA reimbursement and should be itemized in the cost estimates provided with the Total Project Spreadsheet provided with the Project Scope and Budget submittal. Please acknowledge. In addition, the MSBA notes that these reports were included in the appendices with no reference to them in the appropriate existing conditions sections. In future submittals, reference the findings of these reports in the relevant sections of the submittal.

The plumbing narrative for each school notes that the original piping insulation is possibly asbestos and should be evaluated for abatement, however, the hazardous materials reports did not appear to include testing of this insulation. In addition, the assumption was made that PCB's are present in the building materials and caulking without testing. Describe what testing will be performed to inform local decisions.

11) Although references are made to the 2014 Dore & Whittier Existing Conditions and Master Planning Development Study, a copy of this study is not included in the submittal and the electronic link provided is not functional. In response to these comments, provide a hard copy of this study, as well as a summary of information from this study which informed the PDP submittal.

No further review comments for this section.

### 3.1.5 SITE DEVELOPMENT REQUIREMENTS

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District Response to be filed with MSBA Staff
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Existing site plan(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### MSBA Review Comments:

Various portions of the submittal narratives include conflicting, uncoordinated, and unedited text, including references to Harvard Hildreth Elementary (pages 154 and 161). In addition, there are images referenced, but no image provided. In future submittals, ensure a review of the accuracy of the submittal. Please acknowledge.

1&2) The MSBA notes the following:

- The information provided includes a list of 3 potential site options currently under consideration. The information indicates the Douglas and Gates sites are within a 100-

year floodplain, and all three sites are impacted by Acton's 75-foot wetland buffer zone. In subsequent submittals, provide site plans that indicate these limitations and detail the approach for considering development inside of the 100-year floodplain and Acton's 75-foot wetland buffer zone. In response to these comments, indicate how the Conant site is not located within a 100-year or 500-year floodplain, as noted, while the provided image on page 160 depicts the 100-year floodplain appearing to cross the property boundary in two locations. Describe any potential design mitigation considerations for both the site development and building design in response to these site conditions.

- In subsequent submittals, provide all information regarding the expected use/alteration of and approvals relating to existing septic systems and associated leaching fields, etc. Note that all work beyond the school property line, and scope associated with any onsite septic system will be considered ineligible for MSBA reimbursement.
- The site narratives note that there are an inadequate number of parking spaces currently onsite without indicating the current number or how the appropriate proposed number of spaces was determined. In the District's response to these comments, describe the rationale used to determine the proposed number of parking spaces (e.g. number of staff and visitors, zoning requirements, etc.).
- The Douglas/Gates site narrative related to athletic fields/ outdoor space notes a neighboring playground outside of the property bounds, and that there are basketball courts that are used by the community. The Conant site narrative related to athletic fields/ outdoor space notes a neighboring ball field outside of the property bounds. No documentation or narrative explaining the extent of current onsite athletic fields/ outdoor space at either site is included. Provide related onsite information as required and clarify any arrangements with the community for future use of offsite outdoor spaces by the proposed school.
- The Gates School site narrative notes that it is bordered on the west by the MBTA Commuter rail train tracks. In response to these comments, provide a description of any impact this adjacency would have if this site is selected, and any mitigating factors that could be employed.

No further review comments for this section.

### 3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

	Provide the following Items	Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Analysis of school district student school assignment practices and available space in other schools in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Tuition agreement with adjacent school districts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Rental or acquisition of existing buildings that could be made available for school use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response to be filled out by MSBA Staff
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Construction of new building and the evaluation of potential locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**MSBA Review Comments** (refer to the general comments above):

1) *Not provided. As noted in the enrollment letter dated January 18, 2018 the MSBA's study enrollment recommendations are based on an assumption of full utilization at all of the school facilities, and notes that if a consolidation option is chosen, the District will be required to establish the proposed future use or disposition of any existing spaces vacated or reprogrammed as part of this project. As noted elsewhere in this review, this applies for both the existing Pre-K capacity, K-6 capacity, and any other grades effected by the potential projects considered for this study. In the District's response to this review, provide all information regarding Acton-Boxborough's District-wide capacity.*

2,3) *Not addressed. Provide in response to these comments.*

4) *The information provided includes a determination that the Base Repair (a.k.a. Code Upgrade) Option 1 does not provide educational improvements necessary to meet the District's Educational Program. The District has stated that it will provide information for a Base Repair for cost comparison purposes in future submittals. Please confirm.*

5) *The information provided indicates that a single addition/renovation option of the existing Douglas facility was explored. However, no addition/renovation options for either the Gates or the Conant Schools were included. In response to these comments, provide at minimum an equal level of analysis for addition/renovation options for the Gates and Conant sites, with the appropriate enrollment options, including preliminary level cost information, and conceptual site "test-fit" block diagrams. Provide a narrative as required describing the extent that these other addition/renovation configurations meet the needs of the District's educational program.*

6) *The MSBA provides the following review comments:*

- *The MSBA notes that the feasibility study for this project includes three study enrollment options. The MSBA expects the scope of this feasibility study to include an evaluation of the 650-student single school option along with the two consolidated school options. It should be noted that no new construction option associated with a 650-student enrollment was included as part of the preliminary evaluation of alternatives, based on a local desire for a twin school. The MSBA expects the scope of the feasibility study to include this option for District evaluation. In response to these comments, provide at minimum a new construction option on the existing site for 650 students with a similar level of analysis as the other new construction options, including preliminary level cost information, conceptual diagrams, and initial space summary.*

- *In response to these comments, detail any potential schedule delays relating to site approvals for the Elm St. playground as part of Option 3, considering the stated uncertainty of the Elm St. playground site's availability for development. Additionally, as part of the Preferred Schematic Report, include information regarding the investigations performed in regard to this site including legal ownership, development restrictions, and any soil investigations conducted.*
- *Describe permitting requirements, costs, and schedule impact statements if the District wishes to consider renovations or alterations to the walking bridge on the Douglas/Gates site.*
- *Each of the New Construction options note a disadvantage that a change in location may affect the District open enrollment student distribution. In response to these comments, provide a narrative explaining how the open enrollment may be affected, any pros and cons for each scenario related to the change, and any mitigating factors that could be considered.*

*7) The information provided proposes the following options for further consideration in the Preferred Schematic Report:*

- ***Option 1 Base Repair***; Base Code upgrade of the existing Douglas facility.
- ***Option 2 Douglas School Addition / Renovation***; Addition/renovation of the existing facility for 650 students.
- ***Option 3 Douglas and Gates New Construction on Douglas Site***; New building located on the existing Douglas and Elm St. playground site for 990 students.
- ***Option 4 Douglas and Gates New Construction on Gates Site***; New building located on the existing Gates site for 990 students.
- ***Option 5 Douglas and Conant New Construction on the Conant Site***; New building located on the existing Conant site for 1,015 students.

*All options being considered for further evaluation are being proposed on the three existing sites, with Option 3 being contingent on the acquisition of the Town of Acton's Elm St. Playground site. Preliminary project costs for these options range from \$13 to \$124 million.*

*In response to these comments, provide an updated list of alternatives to be further developed in the Preferred Schematic Report, and a detailed description of any alternatives not considered for further study. Provide information that details the determining factors leading to the District's decision that each of the options not included are not viable. Provide as much detail as required to present a compelling analysis that these options should not be carried forward into the following preferred Schematic Review submittal, including, if necessary, existing building capacity analyses, site plan "test fits", comparative cost data, or any other information that shows that the conclusions made to date are valid. Please note the Final Evaluation of Alternatives must include at least one addition/renovation project for each site that is proposed to include a new construction option.*

*No further review comments for this section.*



### 3.1.7 LOCAL ACTIONS AND APPROVAL

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District Response Required
1	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Signed Local Actions and Approvals Certification(s):				
	a) Submittal approval certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Grade reconfiguration and/or redistricting approval certificate (if applicable)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provide the following items to document approval and public notification of school configuration changes associated with the proposed project				
	a) A description of the local process required to authorize a change to the existing grade configuration or redistricting in the district	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) A list of associated public meeting dates, agenda, attendees and description of the presentation materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) A certification from the Superintendent stating the District's intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**MSBA Review Comments:**

*2b, 3) If the Preferred Solution in the following Preferred Schematic Report is one of the consolidated school options, provide the above documentation as part of that report.*

*No review comments for this section.*

### 3.1.8 APPENDICES

Provide the following Items		Complete; No response required	Provided; District's response required	Not Provided; District's response required	Receipt of District's Response; To be filled out by MSBA Staff
1	Current Statement of Interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Design Enrollment Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### MSBA Review Comments:

*In response to these comments, and in all subsequent submittals, provide all information and materials that were developed and used to make determinations as part of the feasibility study. This information should be provided either directly in the submission's relevant section or as part of the submission's appendices. Note that critical documents referenced on various websites do not meet this requirement.*

*No further review comments for this section.*

#### Additional Comments:

*Regarding past projects, both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show that the MSBA provided the Acton-Boxborough School District (paid to the town of Acton) a grant of \$206,660 for a roof project at the CT Douglas school, and \$229,818 for a boiler project at the Luther Conant school. Pursuant to these requirements and depending on the District's ultimate plan for the Douglas ES project, the MSBA will recover a pro-rated portion of the financial assistance received for previous renovation grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. See the MSBA website to view the MSBA's regulations, statute and closed school bulletin for additional information.*

**End**

Acton-Boxborough Regional School District

DRAFT #1A SCHOOL CALENDAR, 2019-2020 (start after Labor Day)

**Bold BOXED Dates = No School Days / ELEMENTARY EARLY DISMISSAL IS EVERY THURSDAY AFTERNOON**

Sept.	M	T	W	T	F
	26	27	28	29	30
	<b>2</b>	<b>3</b>	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	<b>23</b>	24	25	26	27
	<b>30</b>				

Teachers' meetings – Aug 28 & 29  
 Labor Day – Sept 2  
 Schools Open – Sept 3  
 Rosh Hashanah – Sept 30  
 School Days - 19

Jan.	M	T	W	T	F
	<b>30</b>	<b>31</b>	<b>1</b>	2	3
	6	7	8	9	10
	13	14	15	16	17
	<b>20</b>	21	22	23	24
	27	28	29	30	

Schools Open - Jan 2  
 JH Early Release –  
 Martin Luther King Day - Jan 20  
 School Days - 21

Oct.	M	T	W	T	F
		1	2	3	4
	7	8	<b>9</b>	10	11
	<b>14</b>	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

Yom Kippur = Oct 9  
 Columbus Day – Oct 14  
 \*\*7-12 Early Release for Prof L. –  
 School Days – 21

Feb.	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
	24	25	26	27	28

\*\*7-12 Early Release for Prof L. – Feb  
 Presidents' Day - Feb 17  
 Winter Recess - Feb 17-21  
 School Days – 15

Nov.	M	T	W	T	F
					1
	4	<b>5</b>	6	7	8
	<b>11</b>	12	13	14	15
	18	19	20	21	22
	25	26	27	<b>28</b>	<b>29</b>

Prof. Day – Nov 5  
 Veterans Day – Nov 11  
 Early Release Day – Nov 27  
 Thanksgiving Recess – Nov 28 & 29  
 School Days - 17

Mar.	M	T	W	T	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

HS Late Start **only for students NOT taking MCAS** – Mar  
 School Days - 22

Dec.	M	T	W	T	F
				5	6
	9	10	11	12	13
	16	17	18	19	20
	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>

Jr High Early Release Confs –  
 Winter Recess - Dec. 23 – Jan 1  
 School Days - 15

Apr.	M	T	W	T	F
			1	2	3
	6	7	8	9	<b>10</b>
	13	14	15	16	17
	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
	27	28	29	30	

Good Friday – Apr 10  
 Patriots Day – Apr 20  
 Spring Recess - Apr 20-24  
 \*\*7-12 Early Release for Prof L. –  
 School Days - 16

May	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	<b>25</b>	26	27	28	29

HS Late Start **only for students NOT taking MCAS**- May  
 Memorial Day - May 25  
 School Days - 20

June	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

Graduation – June 5  
 Last day/Early Rel– June 18 (180 days)  
 Last day if 5 snow days– June 25 (185 days)  
 \*School could be extended to June 30 if >5 days  
 School Days – 14  
**Total Days = 180**

Some major religious and cultural holidays are found on page 2 and underlined here.  
 Good Friday is April 19 during the school break.

\*\* Professional Learning for JH/HS Staff Early Dismissal

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>  
 Acton Town Meeting begins April 1, 2019. Boxborough Meeting begins May 13, 2019.

Acton-Boxborough Regional School Committee Meetings are usually held twice a month. See <http://www.abschools.org/school-committee> for more information.

Acton-Boxborough Regional School District

DRAFT #1B SCHOOL CALENDAR, 2019-2020 (start before Labor Day)

**Bold BOXED Dates = No School Days / ELEMENTARY EARLY DISMISSAL IS EVERY THURSDAY AFTERNOON**

Sept.	M	T	W	T	F
	26	27	28	29	30
	<u>2</u>	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	<u>30</u>				

Teachers' meetings – Aug 26 & 27  
 School Open – Aug 28  
 No School – Fri, Aug 30  
 Labor Day – Sept 2  
 Rosh Hashanah – Sept 30  
 School Days - 21

Jan.	M	T	W	T	F
	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Schools Open - Jan 2  
 JH Early Release –  
 Martin Luther King Day - Jan 20  
 School Days - 21

Oct.	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	<u>14</u>	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

Yom Kippur = Oct 9  
 Columbus Day – Oct 14  
 \*\*7-12 Early Release for Prof L. –  
 School Days – 21

Feb.	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
	24	25	26	27	28

\*\*7-12 Early Release for Prof L. – Feb  
 Presidents' Day - Feb 17  
 Winter Recess - Feb 17-21  
 School Days – 15

Nov.	M	T	W	T	F
					1
	4	<u>5</u>	6	7	8
	<u>11</u>	12	13	14	15
	18	19	20	21	22
	25	26	27	<u>28</u>	<u>29</u>

Prof. Day – Nov 5  
 Veterans Day – Nov 11  
 Early Release Day – Nov 27  
 Thanksgiving Recess – Nov 28 & 29  
 School Days - 17

Mar.	M	T	W	T	F
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	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

HS Late Start **only for students NOT taking MCAS** – Mar  
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	9	10	11	12	13
	16	17	18	19	20
	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>

Jr High Early Release Confs –  
 Winter Recess - Dec. 23 – Jan 1  
 School Days - 15

Apr.	M	T	W	T	F
			1	2	3
	6	7	8	9	<u>10</u>
	13	14	15	16	17
	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
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Good Friday – Apr 10  
 Patriots Day – Apr 20  
 Spring Recess - Apr 20-24  
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 School Days - 16

May	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	<u>25</u>	26	27	28	29

HS Late Start **only for students NOT taking MCAS**- May  
 Memorial Day - May 25  
 School Days - 20

June	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	15	<u>16</u>	17	18	19
	22	<u>23</u>	24	25	26
	29	30			

Graduation – June 5  
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Acton-Boxborough Regional School District  
**SCHOOL CALENDAR, 2019-2020**

**Major Religious and Cultural Holidays**

*(some are school days, some are not)*

August 10 -11	Eid al-Adha
September 30 - Oct 1	Rosh Hashanah
October 9	Yom Kippur
October 27	Diwali begins
December 22 - 30	Chanuka begins
December 25	Christmas
December 26 - Jan 1	Kwanzaa
January 25	Lunar New Year
April 10	Good Friday
April 8 - 16	Passover
April 12	Easter
April 23 – May 23	Ramadan
May 24	Eid al-Fitr

The observance of both Jewish and Muslim holidays begins at sundown of the preceding day. Please see policy IMD (School Ceremonies and Religious Holiday Observances) and policy ACD (Acknowledging Religious Holidays) on the school website for more information at: <http://www.abschools.org/school-committee/policies>

**2019 - 2020 School Start Times**

**Carol Huebner Early Childhood Programs:**

Monday – Thursday

Morning Session 8:30 – 11:15 am

Afternoon Session 12:15 – 3:00 pm

All-Day Session 8:30 am – 3:00 pm

**All Elementary Schools:**

8:50 am – 3:20 pm

Thursdays 12:50 pm dismissal

**Secondary Schools:**

AB Regional High School 8:07 am – 2:47 pm

R.J. Grey Junior High School 8:00 am – 2:36 pm

**Direct School Phone Numbers:**

Blanchard: 978-263-4569

Conant: 978-266-2550

Douglas: 978-266-2560

Gates: 978-266-2570

McCarthy-Towne: 978-264-3377

Merriam: 978-264-3371

All Other Schools: 978-264-4700



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

## MCAS 2018

Deborah Bookis

Assistant Superintendent for Teaching and Learning

December 13, 2018

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## Purposes and Types of Assessment

### 1. Diagnostic and Instructional Purposes

Formative, Interim, Summative

### 1. System Monitoring Purposes (Accountability)

NAEP (National Assessment of Educational Practice)

MCAS (Massachusetts Comprehensive Assessment System)

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## District Guidelines

*Standardized tests will only be used in concert with a diverse set of measures to capture how well our students are doing at a given time, including but not limited to: educator developed assessments, educator observations and notes, student self-assessments, student work, performances, presentations, and multimedia productions.*

~ABRSD Administrative Statement on Standardized Testing,  
2015

## High School Legacy MCAS Grade 10

	2017 % Proficient and Advanced	2018 % Proficient and Advanced
ELA	97%	99%
Math	95%	96%
STE	96%	95%

ABRSD

5

## Next Generation ELA MCAS Grades 3-8

Grade	2017 % of Students Meeting or Exceeding Expectations	2018 % of Students Meeting or Exceeding Expectations	2018 Growth (mean)
3	57%	65%	----
4	65%	70%	61.7 <i>(above)</i>
5	73%	72%	59.7 <i>(on)</i>
6	78%	84%	74 <i>(above)</i>
7	76%	69%	48 <i>(improved but below target)</i>
8	73%	76%	53.3 <i>(on)</i>

SGP	Designation
60+	above target
51-59	on target
41-50	improved but below target
31-40	no change
1-30	declined

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6

## Next Generation Math MCAS Grades 3-8

Grade	2017 % Meeting or Exceeding Expectations	2018 % Meeting or Exceeding Expectations	2018 Growth (mean)
3	59%	61%	----
4	65%	61%	55.4 <i>(on)</i>
5	72%	65%	57.5 <i>(on)</i>
6	83%	82%	66.8 <i>(above)</i>
7	81%	80%	59.2 <i>(on)</i>
8	84%	80%	63.1 <i>(above)</i>

SGP	Designation
60+	above target
51-59	on target
41-50	improved but below target
31-40	no change
1-30	declined

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## Science, Technology & Engineering (STE) Overlapping MCAS Grades 5 & 8

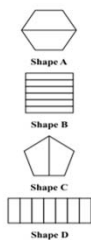
Grade	2017 % Advanced and Proficient	2018 % Advanced and Proficient
5	69%	61%
8	74%	69%

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## Mathematics - Grade 3 Example

### Grade 3 2013 Math MCAS - 3.NF.A.1

Hugo divided shapes into equal parts, as shown below.



In which shape is each part equal to  $\frac{1}{6}$  the area of the whole shape?

- A. Shape A
- B. Shape B
- C. Shape C
- D. Shape D

### Grade 3 2018 Math MCAS - 3.NF.A.1

Kevin is cutting oranges and apples into smaller pieces.

#### Part A

Kevin cuts each orange into fourths. He has already cut 12 fourths.

How many oranges has Kevin cut so far? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.

#### Part B

Altogether, Kevin will have cut 8 oranges into fourths.

How many fourths will Kevin have cut in all? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.

#### Part C

Kevin has 8 apples. He will cut each apple into sixths.

Will Kevin have more orange pieces or apple pieces? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.

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# STE - Grade 5 Example

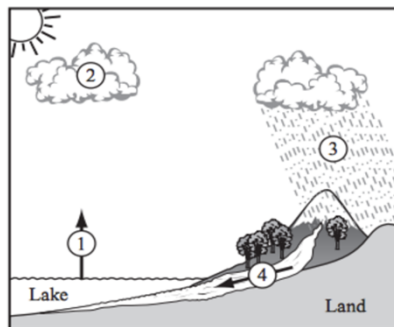
## 2015 Grade 5 STE MCAS (MCQ)

Which of the following describes water changing from liquid to solid?

- A. ice forming on a lake
- B. dew forming on grass
- C. snow melting into a puddle
- D. water evaporating from a pond

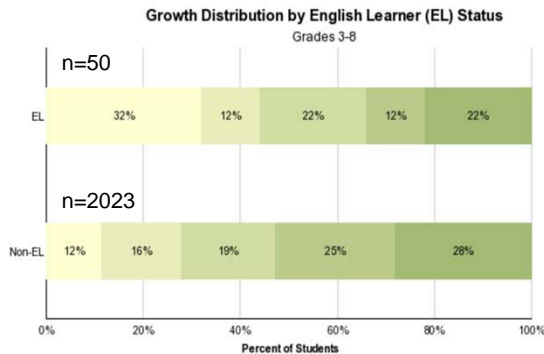
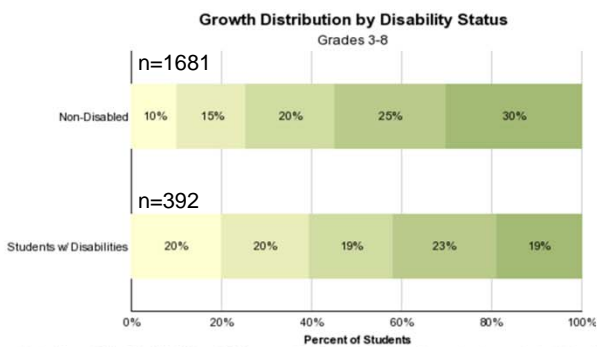
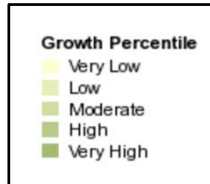
## 2018 Grade 5 STE MCAS (ORQ)

This question has four parts. Four processes are represented in the water cycle diagram shown below. Each process is numbered.

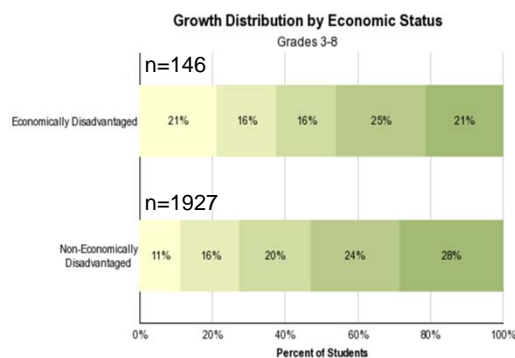
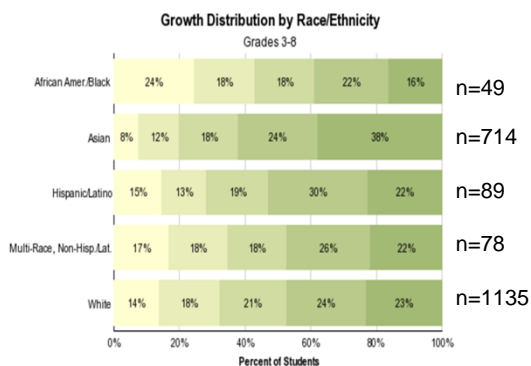
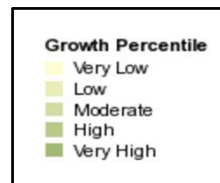


- Part A.** Identify process 1 of the water cycle and describe how water changes phases in this process.
- Part B.** Identify process 2 of the water cycle and describe how water changes phases in this process.
- Part C.** Identify process 3 of the water cycle and describe one effect temperature can have on water in this process.
- Part D.** Process 4 is runoff. Explain why the amount of runoff is greatest during the spring in Massachusetts.

# Mathematics Grades 3-8



# Mathematics Grades 3-8



# Mathematics - District and Schools

## STEAM

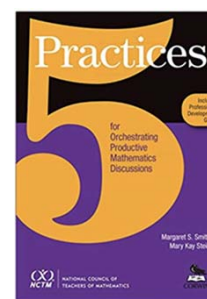
Student-Centered Coaching System

Building-based support for STE and Math (STEM Coaches)

Program Alignment and Pilot (Blanchard and McT)

## Professional Learning

- Elementary Principals: *Principles to Action*
- McT School Improvement Plan
  - 2018-2019 - *Mathematical Mindsets*
  - 2019-2020 - *5 Practices for Orchestrating Productive Mathematics Discussions*
  - Fractions grades 3-5 District-wide Grade Level Meetings



Co-teaching (Merriam)

## STE - District and Schools

### STEAM

Incorporating science practices and standards into projects

Student-Centered Coaching System

Building-based support for STE and Math (STEM Coaches)

STE Educator Collaborative Group

Co-teaching (Douglas)

Science Teacher Leaders



ABRSD Coaching Vision: We envision a student-centered coaching system where all educators have access to job-embedded, collaborative supports that further enhance student learning and professional growth.

ABRSD Coaching Mission: The mission of our student-centered coaching system is to provide structured, purposeful partnerships with educators to maximize learning for all students.

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## MCAS 2019

### ELA and Math: Grades 3-8 and 10

- Next Generation
- Computer-based

### STE: Grades 5 and 8

- Next Generation
- Computer-based

### STE: Grade 10

- Overlapping
- Paper-based

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## Grade 10 MCAS Preparation

### Dates

- ELA: March 26, 27
- Math: May 21, 22
- STE: June 4, 5

### Considerations

- Space
- Hardware
- Training and Personnel
- Wifi

## New Curriculum Frameworks

### History and Social Science Curriculum Framework (2018)

- Adopted by BESE - June 26, 2018
- Dissemination of standards; district curriculum adjustment and implementation - July 2018 - June 2020

### Digital Literacy and Computer Science Framework (2016)

- Continued adjustment and implementation

### Arts Curriculum Framework (1999)

- In June 2018 DESE convened a Review Panel to update the 1999 Arts Curriculum Framework

### Comprehensive Health Curriculum Framework (1999)

- DESE is mapping out a plan to review Health Curriculum Framework
- Timeline will likely be similar to Arts Framework revision process



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# FY20 Superintendent's Preliminary Budget - Capital

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School Committee Meeting  
December 13, 2018

# FY20 Budget Presentation Schedule

December 6, 2018	Presentation #1	<p>Superintendent's Preliminary Budget Overview</p> <ul style="list-style-type: none"> <li>• Budget Guidelines &amp; District Goals</li> <li>• Staffing Requests</li> <li>• Key Strategic Requests</li> <li>• Preliminary Revenues</li> <li>• Cost Saving Strategies</li> <li>• Overall Budgetary Impact &amp; Preliminary Assessments</li> </ul>
December 13, 2018	Presentation #2	<p>Superintendent's Preliminary Budget (Part 2)</p> <ul style="list-style-type: none"> <li>• Capital Plan Funding Strategy</li> </ul>
January 10, 2019	Presentation #3	<p>Superintendent's Recommended Budget v. 1</p> <ul style="list-style-type: none"> <li>• Line Item Budget</li> <li>• Capital Project Plan Detail</li> <li>• School Lunch Program</li> <li>• Athletics</li> </ul>
January 26, 2019	Presentation #4	Budget Saturday - Superintendent's Recommended Budget
February 7, 2019	Presentation #5	<p>Superintendent's Final Budget Recommendation</p> <p>Public Hearing on Proposed FY20 Budget</p> <p>School Committee Votes FY20 Budget</p>
February 13, 2019	IF NEEDED	

# Important Dates - Regional Agreement

## Town Meetings:

- Acton: Begins April 1, 2019
- Boxborough: Begins May 13, 2019
  - *Budget vote deadlines are counted backwards from earliest TM*

## Final SC Budget Vote:

- February 7, 2019 - Public Hearing
  - 45 Days before earliest TM
  - Vote is  $\frac{2}{3}$  of weighted votes of full SC

## Preliminary SC Budget Vote:

- January 26, 2019 - Budget Saturday
  - 25 Days before final budget deadline
  - Vote is majority of members from each town



# Budget Guidelines - FY20

## Budget Guidelines - Driven by District Goals

**Goal #3: Our students will have access to safe and effective learning environments.**

- Capital Planning will continue to be a priority. Long term, short term, and medium term capital will be outlined with anticipated funding sources. The district will consider increasing the annual budget for Capital in order to accelerate projects identified as high priority. Bonding and other options will be considered for medium term capital needs.

# FY20 Budget Overview



	FY19	FY20 Preliminary
<b>Total Budget</b>	\$88,721,492	<b>\$91,111,306</b>
Increase from prior year	2,631,001	\$2,389,814
<b>Percent Increase from prior year</b>	<b>3.06%</b>	<b>2.69%</b>
Final Preliminary Assessments	\$71,333,313	\$73,191,734
Acton TOTAL	\$59,981,958	\$61,591,055
<b>Acton % Change</b>	<b>3.90%</b>	<b>2.68%</b>
Boxborough TOTAL	\$11,351,355	\$11,600,679
<b>Boxborough % Change</b>	<b>-2.09%</b>	<b>2.20%</b>

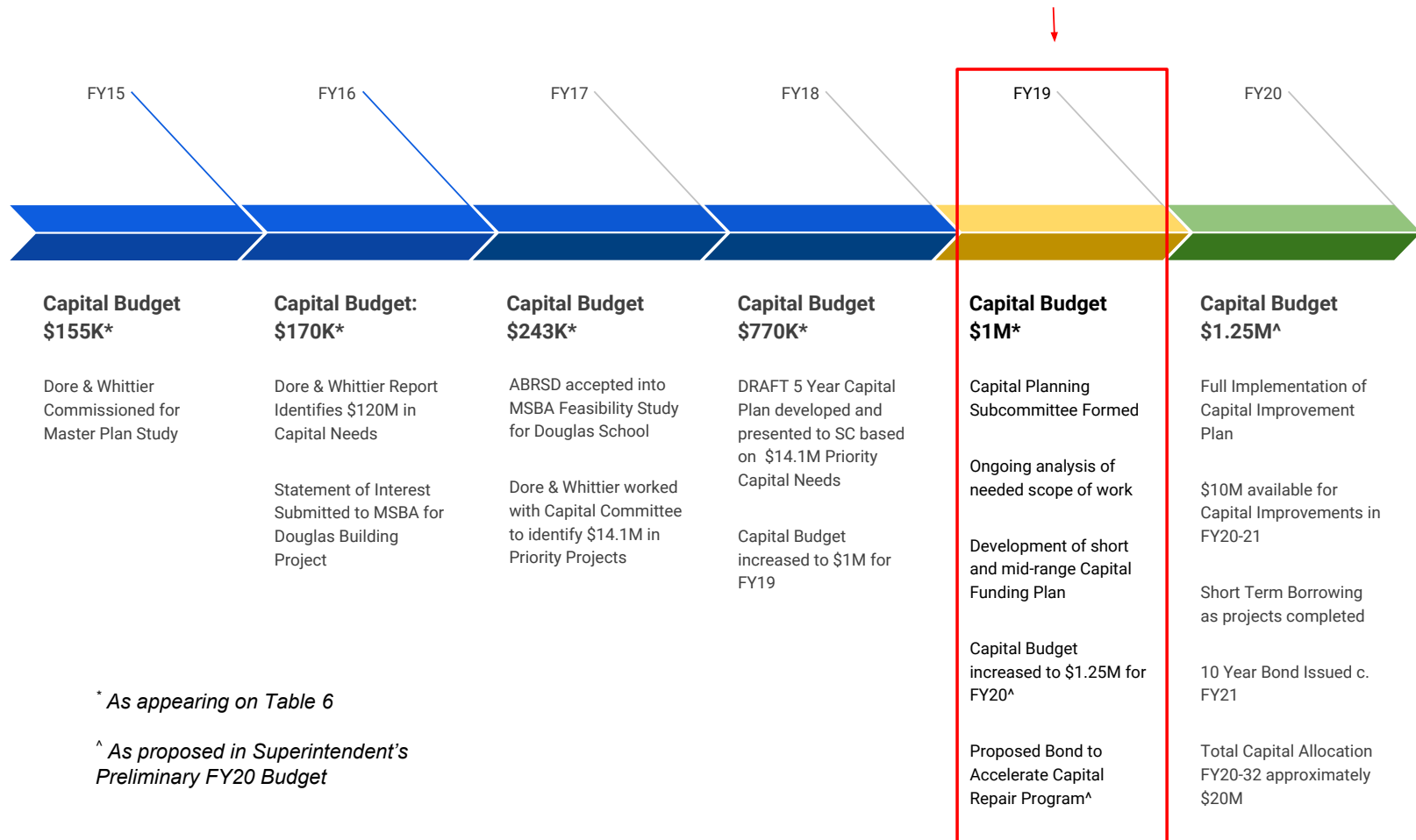
# FY20 Budgetary Expense Highlights

## Capital Program - (NET + \$250,000 FY20)

- \$20M Total Capital Allocation over 12 year funding plan
- Recommendation to Bond \$7.5M WITHIN District Operating Budget
- Additional Capital Allocation to Operating Budget
  - \$250,000 in FY20
  - \$250,000 additional in FY21
  - 2.5% increase FY22 - FY31
- \$10M available for Capital Projects years 1-2 of plan
- c. \$8M additional available for Capital Projects years 3-12 of plan (avg. \$800K/ year)
- c. \$2M interest payment for proposed bond

\* Details of this plan will be presented and discussed at 12/13/18 School Committee Meeting

# History of Capital Development & Expenditures



\* As appearing on Table 6

<sup>^</sup> As proposed in Superintendent's Preliminary FY20 Budget

# What is the status of the \$120M?

## Acton-Boxborough Regional School District Capital Improvements Plan - Review Analysis

Wednesday, December 12, 2018

Original Capital Improvement Plan in D&W Study	120,200,650	
CIP Items identified as Hazardous Material	6,147,728	
	<b>114,052,922</b>	<b>Balance</b>
CIP Items for Douglas		
CP Items for Gates		
CIP Items for Conant	61,575,632	
CIP Items for Admin Building		
CIP Items for Maintenance Building		
CIP Items for Leary Field	2,808,750	
	<b>49,668,540</b>	<b>Balance</b>
CIP Items that were completed and/or redundant	8,123,791	Note (a)
CIP Items that will be done as part of Preventative Maintenance	752,765	Note (a)
CIP Items that will be or has been completed In-House under Operating Budget	881,629	Note (a)
CIP Items deemed to be unnecessary	14,142,309	Note (a)
<b>Additional Items removed from CIP</b>	<b>12/12/2018</b>	<b>1,850,625</b>
<b>Remaining items on CIP that will continued to be reviewed and put into correct categories</b>	<b>23,917,421</b>	<b>Balance</b>

DRAFT -  
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Note (a): These totals do not include any items at Leary Field, Douglas, Gates, Conant, Admin Building or the Maintenance Building

This will be further developed and finalized for presentation on Budget Saturday

# Capital Subcommittee (Current Year)

2 Parallel Paths

## Finalize Capital Project List

- Eliminate Redundancies & Completed Work
- Accurate Cost Estimates
- 3 levels of Priority
  - 1-2 years
  - 3-5 years
  - 6-12 years
- Package work into actionable bundles ready to bid
- Identify alternative funding sources
  - i.e. MSBA Accelerated Repair Program, Grant Programs

## Develop Funding Strategy

- **\$1M X 5 Years + \$14M !!!**
- Continue to increase annual capital allocation
- Borrow (Bond) to complete highest priority projects
- Ensure long-term capital allocations sufficient to
  - Pay bond
  - Ensure adequate funding for ongoing capital needs

# Next Up....

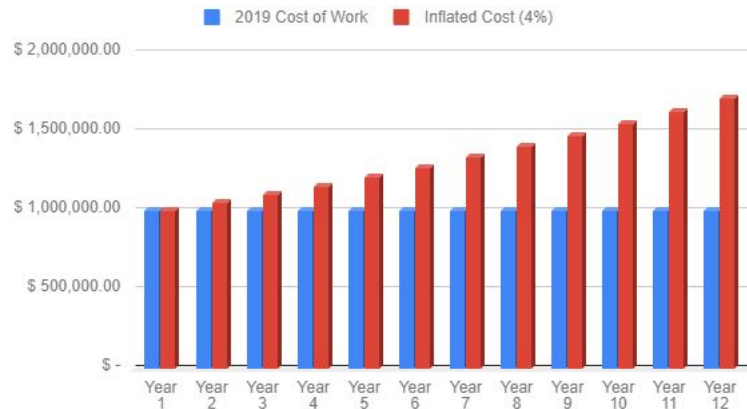
- **Why a bond**
- **Bond details**
- **How will the bond be repaid**

# Why borrow to complete projects?

## A combination of factors (not a single reason)

- Short term capital needs exceed ability to fund solely through operating budget
- Opportunity to accelerate improvement plan
- Hedge against construction inflation
  - (Principal + Interest payments < inflated construction costs over time)
    - Construction inflation averaged between 4 - 4.5% per year over last 5 years
    - Presumed interest rate on bond is 3.75%

2019 Cost of Work and Inflated Cost (4%)



*Assuming a 4% construction inflation rate:*

*\$1M of work in 2019 would cost \$1.7M in 2032*



# Key Bond Details

Why a \$7.5M bond?

- Initial number based on assumptions (*likely to change*)
- \$14.1M from DRAFT Capital Plan highest priorities, excluding completed work and redundancies likely c. \$10.5M
- Goal for bonding is to make funding for highest priorities available in first 2 years of plan
- Total Budgeted Capital Allocation in FY20 and FY21 is \$2.75M
- Bond + Budget Allocation makes c. \$10M available for Capital Improvements in FY20-21

# Key Bond Details

## Bond Plan (10 Year Bond)

- Complete High Priority Projects over 2+ years
  - Begin Summer 2019
  - Complete Fall/Winter 2021
- Short Term Borrowing as needed during first 2 years
- Issue Bond FY21
- First annual P+I payments due in FY following bond issuance
- Level Principal Payments to decrease total interest paid

Total Bonded CIP Cost		7,500,000
Borrowing (bond) term (yrs)		10
Long-term interest rate		3.75%
Target FY2020 Capital Appropriation		1,250,000
Target Annual Capital Appropriation		1,500,000
Inflation rate (annual increase to target appropriation)		2.50%

# Bond Repayment

Year	FY	Note Int.	Principal	Interest	Bond P + i
-	2020	56,250			
-	2021	112,500			-
1	2022	168,750	750,000	281,250	1,031,250
2	2023		750,000	253,125	1,003,125
3	2024		750,000	225,000	975,000
4	2025		750,000	196,875	946,875
5	2026		750,000	168,750	918,750
6	2027		750,000	140,625	890,625
7	2028		750,000	112,500	862,500
8	2029		750,000	84,375	834,375
9	2030		750,000	56,250	806,250
10	2031		750,000	28,125	778,125

# Key Bond Details

What we Budget

What we Repay

What we Have left for Projects

Bond Appropriation	Year	FY	Budgeted Capital Appropriation	Bond P + i	Supplemental Capital After Bond Payment
\$ 7,500,000	-	2020	1,250,000		1,193,750
	-	2021	1,512,500	-	1,400,000
	1	2022	1,500,000	1,031,250	300,000
	2	2023	1,603,125	1,003,125	600,000
	3	2024	1,575,000	975,000	600,000
	4	2025	1,646,875	946,875	700,000
	5	2026	1,718,750	918,750	800,000
	6	2027	1,690,625	890,625	800,000
	7	2028	1,762,500	862,500	900,000
	8	2029	1,834,375	834,375	1,000,000
	9	2030	1,906,250	806,250	1,100,000
	10	2031	1,878,125	778,125	1,100,000

C. \$10M Available for CIP FY20-21

# Final Thoughts on Bond

- Debt repaid through ABRSD Operating Budget - Not a debt exclusion
- Will require  $\frac{2}{3}$  vote at Acton and Boxborough Annual Town Meetings to authorize debt
- Allows for completion of full \$14.1M of identified priority projects in next 2 years
- Increases operating budget capacity for newly identified projects
- Capital Projects Manager proposed in FY20 Staffing Requests

# FY20 Budget Overview



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<b>Total Budget</b>	\$88,721,492	<b>\$91,111,306</b>
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Acton TOTAL	\$59,981,958	\$61,591,055
<b>Acton % Change</b>	<b>3.90%</b>	<b>2.68%</b>
Boxborough TOTAL	\$11,351,355	\$11,600,679
<b>Boxborough % Change</b>	<b>-2.09%</b>	<b>2.20%</b>

# Questions & Discussion

# Acton-Boxborough Regional School District

## Debt Service Analysis

### Hypothetical Omnibus Capital Project Funding

**Assumptions:** Begin summer of 2019 (FY2020); projects total duration ~ 2+ years through summer, 2021.  
 Bond (10-year term) issued during FY2021 (end of year) versus FY2022 (beginning of year).  
 Interest on short-term borrowing based on ratable completion of bonded projects over 2 years.  
 First (annual) principal and (semi-annual) interest payments due in FY following bond issuance.  
 Need to maintain capacity to continue capital projects, at rate adjusted for inflation.

<b>Input variables:</b>	Total Bonded CIP Cost	7,500,000	
	Borrowing (bond) term (yrs)	10	
	Long-term interest rate	3.75%	< short-term rate est. 1.5% less
	Target FY2020 Capital Appropriation	1,250,000	
	Target Annual Capital Appropriation	1,500,000	
	Inflation rate (annual increase to target appropriation)	2.50%	

Anticipated Debt Service Schedule:							(Ops Budget)		Target	
Bond Appropriation	Year	FY	Note Int.	Principal	Interest	Bond P + i	Supplemental Capital	Grand Total Appropriated Capital	Capital	
<b>\$ 7,500,000</b>	-	2020	56,250				1,193,750	1,250,000	1,250,000	
	-	2021	112,500			-	1,400,000	1,512,500	1,500,000	
	1	2022	168,750	750,000	281,250	1,031,250	300,000	1,500,000	1,537,500	
	2	2023		750,000	253,125	1,003,125	600,000	1,603,125	1,575,938	
	3	2024		750,000	225,000	975,000	600,000	1,575,000	1,615,336	
	4	2025		750,000	196,875	946,875	700,000	1,646,875	1,655,719	
	5	2026		750,000	168,750	918,750	800,000	1,718,750	1,697,112	
	6	2027		750,000	140,625	890,625	800,000	1,690,625	1,739,540	
	7	2028		750,000	112,500	862,500	900,000	1,762,500	1,783,029	
	8	2029		750,000	84,375	834,375	1,000,000	1,834,375	1,827,604	
	9	2030		750,000	56,250	806,250	1,100,000	1,906,250	1,873,294	
	10	2031		750,000	28,125	778,125	1,100,000	1,878,125	1,920,127	
	<b>TOTALS</b>	Capital project appropriations during first two years of plan						<b>\$ 10,093,750</b>		
	<b>TOTALS</b>	Capital project appropriations over duration of plan								
			337,500	7,500,000	1,546,875	9,046,875	<b>10,493,750</b>	19,878,125	19,975,199	
			<b>10,493,750</b>	>>>			<<<			
	Total Capital projects >>		<b>\$17,993,750</b>							





**Student Services Department**  
15 Charter Road Acton, MA 01720

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

**Date:** December 5, 2018  
**To:** Acton-Boxborough Regional School Committee  
**From:** Dawn Bentley, Assistant Superintendent for Student Services  
**Re:** Donations for the William James Interface Referral Service

We are pleased to inform you that the Acton-Boxborough Regional PTSO, Danny's Place Youth Services, and the Town of Acton have awarded the District with financial gifts to support the William James Interface, a referral service for parents, students, educators, and community.

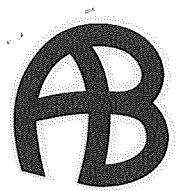
The William James Interface Referral Services (WJIRS) is an initiative of the William James College's Richard and Joan Freedman Center. The service makes available a wide range of valuable resources related to mental health and wellness for the benefit of the general public – children, adults, and families – as well as educators and mental health professionals. The annual subscription for the WJIRS is \$12,500.

In addition to maintaining an extensive, frequently updated website of available resources, WJIRS provides a free, confidential mental health and wellness helpline Monday through Friday, 9AM-5PM, at 888-244-6843 x1411. This is a free, confidential referral service for our community. Callers are matched with licensed mental health providers that meet the location, insurance, and unique needs of the caller. Each referral is provided with follow-up assistance.

We respectfully request that you please accept the following generous financial donations to support the continuation of the William James Interface referral service:

1. \$500: ABRSD PTSO
2. \$500: Danny's Place Youth Services
3. \$2000: Town of Acton

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



**Raymond J. Grey Junior High School**  
16 Charter Road, Acton, Massachusetts 01720-2995  
(978) 264-4700 x3303 FAX (978) 264-3343  
**Andrew Shen, Principal**

**Acton-Boxborough Regional School District**  
**James Marcotte, Assistant Principal**  
**Allison Warren, Assistant Principal**  
**David Lawrence, Assistant Principal**

Date: November 29, 2018  
To: Acton-Boxborough Regional School Committee  
Peter Light, Superintendent of Schools  
From: Andrew Shen, RJ Grey Principal  
Re: Gift from Mark Lawrence Photographer, Inc.

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Dear Peter,

We would like the School Committee to accept a gift of \$2,000.00 from our school photographers - Mark Lawrence Photographers, Inc. This gift is given to support student activities for the 2018-2019 school year.

Please let me know if you have any questions.

Regards,

  
Andrew Shen

/attach

# Town of Acton Multi-Year Financial Model

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

13-Dec-18

WORKING DOCUMENT NOT FINAL

<u>Summary</u>	<u>Tax Recap FY18</u>	<u>Tax Recap FY19</u>	<u>Projection FY20</u>	<u>Projection FY21</u>
<b>Municipal Funding Sources:</b>				
Tax Levy (excluding debt exclusion)	79,832,757	83,232,563	86,497,027	89,176,953
State Aid	1,319,399	1,319,399	1,332,593	1,345,919
Local Receipts	5,185,066	5,510,104	5,562,104	5,617,725
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	<b>2,483,800</b>	<b>2,382,722</b>	<b>1,300,000</b>	<b>1,300,000</b>
<b>Acton Total Funding Sources</b>	<b>92,512,635</b>	<b>95,905,795</b>	<b>98,127,351</b>	<b>100,858,061</b>
<b>Allocation to Budgets</b>				
			0	
<b>Municipal Spending</b>	<b>\$ 33,709,649</b>	<b>\$ 34,565,022</b>	<b>\$ 35,774,798</b>	<b>\$ 36,846,916</b>
Percent change year-to-year	3.22%	2.54%	3.50%	3.00%
<b>ABRSD Assessment</b>	<b>\$ 57,730,056</b>	<b>\$ 59,981,959</b>	<b>\$ 61,591,055</b>	<b>\$ 65,029,998</b>
Percent change year-to-year	3.93%	3.90%	2.68%	5.58%
Minuteman Operating Budget	<b>\$ 1,072,929</b>	<b>\$ 1,114,235</b>	<b>\$ 1,177,430</b>	<b>\$ 1,277,430</b>
Minuteman Building Project Debt		<b>\$ 189,579</b>	<b>\$ 284,414</b>	<b>\$ 296,296</b>
<b>Total Minuteman Assessment</b>	<b>\$ 1,072,929</b>	<b>\$ 1,303,814</b>	<b>\$ 1,461,844</b>	<b>\$ 1,573,726</b>
Percent change year-to-year	7.55%	21.52%	12.12%	7.65%
<b>Total Acton Spending</b>	<b>\$ 92,512,634</b>	<b>\$ 95,850,795</b>	<b>\$ 98,827,697</b>	<b>\$ 103,450,640</b>
<b>Net Position</b>	<b>\$ 0</b>	<b>\$ 55,000</b>	<b>\$ (700,346)</b>	<b>\$ (2,592,579)</b>

<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>
<b>ABRSD Funding Sources:</b>				
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
<b>Total</b>	<b>\$ 16,766,654</b>	<b>\$ 17,388,179</b>	<b>\$ 17,350,000</b>	<b>\$ 17,552,900</b>

<b>Additional OPEB Contribution</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>
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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	\$ 19.37	\$ 19.55	\$ 19.60
SF Value	\$ 566,279	\$ 584,315	\$ 601,844	\$ 619,900
% Change in SF Value			\$ -	\$ -
SF Tax Bill	\$ 10,976	\$ 11,318	\$ 11,765	\$ 12,150
% Change in SF Tax Bill	2.60%	3.12%	3.95%	3.27%
\$ Change in SF Tax Bill	\$ 279	\$ 342	\$ 447	\$ 385

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DRAFT: ALG Minutes November 29, 2018

Meeting was held in Room 204, Acton Town Hall

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

Audience: Mark Hald, Assistant Town Manager; Steven Ballard

Mr. Ballard asked Bart if he could video the meeting. Bart said that as long as he did not interfere with the running of the meeting, it was a public meeting, and he could video. Mr. Ballard used his hand-held cell phone to video the meeting.

Extra information: two sets of draft minutes from October 25 and November 19. Minuteman Regional HS preliminary change in assessment for FY19-20; Town of Acton Multi-year financial model aka spreadsheet; slides on discussion or reserves.

Minutes: the draft minutes from November 19 were corrected; changing the adjournment time to 8:30; clarification on the actions of the AG on the OML complaints. The minutes were approved with the changes.

**2. Review of spreadsheet                      Steve Barrett**

SB: we are now in a holding pattern waiting for the setting of the tax rate which will also set the tax levy; we are expecting a softening of new growth—there will be an evaluation on December 17. We have a 99% collection rate for the tax bills; as we move into winter we will be watching the snow and ice account. At the next ALG meeting we will have the update on the tax rate.

For FY 20 we are still in the budget development stage. We have the preliminary FY20 assessment for Minuteman which assumes a lowered operating assessment but there are the costs for the new building project. The total is \$1,461,844 of which \$284,414 is related to the building project.

There is an uptick of \$150K from FY19-20. The finance department is working with the Town Manager on the development of the budget and we see a difference between FY19-20 of a \$1.2m increase. That represents 3.5% spending increase. The challenges are: A 15% increase (\$504k) for Middlesex retirement—the numbers have been run by Segal; the debt incurred at town meeting @\$3-\$400k-- should it now be bonded or come from the operating budget; another \$3-\$400k to cover the collective bargaining and COLA increases. The sum of these total the 3.5% increase.

John: we have been meeting with the department heads to get 2.5% to work while the budget meets the service requirements.

Marie: we will make the budget public tomorrow. The cut has come out in the favor of the schools. Revenues are up for transportation, circuit breaker, interest and Medicare. HIT meets soon and we are expecting good news. For our budget: 4.25% assessment; 3.75% increase budget (which will decrease

and we expect to come in under 3%); this is the final year for the regional assessment going forward the assessments will be based on enrollment. Net position \$1.7m coming down \$8,900k; free cash \$2.6m--- we want to be cautious when balancing the bottom line.

Peter: we are planning for growth, efficiencies and shifting resources. We are still not firm on the bottom line---waiting to hear from HIT.

Marie: HIT meets tomorrow and we will have the costs for 1.5 years. All eight unions agreed to HAS— high deductible --\$1500 for an individual and \$3,000 for family; 30%, more than expected, moved into HAS which accounts in good part for the positive budgetary reserves.

John: Looking at town reserves for FY 21, it says \$2.8, I'm not sure it's that high---it doesn't seem to work.

Bart: proposal (spreadsheet) for FY21 \$2.78 but FC wants \$1.3 as a projection.

Katie: it's showing a larger deficit

Marie: once we plug in the actual budget numbers, it will flow better

Bart: do we change the numbers on the spread sheet; it's two years out

Jason: the reserve use for this year is still \$1.3?

Marie: There is no increase based on the total of free cash

Jason: How frequently do we get increases in Middlesex

SB: every two years. They have an annual meeting in December where they make the changes but we have not seen such a large change---it is still a preliminary number --but they have based it on the actuarial figures from Segal.

Bart: are we comfortable with the spreadsheet in this early process? There were no objections.

### **3. POV FinCom Jason**

Jason: the FC is not ready to do a debt exclusion at this time because it's too close twin school project; we need to look at the total as an aggregate. It's inappropriate to make a decision before the budget is in. In my guesstimate, we will probably not move the debt from the operating budget this year.

Katie: there is approximately \$300k increase by phasing in unused levy; this could go some way towards balancing the number.

Jason: right now the net position is using all the levy.

Katie: this is an agreement for using whole levy?

Bart: any comments?

[The draft minutes from October 25 were reviewed and accepted without changes]

**4. Preliminary consensus on FY20 revenues**                      **All---using slides from Steve Barrett**

The reserves are the monies available for the town and school and consist of free cash; stabilization fund and excess and deficiency (E&D). The next slides were definitions of the three areas of revenue.

SB cautioned that free cash can be a "dicey calculation"

Marie: for Ch70 per pupil is @\$20-50; which makes it @ \$100k.

Peter: the budget is using \$20/pp

SB: the generation of reserves: budget turn backs; closed articles/encumbrances; DOR statutory adjustments (such as the reimbursement for the BFRT); Misc. ---which comes from interests and permits.

The uses, voted by Town Meeting,: Capital such as Minuteman; operations ; land purchases like the Walker property and River street. Work needs to be done on the reserves used and replenishments. I will be working with Marie to clean it up.

Reserve policies have differences between the Fincom's 2019 POV and Town Finance department. These differences have to do with determination of the floor and ceiling of the reserves. The FC has a 5% floor for municipal and a 5% ceiling for total spending. Town Finance for 2018 has a 3% floor for total spending and an 8% ceiling. The money differences: FC FY129 budget \$96M; reserve floor \$1.7M; reserve ceiling \$4.8M. TFD: Budget \$96M; floor \$2.9M & ceiling \$7.7M.

SB: "I think we need the maximum flexibility for both entities" These are guideline ranges and we need to go into greater depth of the reserve balances. This is not a formal policy but guidelines.

Bart: shall we go onto Capital planning? No objections voiced

**5. Capital planning**    **All**

SB: I was tasked with the reserve presentation and have not had the time to review the capital with Marie. There is new info which has not been reviewed. There is the problem of the statutory cap on E&D [Moody's would like it higher]

Jason: I have commented before that the FC is not in agreement with the ALG ranges. The FC would like the use reserves to be approximately \$1.7m (personally he did not mind the 5-8% range) but wondered if the FC would entertain the nuance of the stated policy. He felt there was a good solid budget and the 1% was not at all excessive but there were FC members who thought the percentage of turn backs should be 0. The floor is a stopgap measure to protect against the harsher members. There needs to be agreement on the floor and a review of the reserves every year.

Paul: where does the 1-0% come from?

Jason: minority members of the FC>

Paul: is it based on anything? Any analysis of costs or needs?

Peter: when the district regionalized, we got a negative reading from Moody's because the E7D was too low. It has been a concern and we have been trying to raise it since. We need to as we are coming up to the school building project.

Paul: when we expanded the region E&D became a smaller % of a bigger number. I don't know how you can us to nail the budget to under 1%---last October we got six high needs kids.

Jason: when people see large reserves, they see over taxing---they do not see the statutory cap. Right now the POV will not change.

Peter: we have the problem of a 5% cap but Moody's would like us at the national average which is far higher.

Katie: it would be helpful at the next meeting to hear the reasons for ( the FC) setting the floor and not being pushed towards a floor. I'd like to see higher cutting but do not want to be pushed. We have a few things that will come back---money from the resale of the Walker property and we don't know as yet what will happen with River Street.

Bart: Is it best to leave things where they are now?

## 6. Public

Charlie Kadlec: There is a point where reserves do show too much taxing. Moody's makes no more sense now than it did before.

Mr. Ballard (He took his own picture as he spoke) He noted his complaints to the AG. You are treating the accounts as if they are one pool of funds—not true—they have different rules and laws.

E&D can't be used for operational funds. Why is the FC telling the school what they can and cannot do? There are three separate entities. The FC should be dealing only with the town

Fact is you guys are confusing issues; capital needs; Making things more difficult to understand; obscuring the bounds of the law. The school committee should just vote the \$89m budget

Bart: this group makes no decisions

Ballard: you just claim you make no decisions.

Bart: is there anything else?

Next meeting December 13, 7:30 AM

Adjourned 8:45

Ann Chang



ACTON-BOXBOROUGH REGIONAL SCHOOLS 2018-2019

14.1

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				A
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	
Pre-school	89	20	3	112	81	21	3	105	92	22	3	117	95	23	3	121									
Preschool Total	89	20	3	112	81	21	3	105	92	22	3	117	95	23	3	121									
K	266	60	4	330	266	60	4	330	265	59	4	328	265	61	4	330									
1	296	73	2	371	296	73	2	371	295	73	2	370	296	72	2	370									
2	305	45	5	355	305	45	5	355	304	43	5	352	306	43	5	354									
3	314	73	6	393	314	73	6	393	315	73	6	394	316	72	6	394									
4	339	56	7	402	337	56	7	400	337	56	7	400	341	58	7	406									
5	370	51	7	428	371	51	7	429	370	51	7	428	368	51	7	426									
6	363	57	9	429	362	57	9	428	359	57	9	425	360	57	9	426									
Elem Sub Total	2253	415	40	2708	2251	415	40	2706	2245	412	40	2697	2252	414	40	2706									
OOD Pre k-6	16	3	0	19	16	3	0	19	16	3	0	19	16	3	0	19									
Elem. Total	2269	418	40	2727	2267	418	40	2725	2261	415	40	2716	2268	417	40	2725									
7	356	65	13	434	357	65	13	435	356	66	13	435	356	67	13	436									
8	415	69	5	489	414	69	5	488	414	69	5	488	416	68	5	489									
J.H.S. Total	771	134	18	923	771	134	18	923	770	135	18	923	772	135	18	925									
9	393	63	4	460	393	63	4	460	393	63	4	460	393	63	4	460									
10	352	75	4	431	350	75	4	429	351	75	3	429	352	75	3	430									
11	364	74	7	445	364	74	7	445	364	74	7	445	365	74	7	446									
12	422	69	7	498	424	69	7	500	423	69	9	501	421	69	9	499									
13 SP	0	0	0	0	0	0	3	3	2	0	1	3	2	0	1	3									
P.G.	3	0	3	6	0	0	0	0	0	0	0	0	0	0	0	0									
H.S. Total	1534	281	25	1840	1531	281	25	1837	1533	281	24	1838	1533	281	24	1838									
Secondary Total	2305	415	43	2763	2302	415	43	2760	2303	416	42	2761	2305	416	42	2763									
OOD 7-13	53	11	0	64	53	11	0	64	53	11	0	64	55	11	0	66									
Reg. Total	2358	426	43	2827	2355	426	43	2824	2356	427	42	2825	2360	427	42	2829									
Preschool Total	89	20	3	112	81	21	3	105	92	22	3	117	95	23	3	121									
Elem Total	2269	418	40	2727	2267	418	40	2725	2261	415	40	2716	2268	417	40	2725									
Secondary Total	2358	426	43	2827	2355	426	43	2824	2356	427	42	2825	2360	427	42	2829									
Grand Total	4716	864	86	5666	4703	865	86	5654	4709	864	85	5658	4723	867	85	5675									

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

P. Light D. Verdolino  
 M. Altieri A. Bisewicz  
 D. Bookis K. Nelson  
 D. Bentley J. Nichols/J. LaShombe  
 S. Cunningham

All Principals (2)

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

Actual Acton-Boxborough Grade K-6

Grade	Blanchard				Total	Conant				Total	Douglas				Total	Gates				Total	McCarthy				Total	Merriam				Total	#Sec	Avg. Size
	ADK	ADK	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM					
			52	20		42	15			21	20			22	17			42	19			41	19									
K	17	18	17	20	72	20	21	16	57	21	20	41	22	17	39	21	21	19	61	20	21	19	60	330	17	19.4						
			17					0				0		3				3				0		23								
Gr. 1	21	21	21	21	85	22	21	21	64	21	21	42	21	21	42	20	19	19	18	76	20	20	21	61	370	18	20.6					
			16					2				0		1				0				1		20								
Gr. 2		19	21	20	60	20	21	21	62	22	20	42	21	20	20	61	23	21	22	66	21	21	21	63	354	17	20.8					
			19					1				0		2				1				0		23								
Gr. 3		23	22	22	67	23	24	24	71	23	24	23	70	22	24	24	70	23	24	23	70	24	22	24	70	394	17	23.2				
			4					0				0		4				3				2		13								
Gr. 4		21	20	20	61	25	25	50	50	24	22	23	69	21	23	23	67	22	22	22	22	88	24	24	23	71	406	18	22.6			
			14					1				4		2				4				1		26								
Gr. 5		16	18	18	52	25	24	25	74	23	22	23	68	24	24	48	22	23	22	21	88	25	22	24	96	426	19	22.4				
			7					3				0		0				3				2		15								
Gr. 6		23	23	21	67	24	23	22	24	93	24	24	24	72	24	24	48	24	25	25	74	24	24	24	72	426	18	23.7				
			13					1				0		2				3				1		20								
			90					8				4		14				17				7		140								
<b>Total</b>	<b>23</b>	<b>20.2</b>	<b>464</b>	<b>20</b>	<b>22.4</b>	<b>447</b>	<b>18</b>	<b>22.4</b>	<b>404</b>	<b>17</b>	<b>22.1</b>	<b>375</b>	<b>24</b>	<b>21.8</b>	<b>523</b>	<b>22</b>	<b>22.4</b>	<b>493</b>	<b>2706</b>	<b>124</b>	<b>21.8</b>											

90 Acton residents attend school in Boxborough

50 Boxborough residents attend school in Acton

# OPEN MEETING LAW TRAINING



TOWN OF ACTON

The Town of Acton will be hosting **two** separate training sessions for its employees and members of all Boards and Committees

Both sessions will be held at:

Acton Town Hall  
472 Main Street  
Francis Faulkner Hearing Room 204

## Session 1

Tuesday, December 18, 2018  
4:30 PM – 6:00 PM

## Session 2

Tuesday, December 18, 2018  
6:30 PM – 8:00 PM

This training will provide an update on and guidance about compliance with the Open Meeting Law. All members of public bodies and municipal employees are encouraged to attend. Registration is not required.



**Acton-Boxborough Regional School District**  
16 Charter Road, Acton, MA 01720  
ph: 978-264-4700 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

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TO: Peter Light, Superintendent of Schools  
Deborah Bookis, Assistant Superintendent for Teaching and Learning  
FROM: Sharon Ryan, PK-2 Literacy and Social Studies Curriculum Coordinator and Coach  
Joe Gibowicz, Early Childhood Coordinator  
RE: Little Free Libraries  
DATE: December 4, 2018

We are excited to announce the establishment of Little Free Libraries at each of our ABRSD Carol Huebner Early Childhood Program (CHECP) sites. The goal of each of these Little Free Libraries is to build community, spark creativity, and inspire the love of literacy through increased access to high-quality, developmentally-appropriate books.

Blanchard School's Little Free Library (LFL) was designed and created by third-grade classroom teacher, Rebecca Noke, and her students during the 2017–18 school year. Rebecca's efforts were supported by Blanchard's principal, Dana Labb, and Rob Picca, a valued educator in Blanchard's Pathways Program. Students sanded, selected colors, and painted all of the wooden books in the display and then chose the children's literature titles that were scripted onto the books as well as some of the inspirational quotes adorned on the actual bookcase. Rebecca reports that this incredible gift of literacy was revealed at Blanchard's Community Meeting in June 2018, thus was accessible to the community throughout the summer months. In addition to these efforts, Rebecca's students were also the first to donate books to this literary gem. This LFL is abuzz with activity and is well-maintained by the Blanchard Community.

The second CHECP site is located in the ABRSD Administration Building. There are two Little Free Libraries housed side-by-side at the entrance to this building. These LFLs were purchased with funding secured by Deborah Bookis, Assistant Superintendent for Teaching and Learning, and Joe Gibowicz, Early Childhood Coordinator. These LFLs are maintained through community donations, gently-used book sale purchases from local libraries, and are self-replenished by the users. The first LFL, a blue two-story shed (Charter #75,195) contains a plethora of board books and picture books for our youngest literacy learners to enjoy. The second, a rustic gold LFL (Charter #70,100) houses books for caregivers and children to enjoy together, including cookbooks, crafts, nature explorations, book recommendations, and multilingual picture books. These LFLs are registered on the official [Little Free Library organization's website](#) and have been incredibly active since their establishment this fall.

Please feel free to stop by to borrow books to enjoy with your family and friends. Gently-used books are always welcomed to maintain these community treasures. Please contact Sharon Ryan, ABRSD PK–2 Literacy & Social Studies Curriculum Coordinator with any questions. [sryan@abschools.org](mailto:sryan@abschools.org)



Learn more at [LittleFreeLibrary.org](http://LittleFreeLibrary.org)



## LITTLE FREE LIBRARY

*how this library works*

### THIS LIBRARY BELONGS TO EVERYONE!

Anyone may use it—  
neighbors, friends, and passersby.  
The books are always free.

#### TAKE BOOKS

If you see something you'd like to read, take it! It's for you. Some books include a note about who gave it or has read it. You may leave your own note in it when you're done.

#### SHARE BOOKS

When you're finished with a book, you may pass it along to a friend or return it to this Library or any other Little Free Library.

#### LEAVE BOOKS

Your books are welcome at any Little Free Library. If your local Library is full, there may be another Library nearby that could use them. Especially desired are books you recommend to friends, your childhood favorites, and books that teach and spark conversation.





Joe Gibowicz <jgibowicz@abschools.org>

**This is a message from the Carol Huebner Early Childhood Program**

Carol Huebner Early Childhood Program <noreply@abschools.org>  
To: jgibowicz@abschools.org

Sun, Sep 23, 2018 at 12:09 PM



**Carol Huebner Early Childhood Program**

*The Early Childhood Program of the Acton-Boxborough Regional School District*

Dear Parents and Guardians,

I'm excited to announce that A Little Free Library (LFL) has been established outside of the Administration Building! Sharon Ryan (PK - 3 Literacy Specialist) and I have been working on this since last Spring and it is now ready for you and your child to use!

How the Little Free Library works:

\*The LFL belongs to everyone. Anyone may use it - neighbors, friends and passersby. The books are always free.

\* Take Books - If you see something your child would like to read, take it! It's for you.

\*Share Books - When you're finished with a book, you may pass it along to a friend or return it to this Library or any other LFL.

\*Leave Books - Your books are welcome at any LFL. If your local library is full, there may be another Library nearby that could use them. Especially desired are books that you know your child enjoys, your childhood favorites and any books that teach and spark conversation.

\*LFL mission - Inspire a love of reading, build community and spark creativity by fostering neighborhood book exchanges around the world.

Sharon and I are very excited to bring the Little Free Library to you. We hope you and your child enjoy it!

Best Regards,

Joe Gibowicz  
Early Childhood Coordinator

Sharon Ryan  
PK - 3 Literacy & Social Studies Curriculum Specialist & Coach



Acton-Boxborough Regional School District  
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www.abschools.org

TO: Peter Light, Superintendent of Schools  
FROM: Deborah Bookis, Assistant Superintendent for Teaching and Learning  
RE: Professional Learning Day, November 2018  
DATE: December 7, 2018

This year, Professional Learning Day was planned and organized by individual schools and/or departments to support the learning and work of their goals. Below are the Professional Day summaries submitted by the respective Principals.

**Blanchard School submitted by Dana Labb**

Our day began with a morning in the woods behind campus. Staff were greeted with coffee, hot chocolate and a make-your-own trail mix bar. Fourth grade teacher Erin Whyte kicked things off with a read-aloud of a new staff favorite, *The Day You Begin* by Jacqueline Woodson. Here is Erin's [twitter feed](#) with some photos and a [neat video](#) of the morning. The agenda that followed was an all-staff conversation about Positive Behavior Interventions and Supports (PBIS). This framed our big themes for the day's work around equity, wellness and engagement. The staff participated in the "What's In a Name" activity, which I first encountered during my training with [Seeking Educational Equity and Diversity \(SEED\)](#). During the activity, staff members shared our names and the stories associated with them and explored the ways in which we construct our identities. This work connects with our efforts to get to know our students and see them beyond a "single story," approaching all students with a strength-based lens.

Additionally, Leigh and I shared a few articles with staff that related well to our school improvement goals of Culture and Climate and Social Emotional Learning. They prompted a great deal of reflection and discussion. We rounded out the day with time and attention spent on practical application of our academic programs. Included in the curriculum portion of the day were workshops on phonics instruction and conferring with readers led by Reading Specialist Kerry Cusick, time for Math curriculum mapping with math assistants Tina Bloom and Regina Fitek, and opportunities for grade level lesson planning and collaboration. Rob Guilmette had us all laughing hysterically as we ended with a team-building activity, "Peek-a-Who?"

**Conant School submitted by Damian Sugrue**

Conant's PL day involved day-long meetings to finalize standards for a new online report card. Teachers met in grade level teams and then in vertical teams to ensure proper alignment of standards. We also had a crock pot cook-off for lunch, which was a great way to reconnect the staff after a long start to the school year.

### **Douglas School submitted by Chris Whitbeck**

The Douglas School staff worked on two goals during Professional Learning Day in November: Teaching Tolerance and Making Learning Visible. We collected data from students on their own views of tolerance at Douglas using a survey based on Teaching Tolerances Standards for elementary schools. At a staff meeting, we identified two standards that we would work on that reflected need in our student data. During PL day we identified activities and practices that could be used at morning meetings to engage students in improving tolerance.

Our second goal continued from the work that we have done on the research and writing of Visible Learning by John Hattie. We completed our study of his book and spent time analyzing his recommendations for the most effective teaching practices to improve student learning. We studied his work on teacher collaborative efficacy and helped teachers understand what that meant and what work we have to do to build teacher collaborative capacity.

### **Gates School submitted by Lynne Newman**

At the Gates School we are focusing on the implementation of the *Responsive School Discipline* to ensure that positive behavior and productive learning takes place throughout the school. We reviewed the Responsive Classroom time-out, which is a valuable strategy for helping students learn how to regulate their own emotions and behaviors by taking a positive break in the classroom. We also discussed how to expand time-out with the support of Buddy Classrooms.

### **McCarthy-Towne School submitted by David Krane**

Guided Reading. Data. All Things GRL to Support Readers' Independence.

Our time together began with a quick return to analyzing running records to use to move deeper into Guided Reading as a structure and tool. We explored the flow of a guided reading session alongside the strategy lesson work we had already laid out together. This time included an exploration of text characteristics and ways of planning out along with delivering guided reading experiences. We then transferred into time for grade levels and individual teachers to choose how best to carry forward conference note data and reading assessment data by planning for the upcoming weeks of instruction, including guided reading sessions or strategy lessons. Our Reading Specialist helped grade level teams explore the book room in rotation. Each session included thinking, practice, and planning to support upcoming reading workshop days.

Educators were asked to bring the following list of items to support the day's work:

- 2-4 (or 5) readers' running records at the *same* GR level
- 2-4 readers' running records at an average level in your classroom
- any other reading data you use that feels helpful for those same readers
- your reading conference notes
- Continuum of Literacy Learning (in the BAS kit, probably)
- 2-3 fiction books/titles at the same average reading level in your room (*for instance, if you're 2nd grade and have a lot of 'M' readers... maybe an 'M' Marvin Redpost, a Junie B. Jones and a Magic Tree House*)
- a laptop or share with a friend!
- one copy of your current or next unit of study book or plan for teaching points you can refer to



### **Merriam School submitted by Juliana Schneider**

While working with Tina, we had conversations around the book, *Becoming the Math Teacher You Wish You Had*, which included thinking about being precise when so often we're moving children toward a process. We worked out math problems ourselves; we were then able to talk about small strategies that push children to a higher level of thinking and the importance of rigor and high expectations.

### **RJ Grey JH School submitted by Andrew Shen**

For Professional Day, the entire Junior High staff (including paraprofessionals) participated in a 3-hour morning workshop led by Think Kids, an organization based at Massachusetts General Hospital. The focus of this presentation was on exploring ideas that can help our staff continue thinking about and considering different approaches to working successfully with students who demonstrate chronically challenging behaviors. One goal for this presentation is to provide an opportunity to reflect on that work and be presented with ideas for us to consider in the future. There is a brief handout (2 pages) that provides a summary of Think Kids and Collaborative Problem Solving. In the afternoon, the staff participated in a brief discussion led by Andrew Shen regarding a possible instructional technology plan for the school, and then the remainder of the afternoon was devoted to department-based trainings and meetings.

### **ABRHS submitted by Larry Dorey**

The high school day was scheduled around workshop-based peer-led sessions. During the first two sessions, educators had the opportunity to learn more about what colleagues are doing in the classroom related to equity and diversity, wellness and balance, and instruction and assessment. During the third morning breakout session, they had the opportunity to focus on activities that positively contribute to their own well-being

The goals of the day were:

- To hear how colleagues are implementing strategies related to equity and diversity, wellness and balance, and instruction and assessment.
- To do some planning related to equity and diversity, wellness and balance, and instruction and assessment.
- To get some feedback from colleagues related to our planning and classroom instruction.
- To have the opportunity to do an activity that fuels our personal well-being with colleagues from across the school.

A sampling of session topics include:

- Helping Students Build a Resiliency Toolbox
- Discussing Identity in the Classroom
- Supporting Equity and Diversity in the Classroom
- Collaborating with Classroom Assistants
- Focusing on Academic and Tiered Vocabulary to Support Content Learning
- Games as Formative Assessment
- Revision and Redemption
- Using Can Do Statements and Learning Objectives
- Mindfulness and Resiliency Techniques in the Classroom

- Culturally Responsive Teaching
- Tools to Have Conversations Related to Equity and Diversity in the Classroom
- Design Thinking in Action
- Discussion Techniques
- Engagement Strategies
- Data Related to and Support for Students Who Have Been Hospitalized for Mental Health Reasons
- Strategies for Supporting Students with Anxiety in the Classroom

The day concluded with a presentation by Peter Light as part of his entry process to the district.

# TOWN OF ACTON 2019 ELECTION CALENDAR

**Annual Town Election is Tuesday, March 26, 2019**

**Annual Town Meeting is Monday, April 1, 2019**

Last day to obtain nomination papers February 1, 2019

Last day to file nomination papers with Board of Registrars February 5, 2019

Last day to object / withdraw February 21, 2019

Last day to register voters March 6, 2019

Last day to post town warrant March 12, 2019

## **TOWN OFFICIALS TO BE ELECTED IN 2019 - TERM OF OFFICE**

### **Moderator**

1 Member - 1 year term

### **Acton Board of Selectmen**

2 Members - 3 year term

### **School Committee**

2 Members - 3 year term

### **Trustees Memorial Library**

1 Member - 3 year term

### **Water Supply District of Acton**

1 Commissioner - 3 year term

## **TRUSTEES - TO BE ELECTED AT ANNUAL TOWN MEETING MUST BE NOMINATED AT TOWN MEETING**

### **Temporary Moderator**

1 Member - 1 year term

### **Trustees, West Acton Citizen's Library**

1 Member - 3 year term

### **Trustees, Charlotte Goodnow Fund**

3 Members - 3 year term

### **Trustees, Elizabeth White Fund**

1 Member - 3 year term

### **Trustees, New Fireman's Relief Fund Acton**

1 Member - 3 year term



## **BOXBOROUGH TOWN CLERK**

29 Middle Road, Boxborough, Massachusetts 01719

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

[emarkiewicz@boxborough-ma.gov](mailto:emarkiewicz@boxborough-ma.gov)

### **Boxborough 2019 Election Calendar**

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

**Annual Town Meeting: Monday, May 13**

**Annual Town Election: Monday, May 21**

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

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

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

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

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

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