



# Acton-Boxborough Regional School Committee Meeting

July 23, 2020

7:00 p.m.

Via zoom webinar:

<https://abschools.zoom.us/j/95248771505>

**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)**  
**MEETING AGENDA**

Virtual Public Zoom Webinar Meeting

July 23, 2020

To attend: <https://abschools.zoom.us/j/95248771505>

7:00 p.m.

To call in: 312 626 6799

Live streaming: <http://actontv.org/on-demand/livestream/government>

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**1. Call to Order (7:00)**

**2. Chairperson's Welcome – Tessa McKinley**

2.1. **Public Participation** – Please use “Hand Raise” feature to participate (do not use the “Chat”)

**3. ONGOING BUSINESS (7:10)**

3.1. **Approval of ABRSC Meeting Minutes of 7/1/2020 – VOTE** – Tessa McKinley

3.2. **School Opening Update – Peter Light**

3.2.1. Possible VOTE on 2020-21 Learning Plan

3.2.2. 2020-21 School Calendar Change- VOTE - Marie Altieri

3.2.3. Budget Update (oral) - Dave Verdolino

3.3. **Subcommittee and Member Reports**

3.3.1. New Subcommittee and Liaison Assignments - Tessa McKinley

3.3.2. School Building Committee

3.3.2.1. Membership Update – VOTE - Peter Light

**4. Statement of Warrants and Recommendation to Approve – VOTE** – Tessa McKinley

**5. Adjourn (8:30)**

**NEXT MEETINGS:**

July 30 ABRSC Workshop Meeting starting at 7:00 p.m.

August 13 and 27, September 3 – ABRSC Meetings at 7:00 p.m.

*Posted on 7/17/20 at 5:00 p.m.*

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

Virtual Public Zoom Webinar Meeting  
To attend: <https://abschools.zoom.us/j/95248771505>  
To call in: 312 626 6799

July 1, 2020  
7:00 p.m.

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Members Present:	Evelyn Abayaah-Issah, Diane Baum, Kyra Cook, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, John Petersen, Nora Shine, Angie Tso, Yebin Wang
Members Absent:	none
Others:	Marie Altieri, Peter Light, Beth Petr, Dave Verdolino

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1. **Call to Order (7:00)**

Chairperson Tessa McKinley called the ABRSC to order at 7:01 p.m.

Due to the schools being closed as a result of the coronavirus, the meeting was conducted both in person and remotely via a Zoom webinar. Members Kyra Cook and Yebin Wang participated via zoom and the remaining 9 School Committee members were in the auditorium, per our Remote Participation policy, BEDJA. Members and administrators in the auditorium wore masks and sat at least six feet apart.

Public participation was possible via the zoom link or call in phone number. The auditorium was not open to the public. The open meeting was recorded and being live streamed. Meetings are posted on Acton TV's website at <http://actontv.org/on-demand/government>. Per the remote policy, all votes were done by roll call with each member stating their vote after the Chairperson called their name.

2. **OPEN MEETING**

2.1. **Chairman's Welcome**

2.1.1. Kyra Cook and Yebin Wang, the new Acton School Committee members, were welcomed.

2.1.2. Annual Town Meeting Updates

Tessa thanked everyone who attended the Annual Town Meetings on Monday night and to all of the school and Towns' staff that made them possible. The FY21 budget passed with strong support.

2.2. **Public Participation - none**

3. **ABRSC ANNUAL ORGANIZATIONAL MEETING**

3.1. **FYI:** School Committee Annual Organizational Meeting Policy, File: BDA and REVISED Procedures, File: BDA-R and School Committee Officers Policy, File: BDB

Tessa explained the revision to the procedures that were agreed to at the previous meeting. After review by counsel, it was advised that the paper ballot method would likely be seen as voting by "secret ballot" which is expressly prohibited by the Open Meeting Law. As a result, the new version of the procedures specifies that a roll call vote will be used. There was consensus of agreement from the members.

3.2. **Election of Acton-Boxborough Regional School Committee Officers for FY21**

3.2.1. Chairperson – **VOTE** – *Peter Light*

The Superintendent opened the floor for nominations for Chairperson for FY21. He reminded members that seconds are not needed for a nomination. Ginny Kremer nominated Tessa McKinley. Angie Tso nominated John Petersen.

Adam Klein moved, Ginny Kremer seconded and it was unanimously,

**VOTED by Roll Call:** to close the nomination period.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

Tessa McKinley accepted the nomination, stating that it has been a long hard year but she sees value in continuity right now. She would be honored to be chairperson again. John Petersen accepted the nomination, noting that he would be happy to be chair again as well. He added that while he has opinions and enjoys expressing them, he understands what when members vote as a committee, they must support the committee's decisions 100%.

Members' comments included:

- Tessa has done a fantastic job - she is fair and has worked hard.
- Tessa has been phenomenal.
- It has been a tough year. It's not a good time for change.
- The length of the meetings is a concern. They need to be run efficiently.
- John is a consummate School Committee member with extensive knowledge, especially regarding the budget.
- John has previous experience on the School Committee and did a good job at Town Meeting.
- We have two extremely qualified candidates, making it very hard to choose.

Members **VOTED by Roll Call**, stating their choice for Chairperson:

**Tessa McKinley:** Abayaah-Issah (B), Baum (A), Cook (A), Klein (B), Kremer (A), Krishnamurthy (A), McKinley (B), Shine (B)

Results: 4 Acton votes x 2.5 plus 4 Boxborough votes = 14

**John Petersen:** Petersen (A), Tso (A), Wang (A)

Results: 3 Acton votes x 2.5 = 7.5

Tessa McKinley was named the FY21 Chairperson.

### 3.2.2. Vice Chairperson(s) – **VOTE** – *New Chair*

Tessa McKinley opened the floor for nominations for Vice-Chairperson from Acton for FY21.

Diane Baum nominated John Petersen.

Adam Klein moved, John Petersen seconded and it was unanimously,

**VOTED by Roll Call**: to close the nominations.

Members unanimously **VOTED by Roll Call** that John Petersen serve as Vice-Chair from Acton.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

Tessa McKinley opened the floor for nominations for Vice-Chairperson from Boxborough for FY21.

Amy Krishnamurthy nominated Adam Klein.

John Petersen moved, Amy Krishnamurthy seconded and it was unanimously,

**VOTED by Roll Call**: to close the nominations.

Members unanimously **VOTED by Roll Call** that Adam Klein serve as Vice-Chair from Boxborough.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

### 3.3. **Appointment of Margaret Dennehy as ABRSD Treasurer – VOTE – Tessa McKinley (New Chair)**

John Petersen moved, Angie Tso seconded and it was unanimously,

**VOTED by Roll Call**: to appoint Margaret Dennehy as ABRSD Treasurer.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

Mr. Light thanked Margaret for an absolutely exceptional job this year and particularly with the District bonding this past Spring. Tessa agreed, noting how fortunate we are to have Margaret working on our team.

### 3.4. **Appointment of Beth Petr as ABRSC Executive Secretary – VOTE – Tessa McKinley (New Chair)**

Adam Klein moved, Nora Shine seconded and it was unanimously,

**VOTED by Roll Call:** to appoint Beth Petr as ABRSC Executive Secretary.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

The Superintendent thanked Beth for her depth of knowledge and commitment to the Committee.

Tessa thanked Beth for her extraordinary efforts during the shutdown while working from home.

#### 4. ONGOING BUSINESS

##### 4.1. **Approval of ABRSC Meeting Minutes of 6/18/2020 – VOTE – Tessa McKinley**

Two amendments were suggested. The HIT update should say 11 months instead of 10. Two sentences regarding STEAM assessments were added to the end.

Amy Krishnamurthy moved, Nora Shine seconded and it was unanimously,

**VOTED by Roll Call:** to approve the minutes of 6/18/20 as amended.

(YES: Abayaah-Issah, Baum, Cook, Klein, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang ABSTAINED: Kremer)

##### 4.2. School Opening Update – *Peter Light*

DESE guidance was received last week about schools reopening in the fall. Key components include:

- Current medical research supports a safe in-person return to school – given preventative measures.
- Measures include: masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.
- Masks will be required for students grade 2 and above and all adults. They are recommended for students in grade 1 and below.
- A minimum physical distance of 3 feet has been established, in conjunction with the measures.

The District will develop three separate plans: full in-person instruction with safety requirements, full remote learning, and hybrid learning combining in-person and remote learning. At this time, the District plans to return to full in-person instruction in September. This is subject to change.

A new section of the website is being developed for families so they can access all of this information in one place and make informed decisions. It will include links to current research. Families have been surveyed regarding their initial feelings about their own children returning in the fall. In the first 24 hours, 2,500 responses were received. The Administration knows that we will have to have some plan for some students who cannot return in the fall. They are really trying to understand if given the option of in-school vs remote learning, which choice parents would make at this time, and what level of confidence do they have that they will stick with that choice. So far, the survey is showing a high degree of confidence so people appear to feel fairly sure of their thoughts. Currently families are saying that 16-17 % of our students don't intend to return in the fall. Extrapolating that out translates to roughly 60 students per grade not being in the buildings. Administrators need to know fairly soon so staff can be allocated in a thoughtful way. In 2 or 3 weeks, parents will be asked to commit to a choice, and whether they will use the buses or transport students themselves because there has to be a transportation plan. Families will be asked to commit for the year because we can't staff for flexibility during the year.

Our leadership team has identified some critical steps that will be released soon. One is a clear description of the learning modes including curriculum and synchronized vs asynchronous so parents can make good decisions. Information will also be provided on extended day and how many students can be accommodated. Families with younger children need to know now what will be offered so they can plan. The survey data is needed now so JD Head can plan the transportation bus allocation. A critical question is whether they can run all 6 elementary schools with the same number of buses at the same start and end times. Some different start times may be needed. If additional buses are needed, the School Committee would be asked to vote the lease.

The plan is to release information weekly and mark what is new on the table of contents rather than waiting for the perfect document. With so many things changing, information is needed by everyone in a timely manner. The four planning teams, steering committee and leadership team are working very hard right now on all of this. The plan is to release information on Fridays.

**Question:** Regarding the medical studies about children, and other information that is coming out about how devastating the shut downs have been for many of them, Mr. Light was asked to share his thoughts on this topic. The member stated because nothing is risk free, it is necessary to return to in-person schooling. She also asked for his preliminary thoughts on how the special education students will be handled.

**Answer:** Special Education staff have been receiving all of the current information. Principals and staff will be carefully reviewing the preliminary survey choices made by our students who receive services, including ELL, as well as any students who staff have concerns about. They will be reviewed on a student by student basis. Principals and staff will reach out to the families to be sure there are appropriate supports in place for each of them before they commit to their plans for the fall. Guidance has not been received yet from DESE regarding specific special education processes. Mr. Light said that some Team Meetings may continue virtually as that has worked well for some families.

Regarding the first point, the state is exploring giving teachers extra professional development. The Administration would like more in concrete strategies, dialogue about race in the classrooms, expanding digital tool kits to transition back and forth between in-person and distance learning, and training regarding safety procedures for staff. These are the priority areas, but thinking about students' emotional state is first and foremost. Most parents really want their kids to have the social experience.

**Question:** Regarding transmission of the virus, is there an age where things shift?

**Answer:** The transmission rate is lower under 20 years old, although there is no one hard cutoff. It is measured in "bands". As people increase in age, the risk increases. There are no risk free choices.

**Question:** Has DESE put out anything regarding length of the day?

**Answer:** DESE said there could be some coming up regarding days in the school year and flexibility of hours total (990). There has to be the right balance for teachers to learn as well as time in front of kids.

**Question:** Will there be some kind of rubric or interactive forum to help support families in the fall? Will there be any counseling offered for families that may need some extra help?

**Answer:** These are great suggestions, and we are early in the process. A rubric or decision making matrix would be helpful for families trying to make decisions.

**Question:** Has DESE given any guidance about keeping teachers safe in the classroom?

**Answer:** Mr. Light hesitated to speak for DESE, but the move to require masks on as many students as possible has the adults in mind. There are many false negatives in regular temperature checks so that is not being considered. They are asking people to self screen and stay home if they feel sick.

**Question:** I'm wondering about the timing between when parents have to make the choice if their kids should return to school and when they will know what the school day would look like. This involves the social emotional status of kids and the timing of the information when they have to make the choice.

**Answer:** It depends on the level of detail people want. If it's about specials like music and art, they will know generally. If they want to know, "Will chorus run like usual?" that level of detail will come later. If the state doesn't provide the guidance information in a timely manner, the Administration cannot get it to parents to help them make their decisions.

**Question:** If families have committed to the in-person option for the year and there is an outbreak again, can they change their minds and do distance learning, or will school mark them absent?

**Answer:** This is a complicated question. The question would be if the change would be due to choice or need. We could see pandemic changes and may need to close all schools, or one of the schools and then we would do it. If a student needs to quarantine due to family travels, that would happen. There could be medical or other reasons to move a child to distance learning. It will be very difficult to provide flexibility if the request is just a choice.

**Question:** Is the school in contact with the towns so we know if there is an infection?

**Answer:** Yes. It is about doing contact tracing as quickly as possible so we are in daily contact.

**Question:** Will the school provide grades if there is remote learning for next year?

**Answer:** Mr. Light is working under the only assumption that we will return to a normal grading system. A key in the decision to not issue grades this past year is that it was a new environment for our students and our teachers. We have now experienced some of the pros and cons of distance learning so he is comfortable with the normal grading now. DESE has given the same guidance that districts return to grades. Students are also more comfortable with distance learning now if that is what they are doing.

**Question:** It wasn't that long ago that we were debating whether to wear masks or not. It's been "learn as we go" through all of this. There is a lot of distrust among people about the information that is coming out (not necessarily from the schools). Reassurance is needed.

**Answer:** Mr. Light agreed. There are lots of reasons why some people don't trust the information. This virus is still very much an unknown and the medical community is learning. The website will have all of the information on there for families, including the research if they want that level of detail.

**Question:** For families that choose not to return in person in the fall, will there be additional survey questions asking them whether they will use our distance learning or some other type of homeschooling?

**Answer:** Our distance learning will be as close to what in class students are doing as possible. Homeschooling is different. It might be helpful to remind families that if they are considering homeschooling or a separate online school (not AB's distance learning), they need to unenroll their child and let the District know.

**Question:** Why did you not offer a hybrid model in the survey?

**Answer:** We will do that with more details in the next survey in a few weeks. We really want our kids here. Everything is about weighing risk and what you get from it. With a hybrid option, no one really wins. You get some distance but you sacrifice because it assumes all families can figure out how to make it work for them and often their jobs. The quality of what people get in the week on/week off environment can be tough. Staffing is also very challenging for a hybrid. Our staff's home communities may be doing things different from us, making it a significant challenge.

**Question:** What can you take away from all of this?

**Answer:** John Petersen reminded everyone that there are countries like South Korea and New Zealand that have been successful. The Commonwealth is now tracking well with infection rates, etc. If people do the right things, John felt we could probably successfully go back in the fall.

**Question:** If we go back, do we assume all classes go back, particularly in the High School?

**Answer:** We will explore that this summer. Chromebooks have been ordered for all High School students so we will be almost 1:1 for all students. That will be a significant help for some of the courses. There are some classes that require shared equipment and will need to be sanitized often, or a curriculum change. We won't know if we can really run all of the courses until we know what students will be returning.

**Question:** What is the strategy of the work to keep the students in district?

**Answer:** Our overall strategy is that we want as many students in person as possible. That is the best education that we can provide and it is even more important for the more vulnerable students. We have to work with our families to make informed decisions keeping in mind what is best for kids, with their input.

**Question:** How do you help parents make informed decisions about where their child will learn?

**Answer:** Often we make these decisions on a school by school basis, but none of the elementary schools will be able to have their own distance learning program. As a result, those doing distance learning will, in a sense, leave their elementary school and join the distance learning program, then rejoin their actual school in person next year. This will be a district wide offering. It is important for parents to realize this.

#### 4.3. **Budget Update – Dave Verdolino**

The FY20 budget closing is in progress and there is nothing new to report. FY21 budgets were approved, so there is no need for the 1/12 exercise. Dave will report on the COVID relief fund support as we go along. No news is expected about the state budget until mid to late July.

Regarding the COVID funds and FY20 expenses, a question was asked if it would preclude staff that had been intended for the entire year. Dave said that the rules are not available yet. If an expense can be pinned directly on covid, it would be good, but if it's not clear, we are not sure at this time. The state's 1/12<sup>th</sup> FY21 budget will not affect the District. We are still paying out of district tuitions and the only guidance is that they must be paid. We are also paying 100% of the collaborative tuitions because we are part of them. Private schools are another matter. We petitioned to try to get some relief there, but there has not been any response yet.

A member asked if it would impact us if more students decide not to take the bus in the fall. State transportation aid is a cost reimbursement so if we are transporting kids (more than 1.5 miles from school) the district receives 75% reimbursement. If we need to engage more buses, that would increase our cost and we would be reimbursed. There's always a one year lag to this. Most state aid is tied to students, but not transportation. Transportation is tied to how much we spend on it.

#### 4.4. **Subcommittee and Member Reports**

##### 4.4.1. School Building Committee Update –Peter Light

##### 4.4.1.1. Minutes of meeting on 6/10/20

There is a lot of activity going on around Gates. There have been some bumps including one regarding the septic. We are working with the Board of Health. Significant ledge was found when they started digging for the underground tanks making that location not possible. A new location is being redesigned, although this is not a critical piece of summer work right now. There was also a miscommunication between our design team and the contractor, resulting in the contractor not getting information from the conservation committee regarding what area could not be touched. This was an error on our part, not the Town's and we are trying to fix it.

#### 4.5. **Recommendation to Accept \$600 Donation in Memory of Wilbert and Jayne Foertsch to the District for Ipads for Students in Need – Roll Call VOTE – Peter Light**

Adam Klein moved, Ginny Kremer seconded and it was unanimously,

**VOTED by Roll Call:** to accept this gift with gratitude.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

#### 5. **Statement of Warrants and Recommendation to Approve – VOTE – Tessa McKinley**

Adam Klein moved, John Petersen seconded and it was unanimously,

**VOTED by Roll Call:** To approve the Payroll warrant(s) as follows –

Number P2026/P2026B dated 6/18/20 in the amount of \$9,394,830.96;

**Payroll deduction warrant(s) as follows –**

Number 20-026PR dated 6/18/20 in the amount of \$3,154,324.48;

Vendor warrant(s) as follows –

Number 20-026                      dated 6/25/20                      in the amount of \$1,070,415.90;

Student Activity reimbursement warrant(s) as follows –

Number 20-026SH                      dated 6/25/20                      in the amount of \$35,615.25

Number 20-026JH                      dated 6/25/20                      in the amount of \$4,247.15.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

**6. FYI**

As previously mentioned, copies of How To Be An Antiracist by Ibram X.Kendi have been offered to all staff for a district wide read and discussion this summer. At the request of our leadership team, Attorney Colby Brunt recently offered a professional learning opportunity for our High School English and Social Studies teachers regarding how to handle in class the intersection of race and racism, rights and free speech, and the electoral process that will take place this fall. We want to be sure our educators understand the boundaries, and how to best handle the students speaking up about current events in the classroom. The program was recorded and will be shared with our other educators. School Committee members appreciated being given a copy of the book and that they were ordered through our local West Acton bookstore, The Silver Unicorn. Mr. Light noted how helpful the owner has been with the process. It was noted that other School Committees are looking into the SEED training that our district did in 2018. It was hoped that AB can continue this in the future.

Mr. Light reported that major work is being done on Charter Road, per the Capital Plan. This includes a 10 foot wide mixed use path, widening the road, raising speed bumps, and improving pedestrian access. All of the telephone poles are being relocated to accommodate the wider road. We learned that the water line was over 50 years old and the water department wanted to replace it so work will be a bit delayed and it will be rough for a little longer than originally planned.

John Petersen reported that at Acton Town Meeting, “What are you doing about Black Lives Matter?” was a theme in a number of the discussions. Referring to Frederick Douglass’ speech on the dedication of the Emancipation Memorial in 1876, John noted that history is made by people and people are complicated. You can’t oversimplify things.

**7. Adjourn**

Ginny Kremer moved, Adam Klein seconded and it was unanimously

**VOTED by Roll Call:** to adjourn the meeting at 8:49 p.m.

(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

Respectfully submitted,  
Beth Petr

List of Documents Used: See agenda

**NEXT MEETINGS:** July 30 workshop, August 13 and 27 (if needed) business meetings

# Acton-Boxborough Regional School District Transition to School

## DRAFT Guidance on Learning Programs

July 17, 2020

### Contents:

[District Overview of the Transition to School](#)

[Choosing the In-Person or the Remote Learning Program](#)

[Information Applicable to All Learning Modes & the Remote Learning Program](#)

[Special Education Services](#)

[In-Person: Hybrid Mode](#)

[Other In-person Learning Modes: Full Return and Full Remote](#)

[Remote Learning Program \(RLP\)](#)

# District Overview of the Transition to School

Our goal throughout the planning process has been to transition as many students as possible to in-person learning as we begin the 2020-21 school year. This is consistent with goals established by the Massachusetts Department of Elementary and Secondary Education (DESE). Early in our planning process, we committed to the following set of priorities:

- Safety and health are our top priorities.
- We will keep plans realistic for all stakeholders: students, families, staff and community.
- We will create warm and welcoming environments in our schools that prioritize connections with and among students and staff.
- We will support students' social-emotional well-being.
- Equity will remain at the core of our work as we plan for students.
- Our focus is on students as learners and individuals, not just about unfinished teaching and learning.
- Communication is critical to maintaining trust.

In addition to our goal of welcoming as many students as possible back to school, we are aware that there are a number of educators and students who have pre-existing health concerns or other circumstances which may preclude them from returning to school in-person. It is important for our district to provide opportunities for this group of students as part of our planning process.

Our decision making process included an examination of multiple scenarios. There is no single factor that can be used to make a decision about the most appropriate learning model for students. In determining our most likely course of action, we considered a variety of factors including:

***"There is no single factor that can be used to make a decision about the most appropriate learning model for students."***

- Health and safety factors associated with each structure, as well as relevant public health data
- Learning implications associated with each structure
- Opportunities and limitations of our physical building structures (e.g. number of classrooms, classroom sizes, etc.)
- Financial and Human Resources considerations

To meet our goal of returning as many students to in-person instruction as possible, we considered four In-Person Learning Modes on a Continuum:

- a **full return mode** for all students;
- a **partial hybrid mode** where elementary students returned full time and secondary students attend half the time in-person and half the time remotely;
- a **hybrid mode** where all students K-12 attended school half the time in-person and half the time remotely, and
- a **fully remote mode** for the possibility that public health considerations preclude us from teaching and learning in-person.

We also prepared a stand-alone **Fully Remote Learning Program** for students not returning to school in any of the in-person modes and for continuity in their learning should the need arise for a school or the whole district to move into the fully remote mode.

Below is a high-level summary of key considerations of each mode. Note that for each mode, elementary and secondary levels of schooling were examined individually. In studying each mode, we considered student, family and educator input from our [surveys](#), the size and capacity of every classroom in the district, and modeled the possibility of adding teaching staff to reduce class sizes to the greatest extent possible.

**Table of Learning Modes considered by the District**

Continuum of In-Person Learning Program			Fully Remote Learning
	Elementary (K-6)	Secondary (7-12)	Remote Learning Program
<b>Full Return Mode</b>	<b>Full Return</b> <ul style="list-style-type: none"> <li>15-22 students per classroom</li> <li>3' minimum distancing</li> <li>Most challenging environment to maintain health and safety measures</li> <li>Likely best for student learning</li> </ul>	<b>Full Return</b> <ul style="list-style-type: none"> <li>22-28 students per classroom</li> <li>3' minimum distancing</li> <li>Most challenging environment to maintain health and safety measures</li> <li>Likely best for student learning</li> </ul>	<b>K-12 RLP (Optional)</b> <ul style="list-style-type: none"> <li>C. 850-900 students district-wide</li> <li>25-30 students per "classroom"</li> <li>Designated Elementary Teachers</li> <li>Secondary teaching responsibilities shared by in-person staff</li> </ul>
<b>Partial Hybrid Mode</b>	<b>Full Return</b> <ul style="list-style-type: none"> <li>15-22 students per classroom</li> <li>3' minimum distancing</li> <li>Most challenging environment to maintain health and safety measures</li> <li>Likely best for student learning</li> </ul>	<b>½ Time In-person, ½ Time Remote</b> <ul style="list-style-type: none"> <li>22-28 students per class</li> <li>11-14 students per cohort</li> <li>6' minimum distancing</li> <li>Compromise between in-person and remote learning</li> <li>When learning remotely, students work independently</li> </ul>	
<b>Hybrid Mode</b>	<b>½ Time In-Person, ½ Time Remote</b> <ul style="list-style-type: none"> <li>15-22 total students/ class</li> <li>8-11 students/ cohort in person each day</li> <li>6' minimum distancing</li> <li>Improved ability to maintain health and safety measures</li> <li>Compromise between in-person and remote learning</li> <li>When learning remotely, students will be supported by classroom assistants</li> </ul>	<b>½ Time In-Person, ½ Time Remote</b> <ul style="list-style-type: none"> <li>22-28 total students per class</li> <li>11-14 students/ cohort in person each day</li> <li>6' minimum distancing</li> <li>Improved ability to maintain health and safety measures</li> <li>Compromise between in-person and remote learning</li> <li>When learning remotely, students work independently</li> </ul>	
<b>Full Remote Mode</b>	<b>All Students Fully Remote</b> <ul style="list-style-type: none"> <li>All classes taught remotely by in-person staff</li> <li>To be used only if public health concerns preclude in-person learning</li> <li>Least advantageous for learning and social-emotional support</li> </ul>	<b>All Students Fully Remote</b> <ul style="list-style-type: none"> <li>All classes taught remotely by in-person staff</li> <li>To be used only if public health concerns preclude in-person learning</li> <li>Least advantageous for learning and social-emotional support</li> </ul>	

Our planning teams recognize the new and emerging information that [children may be less susceptible to becoming infected and transmitting the virus](#), and Massachusetts public data currently support an in-person return to school. We also need to acknowledge that this research is still relatively new, and there remain conflicting recommendations at the state and federal levels. For example, while Massachusetts *aspires* to six feet of distance but requires a minimum of three feet, the CDC continues to recommend six feet of distance between students where feasible. After much deliberation and consideration of relevant research, our leadership team feels strongly that any in-person learning should aim for six feet of distance between students.

*"our leadership team feels strongly that any in-person learning should aim for six feet of distance between students."*

*"as long as public health data continue to support an in-person return to school, we will begin the 20-21 school year in a hybrid learning mode for all students K-12."*

A final decision regarding the learning mode used to start the school year will be made in August to provide us the greatest opportunity to monitor public health information. However, we recognize that in the need for students, families and educators to plan for the year, it is important to identify our most likely scenario. We believe that current health information supports an in-person return to school, but that it is important to remain cautious and vigilant in our approach to implementing stringent health and safety measures for our students and educators. To that end, our leadership is recommending that as long as public

health data continue to support an in-person return to school, we will begin the 20-21 school year in an **In-Person: Hybrid Mode** for all students K-12. Final approval of this recommendation is dependent upon school committee approval which is likely to occur in early August.

## Choosing the In-Person or the Remote Learning Program

The student enrollment options for Grades K-12 are **In-Person** and the **Remote Learning Program**. We anticipate that our in-person **program will begin the year in a Hybrid Mode**.

It is important that families select an option that is most appropriate for you and your child. The decision to enroll in an in-person or hybrid model is a personal one for each family. Those families wishing to more deeply understand current research around the virus, may visit our [website where we have summarized some of the relevant medical guidance](#).

We will carefully plan our in-person class sizes based on parent enrollment in order to maintain safe distancing in all of our classes. For this reason, we will not be able to accommodate changes to enrollment decisions once the school year begins except in extraordinary circumstances, and any requests for changes in enrollment prior to the school year will be based on available space within classrooms at each school.

In the event that a family has an extraordinary circumstance and requests a change in enrollment, the decision will be at the discretion of the Superintendent of Schools after seeking input from the school Principal.

Families will use the Powerschool Portal to register for one of the two options. The registration window will begin Wednesday, July 22 and will conclude on Monday July 27. We have scheduled webinars for our families to better understand each of the enrollment options. Details for these information sessions are below:

**Elementary (K-6) Family Webinar: Tuesday, July 21st 6:30 p.m. ([Preregistration required - click to register](#))**  
**Secondary (7-12) Family Webinar: Tuesday, July 21st 7:30 p.m. ([Preregistration required - click to register](#))**

*\*PreK information will be sent separately to all Pre-K families.*

K-12 Student Enrollment Options (a one-year commitment)		
K-6 (Elementary)	In-Person: Hybrid Mode (anticipated) In-Person and Remote Learning	K-6 Remote Learning Program: Full remote learning experience
7-12 (Secondary)	In-Person: Hybrid Mode (anticipated) In-Person and Remote Learning	7-12 Remote Learning Program: Full remote learning experience

## Information Applicable to All Learning Modes & the Remote Learning Program

**Social/Emotional Learning (SEL):** SEL will continue to be at the center of our work with students. Educators will be learning and collaborating to create *Caring Connected Classroom Communities* that employ specific practices, routines, and strategies. As a district, we will reinforce the Child Study Team and Student Support Team models to identify students with increased SEL needs and employ school-based and community-based supports that students and families can access virtually.

**Technology:** The District will provide an individual device for every student at all grade levels (Grades K will receive iPads; Grades 1-12 students will receive ChromeBooks). Educators will utilize on-line learning management systems (SeeSaw; Google Classroom) and district-approved digital tools that allow educators and students to collaborate. These tools will support both teacher directed and independent learning.

**Curriculum and Assessment:** Assessment tools will be utilized after the first month of the school year to support individual student learning needs, create fluid groups, and develop necessary supports where needed. Educators will continue to teach prioritized grade level content knowledge, concepts, and skills while addressing the most critical prerequisite knowledge and skills for each discipline/grade or course. Scope and sequence or pacing guides will be adjusted to reflect the prioritization of knowledge, concepts and skills, the teaching or review of critical prerequisites, and time required for health and safety protocols.

**General Education Services:** Students will continue to receive their general education support (reading, English language learning, counseling, and/or academic support center).

**Professional Learning:** The professional learning days before school begins and throughout the 2020-2021 school year, professional learning will focus on using select digital tools for in-person and remote learning that support interaction, and content, concept, and skill learning; building educator capacity for meeting the social and emotional needs of our students (including identifying the types and signs of trauma and protective factors); and supporting educators in implementing anti-racist curriculum within their classrooms.

**Educator Collaboration:** Educators across schools, grade levels, and within shared discipline areas will continue to collaborate in order to best meet the needs of students. We have designated Wednesdays as an early release day for all educators K-12 in order to provide the time and structure for this collaboration to take place.

**For In-person Learning Mode Quarantining:** If a student or group of students is required to quarantine for two weeks, they would join the remote learning sessions each day that their grade or course meets for that period of time.

# Special Education Services

We will continue to embrace the tenets of special education law in providing each child with a disability a “free and appropriate public education” (FAPE) consistent with the need to protect the health and safety of all students.

Students must receive all of the services documented in their IEP’s through in-person instruction, remote instruction, or a combination of both. Regardless of the learning mode, the district will provide the staffing, support, services, and resources required to meet each child’s individual needs as outlined in his/her Individualized Education Program (IEP).

***“Regardless of the learning mode, the district will provide the staffing, supports, services, and resources required to meet each child’s individual needs as outlined in his/her Individualized Education Program (IEP).”***

Furthermore, the district will prioritize in-person

services to the greatest extent possible. According to

the most recent Massachusetts Department of Elementary and Secondary Education guidance, students with significant and complex needs, as well as all preschool children, will be prioritized for full in-person instruction.

In the spring of 2020, special education services were a combination of “Resources and Supports” and “Instruction and Services”. As we move into the new school year, the emphasis will be on “Instruction and Services” with time-limited use of “Resources and Supports”. This means that services, both teacher-directed and independent, will consist of regularly scheduled and consistent classes, interventions, services and therapies.

One of the most important aspects of our services will include parent engagement. Ongoing communication with families will be critical to a successful start to the year. Parents can expect special education teams to communicate at the outset to determine what worked and what did not work this past spring. Teams will gather as much data as possible to assess present areas of need and levels of need upon re-entry.

***“...services, both teacher-directed and independent, will consist of regularly scheduled and consistent classes, interventions, services and therapies.”***

If the district is providing instruction in any mode other than full in-person, special education teams and parents must engage in conversations about if and how special education services will be provided differently as a result of any changes to the overall school structure, environments, and/or learning modes. Because the district is currently recommending that we begin in an In-person, Hybrid Mode, parents should expect communication from their special education Teams to discuss how their child’s special education

services will be provided within this model. Parents will then be notified in writing of how the services will be provided differently.

In order to reduce foot traffic in the schools and limit social contact, IEP meetings will continue to be offered via Zoom. The subsequent IEPs will be delivered to families electronically with several options for parents to respond. For those students whose initial evaluations or three-year reevaluations were interrupted due to the closure in March, the team coordinator or liaison will reach out to parents to determine an appropriate timeframe for completion of the testing and assessments. We strongly urge parents to forego any testing in September to allow each child to reacclimate to the new school year and new classes, reacquaint with friends, and become socially and emotionally grounded before any such testing be conducted.

# In-Person: Hybrid Mode

## In-Person: Hybrid Mode Draft Schedule

	Monday	Tuesday	Wednesday**	Thursday	Friday
Blue Cohort	In-person	Remote (Students work on assignments independently)	Combined, shortened remote teacher-directed instruction (Early release for K-12 educator collaboration)	In-Person	Remote (Students work on assignments independently)
Gold Cohort	Remote (Students work on assignments independently)	In-Person		Remote (Students work on assignments independently)	In-Person

\*When learning remotely, K-6 students will be supported by classroom assistants

**\*\* Holiday weeks:** In the event there is no school on a day during a given week due a holiday, the Wednesday schedule will be dropped in favor of replacing any lost in-person day. For example, if Monday were a holiday, the Wednesday schedule for that week would become an in-person day.

An In-Person Hybrid Mode allows for class sizes that align with our physical distancing goals and operational plans related to health and safety (i.e. cutting class sizes in half). Students coming to school will be divided into two (2) cohorts: **Blue** and **Gold**. Students in this mode of learning will attend school in-person twice per week (days depending on cohort assigned) and engage in remote independent learning twice per week. On Wednesdays, educators will meet with all of their students in a shortened and combined (both blue and gold cohorts) remote meeting (~20 minutes). The majority of students will be assigned a cohort by alphabet (A-Li, Lo-Z) in order to keep siblings in the same cohort K-12.

***"The majority of students will be assigned a cohort by alphabet in order to keep siblings in the same cohort K-12."***

## Other In-person Learning Modes: Full Return and Full Remote

In the event public health information regarding the virus changes, the District may need to move along the continuum of learning modes. For example, if there is a significant increase in active cases of Covid-19 in our community or region, we need to go into a remote learning mode. Similarly, if there were to be a prolonged period of time in which there are no reported cases in our region and/or risk is determined to be low or very low, we may choose to expand the number of students who can attend classes at a given time. Because there has not been guidance from the State with regard to how schools and districts may progress along this continuum, these are offered only as examples. Our guidance relative to this will be forthcoming after a review of State guidance once it has been received.

### Full Return Learning Mode

If public health information were to support expansion of our hybrid program, the district may be able to increase the number of students who can be fully present in our schools. This would allow all students to attend school in-person

each day. Though school will look and feel different than what students are used to, our goal is to adhere to all CDC recommendations, including maintaining six feet of physical space.

### Full Remote Learning Mode

If public health information necessitated closing the district, a school, or an individual classroom, students will continue to learn via a remote learning mode and remain with their peers and teacher(s). In the event this occurs, **the Remote Learning Program (described below) will serve as a model for instruction.**

## Remote Learning Program (RLP)

### Remote Learning Program Draft Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Learning Program (K-6)	Daily teacher-directed instruction with additional independent learning		Shortened teacher-directed instruction ( <i>Early release for K-12 educator collaboration</i> )	Daily teacher-directed instruction with additional independent learning	
Remote Learning Program (7-12)*	Teacher-Directed	Independent	Shortened teacher-directed instruction ( <i>Early release for K-12 educator collaboration</i> )	Teacher-Directed	Independent

*\* Days of the week for the provided for the grade 7-12 Remote Learning Program are for demonstration only. Actual days for teacher-directed learning will vary based on teacher availability and individual course schedules.*

ABRSD has allocated the resources necessary to develop a K-6 Remote Learning Program with a dedicated administrator and have students 7-12 fully participate in remote learning, while maintaining their school connection. If families choose this option, students will experience a remote learning experience for the duration of the 2020-2021 school year. This remote learning will look very different from the learning provided this past spring. All teaching will happen using a combination of teacher-directed learning (zoom meetings- whole class, small group, individual and/or office hours) as well as independent learning (video, Google chat, Seesaw, Google classroom, etc.). Students will be accountable for their learning. Attendance will be taken, students will be taught new content knowledge and skills through a variety of digital methods and instructional practices, and will be assessed throughout the year. Students will receive feedback on their work augmented with the use of digital tools. This feedback may occur directly in small group or individual Zoom sessions, or through the use of selected digital tools. Teachers will report on student learning through a designated reporting method (Assessment Summary Documents or Report Cards). Art, Music, and PE and Health will either be teacher-directed, independent or both, each week in grades K-8. It's also possible that these offerings are scheduled outside the school day. ***Students will return to their designated school for the following school year (2021-2022).***

- **Grades K-6:** Students will be placed with other students throughout the district into cohorts (or classrooms) who will be enrolled in the Remote Learning Program. Students will be grouped according to grade level and will be placed in a home room class with twice daily meetings for the purpose of connection and belonging.

Throughout the day, students will receive instruction for all subject areas including mathematics, science/technology/engineering, literacy and social studies as well as interdisciplinary instruction. ABRSD classroom teachers and district curriculum coordinators and coaches will be assigned to this Remote Learning Program and will support these elementary students for the duration of the year.

- **Grades 7-12:** Students in grades 7-12 who participate in full remote learning are still part of the JH and HS, respectively. They will receive instruction from the same educators as students attending school in-person. For example, a JH educator will have 4 sections of in-person instruction and 1 section of fully remote learning students. Students in grades 7-12 can still participate in clubs and sports if those activities are being offered in-person.
  - Grades 7-8
    - Students would be enrolled in all 5 “on-team” classes (if taking world language) and would follow the in-person T-schedule for on-team teacher-directed classes.
    - Class meeting time would be the same length as in-person class meetings.
    - Due to scheduling challenges, student world language and mathematics teachers *may not* be their “team teachers” but another world language and math teacher in that grade level.
  - Grades 9-12
    - The school day for students will follow a regular high school bell schedule.
    - At this time, we anticipate the Remote Learning Program will offer courses at an unlevleed, AE/CP combined level, and Honors/AP level. *Course offerings and level groupings are subject to change at the discretion of the high school.*
    - Class meeting time would be the same length as in-person class meetings that will include educator instructional time and independent learning.
    - P.E. will be a full independent offering.

~continued below~

## Remote Learning Program School Day

	K	1-2	3-6	7-8	9-12
	9:00-3:00	9:00-3:00	9:00-3:00	8:00-2:36	8:00-2:47
<b>Connecting</b>	Morning Meeting	Morning Meeting	Morning Meeting	Directed Study	Extended Period
<b>Teacher-directed</b> (whole group and smaller break out groups)	30 minutes  3-4 times per day	40 minutes  4 times per day	45 minutes  4 times per day	44 minutes  per class per day	46 minutes  per class per day
<b>Independent Learning</b> (independent work, project work, accessing videos and other educator resources)	40-60 minutes	60 minutes	60-75 minutes	Independent learning/ homework assigned with similar load to in-school peers	Independent learning/ homework assigned with similar load to in-school peers
<b>Total Structured Learning Time</b>	2 hours 10 minutes -3 hours	3 hours 40 minutes	4 hours - 4 hours 15 minutes	~4 hours 40 minutes - 5 hours 10 minutes	Varies by student schedule
<b>Support Services: Reading, Counseling, Special Education, etc.</b>	20 minutes per session	30 minutes per session	30-40 minutes per session	20-40 minutes per session	Varies by student schedule
<b>Additional Small Groups, Office Hours, Individual Confering</b>	Time as needed	Time as needed	Time as needed	Time as needed	Time as needed

K-6 Daily Schedules will also include a lunch and recess break, stretch breaks, and specials (3 independent times/week).  
**Wednesday meeting times will be shortened to allow for K-12 educator planning, learning and collaboration.**



**Acton-Boxborough Regional School District**

16 Charter Road Acton, MA 01720  
978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

**Marie Altieri**  
*Deputy Superintendent*

To: Acton-Boxborough Regional School Committee  
Date: July 17, 2020  
Re: Calendar 2020-2021

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As fall planning continues to evolve, we would like to request a change to the calendar for the 2020-2021 school year. We are recommending that we move the first day of school for students to the day after Labor Day, September 8, 2020, instead of the originally planned date of August 31.

There are two main reasons for this. First, there is a state primary election scheduled for September 1, 2020 with polling in some of our schools. We do not think we should have elections in schools with students and staff on September 1.

Secondly, we are hoping that we will be able to schedule additional professional days with our teachers before school starts to allow for more planning for this unique school year. DESE and the MTA are recommending more planning time if at all possible. We would only be able to increase our professional days if DESE reduced the number of required school days from 180 to 177. We have not heard a final decision on this question. If they do reduce the required number of school days, we would add three professional days to the three that we already have scheduled. The professional days would be scheduled during the two weeks before Labor Day. Once we know the DESE decision we will work with the ABEA to schedule the specific dates for the professional days. If we move forward with the hybrid model, we will not have a separate first day of school for grades 7 and 9 as we usually have. Specific cohort assignments and schedules would be released in August.

**Recommended Motion:**

To revise the 2020-2021 school calendar for the Acton-Boxborough Regional School District to schedule the first day of school for students on Tuesday September 8, 2020.

**Acton-Boxborough Regional School District**  
**DRAFT SCHOOL CALENDAR, 2020-2021**  
**Bold BOXED Dates = No School Days**

Aug.	M	T	W	T	F
	24	25	26	27	28
Sept.	31	1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

Teachers' Meetings – Aug 26, 27  
**New Tentative Prof Lrng Aug 31, Sep 1,2,3**  
 Labor Day - Sept 7  
**Schools Open – Aug 31 Sept 8**  
 Yom Kippur – Sept 28  
 School Days – 20 16

Oct.	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

Columbus Day – Oct 12  
~~\*\*7-12 Early Release for Prof L. – Oct 1~~  
 School Days – 21

Nov.	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				

Election Day – Nov 3  
 Veterans Day – Nov 11  
 Early Release Day – Nov 25  
 Thanksgiving Recess – Nov 26 & 27  
 School Days - 17

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

Jr High Early Release Confs– Dec 10 & 15  
 Winter Recess - Dec. 24 – Jan 3  
 School Days - 17

Some major religious and cultural holidays are found on page 2 and underlined here.  
 Rosh Hashanah is Saturday, September 19.

~~\*\* 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 x, 2021. Boxborough Meeting begins May x, 2021.

Acton-Boxborough Regional School Committee Meetings are usually held twice a month. See [https://www.abschools.org/school\\_committee](https://www.abschools.org/school_committee) for more information.

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

Schools Open - Jan 4  
 JH Early Release – Jan 8  
 Martin Luther King Day - Jan 18  
 School Days - 19

Feb.	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

~~\*\*7-12 Early Release for Prof L. – Feb 4~~  
 Presidents' Day - Feb 15  
 Winter Recess - Feb 15-19  
 School Days – 15

Mar.	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	31		

HS Late Start **only for students NOT taking MCAS** – Mar  
 School Days - 23

Apr.	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

Good Friday – Apr 2  
 Patriots Day – Apr 19  
 Spring Recess - Apr 19 - 23  
~~\*\*7-12 Early Release for Prof L. – Apr 8~~  
 School Days - 16

May	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

HS Late Start **only for students NOT taking MCAS**- May  
 Memorial Day - May 31  
 School Days - 20

June	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

Graduation – June 4  
 Last day/Early Rel– June 16 17 if 177 days  
 Last day/Early Rel– June 16 22 if 180 days  
 Last day if 5 snow days–June 23 29  
 \*School could be extended to June 30 if >5 days  
 School Days – 16 for total of 180

Acton-Boxborough Regional School District  
**SCHOOL CALENDAR, 2020-2021**

**Major Religious and Cultural Holidays**

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

July 31	Eid al-Adha
September 19-20	Rosh Hashanah
September 28	Yom Kippur
November 14	Diwali begins
December 11	Chanuka begins
December 25	Christmas
December 26-Jan 1	Kwanzaa
February 12	Lunar New Year
April 2	Good Friday
March 28 – April 3	Passover
April 4	Easter
April 13 – May 11	Ramadan
May 13	Eid al-Fitr

The observance of both Jewish and Muslim holidays begins at sundown of the preceding day. Please see our Religious and Cultural Holidays policy IMD on the school website for more information at:

[https://www.abschools.org/school\\_committee/policies](https://www.abschools.org/school_committee/policies)

**2020 - 2021 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 8:00 am – 2:47 pm  
(Early Dismissal 11:22 am)

R.J. Grey Junior High School 8:00 am – 2:36 pm  
(Early Dismissal 11:10 am)

**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

**Acton-Boxborough Regional School Committee**  
Acton-Boxborough Regional School District  
15 Charter Road  
Acton, MA 01720

TO: Acton-Boxborough Regional School Committee Members  
FROM: Tessa McKinley, ABRSC Chairperson  
DATE: 7/23/2020  
RE: ABRSC Subcommittees and Liaison Assignments for 2020-2021

Your packet contains a list of the subcommittees and liaison assignments from this past year. I will soon be building the subcommittees for the 2020-2021 school year. All School Committee members are expected to serve in at least one of these roles. If you are currently listed as a liaison or subcommittee member and wish to end that commitment, please let me know. There are also additional ad hoc committees/advisory groups that are formed from time to time by vote of the full School Committee.

If you are interested in a particular subcommittee or liaison assignment, even if it looks like it does not have an opening, please let me know. Please also let me know the days and time you have availability to attend meetings. Some subcommittees meet in the evening. Typically, it is not decided when a subcommittee will meet until members are confirmed.

**Please let me know your interest by 8/6/2020 and cc Beth.**

After everyone has responded, I will review your input and bring a draft list of assignments to the meeting on August 13 for distribution.

The tables below provide additional Information (including time commitments) concerning subcommittees & selected liaison assignments:

Subcommittees:	Additional Information/Time Commitment:
Budget	Meets bimonthly, typically in the morning, with the Superintendent and members of the leadership team throughout the budget process and makes reports and recommendations to the full School Committee on budgetary issues.
Capital Planning	Meets regularly with the Superintendent and members of the leadership team to oversee the District's Capital Improvement Plan.
Policy	Meets regularly, typically in the early morning, to review, update and build new policy as needed and make recommendations to the full School Committee.
New School Building	This Committee is not open for new members at this time.
Warrant Signatures	Three Committee members must approve warrants in order for the District to release checks. Warrants are then announced at a subsequent business meeting and signed by all members as a best practice to ensure oversight, even though MGL requires only a single signature.

Negotiations	This Committee is formed every 3 years to negotiate union contracts and occasionally meets on an as-needed basis to review and update MOUs (memoranda of understanding) with unions and the other entities with whom we have a formal relationship.
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<b>Liaison Assignments:</b>	<b>Additional Information/Time Commitment:</b>
Mentoring Resource	This is a new position that would be held by one or more experienced School Committee members who serve as a resource to new members seeking to become better informed on budget, policy and agenda issues that require historical knowledge to fully understand. Mentors are not permitted to deliberate.
EDCO (Educational Collaborative) School Committee Leadership Roundtable	<p>This is a great opportunity to network and exchange ideas on a variety of topics with School Committee members from EDCO's 16 member districts: Acton-Boxborough, Concord, Carlisle &amp; Concord-Carlisle, Lincoln, Sudbury &amp; Lincoln-Sudbury, Arlington, Bedford, Belmont, Brookline, Lexington, Newton, Waltham, Watertown &amp; Weston.</p> <p>Each school year, EDCO hosts 6 roundtables which take place on the second Wednesday of the month from 9:30-11:00 a.m. during Oct., Nov., Jan., Feb., March &amp; April. All roundtables are held at the McSwiney Center for Professional Learning in Billerica.</p>
SEPAC (Special Education Parent Advisory Council)	<p>SEPAC is charged with advising the School Committee on matters pertaining to the education and safety of students with disabilities. They also meet regularly with school officials to participate in the planning, development, and evaluation of special education programs and provide programming, outreach and support to parents/guardians.</p> <p>Meetings have typically been held monthly on Wednesdays at 7:30 p.m. in the R.J. Grey library.</p>
Joint PTO/PTF/PTSO Roundtable	Roundtable discussions with PTO/PTF/PTSO leadership take place October-June, typically on the first Monday of the month at 7:30 p.m.
MMT (Minuteman Regional Technical Vocational High School)	The MMT liaison keeps the School Committee apprised of the goings-on at the Technical High School and meets on as-needed basis with members of the MMT Working Group which include the Acton Rep on the MMT School Committee and representatives from Acton's Board of Selectmen and Finance Committee. This is typically held by an Acton member as Boxborough is not a member of the MMT.
BOS (Boards of Selectmen) and Finance Committees	<p>Both Towns' Boards of Selectmen meet bimonthly on Mondays at 7:00 p.m. in their respective Town Halls. Please visit the Town websites for more detailed information.</p> <p>Acton's Finance Committee meets bimonthly on Tuesdays at 7:30 p.m., and Boxborough's Finance Committee meets monthly (June through December) &amp; weekly (January through May) at their respective Town Halls. Please visit the Town websites for more detailed information.</p>

Legislative	The legislative liaison(s) keep apprised of current pertinent legal advisories, rulings and legislative initiatives at the state level through a variety of sources including but not limited to MASC, our state reps and (in)formal political action networks. Liaisons report on an as-needed basis to the School Committee.
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Please feel free to contact me with any further questions.

**Acton-Boxborough Regional School Committee 2019-2020**  
**Subcommittees & Assignments**

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**ASSIGNMENTS:**

CASE Board Member	Superintendent Peter Light
EDCO School Committee Leadership Liaison/Round Table	Diane Baum, Nora Shine, Angie Tso
EDCO Board Member (voting member)	Superintendent Peter Light
EDCO Advisory Member (non-voting member)	Tessa McKinley
Health Insurance Trust (HIT) Representative	John Petersen ( <i>chair</i> )
PTSO Liaison Coordinator	Diane Baum, Tessa McKinley, Angie Tso
Special Education Parent Advisory Committee Liaison	Diane Baum, Tessa McKinley
Acton Leadership Group (ALG) Representatives	Diane Baum, Amy Krishnamurthy
Acton Board of Selectmen Liaison	Paul Murphy
Acton Finance Committee Liaison	Diane Baum, John Petersen ( <i>back up</i> )
OPEB Trust Fund Board of Advisors	ABRSC Chairperson, Tessa McKinley
Boxborough Leadership Forum (BLF) Representatives	All Boxborough Members
Boxborough Select Board Liaison	Tessa McKinley
Boxborough Finance Committee Liaison	Nora Shine
Minuteman Tech Liaison/SC Rep to Acton MMT Working Group	Angie Tso
Danny's Place Youth Services Advisory Board	Amy Krishnamurthy
Legislative Liaison	Ginny Kremer

**SUBCOMMITTEES:**

Budget Subcommittee	Diane Baum ( <i>chair</i> ), Adam Klein, Tessa McKinley, John Petersen, Angie Tso
Calendar Survey Subcommittee	Michael Bo, Tessa McKinley, Maya Minkin
Capital Improvement Subcommittee	Adam Klein ( <i>chair</i> ), Paul Murphy, John Petersen
Debt Strategy Subcommittee	Michael Bo, John Petersen
Negotiations Subcommittee	Amy Krishnamurthy, Tessa McKinley, Paul Murphy, John Petersen
Policy Subcommittee	Amy Krishnamurthy ( <i>chair</i> ), Michael Bo, Ginny Kremer, Maya Minkin, Nora Shine
School Building Committee	Adam Klein, Amy Krishnamurthy, Maya Minkin
Warrant Signature Subcommittee	Diane Baum, Amy Krishnamurthy, Tessa McKinley, Paul Murphy, Angie Tso

*September 18, 2019*

**Acton-Boxborough School Building Committee Members**  
*(To be Voted by School Committee July 23, 2020)*

**Acton-Boxborough Regional School District Staff**

Peter Light, Superintendent  
Marie Altieri, Deputy Superintendent  
J.D. Head, Director of Operations  
Lynne Newman, Gates Principal  
Chris Whitbeck, Douglas Principal

**Acton-Boxborough Regional School Committee**

Amy Krishnamurthy, Acton  
Adam Klein, Boxborough  
~~Maya Minkin~~

**Town Leaders**

Jason Cole, Acton Finance Committee  
Gary Kushner, Boxborough Finance Committee

~~Peter Berry, Acton Board of Selectmen~~ *(designation changed to Community Member)*  
David Martin, Acton Board of Selectmen *(added)*  
Maria Neyland, Boxborough Select Board

**Community Members**

Peter Berry, Acton *(designation changed from BoS member)*  
Chairperson Mary Brolin, Boxborough  
Dennis Bruce, Acton  
Bob Evans, Acton  
Bill Hart, Acton  
Katie Raymond, Acton

~~Becca Edson, Boxborough~~  
Mac Reid, Boxborough



# Acton-Boxborough Regional School District

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

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

July 23, 2020

To: School Committee Chair  
From: Dave Verdolino /dav/  
Re: School Committee Agenda - Warrants

Members –

Accompanying this memo please find a summary of warrants for which I am respectfully requesting your consideration and approval during the SC meeting on this date.

The Warrant Subcommittee has previously reviewed these warrants, for the purpose of check distribution. A majority of the Subcommittee conveyed their approval electronically and the related disbursements have been made. The full School Committee should vote its authorization of these expenditures of budgeted and other funds in its custody. All members have received for each warrant the information provided as shown below, namely:

1. (for vendor warrants, including payroll withholding remittances)
  - Declining balance register of payments (“Declining Dollar report”)
  - Warrant detail (payments by vendor)
2. (payroll) – Payroll Warrant summary

As you know, these Warrants were customarily provided to you in hard copy format for your review and manual signature. Obtaining your approval in this manner will eliminate the future need to produce what could be many paper reports, all requiring your signatures.

Thank you for your consideration and cooperation with this request.

## **Recommended Motion Wording**

I move that the School Committee vote to approve:

### Gross Payroll warrant(s) as follows –

FY2020 warrants Number P2027 and 2028 dated 6/30/20, and  
FY2021 warrants Number P2101 dated 7/02/20, and P2102 dated 7/16/20  
In the total amount of \$1,536,119.12

### Accounts Payable warrant(s) as follows –

FY2020 payroll deduction warrants Number 20-027PR and 028-PR, and  
FY2020 vendor warrants Number 20-027 and 027F, all dated 6/30/20;  
FY2021 payroll deduction warrants Number 21-001PR dated 7/02/20 and 21-002PR  
dated 7/16/20, and  
FY2021 vendor warrants Number 21-001A dated 7/01/20 and 21-001 dated 7/09/20  
In the total amount of \$6,670,962.77

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT  
WARRANT LISTING  
FOR SCHOOL COMMITTEE MEETING  
7/23/2020**

**(8) ACCOUNTS PAYABLE**

20-027PR	06/30/20	\$	118,909.13
20-027	06/30/20	\$	1,253,459.94
20-027F	06/30/20	\$	478,408.10
20-028PR	06/30/20	\$	4,247.15
21-001A	07/01/20	\$	3,896,764.18
21-001PR	07/02/20	\$	125,378.73
21-001	07/09/20	\$	686,220.60
21-002PR	07/16/20	\$	107,574.94
<b>Vendor Total</b>			<b>\$ 6,670,962.77</b>

**(4) PAYROLL GROSS**

P2027	06/30/20	\$	690,836.41
P2028	06/30/20	\$	32,917.46
P2101	07/02/20	\$	299,710.12
P2102	07/16/20	\$	512,655.13
<b>Payroll Total</b>			<b>\$ 1,536,119.12</b>

**TOTAL     \$     8,207,081.89**

**(12 WARRANTS)**

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT  
WARRANT LISTING  
FOR SCHOOL COMMITTEE MEETING  
7/23/2020**

***FYI: Legend of Warrant Types***

20-xxx	AP Vendor Warrant
20-xxxPR	Payroll Deductions Vendor Warrant
20-xxxSH	Senior High Student Activities Warrant
20-xxxJH	Junior High Student Activities Warrant
20-xxxBL	Blanchard Student Activities Warrant
20-xxxPC	AP Vendor Purchase Card Warrant
P20xx	Employee Gross Payroll Warrant