



Acton-Boxborough Regional
School Committee Meeting

January 7, 2021

7:00 p.m.

Via zoom webinar:

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

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
MEETING AGENDA – revised

Virtual Public Zoom Webinar Meeting

January 7, 2021

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

7:00 p.m.

To call in: 312 626 6799

Live streaming: <https://www.youtube.com/actontv1>

1. **Call to Order (7:00)**
 - a. **Chairperson's Welcome** - Tessa McKinley
 - b. **ABRHS Student Representative Update** - Rhik Mazumder
 - c. **Public Participation** – Please use “Hand Raise” feature (not the “Chat”)
 - d. **Superintendent's Update** – Peter Light
2. **NEW BUSINESS (7:25)**
 - a. **Student Learning Time Survey and VOTE on Changes or Waiver for Hybrid Program** - Peter Light (7:55)
 - b. **FY22 School Calendar** - First Read - Marie Altieri (7:55)
 - c. ***Student Opportunity Act (SOA) Plan – VOTE – First Read** - Peter Light (8:10)
3. **ONGOING BUSINESS (8:30)**
 - a. **Consent Agenda - VOTE** - Tessa McKinley
 - i. Approval of Meeting Minutes of 12/17/20 and 12/23/20 – **VOTE**
 - ii. Approval of \$4,000 Donation from the Friends of the Acton Libraries to the 8 school libraries of the ABRSD - **VOTE**
 - b. **ABRSC FY21 Operating Protocols** - Second Read - **VOTE** - Tessa McKinley (8:35)
 - c. **Superintendent Goals 2020-2021** - Second Read - **VOTE** - Peter Light (8:50)
 - d. **Budget Update** - Dave Verdolino (9:00)
 - i. Discussion of Reserves Policy DK - Adam Klein (Budget Subcommittee)
 - e. **Subcommittee and Member Reports** (9:20)
 - i. Building Committee: Final GMP 12/15/20 & Approved Minutes
 - f. **Statement of Warrants & Recommendation to Approve – VOTE** – T McKinley
 - g. **FYI**
4. **Adjourn (9:30)**

NEXT MEETINGS (via zoom):

ABRSC: January 21 and February 4 at 7:00 p.m.

Next Community Coffee with the Superintendent & ABRSC Chair: February 3rd 7-8 p.m.

Note: “Budget Saturday” previously scheduled for Jan 23 is cancelled.

Posted on 1/4/2021 at 5:00 p.m.

*Reposted 1/7/2021 at 3:45 p.m. to make 2.c. SOA Plan a First Read not a VOTE

FOR YOUR INFORMATION (FYI)

- a. **ABRSC Racism Condemnation Statement**, *voted 12/23/20*
- b. **FY22 Budget Schedule**, *voted 11/19/20*
- c. **Acton 2021 Annual Election Calendar**
- d. **Boxborough Candidate's Checklist - Running for Town Office**
- e. **Thank you to Lueders Environmental, Inc. for \$75 Donation**
- f. **QPR Training**: Learn the 3 simple steps to save a life from suicide. People trained as QPR Gatekeepers learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Gatekeepers can be anyone, but include parents, friends, neighbors, and many others who can recognize and refer someone at risk of suicide. Sign up for one of the free (virtual) QPR trainings AB Cares is offering. Click on this [QPR Training Flyer](#) for details and to sign up online. Next one: Jan 5 at 7 p.m.
- g. **DESE FY21 Assessment and Accountability Update**, 1/5/2021

Public Participation:

Per policy BEDH, members of the public may speak for up to 3 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.



Acton-Boxborough Regional School Committee **Meeting Agenda Item Summary**

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	1.a
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AGENDA ITEM TITLE	Chairperson's Welcome
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PRESENTER(S)	Tessa McKinley
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SUMMARY OF TOPIC	The Chair welcomes members and the public to the meeting. If it is a remote zoom meeting, that is stated and the remote participation policy BEDJA is mentioned. Voting at remote meetings must be done by roll call. The Chair is also required to state if the meeting is being taped. Acton TV tapes and broadcasts most School Committee meetings.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	<input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<input type="checkbox"/> with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
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FOLLOW-UP	
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
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ATTACHMENTS	none
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Acton-Boxborough Regional School Committee **Meeting Agenda Item Summary**

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	1.b
AGENDA ITEM TITLE	ABRHS Student Representative Update		
PRESENTER(S)	Student Rep Rhik Mazumder		
SUMMARY OF TOPIC	Rhik will share some student perspective on current events at the High School		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?			
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information		
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required		
<input type="checkbox"/>	Request formal action with a specific vote:		
	If formal action is requested, is this item being presented:		
	<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting OR	
	<input type="checkbox"/>	with the request that the School Committee take action immediately	

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	3-5 min.
ATTACHMENTS	none

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Acton-Boxborough Regional School Committee **Meeting Agenda Item Summary**

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	1.c
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AGENDA ITEM TITLE	Public Participation
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PRESENTER(S)	Tessa McKinley
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SUMMARY OF TOPIC	Per policy BEDH, members of the public may speak for up to 3 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.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
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	<input type="checkbox"/> with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
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FOLLOW-UP	
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
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ATTACHMENTS	none
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	1.d
AGENDA ITEM TITLE	Superintendent's Update		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	Bi-weekly Superintendent's Update. This is brought to the meeting.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	<input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<input type="checkbox"/> with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	10 min.
ATTACHMENTS	Brought to meeting

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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	2.a
AGENDA ITEM TITLE	Student Learning Time Survey and VOTE on Changes/Waiver for Hybrid Program		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	The superintendent and staff will review results from structured learning time surveys sent to stakeholders prior to break and will discuss recommended actions the district should take to comply with the new DESE learning time regulations that take effect on January 19.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
X	Request formal action with a specific vote:	
	If formal action is requested, is this item being presented:	
		for the first time, with a request that the School Committee vote at a subsequent meeting OR
	X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	"Move to approve a request for a waiver for the ABRSD hybrid program as proposed (or amended)"
FOLLOW-UP	The district must either apply for a waiver of the learning time regulations to the Department of Education or make adjustments to the hybrid program prior to January 19. Should the committee wish to seek a waiver of the requirements, it must be submitted by January 11 at the latest.
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	30 min.
ATTACHMENTS	Proposed letter to Commissioner Riley and Survey Highlights



Acton-Boxborough Regional School District

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

Peter J. Light
Superintendent of Schools

Jeffrey Riley, Commissioner of Education
Massachusetts Department of Elementary and Secondary Education
Via email

January, 8, 2020

RE: Request for temporary waiver of Student Learning Time (SLT) Regulations, 603 CMR 27.00

Commissioner Riley,

The purpose of this letter is to formally request a temporary waiver of the Student Learning Time (SLT) regulations, 603 CMR 27.00 for the remainder of the 2020-21 school year for the Acton-Boxborough Regional School District (ABRSD). We will be implementing daily “live” check-ins for all students consistent with the regulation. Specifically, we are requesting to waive the 35-hour minimum requirement for live instruction in hybrid programs.

I. Background

We recognize the efforts of the Department to increase the amount of live instructional time for students. We have watched the media reports of students “disappearing” from schools during the pandemic with great concern. We also recognize the Department's unique perspective and opportunity to see how the pandemic has impacted school across the state. Simultaneously, we also know that every district serves a unique community with different student populations, each with differing strengths and challenges.

One of the unique challenges that our District has faced over the last few years is helping students and families cope with high levels of stress related to school experiences and the demands placed on our students as a result of the community expectations for our students' performance. As a result, students' overall well-being and mental health has been at the core of the District's work for the last several years. In this work, the District partners with [Challenge Success](#) out of Stanford University, a national organization that has helped us deeply examine student stress and engagement to understand how we can change school processes and structures to better serve our students. We are proud that we have been able to thoughtfully reduce homework loads, introduce homework-free holidays and vacations, and implement later school start times to better serve our students, while simultaneously maintaining high levels of student achievement. We continue our work with this organization to deepen our understanding of both student stress and engagement in school. We also recognize that this work may be unique to our district, but serves as an important backdrop for our decision-making during this pandemic.

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As we began planning for the 2020-21 school year, our past work on student well-being and mental health informed our work. Additionally, we conducted several family and stakeholder surveys last spring and early summer to understand the interests of our learning community in developing our plan. We held numerous family forums with several hundred participants each to gather input from our stakeholders and answer questions. This feedback, along with our prior work around student wellness and mental health, and coupled with guidance from DESE, helped us to develop several key priorities. These priorities guided the development of our learning models that were approved by DESE:

- 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.

II. Stakeholder Feedback on Structured Learning Time

Subsequent to the State Board of Education officially adopting the amended SLT regulations, we surveyed our stakeholders to better understand their perceptions of our learning program and to inform next steps in the ongoing evolution of our hybrid learning model. We conducted these surveys intending to use stakeholder feedback to inform any modifications to the program we ultimately implement. Surveys were administered between December 18-22, 2020. An overview of these survey results is attached and I have provided a more detailed breakdown of our survey responses in an attached spreadsheet.

Overall Satisfaction with the Hybrid Program

A summary of the responses of over 2900 families, 2000 students, and 500 educators shows generally high satisfaction with our current hybrid model. For example, 60% of families reported being satisfied or very satisfied with our hybrid program compared to 20% who reported being dissatisfied with the program. Students reported satisfaction with our program at a rate of approximately 2:1 over those who reported being dissatisfied, and 80% of educators across elementary, middle, and high school levels reported being satisfied with the existing program.

Remote Synchronous Instruction

When specifically asked about the amount of remote synchronous instruction we currently provide and the possibility of adding additional synchronous instruction when students are working from home, an interesting pattern developed. Families generally reported that they felt the District currently offered too little live instruction on remote days. However, they were divided as to whether increasing remote synchronous instruction would be beneficial. For example, while approximately 30% of families thought adding remote synchronous instructional time would benefit our students, while 50-60% of families (grade-level dependent)

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believed that there was little benefit to additional remote synchronous time or that it would be harmful to students. Seventy percent of our students reported that the amount of remote synchronous instruction was appropriate, but students at the high school (who had just experienced a period of closure due to COVID cases) were equally divided that the remote instruction was either appropriate or too much. The vast majority of our educators believed that the current instructional model was appropriate for students. We believe these responses, and the responses of our families acknowledge that while our students would benefit from more, it is a full return to school that will solve the dilemma, not adding more time on zoom. As a district, we are hopeful that the current surge can subside alongside expanded access to vaccines so that this return could be possible this year.

Daily “Live” Check-ins

All students in grades 1-6 have a daily “live” check in with our staff on their remote days. Families of students in grades 7-12 indicated a strong preference to also have this opportunity for their middle or high school students. Although students and educators at these levels were either neutral to or felt that a daily check-in would not benefit secondary students, we recognize the unique perspective families have into the lives of their students. Therefore, our junior high and high schools will be implementing these check-ins as a required element of our program beginning the week of January 19th, per the amended SLT regulations.

Asynchronous Learning (not specific to Learning Time Regulations, but important feedback)

While not specifically relevant to the new “live” learning time standard, our families generally indicated a desire for increased asynchronous learning for students. Students and educators overwhelmingly (63% and 84% respectively) felt that the current amount of learning was appropriate. Most interestingly, our high school students were evenly divided, with survey data indicating that the amount of asynchronous learning currently assigned was either appropriate or too much. Notably, high school students who reported receiving more than 4 hours of asynchronous learning on a given day also reported significantly higher levels of overall dissatisfaction with our program. We will be carefully looking at the amount of asynchronous learning our students receive in order to implement strategies responsive to this feedback.

III. Current Student Engagement and Performance (Secondary)

While there is no perfect metric of student engagement, we have reviewed our high school grade distributions as one measure of how students are doing during the pandemic. Compared to last year, we have seen an increase in the number of student grades in the “A” range from approximately 50% of all grades to approximately 60% of all grades. Simultaneously, the number of grades in the “B” range or better has held consistent across the academic years at 89%. We have seen an increase in the number of grades below 70% from 1.62% of grades in 2019-20 to 2.75% in 2020-21, and also recognize that nearly half of the grades in this range are for students who elected to attend our fully remote program. We believe that this data shows a high level of student engagement with our current model.

Based on this data, we do not believe a single solution of more synchronous remote academic time best serves our students, but have instead chosen to pursue more targeted approaches to supporting those students who

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would benefit the most. For example, this week we launched a new program for 75 junior high school students, identified based on need and engagement, to attend school in-person on Wednesdays while most students work remotely. We are also exploring a similar program for high school students, but have more work to do before this is ready to implement. We recognize that throughout the pandemic, students have had wide and varying experiences and needs, and we believe that our students will benefit most by continuing our current program and targeting additional support for the students most in need.

IV. Philosophy of our Hybrid Program

We firmly believe that in-person learning time for our students is sacred. So much so that an early strategic decision we made was to not have our educators divide their attention between the students in their classrooms and students on a screen. We understand the perspective that there may be inherent trade-offs with this approach, but we also believe there are hidden benefits for our students with a more individualized approach given our smaller cohort sizes.

One of the most consistent points of feedback our educators have provided to us about the strength of our hybrid program is that they have a much greater opportunity to provide highly individualized instruction to our students due to the smaller cohort sizes. While the overall loss of learning time is an unfortunate consequence of the pandemic, one of its greatest benefits has been our teacher's ability to know our students more deeply and to better tailor instruction to students' individual needs. While we acknowledge that we could provide more time for our students by increasing remote synchronous instructional hours, we continue to believe that the effectiveness of the time spent with our in-person students and giving them our undivided attention outweighs the benefits of spending more time on a screen with them.

V. Summary

Our elementary schools are currently offering 32 of the 35 hours required under the new regulations. Our secondary schools currently offer 29 of the 35 required hours. Adding daily "live" check-ins for students on their remote days will increase "live" instructional time between ½ hour and 1 hour per week based on the model we implement. Based on the feedback collected, we do not believe that adding the additional remote synchronous instructional time will have the desired benefit for our students and families.

In summary, while ABRSD plans to implement the daily, live check-in as stipulated in the regulations, we are seeking a waiver of the 35 hour minimum "live" instruction requirement for students in our hybrid program. We believe that our current instructional program best balances the academic needs of our students with their overall mental health and wellbeing and that adding additional live instruction on remote days would not serve its intended purpose to improve student engagement and mental health.

I look forward to hearing your response,

Sincerely,

Peter Light,

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Superintendent of Schools

Attachments:

[Pandemic Learning Time Survey Highlights](#)

[Structured Learning Time Survey Response Analysis \(Selected Questions\)](#)

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Pandemic Learning Time Survey Highlights

General Notes:

- Due to time constraints, the focus of this analysis is respondents' satisfaction with the hybrid program (DESE regulation); we will look at remote separately.
- Families, Students and Educators surveyed
 - ~2900 families responding across levels
 - ~2000 students responding grades 3-12 (results of 4-12 used for analysis)
 - ~500 educators responding across levels
- Survey limitations & disclaimers
 - Rapid design and turnaround due to DESE regulation timing
 - Some inconsistencies in how data were collected (i.e. 10 point scale or 100 point scale)
 - Results normalized for 100 point scale
 - Some incomplete responses or skipped questions may skew data
 - Survey vocabulary (e.g. synchronous, asynchronous, etc.) may have been confusing for some students & families
- A more detailed analysis of the data can be found in the [linked spreadsheet](#).

Overall Satisfaction with Hybrid Program

- Families:
 - ~**60%** report being **satisfied or very satisfied** with program across levels
 - ~**20%** report some level of **dissatisfaction** across levels
 - ~**20%** report feeling **neither satisfied or dissatisfied** across levels
 - *High school families report slightly higher level of dissatisfaction (25%) - could this be due to differences in access to education for quarantined students?*
- Students:
 - ~**45%** report being **satisfied or very satisfied** with program across levels
 - Higher satisfaction grades 4-8 (50-55%)
 - Lower satisfaction at HS (~30%)
 - Dissatisfaction increases drastically when students report more than 4 hours of work on asynchronous days
 - ~**25%** report some level of **dissatisfaction** across levels
 - Lower dissatisfaction in grades 4-8; higher at HS
 - ~**30%** report feeling **neither satisfied or dissatisfied** across levels
- Educators
 - ~**80%** report being **satisfied or very satisfied** with program across levels
 - ~**8%** report some level of **dissatisfaction** across levels

- ~12% report feeling **neither satisfied or dissatisfied** across levels

Amount of Remote Synchronous Time *and* Additional Zoom Time

- Families:
 - ~40-50% feel there is **too little** remote synchronous time
 - **Disagreement** among families that additional synchronous learning time on remote days will be of benefit (zooming with teachers from home)
 - ~30% believe this will be beneficial
 - ~50-60% do not believe this will be beneficial
 - ~10-15% are neutral that this will be beneficial
- Students:
 - Strong majority of students felt the amount of remote synchronous time was appropriate
 - ~70% in grades 4-8
 - ~52% at HS
 - Note: approximately 40% of high school students felt there was too much remote synchronous time
 - Could this be due to experience with the fully remote schedule?
 - Mixed responses by students to benefits of additional synchronous time
 - High school students generally did not see this as beneficial
 - Junior high and elementary students were either neutral or saw little benefit to additional synchronous time on remote days
- Educators:
 - Strong majority of educators believe that the current amount of synchronous time was appropriate
 - Most educators did not report any perceived benefit to adding additional synchronous instructional time.
 - There was a small group of educators at the high school that did see a benefit to additional synchronous time.

Asynchronous Learning Time

- Families
 - Generally reported (~.50%) across all grade levels that there was too little asynchronous work for students
 - Small percentage of families (~15%) reported that there was too much asynchronous work, although there was more concern about this at the high school (~20%)
- Students
 - ~70-75% of students in grades 4-8 reported that the amount of asynchronous work was just right

- Less than 5% of students felt there was too little asynchronous work
 - High school students were evenly divided that there was either too much or just the right amount of asynchronous work.
 - Among high school students who reported more than 4 hours of asynchronous work daily, there was a sharp decline in overall satisfaction with the hybrid program
- Educators
 - The vast majority of educators reported that students were given the right amount of asynchronous work
 - ~90-95% of educators in grades 4-8 reported the appropriate amount of asynchronous work
 - ~73% of high school educators reported the right amount of asynchronous work was assigned, with ~20% feeling there was too much, and 7% feeling there was too little

Snow Days

- Respondents in all groups were somewhat divided on a preference for snow days
 - **Families and Educators** indicated a preference for **remote learning days** over traditional snow days by a margin of **nearly 3:2**
 - **Students** indicated a preference for **traditional snow days** by a margin of **2:1**

Summary of the Data

- There is a generally high level of satisfaction with our current program among stakeholders, with families in particular, reporting being satisfied or highly satisfied at a rate 3X higher than any level of dissatisfaction.
- Universally, all three respondent groups-families, educators and students- indicated that they wished students were engaged for more synchronous learning time. However, the data indicates that the respondents do not believe additional time online on Zoom is the answer and that adding additional time at this point in the year would either not be beneficial or could potentially be harmful.
- Our data indicates that families believe that a daily check-in for JH and HS students on their asynchronous days would benefit them.

Recommended Actions:

- The District will implement a required daily check-in time on asynchronous days for students in grades 7-12.
- Based on family, educator, and student survey data the District is officially requesting a waiver from DESE on the Structured Learning Time hourly requirements regulation of 35

hours of live time over a two week period as specified in the regulations for hybrid programs.

- Back-up Plan:
 - Elementary (3 hours over 2 weeks)
 - 45 minutes zoom time for students at home during morning meeting, read aloud, daily closing (2X per week) on asynchronous days IN ADDITION to zoom time with classroom assistants. (This also accomplishes the requirement for daily, asynchronous check-in.)
 - Secondary (6 hours over 2 weeks)
 - Remote wednesdays longer by 50-70 minutes (100 additional minutes over 2 weeks)
 - Add time to beginning/ end of school day and shorten passing times
 - Ex (23 minutes):
 - Add 10 minutes in am
 - Add 5 minutes pm
 - 8 minutes from passing time
 - Add asynchronous day check-ins
 - (26 minutes week at HS - 13X2)
 - (40-60 week at JHS 20-30X2)



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	2.b
AGENDA ITEM TITLE	FY22 School Calendar DRAFT OPTIONS - First Read		
PRESENTER(S)	Marie Altieri		
SUMMARY OF TOPIC	<p>The School Committee usually reviews and votes the calendar in December. In the packet you will see two possible options for the 2021-2022 school year calendar.</p> <p>Option 1 has teacher professional days on August 25 and 26 and school starting on Monday August 30. Note that there are holidays on September 6, 7, and 13. The last day of school would be on June 15 and 22 depending on snow days.</p> <p>Option 2 has teacher professional days on September 1 and 2 and school starting on September 8. The last day of school would be between June 21 and June 28 depending on snow days.</p> <p>We are reviewing options for early release days for the 2021-2022 school year and will bring a proposal to the Committee later in this school year. We will discuss these options at the meeting on January 7 and hope to have the Committee vote the calendar at the following meeting on Jan 21.</p>		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?			
	No action requested - this is a short update or presentation of information		
	Request input and questions from the School Committee, but no vote required		
X	Request formal action with a specific vote:		
	If formal action is requested, is this item being presented:		
	X	for the first time, with a request that the School Committee vote at a subsequent meeting	
		with the request that the School Committee take action immediately	

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	None for this meeting
ATTACHMENTS	Option 1 starts on Aug 30. Option 2 starts on Sept 8.

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Acton-Boxborough Regional School District
OPTION #1 SCHOOL CALENDAR, 2021-2022
Bold BOXED Dates = No School Days

Aug.	M	T	W	T	F
	23	24	25	26	27
Sept.	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Teachers' Prof Learning 25,26
 Rosh Hashanah – Sept 7
 Labor Day - Sept 6 (no school, 3)
 Schools Open – Aug 30
 Yom Kippur – Sept 13-16
School Days – 20

Oct.	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

Indigenous Peoples' Day – Oct 11*
School Days – 20

Nov.	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			

Prof Learning Day – Nov 2
 Election Day – Nov 2
 Veterans Day – Nov 11
 Early Release Day – Nov 24
 Thanksgiving Recess – Nov 25-26
School Days - 18

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

Winter Recess - Dec. 24 – Jan
School Days - 17

Some major religious and cultural holidays are found on page 2. *Columbus Day has been changed to Indigenous Peoples' Day.

Weeks with a no-school holiday will have students in school on the Wednesday.

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, 2022. Boxborough Meeting begins May x, 2022.

Acton-Boxborough Regional School Committee Meetings are usually held twice a month. See https://www.abschools.org/school_committee for more information.

EARLY RELEASE DAYS will be added at a later date

Jan.	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				

Schools Open - Jan 3

Martin Luther King Day - Jan 17
School Days - 20

Feb.	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				

Presidents' Day - Feb 21
 Winter Recess - Feb 21-25
School Days – 15

Mar.	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	

School Days - 23

Apr.	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

Good Friday – Apr 15
 Patriots Day – Apr 18
 Spring Recess - Apr 18-22
School Days - 15

May	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			

Memorial Day - May 30
School Days - 21

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

Graduation – June 3
 Last Day/Early Rel– June 15
School Days –11 - for total of 180
 Last day if 5 snow days – June 22

12/14/2020

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2021-2022

Major Religious and Cultural Holidays –
(some are school days, some are not)

July 20-23	Eid al-Adha
September 7-8	Rosh Hashanah
September 16	Yom Kippur
November 4	Diwali begins
November 29	Chanuka begins
December 25	Christmas
December 26-Jan 1	Kwanzaa
February 1	Lunar New Year
April 15	Good Friday
April 16-23	Passover
April 17	Easter
April 3 – May 2	Ramadan
May 3	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:
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Direct School Phone Numbers:

Blanchard:	978-263-4569
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Gates:	978-266-2570
McCarthy-Towne:	978-264-3377
Merriam:	978-264-3371
All Other Schools:	978-264-4700

2021 - 2022 School Start Times

Carol Huebner Early Childhood Programs:

Morning Session	8:30 – 11:15 am
Afternoon Session	12:15 – 3:00 pm
All-Day Session	8:30 am – 3:00 pm

Kindergarten:

AM	8:50 -11:30
PM	12:40 - 3:20

All Elementary Schools:

8:50 am – 3:20 pm

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)

Acton-Boxborough Regional School District
OPTION #2 SCHOOL CALENDAR, 2021-2022
Bold BOXED Dates = No School Days

Aug.	M	T	W	T	F
	23	24	25	26	27
Sept.	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Teachers' Prof Learning Sept 1&2
 Rosh Hashanah – Sept 7
 Labor Day - Sept 6
 Schools Open – Sept 8
 Yom Kippur – Sept 13-16
School Days – 16

Oct.	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

Indigenous Peoples' Day – Oct 11*
School Days – 20

Nov.	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			

Prof Learning Day – Nov 2
 Election Day – Nov 2
 Veterans Day – Nov 11
 Early Release Day – Nov 24
 Thanksgiving Recess – Nov 25-26
School Days - 18

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

Winter Recess - Dec. 24 – Jan
School Days - 17

Some major religious and cultural holidays are found on page 2. *Columbus Day has been changed to Indigenous Peoples' Day.

Weeks with a no-school holiday will have students in school on the Wednesday.

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, 2022. Boxborough Meeting begins May x, 2022.

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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	2.c
AGENDA ITEM TITLE	Student Opportunity Act Plan - First Read (Vote to be at the next meeting)		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	Last year the legislature passed the student opportunity act. While funding allocated to districts had been delayed and AB will likely not see any funding for several years, each district must submit a plan, approved by the school committee, to DESE by January 15. NOTE: This was changed to a First Read with a VOTE at the next ABRSC meeting.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?		
	No action requested - this is a short update or presentation of information	
	Request input and questions from the School Committee, but no vote required	
X	Request formal action with a specific vote:	
	If formal action is requested, is this item being presented:	
	X	for the first time, with a request that the School Committee vote at a subsequent meeting
		with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
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APPROX. TIME ON AGENDA	20 min.
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ATTACHMENTS	Memo
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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

Acton-Boxborough Regional School District

Student Opportunity Plan: SY 2021-2023

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

- Black Students
- Hispanic/Latino Students
- Students who are Economically Disadvantaged

Rationale for Selecting: As noted in our strategic plan, the Acton-Boxborough Regional School District (ABRSD) is committed to ensuring each of our students achieves success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our Latino and Black students, as well as our students who are economically disadvantaged, are not experiencing the same outcomes as their peers.

Our 2017-19 MCAS ELA data for Grade 3 indicates the following trends for students who were not proficient:

- *Black Students:* 100% (2017), 50% (2018), 40% (2019)
- *Hispanic/Latino Students:* 70% (2017), 82% (2018), 55% (2020)
- *Students who are Economically Disadvantaged:* 72% (2017), 69% (2018), 52% (2020)

Our iReady data from Fall 2020 indicates students who scored one or more grade levels below:

- *Black Students:* (Grade 1) 81%, (Grade 2) 63%, (Grade 3) 70%
- *Hispanic/Latino Students:* (Grade 1) 76%, (Grade 2) 62%, (Grade 3) 32%
- *Students who are Economically Disadvantaged:* (Grade 1) 67%, (Grade 2) 75%, (Grade 3) 71%

It is important to note that the District is not focusing on students with disabilities in this SOA plan. We intend to reduce the number of students who require special education reading services in Grade 3 and beyond after implementing a research-based early literacy program. Therefore, our focus is on implementing research-based early literacy programs in K-2 general education classrooms, because research indicates that high-quality classroom instruction can help over 90% of early elementary students read on grade level (Al Otaiba, S., & Foorman, B. (2008). Early Literacy Instruction and Intervention. *Community literacy journal*, 3(1), 21–37). We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps?

Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

- **A high-level summary of the program in FY21 and any expected changes for the following two years:**
Please see [December 2020 Structured Literacy Presentation to School Committee](https://drive.google.com/file/d/1RkB8Oed78Ue6aLiFdQEeFisJJEGRsuBq/view?usp=sharing) (<https://drive.google.com/file/d/1RkB8Oed78Ue6aLiFdQEeFisJJEGRsuBq/view?usp=sharing>).
- **Which schools in the district will be impacted by the program:** District-wide
- **Which student subgroups the program will address:** Students who are Black, Hispanic, or Economically Disadvantaged

What resources will you allocate to these programs? The district will allocate a variety of resources to these programs, including human capital (Reading Specialists and ELA Curriculum Coordinators/Coaches) and budgeted funds to pay for stipends, supplies, books, and professional learning.

FY21 budget item	Amount	Foundation Category
SEED Workshop and Partner Stipend Fees	\$3,520	Professional Learning
Classroom Libraries	\$12,500	Educational Supplies
iReady Assessment and Literacy Pro	\$57,000	Educational Software
Foundations and Dyslexia Workshops, Materials	\$19,500	Professional Learning
Decodable Texts, Phonemic Awareness Instructional Materials	\$18,130	Educational Supplies
Reading Specialists and ELA Curriculum Coordinators/Coaches	\$720,000	Salaries
Evidence-based program identified by DESE: Research-based early literacy programs in pre-kindergarten and early elementary		
SOA program categories: (E, F, and G)		

Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ **Student Achievement:** English language arts (ELA) achievement as measured by average scaled scores on MCAS

2) Custom district metrics:

- ✓ **Student Achievement:** Harvard Early Bird Kindergarten Screener scores
- ✓ **Student Achievement:** iReady Grades 1-3 ELA Scores

Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

We believe that working together with families will best set children up for reading and school success. We have engaged in the following activities to engage families in the area of early literacy:

- Family learning series, where parents learned about supporting their child's literacy.
- Listening sessions with SE-PAC families about literacy and dyslexia concerns and questions.
- Family engagement activities through Title I (regularly seeking parent feedback,
- We are fortunate to be partnering for the fourth year with founder & CEO, Joan Kelley of [Abound Parenting](#) (formerly "Pup Reading"). This partnership began in PK and has now been expanded to K, 1, 2. As a partner, ABRSD families receive free access to the Abound Parenting app. Joan Kelley designed this app as a former teacher and researcher at the Harvard Graduate School of Education, and it encourages families to start quick-but-meaningful daily conversations that build different types of reading skills, including vocabulary and knowledge. It is built around 2-week themes and has book suggestions and specific conversation starters.
- Our AB Literacy Site- <https://sites.google.com/a/abschools.org/ab-literacy/> is filled with suggestions and resources to support families in reading to and with their children.
- First Connections is a local organization that equips families with practical tools, strategies, and connections to other families and the community to foster healthy parenting and guide them through the early years. Our PK-2 Literacy Coordinator, Sharon Ryan, is on their Advisory Board and offers early literacy workshops.
- The District has an ongoing partnership with our two local town libraries to foster a love of literacy and reading with families, support students getting library cards, and promoting/supporting literacy events.
- We have a few schools that are Title One (Federal grant) that targets grades one and two, as well as the JHS. We provide family outreach through Reading Connections (monthly), parent survey, as well as family engagement events.
- Little Free Libraries, as well as literacy nights are two other ways we keep families and schools connected.
- The District is in the process of creating grade-specific pamphlets so parents can understand and support structured reading instruction.

Certifications:

☒ **By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act.**

Please summarize your stakeholder engagement process, including specific groups that were engaged:

As part of the Superintendent's entry process in 2018, the district had an opportunity to engage with a variety of stakeholder groups throughout the community, including our SEPAC and our school committee. Early literacy practices arose as a concern within a subset of the community, specifically among families whose children had been diagnosed or had not received a diagnosis of dyslexia. In 2019, the Superintendent and Director of Special Education held a listening session with families of students who had been diagnosed with dyslexia or a reading disability late in elementary school, who shared the impact of this late diagnosis on their children's education. In 2019, the District convened a Literacy Committee composed of educators, coordinators and administrators to study research and best practices that would inform the growth of our literacy program and has consulted with multiple experts in the field to develop a framework for an evidence-based approach to structured literacy. The District has engaged in professional learning efforts and has presented the new literacy plan publicly at a school committee meeting for which special notice was provided to the public and over 150 families and members of the public were in attendance.

☒ **By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.**

Date of vote: 1/8/2021

Outcome of vote:



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.a
AGENDA ITEM TITLE	CONSENT AGENDA: Approval of Meeting Minutes, Gift		
PRESENTER(S)	Tessa McKinley		
SUMMARY OF TOPIC	Items on the Consent Agenda do not usually require discussion and are approved with one vote. After members are asked if any items should be held out for individual consideration, a motion to approve the consent agenda is made, seconded, and voted on. Any items held from the consent agenda are then discussed and voted on separately.		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>			
		No action requested - this is a short update or presentation of information	
		Request input and questions from the School Committee, but no vote required	
X		Request formal action with a specific vote:	
		If formal action is requested, is this item being presented:	
		<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting OR
		X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	"Move that the ABRSC approve the consent agenda as proposed/amended."
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	Draft minutes of Dec 17 and Dec 23, 2020 and donation letter

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

WELLNESS • EQUITY • ENGAGEMENT

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

Virtual Public Zoom Webinar Meeting

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

To call in: 312 626 6799

Live streaming: <https://www.youtube.com/actontv1>

December 17, 2020

7:00 p.m. Open Meeting

9:15 p.m. Executive Session

Members Present: Evelyn Abayaah-Issah, Diane Baum, Kyra Cook, Adam Klein, Amy Krishnamurthy, Tessa McKinley, John Petersen, Nora Shine, Angie Tso, Yebin Wang

Members Absent: Ginny Kremer

Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Peter Light, Beth Petr, Dave Verdolino

1. Call to Order

The ABRSC was called to order at 7:03 p.m. by Chairperson Tessa McKinley. She noted that the meeting was being conducted remotely via a Zoom webinar with ten of the eleven committee members participating by zoom: Evelyn Abayaah-Issah, Diane Baum, Kyra Cook, Adam Klein, Amy Krishnamurthy, John Petersen, Nora Shine, Angie Tso, Yebin Wang and herself. Ginny Kremer was absent. Per Remote Participation policy, BEDJA, all votes were done by roll call. The Chair stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

a. Chairperson's Welcome –

Tessa welcomed the new High School Student Rep sophomore Rhik Mazumder. Rhik looks forward to sharing his and his peers' thoughts with the Committee.

b. Public Participation –

Martin Benson spoke again regarding what he believes was a coordinated effort to retire the mascot. He asked the Committee to vacate their decision. Andrew Ruggiero also spoke against the decision which he felt was rife with conflicts of interest and made without all voices heard. David Crocker has been distributing yard signs in support of keeping the mascot. He feels that students have been misguided and the Colonial legacy is being forgotten. Scott Smyers asked that MCAS testing not be done this year and hopes it will be on a future agenda. Regarding the mascot, he asked that the Naming policy be fully addressed.

Charlie Kadlec asked people to consider the quote by Martin Luther King, "I look forward to a day when people will not be judged by the color of their skin but by the content of their character." He felt that the colonial, as depicted by various representations including the mascot, is being judged by the color of his skin, while the content of his character is very similar to that of the students who are

deposing the mascot. In his opinion, it is not about what the mascot looks like, but what the colonials did with their lives. He requested that the School Committee rescind their vote and start over to try to heal the divisiveness that has been created.

c. **Superintendent's Update – *Peter Light***

The District continues to be in the yellow category in Acton and green in Boxborough regarding covid. We are seeing some increases in High School students again and are watching closely. Mr. Light announced that David Krane, Principal of the McCarthy-Towne School for 11 years has decided to retire. Information will be sent out regarding the upcoming search process. Marie Altieri reported that the search for a replacement for High School Principal Larry Dorey (also retiring) has begun. Twenty two people are on the search committee and at this time, 24 applications have been received. NESDEC has been hired to help us recruit through the second week of January. Interviews will be done at the end of January. Finalists should be identified by the beginning of February and an appointment is expected by February vacation. A third search process will be done to replace our current Interim Director of Special Education. We have also contracted with NESDEC for that search. We are planning to run hockey and basketball this winter based on covid data for those sports from last fall. The first snow remote learning day was today. Not everyone was happy about it. Families are being surveyed tomorrow and there will be a question on this.

2. **PRESENTATIONS**

a. **K-6 Structured Literacy - Reading - *Dr. Deborah Bookis, Sharon Ryan, Dora Sanchez, Debbie Dixon, Dr. Joanna Christodoulou***

The Committee was updated on the district's progress regarding early literacy work this past year, including efforts to identify and support students with dyslexia. This was a follow up regarding unfinished work from FY20 that was postponed due to the pandemic.

Committee Questions and Comments included:

- What data will be lost if the early bird screener is a pilot? Because we are the single beta test site, we are helping them make the final tweaks on the app and anticipate that we will continue with it for the long run.
- It is fantastic that we are helping to put this research into practice. The social emotional impact of early reading skills and how the kids think of themselves as learners should be highlighted. Young students' confidence and not "waiting for them to fail" is key.
- How confident are we that the iready assessment is a tool we can use 5-6 years from now as students grow up? That is how we will know if it's been successful. It has been administered for grades 1-8. The assessment breaks down the components so we can pinpoint where a student might be struggling and it identifies with the standards. Our principals are finding it a really helpful tool.

- Will all students benefit from this? Yes, it will impact all of them, because it looks at all of the areas that need to come together for a student to be a good reader and what interventions might be needed. Progress is also monitored.
- Given that 10-15% of students suffer from dyslexia, this is an important approach. On the other hand, we need to identify who needs more support, and what are the consequences of those decisions? Because it involves a sequence of assessments, this could be subjective. It was explained that this is an attempt to identify students' needs early to prevent harm as they get older. Understanding the needs leads to figuring out how to fill in the gaps for a child. Early assessment uses a screen with a wide net, asking if some children are at risk for challenges. A main benefit of diagnosis is getting special education services. This prevents kids from having to wait until they are struggling to have their issues addressed.
- It will be important to inform families what this assessment and screening means, and what will happen when children are identified. Parents need to understand what will be happening. Amanda Bailey from the Special Education Parent Advisory Council agreed.
- Educators will have to reconsider why and how to use all of their tools in potentially different ways, including benchmark assessments.

Several members were “thrilled” at the direction that this area is heading. One stated that embedding this approach in general education is a “new day for teaching kids to read”. Deborah Bookis and her team were thanked for a very informative presentation.

At approximately 8:45 p.m. Mr. Light interrupted the meeting to apologize for a large number of highly offensive racial comments that had been submitted anonymously through the zoom question/answer feature. Although the comments were only visible to members of the committee who had opened and were looking at the question/answer feature, they were extremely upsetting, particularly because they specifically targeted the committee's two Black members, Evelyn Abayaah Issah and Kyra Cook. It was noted that this was a very clear example that racism does exist in our community.

The Committee took a 5 minute break at 8:51 p.m.

When the meeting resumed, and with over 120 public participants still on the webinar, two members of the public asked to speak. Charlie Kadlec and Andrew Ruggiero expressed their disgust at what had just happened. Mr. Light apologized again and assured the public that the Committee would follow up on the zoom bombing and continue the discussion at a future meeting.

b. New: DESE Regulations for Structured Learning Time - Peter Light

Mr. Light explained DESE's new learning time regulations that were proposed on December 9th and adopted on December 15th. The expectation is that they be implemented by January 19th. For AB's hybrid model, 35 hours of “live

instruction” would now be required (we currently do 30.5). Remote models would require 40 hours of “synchronous” instruction for students over a 10 day period.

The committee agreed that surveying our stakeholders (students, families, educators) about their current experiences and preferences is important. The survey will end on 12/22 so analysis could be done by 1/7 in time to request a waiver by 1/11. Several members said they would vote for the waiver whole heartedly if we think our current program is the best. There was a discussion of how to make student check-ins meaningful. More zoom time does not mean better engagement. There should be specific interventions for those who need it and not just increasing learning time. There should be concern about students’ mental health (more to come on that at the February meeting). The timing for this change is bad and there is no funding provided for it.

Mr. Light agreed with the Committee’s comments and has talked with the ABEA and shared his concerns with the DESE leadership. Several members of the public spoke in general support of the Committee’s reactions. Corinne Hogseth advocated for bringing more students back into the classrooms, particularly given that there has been no in-school transmission at AB at this time. Mr. Light responded that he and the leadership have that conversation with the public health officials weekly. As we start to firm up vaccines for educators and come down off the surge, he hopes that there might be the opportunity to start thinking about this, but not yet.

3. **NEW BUSINESS**

- a. **FY22 School Calendar** - First Read – *Postponed to the next meeting due to time*

4. **ONGOING BUSINESS**

- a. **Consent Agenda - VOTE - Tessa McKinley**
 - i. Approval of Meeting Minutes of 12/3/20 – **VOTE**
 - ii. Approval of \$10,000 Covid-19 Emergency Grant from the AB United Way to the Community Education Extended Day Program - **VOTE**
 - iii. Approval of Donation from Littleton Electric Light and Water Department to the Blanchard Memorial School for technology equipment – **VOTE**

Adam Klein moved, Amy Krishnamurthy seconded, and it was unanimously, **VOTED by roll call** with gratitude: to approve the consent agenda.
(YES: Abayaah-Issah, Baum, Cook, Klein, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

- b. **ABRSC FY21 Operating Protocols - VOTE – *Postponed to the next meeting.***
- c. **Superintendent Goals 2020-2021** - Second Read - **VOTE** – *Postponed*
- d. **Budget Update** - *Dave Verdolino*
- e. **Subcommittee and Member Reports**
 - i. Budget - *Adam Klein reported.*

ii. Capital Improvement – *Yebin Wang reported.*

As the open meeting was nearing the end, Emily Richmond spoke as a citizen who watched what had happened and was “appalled”. She asked members to stand up and make a statement against what happened to Kyra and Evelyn. Many members shared their anger again with one reminding everyone that this was not the only racial threat received by these women, but a repeated constant struggle that they have faced. For all the pain this event has caused, if everyone can redouble their efforts to address, it could be a significant moment. Evelyn and Kyra were asked to continue on the committee, and “stay with your voice”.

Tessa McKinley agreed. She felt that some of the racist tendencies being expressed were brought up by the mascot decision. No one can know what Evelyn and Kyra experience, but people can stand in support with them. Members will not stand for this racism anymore and will push for policies to address it. Kyra Cook added that it is an honor to make history with Evelyn on the Committee. Kyra is the first Black person elected in Acton’s history. She is grateful to be participating, and it is hard but powerful to be first. She is “not afraid and won’t go away”.

Tessa concluded that, “this is really hard for all of us but not because of our skin color. It is even harder for Evelyn and Kyra.” She really appreciates working with them and is honored to sit on the Committee with them.

- f. **Statement of Warrants & Recommendation to Approve – VOTE – T McKinley**
Adam Klein moved, John Petersen seconded and it was unanimously,
VOTED by roll call: see motion on memo
(YES: Abayaah-Issah, Baum, Cook, Klein, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)
- g. FYI

5. EXECUTIVE SESSION

At 10:21 p.m., Tessa stated that there was need for an executive session and she Would entertain a motion “for an executive session to be convened under MGL Ch 30A, sec. 21(a) purpose (3): to discuss strategy with respect to litigation because an open meeting may have a detrimental effect on the litigating position of the Committee. The Committee would not return to open session.”

Kyra Cook moved, Amy Krishnamurthy seconded and it was unanimously,
VOTED by roll call: to enter executive session for the reason Tessa stated.
(YES: Abayaah-Issah, Baum, Cook, Klein, Krishnamurthy, McKinley, Petersen, Shine, Tso, Wang)

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda

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

Virtual Public Zoom Webinar Meeting

Wed, December 23, 2020

To attend open meeting: <https://abschools.zoom.us/j/99558745909>

4:00 p.m.

To call in: 1 646 558 8656 Webinar ID: 995 5874 5909

Live streaming: <https://www.youtube.com/actontv1>

Members Present:	Evelyn Abayaah-Issah, Diane Baum, Kyra Cook, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, John Petersen, Nora Shine, Angie Tso
Members Absent:	Yebin Wang
Others:	Marie Altieri, Dawn Bentley, Deborah Bookis, Peter Light, Beth Petr

1. Call to Order

The ABRSC was called to order at 4:02 p.m. by Chairperson Tessa McKinley.

She noted that the meeting was being conducted remotely via a Zoom webinar with ten of the eleven committee members participating by zoom. Yebin Wang was absent. Per Remote Participation policy, BEDJA, all votes were done by roll call. The Chair stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

2. Discussion of Incident that Took Place at the School Committee Meeting on 12/17/2020

Noting that because this was not a regularly scheduled meeting, public participation would not be held, Tessa read the attached Opening Statement.

Each of the ten Committee members shared a statement. Superintendent Peter Light, Deputy Superintendent Marie Altieri, Assistant Superintendent Deborah Bookis and Assistant Superintendent Dawn Bentley also shared their thoughts.

3. Development of School Committee Statement - VOTE - Tessa McKinley

Comments made during this lengthy discussion included:

- "No significant growth can happen without significant relationships" was cited as why it is critical that both sides of this issue come together and "see each other". Members agreed.
- Some of the most polarizing discourse is on both sides.
- There is a lot to celebrate about the founding of Acton and Boxborough. We need to be sure that is communicated.
- Reference to the mascot decision should be left out of the statement because this issue is bigger than the mascot.
- We should acknowledge that racism exists and that we want to do things differently.
- How can we live as neighbors with mutual respect?

John Petersen moved that **the ABRSC endorse the statement**. Adam Klein seconded, adding "with gratitude and love to my community".

The Committee **VOTED the motion by roll** call and it was unanimously approved.
(YES: Abayaah-Issah, Baum, Cook, Klein, Kremer, Krishnamurthy, McKinley, Petersen, Shine, Tso)

Tessa was thanked for calling the urgent meeting. Evelyn and Kyra were thanked for being part of the committee. It was noted that Yebin (who was absent) stated that he supported creating a statement like this from the Committee. Beth will post it to the website and send it to the Select Boards and Finance Committees of both towns. It was suggested that this be done right away, as well as after the holidays.

4. **Adjourn**

At 6:27 p.m. Kyra Cook moved, Nora Shine seconded and it was unanimously,

VOTED by roll call: to adjourn the ABRSC.

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

Respectfully submitted,
Beth Petr

List of Documents Used:

Agenda, Draft ABRSC Statement for discussion from Tessa McKinley, Statements from Members

Chairperson Tessa McKinley's Opening Statement

Acton-Boxborough Regional School Committee Meeting 12/23/20

Welcome everyone to this special meeting that we have called. I want to say a few words about the purpose of the meeting tonight and to remark on the absence of public participation.

What happened last Thursday night was vulgar and inexcusable. It was a direct attack on the two black women on our committee. Our community is continually faced with the need to denounce racism but it's time that our committee go beyond condemnation and apology. The work to heal from this incident, as well as the countless others that have occurred in recent years, needs to be done not just by our committee but our community as a whole.

As I reflect on my own reaction to the incident and my responsibility to my colleagues and our community, I think back to one of the most powerful concepts gleaned from my SEED training: I don't know what I don't know. I need to listen and learn from the voices that represent different experiences from my own. My reading of Ibram X. Kendi's book has taught me that I am a part of our racist society. It has also taught me that I am in the privileged position of being elected to make policy. Kendi states clearly that "Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups." He goes on to say that "We all have the power to discriminate. Only an exclusive few have the power to make policy." I recognize my power and pledge to use my position to further our school district and our community in their anti-racist journey.

Since the incident, the outpouring of support from across our communities, our region, and our district has been heartening. Some people, however, have centered the conversation on themselves so I have decided to center Evelyn and Kyra's voices at this meeting. They were verbally attacked, they have been wronged, and their voices should guide the rebuilding of our committee as well as our actions going forward. I know that there are many individuals and groups who would like to voice their support for Evelyn and Kyra and to denounce racism. There will be time to voice those wishes. However, in an effort to minimize any additional trauma, I have decided that we will not entertain public comment at this meeting because Evelyn and Kyra's voices as well as their needs must remain the focus. We deeply value public participation and our communities have a rich tradition of participation in local government but tonight is about Evelyn and Kyra's experiences and the healing our committee needs to do in order to move our important work forward. Public participation will resume at our January meeting and in the meantime, comments can always be directed to abrsc@abschools.org.

Members will have an opportunity to make their own statements this evening and my hope is that we can vote on a joint statement regarding our response and our plans moving forward. As we listen to each other tonight, I'd like to remind everyone of some of the ground rules we used in our SEED training. In responding to each other, I hope you'll consider the intent versus the impact of your words. We began this work this summer in order to have these difficult conversations and we are all still learning. I will now allow members to share their statements if they desire.



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

December 23, 2020

We, the Acton-Boxborough Regional School Committee, condemn racism in all its forms. We acknowledge that there is racism in our schools and community. We must move away from being innocent bystanders and dedicate ourselves to being active participants in anti-racist work. We are a committee of individuals, imperfect and vulnerable, with a diversity of beliefs and experiences. Yet we must work as one in service to our fellow neighbors and to all of our children.

As we approach our work, we will be guided by the idea that we can no longer simply be tolerant. We will not tolerate with stoic silence, a culture of erasure, shaming, harassment, or intimidation. Mere kindness, acceptance, and tolerance are no longer the standard for the type of community our students deserve. We must actively participate in the transformation of our towns in collaboration with our dynamic student community and the families that entrust us with their education. We must engage in the work to be an anti-racist community and understand that this transformation should be considerate and empathetic of the diversity of lived perspectives that make up our communities. This work will be neither easy, nor swift, nor without discomfort and requires multi-sided dialogue.

We commit to establishing policies that support anti-racist work; crafting budgets that improve educational equity for all students; and working hand-in-hand with the administration to be accountable for taking brave and bold actions that challenge our existing structures and systems. Therefore, we charge the educators and school leaders across our district to infuse these tenets and principles into their schools and classrooms. We recognize the dynamic nature of our student body and the interconnected, multifaceted world they will enter after they leave our campuses. We invite our students to help us build an inclusive and loving community, recognizing that this is a uniquely valuable aspect of the A-B education. We strive to better serve our increasingly diverse student body and community.

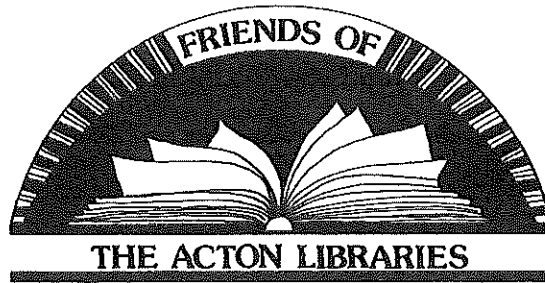
We renew our steadfast commitment to the students of the Acton-Boxborough Regional School District and their families, and reaffirm that we seek to serve them to the best of our ability.

The Acton-Boxborough Regional School Committee

Tessa McKinley, Chairperson

Evelyn Abayaah-Issah, Diane Baum, Kyra Cook, Adam Klein, Ginny Kremer, Amy Krishnamurthy, John Petersen, Nora Shine, Angie Tso, Yebin Wang

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Dr. Peter Light
Acton Boxborough Regional Schools
16 Charter Road
Acton, MA 01720

December 16, 2020

Dear Dr. Light,

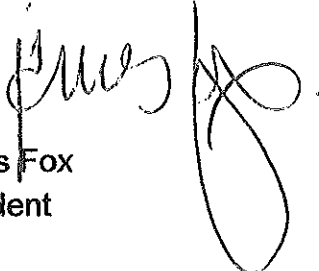
The Board of the Friends of the Acton Libraries are pleased to be able to donate a total of \$4,000 to the Libraries of the Acton-Boxborough Regional School System.

We request the donation be allocated in equal amounts to each of the six Acton-Boxborough elementary school Libraries and the Junior High and High School Libraries (\$500 each):

With no in-person book sales to fuel our normal fundraising this is a much smaller award than last year... Of this we are keenly aware. We continue to diversify our fundraising options and look forward to 2021!

If we can be of any assistance to the libraries or librarians in the months ahead, you may contact me by email at friendsofactonlibraries@gmail.com, or in care of the Acton Memorial Library at 486 Main Street.

We very much appreciate all that you and members of the school staff do for our students - more than ever in this challenging time - and we wish you all Happy Holidays!


James Fox
President



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.b
AGENDA ITEM TITLE	ABRSC FY21 Operating Protocols		
PRESENTER(S)	Tessa McKinley		
SUMMARY OF TOPIC	These operating protocols have been revised to reflect feedback provided at the school committee workshop. We are requesting the committee vote to adopt the revised protocols.		
WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?			
	No action requested - this is a short update or presentation of information		
	Request input and questions from the School Committee, but no vote required for Subcommittees policy		
X	Request formal action with a specific vote:		
	If formal action is requested, is this item being presented:		
		for the first time, with a request that the School Committee vote at a subsequent meeting or	
	X	with the request that the School Committee take action immediately	
SUGGESTED MOTION	"Move to approve the ABRSC FY21 Operating Protocols as proposed."		
FOLLOW-UP			
APPROX. AGENDA TIME	15 min.		
ATTACHMENTS	Proposed Protocols		

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Acton-Boxborough Regional School Committee

FY21 Operating Protocols

voted 9/20/18

As elected members of the Acton-Boxborough Regional School Committee and ambassadors of the District, we are advocates for our schools and supporters of public education. We pledge to conduct our business in a professional, respectful, thoughtful and efficient manner, and commit to the following protocols in our work with the Superintendent, the Staff/Administration and the general public. We will:

Support the educational welfare and well-being of ALL students in a positive district climate and culture

- Work collaboratively to support the adopted vision and mission of the School District.
- Create policies, develop budgets and ~~en~~sure administrative accountability to sustain continuous improvement in teaching and learning.
- Support the Superintendent and staff ~~and~~ hold them accountable for their implementation of policies and operations that are inclusive and equitable.
- Prioritize student needs and interests above all else in the decisions we make.
- Work from a unified vision which defines success and accountability for the Committee, Superintendent, staff and students.

Demonstrate professional and collegial relations at all times

- Empower School Committee members to freely express their opinions, concerns and ideas in a climate of trust and mutual respect, even in times of disagreement.
- Base our decisions on available facts, vote our convictions, avoid bias.
- Once a decision is made, all members will uphold and support the Committee's decision.
- Recognize that authority rests only with majority decisions of the Committee and make no independent commitments or take any independent actions that may compromise the Committee as a whole.
- Debate respectfully, effectively and efficiently so that meeting time is used wisely, being mindful of our large committee.

Dedicate ourselves to establishing and maintaining effective communication

- Channel requests for information, reports and data through the Superintendent and the Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information in a timely manner and that information will be shared to the extent possible.
- Welcome respectful, thoughtful input from the public and the School Committee in shaping Committee decisions.
- While our meetings are open to the public, and we invite and encourage all citizens to join us, they are not public meetings. Public participation is subject to MA General Law Chapter 30A Section 20g and our School Committee policy BEDH.

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Acton-Boxborough Regional School Committee

FY21 Operating Protocols

voted 9/20/18

- Address questions and concerns in the most efficient manner, by directing parent/guardians to the appropriate person within the district chain of communication via the Parent Communication Map found on abschools.org.
- Communicate questions/concerns as soon as possible, ideally before a meeting.
- Refrain from addressing issues that have not been previously brought to the attention of the Chair and/or Superintendent, except in emergency situations.
- Strive to make our meetings as efficient as possible:
 - Add meetings to address topics requiring lengthy discussion.
 - Recognize that discussion on certain issues may be delayed.
 - Limit the number of agenda items in order to keep meetings to a reasonable time frame.
 - Discourage use of meeting packet addendum items.
 - Come to meetings prepared by reviewing materials thoroughly ahead of the meeting.

All members are familiar with the Committee's Policy Section B: *School Board Governance and Operations* (posted on abschools.org) and agree to follow the policies and encourage fellow members to do the same.

Evelyn Abayaah-Issah

Diane Baum

Kyra Cook

Adam Klein

Ginny Kremer

Amy Krishnamurthy

Tessa McKinley, Chairperson

John Petersen

Nora Shine

Angie Tso

Yebin Wang

Peter Light, Superintendent of Schools

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WELLNESS EQUITY ENGAGEMENT



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.c.
AGENDA ITEM TITLE	Superintendent Goals 2020-2021 - Second Read - VOTE		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	The Superintendent's Goals for 2020-21 have been revised based on feedback at the last school committee meeting and are presented with action steps and accompanying evidence of completion.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	"Move to approve the Superintendent's Goals for 2020-2021 as presented"
FOLLOW-UP	These will be included in the Superintendent's evaluation for the 2020-21 school year and the committee will hear a variety of presentations throughout the remainder of the year that will serve as evidence of progress.
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	10 min.
ATTACHMENTS	Memo and Goals

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Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720
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Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: December 11, 2020
Re: *Revised* Superintendent's Goals 2020-21

Thank you for the feedback you shared with me at your meeting on December 3, 2020 regarding my goals for the 2020-21 school year. It is important to reiterate that this is an extraordinary year for our students, our teachers, our leaders and our district as COVID-19 has impacted every aspect of our operations, teaching, and learning. With this in mind, it was important to me to set realistic and reasonable goals, with the full knowledge that often a leader's goals trickle through the organization. It was important that these goals be meaningful, but simultaneously recognize that 90-95% of our leadership and staff time this year is being spent on responding to issues surrounding the pandemic.

Since our last meeting I have incorporated feedback from the committee to the greatest extent possible. Specifically, I have:

- ☐ Provided an overarching purpose or rationale for the goals to align with the corresponding Strategic Objective in the district's draft strategy
- ☐ Incorporated the action steps I (we) will take toward these goals and evidence of completion
- ☐ Added an additional goal in support of Strategic Objective #3 - Equitable Opportunities and Outcomes to reflect work that is already in-process this year.

I have also provided a draft of the district strategy. I have highlighted those initiatives that are areas of focus during the 2020-21 school year.

I believe that given the circumstances surrounding the pandemic, these goals are ambitious. It is my hope that our work to this end moves our district forward.

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Superintendent's Goals 2020-21

Student Learning Goal:

In order to improve cognitive, behavioral and emotional engagement in learning, and in recognition of the extraordinary circumstances surrounding pandemic schooling, we will:

- ❑ **(1.5) support educators and families to implement strategies to increase student engagement through effective synchronous and asynchronous instructional practices.**

Action Step	Evidence of completion
<i>Provide professional learning opportunities for educators and leaders specific to teaching and learning in the remote environment</i>	<ul style="list-style-type: none">• <i>Educator participation in professional learning opportunities offered throughout the year</i>• <i>Evidence of strategies utilized in remote and hybrid classrooms</i>• <i>Evidence of digital tools utilized in the district.</i>
<i>Align educator evaluation practices with the priorities of pandemic schooling, including a focus on goal setting and focus indicators of the educator evaluation rubric</i>	<ul style="list-style-type: none">• <i>Modifications to the goal setting process</i>• <i>Identified focus indicators and provided professional learning for evaluators on specific indicators.</i>
<i>Provide a variety of supports for families to learn skills and strategies to support students working in remote and hybrid settings.</i>	<ul style="list-style-type: none">• <i>Written documents, videos, live webinars and communications with families</i>
<i>Provide ongoing materials, support, and coaching for educators designed to increase student engagement in remote and hybrid learning environments</i>	<ul style="list-style-type: none">• <i>Curriculum documents, unit and lesson plans, and other resources provided to educators</i>
<i>Support Principals in looking at student work educator practice as a way of improving engagement strategies in remote and hybrid learning environments</i>	<ul style="list-style-type: none">• <i>Meetings with Principals individuals and in small groups to look at student work and visit classrooms</i>

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Professional Practice Goal:

In order to ensure successful leadership transitions across the district and continue to grow a high-functioning leadership team, we will:

- ❑ **Plan for and support successful leadership transitions across the district including in special education and at the high school.**

Action Step	Evidence of completion
<i>Implement recruitment strategies to develop strong candidate pools for vacancies</i>	<ul style="list-style-type: none">● Engage NESDEC to assist in advertising and recruiting a candidate pool for leadership positions as appropriate● Outreach and publicizing of positions through professional organizations and contacts to further advertise position
<i>Form hiring committees that include broad representation of stakeholders that reflect the diversity of the district</i>	<ul style="list-style-type: none">● Evidence of representation on hiring teams for certified educators
<i>Work with hiring committees to develop candidate profiles that align with the district's mission, vision and values</i>	<ul style="list-style-type: none">● Hiring committees will identify key skills and attributes of successful candidates that align with the mission, vision and values of the district● Hiring committee members will complete anti-bias training specific to recruitment and interviewing
<i>Assist new leaders in developing robust entry plans provide</i>	<ul style="list-style-type: none">● Entry plans for each new leader that include specific action the leader will take to learn about the district and our stakeholders and identify opportunities for improvement
<i>Expand administrative retreat time and focus to ensure that the leadership team engages new members, transitions from pandemic schooling, and plans for successful reopening of schools in the fall</i>	<ul style="list-style-type: none">● Expanded leadership retreat time.● Agenda outlines opportunities for team building, work on development of high functioning teams, reflection and recovery from pandemic schooling and opportunities to focus on districtwide strategic initiatives

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District Goal #1:

In order to improve strategic coherence and accountability for district improvement, we will:

- ❑ **Utilize key learning opportunities from pandemic schooling to work with the leadership team and school committee to revise and adopt the multi-year district strategy and begin to align school improvement plans with district-wide strategic objectives.**

Action Step	Evidence of completion
<i>Engage stakeholders to provide feedback about experiences during pandemic schooling</i>	<ul style="list-style-type: none"> ● <i>Survey students, families and educators to solicit feedback</i>
<i>Work with the leadership team and school committee to review stakeholder feedback to identify opportunities for strategic growth and incorporate these into the district strategy</i>	<ul style="list-style-type: none"> ● <i>Leadership meeting agendas that outline time to review stakeholder feedback and identify opportunities</i> ● <i>Leadership team feedback and identified opportunities</i> ● <i>School committee workshop scheduled and held to review feedback and provide input into opportunities for strategic growth</i>
<i>Develop action plans for each strategic initiative in the District strategy that articulates actions to be taken, approximate timelines, intended outcomes and measurements of impact.</i>	<ul style="list-style-type: none"> ● <i>Development of action plans for strategic initiatives</i> ● <i>Presentation of action plans to School Committee for adoption</i>
<i>Work with the school committee to adopt the district strategy</i>	<ul style="list-style-type: none"> ● <i>School Committee presentation</i> ● <i>School Committee adoption of the district strategy</i>
<i>Work with Principals and district leaders to align annual school and district improvement plans and goals with the strategic objectives and initiatives in the district strategy.</i>	<ul style="list-style-type: none"> ● <i>School improvement plans for 2021-22 will incorporate/align with at least two district initiatives in addition to school-wide goals</i>

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District Goal #2:

- ❑ In order to ensure that all students, staff, and families feel welcomed, included and see cultural differences as an asset, we will:
 - ❑ (2.1) Engage stakeholders to better understand the diverse student and family experiences in our District related to cultural beliefs, race and racism, socioeconomic status, gender and sexual identity, disability, language, and more in order to create more equitable and inclusive schools
 - ❑ (2.2) Increase the number of certified staff members in the district who are Black, Latinx, and Asian
 - ❑ (2.3) Ensure that all staff engage in ongoing anti-bias and anti-racist professional learning.

Action Step	Evidence of completion
<i>Develop and support the DEI Family Advisory Committee, faculty working groups, and student and educator affinity groups in providing feedback to the district about ways to improve inclusive practices</i>	<ul style="list-style-type: none"> ● Meeting agendas, reports and recommendations from the various groups
<i>Develop a DEI leadership team that brings together members of the various groups across the district and schools that can serve to strategically coordinate and focus the work these groups in order to maximize impact</i>	<ul style="list-style-type: none"> ● Membership roster, meeting notes from initial meetings for at least two meetings in Spring 2021
<i>Ensure representative hiring teams that include people people of diverse backgrounds, experiences and beliefs</i>	<ul style="list-style-type: none"> ● Hiring committee composition from sample committees
<i>Increase the number of certified staff members in the district who are Black, Latinx, and Asian.</i>	<ul style="list-style-type: none"> ● Creation of ABRSC Policy GBAA: Inclusive and Representative Workforce Policy and accompanying procedure ● Engage the DEI Family Advisory Hiring Practices subcommittee to advise the District in additional recruiting strategies and best practices ● Outreach to Historically Black Colleges and Universities, and those universities that have diverse education student demographics. ● Hiring committees will prioritize screening of applicants of color ● Create training resource for hiring teams around

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	<i>anti-bias hiring practices</i> <ul style="list-style-type: none"> • 10% of newly hired certified staff will be Black, Latinx or Asian.
<i>Ensure that all staff engage in ongoing anti-bias and anti-racist professional learning</i>	<ul style="list-style-type: none"> • District-wide professional learning opportunities for staff • Offer two virtual SEED training programs in Spring '21 • School-based professional learning and discussions

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District Goal #3:

In order to ensure that every student has access to equitable opportunities and outcomes, regardless of gender, socioeconomic status, race, disability, gender identity or other differentiating characteristics, we will:

 **3.3 Ensure effective evidence-based screening, instruction, and assessment in literacy and mathematics in all general education classrooms PK-12.**

Action Step	Evidence of completion
<i>Implement assessment tool twice during the 2020-21 school year</i>	<ul style="list-style-type: none">• <i>Results of two student assessment cycles</i>• <i>Present overview of assessment tool at school committee meeting</i>
<i>Provide training and professional learning for leaders and staff around implementation and data analysis</i>	<ul style="list-style-type: none">• <i>Training opportunities for staff and leaders</i>• <i>Review of assessment results with grade-level teams</i>
<i>Solicit feedback from staff and leaders about assessment tool to inform possible adoption of tool</i>	<ul style="list-style-type: none">• <i>Survey staff and leaders</i>• <i>Possible adoption</i>
<i>Share consistent expectations and provide professional learning to support universal instructional strategies within K-6 general education ELA and mathematics classrooms</i>	<ul style="list-style-type: none">• <i>Guidance and professional learning for educators and leaders in early literacy practices</i>• <i>Completion of Illustrative Math pilot, gather feedback from educators, and decide on full implementation for FY22</i>

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Strategic Objective	Strategic Initiative
Engaged Learning Improve cognitive, behavioral and emotional engagement in learning by increasing the variety and relevance of learning experiences.	1.1 Involve school and community stakeholders to develop a unified vision of the knowledge, skills, and habits of mind to prepare all students for life after high school. 1.2 Align instructional programs, courses, and curricula with the District's PK-12 unified vision in order to increase and expand the variety and relevance of learning experiences. 1.3 Expand learning opportunities for all students in the areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM) particularly for low-income, Latinx and Black and Special Education students as well as English Learners. 1.4 Align instructional, assessment, grading, and course leveling practices with the District's unified vision in order to promote increased cognitive, behavioral, and emotional engagement for students. 1.5 Support educators in implementing strategies to increase student engagement through effective synchronous and asynchronous instructional practices.
Inclusive Practices Ensure that all students, staff, and families feel welcomed, included and see cultural differences as an asset by strengthening school culture and climate and intentionally implementing anti-bias and anti-racist instructional practices and materials.	2.1 Engage stakeholders to better understand the diverse student and family experiences in our District related to cultural beliefs, race and racism, socioeconomic status, gender and sexual identity, disability, language, and more in order to create more equitable and inclusive schools 2.2 Increase the number of certified staff members in the district who are Black, Latinx, and Asian. 2.3 Ensure that all staff engage in ongoing anti-bias and anti-racist professional learning. 2.4 Strengthen school culture and climate by strengthening relationships between students and adults within the schools, with an emphasis on low-income, Latinx, Black, and Special Education students as well as English Learners. 2.5 Ensure that all schools and classrooms use instructional practices and materials that reflect and are responsive to the diversity of our students and families 2.6 Strengthen restorative justice practices and ensure all students, particularly students who are Latinx, Black, with low socioeconomic status, students with IEPs, and multilingual learners are treated fairly and equitably.
Equitable Opportunities and Outcomes Ensure that every student has access to equitable opportunities and outcomes, regardless of gender, socioeconomic status, race, disability, gender identity or other differentiating characteristics.	3.1 Establish an environment that challenges all students to achieve at high levels and be engaged in their learning by increasing access and opportunities for low-income, Latinx, Black, and Special Education students as well as English Learners. 3.2 Identify and implement practices that promote more equitable representation of students in advanced coursework including low-income, Latinx, Black, and Special Education students as well as English Learners. 3.3 Ensure effective evidence-based screening, instruction, and assessment in literacy and mathematics in all general education classrooms PK-12. 3.4 Ensure that school schedules provide students opportunities to access core instruction and supplemental support in the general education setting. 3.5 Implement the Child Study and Student Support Process consistently across settings to eliminate variation in practices, data usage, and roles and responsibilities of staffing supporting students academic, social, emotional and behavioral needs. 3.6 Develop a districtwide PK-12 continuum of support for students in literacy and mathematics that aligns the roles and responsibilities of all educators in providing services for students.
Social-emotional Learning (SEL) Improve social-emotional development through an aligned continuum of skills, instruction, and support for students PK-12.	4.1 Identify core social-emotional competencies that students will develop. 4.2 Embed and integrate social-emotional instruction in all education settings. 4.3 Align and implement a PK-12 continuum of social-emotional and behavioral support for all students particularly for students facing adversity, trauma and/or special education needs. 4.4 Use Child Study and Student Support Team Process to support consistent social, emotional and behavioral intervention practices, data usage, and roles and responsibilities of staff

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



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.d
AGENDA ITEM TITLE	Budget Update		
PRESENTER(S)	Dave Verdolino & Adam Klein (Budget Subcommittee Chair)		
SUMMARY OF TOPIC	Discussion of Reserves Policy DK - Given uncertainties around the FY22 Budget, the school committee is being asked to discuss the reserves policy and provide feedback to the administration about initial thoughts with respect to the use of reserves in the FY22 budget.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
X	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
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APPROX. TIME ON AGENDA	20 min.
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ATTACHMENTS	Reserves Policy DK and in FYI: Recommended FY22 Budget Timeline
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File: DK - RESERVES

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

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

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

Phasing in of new initiatives;

Capital expenditures;

Expenses that will be reimbursed or funded through other sources in the future;

Emergencies; and

Funding of Capital Stabilization Fund

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

LEGAL REFS.: M.G.L. Chapter 71, Sections 16B and B ½

CROSS REF: AA-E, Agreement for a Regional School District for the Towns of Acton and Boxborough

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

Approved: 5/23/19

Acton-Boxborough Regional School District



Acton-Boxborough Regional School Committee **Meeting Agenda Item Summary**

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.e
AGENDA ITEM TITLE	Subcommittee and Member Reports		
PRESENTER(S)	various		
SUMMARY OF TOPIC	Customary updates from the Subcommittees, ALG, BLF and EDCO if they have met since the last School Committee meeting		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	<input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<input type="checkbox"/> with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	none

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WELLNESS • EQUITY • ENGAGEMENT

Final GMP



Acton-Boxborough Regional
School District
Douglas & Gates Elementary School

~~December 11, 2020~~ December 15, 2020 - REV1

SUBMITTED BY:
Consigli Construction Co., Inc.
72 Sumner Street
Milford, MA 01757





CONSIGLI
Est. 1905

TABLE OF CONTENTS

Acton-Boxborough Regional School District
Douglas & Gates Elementary School



The Right Choice

Consigli Construction Co., Inc. is a fourth-generation family-led organization that can offer the resources and experience of one of the strongest construction management firms in the Northeast with the creativity and flexibility of a start-up.

- 1.** GMP Summary
- 2.** Leveling Sheets
- 3.** Trade Bid Tabulation
- 4.** Assumptions & Qualifications
- 5.** General Requirements
- 6.** Schedule



CONSIGLI

Est. 1905

Job #: 2271
 Project: Douglas and Gates Schools
 Location: Acton, MA
 Date: 12/15/2020
 Proposal: GMP Estimate - REV1
 Gross Area (SF): 174,759



CSI	DESCRIPTION	GMP Value 12/15/20	M/WBE Participation (\$)	M/WBE %	GMP Cost / SF
01-50	TRADE SUPPORT	1,723,600			\$9.86
01-54	SCAFFOLDING	50,000			\$0.29
02-10	BUILDING DEMOLITION	2,505,005			\$14.33
02-82	HAZARDOUS MATERIAL ABATEMENT	In 02-10			\$0.00
03-30	CONCRETE	In BP #2			\$0.00
04-20	MASONRY (TS)	2,285,000			\$13.08
05-12	STRUCTURAL STEEL	In BP #2	4,849,545	5.47%	\$0.00
05-50	MISCELLANEOUS METALS (TS)	789,000			\$4.51
06-13	BOARDWALK	1,098,829			\$6.29
	Lighting - ALLOWANCE	200,000			\$1.14
06-25	FINISH CARPENTRY	1,997,574			\$11.43
07-10	WATERPROOFING & JOINT SEALANTS (TS)	652,949	28,400	0.03%	\$3.74
	Caulking at Sidewalks - ALLOWANCE	25,000			\$0.14
07-42	METAL/COMPOSITE PANELS & SIDING	3,301,050			\$18.89
07-50	MEMBRANE ROOFING (TS)	1,292,000			\$7.39
07-81	FIREPROOFING	537,500			\$3.08
07-84	FIRESTOPPING	276,000			\$1.58
08-10	DOORS, FRAMES & HARDWARE	855,415	855,415	0.96%	\$4.89
08-34	OVERHEAD DOORS & GRILLES	50,635			\$0.29
08-41	ALUMINUM STOREFRONT & WINDOWS (TS)	1,920,540			\$10.99
08-80	GLASS & GLAZING (TS)	135,860			\$0.78
09-21	DRYWALL	6,039,400	45,000	0.05%	\$34.56
09-30	TILE (TS)	151,892	151,892	0.17%	\$0.87
09-51	ACOUSTICAL CEILINGS (TS)	790,000			\$4.52
09-64	WOOD FLOORING	154,559	129,979	0.15%	\$0.88
09-65	RESILIENT FLOORING (TS)	878,578			\$5.03
09-67	RESINOUS FLOORING	104,250	96,750	0.11%	\$0.60
09-68	CARPET	194,542	165,892	0.19%	\$1.11
09-90	PAINTING (TS)	403,990			\$2.31
10-14	SIGNAGE	245,327	225,827	0.25%	\$1.40
10-24	OPERABLE PARTITIONS	116,000			\$0.66
10-51	LOCKERS	In 10-95			\$0.00
10-95	MISCELLANEOUS SPECIALTIES	325,015			\$1.86

Job #: 2271
Project: Douglas and Gates Schools
Location: Acton, MA
Date: 12/15/2020
Proposal: GMP Estimate - REV1
Gross Area (SF): 174,759



CSI	DESCRIPTION	GMP Value 12/15/20	M/WBE Participation (\$)	M/WBE %	GMP Cost / SF
11-31	RESIDENTIAL APPLIANCES	27,766			\$0.16
11-40	FOOD SERVICE EQUIPMENT	454,750	435,000	0.49%	\$2.60
11-61	THEATER & STAGE EQUIPMENT - ALLOWANCE	35,000			\$0.20
11-65	ATHLETIC/RECREATIONAL EQUIPMENT	107,962			\$0.62
11-95	VOCATIONAL SHOP EQUIPMENT	In 11-31			\$0.00
12-20	WINDOW TREATMENTS	187,700			\$1.07
12-62	BLEACHERS	NIC			\$0.00
14-20	ELEVATORS	425,690			\$2.44
21-01	FIRE PROTECTION (TS)	1,188,225			\$6.80
22-01	PLUMBING (TS)	2,797,000			\$16.00
23-01	HVAC (TS)	9,554,000			\$54.67
26-01	ELECTRICAL (TS)	6,500,000			\$37.19
31-23	SITEWORK	In BP #1/2			\$0.00
32-10	LANDSCAPING & SITE IMPROVEMENTS	2,311,484			\$13.23
32-31	FENCING	272,580			\$1.56
Sub Total of Trades		52,961,667			\$303.06
0.00%	Design Contingency	NIC			\$0.00
0.00%	Escalation	NIC			\$0.00
	Sub Total	52,961,667			\$303.06
1.40%	SDI (Non-Trade Contracts)	388,789			\$2.22
2.00%	CM Contingency	1,059,233			\$6.06
LS	General Conditions	2,986,042			\$17.09
	General Requirements	3,320,457			\$19.00
	Sub Total	60,716,188			\$347.43
0.1837%	Builder's Risk Insurance	170,114			\$0.97
1.20%	General Liability Insurance	728,594			\$4.17
LS	Railroad Liability Insurance	In BP #1			\$0.00
0.5772%	Payment & Performance Bond	350,454			\$2.01
	Sub Total	61,965,350			\$354.58
LS	Fee (Prorated)	1,650,019			\$9.44
LS	Bid Package #1 - Enabling	3,438,342			\$19.67
LS	Bid Package #2 - Sitework/Geothermal/Concrete/Steel	21,683,779			\$124.08
TOTAL COST		88,737,490	6,983,700	7.87%	\$507.77

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

Virtual Public Webinar Meeting

October 28, 2020

To attend: <https://abschools.zoom.us/j/97676739190>

7:00 p.m

Members Present: Mary Brolin; Adam Klein; Amy Krishnamurthy; Marie Altieri; Peter Light; Peter Berry; Dennis Bruce; Jason Cole; Bob Evans; Bill Hart; JD Head; Gary Kushner; David Martin; Lynne Newman; Maria Neyland (*left 7:28pm*); Katie Raymond; Mac Reid Chris Whitbeck.

Members Absent: None

Other: Karen Coll; Representatives from Skanska: Chuck Adam, Sovathya Sar, Vincent Vadeboncoeur; Representatives from Arrowstreet: Emily Grandstaff-Rice, Larry Spang; Representatives from Consigli: Jody Staruk, Kristy Lyons, Jeremiah Driscoll, Jay Rodriguez; members of the public.

1. Mary Brolin called the meeting to order at 7:01pm.
2. **Design Updates** (*In the future will include Technology Design and FF&E Design*) – Arrowstreet / Emily Grandstaff-Rice
Emily Grandstaff-Rice said that the GMP set had been issued to Consigli and was sent out to bidders on October 14th. The consultants will be issuing an addendum in response to questions that have been raised.
3. **Construction Updates** – Consigli / Jeremiah Driscoll
Jay Rodriguez said they have begun to dig spread footings; pouring concrete for the spread footings began on October 23rd and will continue every three to four days. A partial outline of building sections A and D can be seen in photos. The existing septic tank can also be seen; this will be decommissioned. A large stockpile of subsoil has been removed from area where the footings are being dug, which will be amended with gravel made from crushing the stone found on site, then put back as fill. They will begin drilling the geothermal wells the week of November 2nd. Work will start moving quickly, and the team will share photos and videos as work progresses. By the next SBC meeting on November 18th, we will see a lot more footings and foundations in place.

One concern has been the amount of ledge on the site. Jeremiah Driscoll said that ledge had been found as they were prepping for section A and that they were removing ledge from the area where gym will be. They have removed about 250 cubic yards and are projecting that there will be 460-480 cu yds. He shared a photo that showed solid granite along the property lines with abutters, as well as an illustration of where rock is being found on the site, and at what depths. Consigli is hoping to dig test pits to get a topographic view of the rock profile throughout site, which will help guide decisions about the best, most efficient way to remove the rock. The cost to remove the rock is about \$375/cu yd. They are currently using a 'swiss cheese' approach of drilling a series of holes to free up rock and make it easier to clear out but are assessing the potential for blasting in areas B and C; they will conduct a pre-blast survey in order to be prepared if blasting is necessary.

Emily expected questions from SBC members about why this wasn't known in advance, saying that the situation was very frustrating. The rock is not uniform or flat, so a test drill in one area might miss rock that might be less deep nearby. Emily said this was a worst-case scenario because a lot of the rock is in areas A and B and these are areas where we have to dig the deepest and bring underground utilities into the building. David Martin asked what the tipping point would be for switching from drilling to blasting; Jeremiah said we would need to remove a certain minimum of cubic yards of rock for blasting to be cost efficient. That determination is the next step; based on the topographical survey they will extrapolate out the cubic yardage. Emily said the hope is to have more data to make a decision by November 6th.

Bill Hart asked if all the PV conduits have to run through the same area, and whether fewer conduits could be used to minimize the need to remove so much rock. Jeremiah said the PV conduits run along the same line as the utilities and that, while they are looking at different options to avoid the rock, the corridor doesn't allow many alternatives. Peter Berry asked if blasting would create an increased risk of cracked foundations and other problems in abutters' homes. Jody Staruk said that new technology allows blasting to be done with less damage and that, for observers, the actual blasting can seem anticlimactic. Prior to blasting, they can calculate how far the blast waves could travel, and in which directions. Mary said that she and Peter Light had authorized \$15K for surveys of rock.

Mary will schedule site visits for small groups of SBC members.

4. Modular Update – Skanska /Chuck Adam

Chuck Adam said that we have received an acknowledgment of substantial completion and the modulares are ready for move-in. Lynne Newman said her staff will begin moving in as early as October 29th. There is still a punch list of outstanding items, including the lighting under the canopy, which should be completed by November 2nd.

5. Permits/Meetings with Acton Town Depts. – Mary Brolin/Emily Grandstaff-Rice/Chuck Adam

a. Board of Health

The Board of Health is ready to issue permits for the septic system and geothermal aquifer as soon as the required fees have been paid. The town won't charge additional fees for the remaining wells beyond the first two, which have already been inspected.

b. Building Department

The foundation permit has been issued; the next step will be the whole building permit. Final drawings have gone to Consigli, and Jeremiah will work with the town on the permit application and peer review process. Peter Light said that Town Manager John Mangiaratti and the town are working with us to keep permit fees as low as possible.

6. Final GMP Bidding Update – Arrowstreet/Consigli/Skanska

Bids for the final GMP have all been posted and the bidding process will be electronic. Trade bidding will continue through November 16th; 125 firms have requested documents so far. Non-trade bidders apply directly to Consigli. Kristy Lyons laid out a timeline of the steps that need to happen before November 16th.

7. Master Schedule Updates – Skanska / Chuck Adam

a. Overall Schedule

Skanska and Consigli are working together to incorporate all upcoming milestones and other events into a master schedule. Going forward, there will be fewer milestones we need to hit for the MSBA. Chuck will send the master schedule to the SBC, and it can be shared with neighbors and the public. The Consigli sections are almost complete and Skanska will incorporate their information; they hope to complete it by the next SBC meeting on November 18th. Chuck met with the MSBA to discuss issues of construction phases, and will schedule with them their planned monthly walkthroughs of the site during construction. The MSBA also wanted to discuss our VE process, and to know what was on the VE list.

b. Bid Packages

The last bid package has been issued. The next bidding process will be for FFE and technology, beginning about 18 months before we occupy the building. Purchasing FFE too early could create storage issues. We don't want to finalize decisions about technology too early either, because technologies can change.

8. Budget Update – Skanska / Chuck Adam

a. Budget Report

Chuck shared with the committee a revamped budget dashboard. The new format includes more information than the previous dashboard including the percentages of vendors that are minority-owned (MBEs) and women-owned (WBEs). The cash flow report will be updated with the new invoice package for the next SBC meeting. Chuck noted that cash flow will become increasingly more important as more subcontracts are awarded. ProPay submissions are shown in the left column; Chuck said that so far almost everything has been within the MSBA's reimbursement guidelines but the reimbursement percentage will change over time.

Peter Berry said that the state has an office that certifies MBEs and WBEs, which have to have at least 51% minority or woman ownership. He said that it has been notoriously difficult for women and minorities to get jobs with union shops. Peter asked whether we have to accept the lowest bids or if it is possible to prioritize MBE/WBE firms that may not be the lowest bidder. Jody said that we need to go with lowest bidder for trade contracts but we have more flexibility with non-trade contracts, which account for about 40% of all bids. Kristy Lyons added that subcontractors can also hire second tier sub-subcontractors and we can incentivize MBE/WBE hiring. The design construction goal is to have 17.9% WBE/MBE subcontractors; we are now exceeding that goal and will continue to track it. The construction goal is to have about 10% MBE/WBE firms. We will get more information about these firms as bids come in.

b. Contingency Log Review – Including Change Order Reports

Chuck shared the updated change order list. Items totaling \$1.248MM have been approved. Some items are under review and others were labeled 'potential' since it is not clear whether they will be needed. The team has been working together to look for less costly alternatives to some pricy items, such as #39 and #41 which relate to the PV system. A few of the items resulted in cost reductions, such as the reduction in the number of geothermal wells.

Mary asked why the list showed that we are again \$1.8MM over our contingency budget again after all the reductions made through the previous VE; these change order costs seem very high. Chuck said that some of the amounts are placeholders and final numbers have not yet been determined. We will need to see the final numbers once the bids come in. The listed change orders are full costs and do not reflect money already in the budget for some of the items; for some items, the expenditures will be made from contingency funds, which keeps the records clean and meets MSBA guidelines, but will be offset later by reductions in the budget.

Peter Light said that the total of \$3.5MM in change orders seems very high, asking whether, if all of these items are listed as change orders, we could lose MSBA reimbursement. Chuck said that the MSBA reviews all change orders for potential reimbursement. While many of the site costs will not be reimbursable, some items like electrical work are partially reimbursable. Adam asked if we could include offsets from our regular budget in the contingency log; Chuck confirmed that we can do that. Bill Hart asked to see the original base estimate numbers and corresponding offsets. Chuck said some of the offsets haven't been determined, such as potential reimbursement for conduit that was originally going to be provided by Nexamp.

Marie Altieri asked about the \$1MM - \$1.5MM in design changes. Chuck said that these changes are a judgment call and we still need to determine they will all be required, such as items #39 and #41. Arrowstreet reviews the need for proposed changes with Chuck before submitting them to Consigli. As we move forward situations can change and we may be able to find better ways to do some things. Larry Spang voiced his frustration that some information from Nexamp had not been available before we sent out Bid Package 2, so some costs weren't included and are now showing up as change orders.

Adam Klein advocated structuring our agreement with Nexamp as part of the construction budget rather than as a capital expense, which could reduce our budget for FFE and other capital items. JD Head said that we are still negotiating the agreement with Nexamp. Adam said that incurring capital expenses for a contract that has not yet been signed seems risky.

Peter Berry asked whether the number and dollar amounts of these change order were reasonable or excessive. Chuck said that this is more than he usually sees this early in a project but that many of the changes resulted from the relocation of the septic system. He added that the early bid packages were based on information available at the time, and we know more now.

9. Invoice Approval – Mary Brolin/ Chuck Adam – no invoices to approve at this meeting.

10. Minutes – Approve Minutes from Previous Meeting(s) – Mary Brolin

Adam noted that the contractor referred to as NexGen in the minutes is actually called Nexamp.

Bob Evans moved, David Martin seconded and, by a roll call vote, the minutes of the October 14, 2020 SBC meeting were unanimously approved as amended. *(Yes: Berry, Brolin, Bruce, Evans, Hart, Head, Klein, Krishnamurthy, Kushner, Martin, Newman, Raymond, Reid, Whitbeck. Abstain: Altieri, Cole, Light. Absent: Neyland.)*

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11. Adjourn

Mary reminded members that the next SBC meeting will be November 18th and that they should keep all three December dates available in case they are needed.

Adam Klein moved, Bob Evans seconded and, by a roll call vote, the meeting was adjourned at 8:28pm. (Yes: Altieri, Berry, Brolin, Bruce, Cole, Evans, Hart, Head, Klein, Krishnamurthy, Kushner, Light, Martin, Newman, Raymond, Reid, Whitbeck. Absent: Neyland.)

Respectfully submitted,
Karen Coll

Documents Used:

Budget Dashboard

Construction Contingency Log

Draft Minutes of the October 14, 2020 SBC Meeting

Next Building Committee Meetings (all meetings virtual until further notice):

November 18, 2020

December 2, 2020 -- Tentative

December 9, 2020

December 16, 2020 -- Tentative

January 13, 2021

January 27, 2021

February 10, 2021

March 10, 2021

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

Virtual Public Webinar Meeting

November 18, 2020

To attend: <https://abschools.zoom.us/j/97676739190>

7:00 p.m

Members Present: Mary Brolin; Adam Klein; Marie Altieri; Peter Light; Peter Berry; Dennis Bruce; Jason Cole; Bob Evans; Bill Hart; JD Head (*left 8:15pm*); Gary Kushner; Lynne Newman; Maria Neyland; Katie Raymond; Mac Reid Chris Whitbeck (*left 8:30pm*).

Members Absent: Amy Krishnamurthy; David Martin.

Other: Karen Coll; Representatives from Skanska: Chuck Adam, Sovathya Sar, Vincent Vadeboncoeur; Representatives from Arrowstreet: Emily Grandstaff-Rice, Katie Lillich; Representatives from Consigli: Jody Staruk, Kristy Lyons, Jeremiah Driscoll, Jay Rodriguez; members of the public.

1. Mary Brolin called the meeting to order at 7:01pm.

2. **Design Updates – Arrowstreet / Emily Grandstaff-Rice**

a. **Wetlands Boardwalk Between Gates and Douglas (potential vote)**

The boardwalk will be a design-bid-build process. Emily Grandstaff-Rice showed images of boardwalk designs from two short listed bidders, York Bridge Concepts and Riggs Contracting. The images were intended to be representative of what the boardwalk could look like and were not specific regarding color and other details.

Jody Staruk reviewed the selection criteria that had been used and some of the specifications from each firm. There are several differences in the elements proposed, including materials proposed for the frame and for roofing, as well as differences in the time required for construction. Both bidders would work from the existing boardwalk and build anew, so the current boardwalk will be unusable during construction. They would use different construction methodologies. Consigli, Arrowstreet and Skanska rated each bidder on a points system using a number of criteria, resulting in 25.7 points for York and 20 points for Riggs. Both bids came in below our budget for this part of the project.

Bill Hart asked if there were differences in the expected life span of a wood frame compared to a steel frame. Chuck Adam said that York expects its design to have a 50-year life span and that the two designs were comparable in terms of structure, but we don't have complete warranty information. Jason Cole asked if the warranties would cover the entirety of span from end to end; Jody said that they would. There is a protective coating added to the wood piers before they are put into the ground. Adam Klein asked why Skanska rated the steel structure lower than the wood one; Chuck said that was a purely esthetic judgment. Katie Raymond asked if the new structure would have a floating platform, similar to the current boardwalk; Jody said that the platforms will remain and the new boardwalk will connect to them. Peter Berry had several questions:

- If the lighting plan would meet Acton's 'dark sky' standards; Emily said that it would, and that the plan is to have LED lighting integrated into the handrails, with light landing on the deck itself.

- If we have clearance from the Acton Conservation Commission to work in the wetlands, which we do, but we still need to get permission from the Army Corps of Engineers.
- If the boardwalk would be built during the school year and, if so, how would kids get to school and what options would neighbors have; Emily said that construction is currently scheduled for the summer of 2021, but we may need to start in May to ensure that we have the full 10 weeks required to build it. Chris Whitbeck said that, while in the past 50-60 students might have used it on a Thursday to walk to West Acton, no one is using it now because it leads to a construction site. Chris has asked Douglas students to walk down Elm St to Arlington, and not to use the boardwalk. Lynne Newman added that no Gates students use the boardwalk to get to school and she sees very few people walking across it during the school day. Mary said that we should anticipate interruptions to use of the boardwalk during construction.

At this point, the plan is for the boardwalk to remain at the same height as the current one, which is below the 100-year flood line. The team had asked for alternatives that would allow for raising the bridge by three feet and are considering a dedicated walkway with storm drainage to reduce the muddy patches at either end of the bridge. The slopes of the boardwalk will also need to be ADA compliant.

Mary asked the SBC to share their preferences between the two plans. A number of points were raised during the discussion, including:

- Concerns about the life span of the wood piers
- Concerns about the life span of the shingled roof and the need to replace it in the wetlands
- The expectation that the standing seam roof would last longer than shingle
- The assumption that painting won't be required so the York plan would be fairly maintenance free
- Concerns that the price jump for elevating it three feet was much higher for Riggs than for York
- The difference in expertise between York, which focuses on building bridges, and Riggs, for whom this is not their primary area of expertise, although Riggs was also considered capable of doing the work
- Individual preferences about the esthetics of various aspects of each design

Chuck said the Riggs design didn't include a metal roof because asphalt is more forgiving about connections in a curved path through wetlands. He also noted that the wood piers would be treated at the water line with environmentally safe materials; wood decay occurs at the water line, not under water. JD Head added that piers and bulkheads in the National Seashore are built of wood and hold up well, so he is not concerned about the use of wood. Bill Hart, while still somewhat concerned about wood piers, agreed that wood piers are very prevalent and that York has been doing this type of construction in many other settings.

Chuck said that a formal vote was not needed. A significant majority of committee members preferred the York design so that is the plan that will be included in the GMP.

b. Other Updates – there were no other design updates.

3. Construction Updates – Consigli / Jeremiah Driscoll

Jay Rodriguez shared drone images of the construction site. Most of the ledge is near the access road, with some rock in the geothermal field and other areas. Jay pointed out where the foundation elements were being built and where the concrete was being poured in the cafeteria and gymnasium areas, and highlighted where other sections of the building would be. The outline of building B is visible and there is a pile of material sitting on the area where building C, the preschool section, will be. Jay also pointed out the two current geothermal test wells and outlined where the entire well field would be. The wells will be 300 feet deep. Water comes up as they drill the wells and is pumped away; the sediment is separated out and the water is then returned to the wetlands.

In response to a question from Bill, Jay said that heat will be exchanged from the wells into the building through a closed quad loop system. Having ledge in the area is not a problem for these wells and can help maintain the temperature. Gary Kushner asked about charges on the invoices for I-beams that didn't appear to be onsite; Chuck said that the steel is still in storage as it is not yet needed on site.

JD said that the water table is the highest he's ever seen, which is due to a beaver dam; it is not yet higher than the boardwalk... Jay showed a photo illustrating the location of a large dam, which is believed to be on town property. The dam is situated where three properties come together, one of which is the school property. JD said the town has recognized the concern and is planning to break up the dam but they will still need to find a way to prevent the beaver from returning.

4. Modular Update – Skanska /Chuck Adam

Chuck said that all construction for the modulares is complete, although there are still a few items on the punchlist that will be addressed by Triumph. He noted that we had to pay for a change order for electrical repairs. There is a possibility to recoup some of the cost from the fire alarm contractor. Gates has begun using the space. We will begin making monthly lease payments in December.

5. Permits/Meetings with Acton Town Depts. – Mary Brolin/Emily Grandstaff-Rice/Chuck Adam

a. Board of Health

Permit fees have been paid and we are waiting for the final paperwork.

b. Building Department

The Acton building department has all our required materials, and they are under review by the town's external reviewer. If there are any questions, we will schedule a meeting with them.

6. Final GMP Bidding Update – Arrowstreet/Consigli/Skanska

Bidding for trade bidders was due November 16th, but was postponed to November 18th due to the Veterans Day holiday. We have received bids covering every aspect so there is no need to rebid anything. Consigli also received some non-trade bids on November 18th. All of the bids will be reviewed in detail to ensure that there are no major scope exclusions and will then go to Skanska for a final review on December 4th, followed by the final review by the SBC.

7. Master Schedule Updates – Skanska / Chuck Adam

a. Overall Schedule

The project is still on schedule.

b. Bid Packages

See discussion above.

8. Budget Update – Skanska / Chuck Adam

a. Budget Report

Chuck reviewed the revised budget report. Total ProPay submissions so far have been over \$9MM, and the MSBA has reimbursed us more than \$4.4MM. Chuck sets aside items that have not been reimbursed and resubmits them later for reconsideration. The new format shows the status of key contracts: Skanska, Arrowstreet, Consigli and Triumph. The Arrowstreet contract is 77% complete, although they will continue through the GMP process and then provide oversight and review of the construction process.

Gary asked when the modulars would be removed and the contract with Triumph ended. That will happen when we know definitively that construction will end on time and we no longer need the modulars.

b. Contingency Log Review – Including Change Order Reports

SBC members reviewed the construction change order log. Chuck said that some costs have been finalized following review, and there were no surprises. Items highlighted in yellow are still under review and some have high cost numbers; in particular, he pointed to item #39 for PV ductbank, saying that \$150K of the \$622.5K total will come from another line item. The team is looking at alternative routing for the PV ductbank. Item #40, revisions to the foundations for the MEP ductbank, is also under review, although it is not likely the cost will change much. Item #57 is for the installation of a temporary septic tank; the team is analyzing various options for handling waste removal until the final septic system is installed. In addition, Eversource is preparing a proposal that could lower the cost of bringing electrical power onto the site.

Item #63 reflects the cost to date of removing ledge; the final cost is likely to be higher. Jeremiah Driscoll said they are still working on a pre-blast survey in case blasting is needed; that will depend on the amount of rock found. Jeremiah said the threshold for blasting would be about 1,000 cubic feet. The MBTA will also need to know if we plan to blast and would shut the trains down while we do it.

Jason asked how much of the increased cost for Items # 39, 40 and 41 was due to the discovery of so much ledge on the site, and why this had not been anticipated in the original budget. Emily said that most of the planning for utilities had been included in Bid Package #1 in April, before the final design was completed and all of the issues with ledge had been identified. Chuck said that the increased costs don't reflect the ledge issue but are due to changes in the requirements from Eversource. The original plan was to bring power to the site from Spruce Street but Eversource later determined that we have to route the lines a further distance from Arlington Street and wanted the lines buried underground. Ductbanks are buried conduit, and require a lot of piping and concrete.

Bill asked how we made the original assumption that power would come overhead from Spruce St, and why Eversource had changed to a requirement that it be routed from Arlington St. Emily said that Eversource notified us in August that, based on the electrical network in Acton, they would not be able to run overhead power lines from Spruce St. Bill asked what the original cost estimate had been for bringing electric power to the building and whether those estimates were included in the new amounts or if the increases were in addition to the budget. Chuck and Emily will find out. Jeremiah said that Eversource has since committed to running power overhead.

Bill asked if we were combining the PV conduits with the Eversource conduits, saying that we need to separate these two so we can have separate conversations with Eversource and Nexamp. He asked if the town had an agreement with Eversource for public properties; Chuck said that they do have an agreement and they have said they will honor it. The team is looking for the most cost efficient way to do that and is discussing cost sharing options with Eversource and Nexamp.

Jason was concerned about the large overage in our contingency budget, \$1.7MM and asked how much of the cost was due to our goal of Triple Net Zero. Adam said that we had been working with Nexamp before the building design was finalized, asking why we weren't coordinating on these issues earlier. We should have an agreement with Nexamp so that we know what they will cover. He noted that every dollar that we bury in the ground is money we don't deliver on education. Bill asked what the impact would be if the PV battery sizes were reduced. He also asked when the structural steel package (Item #25) was sent out to bid noting that, while that package came in \$2MM less than we had expected, it is now facing change orders that increase the cost.

Katie Raymond asked about the MassSave incentives program and whether we were guaranteed some incentives for hitting a specific EUI. Chuck said the program is no longer in the pilot phase and that we will realize a significant rebate for being in the pilot program, although he wasn't sure of the exact amount. The rebate will be sent to the district, not the building project. Katie had understood that it would either be made available upfront or would be a guaranteed amount. Chuck said that we received consulting services upfront from Seventh Wave to help us meet our EUI target and that there is also an incentive for post occupancy performance. This is different from MassSave's residential program.

9. Invoice Approval – Mary Brolin/ Chuck Adam

Chuck summarized the packet of invoices totaling more than \$3.5MM. This package is about 200 pages, but future packets will probably grow to over 400 pages. Chuck suggested setting up a Dropbox folder for the packets since they will be too unwieldy to send to committee members by email.

Maria Neyland moved, Bill Hart seconded, Jason Cole abstained and, by a roll call vote, invoices totaling \$3,573,463.86 were unanimously approved as amended. *(Yes: Altieri, Berry, Brolin, Bruce, Evans, Hart, Klein, Kushner, Light, Newman, Neyland, Raymond, Reid. Abstain: Cole. Absent: Head, Krishnamurthy, Martin, Whitbeck.)*

10. Minutes – Approve Minutes from Previous Meeting(s) – Mary Brolin

Members noted that part of the description of requirements for Minority- and Women-Owned Businesses (MBE and WBE) was incorrectly stated. There are no state requirements for employee composition, and our construction goal is to have 10% MBE/WBE.

Adam Klein moved, Maria Neyland seconded and, by a roll call vote, the minutes of the October 28, 2020 SBC meeting were unanimously approved as amended. *(Yes: Altieri, Berry, Brolin, Bruce, Cole, Evans, Hart, Klein, Kushner, Light, Newman, Neyland, Raymond, Reid. Absent: Head, Krishnamurthy, Martin, Whitbeck.)*

11. Adjourn

SBC members agreed to keep all three December dates available for now. Mary reminded members that we will need a quorum for a vote on the GMP.

Maria Neyland moved, Adam Klein seconded and, by a roll call vote, the meeting was adjourned at 8:55pm. *(Yes: Altieri, Berry, Brolin, Bruce, Cole, Evans, Hart, Klein, Kushner, Light, Newman, Neyland, Raymond, Reid. Absent: Head, Krishnamurthy, Martin, Whitbeck.)*

Respectfully submitted,
Karen Coll

Documents Used:

Boardwalk Options

Construction Progress Update

Construction Change Order Log

Budget and Invoice Packet

Draft Minutes of the October 28, 2020 SBC Meeting

Next Building Committee Meetings (all meetings virtual until further notice):

December 2, 2020

December 16, 2020

January 13, 2021

January 27, 2021

February 10, 2021

March 10, 2021

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

Virtual Public Webinar Meeting

December 2, 2020

To attend: <https://abschools.zoom.us/j/97676739190>

7:00 p.m

Members Present: Mary Brolin; Adam Klein; Amy Krishnamurthy; Marie Altieri; Peter Light; Peter Berry; Dennis Bruce; Jason Cole; Bob Evans; Bill Hart; JD Head; Gary Kushner; David Martin; Lynne Newman; Maria Neyland; Katie Raymond; Mac Reid Chris Whitbeck.

Members Absent: None.

Other: Karen Coll; Representatives from Skanska: Chuck Adam, Sovathya Sar, Vincent Vadeboncoeur; Representatives from Arrowstreet: Emily Grandstaff-Rice; Representatives from Consigli: Kristy Lyons, Jeremiah Driscoll, Jay Rodriguez; members of the public.

1. Mary Brolin called the meeting to order at 7:00pm.

2. Construction Updates – Consigli / Jeremiah Driscoll

Jay Rodriguez showed aerial views of the construction site. He outlined the perimeter walls of the gym areas and the access road. The perimeter walls of the small gym are being placed, which will support the CMU on the lower two floors. Jay pointed out several areas that will eventually be the learning commons and other spaces. Temporary septic tanks have been installed and are being backfilled. He showed the soil stockpile, which is being amended with crushed rock for fill.

Jason Cole asked how close we were to having completed enough of the underground work to know how much ledge exists or what other unexpected issues might crop up. Jay said that, within the building footprint, things have become fairly predictable but the utility access issues are outside the building footprint and are not yet clear. Chuck Adam said that the underground work, the source of most of the surprises in this project, is about halfway complete.

Mary Brolin asked members to summarize their site visits. Dennis Bruce said the visit was well worth the time; seeing the construction site gave him a real perspective for the scale of project and the coordination required. Others agreed. Lynne Newman said that, when you watch the construction every day from a very close vantage point, you don't always appreciate the progress that is shown in the aerial views.

3. Final GMP Bidding Update – Arrowstreet/Consigli/Skanska

Kristy Lyons showed the summary list of trade contractors for the GMP. On a positive note, the total value of the bids was \$3.1MM less than the 90% estimated values. Chuck thought these underbids could indicate a potentially positive trend for future bids. He said that a lot of the reason for the underbids could be attributed to the Covid situation as contractors try to lock down business and make sure they have work in the pipeline. The timing of this project is good, as contractors won't be working in enclosed interiors before mid-spring and the potential for a vaccine as well as an improved ability to work in a Covid environment may help. Kristy said she was hoping for SBC approval of the trade bids at this meeting because contracting with the mechanical-electrical-plumbing (MEP) trades soon was critical.

In response to a question from Mac Reid, Kristy said that the lowest bidders had been accepted in all categories. The only reason not to accept the lowest bidder would be if the bid was deemed not credible, but these firms had all been prequalified and were deemed highly qualified. Peter Berry asked if any of the trade contractors on the list were minority- or women-owned businesses (MBE/WBE). They are not, but Kristy said they will be hiring subcontractors that could be MBE/WBE. They are a mix of union and non-union shops. Peter also asked why the plumbing bid came in above the estimate. Chuck said that this was not unusual for plumbing bids but they will review all of the invoices once this contractor starts working.

Committee members discussed the question of substituting aluminum for copper in the distribution feeder conductors, the only item that had been included as an alternate in the bidding process. Adam Klein noted that using copper would add \$64K to the overall price, a relatively small amount compared with the \$3.1MM value of the trade underbids. Chuck recommended erring on the side of financial caution and not incurring the extra expense, conserving funds where possible. Emily Grandstaff-Rice listed a number of other school projects that have switched from copper to aluminum and said the construction industry feels comfortable with aluminum. Both Arrowstreet and Skanska felt comfortable with aluminum and supported its use. JD Head said that aluminum is used in many areas on our campus. Chuck has also talked to facilities staff in other towns about their experiences with aluminum. Jason said there had been a past history of problems with a specific aluminum alloy and that we need to be sure we're using an appropriate material. Chuck said that all materials would be reviewed by the electrical engineer and included in specs, followed by a further review of what the electrician provides. The town's electrical inspector will also inspect the quality of the work. Bill Hart said that he was 'comfortable enough' provided that proper maintenance was done. David Martin said that residential wiring from utility poles to houses is typically now aluminum, with copper wiring inside the house, and agreed that it would be worth saving the \$64K given the overall contingency overage.

Adam asked why this substitution had been included as an alternate. Emily said that they had wanted a little more information and to see what the value of this difference would be, and that this substitution has been under discussion since we were in the 60% CD phase.

Chuck reviewed the budget summary analysis. He reminded committee members that the amount approved by Town Meetings had been \$95,255,831. Total savings from Value Management and below-estimate trade bids was \$5.78MM; this amount did not include the non-trade bids or the amount of change orders. There was an error in the summary analysis that was shown, which showed that we expected to be over our construction contingency budget by \$332,633; the actual amount of the overage is \$1,789MM. Mary said that she was uncomfortable because we've been spending faster than expected.

a. Vote to award trade bid contractors (Vote needed)

Chuck said that the committee needed to make a decision about approving the trade bids at this meeting so that the bids could be awarded and construction could move forward.

VOTE: Bob Evans moved to approve the trade bids as presented, Adam Klein seconded and, by a roll call vote, the motion was approved by the committee. *(Yes: Altieri, Berry, Brolin, Bruce, Evans,*

*Hart, Head, Klein, Krishnamurthy, Kushner, Light, Martin, Newman, Neyland, Raymond, Reid, Whitbeck.
Abstain: Cole.)*

By the week of December 7th, the first draft of the GMP will be sent to Arrowstreet and Skanska; this will include the non-trade bids as well. While projects typically select the lowest priced bids for non-trade bidders this is not always the case as non-trade bids don't have to be based as strictly on a set of given specs as trade bids do. Prior to voting on it on December 16th, the SBC will see the full GMP package from Consigli, including a lot of backup. Bill asked for clarification of the term 'non-trade bid.' These can include such items as dry wall, landscaping, carpet, finish carpentry and others. The legal requirements for trade and non-trade bids are different and are less stringent for non-trade bids.

4. Minutes – Approve Minutes from Previous Meeting(s) – Mary Brolin

Mac Reid noted that the possibility of recovering some of the cost of electrical repairs had been discussed at the previous meeting and asked to have that included in the minutes.

Mac Reid moved, Adam Klein seconded and, by a roll call vote, the minutes of the November 18, 2020 SBC meeting were approved as amended. *(Yes: Altieri, Berry, Brolin, Bruce, Cole, Evans, Hart, Head, Klein, Kushner, Light, Newman, Neyland, Raymond, Reid, Whitbeck. Abstain: Krishnamurthy, Martin.)*

5. Adjourn

Mary reminded committee members that the December 16th SBC meeting will be very important because that is when we will be voting on the GMP

Bob Evans moved, Jason Cole seconded and, by a roll call vote, the meeting was adjourned at 7:58pm. *(Yes: Altieri, Berry, Brolin, Bruce, Cole, Evans, Hart, Head, Klein, Krishnamurthy, Kushner, Light, Martin, Newman, Neyland, Raymond, Reid, Whitbeck.)*

Respectfully submitted,
Karen Coll

Documents Used:

Trade Contractor GMP Summary
Construction Contingency Log
Projected Construction Budget Summary Analysis
Draft Minutes of the November 18, 2020 SBC Meeting

Next Building Committee Meetings (all meetings virtual until further notice):

December 16, 2020
January 13, 2021
January 27, 2021
February 10, 2021
March 10, 2021



Acton-Boxborough Regional School Committee **Meeting Agenda Item Summary**

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.f
AGENDA ITEM TITLE	Statement of Warrants and Recommendation to Approve		
PRESENTER(S)	Tessa McKinley		
SUMMARY OF TOPIC	Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting.		
WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?			
	No action requested - this is a short update or presentation of information		
	Request input and questions from the School Committee, but no vote required		
X	Request formal action with a specific vote:		
	If formal action is requested, is this item being presented:		
		for the first time, with a request that the School Committee vote at a subsequent meeting OR	
	X	with the request that the School Committee take action immediately	
If formal action is requested, include a suggested motion or contact Beth Petr.			
SUGGESTED MOTION	See motion in memo in the packet from D. Verdolino		
FOLLOW-UP			
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	2 min		
ATTACHMENTS	Summary memo from D. Verdolino in the addendum and posted folder of individual warrants		

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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

January 7, 2021

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

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at tonight's regular meeting.

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 are 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.



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<u>Warrant Type</u>	<u>Date</u>	<u>Warrant #</u>		<u>Amount</u>
PAYROLL	12/17/2020	P2113	\$	2,720,007.79
	12/31/2020	P2114	\$	2,620,914.96
VENDOR	12/17/2020	21-013PR	\$	588,163.79
	12/24/2020	21-013	\$	1,542,913.62
	12/31/2020	21-014PR	\$	1,352,717.72
STUD. ACTIVITIES	12/24/2020	21-013SH	\$	12,797.51

Recommended Motion Wording

I move that the School Committee vote to approve:

Payroll warrant(s) as follows –

Number P2113 dated 12/17/2020 in the amount of \$2,720,007.79;
Number P2114 dated 12/31/2020 in the amount of \$2,620,914.96;

Payroll deduction warrant(s) as follows –

Number 21-013PR dated 12/17/2020 in the amount of \$ 588,163.79;
Number 21-014PR dated 12/31/2020 in the amount of \$1,352,717.72;

Vendor warrant(s) as follows –

Number 21-013 dated 12/24/2020 in the amount of \$1,542,913.62;

Student Activity warrant(s) as follows –

Number 21-013SH dated 12/24/2020 in the amount of \$ 12,797.51.



Acton-Boxborough Regional School Committee **Meeting Agenda Item Summary**

MEETING DATE	1-7-21	AGENDA ITEM NUMBER	3.g
AGENDA ITEM TITLE	For Your Information (FYI)		
PRESENTER(S)	The Chairperson and/or Superintendent may highlight individual items		
SUMMARY OF TOPIC	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.		

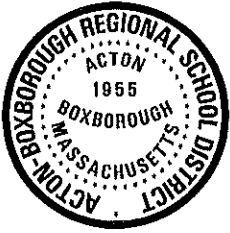
WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	<input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting OR
	<input type="checkbox"/> with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	
ATTACHMENTS	various

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15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

December 23, 2020

We, the Acton-Boxborough Regional School Committee, condemn racism in all its forms. We acknowledge that there is racism in our schools and community. We must move away from being innocent bystanders and dedicate ourselves to being active participants in anti-racist work. We are a committee of individuals, imperfect and vulnerable, with a diversity of beliefs and experiences. Yet we must work as one in service to our fellow neighbors and to all of our children.

As we approach our work, we will be guided by the idea that we can no longer simply be tolerant. We will not tolerate with stoic silence, a culture of erasure, shaming, harassment, or intimidation. Mere kindness, acceptance, and tolerance are no longer the standard for the type of community our students deserve. We must actively participate in the transformation of our towns in collaboration with our dynamic student community and the families that entrust us with their education. We must engage in the work to be an anti-racist community and understand that this transformation should be considerate and empathetic of the diversity of lived perspectives that make up our communities. This work will be neither easy, nor swift, nor without discomfort and requires multi-sided dialogue.

We commit to establishing policies that support anti-racist work; crafting budgets that improve educational equity for all students; and working hand-in-hand with the administration to be accountable for taking brave and bold actions that challenge our existing structures and systems. Therefore, we charge the educators and school leaders across our district to infuse these tenets and principles into their schools and classrooms. We recognize the dynamic nature of our student body and the interconnected, multifaceted world they will enter after they leave our campuses. We invite our students to help us build an inclusive and loving community, recognizing that this is a uniquely valuable aspect of the A-B education. We strive to better serve our increasingly diverse student body and community.

We renew our steadfast commitment to the students of the Acton-Boxborough Regional School District and their families, and reaffirm that we seek to serve them to the best of our ability.

The Acton-Boxborough Regional School Committee

Tessa McKinley, Chairperson

Evelyn Abayaah-Issah, Diane Baum, Kyra Cook, Adam Klein, Ginny Kremer, Amy Krishnamurthy, John Petersen, Nora Shine, Angie Tso, Yebin Wang

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Acton-Boxborough Regional School District – FY2022 Budget Development Schedule

Based on Boxborough's Town Meeting (scheduled on May 10) being the earlier of the two towns.
voted 11/19/2020

11/19/20	<u>School Committee:</u>	Budget schedule adopted (SC vote) (Guidelines were approved at November 5 meeting)
11/20/20		FY2022 budget workbooks, forms and instructions transmitted to administrators Administrators prepare FY22 budget requests (personnel; non-personnel; capital)
12/03/20	<u>School Committee:</u>	(TBD whether any FY22 budget-related agenda)
12/17/20	<u>School Committee:</u> (last year 11/05)	Enrollment and class size update; Full-day K update Federal relief program grant update (grants expire Dec. 30)
12/18/20		Completed Budget Request Forms submitted to Finance
Thereafter:		> Input department budget requests (Munis); review with CO administrators > Staffing and salary budget review/update & updated enrollment projections > Capital Committee review CIP status and any recommendations
1/07/21	<u>School Committee:</u>	FY2021 CIP update; Full-day K decision (SC vote)
1/21/21 (added meeting)	<u>School Committee:</u> (last year 12/05)	Budget Presentation #1 ("Supt. Preliminary Budget") Preliminary Assessment projection
Wednesday, 1/27/21		Expected release of Governor's proposed FY22 Budget; Cherry Sheet estimates
2/04/21	<u>School Committee:</u> (last year 1/09)	Budget Presentation #2 ("Supt. Recommended Budget") Line item detail and projected Assessment update
2/11/21	<u>School Committee:</u> (last year 1/25)	PRELIMINARY BUDGET VOTE (20 days before final budget vote)
Friday, 2/26/21		Budget Binders Distributed (last year 1/17)
Thursday, 3/04/21	<u>School Committee:</u> (last year Saturday, 1/25)	(<i>in lieu of traditional Budget Saturday</i>) Comprehensive budget and program presentation
3/11/21	<u>School Committee:</u>	Budget Public Hearing (last year 2/06)
or 3/18/21		Superintendent's Final Budget Recommendation (last year 2/06) FINAL BUDGET VOTE (45 days before earlier T/M) (last year 2/13)

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS

2020-2021

Revised 11/19/20 due to delay of Annual Town Meeting(s)

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the Administration Building Auditorium. Materials are posted at https://www.abschools.org/school_committee/meetings_agendas_packets_minutes usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior on the calendar at www.abschools.org per the Open Meeting Law.

Summer Business Meetings: July 1, August 13, August 27 (if needed)

Annual Training and Workshop: July 30

September 3

September 17

October 1

October 15

October 29

Workshop

November 5

Added meeting

November 19

December 3

December 17

January 7

January 21

Added meeting due to **Budget Saturday being cancelled**

February 4

February 11

Preliminary FY22 Budget Vote

March 4

Comprehensive FY22 Budget & Program Presentations
(*in lieu of Budget Saturday*)

March 18 **or 11?** Open Budget Hearing - required by law

(*Final Budget VOTE not later than 45 days prior
to earlier Town Meeting*)

March 25

April 1

April 15

May 6

May 20

June 10

June 17

Note: Acton Town Meeting begins ? , 2021. Boxborough Town Meeting begins May , 2021.

TOWN OF ACTON

2021 ANNUAL ELECTION CALENDAR

Annual Town Election is Tuesday, March 30, 2021

Annual Town Meeting is TBD

Last day to obtain nomination papers February 5, 2021

Last day to file nomination papers with Board of Registrars February 9, 2021

Last day to object / withdraw February 25, 2021

Last day to register voters March 10, 2020

Last day to post town warrant March 16, 2020

TOWN OFFICIALS TO BE ELECTED IN 2021 - TERM OF OFFICE

Moderator

1 Member -- 1 year term

Acton Board of Selectmen

1 Member - 3 year term

School Committee

2 Members - 3 year term

Trustees Memorial Library

1 Member - 3 year term

Acton Housing Authority

1 Member -- 5 year term

1 member -- 4 year term (unexpired term due to resignation)

Water Supply District of Acton

1 Water District Moderator - 3 years

1 Water District 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

1 Member -- 3 year term

Trustees, Elizabeth White Fund

1 Member-- 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member- 3 year term

Candidate's Check List: Running for Town Office

Elected Offices include: Board of Selectmen, Board of Health, Library Trustees, Planning Board, School Committee, Town Moderator, Town Clerk and Constable.

How to Get on the Ballot:

1. Be certain you are a registered voter in Boxborough.
2. Obtain Nomination Papers from the town clerk's office at Boxborough Town Hall.
 - must obtain nomination papers in person
 - verify with clerk the number of signatures required to get on ballot
 - verify submission deadline for completed nomination papers
3. Fill in the top portion of all nomination papers with your name, address, office sought, etc., BEFORE circulating for signatures.
4. Be sure to sign the written acceptance line on at least one nomination paper.
5. Only voters registered in Boxborough are eligible to sign nomination papers.
6. Voters must sign their name and fill in the address where they are registered to vote.
7. Don't miss the deadline date and time for submitting nomination papers to the clerk for certification. The deadlines are shown on each nomination paper. Papers must be physically received and stamped as such by the clerk by the deadline.
8. Submit more than the minimum number of required signatures!

Campaign Finance Law Requirements:

1. Talk to clerk as soon as you decide to run about Campaign Finance Law requirements, appropriate forms and deadlines.
2. Obtain a copy of the campaign guide for municipal office candidates. This is available from the clerk or online from the Office of Campaign & Political Finance at http://files.ocpf.us/pdf/guides/muni_candidate_2012.pdf

For more information on town government and running for office, please contact Liz Markiewicz, the Town Clerk, at 978-264-1727 or emarkiewicz@boxborough-ma.gov.



LUEDERS

ENVIRONMENTAL, INC.

December 18, 2020

Mr. Peter Light
Acton-Boxborough RSD
16 Charter Road
Acton, MA 01720

Dear Mr. Light,

In appreciation of the many clients, we are privileged to service in Acton we are pleased to make this donation to the school department. Lueders Environmental is a Lawn, Tree & Shrub care company specializing in science based environmentally sound approaches and attentive customer service.

Contributing to your school department is a way we can give back to the Acton community for considering us the company of choice. I always hope that in supporting education, other companies will join us. Please use these funds in any way you consider appropriate.

Sincerely,

Michael Lueders
President

MEL/cll
Enclosure

\$75. received



WORRIED ABOUT A FRIEND OR LOVED ONE?

**YOU NEVER KNOW
WHEN YOU MAY BE
CALLED UPON TO
HELP.**

**PLEASE JOIN US IN
SAYING YES TO
SAVING A LIFE.**

Question, Persuade, Refer (QPR)
teaches three simple steps anyone can
learn to help save a life.

As a QPR-trained Gatekeeper you will learn to:

- Recognize the warning signs of suicide
- Know how to offer hope
- Know how to get help and save a life



We are unable to record QPR training sessions.
To sign up for one of the QPR sessions listed below,
scan the QR code or click here: bit.ly/ABQPR.



ONLINE Training Dates and Times:

Wednesday, December 9, 2020.....	7:00pm-9:00pm
Tuesday, January 5, 2021.....	7:00pm-9:00pm
Wednesday, February 24, 2021.....	1:00pm-3:00pm
Thursday, March 25, 2021.....	7:00pm-9:00pm
Monday, April 26, 2021.....	10:00am-12:00pm
Wednesday, June 2, 2021.....	7:00pm-9:00pm

AB CARES IS A COMMUNITY-BASED COLLABORATIVE EFFORT THAT SEEKS TO PREVENT
SUICIDE ACROSS THE LIFE SPAN AND SUPPORT ALL WHO ARE IMPACTED BY SUICIDE.



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

MEMORANDUM

To: Superintendents, Charter School Leaders, Collaborative Directors, and Leaders of Approved Special Education Schools
From: Jeffrey C. Riley, Commissioner
Date: January 5, 2021
Subject: 2021 Assessment and Accountability Update

As students return to classes this week, the Department of Elementary and Secondary Education (Department) remains committed to supporting school and district leaders who are managing the challenges of teaching and learning during the pandemic. The return from winter break marks the start of testing windows for federal and state-mandated student assessments. Administering these assessments, including the Massachusetts Comprehensive Assessment System (MCAS) and the ACCESS language proficiency test for English learners, can be logistically complex even in ordinary times. Administering these assessments this year is understandably a concern for local communities.

The sudden shift to remote learning last spring, and the continuation of hybrid/remote learning this school year has likely led to significant learning loss for students around the country. The extent of the learning loss in the Commonwealth is not yet known.

The Department continues to believe the MCAS test is a crucial diagnostic tool to promote student success and educational equity and we remain committed to administering the assessment this spring, while recognizing the need for adjustments and flexibility.

A national study released last month by [McKinsey & Co.](#) estimates the shift to remote learning in spring 2020 set back all students' academic progress by months. The study predicts learning losses will escalate as students remain in remote/hybrid models this academic year. The magnitude of this potential impact demands that we accurately and fairly assess the level of student learning this school year.

The MCAS tests will give Massachusetts educators and families critical insight into academic losses that need to be addressed this spring and summer, and data on which students and districts have been most impacted by the disruptions in schooling. Administering the MCAS will make it possible to reliably assess students' progress in relation to curriculum standards.

Besides serving this essential diagnostic purpose, the high school MCAS also affirms that students are prepared for college and careers, in addition to providing access to college

scholarships.

The Department will take the following steps to modify testing this spring:

- **Modify the Competency Determination for the Class of 2021:** The make-up MCAS administration window for 12th graders scheduled to open on January 14th will be postponed. I will recommend to the Board of Elementary and Secondary Education (Board) that the competency determination (CD) requirement be modified in English language arts and mathematics for students in the Class of 2021 who have not yet earned their CD.¹ The recommended modification would allow students to receive their CD by passing an approved course and demonstrating competency in that subject in lieu of a qualifying MCAS score. Seniors who still want to take the tests may take them later this school year. Members of the class of 2021 will have opportunities to receive additional academic support this spring and summer.
- **Shortened MCAS testing time for Grades 3-8:** The Department will significantly reduce testing time for students in grades 3-8 through a session sampling approach, in which each student will take only a portion of each MCAS assessment in each subject. This modified MCAS administration will preserve the validity and reliability of the test at the school, district, and state levels. When combined with other data points, this approach will provide meaningful diagnostic data at the individual student level.
- **Accountability relief:** I will not name or recommend to the Board any new underperforming or chronically underperforming districts or schools in the upcoming school year. The Department will also consider any available flexibilities provided by the U.S. Department of Education.
- **Extending ACCESS testing window:** ACCESS testing for English language proficiency is key to strengthening education programs for English learners. As previously announced, the Department is extending the testing window for ACCESS, which normally concludes in February, until May 20, 2021.
- **MCAS Biology test:** The Department has provided school districts flexibility on scheduling the high school biology MCAS test. Schools may offer the biology MCAS to first-time 9th graders in June, instead of or in addition to offering it in February.

These testing flexibilities announced today are one part of the Department's broader goals to support districts and schools in the second half of the current school year, during the summer, and into next school year. In the coming weeks, the Department will release additional information, including preliminary plans and resources to support districts and schools in addressing student learning loss.

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¹ In spring 2020, the Board modified the science CD requirement for the classes of 2020-2023.