



Acton-Boxborough Regional School Committee Meeting

May 21, 2020

6:30 p.m. Executive Session
7:00 p.m. Business Meeting

Via zoom webinar:

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

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

Virtual Public Zoom Webinar Meeting

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

To call in: 312 626 6799

Live streaming: <https://youtu.be/C5AEtAlbkF4>

Executive Session is not open to the public

May 21, 2020

6:30 p.m. Executive Session

7:00 p.m. Open Business Meeting

-
1. **Call to Order** (6:30)
 2. **EXECUTIVE SESSION** to be convened under M.G.L. c. 30A, sect. 21(a)(7) to comply with a general law, to wit, M.G.L. c. 268A, sect. 23(c)(2) AND M.G.L. c. 30A, sect. 21(a) purpose 7 to comply with or act under the authority of, any general or special law or federal grant-in-aid requirements - M.G.L. c. 30A, sect. 22(f) to consider approval of the executive session minutes of April 30, 2020.
 3. **OPEN MEETING** (7:00)
 - 3.1. Chairman's Welcome
 - 3.1.1. Annual Spring Town Elections will be held on June 2
 - Boxborough Annual Town Meeting will be June 22. Acton Town Meeting will be June 29.
 - 3.2. Public Participation – *Please use "Hand Raise" feature to participate (do not use the "Chat")*
 - 3.3. High School Student Representatives Update
 4. **PRESENTATION** (7:10)
 - 4.1. **School Closure Update** – *Peter Light*
 - 4.2. **K-8 Mathematics 2020-2021**– *Deborah Bookis, Heather Haines, David Lawrence*
 - 4.3. **FY20 Superintendent Evaluation** – *Tessa McKinley, Peter Light*
 - 4.3.1. Final Report on Goals
 - 4.3.2. Public Request for Input by June 5
 5. **NEW BUSINESS** (8:15)
 - 5.1. **Policy Subcommittee** – *Amy Krishnamurthy (met on 5/14/20)*
 - 5.1.1. Graduation Requirements, File: IKF, **Third Read – VOTE** - *Deborah Bookis*
 - 5.1.2. First Readings
 - 5.1.2.1. Use of Facilities, File: KF
 - 5.1.2.2. Policy Development, File: BG
 - 5.1.2.3. Annual Organizational Meeting, File: BDA
 6. **ONGOING BUSINESS** (8:30)
 - 6.1. **Approval of ABRSC Meeting Minutes** of 5/7/2020
 - 6.2. **Budget Update** – *Dave Verdolino*
 - 6.2.1. FY21 Recommended Budget Revisions – Possible **VOTE** to Approve*
 - 6.2.2. Recommendation to authorize the Superintendent, if applicable, to expend funds approved through the authorization of a so-called "one-twelfth budget" for the District by the Department of Revenue – **VOTE**
 - 6.3. **Update on the Financial Position of EDCO Collaborative** – *Peter Light*
 - 6.4. **Subcommittee and Member Reports**

School Building Committee Update –*Peter Light*

 - 6.4.1.1. Minutes of meeting on 4/29/20
 - 6.4.2. Acton Leadership Group (ALG) –*Diane Baum (5/20/20)*
 - 6.4.3. Boxborough Leadership Forum (BLF) – *Tessa McKinley*
 - 6.4.4. Capital Improvements Subcommittee – *Adam Klein (5/11/20)*

6.4.5. Budget Subcommittee – *Diane Baum* (5/19/20)

7. **Statement of Warrants and Recommendation to Approve – VOTE** – *Tessa McKinley*
8. **FYI**
9. **Adjourn (9:15)**

For Your Information

- Boxborough Annual Town Meeting Warrant for 6/22/20 may be found at:
 - <https://www.boxborough-ma.gov/home/news/annual-town-meeting-postponed-until-june-15>
- Monthly Student Enrollment, May 1, 2020
- May CASE Family News and Resource Newsletter

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.

NEXT MEETINGS:

- **June 4** – ABRSC Meeting at 7:00 p.m. (changed from June 11)
- June 18 – ABRSC Meeting at 7:00 p.m.

Posted on 5/15/20 at 5:00 p.m.

*Reposted on 5/19/20 at 4:00 p.m. to add “Possible VOTE to Approve” to 6.2.1 FY21 Budget

Reopening our Schools

Planning Process



Thanks to District Management Group for many of the ideas included in this framework and for ongoing consultation around process.



Closure and Return



The diagram features an iceberg floating in a blue sea. The visible tip of the iceberg is composed of several geometric shapes in shades of blue and white. A dashed line extends from the top of this tip to the right, where it meets a blue double-headed vertical arrow. The arrow points both up to the dashed line and down to another dashed line at the bottom of the page. To the right of the arrow, the text 'School Closure' is positioned above a paragraph. Below the arrow, the text 'Return and Long-term Impact' is positioned above another paragraph. The background is a solid blue color representing the water.

School Closure

The school closure was prolonged, but relatively short term (3 months) compared to the period of time we anticipate to get back to “normal”

Return and Long-term Impact

While there is still a degree of uncertainty, based on information available to date there is a likelihood that we will have a prolonged period of modified school structures. It will likely take significant time to recover lost learning , particularly for students with the greatest needs.

Where are we now?

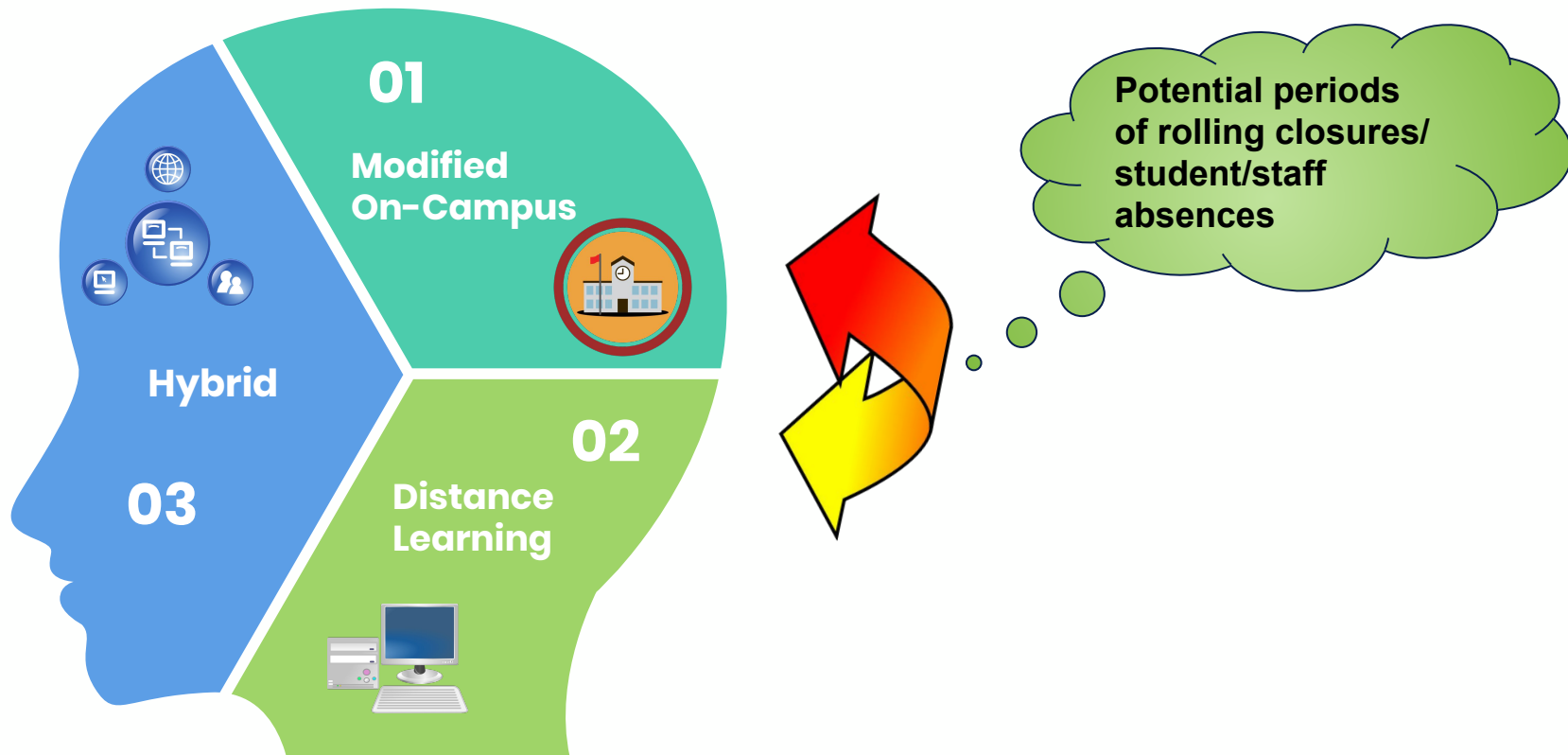
What we know now....

- Planning for Fall re-opening
- Health crisis will be ongoing
- Some Preliminary Guidance
 - Focused on “big picture”
 - MA Plan for Re-opening 5/18
- 11 Countries have begun to reopen schools
 - Promising Practices
- All signs point to need for significant modifications to processes (distancing, health)
- Students will have varying educational needs when they return; some may need significant support

What is still unclear....

- Sources of additional guidance?
 - DESE
 - Public Health
 - Professional Organizations
- Course of the pandemic between now and fall?
- Effectiveness of promising practices that countries so far have implemented to reopen schools?
- Staffing needs

Possible Scenarios



ABRSD Reopening Planning Team Framework:

A Public-Health Informed Approach

School/District Operations

- Districtwide Health Protocols
- Transportation & Arrival
- Cleaning
- Daily School Schedules
- Extended Day/Childcare
- Athletics, Clubs, Performances

Human Resources/ Finance

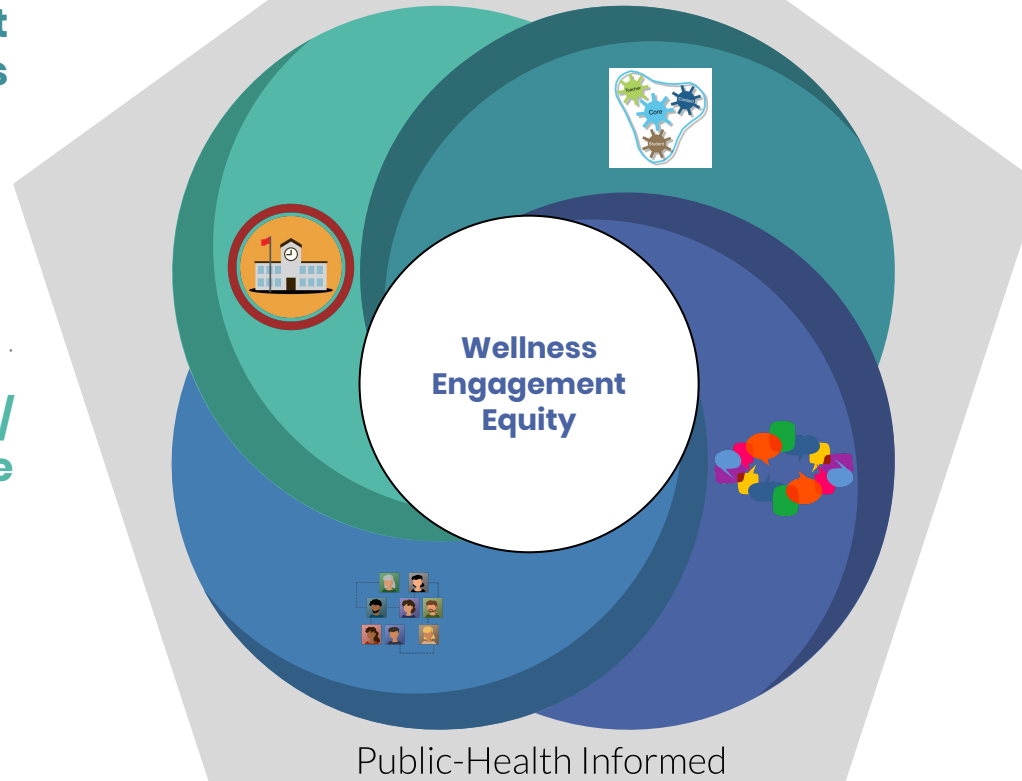
- Essential Staff
- Contracts, Evaluation
- Benefits
- Staff Absences
- Food Service
- Finance & Resources

Instructional Core/SEL

- Curriculum (Gaps/Missed)
- Learning Mode (In-Person, Online)
- Continuity of Learning
- Assessment
- Social-Emotional Learning
- Special Education
- English Language Education

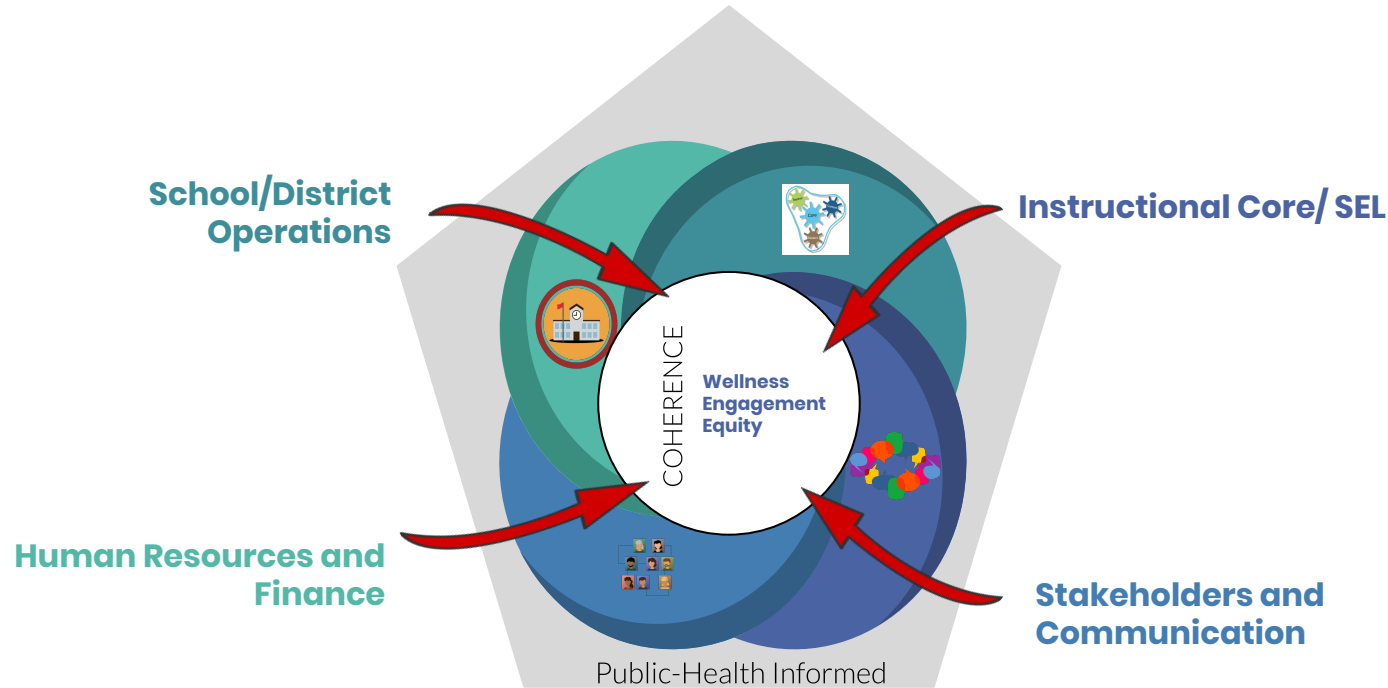
Stakeholders/ Communication

- Channels of Communication
- Stakeholder Feedback on Plans
- Mitigating Public Concerns
- Family Education
- Interagency Collaboration



ABRSD Reopening Planning Team Framework:

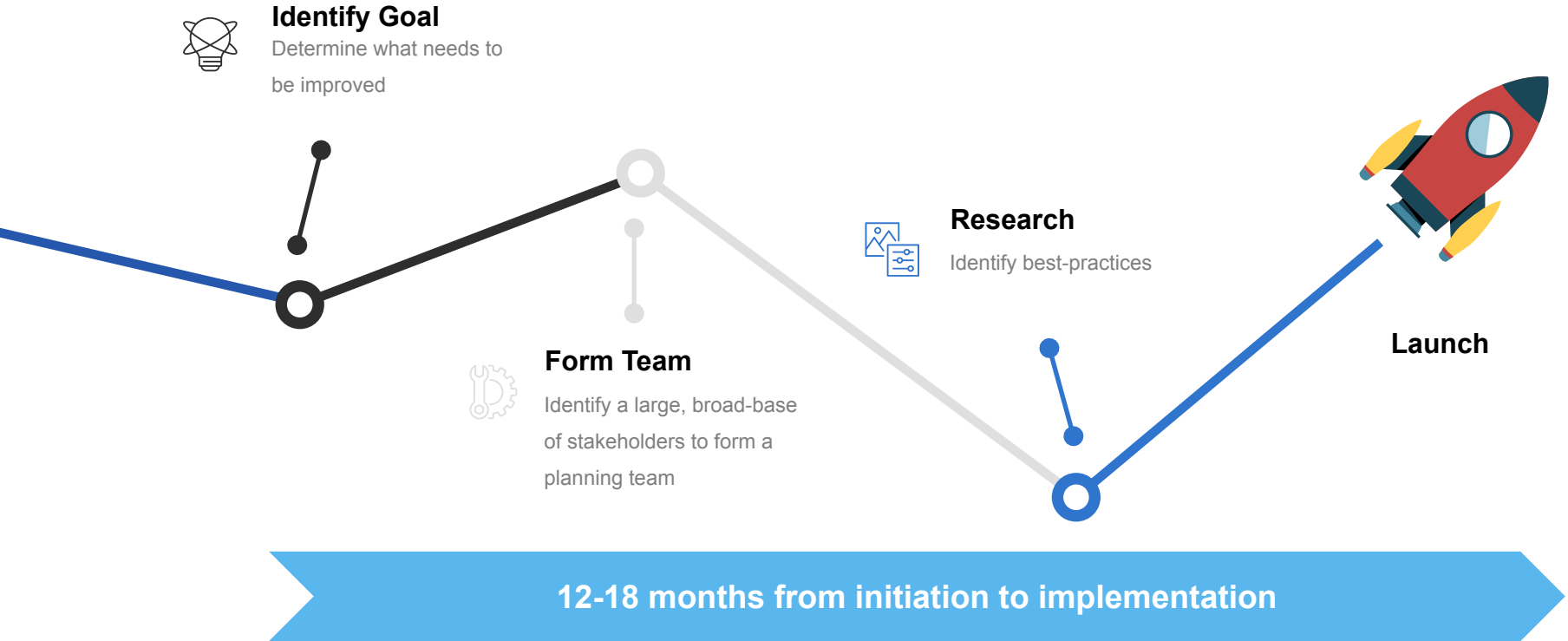
A Public-Health Informed Approach



Steering Committee = Coherence & Alignment with Values

Traditional School Planning Structure

9



Traditional School Planning Structure

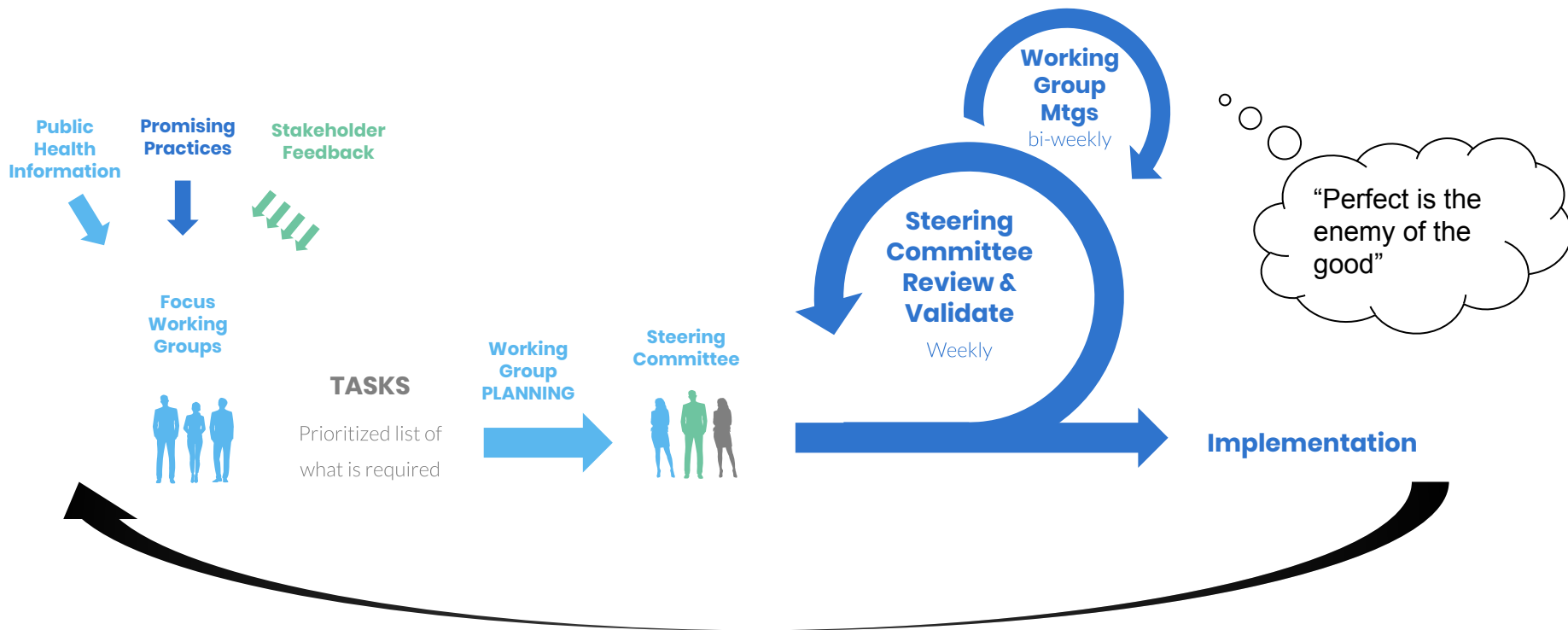
Challenging in this environment:

- Time is limited
- What we know about COVID is changing rapidly, as are the the variety of responses
- Size of team is inversely related to ability to be nimble
- Traditional process assumes that once a solution is implemented, planning is done

Need an approach that:

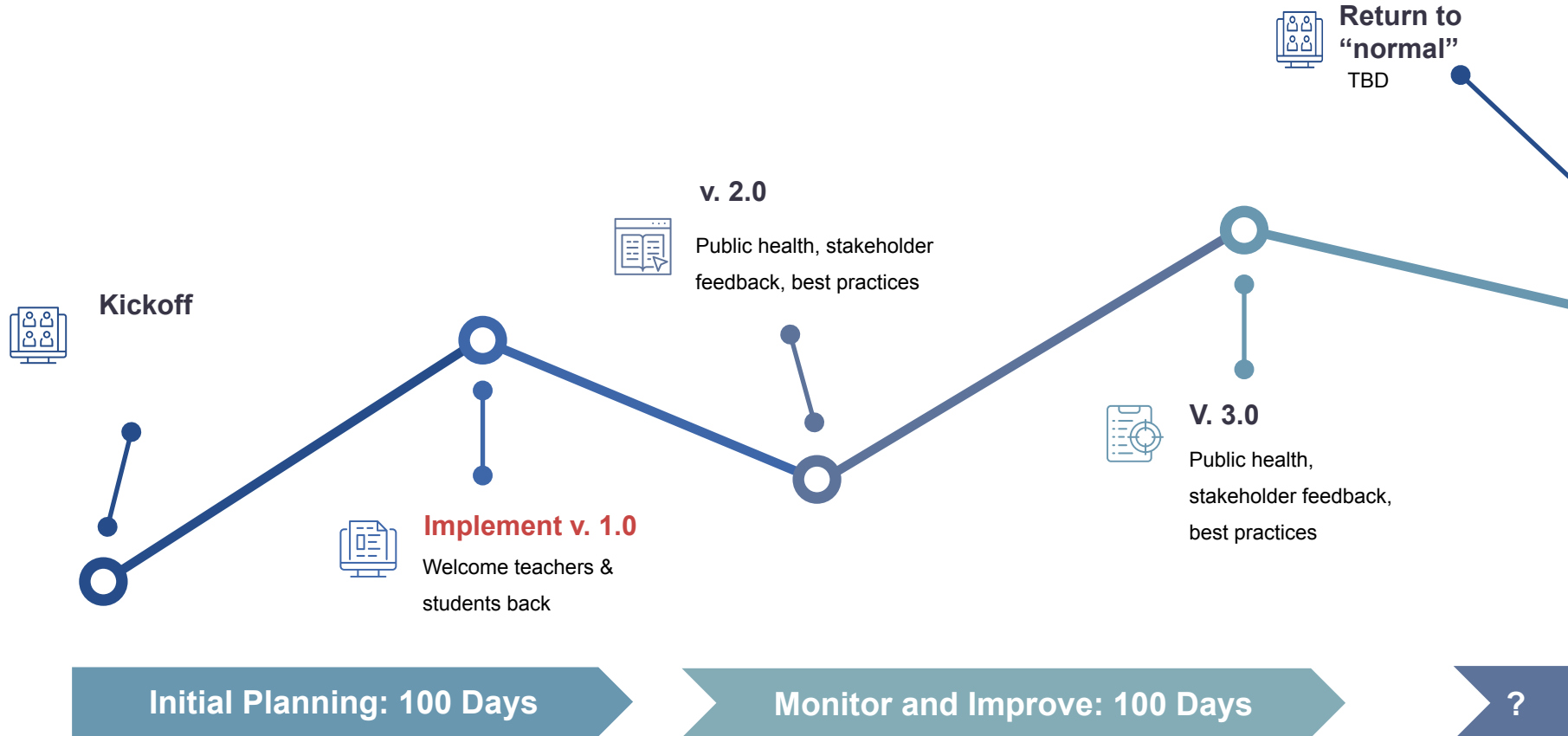
- Can move at a fast pace
- Respond to rapidly changing circumstances and information
- Recognizes that we need an iterative process; our solution may not be perfect the first time
 - Plan solutions that meet needs in the moment
 - Solicit feedback; incorporate new information
 - Continuous improvement cycle after implementation (1.0, 2.0, 3.0)

“Agile” Planning



OVERALL PROJECT TIMELINE

12



Working Groups

Composition & Engagement

In General:

- 6-8 members
- Leadership across schools & district
- Engage stakeholders in appropriate ways, recognizing time is of the essence

Team Members

Primary members of the planning team who attend all meetings

Team Consultants

Individuals and groups who will provide feedback and may attend some meetings on an adhoc basis



Instructional Core & SEL

Working Group

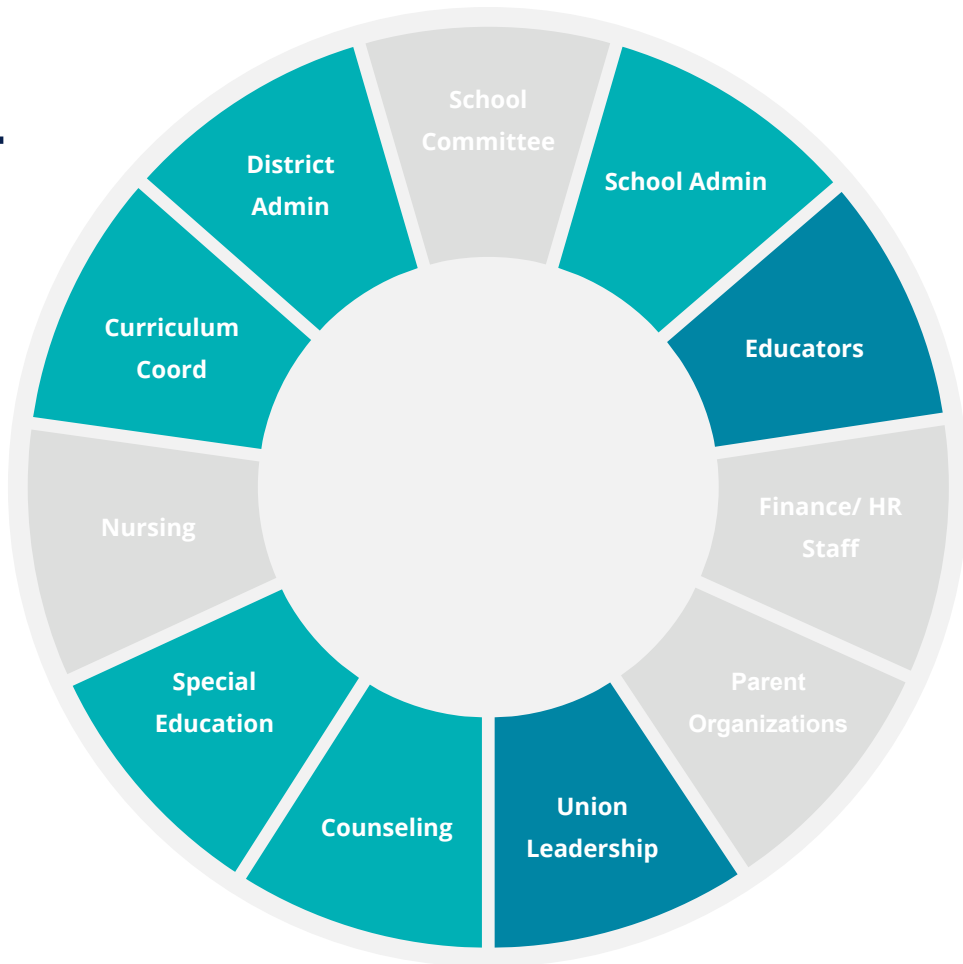
Composition & Engagement

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Team Consultants

Individuals and groups who will provide feedback and may attend some meetings on an adhoc basis



School/ District Operations

Working Group

Composition & Engagement

Team Members

Primary members of the planning team who attend all meetings

Team Consultants

Individuals and groups who will provide feedback and may attend some meetings on an adhoc basis



Stakeholders & Communication

Working Group

Composition & Engagement

Team Members

Primary members of the planning team who attend all meetings

Team Consultants

Individuals and groups who will provide feedback and may attend some meetings on an adhoc basis



Human Resources/ Finance

Working Group

Composition & Engagement

Team Members

Primary members of the planning team who attend all meetings

Team Consultants

Individuals and groups who will provide feedback and may attend some meetings on an adhoc basis



Steering Committee

Working Group

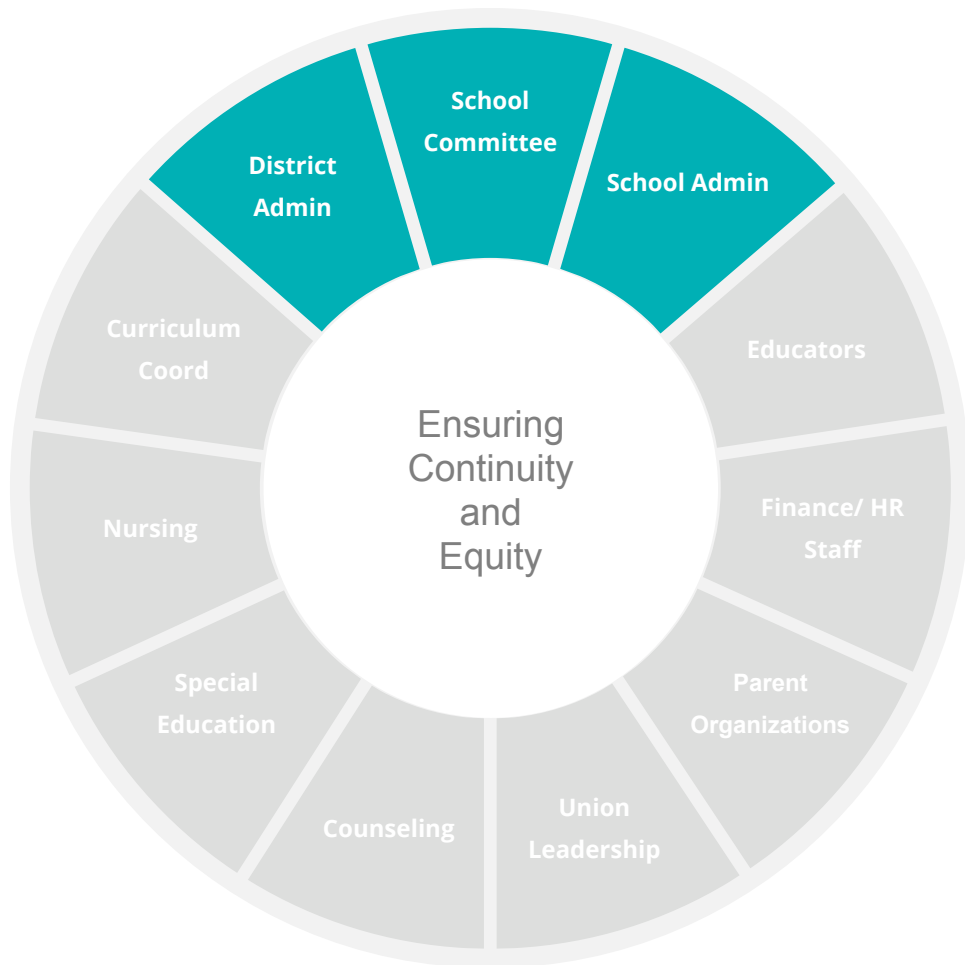
Composition & Engagement

Team Members

Primary members of the planning team who attend all meetings

Team Consultants

Individuals and groups who will provide feedback and may attend some meetings on an adhoc basis





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

K-8 Mathematics, 2020-2021

May, 2020

Heather Haines, K-8 Mathematics Curriculum Coordinator

David Lawrence, RJ Grey Assistant Principal

Deborah Bookis, Assistant Superintendent for Teaching and Learning

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One Program

WELLNESS • EQUITY • ENGAGEMENT

Goal

Our goal is to lay a foundation of great materials in every classroom so teachers can focus on making those **materials work for the students they know best.**

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Why One Program?

- Access to a high-quality mathematics experience to **build grade-level understandings**. (Equitable learning experiences)
- **Continuity** in mathematics learning in an online environment
- Implementing **high quality, universally designed, culturally sustaining, behaviorally supported, and evidenced based**. Tier I materials is part of the work of MTSS or System of Aligned Supports (SAS). *Raising the floor for all students.*
- Clear and consistent tools and guidelines
- Clear **roles and responsibilities** for all educators

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Why One Program?

- Professional learning, which includes **student-centered coaching**, that is more coherent and accessible for all educators.
- One program allows for **movement between buildings for students and educators**
- All updates, resources, and information in one place = **all educators have access**

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Illustrative Mathematics (IM)

WELLNESS • EQUITY • ENGAGEMENT

What factored into our thinking of IM for K-8?










- IM is aligned with our core values of **wellness, equity** and **engagement**.
- IM is aligned with our district's goals of **inclusive practices** and **SEL**.
- UDL practices are built into the structure of the program and the lessons. Multiple means of engagement, representation, and expression.
- Over the past 20+ years, the district has had experience and has gained a lot of information about many **other mathematics programs** that have been implemented here at AB.
- It contains the components of a **high quality mathematics program**


























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What factored into our thinking of IM for K-8?

- The IM 6-8 program is one of the highest-rated mathematics programs in [EdReports](#) and in MA [CURATE](#)

Kendall Hunt's Illustrative Mathematics 6-8 Math (2019) 
Published By: Kendall Hunt | Date Published: 2/27/2020 | [View These Reports](#)

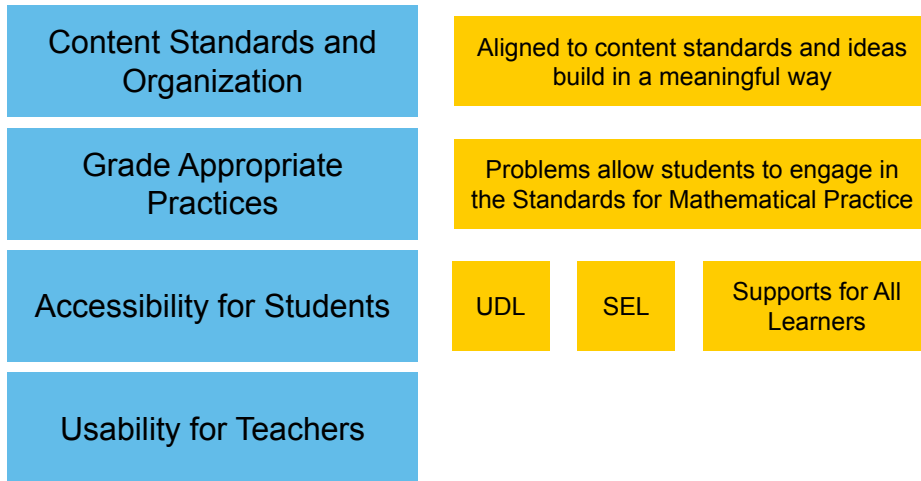
GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
Sixth Grade			Meets Expectations	
Seventh Grade			Meets Expectations	
Eighth Grade			Meets Expectations	

	Standards alignment		Classroom application		
	Content standards and organization	Grade-appropriate practices	Accessibility for students	Usability for teachers	Impact on student learning
Grades 6-8					
Agile Mind (2016)					
Carnegie Learning Middle School Math Solution (2018)					
Eureka Math					
LearnZillion Illustrative Math					
Ready Math (2017)					
Glencoe Math	Not reviewed by CURATE; insufficient alignment to standards. See "Our Process" for details.				

- It's free (except for consumables and optional online resources) and will remain free.

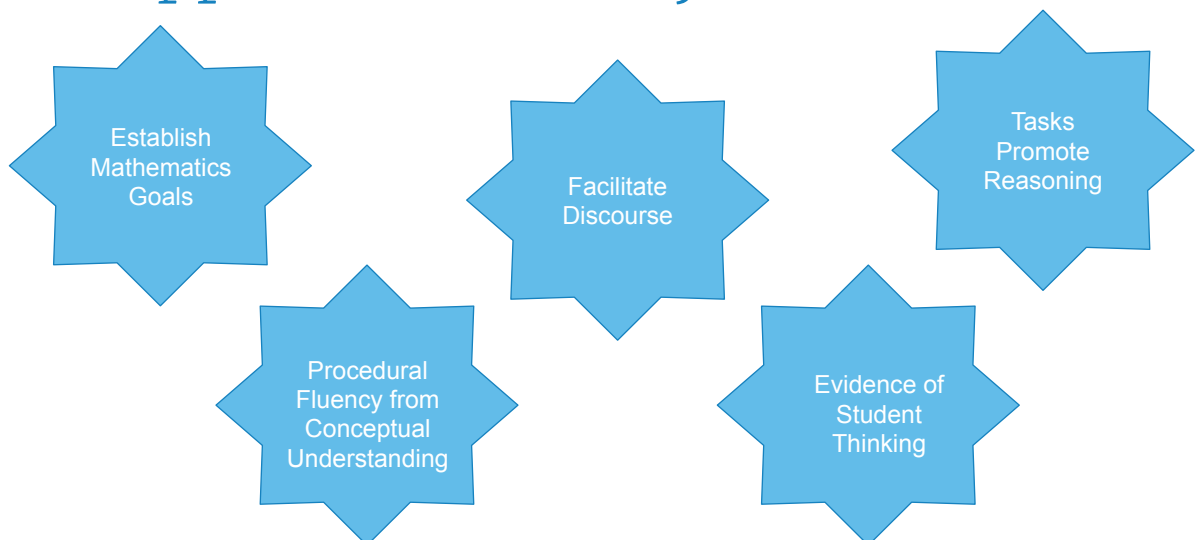
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High Quality Mathematics Program



WELLNESS • EQUITY • ENGAGEMENT

Support of Usability for Teachers



WELLNESS • EQUITY • ENGAGEMENT

IM Structure

WELLNESS • EQUITY • ENGAGEMENT

Which One Doesn't Belong?

$$4(x + 3) = 9$$

$$4 + 3x = 9$$

$$4 \cdot x + 12 = 9$$

$$9 = 12 + 4x$$

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IM Structure

How does IM align with the district mission, vision, and ongoing work?

- Structures and UDL-focused supports are built into the program for students with disabilities and students who are multilingual learners. This includes instructional and language routines to support all learners.

*At Illustrative Mathematics,
we believe that ALL students:*



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IM Structure



WELLNESS • EQUITY • ENGAGEMENT

2020-2021

K-8 Timeline

Grades K-5

- **December 2019 & January 2020** - Presented to Elementary Principals and School
- **January 2020** - Educators indicated interest
- **February 2020** - Accepted to IM's K-5 Beta Pilot

Grade 6

- **2017-2020** - Exploration and trial of program in classrooms across the district

Grade 7 & 8

- **2013-19** - Studied effective teaching practices
- **2019-20** - Exploration of high-quality mathematics programs and IM

K-5 Implementation

What will the K-5 IM 2020-21 Trial look like?

- **July and August 2020**
 - IM Professional Learning
- **2020-21 School year**
 - IM Curriculum tried in classrooms throughout the district
 - IM Provided virtual PL
 - STEAM Coach and Coordinator provided PL and support
 - AB educators provide feedback to IM authors

How will a decision be made?

- A decision will be made by the Elementary Principals, Elementary Mathematics Curriculum Coordinator, Assistant Superintendent for Teaching and Learning, and the Assistant Superintendent for Diversity, Equity, and Inclusion based on information gathered from educators throughout the 2020–2021 trial period.

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K-5 Professional Learning

PL for Grades K-5

- August 3rd and 4th
- July 27th and 28th (tentative)

What will the focus be?

- Structure of the program
- Connection of content and models across grade levels
- Instructional Routines - How to's
- Looking at the first unit of the grade

The 4 webinars will be a part of a 6-session yearlong elementary district-wide PL Thursday offering.

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Grades 6, and 7-8 Professional Learning

PL for Grade 6

- Educators new to the grade will engage in PL with the 7th and 8th grade educators before instruction begins with students
- Grade-level time
- Support of STEAM Coaches

PL for Grades 7 & 8

Note: IM will be utilized in Math 7, Math 7 Extended, Math 8, & Math 8 Extended. *Algebra I will continue to use their current curricular resources for 2020-2021.*

- Attend 2 days of PL in summer before beginning instruction with students
- Exploring several resources for PL throughout the year

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Questions



Thank you!

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Acton-Boxborough Regional School District

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Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: May 14, 2020
Re: End of Year Goals Update

I am providing this update to my goals in support of my evaluation for the 2019-20 school year. As you recall, I presented my mid-year update to you on March 5, exactly one week prior to our closure. Since we have closed, our attention has been almost entirely on issues related to the closure which include but are not limited to communicating with staff and families, developing and implementing distance learning programs, working with community stakeholders to develop social support services such as lunch and mental health supports, distributing chromebooks and wifi hotspots, working through grading issues, planning commencement and end of year activities, planning protocols for our staff and students to gather belongings from schools, and now, planning for a safe return next fall. Needless to say, the nature and immediacy of this work has left little time to pursue those goals that we had set prior to the pandemic.

This does not mean that we are done with this important work. To the contrary, our need to provide a robust system of social and emotional support will be greater this fall than ever before. Similarly, our work to develop a system of support and unified vision for early literacy will be equally important. We will need to engage stakeholders more than ever in order to build trust and consensus for what a safe return to school will look like, and we will need to continue to build our skills in providing effective feedback to educators, since it is likely that our return to school will look substantially different than what it did prior to our closure.

Our district strategy will continue to be developed with our new school committee come summer and will provide an important pathway forward for the next several years. It will be important to recognize however, that what may have been a top priority prior to closure, may need to be temporarily paused or appropriately scaled, while other planned and new priorities will likely need to be prioritized to respond to our students' changing needs.

For this update, I have chosen to leave the text from the mid-year update, and add any new updates to this. For information about how to read these updates, please refer to the color-coded key below:

Text in black is the original language of my goals that were approved by the school committee.

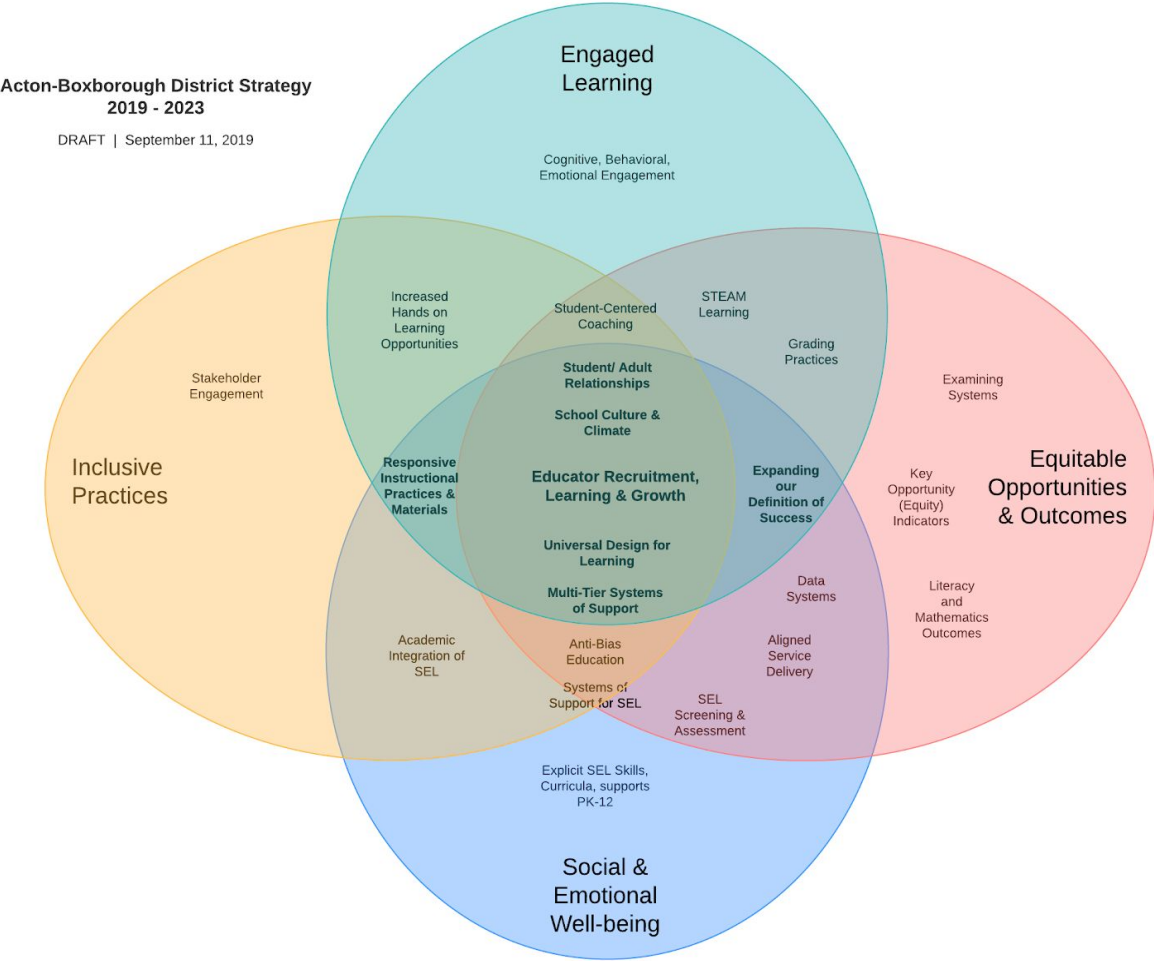
Text in blue reflects the mid-year update provided for your consideration.

Text in green represents any changes since mid-year and links to selected evidence of our work.

I look forward to speaking with you more at your meeting on May 21.

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

As you recall from our discussions earlier this year, our District is in a transitional period in the development of our new strategy. Because of this, the goals we set for the year depart from our previous-year goals, and will be reflected in the new strategy. To the right is a diagram that I shared with you previously. I hope this helps provide some context to our update.



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Student Learning Goal: Literacy Outcomes

By June 2020, we will develop a PK-6 Literacy (Reading) Vision and implementation plan that will provide equitable access to evidence-based instructional and assessment practices that improve literacy outcomes for all students.

Action Step	Timeline
Form a district-wide literacy team comprised of educators from a variety of roles to provide leadership to this work	Sept. - Oct. 2019
Define the roles and responsibilities of educators	May 2020
Identify screening tools and assessments	
Investigate evidence-based instructional resources	
Determine professional learning and training for educators	
Identify key parent engagement strategies and opportunities	
Develop an implementation timeline and identify key resources	

Mid-Year Update:

Our work to date can be summarized in four main categories:

- *professional learning* we have undertaken to support development of our literacy vision,
- *early implementation steps* we are taking that fit within the broader scope of the vision,
- *collaborative partnerships* that we have developed to support our work, and
- *ongoing work* that will be reported later this academic year.

Professional Learning: The district has participated and/or hosted the following professional learning opportunities in support of our new literacy vision:

- Dyslexia presentation, EDCO spring 2019
- 4-day MIT symposium, Dr. Joanna Christodoulou & Dr. John Gabrieli, summer 2019

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- 2-day MGH symposium, Dr. Joanna Christodoulou & Dr. Tiffany Hogan, summer 2019
- ABRSD Special Education Professional Learning Series, The Cognitive Challenges of Learning to Read for colleagues, November 2019
- Comprehensive Reading Assessment and Interpretation, January 2020
- Suspecting Dyslexia and Eligibility Determination, February 2020
- District-wide Grade Level Meetings: Overview of Dyslexia - *Dr. Christodoulou presented
 - PK (November) *K (October); Grades. *1, 5 (January); Grades. 2, 6 (February); Grades. 3, 4 (March)
- Districtwide workshop, Emergent Literacy Learners and Early Markers of Dyslexia, Dr. Christodoulou, spring 2020
- ABRSD Elementary Literacy Coordinator, Evidence-based Practices, Tools and Resources, December 2019
- Webinars/Podcasts:
 - January 16, 2020 - Dr. Louisa Moats;
 - March 18, 2020 - National Association of School Psychologists Dyslexia and Specific Learning Disabilities: Focus on Effective RTI

Implementation: The District has begun implementing several key actions in order to have an early impact on our students' literacy:

- Added question re: familial history of learning difficulties to DIAL-4 kindergarten screening (implemented spring 2019)
- Added RAN (Rapid Automatized Naming) Task - (colors/objects) - to kindergarten literacy screening (fall 2019)
- Added Kindergarten Protocol Document to compile information to inform kindergarten teachers as students transition into the school district
- Implementing Beta screening tool developed by Dr. Nadine Gaab
- Added question regarding familial history of learning disabilities and dyslexia to developmental history/home assessment used in all initial special education evaluations
- Screening new students enrolling in district - in process

Collaborative Partnerships: We are collaborating with the following individuals and organizations to support the development of our literacy vision:

- Nancy Duggan, Decoding Dyslexia Founder
- Dr. Nadine Gaab - early adoption of Dyslexia Screening App developed at Boston Children's Hospital for spring 2020
- Dr. Christodoulou will attend April 13, 2020, PK-6 Literacy (Reading) Vision Committee to consult with the entire committee
- Collaboration with Newton Public Schools for MTSS framework, March 2020
- ABRSD SEPAC - District administrators attended a listening session on February 1, 2020 with parents of students with dyslexia to learn more about their experiences in our schools

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Ongoing Work: The following work is ongoing and will be reported out later this Spring:

- PK-6 Literacy (Reading) Vision Committee with a variety of representation from the district with the goal to create an MTSS framework for Reading PK-6.
- Subcommittee work to:
 - create PK-6 reading vision statement
 - define the roles/responsibilities of educators,
 - identify screening tools/assessment,
 - investigate evidence-based instructional practices/resources,
 - determine professional learning and training for educators, and
 - identify key family engagement opportunities and strategies.
- District leadership attendance at DESE MTSS Conference, February 2020
- ABRSD Elementary Literacy Coordinator participation in DESE statewide early literacy leadership
- District-wide PK-6 Collaboration across departments

End of year update and selected evidence of progress:

This work was largely suspended during the closure as most members of the literacy team were key leaders in managing our closure and developing and supporting distance learning plans. We look forward to providing you with an interim update on June 4, and scheduling a subsequent presentation for the fall. Some of the additional actions taken since the mid-year update, and selected evidence of our work this year include:

- PK-6 Literacy (Reading) Vision Committee and departments attended mini-workshops on:
 - [Evidence-based Resources and Practices](#) by Dora Sanchez
 - [Cognitive Challenges of Learning To Read](#) created by Valery Grancewicz, Renee Limauro, Barbara Maglione, Heather Stouch, Lannon Twomey
 - [Suspecting Dyslexia: Evaluation and Eligibility](#) by Valery Grancewicz, Renee Limauro, Heather Stouch, Lannon Twomey
- Grades K-2 classroom teachers, special educators, reading specialists, speech and language pathologists, psychologists, English language educators, and building leadership attended
 - [Dyslexia: Connecting the Science of Reading to the Practice of Reading](#) by Dr. Johanna Christodoulou
 - Emergent Literacy Learners and Early Markers of Dyslexia facilitated by ABRSD Elementary Literacy Coordinator [Session 1](#) [Session 2](#) [Session 3](#)
- [Boston Children's Hospital Early Literacy Screener \(Early Bird\)](#)
- Subcommittees almost completed the following work at the time of school closure:
 - [Drafting a vision statement](#)
 - [Defining the roles and responsibilities and professional learning/training for classroom teachers, special educators, reading specialists, building leaders, literacy coaches, English language educators, speech and language pathologists, and psychologists.](#)
 - Identifying screening tools/assessment,
 - investigating evidence-based instructional practices/resources

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

- A District Leadership cohort attended the [DESE MTSS Conference in February 2020](#)
- The ABRSD Elementary Literacy Coordinator advised DESE on their statewide early literacy initiative as a [MA Literacy Champion](#)- their work will become public and posted in October.
- A small subset of the PK-6 Literacy (Reading) Vision Committee met with Newton counterparts to share MTSS work.
- [Began to build a District-wide System of Aligned Services Framework into which the subcommittee elements will be embedded.](#)
- Planning for professional learning aligned to roles and responsibilities outlined by the subcommittees.

Professional Practice Goal: Stakeholder Engagement

In order to foster stakeholder support for the schools and solicit feedback about how we can continue to improve, by June 2020 we will engage in a variety of strategies to increase stakeholder engagement by:

- Producing an annual report and interim newsletters to keep members of the Acton Boxborough community informed about the district's work
- Holding a series of coffees with the superintendent and school committee chair to increase two-way communication with families
- Forming a district-wide family advisory group to increase two-way communication and inform the district's work around Diversity, Equity and Inclusion
- Forming a district-wide student focus group for students in grades 7-12 in order to inform the district's work around Diversity, Equity and Inclusion

Action Step	Timeline
Develop an annual report that communicates the district's work to all households in the community	By August 15, 2020
Develop trimester-based newsletters to keep stakeholders informed of district work	December 2019; April 2020
Increase two-way communication and feedback by holding Superintendent/SC Chair Coffees	Monthly during 2019-20 school year
Develop and implement a districtwide DEI Parent Advisory as an strategy to engage in two-way communication around issues of Diversity, Equity and Inclusion	Meetings in Oct, Jan/Feb, and Apr/May

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

Develop and implement districtwide DEI Student Advisory as an strategy to engage in two-way communication around issues of Diversity, Equity and Inclusion	Meetings in Jan, Mar/Apr, and May/June
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Mid-Year Update:

Although our first newsletter was delayed, we anticipate that it will be published digitally in the first week of March. This newsletter provides families and community members with information about three key areas: the district work on Diversity, Equity and Inclusion (DEI), our work on STEAM (Science, Technology, Engineering, Arts and Mathematics), and an overview of the FY21 School Budget. One additional newsletter will be published this year at the end of April or early May. These newsletters are being produced for digital distribution.

We have had a successful start to our Superintendent/ School Committee Chair Coffees with the community. Four events have been held (10/11, 11/15, 1/21, 2/7) and an additional coffee is scheduled for 3/10. We have introduced a form that community members may use to submit questions prior to each gathering. This has allowed us to come prepared with information and has increased the efficiency of the meetings.

The District successfully launched our DEI family advisory group, led by Dawn Bentley and me. We had over 70 applicants for this group, and approximately 40 families were selected that were broadly representative of the diversity of the district. The group's first meeting was held on 10/24 and was largely introductions and some initial brainstorming of topics of interest. The second meeting of the group was scheduled for 1/23, however this meeting was cancelled in favor of a more public community conversation about race in our schools and community. Many members of the DEI family group were in attendance at the community conversation, and I anticipate that our next meetings of the DEI family group will follow-up on this community conversation. Additional meetings of the DEI family group are scheduled for 3/26 and 5/14. We will be discussing the possibility of more frequent meetings with this group.

We have also successfully launched our DEI Student Advisory. Dawn Bentley and I are also leading this group. Our first meeting was on 1/23 and we had approximately 10 students in grades 7-11 attend. We asked the students to help us identify additional members who may want to join these meetings. After introductions, we brainstormed possible topics of interest for the students to discuss with us. Next meetings of this group are planned for 3/18 and 5/18.

We are excited that in addition to the stakeholder engagement opportunities previously mentioned, we have recently formed a partnership with the Fostering Racial Justice Group to help us improve our connections with stakeholders in the community and accelerate our work around equity and inclusion. We are also in the early planning stages of a follow-up forum to our community conversation about race to continue this work and expand the dialog on issues of bias and race in the community. We

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are partnering with the Anti-Defamation League to host this forum and anticipate that it will take place in April.

End of year update:

While formal work relative to the action steps for this goal was suspended as of our closure, there is additional evidence of stakeholder engagement through a variety of communications, several online forums/ webinars, and surveys that we conducted to continue to engage stakeholders during our closure. We are scheduled to meet virtually in late May with the Fostering Racial Justice Group to discuss the District's involvement with their CHNA-15 "Protocol for Equitable and Culturally-Fluent Engagement (PEACE)" grant.

Selected Evidence of Progress:

1. [FY19 End of Year Report](#)
2. [March District Newsletter](#)
3. Sample DEI Stakeholder Agendas:
 - a. [DEI Family Advisory Agenda/Presentation](#) (10/24/19)
 - b. [DEI Student Advisory Agenda](#) (1/23/20)
4. Suggested artifacts of stakeholder engagement during closure:
 - a. [5/6/2020 District Update](#)
 - b. [4/27/2020 Reflections of a Superintendent and Parent During the COVID-19 Crisis](#)
 - c. [4/17/2020 Family Needs Survey](#)
 - d. [All Updates Regarding Closure](#)

Professional Practice Goal: Complete District Strategy

So that we are intentional and transparent about our improvement efforts, by June 2020, we will complete a district strategy for school committee adoption that articulates:

- Underlying beliefs that drive our work
- Overarching strategic objectives
- Initiatives that support the strategic objectives
- Action plans for each initiative
- Outcomes and key equity indicators that provide benchmarks against which to measure our progress
- We will work with schools to align school improvement plans to the district strategy.

Action Step	Timeline	Updated Timeline

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Develop and articulate district-wide beliefs to guide implementation of the strategy	Oct. 2019	Completed
Define and clarify overarching strategic objectives	Jan. 2020	Summer/Fall pending discussion with new School Committee
NEW: Identify District priorities during Covid-19 closure recovery	NA	June-Sept. 2020
Identify and define the various strategic initiatives that support the overarching objectives	Jan. 2020	Summer/Fall pending discussion with new School Committee
Develop action plans for each of the District's strategic initiatives	March 2020	Winter 2020-21
Define outcomes and measures of implementation of each of the district's strategic initiatives	May 2020	Winter 2020-21
Work with the school committee to develop a series of key equity indicators against which district progress can be measured	May 2020	Winter 2020-21

Mid-year Update:

Work has continued on the District Strategy over the course of the fall and early winter. We have finalized a set of beliefs that our administrative team holds that guide the work we will undertake. We have also drafted specific language for each of our four overarching Strategic Objectives, and for the various Strategic Initiatives that we will undertake for each of the objectives.

We have also drafted an action planning template for each of the objectives and initiatives that includes:

- the purpose of the initiative,
- intended outcomes,
- implementation benchmarks,
- a timeframe in which the initiative takes place,
- progress monitoring benchmarks,

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- measures of early and long-term impact, and
- resources needed to successfully implement the initiative.

A school committee workshop is scheduled for 3/16. At this time I will be seeking feedback on the language of the objectives and initiatives as well as the format of the action plan template. The Committee's input will be used to begin to draft action plans for each of the initiatives to be undertaken. This will be discussed in greater detail at the workshop on 3/16. We will also be seeking feedback on our plan from stakeholder groups in our community.

We have sought assistance from the Mid-atlantic Equity Consortium (MAEC) to have them help us in identifying potential Key Equity Indicators that may be used to guide the monitoring of the impact our Strategy has on our schools. To date, we have had an initial conversation with MAEC and have shared our draft strategy with them. We have a follow-up call with them on 3/6 to learn about their initial ideas. We will be bringing these ideas about Key Outcomes and Indicators to the School Committee later this Spring with the intention of having benchmark measures of impact for each of our four Strategic Objectives.

End of year update:

The school committee workshop scheduled for 3/16 was cancelled due to the closure and it was determined that our focus needed to be on our immediate response to the closure. Our goals for the workshop were to solicit School Committee feedback on our Sample/Draft Strategy & Action Planning Templates. We additionally hoped to discuss feedback from the Mid-Atlantic Equity Consortium (MAEC) at this workshop. We will present to the School Committee for additional feedback when the new committee has been seated. I also anticipate that some elements of the district strategy will need to be reprioritized based on the evolving needs of our students and families in light of the COVID-19 pandemic

Selected Evidence of Progress:

1. [District Strategy - Overview - Oct. 2019](#)
2. [Final Beliefs Statement](#)
3. [Sample/Draft Strategy & Action Planning Templates](#)
4. [Feedback from MEAC on Draft Strategy](#)

Strategic Initiative #1: Social Emotional Supports for Students

So that we can continue to improve our support services for students, by June 2020 we will conduct an independent evaluation of the social emotional learning supports that will allow us to:

- Develop an understanding of current practices related to social, emotional, behavioral, and counseling supports in the district.

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- Explore alignment of current practices with best practice research in order to identify which supports could be expanded or strengthened.
- Identify opportunities to align staff practices with best practices and effectively manage staffing in order to further support students' social, emotional, behavioral, and mental health needs, creating sustained change in schools and classrooms.

<u>Action Step</u>	<u>Timeline</u>
Engage an independent consultant to conduct a comprehensive program review of social emotional supports for students PK-12.	October 2019
Understand current practices related to social, emotional, behavioral, and counseling supports in the district.	January 2020
Explore alignment of current practices with best practice research.	January 2020
Identify opportunities to align staff practices with best practices and manage staffing to further support students' social, emotional, behavioral, and mental health needs.	February - May 2020
Create an action plan to align practices and staffing levels with best practice research.	June 2020

Mid-year Update:

The District worked with the District Management Group (DMG) to complete a comprehensive study of our Social-emotional programming across the district. The study was completed in early December, and on 1/6 we conducted a workshop with over 40 staff in the district at which DMG presented its initial findings and sought feedback to validate their conclusions. DMG has since finalized their report and is scheduled to present this report publically at the School Committee meeting on 4/2. Findings of the report have been included in our Draft Strategy in the Strategic Initiatives for the Social-Emotional Learning objective.

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End of year update:

DMG presented an overview of their findings to the school committee in April 2020. We have used these findings to inform the social-emotional strategic objective in our draft strategy. This goal will need to be a priority for us as we resume school this fall, but work was temporarily delayed due to the urgent nature of the school closure related to Covid-19.

Selected Evidence of Progress:

- [4/2/2020 DMG Presentation to ABRSC](#)

Strategic Initiative #2: Educator Growth & Development

In order to improve our focus on educator growth and development, by June 2020 we will work with school and district leaders and educators to:

- Maintain and grow a strong culture of professional dialogue and collaboration around teaching and learning and educator evaluation
- Refine the evaluation system so that student learning and teacher impact are at the center of process
- Strengthen the partnership between evaluators and educators through a common focus on learning for all students
- Develop and support consistent common evaluation practices among all administrators that are meaningful and manageable

Action Step	Timeline
Form a district-wide leadership team of evaluators to lead this work	July-August 2019
Refine the evaluation system so that student learning and teacher impact are at the center of process	September 2019 - May 2020
Strengthen the partnership between evaluators and educators through a common focus on learning for all students	September 2019 - May 2020
Develop and support consistent common evaluation practices among all administrators that are meaningful and manageable	September 2019 - May 2020

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Solicit feedback from evaluators and educators to assess the impact of the initiative on impacting educators' practice	January 2020, May 2020
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Mid-year Update:

Our District Leadership Team (DLT) consists of central office leaders, Principals and Assistant Principals, department leaders and directors, all of whom have responsibility for evaluating staff across the district. This year, we have engaged in year-long professional learning to increase our capacity as evaluators, and improve feedback to educators. We created an Educator Evaluation Leadership Committee (EELC) that planned the various professional learning sessions, and engaged with a consultant, Mary Sterling, to help us plan and lead this work. Our leadership team met 7 times this year (8/6, 9/6, 10/22, 11/19, 12/16, 2/10) and will meet four additional times this Spring. The full DLT met 6 times this year (8/20, 10/2, 10/30, 12/11, 1/15, 2/26), with most of each 2.5 hour meeting dedicated to educator evaluation professional learning. Topics have included supporting the development of more effective student learning goals, improving our focus on student learning during the observation process, and improving the quality of our dialog with educators about their practice. The leadership committee surveyed educators in February about the impact of our work and early reports of the overarching data indicated that:

- 73% of educators reported very much or some growth culture of professional dialogue and collaboration around teaching, learning, and evaluation
- 78% of educators reported very much or some growth in the extent to which they feel that student learning and teacher impact are at the center of the process
- 55% of educators reported very much or some growth in the extent to which they feel that the partnership between you and your evaluator has been strengthened by a focus on student learning
- 67% of educators reported that they agree or somewhat agree that their student learning goal is more meaningful to me and has potentially more impact on students' learning than in prior years
- 79% of educators agree or somewhat agree that the conversations and write-ups after observations with my evaluator have been more focused on student learning than in prior years

We will be continuing our work this Spring and will be surveying our educators again prior to the end of the year in order to measure the impact of our efforts.

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End of year update:

Most of the work toward this goal was completed prior to closure, but any additional work was suspended. Our initial plan headed into next year was to improve observer calibration by having teams of evaluators co-observe classes with our consultant. This plan will be re-evaluated in light of changing circumstances due to Covid-19.

Selected Evidence of Progress:

1. [Sample District-wide Leadership Team Workshop Slides](#)
2. [Criteria for Effective Educator Goals](#)
3. [Observation Write-up Guide for Evaluators](#)
4. [Sample Observation Write-up for Leadership](#)

Timeline

April 16 SC Meeting



Documents for the summative evaluation are distributed to members.

May 20 SC Meeting



The Superintendent gives the final report on the status of the current year's goals, and the Chair issues a general public request for input.

June 5



This is the due date for members to submit their completed written evaluations to the outgoing Chair and School Committee Secretary. Public input is received.

June 18 SC Meeting



The composite evaluation is included in an addendum which is presented at the meeting, discussed and voted. The Superintendent's FY21 salary is voted (effective July 1st).

Acton-Boxborough Regional School Committee
Policy Subcommittee
DRAFT Minutes
=====
May 14, 2020 at 4:00 p.m.
=====
Virtual Zoom Meeting

Present: Michael Bo (4:20 p.m.), Ginny Kremer, Amy Krishnamurthy, Maya Minkin (4:05 p.m., left at 4:25 p.m.), Nora Shine
Absent: none
Others: Marie Altieri, Beth Petr

Amy Krishnamurthy called the subcommittee to order at 4:02 p.m.

1. Minutes of April 9, 2020 meeting

Ginny Kremer moved, Nora Shine seconded and it was unanimously

VOTED by roll call: to approve the minutes of April 9, 2020 as written. (YES: Kremer, Krishnamurthy, Shine)

2. Use of School Facilities, File: KF

Because Community Education has taken over management of the Lower Fields outside of school hours from the Friends of Leary Field, per the agreement, the last sentence was deleted. Members agreed that it is ready for a First Read at the next School Committee meeting.

3. School Committee Annual Organizational Meeting, File: BDA

Members discussed the need to revise the policy wording so it is consistent with the Regional Agreement. Advice from counsel was reviewed. The Agreement says officers will be chosen "At the first regular meeting of the Committee following the latest town election..." however, Acton's bylaws state that new members are not sworn in until the end of Annual Town Meeting. With elections being held June 2 this year, Acton's Town Meeting expected at the end of June, although not decided yet, and Boxborough's meeting to be held on June 22, the usual sequencing for new members to take office and leadership to be decided has been disrupted and created the need to review the Agreement and Acton bylaws. Boxborough does not have such a bylaw so their new members may be sworn in after the election. A new first paragraph in the policy addresses this issue. It was also clarified that the Secretary and Treasurer are appointed, not elected per the Regional Agreement.

At the May 7th School Committee meeting, members discussed how Committee leadership was chosen and the possibility of having members nominated at one meeting and voted at the next one. This would give School Committee members a chance to consider how nominees present why they would like to serve in the positions before they have to vote. Subcommittee members had a significant discussion weighing this point with the possibility that members of the public may feel they have to express their extensive opinions on the nominees and the process turns into a political campaign. Subcommittee members agreed not to recommend adding a two meeting election process to this policy. Members agreed that the draft was ready for a First Read at the next School Committee meeting.

4. School Committee Policy Development, File: BG

Ginny shared a proposed draft that added a sentence specifying that the Policy Subcommittee would consider requests to add new policies or review existing ones. A clarification was also added regarding when immediate action is necessary and the Committee may vote to approve a proposed policy or revision after the First Read. The draft includes a new sentence allowing the subcommittee to correct minor editorial items such as punctuation, spelling or typographical errors with notice to, but no vote by, the Committee. Members agreed this draft was ready for a First Read at the next School Committee meeting.

5. Graduation Requirements, File: IKF

Marie reviewed the addition of an introductory paragraph to this policy, as requested by a member at the May 7th School Committee meeting. While adding reference to the MassCore program, provides a helpful resource for why the District decides on the requirements that they do, subcommittee members decided against including the mention of advanced placement classes. Administrators agreed that they did not want to emphasize increasing student participation in this policy, although it may be considered as part of the equity discussion. Members agreed that this draft was ready for a Third Read and vote at the next School Committee meeting.

At 4:48 p.m., Nora moved, Michael seconded and it was unanimously,
VOTED by roll call: to adjourn the subcommittee meeting.
(YES: Bo, Kremer, Krishnamurthy, Shine)

Respectfully submitted,
Beth Petr

List of Documents Used:

- Posted agenda
- Draft minutes of meeting on April 9, 2020
- Policies:
 - Use of Facilities, File: KF
 - Annual Organizational Meeting, File: BDA
 - ABRSD Regional Agreement, Section 1, F
 - Email from Atty Colby Brunt with guidance, 5/7/20
 - School Committee Policy Development, File: BG
(for reference: Suspension of Policies, File: BGF & Policy Implementation, File: CH)
 - Graduation Requirements, File: IKF

GRADUATION REQUIREMENTS

Readings: 4/16/20, 5/7/20, 5/21/20

Draft from policy subcommittee on 5/14/20

The ABRSD graduation requirements represent the expectations that we have for our students to leave ABRHS prepared to pursue their post-secondary goals. The School Committee supports the actions of the Acton-Boxborough Regional School District to more closely align its graduation requirements with MassCore's recommendations, and we endorse MassCore's program tenets that middle and high schools develop a broad range of courses that interest and engage students.

All Acton-Boxborough Regional High School students must meet the following minimum requirements to graduate and receive a diploma:

Passing grades in:

- Four years of English
- Three years of social studies (one of which must be U.S. History)
- ~~Two-Three~~ years of science (one of which must be biology)*
- ~~Two-Three~~ years of mathematics*
- Two years of a world language (students may be eligible for a waiver through an appeals process)*
- Fitness for Living (1 year alternate days)
This course includes two terms of Health Education and two terms of physical education.
- Three semesters of physical education over the next three years (10, 11 & 12)
- Academic elective requirement - one additional year of English, social studies, math or science, or a third year of a world language.
- One semester of Communication Arts, Industrial Arts, Performing Arts or Visual Arts, ~~beginning with the Class of 2016.~~

All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests in order to qualify for a high school diploma. These tests are given at the high school beginning in the spring of sophomore year. Thereafter, they are administered at least twice a year.

All students new to the state of Massachusetts should contact their counselor as soon as possible for additional information and to be sure that they are signed up to take the MCAS tests at the next appropriate administration.

Credit Requirements

One hundred credits are required for graduation.

*These changes would take effect with the Class of 2025.

REF: *MassCore FAQs and MassCore for Parents/Guardians at*
<http://www.doe.mass.edu/ccte/ccr/masscore/>

Revised: 5/3/12, 11/16/17

Approved: **TBD**

USE OF SCHOOL FACILITIES
First Read 5/21/20

The Acton-Boxborough Regional School District is the caretaker of the District's properties and facilities for the towns of Acton and Boxborough. The School Committee is pleased to have public facilities enjoyed by Acton and Boxborough community members when the properties are not in use by the schools.

The Superintendent's office, through Community Education, shall schedule and manage the use of the District's properties according to the procedures attached to this policy as they may be amended from time to time.

~~The Lower Fields are managed outside of school hours by the Friends of Leary Field, Inc., d/b/a Friends of the Lower Fields.~~

approved by ABRSC 12/4/14, 10/6/11, APSC 11/17/11

SCHOOL COMMITTEE POLICY DEVELOPMENT

First Read 5/21/20

According to Massachusetts General Laws Chapter 71, Section 37, the School Committee “shall establish educational goals and policies for the schools in the district. **The policies will be** consistent with the requirements of law and statewide goals and standards established by the Board of Education.”

Policies and/or revisions may be proposed by any member of the Committee, any member of the public, ~~or and~~ any member of the staff. The Policy Subcommittee will consider requests to add new policies or review and revise existing policies. The Superintendent shall have the responsibility of recommending policies for adoption and/or revisions of existing policies. All ~~These~~ policies shall be in the form of general principles and statements of intent. The Superintendent is responsible for developing ~~the~~ procedures to ensure implementation of all the School Committee policies.

After review by the Policy Subcommittee, the School Committee shall have **at least** two readings of any proposed policy or revision to allow for input from all interested parties. A vote shall **not** be taken ~~before~~ after on the second reading. Notwithstanding the forgoing, when immediate action is necessary, the School Committee may hold a vote to approve a proposed policy or revision after the first read. Only under emergency conditions will a policy be adopted on the first reading.

The Committee shall periodically review policies to ensure that they remain harmonious with the goals of the District and comply with all applicable laws and regulations. maintain their timeliness and relevance. The Policy Subcommittee may correct errors in punctuation, spelling and typographical errors with notice to the Committee but without the requirement of a second read or a vote.

The District will post all policies on its website.
~~Policies will be available to the public by being posted on the District website.~~

CROSS REFS: BGF, Suspension of Policies
CH, Policy Implementation

Highlighted suggested edits were received after posting.

Approved: 12/12/13

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

First Read 5/21/20

Acton-Boxborough Regional School Committee members are elected at each town's annual election. Newly elected School Committee members will begin to serve on the School Committee once they have been sworn in by their respective towns.

At the first regularly scheduled School Committee meeting after all new members have been sworn in, the School Committee shall organize by nominating and voting for officers. The annual organizational meeting for the Acton-Boxborough Regional School Committee shall be held each year at the first meeting following the completion of the Acton and Boxborough annual town meetings and elections. At this meeting, the Committee shall organize by electing
The committee shall elect one of its members to be the chairperson, one vice-chairperson from Acton, one vice-chairperson from Boxborough. They shall also vote to appoint, and a secretary and a Treasurer who ~~does~~ not need to be ~~a~~ members of the Committee.

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

REF: ABRSD Regional Agreement, effective July 1, 2014

Approved 5/21/15, 5/23/19

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
Draft Minutes

Virtual Public Zoom Webinar Meeting
To attend: <https://abschools.zoom.us/j/95248771505>
To call in: 312 626 6799
Live streaming: <https://youtu.be/PhcMsgy0xVE>

May 7, 2020
7:00 p.m.

Members Present:	Diane Baum, Michael Bo, Adam Klein, Ginny Kremer (left at 9:35 p.m.), Amy Krishnamurthy, Tessa McKinley, Maya Minkin (7:45 p.m.), Paul Murphy, John Petersen, Nora Shine, Angie Tso
Members Absent:	none
Others:	Marie Altieri, Deborah Bookis, Dawn Bentley, Peter Light, Beth Petr, Dave Verdolino, Amy Bisiewicz,

1. Call to Order

The ABRSC was called to order at 7:02 p.m. by Chairperson Tessa McKinley.

Due to the schools being closed as a result of the coronavirus, Tessa stated that the meeting was being conducted remotely via a Zoom webinar by the 11 School Committee members, per our Remote Participation policy, BEDJA. Public participation was possible via the zoom link or call in phone number. It was also recorded and being live streamed on youtube. Meetings are posted on Acton TV's website at <http://actontv.org/on-demand/government>. Per the remote policy, all votes were done by roll call with each member stating their vote after the Chairperson called their name.

2. OPEN MEETING

2.1. Chairman's Welcome

Tessa reminded the School Committee members about the protocols that they all agreed to at the beginning of the year. She focused on the need for efficient and effective communication to avoid excessively long meetings. She asked members to be good listeners, and hold questions if they have already been asked.

2.1.1. Annual Spring Town Elections

- Acton and Boxborough's Elections are postponed to June 2. Citizens are being urged to vote early by mail to avoid gathering at the polls. Please see your town website for details.
- Boxborough Annual Town Meeting will be June 22. Acton Town Meeting is not yet determined.

2.2. Public Participation - none

2.3. High School Student Representatives Update - none

3. PRESENTATION

3.1. School Closure Update – Peter Light

1. Distance Learning Update

A significant majority of our stakeholders surveyed are satisfied with the District's program. DESE's guidance shows our work has been well-informed and only small adjustments are needed moving forward. Angie Tso asked if there will be virtual summer school. The district is still waiting for guidance but Pplanning has started on summer school opportunities.

2. High School Quarter 3 Grading

After surveying all involved, reaching out to college admissions offices, gathering High School leadership opinion, reviewing third quarter grade books, and determining legal and policy implications, the decision was made to close all students' grades for the third quarter on a pass/no record basis.

3. Graduation

Thanking the High School Faculty and Administration, Project Graduation, PTSO and Acton Police & Fire Departments, Mr. Light announced that a Rolling Rally and Diploma Distribution will take place on June 5. Virtual ceremonies will take place on June 11 for the Scholarship Ceremony and June 12 for Commencement.

Members' comments and questions included:

- Which standards did the DESE consider important regarding new material to teach? A: DESE sent what they thought was the most critical standard for each grade and we are reviewing and deciding on when/how to do that based on what we have already done or had planned. We will fine tune by grade level and department leader.
- How will you calculate the year end GPA for High School students? A: 50% term 1 and 50% term 2 grades
- Do we know that all seniors have access to a car? A: High School staff is working on that.
- How will we figure out what it means in the distance learning survey that 10-25% of families are having difficulty and how will we address it? A: In an effort to keep the survey brief and encourage people to reply, the question was about general satisfaction, not anything specific.
- How will we check back in with families about this next distance learning step? A: It would not be practical to do a survey so close to the end of the school year, so we will rely on teachers to work with their students and make modifications as needed as they go, as they are now.
- How will students learn any material that they might miss in this final quarter of school with distance learning? A: The first few weeks of school are usually spent reviewing the previous quarter. We know that some students will have missed some material or need reinforcing and we will try to address this in the fall. Planning for summer school is in progress and members will learn more about that at the next meeting.
- How does our families' satisfaction with AB's distance learning methods compare to other districts? A: There is no standard right now and Mr. Light thinks comparable districts are in a relatively similar position. We were ahead with the nonsynchronous learning at AB which is good.
- How will we help our juniors with their college applications in the fall? A: Larry Dorey and Todd Chicko have been talking with many colleges. Teacher recommendations will be a focus more than grades but we will learn more as time goes on. Larry and his staff will do what they can to help make this process as meaningful as possible and give teachers time to write recommendations with concrete examples of students' specific skills. Teacher workshops will be offered.

Angie Tso spoke as member of the public, to express her disappointment with the High School grading decision. Because the survey results from parents and students were close, someone would be disappointed no matter what was decided. In her opinion this decision overlooks students' efforts, especially when they worked very hard in term 3. She would like to see the students be given a choice for how their grade is decided, and let them calculate the grade for the year in the same way for the entire time from August 28 to March 12 (last day in school).

Michael Bo spoke as a member of the public, stating that he was very disappointed with the grading decision as well. He felt that the survey data shows that the decision made is unfair because the majority of parents wanted option 2 giving students a choice of a grade or P/NR. He urged the Administration to listen to the parents. Regarding the GPA calculation, he asked that more analysis be done on ways to calculate this instead of 50% and 50% and to be more fair.

James Dillon spoke from the public asking that the District reconsider the treatment of the term 3 grades. He felt that adequate time had not been spent on this, including models about teachers' concerns. He suggested that mathematical models could be used that would be more fair and offered his professional

assistance. Mr. Light responded that the High School has looked into other models involving point systems and weighted categories but not all teachers use the same methods.

3.2. **Negotiations Update** – *Marie Altieri*

3.2.1. Recommendation to Approve the American Federation of State, County and Municipal Employees (AFSCME) Contract – **VOTE**

3.2.2. Recommendation to Approve the Acton Boxborough Office Support Association (ABOSA) Contract – **VOTE**

Marie reviewed the Agreements and the financial summary. These include the same cost of living adjustments as the teachers agreed to. Some of the budget gaps should be covered by hiring lower paid new staff to replace retirees. Marie will ensure that ABOSA members understand Article 32 regarding Transportation correctly. Amy Krishnamurthy noted that the ABOSA negotiations were a very positive collaborative effort and she appreciated the work that members and Marie put into it. The attendance bonus for custodians was added to try to improve this group's attendance, particularly given how expensive it is to pay overtime when they are out and need shift coverage.

John Petersen moved,

“that the ABRSC approve the Collective Bargaining Agreement between the American Federation of State, County and Municipal Employees AFL-CIO, Massachusetts State Council 93 #1703 (AFSCME) and the Acton-Boxborough Regional School Committee for the period of July 1, 2020 through June 30, 2023 as set forth in the Memorandum of Agreement.”

Ginny Kremer seconded.

John noted that despite the school closure, both unions' members continued negotiations on zoom. As a result, it made sense that the ~~negotiations~~ **financial assumptions** that went into the ABEA process should not be changed for ABOSA or AFSCME, ~~and a~~ All three contracts are appropriately aligned from an internal **equity** perspective.

Members **VOTED by Roll Call** and the motion was unanimously approved.

(YES: Baum, Bo, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

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

VOTED by roll call: that the ABRSC approve the Collective Bargaining Agreement between the Acton-Boxborough Office Support Association and the Acton-Boxborough Regional School Committee for the period of July 1, 2020 through June 30, 2023 as set forth in the Memorandum of Agreement.

(YES: Baum, Bo, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

4. **NEW BUSINESS**

4.1. **Budget Update** – *Dave Verdolino*

4.1.1. FY20 3rd Quarter Update

Dave reported and referred members to his memo with the April 16th School Committee meeting material for detail. There have been no major financial changes since then.

4.1.2. Reimbursements – Possible **VOTE** - Marie

Marie reviewed the revolving accounts and reasons to consider some refunds. The budget subcommittee discussed how some families will need these refunds financially while there are probably some that would donate the amount to the District so the subcommittee recommended giving families the option.

Paul Murphy moved, Amy Krishnamurthy seconded and it was unanimously,

VOTED by roll call: that the Acton-Boxborough Regional School Committee waive the tuition for the months of April, May, and June for the ABRSD All Day Kindergarten Program and the

Carol Huebner Early Childhood Program, and to prorate the high school parking fee.

Additionally, the ABRSD is instructed to process refunds of any funds paid above these amounts after the option is provided to donate the funds to the associated revolving accounts with the understanding that the expenses related to the programs are still incurred.

(YES: Baum, Bo, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

In response to a question from the public, Mr. Light confirmed that the district would continue to employ part time special education assistants for elementary classes.

4.1.3. FY21 Update and Process

Dave reviewed the alternative procedures if a Town Meeting does not happen prior to June 30th. By June 1, the Superintendent must request approval for 1/12th budget authority and this would continue until FY21 budgets are approved by both towns. This provides a legal authority for the school to spend money beyond June 30th. John Petersen pointed out that cash flow during this time is also important. Acton revenues are holding up for the current period and 1/12 will work for the schools because most contracts are 10 months and our cash flow needs in July and August are pretty low. Dave generally agreed but added that there is a debt payment due in July and a Middlesex Retirement payment also in July that will have to be figured into our summer cash flow.

In response to a member's question, Marie confirmed that with the Committee's vote of the FY21 budget, decisions regarding All Day Kindergarten (ADK) have been made for next year. Decisions about ADK FY22 will be made next year after reviewing the fund balances and financial information at that time, particularly given the changing environment we are currently in.

4.2. **Policy Subcommittee** – *Amy Krishnamurthy*

4.2.1. Graduation Requirements, File: IKF, **Second Read** – **VOTE** - *Deborah Bookis*

Adam Klein moved to accept the policy IKF as provided in the packet. Amy Krishnamurthy seconded.

Diane Baum asked to make a friendly amendment given that she had emailed input earlier that day. She requested that an introductory paragraph be added to the beginning of the policy to explain what the requirements mean to High School students regarding the tenants of MassCore. Diane read her paragraph. Paul Murphy seconded the friendly amendment.

Although this was the first time she was hearing this suggestion, Deborah Bookis agreed that the proposed revision does align our policy more closely with MassCore. It was suggested that given this was a substantial addition to the policy, it should go back to the policy subcommittee for review and Larry Dorey should also be asked for comment.

Paul Murphy withdrew his second and Diane Baum withdrew her friendly amendment. Amy Krishnamurthy withdrew her second and Adam Klein withdrew his original motion. The revision will be sent back to the policy subcommittee.

4.3. **Update on the Financial Position of EDCO Collaborative** – *Peter Light (oral)*

Mr. Light reported that EDCO has some serious financial concerns. At the recent Board of Directors meeting it was voted to approve increasing each district's assessment to pay off the FY20 deficit that was mentioned at the previous meeting. This will provide the cash flow that EDCO needs to obtain their fall grants. Lexington has notified EDCO that they will leave the collaborative. This will not happen immediately as it is a long process. In response to a question, Mr. Light said he thought they were leaving because they feel they are not taking advantage of all of the services that EDCO offers, but he is not sure. EDCO has made some drastic changes to help address their financial situation including program realignment for next year, and they are aggressively recruiting for their special education programs. The

school closure situation has made their situation very difficult. Dave Verdolino also attended some of the recent meetings as well.

5. ONGOING BUSINESS

5.1. Approval of ABRSC Meeting Minutes of 4/16/20 and 4/30/20 (open meeting),

A member clarified a sentence in the fifth paragraph on page 3 of the minutes of 4/16/20.

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

VOTED by roll call: to approve the minutes of 4/16 as amended and 4/30 as written.

(YES: Baum, Bo, Klein, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

5.2. ABRSC Leadership Transition for FY21 Preliminary Discussion – Tessa McKinley

5.2.1. School Committee Annual Organizational Meeting Policy, File: BDA

Both of the Town Clerks have been consulted regarding the processing of swearing in School Committee members who are elected on June 2nd. Boxborough Town Clerk reports that she can swear new members in the day after the election, however Acton's bylaws state that swearing in does not take place until after the Annual Town Meeting. Regarding School Committee leadership, the Regional Agreement states that the Chair and Vice-Chairs are elected at the first meeting following the latest town election, which could mean after June 30 given that Acton has not rescheduled their Meeting yet. More information about this will be provided at the next meeting, but school attorney Colby Brunt advises that the School Committee could vote to delay the reorganization meeting until after Acton Town Meeting acknowledging that this is would be a change to what the Regional Agreement says, but understandable given the circumstances. She also advised that policy BDA be revised to reflect the Regional Agreement wording.

Tessa asked members to think about how the Committee decides to reorganize, including the nomination process and how members express interest in the next year's commitments. The Chairperson position brings with it a lot of responsibility and Tessa stressed that as a committee they need to be truly intentional about what they want their leader to do. It shouldn't be based just on seniority or who speaks up first. She suggested that members who might be interested in serving as Chair or Vice-Chair, should speak about their interest and then the nomination process could be based on that at the next meeting. This two-step process would allow members to learn more about candidates' intentions and desires before having to decide.

Members talked about various ways that this could be handled between now and when Acton Town Meeting is held. An initial suggestion about having outgoing members resign, creating the need to fill the open seats was dismissed due to the complications. Several members liked the two-step approach to choosing leadership, especially if it leads to the best leadership. Several did not mind how long a chairperson held the office.

Members discussed the unwritten general practice of alternating Acton and Boxborough chairs (two years of Acton chairs followed by one year of a Boxborough chair). Of some concern was "protecting Boxborough's leadership", given that Acton members could outvote Boxborough members due to the weighted voting. There was some initial sentiment that this was not a great concern for the Committee at this particular time and it might make sense to have flexibility. Other members wanted to ensure that the process was fair.

It was agreed that other nominating and voting methods should be considered by the Committee, including ranked voting. Members could ask other districts, or even at the Round Table meeting, although regional school districts are different. Tessa thanked the Committee for their input.

5.3. Subcommittee and Member Reports

5.3.1. School Building Committee Update –Peter Light

5.3.1.1. Minutes of meeting on 4/22/20

Initial thoughts about the budget were discussed at the recent meeting. Cost estimates came back about 5% over budget (\$5M). The Committee will be reviewing where the overruns are coming from: 1. The foot bridge between Douglas and Gates is \$2.5M (\$2M more) 2. Some initial assumptions around storage of soil were found to be not possible. The space was needed for kids, so the materials couldn't be stored on the school property. 3. Additional organic soils need to be investigated. While it is early in the process, the \$5M delta has to be addressed.

5.3.2.Boxborough Leadership Forum (BLF) – *Tessa McKinley*

BLF will meet on May 12 for the Pre-Town Meeting meeting. May 19th is Candidates Night.

5.3.3.Budget Subcommittee – *Diane Baum*

Members discussed how Covid-19 is impacting budget and much of it has been reported by Dave. Diane attended the Acton Fincom meeting. Peter, Marie and Dave did an excellent presentation and answered many questions. Revenues in Acton are pretty stable. They are working hard on the hit that reserves will take. The Fincom has revised their Point of View document since Covid. They have a strong statement that we are heading into a recession and should limit budget growth.

5.3.4. Health Insurance Trust – *John Petersen*

The Trust met April 30th. Expenses through nine months were \$14.2 million against income of \$12.9 million for a loss of \$1.3 million. For FY20, the projected loss is slightly larger but does not reflect the uncertainty of claims in Apr-June related to COVID-19 or reinsurance recoveries. Costs associated with treatment of COVID-19 might increase the expenses of the Trust but reductions in participants seeking care and scheduling elective surgery are likely to be larger. Significant reinsurance recoveries are also expected. The unrestricted assets of the Trust are expected to be about \$5 million at yearend which is equivalent to about 25% of annual expenses. The Trustees renewed our Service Contract with Cook & Company as well as our contract for a part-time service representative helping district and town employees with health benefits. The Trustees also approved the request for proposal for stop loss insurance (reinsurance) to protect the Trust against losses related to large claims which are claims per participant greater than \$125K.

Ginny Kremer reported on her meeting with MASC and Senator Edward Markey regarding the next level of hopeful federal relief. Diane Baum was also on the call. Ginny liked his explanation that this might not break along party lines because it will affect all states.

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

Because this was a new process for reviewing the warrants, there was an extensive list.

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

VOTED by roll call:

that the School Committee vote to approve:

Payroll warrants as follows –

Number P2019	dated 3/12/20	in the amount of \$2,671,961.90,
Number P2020	dated 3/26/20	in the amount of \$2,647,722.64,
Number P2021	dated 4/9/20	in the amount of \$2,613,947.97,
and Number P2022	dated 4/23/20	in the amount of \$2,575,753.38;

Payroll deduction warrants as follows –

Number 20-019PR	dated 3/12/20	in the amount of \$ 533,799.00,
Number 20-020PR	dated 3/26/20	in the amount of \$1,079,510.06,
Number 20-021PR	dated 4/9/20	in the amount of \$ 525,390.86,
and Number 20-022PR	dated 4/23/20	in the amount of \$1,064,914.25;

Vendor warrants as follows –

Number 20-019	dated 3/19/20	in the amount of \$ 529,928.02,
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	Number 20-020	dated 4/2/20	in the amount of \$1,610,681.91,
	Number 20-021	dated 4/16/20	in the amount of \$1,162,607.30,
and	Number 20-022	dated 4/30/20	in the amount of \$1,452,422.98;

Student Activity Fund Reimbursements as follows –

	Number 20-019B2	dated 3/11/20	in the amount of \$ 793.84,
	Number 20-019BL	dated 3/12/20	in the amount of \$ 1,827.48,
	Number 20-019JH	dated 3/12/20	in the amount of \$31,428.62,
and	Number 20-022SH	dated 3/12/20	in the amount of \$26,787.76.

(YES: Baum, Bo, Klein, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

7. **FYI** – Two changes in School Committee meeting dates were noted:

- next meeting is now May 21 – changed from May 20
- first June meeting is now June 4 – changed from June 11
- final meeting is unchanged and will be June 18

8. **Adjourn**

John Petersen moved to adjourn. Paul Murphy seconded.

As this was Teacher Appreciation Week, Adam Klein thanked all of the amazing teachers, aides and staff in the district for their patience and grace. Amy Krishnamurthy especially thanked all of the High School staff who drove through the towns in last weekend's car parade for the seniors. Committee members agreed.

It was **VOTED by roll call** to adjourn at 9:45 p.m.

(YES: Baum, Bo, Klein, Krishnamurthy, McKinley, Minkin, Murphy, Petersen, Shine, Tso)

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda with list

1



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

FY2021 Recommended Budget Update for Town Meetings

Dave Verdolino, Director of Finance
May 21, 2020

ABRSD

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FY2021 Recommended Budget (THEN)

FY2020 Final Budget	\$90,982,111
FY2021 Level Service Budget <i>(4.02% increase)</i>	\$94,673,077
FY2021 Prelim Budget – SC Dec 5 <i>(3.75% increase)</i>	\$94,396,777
FY2021 Budget Voted by School Committee*	\$93,974,777
% Increase from FY2020	3.29%
\$ Increase from FY2020	\$2,992,666

* - Before adding first year debt service for Douglas/Gates school bond

ABRSD

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FY2021 Changes Proposed by Administration

Budget Adjustment Description	Amount
Prepay projects identified in FY21 appropriated CIP	\$200,000 *
Reduce remaining projects in appropriated FY21 CIP	\$150,000
Reduce specific FTE positions (Dean, OOD, 0.8 sections)	\$102,472
Reduce salary estimates (OT by 20%, new ERI net savings)	\$117,500
CARES Act funding through DESE (ESSER Fund) grant	\$114,566
Cancel SC and SLT conferences/retreats participation	\$20,500
Additional use of reserves - E&D, CB, Capital (<u>assume CB</u>)	\$300,000 *
Superintendent forgo budgeted salary adjustment	\$3,029
FY2021 Gross Adjustments (Budget Decrease)	\$1,008,067

* - Potential offset to additional expenses – see next slide

ABRSD

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FY2021 Changes Proposed by Administration

Budget Adjustment Description	Amount
FY2021 Gross Recommended Adjustment (previous slide)	- \$1,008,067
Revised FY2021 Budget (before Add Back Contingency)* * - Before inclusion of first year bond debt service	\$92,966,710
Revised % Increase over FY2020 Budget	2.18%
FY2021 Gross Recommended Adjustment (previous/above)	- \$1,008,067
Add Back Contingency – Estimated costs relating to unknown circumstances of anticipated school opening this fall (continued distance learning?, increased staffing?, cleaning?)	\$500,000
FY2021 Net Recommended Adjustments	- \$508,067

ABRSD

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FY2021 Revised Town Meeting Budget

FY2021 Budget Voted by School Committee*	\$93,974,777
% Increase from FY2020	3.29%
FY2021 Net Recommended Adjustments	- \$508,067
FY2021 Revised Town Meeting Budget*	\$93,466,710
% Increase from FY2020 (with Contingency)	2.73%

* - Before adding first year debt service for Douglas/Gates school bond

ABRSD

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FY2021 Revised Town Meeting Budget

	Without Bond 1st Year Debt	Including Bond 1st Year Debt
FY2021 Budget (SC Voted)	\$93,974,777	\$97,420,768
% Increase from FY2020	3.29%	7.08%
FY2021 Net Recommended Adjustments	- \$508,067	- \$508,067
FY2021 Revised Town Meeting Budget	\$93,466,710	\$96,912,701
% Increase from FY2020	2.73%	6.52%

ABRSD 7 7				
Recommended Assessment				
	SC Voted -	%-Chg fm. P/Y	Revised -	%-Chg fm. P/Y
FY2021 Budget	\$97,420,768	7.08%	\$96,912,701	6.52%
Less – Revenues and Use of E&D	\$19,205,536	-	\$19,205,536	-
Total Assessment	\$78,215,232	7.50%	\$77,707,165	6.80%
Assessment - ACTON	\$66,012,542	7.80%	\$65,584,049	7.10%
Assessment - BOXBOROUGH	\$12,202,690	5.90%	\$12,123,116	5.21%

ABRSD 8 8		
Recommended Assessment %-Change from P/Y (Then and Now)		
	SC Voted	Revised
Budget without 1 st year new school debt service -		
TOTAL Assessment	2.97%	2.07%
Assessment - ACTON	3.26%	2.36%
Assessment - BOXBOROUGH	1.42%	0.53%
Budget WITH 1 st year new school debt service -		
TOTAL Assessment	7.50%	6.80%
Assessment - ACTON	7.80%	7.10%
Assessment - BOXBOROUGH	5.90%	5.21%

Recommended Vote

MOTION:

“That the total appropriation for the Acton-Boxborough Regional School District for the fiscal year July 1, 2020 through June 30, 2021 be set at **\$96,912,701**, and that member towns be assessed in accordance with the Education Reform Law and the terms of the Regional Agreement and amendments thereto as follows:

• **Acton \$65,584,049** (consisting of a Capital Assessment of **\$5,325,309** and an Operating Assessment of **\$60,258,741**); and

• **Boxborough \$12,123,116** (consisting of a Capital Assessment of **\$878,800** and an Operating Assessment of **\$11,244,315**); (CONTINUED)

Recommended Vote (CONTINUED)

MOTION:

“With the remainder to be accounted for by the following sources of funds:

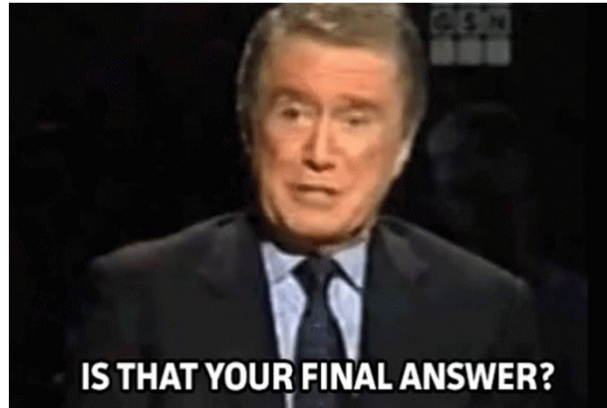
- Anticipated Chapter 70 Aid in the amount of \$15,345,811,
- Anticipated Chapter 71, Section 16C Transportation Aid of \$2,097,225,
- Anticipated Charter School Aid in the amount of \$50,000,
- Anticipated Medicaid Reimbursement of \$250,000,
- Anticipated Investment Earnings of \$300,000,
- Estimated Miscellaneous Revenues of \$17,500, and
- Transfer from E&D Reserve in the amount of \$1,145,000.”

(Requires Two-thirds vote)

ABRSD

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T/M Revised Budget = **\$96,912,701**



ABRSD

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Assessment Calculation Excerpt (THEN)

ACTON-BOXBOROUGH RSD		ACTON	BOXBOROUGH
FY2021 Recommended Budget Assessments	Average Enrollment >>	84.34%	15.66%
GROSS DISTRICT BUDGET (ABRSD Appropriation)			
Represents 3.29% FY2021 increase (FY2020 was 2.55% increase)	\$93,974,777	\$79,349,081	\$14,625,696
SHARE OF DEBT SERVICE (ELEM. SCHOOLS) PAID BY TOWNS	<u>729,458</u>	<u>\$615,208</u>	<u>\$114,250</u>
GROSS BUDGET-TOTAL (Total Regional Expenditures)	\$94,704,235	\$79,964,289	\$14,739,946
TOTAL REVENUES AND RESERVE USE	\$19,055,536	\$16,071,003	\$2,984,533
TOWN ASSESSMENTS - BEFORE REGIONAL AGREEMENT APPE	\$75,648,699	\$63,893,286	\$11,755,413
RESULTING ASSESSMENT PERCENTAGE SHARES - see Note D		84.46%	15.54%
DIFFERENCE RESULTING FROM APPENDIX A - see Note E	FY21 Shift>>>	<u>-\$25,000</u>	<u>\$25,000</u>
FINAL ASSESSMENT PER APPENDIX A	\$75,648,699	\$63,868,286	\$11,780,413
Less - CREDIT FOR DEBT SERVICE PAID FROM TOWN BUDGETS -	<u>(729,458)</u>	<u>(635,508)</u>	<u>(93,950)</u>
NET ASSESSMENT AMOUNT DUE FROM BOTH TOWNS	<u>\$74,919,241</u>	<u>\$63,232,778</u>	<u>\$11,686,463</u>
		84.40%	15.60%
INCREASE (DECREASE) FROM PRIOR YEAR (\$)	\$2,161,702	\$1,997,524	\$164,178
INCREASE (DECREASE) FROM PRIOR YEAR (%)	2.97%	3.26%	1.42%

ABRSD

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Assessment Calculation (Revised for T/M)

ACTON-BOXBOROUGH RSD		ACTON	BOXBOROUGH
FY2021 Recommended Budget Assessments	Average Enrollment >>	84.34%	15.66%
GROSS DISTRICT BUDGET (ABRSD Appropriation)			
Represents 2.73% increase (6.52% with first year debt) over FY2020	\$96,912,701	\$81,826,859	\$15,085,842
SHARE OF DEBT SERVICE (ELEM. SCHOOLS) PAID BY TOWNS	729,458	\$615,208	\$114,250
GROSS BUDGET-TOTAL (Total Regional Expenditures)	\$97,642,159	\$82,442,067	\$15,200,092
TOTAL REVENUES AND RESERVE USE	\$19,205,536	\$16,197,509	\$3,008,027
TOWN ASSESSMENTS - BEFORE REGIONAL AGREEMENT APPE	\$78,436,623	\$66,244,557	\$12,192,065
RESULTING ASSESSMENT PERCENTAGE SHARES - see Note D		84.46%	15.54%
DIFFERENCE RESULTING FROM APPENDIX A - see Note E	FY21 Shift>>>	-\$25,000	\$25,000
FINAL ASSESSMENT PER APPENDIX A	\$78,436,623	\$66,219,557	\$12,217,065
Less - CREDIT FOR DEBT SERVICE PAID FROM TOWN BUDGETS -	(729,458)	(635,508)	(93,950)
NET ASSESSMENT AMOUNT DUE FROM BOTH TOWNS	\$77,707,165	\$65,584,049	\$12,123,116
		84.40%	15.60%
INCREASE (DECREASE) FROM PRIOR YEAR (\$)	\$4,949,626	\$4,348,796	\$600,830
INCREASE (DECREASE) FROM PRIOR YEAR (%)	6.80%	7.10%	5.21%



Nadine G. Ekstrom
Executive Director

Dear Board Members:

There has been many conversations over the past several months regarding potential withdrawal and closing of EDCO Collaborative. The process, according to EDCO's Articles of Agreement, that was approved on January 17, 2019, explains this as follows:

Article X: METHOD OF WITHDRAWAL

- 1. "A Member District may withdraw from the Collaborative as of July 1st in any year provided that such district provides written notice to the Executive Director of the Collaborative and the Board of such intent by July 1st of the prior year with an effective date of July 1st for the withdrawal. Upon receipt of such notice, the Collaborative Agreement must be amended (see Article XII) and approved, first, by the Board, then, by a majority of the Member Districts, and finally, by the Board of Elementary and Secondary Education, and provided that the Board of Elementary and Secondary Education has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.*
- 2. Written notification of a Member District's intent to withdraw from the Collaborative at the end of a fiscal year shall include the following:*
 - a. Notification addressed to the chair of the Board and the Executive Director that the Member District has voted to withdraw from the Collaborative with the effective date of withdrawal; and*
 - b. A copy of the minutes from the School Committee or Charter School Board meeting at which the Member District voted to withdraw from the Collaborative.*
- 3. An amendment to this Agreement shall be prepared to reflect changes in the Agreement caused as a result of the change in membership of the Collaborative.*
- 4. Upon withdrawal, a former Member District shall not be entitled to any assets or a portion of any assets of the Collaborative, including any surplus funds that may have been carried over from prior years and any reserve funds that may have been established by the Board.*
- 5. The withdrawing Member District must fulfill all of its financial obligations and commitments to the Collaborative.*
- 6. A School Committee or Charter School Board that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its proportional share of liabilities and any debts, claims, demands, or judgments against the Collaborative, incurred during said School Committee's or Charter School Board's membership, or which were the responsibility of the Collaborative when that member school committee or charter school board became a member. Such proportional share is determined by the Enrollment Assessment formula previously articulated above under Annual Member Assessment.*
- 7. Upon withdrawal, the withdrawing Member District will be reimbursed any funds prepaid to the Collaborative by the Member District for tuition or services under M.G.L. c. 40, § 4E.*
- 8. The withdrawal of any Member District(s) at any time shall not affect the status of this Agreement and the same*

shall remain in full force and effect until specifically changed or amended consistent with Article XII.

9. If, after the withdrawal of a Member District (s), less than two Member Districts remain, the Collaborative Board will initiate termination proceedings as provided in Article IX."

Therefore, any district who requests to withdraw from EDCO from July 1, 2019 to June 30, 2020 will remain a member until June 30, 2021. In addition, the district is required to submit a notice to the Board Chair and Executive Director, of which this notification will be provide to the full Board for a vote of approval. The Board may vote to not accept the withdrawal request. Furthermore, the District is liable for any debts and claims that incurred while the District was a member of the organization.

ARTICLE IX: METHOD OF TERMINATION

"A Member District may request that the Board initiate proceedings to terminate the EDCO Collaborative agreement by giving notice to all other Member Districts and the executive director at least twelve (12) months before the end of the current fiscal year.

Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate the collaborative and determine next steps. A two-thirds (2/3) vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all Member Districts within ten (10) working days of such vote.

Prior to termination, the Board shall:

- 1. Cause a final fiscal audit of the Collaborative to be performed, including an accounting of all assets and liabilities (debts and obligations) of the Collaborative and proposed disposition of the same. A copy shall be made available to each Member District and to the Department of Elementary and Secondary Education.*
- 2. Determine the fair market value of all assets of the Collaborative.*
- 3. Determine the process for appropriate disposition of state and federal funds, equipment, and supplies.*
- 4. Determine which Member District(s) will maintain fiscal, employee, and program records.*
- 5. Determine the means for meeting all liabilities (debts and obligations) of the Collaborative, including obligations for post-employment benefits.*
- 6. The Collaborative must meet all liabilities before any monies are distributed to the Member Districts.*
- 7. Distribute surplus or reserve funds in proportional shares using the Enrollment Assessment formula previously articulated above under Annual Member Assessment.*
- 8. Return individual student records to their respective school district.*
- 9. Assets shall be sold and monies distributed in proportional shares using the Enrollment Assessment formula previously articulated above under Annual Member Assessment.*
- 10. The Executive Director shall notify the Department of Elementary and Secondary Education in writing at least one hundred eighty (180) days before such termination.*
- 11. The Board shall notify the Department of Elementary and Secondary Education of the official termination date and submit documentation required by 603 CMR 50.11 to the Department."*

In summary, there needs to be a request from a Member District, via a vote from a School Committee meeting and approved meeting minutes, in order to initiate termination proceedings. As of May 3, 2020, the Board Chair nor Executive Director have not received such documentation. Upon receipt of documentation, then a meeting must occur within 30 days. It is important to remember that at least 2/3 vote must occur (10 out of 15 voting members) in order to begin proceedings. In addition, in order to terminate EDCO Collaborative, the Board is required to complete the 11 steps outlined in Article IX. Please also keep in mind that all votes must be completed prior to June 30, 2020 in order for EDCO Collaborative to close by June 30, 2021.

In regards to financial responsibilities, those financial considerations would be more clearly

identified after the completion of steps 1-11 outlined in Article IX. Should the Board decide to move forward with termination, then monetary expenses in completing steps 1-11 in Article IX will need to be added to the FY2021 budget. These expenses include financial audits, legal fees for EDCO Collaborative and legal fees for Member Districts.

Furthermore, EDCO Collaborative's legal counsel, Gini Tate, has outlined the following responsibilities:

"Article IX, Method of Termination specifies termination must be initiated by a member district. The request to terminate the Collaborative has to be in writing and provided "at least twelve months before the end of the current fiscal year." Once received, the Board must discuss it. If a vote is taken, a vote to terminate the Collaborative can only be done by a 2/3 vote of the Board. If the Board votes to terminate, then the Board must take a number of actions to prepare for termination of the Collaborative, most of which have to do with a financial reckoning of the Collaborative's assets and liabilities. One of its obligations (Article IX (5) is "to determine the means for meeting all liabilities (debts and obligations) of the Collaborative, including the obligation for post-employment benefits." One of the significant post-employment benefits is for health insurance for retirees, as well as any other employees who have a right to continuation of health benefits under COBRA. Other post-employment benefits would be unemployment compensation for laid off and terminated employees.

Under M.G.L. c. 40 sect 4E, the Collaborative is "a public entity" and a "public employer" which has the right to sue and to be sued. Therefore, it is the Collaborative and the Collaborative alone which is required to settle all of its debts and obligations out of the Collaborative's assets. More than a full year is given and necessary for the wind-down of the Collaborative's operations and the settlement of its debts and liabilities. Therefore, in my opinion, a member school district would not be responsible for any debts and liabilities of the Collaborative beyond what it has already paid into the Collaborative for its assessment and enrollment of students when the Collaborative was operational."

Nadine is still waiting to hear back from Ruth Hersh (DESE) regarding their opinion around the financial responsibilities of the District. She has emailed Ruth again today, to see if there she has any more information. In addition, Marc Richard and Andy Paquette are in the process of outlining the steps of termination from your Articles of Agreement and the expected additional costs to the Districts and/or EDCO for these steps to occur.

Thank you,

Kathleen Bodie, EdD
EDCO Collaborative Board Chairperson

Nadine G. Ekstrom, PhD
Executive Director

EDCO ESTIMATED CLOSING COSTS

Note: All costs are estimated at this time

Tasks	Notes	Costs
Financials - Business Management Costs Post Closing	Costs of management of EDCO financials after closing on June 30, 2021.	\$102,000.00
HR Access - Harpers Payroll	Fee for access to payroll system for six months after closing date. After six months any payroll reports or documentation would have to be requested from Harpers	\$5,000.00
Financial tools - Infinite Visions	Fee for access to accounting system for six months after closing date.	\$15,000.00
Retiree Health Insurance	A member district must be identified to manage retirees insurance and payouts <i>*This would be a determination to be made by the EDCO Board</i> Requirements for closeout of OPEB Account need to be determined	TBD
Employee Vacation Payout	Upon termination of active employee contracts, vacation time will need to be paid out <i>(This calculation is based on 63 employees who are currently entitled to vacation days, amount currently in individual accounts, and anticipated earned vacation time in FY21.)</i>	\$1,422,997.94
EDCO Insurance Coverage Deductible	Deductible that may need to be paid with any claims	\$30,000.00
EDCO Insurance Coverage	One year coverage for extensions on the Claims Made policy to cover Employment Practices Liability	\$40,000.00
Employee Retention / Severance	<i>Retention pay and/or severance pay provided to EDCO staff that complete the final school year</i> <i>*This would be a determination to be made by the EDCO Board</i> <i>(This calculation is based upon 2 weeks salary for every year employed at EDCO)</i>	\$1,540,201.92
Audit	FY21 Audit & Additional Audits required in order to close the organization	\$100,000.00
Legal Fees	Legal representation for closing <i>(not included in FY21 budget - includes attorney consultations, preparation of closing documents, participation in board meetings)</i> Additional fees in FY22 for post closing <i>(estimated retainer to handle inquiries and/or issues post closing)</i>	\$120,000.00
Website Costs	Cost to have EDCO website domain name renewed for 10 years <i>*EDCO Board to determine member district to website</i>	\$500.00
On-Going Administration Costs	Cost of administration of EDCO files and EDCO inquiries after closing...end date would be the date of last employee of EDCO passing...approximately 70 years. Cost to convert files to electronic files <i>*EDCO Board to determine amount to provide to member district to retain and manage files</i>	\$50,000.00
EDCO Member District Business Manager	Administration of EDCO Financial transactions provided by EDCO Business Manager post closing. <i>*EDCO Board to determine amount to provide to member district to administer</i>	\$15,000.00
Moving and Disposal Costs for all EDCO sites	Cost to move and/or dispose of all EDCO assets as directed by EDCO board <i>*EDCO Board to provide direction/approval of disposal, donation or sale of all assets</i>	\$150,000.00
Cost of termination of multi year contracts	Costs and/or requirements with terminating any existing multi year contracts for good or services. Costs and/or requirements of handling multi-year contracts where EDCO provides services	TBD
Cost of termination of lease	Cost of breaking lease at 236 Middlesex Turnpike This requires legal counsel to determine EDCO responsibilities	\$3,000,000.00

ESTIMATED TOTAL \$6,590,699.86

CONFIDENTIAL/ATTORNEY CLIENT PRIVILEGE

To: P. Light (Acton Boxboro Regional School District)
From: Thomas H. Costello
Stoneman, Chandler and Miller, LLP
Date: May 18, 2020
RE: EDCO

The following addresses questions that you have posed regarding Acton-Boxboro's possible financial liability in the event of withdrawing from EDCO or the possible termination of EDCO; and how member Districts withdraw or initiate termination proceedings under the EDCO Articles of Agreement ("Agreement"). Please note that due to the fact that our firm represents various member districts in EDCO, we do not believe that we can or should advise on the issue of whether a district should or should not withdraw or terminate from EDCO. If you wish further counsel on that issue, we can work with the district to find other counsel who would not have a conflict to represent you on this narrow issue.

1. Acton-Boxboro's financial liability in the event of other Districts withdrawing and/or moving to terminate EDCO.

Under Article X of the Agreement, a withdrawing member or District is not entitled to any assets or a portion of any assets of the Collaborative, including surplus funds, and it must fulfill all of its financial obligations and commitments to the Collaborative. Also, a District that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its proportional share of liabilities and any debts, claims, demands, or judgments against the Collaborative, incurred during the District's membership, or which were the responsibility of the Collaborative when the District became a member. The Agreement does not specify any length of time that the District would remain liable.

It is expansive language, in that, Acton-Boxboro would be liable for its proportional share of liabilities, debts, claims, demands, or judgments, indefinitely. Liability or debt are not defined in the Agreement. Therefore, theoretically Acton-Boxboro would be liable for its proportional share of rent, mortgage payments, lease payments, loans, and any other transactions that could be considered a debt. Also, the Agreement does not indicate whether or not a District can shed their proportional share of liabilities after the passage of some specified period of time. Civil liability would be subject to the Statute of Limitations; however, a strict reading of the Agreement would have Acton-Boxboro remain liable for its proportional share of debts in perpetuity.

In terms of liability in the event of a termination, Article IX of the Agreement states that prior to termination, there is to be a fiscal audit, “including an accounting of all assets and liabilities (debts and obligations) of the Collaborative and proposed disposition of the same.” In addition, the Board shall “Determine the means for meeting all liabilities (debts and obligations) of the Collaborative, including obligations for post-employment benefits.” Counsel for EDCO, Regina Williams Tate, has opined that a member school district would not be responsible for any debts and liabilities of the Collaborative beyond what it has already paid for its assessment and enrollment of students when the Collaborative was operational.

As the Agreement states, EDCO’s liabilities would be determined after an accounting; at which point EDCO would have to determine a means for meeting all of those liabilities, and then meet them. Despite Attorney Tate’s opinion, I do not believe that there is anything preventing a creditor from making claims against individual Districts post termination, if they believe they are owed money.

In short, if there is a termination, it is advisable that the schools work hard to meet all liabilities and get releases from all creditors.

2. How do member Districts withdraw or initiate termination proceedings under the EDCO Articles of Agreement.

a. Withdrawal under Articles of Agreement (Article X, page 14).

Members can withdraw from EDCO as of July 1st in any year, provided that they have given written notice to the Executive Director and the Board of such intent by July 1st of the prior year, with an effective date of July 1st for the withdrawal. The withdrawing District must attach to the Notice the minutes from the School Committee meeting at which the Member District voted to withdraw. Also, the Notice must be addressed to the Executive Director and to the chair of the Board. After receipt of the Notice, the Collaborative Agreement must be amended and then approved by the Board, a majority of the member districts, and then by the Board of Elementary and Secondary Education. There is also language relative to the Board of Elementary and Secondary Education approving the withdrawal.

b. Termination under Articles of Agreement (Article IX, page 13).

As outlined by Attorney Tate to the Board, a Member District can initiate termination proceedings to terminate EDCO by giving notice to all the other Member Districts and the Executive Director at least twelve (12) months before the end of the current fiscal year. The Board must discuss the request to terminate within thirty (30) days of the request, and determine next steps. A 2/3s majority vote of the Board is required in order to initiate termination proceedings. The Agreement provides for a number of actions that must occur prior to termination. See Agreement pp. 13-14. The Collaborative must also complete all the steps included under 603 CMR 50.11, which is referenced in the Agreement, prior to termination. One

those is forwarding to the Department of Elementary and Secondary Education the minutes from all of the Members' school committee meetings where termination was voted upon.

3. Conclusion.

As I stated at the outset of this memorandum, I cannot provide further counsel on the issue of what actions districts should take (i.e. withdraw, terminate) due to our firm representing many districts within EDCO and there may be diverging interests around this issue for our clients. Please let me know if you would like to obtain other counsel to assist on this narrow issue.

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

Virtual Public Webinar Meeting

April 29, 2020

To attend: <https://abschools.zoom.us/j/96979308245>

7:00 p.m.

Members Present: Mary Brolin; Maya Minkin; Peter Light; Marie Altieri; Dennis Bruce; Jason Cole; Bob Evans; Bill Hart; JD Head; Gary Kushner; Lynne Newman; Maria Neyland; Katie Raymond; Mac Reid; Chris Whitbeck.

Members Absent: Adam Klein; Amy Krishnamurthy; Peter Berry; Becca Edson.

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

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

2. Review of Detailed Design Cost Estimates -- Chuck Adam/Emily Grandstaff-Rice/Jody Staruk

a. Estimates

Skanska, Arrowstreet and Consigli are analyzing the new project cost estimates that are part of the MSBA DD submission, which is due on April 30th. The estimates can be submitted up to 21 days after the primary documents. The consultants are trying to reduce the new estimates, which are 4% - 6% higher than those on estimate Form 3011 that was submitted with the Project Scope and Budget package. The consultants said it would not be difficult to identify reductions of 5%. One potential reduction is the cost of the walkway, where there may be alternative approaches to construction that would be less expensive.

b. Value management items

Comparing the current cost estimates with the September 2019 set, Chuck said that the new estimates for site work were significantly higher than original estimates. We want to focus reductions on items that are not reimbursable by the MSBA, for which the district bears 100% of the cost, where possible.

The estimates from both Consigli and PM&C are based on documents prepared about a month ago. We will have two more rounds of estimates between now and when we get to the Guaranteed Maximum Price (GMP) in October. Mary said that some contingency amounts are going down as we learn more about specific items and they move into their own budget lines. Peter had asked Chuck to look into other districts' experience with estimates. Two schools, one in Belmont and one in Arlington, had DD estimates that were about \$30MM over earlier estimates. Both districts were able to find significant opportunities for reducing their budgets without reducing the scope of the projects.

Larry showed the VM list, which highlighted some items for engineering and other review. Some items on the list still need vetting to assess construction, design or cost impacts. Consigli is working with Arrowstreet and Skanska to identify alternative approaches to building some elements that would reduce costs, even before looking at Value Management items. Gary Kushner had concerns about finding \$6MM in savings, this difference between the new estimates and the amount approved in our

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initial budget; he noted that we are locked in to a budget of \$95.25MM, and he is not sure how the SBC can evaluate safety and other factors in reviewing the VM list. Mac Reid was concerned about the number of items on the VM list that were still labeled TBD. Kristy Lyons said that they were working to determine costs and pricing for mechanical aspects and other elements. Mac also asked if there was anything new on this list that hadn't been on the prior VM list. Emily showed a VM comparison of where we were at the end of SD and where we are now at the end of DD. Chuck said that some items has been put on the VM list as a way to start a discussion, such as eliminating the softball field, suggesting that there might be other sources of funding for it such as a recreational fund. Other items for discussion include potentially eliminating one of the two elevators, a generator, permeable pavers, or some of the fencing, as well as reviewing the geothermal wells and theatrical lighting.

JD Head said that it might be too early to look at the VM list line by line, especially if we are going to do this two more times with additional estimates. The big factor is that we need additional information to put estimates on some of the items. He was concerned that we may get different estimates later and that we could lose important things if we make cuts now, or that the saving might be less than we thought. Emily said that timing could affect some costs; for example building the boardwalk in the summer when the water level is low would be easier than during the spring when the water level is higher. Chuck said that the designers have to clarify the structural impact of making some changes, like reducing the foundation slab from 5" to 4" or eliminating a generator. Jody said that the items on the list are things they have found to be acceptable from a building perspective when working on other school buildings, but we have to make decisions about what we are comfortable with. Larry Spang said that some of the pricing is market driven and could change since the market is uncertain right now; the numbers are being updated regularly. This is a list of ideas. Some of these items need SBC input and others need additional input from the engineers and others.

The SBC reviewed the list line by line, making some elimination decisions and holding others pending discussion. Items discussed included:

- Using linoleum flooring or vinyl composition tile (VCT). Linoleum is more expensive but is preferable from a sustainability and toxicity perspective.
- Incorporating bookshelves into FFE rather than the general construction budget. This would increase FFE costs over the current budget, but could reduce general contractor costs. To be reviewed.
- Eliminating the rainwater reclamation system. The SBC decided against this because it is important to the community and was a selling point of the building. Bob Evans suggested that the town might be willing to make a contribution toward this as it would save them future costs of drilling a well.
- Fully air-conditioning the building. The building has a dehumidification system and can achieve low enough temperatures to be comfortable most of the year, other than extremely hot days, so some areas may not need air-conditioning. Katie Raymond was concerned that a lack of air-conditioning could preclude using the building for full day summer camps and other programs. Marie Altieri said that about half the building is likely to be occupied during most of the summer, typically in the morning until about noon, but we can verify the number of kids involved. It could suffice to air-condition just the first floor. Jason Cole asked about potential regulatory requirements to air-

condition buildings for summer programming use. Peter Light would like to check with Special Ed about their requirements.

- SBC members were concerned about reducing the playground budget. They will revisit this issue at the next meeting after getting more information from Arrowstreet.
- The consultants will give the SBC more information about items in the mechanicals section.

SBC members found it helpful to go through the list so that they will be better prepared to review and vote on it at the next meeting.

3. Vote to Allow Skanska to Submit the Detailed Design Package to MSBA on the District's Behalf – Mary Brolin/Chuck Adam

The primary DD package of drawings, specifications and the binder will be submitted April 30th. Construction cost estimates will be submitted later as a supplement.

Gary Kushner asked how we could submit the DD package if some VM decisions might affect the design. Chuck said that design work will continue through the next phase of construction design, and we will submit more detailed design materials to the MSBA at the 60% and 90% completion points. The estimates align with the specs that were completed on March 25th. It's a process of keeping MSBA in the loop as designs continue to develop. Each submission will require more detailed specs and drawings. At the pre-submission meeting with the MSBA on Monday, Emily reviewed the changes since the last specs were submitted.

VOTE: Maya Minkin moved to authorize Skanska to submit the Detailed Design documents to the MSBA on behalf of the SBC, Jason Cole seconded and, by a roll call vote, the SBC unanimously approved the motion.

4. Modular Update – Chuck Adam

The modular vendor, Triumph, has reduced their proposed leasing cost by a small amount, about \$20K. There is a lot of market demand for modulares now due to the coronavirus. We are moving forward with Triumph, but are making changes to elements of the agreement, including the covered roof and the electrical wiring, that could reduce costs significantly. Consigli offered Triumph an additional incentive to reduce their cost by suggesting that they might buy their office trailers from them.

We received the first electrical bids on April 29th. The low bid, from Griffin Electric, came in slightly under our estimate. Skanska, Arrowstreet and Consigli have all worked with Griffin and are comfortable with them. Kristy Lyons said that we will be receiving bids for enabling site work on May 1st and Consigli will submit the first enabling package to the committee for approval at the May 13th SBC meeting.

5. Geothermal Update – Emily Grandstaff-Rice

Emily said that we are on track with the geothermal system.

6. Permits/Meetings with Acton Town Depts – Mary Brolin/Emily Grandstaff-Rice

Emily had a great meeting with the director of Acton's land use department. She has also spoken with the building commissioner about two exceptions to plumbing code: basing requirements on projected use, and

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not requiring the installation of urinals in the bathrooms. Septic system plans have been submitted to the board of health, and we will also be approaching them regarding the geothermal wells.

7. Schedule Updates – Chuck Adam

Chuck said that project design development is on schedule, including the targeted 60% and 90% completion dates. Drilling test geothermal wells is planned for May 18th. Finalization of the Guaranteed Maximum Price (GMP) is scheduled for mid-October. Emily said that the target date for GMP is very tight, and said that the MSBA understands our aggressive schedule.

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

A typo was identified in the draft minutes and was corrected. Maria Neyland moved, Gary Kushner seconded and, by a roll call vote, the minutes were unanimously approved as amended.

9. Invoice Approval/Budget Update – Arrowstreet, Skanska, Consigli and other Invoices – Mary Brolin/ Chuck Adam – There were no invoices to approve at this meeting.

Chuck said the SBC needs to authorize expenditures for the geothermal site contractor. This is part of the overall construction budget and will cost about \$88K. Additional subcontractor expenditures will be coming up over time. Some of these decisions will be time sensitive and won't be able to wait for a regular SBC meeting for approval, so the committee should vote on procedures for authorizing these expenditures more quickly going forward.

VOTE: Bob Evans moved to allow Peter Light, Mary Brolin and JD Head to authorize site contractor expenditures to drill test wells for the geothermal wells. Maria Neyland seconded and, by a roll call vote, the SBC unanimously approved the motion.

JD has developed a proposed list of proprietary items, which he will review with Emily.

10. Adjourn

SBC members discussed whether there was a need to hold an unscheduled meeting during the week of May 4th to vote on the list of Value Management items. The cost estimate information doesn't have to be submitted to the MSBA until May 21st. Committee members agreed that the VM decisions could wait until the next regularly scheduled meeting on May 13th. The consultants will share updated VM information well in advance of that meeting so the SBC has time for review.

Gary Kushner moved, Mac Reid seconded and, by a roll call vote, the meeting was adjourned at 9:17pm.

Respectfully submitted,
Karen Coll

Documents Used:

Value Management Log

Draft Minutes of the April 22, 2020 SBC Meeting.

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Next Building Committee Meetings (all via Zoom webinar at 7 pm unless noted):

May 13, 2020

May 27, 2020

June 10, 2020

June 24, 2020

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Actual Acton-Boxborough Grade K-6

5/1/2020

Grade	Blanchard				Total	Conant			Total	Douglas			Total	Gates				Total	McCarthy				Total	Merriam				Total	Total #Sec lvg. Size																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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105 Acton residents attend school in Boxborough

69 Boxborough residents attend school in Acton

2019-2020

Rev.5/9/2020



CASE Collaborative Family Community News & Resource Pages



CASE Collaborative Informational Groups

Dear CASE Parents & Guardians,

As a reminder, the resources I have included in the subsequent pages are not intended to replace curriculum designed by your child's classroom teacher. Instead, are provided as enrichment opportunities and support for you and your family. As organizations are restructuring their programming to meet the need for social distancing, new trainings and opportunities to participate in on-line events are popping up on a daily basis. I recommend that you visit the www.spedchildmass.com website for updates on upcoming events and activities.

I wanted to share with you an inspiring video that Doug Flutie and 9 artists with autism who have come together and created a virtual choir to spread joy and light during the coronavirus emergency. To view this performance and learn more about the artists and producer of this video click here: <https://www.flutiefoundation.org/we-are-world>. Enjoy!

Wishing you all a Happy Mother's Day!

Sue Campbell
Resource Assistant

Sanchita Banerjee
Executive Director

"You are a woman with many layers blended together to create a whole you. Tap into each of those different layers once in awhile and remind yourself that there is more to you than being a 'special needs mom.'" -guest author, *Parenting Special Needs magazine*





Community Workshops and Conferences



"What are You Worried About? Treating Fears, Phobias and Emotional Distress in Children"

When: May 12, 2020 | Tues 10:00 am -11:30 am

Where: Virtual Training

Great virtual learning opportunity coming up with PPAL on May 12th. Guest lecture by Naomi Angoff Chedd. In this interactive presentation and discussion she will talk briefly about some of the most common types of anxiety and provide some guidelines and suggestions for helping you and your children tackle and maybe even defeat the anxiety demon. By understanding more about the psychobiology of anxiety and how to incorporate some proven approaches into treating it using humor, coregulation and play you will learn to think about anxiety in a different way, as an irritant, perhaps, but not as a crippling, permanent or hopeless condition. Register by sending an email to statewide@ppal.net. Please note that this online session is meant ONLY for people with lived experience on raising a child with behavioral health needs (parents/caregivers/family members/family partners/youth members). Welcome! To register for this virtual training, please send an email to: statewide@ppal.net

<https://myemail.constantcontact.com/Great-virtual-learning-opportunity-coming-up-on-May-12th-.html?>



The Arc of Massachusetts Webinar Series

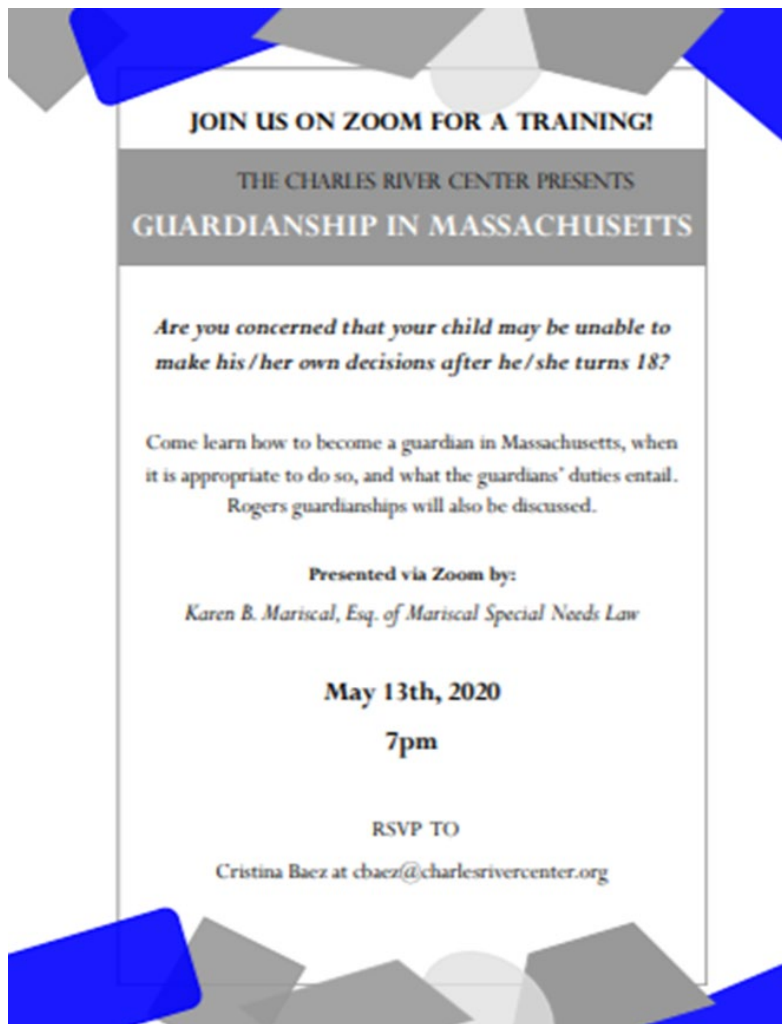
As part of The Arc's mission, the webinar series will encompass a wide variety of topics and practices in the area of intellectual and developmental disabilities - such as autism services, legal and financial, housing, employment, transition and family support. These one hour webinars are designed for families, self-advocates, professionals, and the general public and will be offered on a monthly basis. Visit The Arc of Massachusetts YouTube channel to view a playlist of our past webinars here! <https://thearcofmass.org/programs/webinars>



Supporting Challenging Behavior at Home during COVID-19: An Interview with Ross Greene

"... And we can do it without power struggles. With nationwide school closures in effect, many parents are trying to keep it all together at home managing their own work, their finances, and their own stress. All the while, parents are now also in the position of monitoring homeschooling, managing their children's big feelings, and most likely, some challenging behaviors" To read more and watch Ross Greene's Interview on video visit

https://makesociallearningstick.com/supporting-challenging-behavior-at-home-during-covid-19-an-interview-with-ross-greene/?blm_aid=34829



IMPACT: Ability Virtual Self Defense Class

When: May 16, 2020 | Sat 11:00 am and 12:00pm

Where: On-line

IMPACT: Ability Self Defense for People with Special Needs in Massachusetts. On-Line Self Defense Class with the Massachusetts' Down Syndrome Congress. Free. Learn skills to help manage your stress and strong emotions, how to communicate with others in a healthy way, and how to set and respect healthy boundaries. * This class will use video, role play, and discussion to help teach these skills in the most interactive way possible through a virtual format.

* 11 am – for youth ages 13-20

* 12 pm – for adults ages 20 and up

* The IMPACT: Ability curriculum teaches people with disabilities to recognize unsafe situations and respond with effective self-protective behaviors.

* Students learn skills that are relevant to sexual violence, attempted abduction, bullying, and harassment as well as how to assert and advocate for themselves in everyday situations.

RSVPs/Reservation are required to the MDSC by contacting cendres@mdsc.org.

*information provided by www.spedchildmass.com

PARENT SUPPORT FOR LD NORTH ANDOVER

SPECIAL NEEDS PLANNING: COORDINATING YOUR FINANCIAL & ESTATE PLAN

A FREE WEBINAR FOR PARENTS



SPEAKERS:

Caleb Harty & Brendan Harty
of Harty Financial,
Middleton

MAY 19, 1 TO 2.30 PM
All are welcome.

Please email
ldnorthandover@gmail.com
for the link to this online
workshop.

Financial advisers Caleb Harty & Brendan Harty bring nearly a decade of expertise helping families with special needs plan for the long term.

Join us for this webinar when they will discuss special needs financial, estate and benefits planning, including:

- Tools such as special needs trusts, ABLE accounts, Social Security, MassHealth and other benefits
- Strategies to preserve government benefits
- Potential financial and estate planning pitfalls and how you can avoid them.

Do join us!

In collaboration with NAPAC



Autism Webinar: When Anxiety is Not Anxiety

When: May 19, 2020 | Tues 1:00 pm

Where: Live Webinar

TACA live webinars are free and provide education and information for parents. Many of the webinars will include a survey at the end so that attendees can receive the slides via email. * The speaker will be Dr. Pejman Katiraei, who focuses on the multiple aspects and variety of ways to use holistic methods to address emotional and physical health issues. To register or for more information visit <https://tacanow.org/family-resources/webinars/?eType=EmailBlastContent&eld=d59bae28-84fc-4a63-ba32-c2cd1decba38> or contact TACA at (855) 726-7810.



My Senses Don't Make Sense - Workshop with Donna Shea

When: May 21, 2020 | Thur 1:00 pm – 2:30 pm

Where: Webinar

Every human being has a sensory profile. Some of us are more sensitive to sound, others to smell. Some of us seek out sensory experiences and some of us avoid them. What do you do when a child's sensory "overload" impacts their ability to comfortably access the things that are necessary for childhood or make it fun? In this workshop, we'll look at kids with sensory challenges and talk about strategies that help. We'll also discuss how finding the services of, or talking to your school OT, can make a world of difference for a child who senses don't make sense. To register visit

<https://www.eventbrite.com/e/my-senses-dont-make-sense-workshop-with-donna-shea-tickets-104166236016>



NEW "AUTISM AT HOME" Parent Training Series - A Spectrum Of Ideas For Autism At Home

When: May 26, 2020 | Tue 7:30 pm

Where: Zoom Meeting

We welcome Ellen Fitzpatrick, M.Ed. Programs and Operations Coordinator, Flutie Foundation as our guest speaker. Ellen's training A SPECTRUM OF IDEAS FOR AUTISM AT HOME will focus on ways you can support your loved one with autism. Practical strategies mixed in with self-care and support. Don't miss out this one of a kind and new parent training. Click on the following link for more information <https://www.autismalliance.org/events/guest-speaker-ellen-fitzpatrick-spectrum-ideas-autism-home?>



Sleep Solutions for the ADHD Brain

When: June 2, 2020 | Tue 1:00pm

Format: Live Webinar

Sleep disturbances and disorders are one of the most common comorbidities associated with attention deficit disorder. ADHD affects the quality of sleep, and poor sleep adversely affects ADHD symptoms — it is a vicious cycle. Making diagnosis and treatment more challenging for clinicians is the fact that sleep disorders can mimic ADHD. Join Mark Stein, Ph.D., to learn about the impact of poor sleep on ADHD throughout the lifespan, plus strategies for assessing and managing treatment.

In this webinar, you will learn:

- *Reasons why children with ADHD are poor sleepers and resist sleep
- *The effects of stimulant and non-stimulant medications on sleep
- *Behavioral and environmental strategies to improve sleep in ADHD families
- *Strategies for managing stimulant-exacerbated insomnia <https://www.additudemag.com/webinar/sleep-disorder-adhd/>



Transition (ages 14-22) and Beyond

Basic Rights: Transition

The Federation's post-secondary transition project, The LINK Center, in partnership with MassPAC has created a four-part version of FCSN's Basic Rights: Transition Planning presentation. Learn about the law, vision statement, transition in the IEP, and post-secondary options. View YouTube videos here.

https://www.youtube.com/playlist?list=PLOxXvZyVuP_b_YOystNvd8NTJeKWGoEhb

Charting the Lifecourse (CtLC) Tools for Transition Planning *a webinar with Laurel Peltier*



The Charting the LifeCourse Framework was created by families to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live. Individuals and families may focus on their current situation and stage of life but may also find it helpful to look ahead to think about life experiences that will help move them toward an inclusive, productive life in the future.

By the end of this webinar, participants will:

- Know how the requirements for transition assessment can be addressed using Charting the LifeCourse (CtLC) tools.
- Understand how information gathered can be used to support the requirements for transition services.
- Be able to identify one CtLC tool and share one idea about how to use this tool to support transition-aged youth.

Date/Time: Tuesday May 12, 2020, 6:00– 8:00 p.m.
RSVP: RSVPs are required for this online event. Visit the event site [here](#) to register. You will be emailed credentials for the meeting.
Questions: Michelle Mendes, michelle.mendes@pathlightgroup.org



Family Empowerment
a Pathlight program

[Join us on facebook](#)



Pathlight

41 Russell Street, Hadley, MA. 01035 413.585.8010 Family Empowerment is a program of [Pathlight](#)



Massachusetts
Families Organizing
for Change

HOUSING WEBINAR SERIES

Person-Centered Planning: Creating a plan that evolves over time

In this webinar, we continue to look at examples of person-centered approaches in living and housing for people with disabilities. Our guest is Susan Yuan, who will share her son Andreas' story.

Andreas, who is 46 years old and has Angelman Syndrome, leads a life of his choosing thanks in part to Jason, his direct support provider since 2006. Using Andreas' story, Susan will highlight considerations for parents in the person-centered approach to creating living arrangements. She will discuss:

- How relationship with the support provider evolves over time
- Funding streams utilized for support
- Family values that guide planning for future
- Concerns and contingency plan for the long term

Join us!
May 13, 2020 at 2:00 pm EST

Register at massfamilies.org/housing-webinar-series/

ABOUT THE SPEAKER

SUSAN YUAN, Ph.D. is Professor Emerita and Consultant at the Center on Disability and Community Inclusion at The University of Vermont.

She is also the founder of Yuan & Associates and is the past President of The Association for Successful Parenting (TASP).

Dr. Yuan brings extensive experience in working with parents with disabilities who are parenting children with disabilities. Her experience includes Competency-Based Parenting Assessments and creating the Peer Navigation model that was successful in a federally-funded program for parents with disabilities.



Tools to Help Manage Daily Life for College Students with Intellectual Disabilities

When: June 18, 2020 | Thur 3:00 pm – 4:00pm

Where: Zoom Meeting

Heading off to college brings excitement as well as new challenges for students and their families. In this webinar PACER's Simon Technology Center specialists will discuss tools to support students with intellectual disabilities as they learn to navigate the college campus and college life. Demonstrations will include mobile apps to help students manage their time, schedule, money, and social connections. To register visit

https://communityinclusion.zoom.us/webinar/register/WN_YO3AB9gYT7KRxaHceeTig

How You Can Help Your Child Learn to Be a Good Self-Advocate

It is never too early to start teaching your child how he or she can advocate for himself or herself. Like many other important life skills, self-advocacy is a critical tool your son or daughter needs in order to achieve goals, increase self-sufficiency, and become a successful young adult. It is a lifelong process that begins with your child learning by watching you, as a parent, be a good advocate. As your children become older, the ways in which students can participate in their Individualized Education Program (IEP) meetings increase. Read more here

<https://www.pacer.org/transition/resource-library/publications/NPC-5.pdf>



Think College Learn

Welcome to Think College Learn, our online learning module portal. Click on any of the titles below to go through a module on that topic. Each module includes text as well as video, web resources, and downloadable content to help you to learn more about the topic area. The module below provides information to families who want to learn more about the possibilities for their sons or daughters with intellectual disabilities to attend college. The module describes college options, identifies how college is different from high school, discusses the changing role of families once students are in college, and offers strategies for families and students on how they may navigate those differences. The module also outlines ways to prepare for college and how to choose a college that will be a good fit. Options for how to pay for college are discussed and finally, families and students will be able to check their understanding with a quiz. Want to learn more about the possibilities for their sons or daughters with intellectual disabilities to attend college. The module describes college options, identifies how college is different from high school, discusses the changing role of families once students are in college, and offers strategies for families and students on how they may navigate those differences. The module also outlines ways to prepare for college and how to choose a college that will be a good fit. Options for how to pay for college are discussed and finally, families and students will be able to check their understanding with a quiz.

Module includes:

SECTION 1: Introduction

SECTION 2: Understanding the Options

SECTION 3: College is Different from High School

SECTION 4: Changing Role of Families

SECTION 5: Preparing for College

SECTION 6: Choosing a College

SECTION 7: Paying for College

SECTION 8: Check Your Understanding

Visit <https://thinkcollege.net/think-college-learn/families-0> to explore each individual section.



Community Support & Resources Related to COVID-19



The Arc of Massachusetts is excited to announce the launch of our new family caregiver recognition campaign – and we need your help.

Our new campaign – **Honoring Families: Admiring the Dedication, Persistence, and Strength of Family Caregivers** – is all about all of you.

Over the next several weeks, we would like to recognize family caregivers for their incredible support and strength during this pandemic.

Please share photos, short videos (under 1 minute), and quotes on how you are getting through the days. With Mother's Day and Father's Day just around the corner, we would also like to invite mothers and fathers to share how parenting has impacted your lives.

Please submit your stories, videos, and photos to Katerina at Daley@arcmass.org.

Please connect with Kerry at Mahoney@arcmass.org with any questions.



Federation Partners with Census Bureau to Launch "I Count" Ad Campaign

The Federation for Children with Special Needs has launched the "I Count" advertising campaign to encourage families with children with special needs to participate in the 2020 U.S. Census. The U.S. Census is conducted every ten years and determines congressional representation and impacts hundreds of billions of dollars in federal funding. "It is important that children with special needs have the appropriate representation in Congress so that they can potentially benefit from federally funded services. The ad campaign aims to reach their families to ensure that they are counted in the 2020 census," said Pam Nourse, FCSN Executive Director. "Every child who has special needs must be counted and we are doing our part to help get the message out there on how important this census count is for them." Read more here <https://fcsn.org/census-ads/>

Celebrating Every Senior!

Please join us in celebrating Massachusetts graduating Class of 2020! We are inviting students living with and without disabilities to take part as FCSN believes in promoting an inclusive community throughout our state.

If you are a parent or guardian of a graduating high school senior and would like to have them featured in our virtual graduation, please send an email with their name, school, yearbook/senior photo (optional) and a yearbook or favorite quote to klarose@fcsn.org by Wednesday, May 13.

Join us in early June for our celebratory tribute to the amazing Class of 2020!



#Classof2020



Benjamin J. LaRose
Tri-County Regional Vocational
Technical High School
"Life finds a way."
-Dr. Ian Malcolm

INFORMING, EDUCATING, EMPOWERING FAMILIES

617-236-7210 | www.fcsn.org | fcsninfo@fcsn.org



COVID-19 Webinars available on the YouTube Channel

Have you missed any COVID-19 webinars so far? Don't worry. Head on over to our YouTube channel and watch all five weeks of webinars on demand at any time. <https://www.youtube.com/user/ArcofMass/videos>



Comic Book about Coronavirus Created by High School Student (Social Story)

https://pathfindersforautism.org/wp-content/uploads/2020/03/Debbie_Fights_Coronavirus-social-story.pdf?blm_aid=35215



COVID-19 Coloring Book for Kids

This coloring book explains to kids why everyone is being required to wear masks right now and the importance of those masks. It talks about when and where masks should be worn and other important measures you can take to help keep your family healthy. Download here https://drive.google.com/file/d/1d-9LdrfpPOB2vSWFvYe-B_7FTluMHfP2/view?fbclid=IwAR3Lc74PVv-gssJxDPVvK1Trm1fDDSVprq87TuUcE3qH_Ado6uyixyH1PAQU&blm_aid=34829



We Wear Masks" - Coronavirus Social Story about Wearing a Mask

Can you imagine how difficult it may be right now for our students, especially those with disabilities? The action steps being taken to prevent the spread of coronavirus can be scary and confusing for everyone. The idea of staying home and all of the action being taken to prevent the spread of COVID-19 can be hard to explain. With this Social Story, your students will be able to visualize and listen to simple language that explains things we need to do to keep safe like staying home, not going to school, wearing a mask if we have to go out, and staying 6 feet away from other people. To learn more and to download visit <https://www.teacherspayteachers.com/Product/We-Wear-Masks-Coronavirus-Social-Story-about-Wearing-a-Mask-5425981?>



Coronavirus Disease 2019 (COVID-19) Mental Health Resources

Because of the Coronavirus Disease 2019 (COVID-19) outbreak, many in-person support options have been temporarily suspended. Below are online and call-in options for peer, family, and clinical support that is accessible during this time. Also below is other COVID-19 related information and resources. Find additional peer and family support options, mental health treatment resources, state and federal guidance, and more here <https://namimass.org/online-and-phone-support-options/>



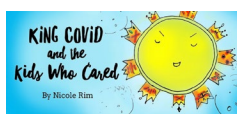
Corona Virus Information and Resources

Family Voices is a national organization and grassroots network of families and friends of children and youth with special health care needs and disabilities that promotes partnership with families—including those of cultural, linguistic and geographic diversity—in order to improve healthcare services and policies for children. Family Voices is deeply committed to family engagement in health and wellness of children and youth with special health care needs and their families. Our staff are working with national partners to provide current information about the spread of the coronavirus, also known as COVID-19. As the situation around the virus is changing rapidly, it can be difficult to make sense of all the information being reported on the national and local level. Below are some key questions along with some ideas and resources. Click the “+” toggle on the right side of the blue bars to view detail under each listed topic. Check out the coronavirus-focused March edition of the Family Voices Resource eBlast Newsletter here <https://myemail.constantcontact.com/Resource-eBlast---March-2020---Resources-for-Families>



COVID-19: Information for Families of Children and Youth with Special Health Care Needs

"As COVID-19 continues to spread, children and youth with special health care needs (CYSHCN), may be at increased risk for complications. This includes children with chronic conditions, disabilities, and those with medically complex conditions. In addition, school and business closings may affect the availability of therapies and supports for these children. The impact is unknown but may be significant and long lasting. Here are things that parents can do to keep themselves, their families, and their children with special health care needs safe during the COVID-19 outbreak..." Read full article here <https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/COVID-19-Information-for-Families-of-Children-and-Youth-with-Special-Health-Care-Needs>



King Covid and the Kids Who Cared is a story about the novel coronavirus (nicknamed 'King Covid') and the superpower that kids can use to fight back! My hope is that the story might inform, encourage, and empower kids to take part in caring for themselves and others amid the pandemic that we're facing. The story is available to download. Also available in Spanish. <http://www.nicolerim.com/kidswhocared.html>



***What If I Need to Be Tested for COVID-19 (Visual Story)**

<http://community-autism-resources.com/wp-content/uploads/2020/04/CAR-COVID-19-Swab-Test-Story-PDF-1.pdf>

***What To Expect from the COVID-19 Swab Test (Checklist)**

<http://community-autism-resources.com/wp-content/uploads/2020/04/CAR-COVID-19-Swab-Test-Checklist-PDF.pdf>

***Why Do I Have to Stay Home? A Story about Cancellations Due to Coronavirus Social Story**

<https://drive.google.com/file/d/1Dwij3vFr9Q8AUarn8KhvpmHiRD64aAE/view?fbclid=IwAR3oegGA9Edf7NQsLHDCVBngrtZE0HFEf9nwdK1CUoIF0Oz7Zrk6oDwcCDU>



Information and Updates during COVID-19

The Federation for Children with Special Needs has been a trusted resource for many decades for families of children with special needs and the professionals working with them. In this unsettling time, we continue to support families by answering questions, problem-solving with partners and providing trusted resources and information. Visit <https://fcsn.org/faqs-new/> for more information.



The Latest Updates on Financial Resources for COVID-19 Stressors

1) If you are currently unemployed:

<https://www.mass.gov/resource/information-on-unemployment-and-coronavirus-covid-19>

2) If your income is reduced you may be eligible for supplemental food benefits:

<https://www.mass.gov/lists/covid-19-food-assistance>.

For an list of local food pantries: <https://jri.org/services/foster-adoption-ecs/first-connections>

For a list of where to pick up free lunches: <https://meals4kids.org/summer> (no formal eligibility requirements)

3) If you are working and your child care provider is closed:

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>

<https://www.soutiens.us/covid-19-resources>

4) If you're looking for a job at a company that is open and hiring now:

<https://www.mass.gov/lists/covid-19-jobs>

5) If you can't afford your cable/internet bill but need internet for school or work:

[https://decisiondata.org/low-income-internet-](https://decisiondata.org/low-income-internet-options/?fbclid=IwAR1QzQL8IMDuO1pEWHfYB8EwEOpk2URwelqkvWebuv_L8cMKIjD-CSXGP8)

[options/?fbclid=IwAR1QzQL8IMDuO1pEWHfYB8EwEOpk2URwelqkvWebuv_L8cMKIjD-CSXGP8](https://decisiondata.org/low-income-internet-options/?fbclid=IwAR1QzQL8IMDuO1pEWHfYB8EwEOpk2URwelqkvWebuv_L8cMKIjD-CSXGP8)

6) Acton-Boxborough area resources including statewide housing, health, mental health, financial, insurance

links: [https://jri.org/sites/default/files/2020-](https://jri.org/sites/default/files/2020-04/FINAL%20Family%20Resource%20Supports%20During%20Coronavirus%20Closure%20Final%20for%20Public%20Release%204%2027%202020_202004271330041136.pdf)

[04/FINAL%20Family%20Resource%20Supports%20During%20Coronavirus%20Closure%20Final%20for%20Public%20Rel](https://jri.org/sites/default/files/2020-04/FINAL%20Family%20Resource%20Supports%20During%20Coronavirus%20Closure%20Final%20for%20Public%20Release%204%2027%202020_202004271330041136.pdf)
[ease%204%2027%202020_202004271330041136.pdf](https://jri.org/sites/default/files/2020-04/FINAL%20Family%20Resource%20Supports%20During%20Coronavirus%20Closure%20Final%20for%20Public%20Release%204%2027%202020_202004271330041136.pdf)

7) Sudbury area resources <https://sudbury.ma.us/socialworker/>

8) Good information for business owners during COVID-19, including the Workshare Program:

<https://concordma.gov/2567/Resources-for-Businesses>

9) If you are being threatened with eviction, foreclosure, or harassment, special rules apply during COVID:

<https://www.masslegalhelp.org/covid-19/housing>

10) If you lost your health insurance and need help with prescriptions or medical care:

<https://www.hcfama.org/covid-19>



Massachusetts COVID-19 Advocacy Update Webinar

When: May 13, 2020 | Wed 12:00 pm – 1:00pm

Where: Zoom Webinar

Now more than ever, state and federal advocacy efforts are critical to the Massachusetts autism community. Join us to learn about recent developments in your state and Washington D.C as well as get information about critical resources available to the Massachusetts autism community.

Guest Speakers:

*Jill Precopio – Executive Director of Field Development - New England, Autism Speaks

*David Sitcovsky – Senior Director of Policy & Federal Government Affairs, Autism Speaks

*Judith Ursitti – Director of State Government Affairs, Autism Speaks

*Ginny Green – Director of Community Outreach - Northeast & New England, Autism Speaks

Registration is free but required. <https://www.autismspeaks.org/events/massachusetts-covid-19-advocacy-update-webinar>



On-line and In-Door Activities



Yoga with Arielle!

Looking for a fun activity the whole family can enjoy? Join Arielle Rose Yoga for #familyfriday and #selfcaresunday live stream yoga sessions! Arielle is an occupational therapist and certified Kids Yoga Teacher with over 1000 teaching hours. She uses a holistic approach to health and wellness to teach accessible classes for yogis of all levels and abilities. Find her live stream classes and previous sessions on her YouTube channel here!

https://www.youtube.com/channel/UCs-UQgG5qZF80naGxXH_GUQ/featured



Accessible Martial Arts COVID-19 Update: Online Classes!

The Accessible Martial Arts Program is for people with and without disabilities who want to learn and practice self-defense, stretching, exercise, and relaxation techniques. Check out the first full Lesson posted at

<https://www.easterseals.com/ma/our-programs/recreation/accessible-martial-arts.html>



Virtual Dance Parties & Fitness Groups for Special Needs

When: May 13, 2020 – August 30, 2020 | Sun

Where: Zoom

Virtual All Abilities Dance & Fitness Classes, May 3rd – August 30th, 2020, with a Family Support Center in Bridgewater, MA. For special-needs youth and families. Please inquire with the host regarding appropriate ages for this class.

* Looking for something to keep you busy and get you moving? Bridgewell's Family Support Center is sponsoring adaptive Virtual Dance Parties and Virtual Physical Fitness Groups. *In order to attend, you will need to download Zoom meeting software on your smart phone, tablet or laptop. To register or for more information visit

www.bridgewell.org/disability-services/autism-services/family-support-center/?tribe_events_cat=family-support-center-event&tribe-bar-date=2020-07 and scroll to the calendar *information found at www.spedchildmass.com



Fluffy Slime Recipe

Have you tried making fluffy slime yet? This one is a must try! The texture is so fun to play with. Kids will love stretching and squishing this fluffy slime. And we have to say, we think this is the best fluffy slime recipe you will try. The Best Ideas for Kids® is a community where we share mostly craft ideas for kids of all ages! We also create and share activities, recipes and other ideas for kids. Whether you're a parent, caregiver or teacher, there is something for everyone here! Check it out at <https://www.thebestideasforkids.com/about-me/>

SPECIAL NEEDS
ARTS PROGRAMS,
INC.

Virtual Special-Needs Chorus in Lexington

When: May 3, 2020 – June 8, 2020 | Mon & Wed 7:00 pm

Where: Zoom

Zoom rehearsals, through June 2020, with the The Special Needs Arts Sing Along Chorus and Sing Along Singer program in Lexington, MA.

- * Virtual Sing Along Chorus rehearsals now take place on Zoom.
- * The Monday group has a scheduled Zoom call every Monday at 7 pm.
- * The Wednesday group has a scheduled Zoom call every Wednesday at 7 pm.
- * All singers and volunteers are welcome

For more information on Zoom calls, please contact SNAP Office Manager Erin LaChance INFO@SNAPARTS.ORG

The Special Needs Arts Sing Along Chorus and Sing Along Singer program brings together individuals with developmental and intellectual disabilities to learn about singing and music at weekly rehearsals, as well as socialize and make friends. The choruses perform at several concerts each year as well as at community outreach events.

* Programs are held in partnership with the Town of Lexington at the Lexington Community Center. For more information visit www.snaparts.org/snap-program-registration or 781-325-8025, snapartsoffice@gmail.com. **information found at www.spedchild.mass.gov*



Social-Distancing Activity Ideas for Individuals at Home

Ideas and suggestions for activities to do while social-distancing. A safe response to the spread of the coronavirus (COVID-19) includes social-distancing, or reducing contact with others. The resources below are some suggestions for activities to help stay relaxed and occupied. These resources are not disability specific.

Virtual activities include:

- *Tour Yellowstone National Park
- *Explore the surface of Mars on the Curiosity Rover
- *Discover virtual tours of farms
- *Take a digital fieldtrip and see the Louvre in Paris
- *Visit the Great Wall of China virtually
- *Take a trip around the British Museum online
- *Read, play games, and hang out with Dr. Seuss
- *Explore this digital history archive
- *Explore musical concepts with these games
- *Learn new things with these free lessons from universities and companies
- *Explore Scholastic's "Learn at Home" Resources
- *Audio Resources
- *Podcast: Assistive Technology Update (Easterseals Crossroads)
- *Free Public-Domain Audiobooks (Librivox)
- *Audiobooks: Rakuten Overdrive

Visit <https://www.mass.gov/lists/social-distancing-activity-ideas-for-individuals-at-home> to learn more!



Social Distancing – Activities and Exercises to Support Social Emotional Health

*Breathing Exercises for Kids

<http://www.cal.org/content/download/5531/86873/file/Breathing%20Exercises%20for%20Kids.pdf>

*Life Books Activity

<http://www.cal.org/content/download/5532/86877/file/Life%20Books%20Activity.pdf>

*Daily Reflection Journal

file:///C:/Users/Staff/Downloads/Daily%20Reflection_APrichard_translated_FINAL.pdf



My Lock Down Diary

So you're stuck at home on lockdown from Covid-19? Bummer. Well let's make the most of it with some isolation appreciation and your own lockdown diary. For free download visit <https://www.mylockdowndiary.com/?>



Live Animal Cams

Explore.org takes you all around the world to see animals in their natural habitats with tons of different animal cams. From sharks under the sea to gorillas in Africa there are so many different animals to watch.

<https://www.explore.org/livecams>



FOR KIDS: Dav Pilkey At Home

Check this page every Friday for more new videos from Dav Pilkey. You can also find additional fun and free content including more "how to draw" and read-aloud videos and downloadable activities at Scholastic's Dav Pilkey At Home site. Dav Pilkey is famous for creating Dog Man and Captain Underpants. The bestselling author and illustrator grew up with ADHD and dyslexia and sees his learning differences as his superpowers. To lift kids' spirits while schools are closed, Pilkey is reading his funny books out loud and giving lessons on how to draw his characters. Each week he'll post a new free video on the Library of Congress website <https://www.loc.gov/engage> on Fridays at 8 a.m. Eastern time. Free videos and activities from previous weeks can be viewed anytime on Scholastic's Dav Pilkey at Home site <https://kids.scholastic.com/kids/books/dav-pilkey-at-home/> Enjoy!

Wide Open School

This site was built in a matter of days on a shared vision. We plan to keep building until things get back to normal. A group of more than 25 organizations came together and raised their hands to help, and many more are joining on a daily basis. Watch for new features and content partners frequently. Wide Open School is a free collection of the best online learning experiences for kids curated by the editors at Common Sense. There is so much good happening, and we are here to gather great stuff and organize it so teachers and families can easily find it and plan each day."

<https://wideopenschool.org/>



School of Strength

Introducing a whole new way to exercise, featuring WWE Superstar Becky Lynch. Work out with these videos five times a week to help you stay fit and reach your athletic goals. Watch them in order starting with Video 1. When you can do each exercise in a video correctly, it's time to move on to the next one. Check it out here!

<https://www.specialolympics.org/school-of-strength>



Cartooning Club How to Draw

Check out these great videos for your child to learn how to draw their favorite cartoon characters. There are so many different characters including Spiderman, Sonic, and Baby Yoda.

https://www.youtube.com/user/cartooning4kids/videos?fbclid=IwAR1qJXcyqZzpFvrn8RS5je_7qQCso9loqAuFYam8llp9_yeyihZpJsL_ScA&blm_aid=34829



Movie Recommendations for Autistic Children

You're stuck inside your home because of the social distancing protocol implemented in order to curb the spread of COVID-19. The entire family wants to escape into a great movie. But if you have a child on the autism spectrum, they might be very picky about the kinds of movies they like to watch. If your child is anything like me when I was a kid, they prefer animated movies, or at least live-action movies with wild, colorful, often-eccentric characters. Read more at

<https://brain-power.com/movie-recommendations/?>



Zen Pig – The Children's Book Character that Teaches Gratitude, Mindfulness, and Compassion

Meet Zen Pig in the first book of Mark Brown's series! Zen Pig teaches children the value of gratitude, mindfulness, and compassion in a way that's easy for them to understand. Read Zen Pig story on-line here

<https://books.puppydogsandicecream.com/landers/zenpig/04.21.20.authorpages>



Caring for Each Other

In response to the unprecedented uncertainty facing young children and families, Sesame Workshop's Caring for Each Other initiative marks the beginning of a commitment to support families throughout the COVID-19 health crisis with a broad variety of free resources. Your friends on Sesame Street are here to support you during the COVID-19 health crisis. We know that these are very stressful times; daily lives have been disrupted, and families everywhere are trying to create a new sense of normalcy. Children thrive with structure in their lives and they learn best through play--even in everyday moments like mealtimes and morning and evening routines. So our site is filled with content you can use all day long to spark playful learning, offer children comfort, and focus a bit on yourself, too. After all, it's important that we take care of ourselves, so that we can best care for our families. Visit <https://www.sesamestreet.org/caring?>



50 Birds and the Sound they Make!

Check out these 50 species of birds that can be found all over the world and hear what sounds they make. Maybe you can even see if you can hear any of these birds while playing outside. https://www.aaastateofplay.com/50-bird-species-sounds-they-make/?fbclid=IwAR3WxOLuCD0U4VrNevsBBBjflU2YaZ5U_yPMb3jgeNoWCLvePA-DhMulWjo&blm_aid=34829

Boardmaker

Activities for Kids

Check out all the free, downloadable activities offered on Boardmaker. There are many different topics to choose from that involve activities to help your children learn while having fun. https://goboardmaker.com/collections/boardmaker-activities-to-go?blm_aid=34829



Riverside Family Support is doing virtual classes!

In conjunction with Bridgewell Family Support and Life Links Inc., we are offering classes every day of the week. All you need to do is go to <https://zoom.us/home?zcid=2478> and put in the meeting code to join any of our classes! Here is what we are offering virtually.

*Dance/Fitness-stimulating and engaging, Virtual Dance Parties and Virtual Physical Fitness Groups through our connection, Kim Crowley, at Harbor Fitness in Marblehead.

*Art Class-Follow Your Art Community Studios in Melrose will be providing Fun interactive Art class. We have some art kits available that can be delivered if needed. You can e-mail Rachel Fallon at rfallon@riversidecc.org for more information!

*Karaoke Request Live! – Join Skylar and Friends who will emcee for an hour long karaoke sing-a-long! Request any song you want and we will provide the lyrics for you on the screen! Don't want to sing? That's ok-log on and watch your friends sing and dance!

*MMM: Moving, Mindfulness, & Avoiding Meltdowns-A time for caregivers to unwind, move their bodies, reflect and recharge. A chair and/or yoga mat is all you need.

*Music with Lisa!-A quick 30 minute music class with some vocal warm ups and sing a longs!

*Yoga Out Loud-A quick 30 minute yoga session to relax the body and soul!

*Roman Music Therapy-Join Roman Music Therapy for a 30 minute music and instrument class!

Click here <https://www.riversidefamilysupport.org/clubs-classes-events.php> for schedule & meeting codes for each activity.

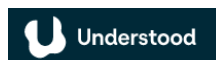


Family Support & Special Interest



How to Make a Portable Schoolwork Station

It's hard for kids to learn at home without having a place where they can sit and concentrate. A portable workspace can cut down on distractions and keep things organized so it's easier for your child to focus. These strategies can help your child cut through the clutter and be more productive. Read more here <https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/how-to-make-a-portable-homework-station?>



Wide Open School and Free Hotspot Access for All

A new free website called Wide Open School has lots of great learning resources to help families and educators while schools are closed. Understood is proud to be part of this coalition site, which is led by Common Sense Media. Wide Open School includes tips on where to find free or low-cost Wi-Fi and computers <https://wideopenschool.org/programs/family/prek-5/access-for-all/>. Meanwhile, Comcast is offering free access to 1.5 million Xfinity Wi-Fi hotspots across the country. You don't need to be a subscriber to use these hotspots during the pandemic. Enter your zip code to find the nearest hotspot here <https://wifi.xfinity.com/>, use it to download whatever you need, and then head back home.



Challenging Behaviors Tool Kit

Sometimes, people with autism display behaviors that are challenging to understand and address. The Challenging Behaviors Tool Kit will provide you with strategies and resources to address these behaviors and help support you during difficult situations. The kit is broken into different sections. You may want to read the kit in its entirety or work through a section at a time:

- *Why is Autism Associated with Aggressive and Challenging Behaviors?
- *Why is it Important to Do Something about Challenging Behaviors?
- *Who Can Help? What is this Idea of a Team?
- *What are the Things to Consider?
- *What are the Positive Strategies for Supporting Behavior Implementation?
- *What Might I Need to Know about Managing a Crisis Situation?
- *What are Long Term Solutions and Where Can We Learn More?
- *Challenging Behaviors Glossary

To read more and download the toolkit visit https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit?blm_aid=34829



AANE Help: Families of Children & Teens - FREE Online Group Chat with AANE Staff

As the weeks of restrictions stretch on, children and teens with Asperger/autism profiles may be facing new challenges. AANE Staff will be offering more opportunities for parents to come together online to talk each week through May:

*Parents of Children: online chat sessions every Wednesday evening, 7-8 PM EDT: May 6, 13, 20, and 27

*Parents of Teens: online chat sessions every Thursday evening, 7-8 PM EDT: May 7, 14, 21, and 28

Also, AANE has FREE Parents of Children & Parents of Teens Online Google Group Forums moderated by AANE staff.

Other opportunities for family members to connect:

*Grandparent Open Support Group: May 19

*Fathers' Group: May 27

*Support Groups for Families Series

Registration is starting soon for the next Parents of Children & Teens support group series. If you would like to receive a notification when registration begins, click here

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07eh2m09ildcafe4b5&oseq=&c=&ch=> Below is

also the link to the Apple Accessibility Support page <https://support.apple.com/accessibility>.



Apple Boosts Assistance For Those With Disabilities by Shaun Heasley | May 7, 2020

With the COVID-19 pandemic increasing reliance on technology, Apple says it is rolling out extra help for people with disabilities using its products for remote learning and other purposes. Learn more here

<https://www.disabilityscoop.com/2020/05/07/apple-boosts-assistance-for-those-with-disabilities/28295/>



Virtual Portuguese Speaking Support Group | Autism Alliance 5/18

May 18, 2020 - 6:30pm to 8:00pm

Portuguese speaking families, please join us on Zoom for our support group meeting. You do not need a Zoom account to join. For information on how to set up your own free Zoom Account visit <https://www.zoom.us/>.

Meeting ID: 953 4636 9847, Password: 193494. Join Zoom Meeting <https://advocates-telehealth.zoom.us/j/95346369847?pwd=RFNobGdmaVhsL0QrVmtVT0RMUFQ1Zz09> or visit

<https://www.autismalliance.org/events/virtual-portuguese-speaking-support-group>



Target Expands Adaptive Clothing And Products For People With Special Needs

"...In the summer of 2017, Target launched its first adaptive clothing items, with 40 sensory-friendly pieces under its Cat & Jack kids label. The shirts and pants are made with super-soft cotton knits, have flat seams and don't have tags that can be especially itchy and irritating for children with autism. The company followed that up soon after with more items with features such as hidden openings around the stomach to allow access to the abdomen for children who may have feeding tubes and pants without back pockets for those who use a wheelchair." Read full article here

<https://www.disabilityscoop.com/2020/04/22/target-expands-adaptive-clothing-products/28209/>

***Please Note: These resources are provided for informational purposes only.
Please do your own due diligence and research.***