



Acton-Boxborough Regional School
Committee Meeting

August 25, 2022

7:00 p.m.

Administration Building Auditorium
15 Charter Road, Acton

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
MEETING AGENDA

Administration Building Auditorium
15 Charter Road, Acton
To view only: <https://www.youtube.com/actontv1>

August 25, 2022
7:00 p.m.

-
1. **Call to Order (7:00)**
 2. **Chairperson's Welcome - Kyra Cook**
 - a. **Public Participation**
 - b. **Superintendent's Welcome - Peter Light**
 - i. *Operations Update*
 3. **Guests & Presentations**
 - a. **Boardwalk Campus Opening Update - Mary Brolin, Peter Light**
 - b. **Staffing Update - Marie Altieri**
 4. **New Business**
 - a. **FY23 Assignments and Liaisons - VOTE - Kyra Cook**
 - b. **Building Committee new member - VOTE - Peter Light**
 - c. **Discussion of Process to Update Memorandum of Understanding for School Resource Officer Program - Peter Light**
 5. **ONGOING BUSINESS (7:10)**
 - a. **Consent Agenda/Action Items (7:30)**
 - i. Approval of ABRSC Meeting Minutes of 6/16/22 - VOTE - Kyra Cook
 - ii. Approval of ABRSC Meeting Minutes of 7/21/22 - VOTE - Kyra Cook
 - iii. Recommendation to Set the Imprest Balance of the Student Activity Checking Accounts for FY23 - VOTE - Peter Light
 - iv. Approval of Change of Members of the Other Post Employment Benefits (OPEB) Trust Fund Board of Advisors - VOTE - Peter Light
 - v. Recommendation to Approve PTSO donation check of \$3200 to RJ Grey for 8th Grade EOY field trip - VOTE - Peter Light
 - vi. Recommendation to Approve PTSO donation to McCarthy-Towne School - VOTE - Peter Light
 - b. **Subcommittee and Member Reports**
 - i. School Building
 - ii. Pool Renaming
 1. Appoint Peter Light as a staff representative to the Pool Renaming Subcommittee - VOTE - Peter Light
 - c. **Statement of Warrants and Recommendation to Approve - VOTE - Kyra Cook**
 6. **FYI**
 - a. **ABRSC FY23 Meetings and Members**
 7. **Adjourn (8:15)**

Posted on 8/19/22 at 4:30 p.m. / Reposted on 8/23/22 at 4:30 p.m.

NEXT MEETINGS:

September 8 & 22 ABRSC at 7:00 p.m. in the Admin Building Auditorium

Office of the Superintendent
Acton-Boxborough Regional School District
www.abschools.org
(978) 264-4700

TO: Acton-Boxborough Regional School Committee Members
FROM: Peter Light
DATE: August 23, 2022
RE: **ADDENDUM**

4. **New Business**
 - c. **Discussion of Process to Update Memorandum of Understanding for School Resource Officer Program - Peter Light**

5. **ONGOING BUSINESS**
 - a. **Consent Agenda/Action Items**
 - i. **Approval of ABRSC Meeting Minutes of 6/16/22 - VOTE - Kyrá Cook**



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	2.
AGENDA ITEM TITLE	Chairperson's Welcome		
PRESENTER(S)	Kyra Cook		
SUMMARY OF TOPIC	The Chair welcomes members and the public to the meeting. Acton TV tapes and broadcasts most School Committee meetings.		

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

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	5 min
FOLLOW-UP	
ATTACHMENTS	none



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	2. a
AGENDA ITEM TITLE	Public Participation		
PRESENTER(S)	Kyra Cook		
SUMMARY OF TOPIC	Policy BEDH, permits members of the public to speak for up to 3 minutes on items not included on the agenda. Comments regarding items on the agenda would be made during that part of the meeting. The Committee/Administration typically does not respond to comments during public participation.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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APPROX AGENDA TIME	10 min
FOLLOW-UP	
ATTACHMENTS	none



Acton-Boxborough Regional School Committee
Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	2. b
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AGENDA ITEM TITLE	Superintendent's Update
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PRESENTER(S)	Peter Light
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SUMMARY OF TOPIC	Bi-weekly Superintendent's Update. This is brought to the meeting.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
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APPROX AGENDA TIME	5 min
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FOLLOW-UP	
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ATTACHMENTS	Brought to meeting
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Acton-Boxborough Regional School Committee
Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	3. a
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AGENDA ITEM TITLE	Presentation: Boardwalk Campus Opening Update
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PRESENTER(S)	Mary Brolin, Peter Light
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SUMMARY OF TOPIC	Opening update
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
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APPROX AGENDA TIME	10 min
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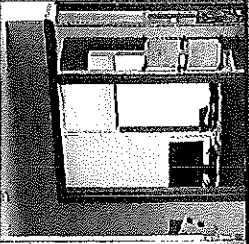
FOLLOW-UP	
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ATTACHMENTS	none
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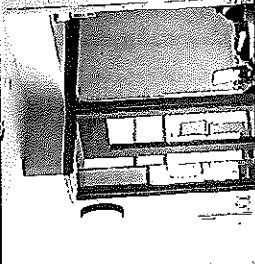
C.T. DOUGLAS

Elementary School



PAUL P. GATES

Elementary School

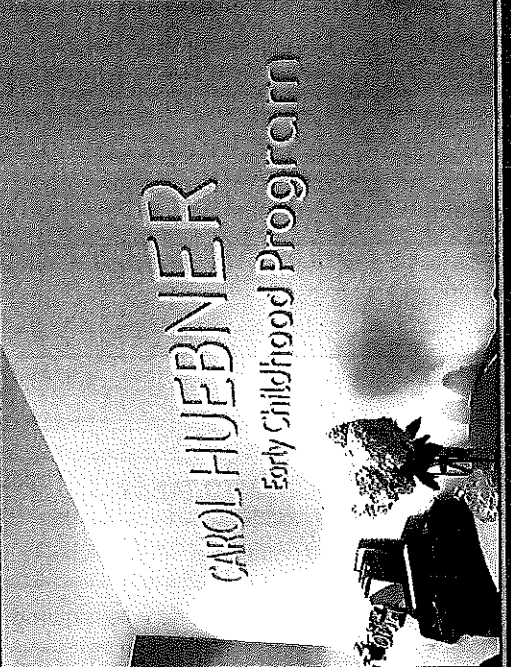


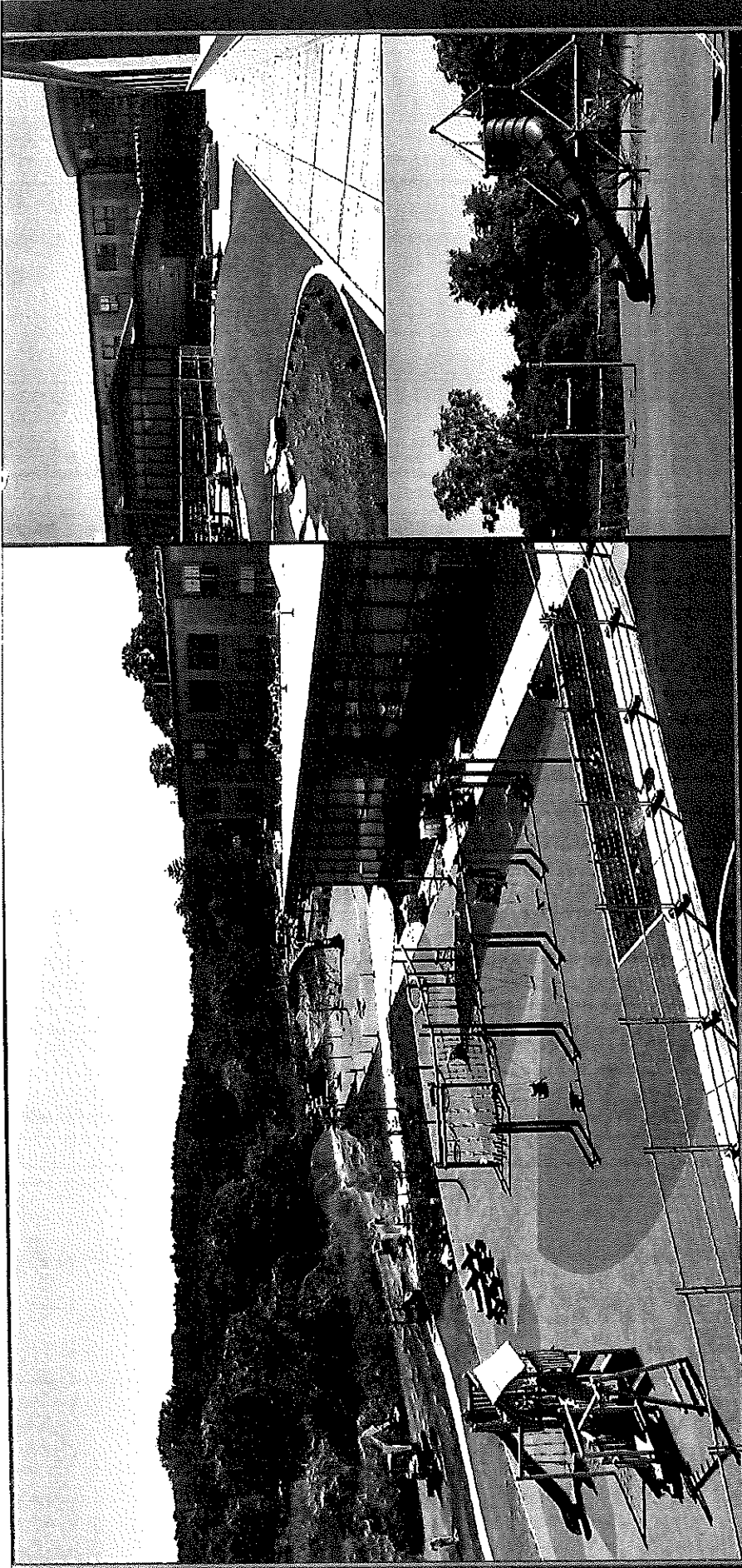
WELCOME
TO THE
BOARDWALK
CAMPUS

ACTON-BOXBOROUGH
REGIONAL SCHOOL
COMMITTEE
8.25.22

CAROL HUEBNER

Early Childhood Program





BOARDWALK ENTRANCE AND PLAY SPACES

8.25.22



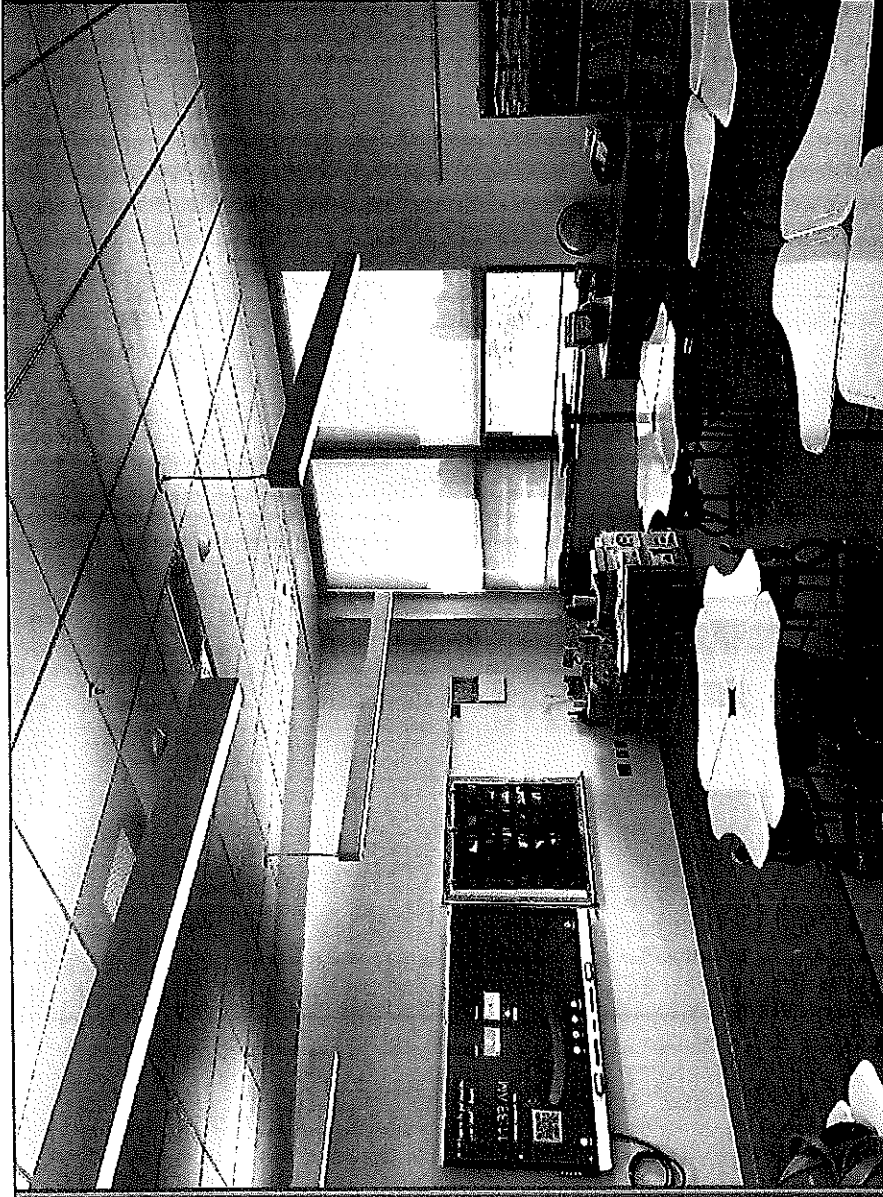
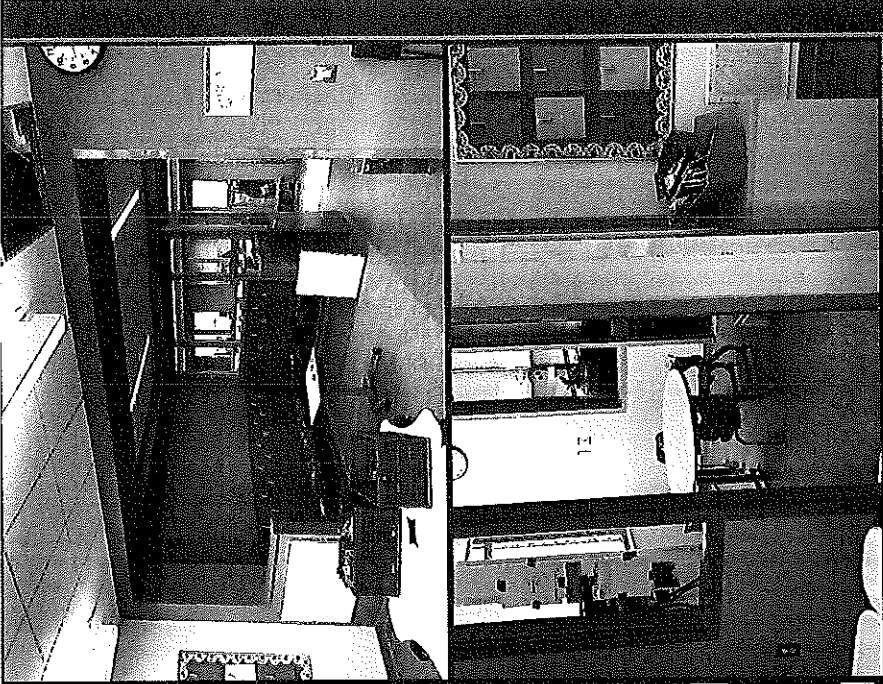
EXTERIOR AND BOARDWALK

8.25.22



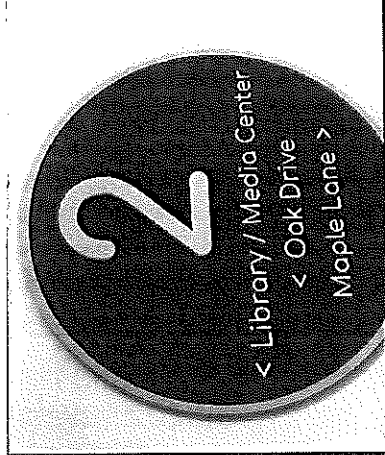
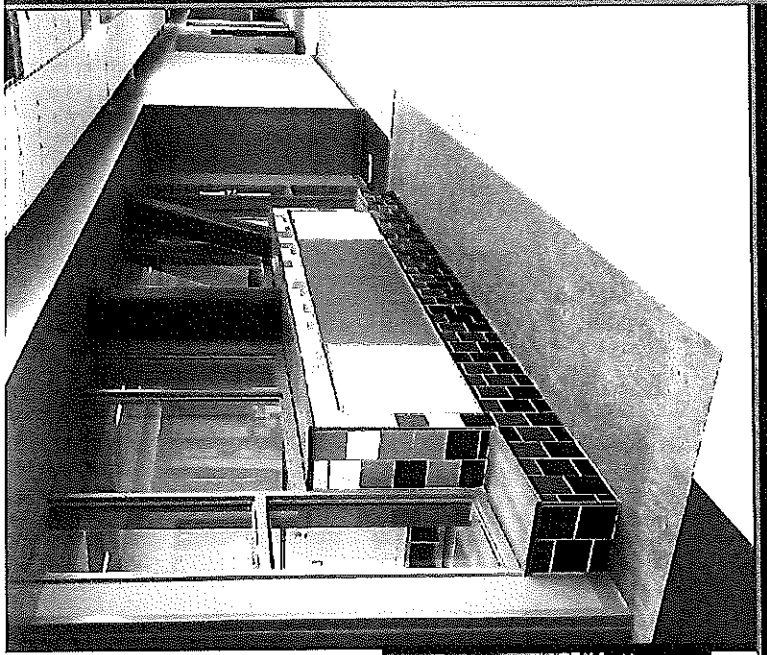
MAIN ENTRY/ LEARNING COMMONS

8.25.22



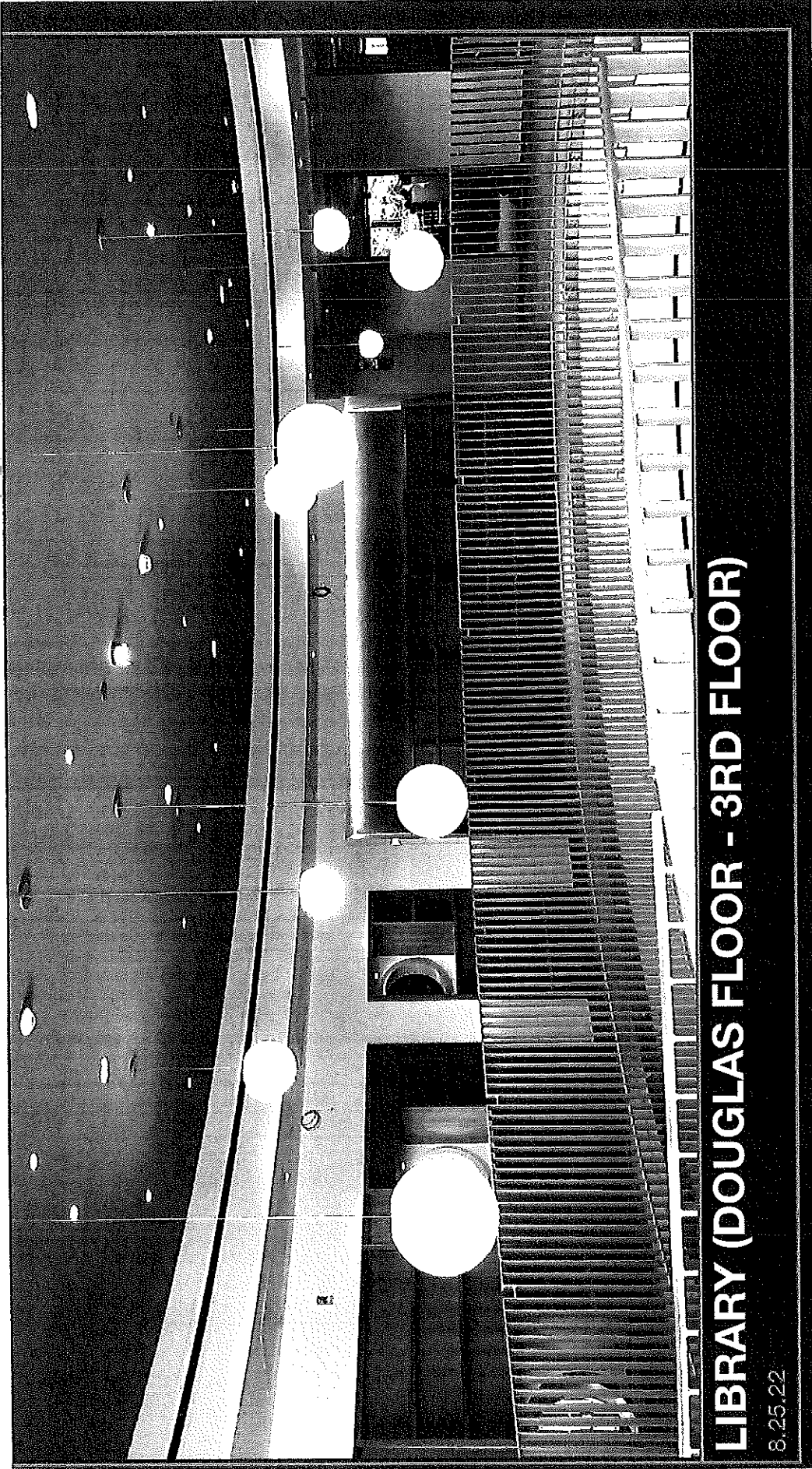
DOUGLAS CLASSROOM

8.25.22



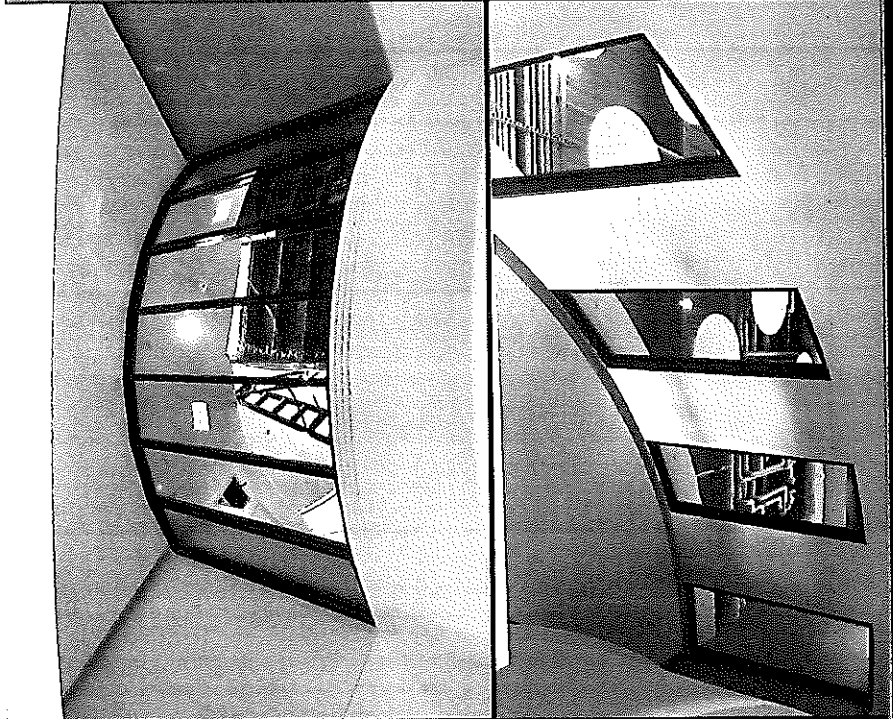
K CLASSROOM (GATES)

8.25.22



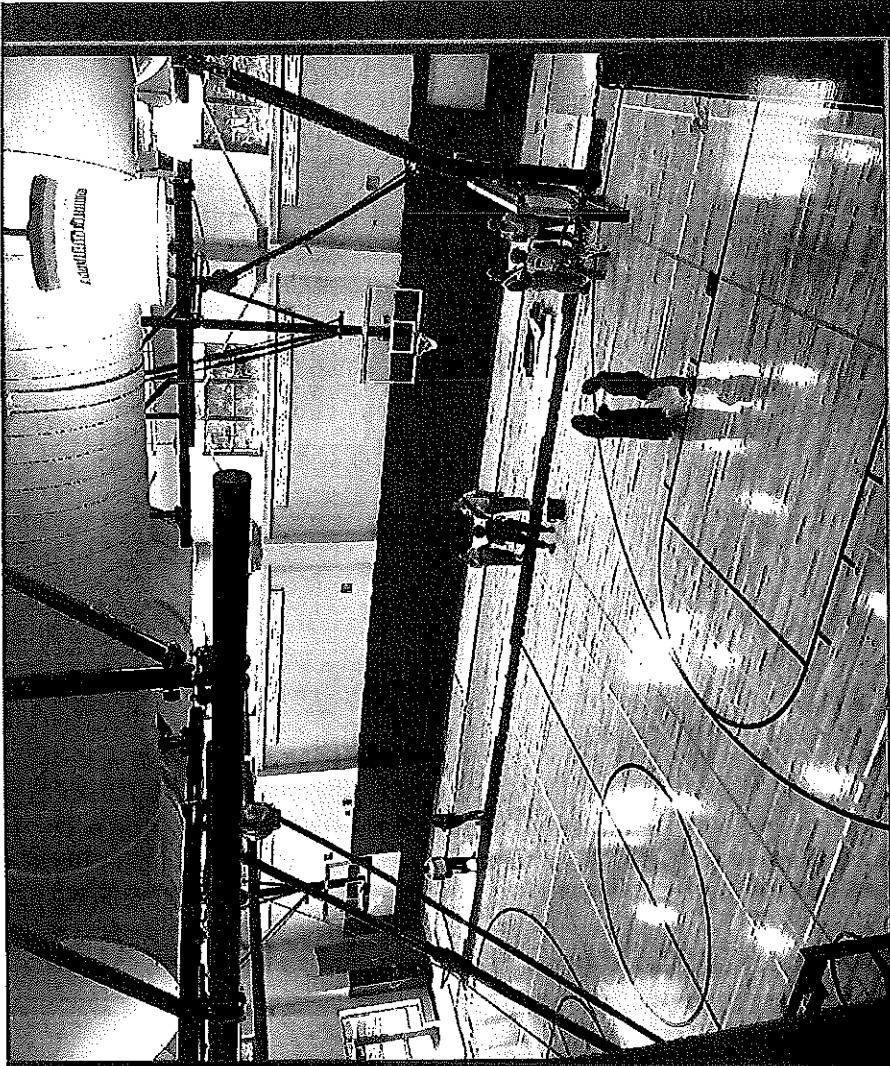
LIBRARY (DOUGLAS FLOOR - 3RD FLOOR)

8.25.22



ALT VIEWS INTO LIBRARY (GATES FLOOR - 2ND)

8.25.22



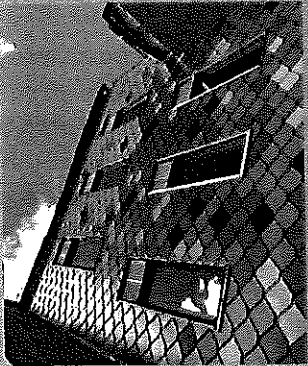
ADDITIONAL INTERIOR VIEWS

8.25.22

Welcome to the Boardwalk



The Douglas School



The Estes School



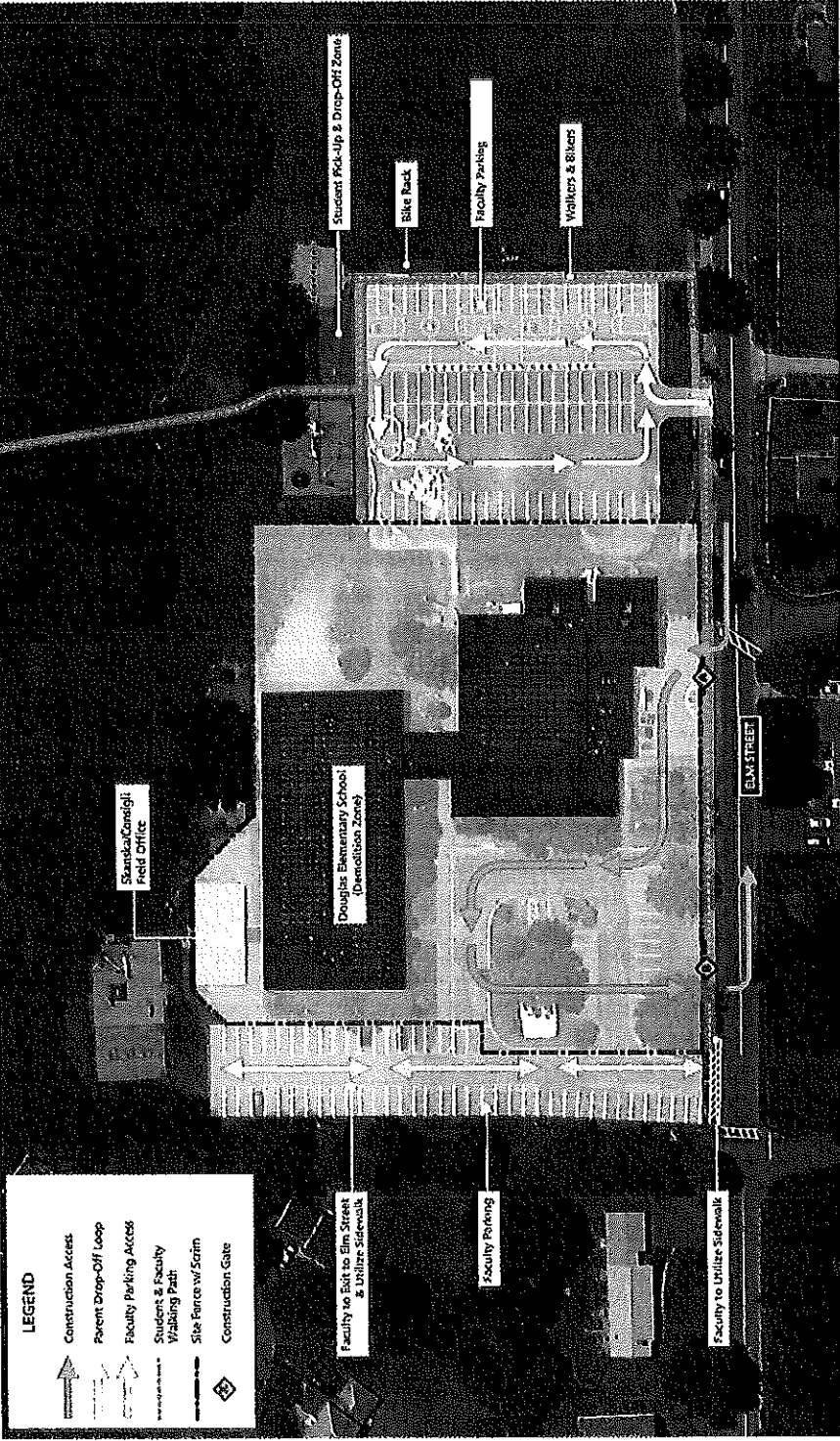
GHJCP



[HTTPS://SITES.GOOGLE.COM/ABSCHOOLS.ORG/THE-BOARDWALK-CAMPUS](https://sites.google.com/abschools.org/the-boardwalk-campus)

Douglas-Gates Elementary School

CONSIGLI | Douglas Elementary Demolition



Parent Drop Off and Pick Up

(Old Elm Street Side)

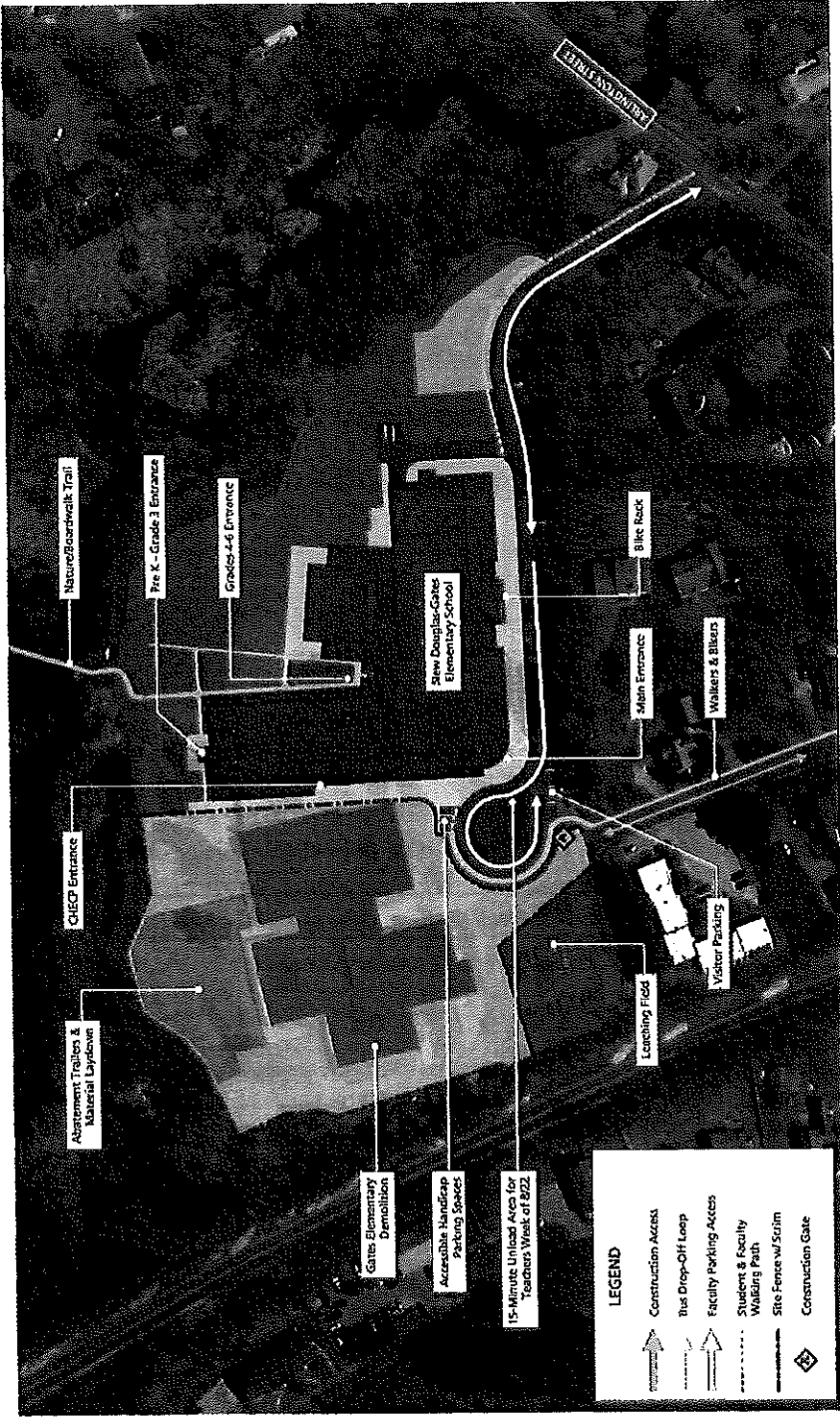
2022-23 School Year

Bus Access (Boardwalk Campus Side)

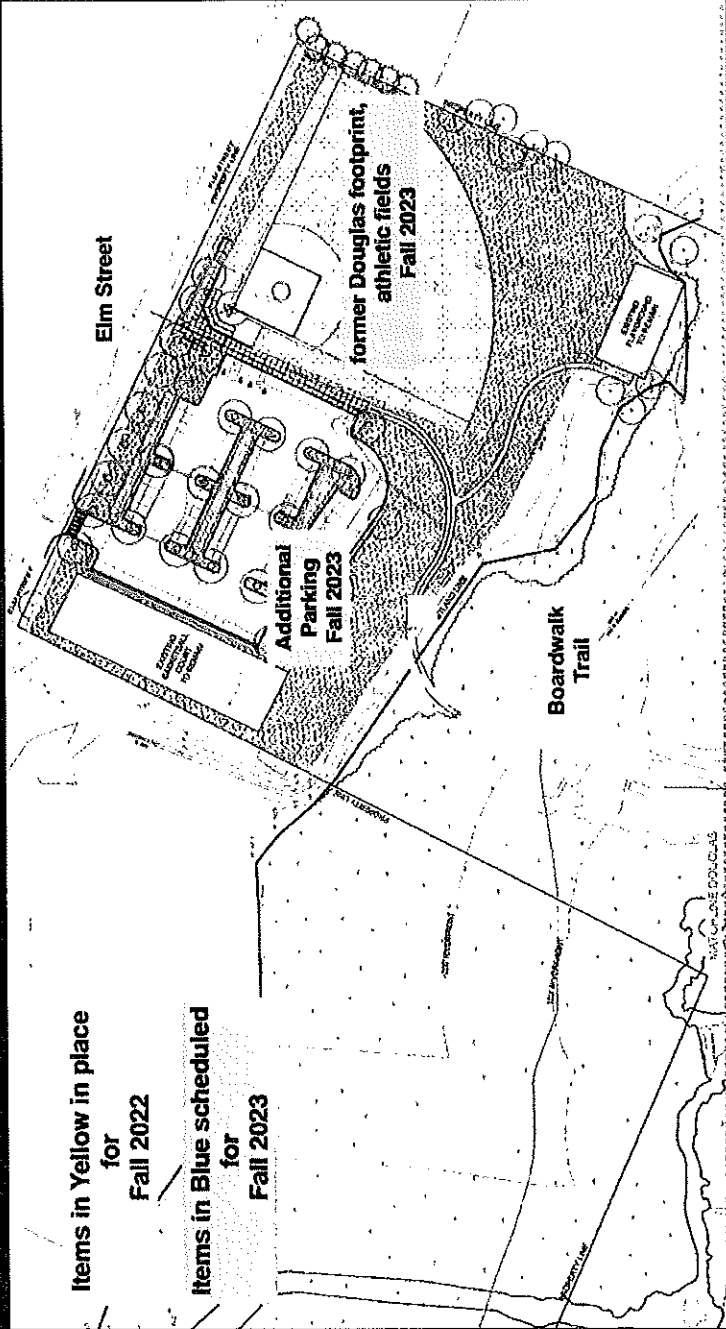
2022-23
School
Year

Douglas-Gates Elementary School

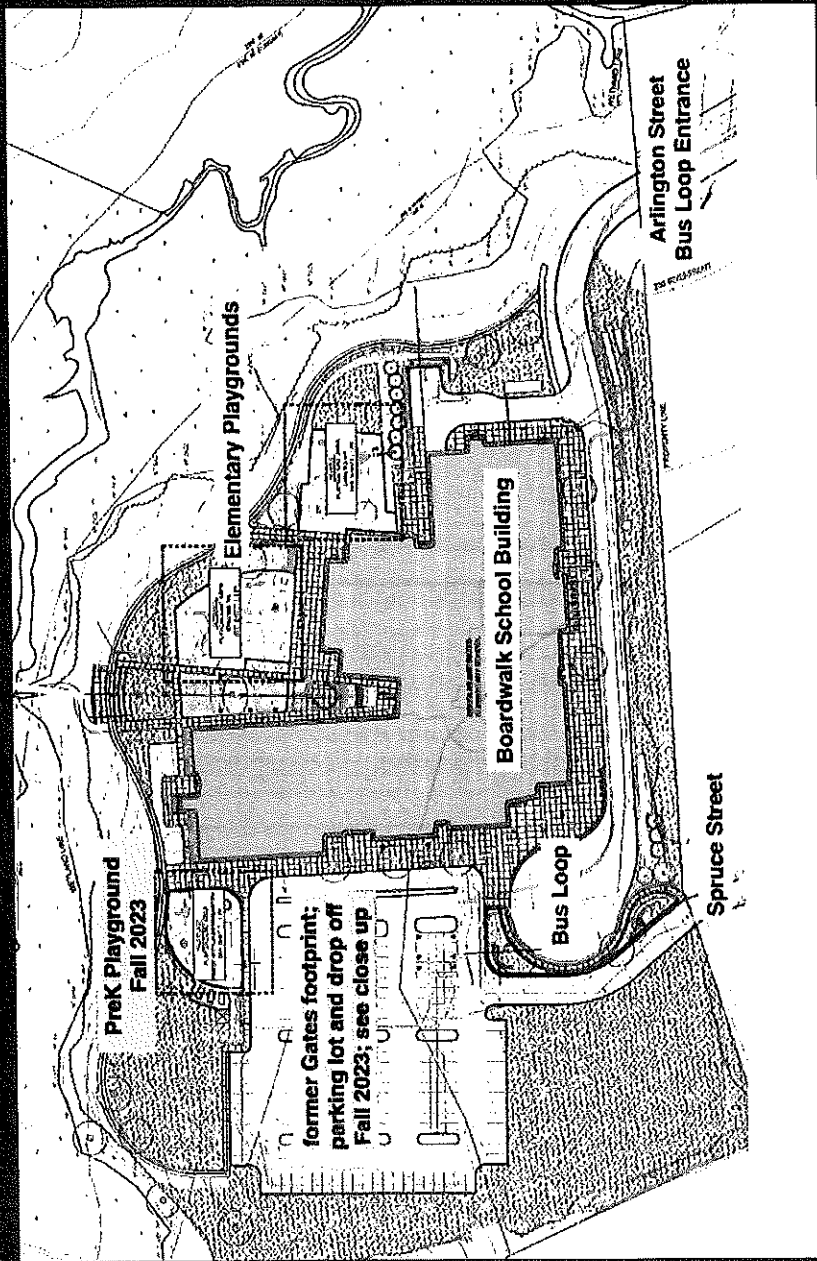
Gates Elementary Demolition



Post Construction Plan (Elm Street Side) Fall 2023



Post
Construction
Plan
(Boardwalk
Campus Side)
Fall 2023

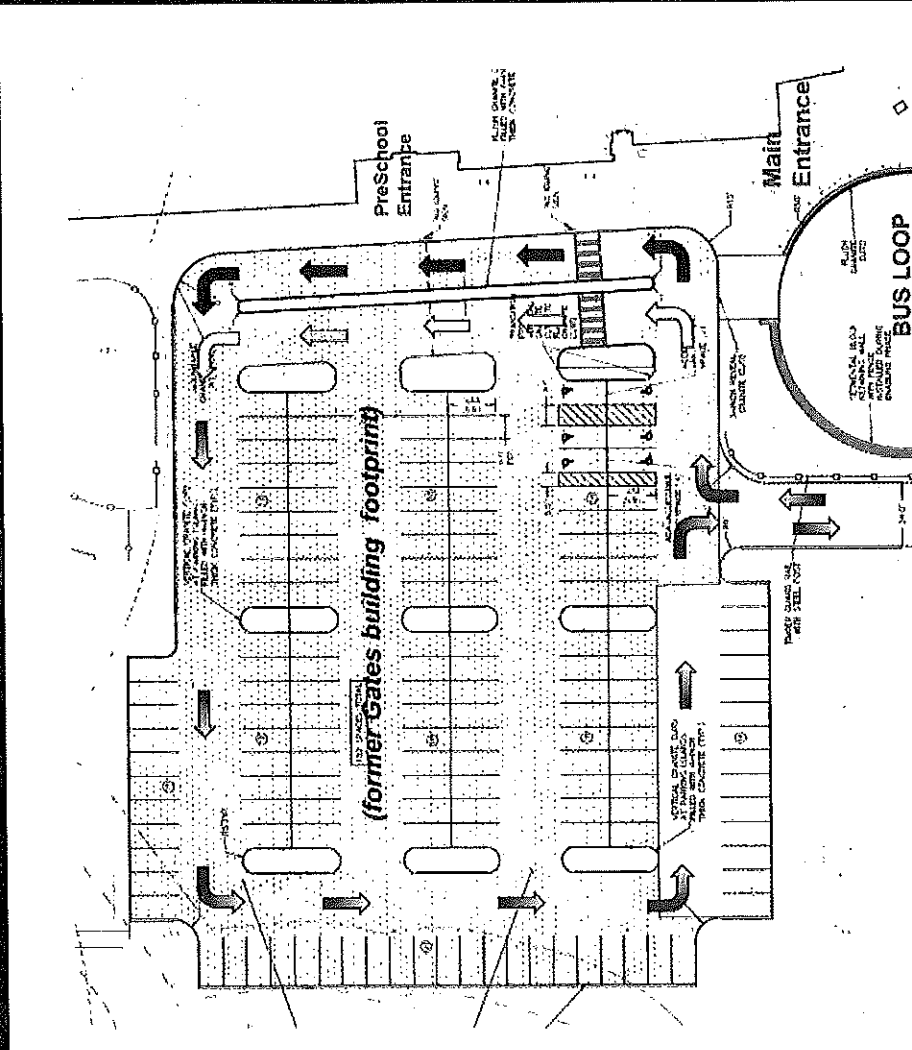


TENTATIVE

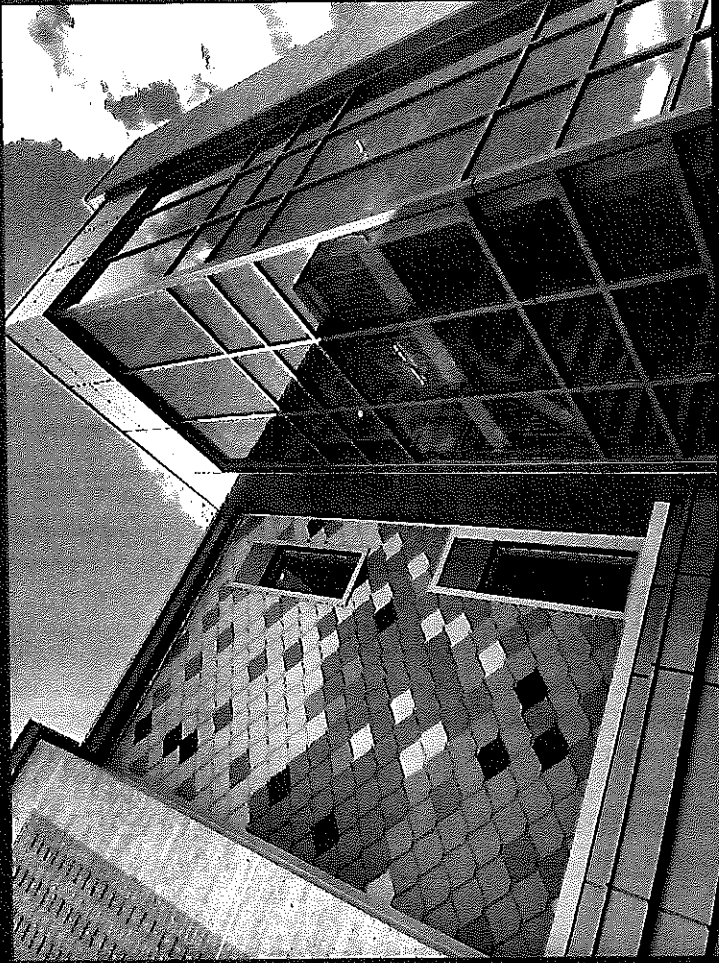
Post Construction Parking and Vehicular Traffic Plan

(Boardwalk Campus
Side)

Fall 2023



**THANK YOU
AND
QUESTIONS**



Boardwalk Campus FAQ's

General Questions

What is the environmental threat to the wetlands now that they are part of a daily commute?

- The project, and specifically changes to the West Acton Boardwalk, were studied and approved by both the School Building Committee and the Acton Conservation Committee after consideration of environmental impact. The decision to add a roof to the structure was specifically made in order to eliminate the need for salt along the boardwalk.

In winter, what do K-6 carry with them to school each day?

- Students in grades K-4 typically carry a backpack with snow clothes. Students in grades 4-6 typically carry a backpack, snow clothes, and possibly a musical instrument.

How many students will attend the new building?

- The building's design capacity is 990 students for the Douglas and Gates Schools with additional capacity for approximately 100 preschool students and two CASE Collaborative Classrooms. We will start the year with approximately 709 students at Douglas and Gates, approximately 100 preschool students who have varying schedules throughout the week, and with two classrooms of students from the CASE Collaborative.

What's the inclement weather plan (lightning, rain, snow, hail)?

- There will be a tent located on the parent drop off area on the Douglas side throughout the year for students to wait during pickup. Similar to our approach with walkers, we do not release students outside the building if there are unsafe conditions. We also always encourage our students to dress appropriately for the weather.

With the succession of the Operations Director, how will improvements be managed?

- The building project is overseen by the School Building Committee and this continues to be the case. The project has been led at the staff level by the Director of School Operations, the Deputy Superintendent and the Superintendent as well as the three school Principals. The district has also assigned a full time building project coordinator to oversee commissioning and completion of the project and our energy manager will be responsible for ensuring the building is operating within design specifications. The team works

directly with contracted staff from Skanska (Owner's Project Manager), Consigli (General Contractor/Construction Manager), and Arrowstreet (Architect).

In the event of an evacuation, what is the procedure for clearing the property?

- We have worked directly with Acton Fire, Acton Police and the Project Architects to determine appropriate evacuation procedures for the school in the event of a variety of emergencies. Procedures include appropriate evacuation routes as well as rally points for students. For security reasons, we do not publicly share emergency procedures.

What is the cost of the contracting of police for this effort?

- We have provided for officers at the corners of Spruce Street and Arlington and at the Elm Street entrance to the parking lot/drop off area. The officers will be there for the first week of school and we will assess the need for continued presence based on how conditions at the time present. A police detail typically costs about \$250 per four hour detail. Costs for the police details will be billed to the building project and not the district budget.

What is the communication plan for reporting issues?

- It is very important for us to maintain strong communication with families, particularly if issues arise throughout the year. The District maintains a communication map to help families connect with the appropriate individual in their school. As always, issues should be directed to school staff for resolution and the schools will reach out to appropriate individuals outside of schools for assistance as needed.

What is the intended traffic path for parents from both Gates and Douglas for pickup?

- Afternoon Pickup procedure

Parking

What are the time frames for faculty / parking lot entry / exit?

- Staff need to be at school contractually by 8:35. The lot with the drop off loop will fill first as it is closer to the Boardwalk. It should be completely full before parents cue up for drop off. In order for staff to park and arrive on time, parents will be allowed to begin cueing for drop off at 8:30 a.m.

How many faculty members will be parking in the new lot?

- Approximately 160 faculty members will be parking in the temporary Elm St. parking lot and the overflow lot adjacent to the old Douglas School. The number

of staff will vary based on the time of day and may be lower at some times and higher at other times.

What kind of traffic management will exist within the new lot?

- The [Boardwalk Campus Website](#) includes a schematic of the final design for parking lots and drop off areas. Our contractor is providing signage to assist with traffic management and the district has contracted with Acton Police for an officer to be present.

How many visitor spaces exist at the new building?

- Our site will continue to be severely constrained for the 2022-23 school year. There are three dedicated visitor spaces in the bus loop that can be used when buses are not arriving and dropping students off at school. There are six accessible spaces as well. Individuals can also find parking in West Acton Center and in areas along Elm Street. We continue to explore additional parking with our contractor.

How many free spaces will exist in the new lot?

- We do not anticipate any additional spaces in our temporary parking lots beyond what is needed for our faculty and staff on a daily basis. If after school begins, we determine that there is additional free space, we will label some spaces as "visitor spaces." We continue to work with our contractor to identify possible additional space for parking that would allow us to designate additional visitor spaces.

Why did we build into this plan separate entrances for bus students and walkers/parent drop off?

- There were many public discussions of the building project over a three year period that engaged families from the three schools as well as the broader community. Throughout the process, Douglas families strongly wanted to maintain the identity of the school as a walkable, neighborhood school.

The Elm Street site was deemed inappropriate (too small with wetlands constraints) to house a new school. An alternative was considered to relocate the Douglas school to the Conant site, but Douglas families strongly requested that the school continue to be walkable. After such consideration, the current site of the Boardwalk Campus was selected by the building committee and the design of the school was done to accommodate site constraints and provide Douglas families with an opportunity to have a walkable, neighborhood school. The architects intentionally designed a school that had strong aesthetic appeal from

both the main entrance and rear entrance to make this vision into a positive experience for students arriving from any direction.

Student Entry/Exit

How much time will a 1st grader take to walk from the drop off to the back of the new building?

- The walk takes approximately 6 minutes.

How much of this walk is supervised?

- All of the span from the school to the drop/off pickup zone is supervised.

What kind of security will exist to protect kids from non-endorsed pickups on Elm Street?

- Pickup is done with placards or numbers and reliable staff who know the families. If there is a "stranger" at pickup, we would not release the child unless we had been granted permission to do so.

How far is the walk from the drop off location to the new building?

- The walk from the Elm St. parking/drop off-pickup is approximately 600 feet and will take approximately 6 minutes to walk.

How much of this walk is illuminated?

- In the temporary condition, the walk from the Elm St. parking/drop off-pickup is approximately 50% illuminated. Once construction of the Elm St. parking lot and field is complete, the walk will be 100% illuminated. We are currently exploring temporary generator lighting for the staff parking lot on Elm Street for staff who work late during winter hours.

How much of this walk is covered?

- Approximately 50% of the walk from the Elm St. parking/drop off-pickup to the school entrance is covered.

Campus Visitors

How many concurrent visitors are at the building at any time (based on Douglas and Gates historical data)?

- We do not have historical data on parent visitors and the question is difficult to answer given that we did not allow visitors last year due to covid. There have been changes to parent engagement during the day. For example, families have

widely reported that the ability to conduct remote IEP meetings is more convenient. The Principals work to coordinate school events. Our site will continue to be severely constrained for the 2022-23 school year. There are three dedicated visitor spaces in the bus loop that can be used when buses are not arriving and dropping students off at school. Individuals can also find parking in West Acton Center and in areas along Elm Street. We continue to explore additional parking with our contractor to accommodate more visitors to the building.

School Buses

How many buses are able to drop off at a single time?

- We are estimating 5-6. Case Vans will also be dropping off at the same time.

How many buses will be in place with the new push for bus travel?

- Based on enrollment last week and families that have opted out, we have 11 buses scheduled for Douglas/Gates.

What is the capacity plan for the bus system?

- We planned the routes based on enrollment data and route them as efficiently as possible. Should we encounter an influx of students, stops would need to be moved to other buses, re-routing of routes, or hiring additional drivers to create more routes.

School bus travel has been unpredictable - especially in the last year and a half - middle school teams have had to forfeit games because of lack of bus drivers, buses arrive late for pickup and children arrive late for school and home drop off. Our bus drivers are great and do incredible work under incredible stress. What additional planning is in place with an anticipated increased number of bus riding students?

- We plan the routes based on enrollment information and route them as efficiently as possible based on that data (which is pulled from PowerSchool). While the first 2 weeks can generally take longer to run a route, the times stabilize after that. Loading in the afternoon can take much longer, especially at the beginning for the safety of the students, so schools are able to make sure students are brought out to the correct buses. If a situation arises out of our control such as road closures, we will send out notifications as soon as physically possible to do so. It is critical, particularly in the afternoon that we are not asked to hold buses at the secondary level. We wait 7 minutes after bell time before buses can leave. - note *this means high school buses leave at 2:54 pm, giving us 26 minutes to get out of the parking lot, complete the route and get to the next school. Just for

reference, to leave the high school and get to Avalon, it is 13 minutes one way. From the high school, going to Avalon then to Gates is 25 minutes (from google maps). Due to the timing of athletic trips and dismissal time of the elementary schools, our home to school drivers are not able to cover many athletic trips, which generally means they are outsourced. We will take as many as possible as it is a benefit to the drivers and the district if the timing allows.

Note: Douglas and Gates have a long history of being walkable schools and many families choose to have their students walk to school rather than ride a bus or be dropped off by parents. We do not anticipate that conditions for students being dropped off by families will be significantly different from those students walking a very short distance to school. We also offer bus transportation free of charge as an alternative.



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	3. b
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AGENDA ITEM TITLE	Presentation: Staffing Update
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PRESENTER(S)	Marie Altieri
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SUMMARY OF TOPIC	This is an annual update on the new school year's staffing changes.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
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<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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	<input type="checkbox"/> with the request that the School Committee take action immediately

SUGGESTED MOTIONS	
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ATTACHMENTS	Memo and presentation slides
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Acton-Boxborough Regional School District
Office of the Deputy Superintendent
16 Charter Road Acton, MA 01720
978-264-4700 x 3209 fax: 978-264-3340
www.abschools.org

Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Deputy Superintendent
Date: August 19, 2022
Re: Staffing Report 2022-2023

We are very excited to share the details of our newly hired staff. Our Principals and Department Leaders have been working since February to hire the best educators available. We have hired 52 new educators, which includes 43 new teachers and nine new administrators, along with four administrators who have moved into new leadership roles. Attached you will find several documents related to staffing for the 2022-2023 school year.

The last few years have been a time of significant leadership turnover. We have had many retirements, and many administrators that have moved from Assistant Principal to Principal positions here and in other districts. As a result, seven of our eight Principals are in the first or second year in their Principal position. We have hired five new Assistant Principals, three new Special Education Coordinators, and our Director of Diversity, Equity, and Inclusion. In addition, we have transitioned our Elementary Psychology Chairperson Heather Stouch to our Coordinator of Social Emotional Learning, Mental and Behavioral Health. We have also transitioned our English Language Education Chairperson Maryann Young to our Coordinator of Multilingual Education. We welcome these two vital roles to our Senior Leadership Team.

Over the last two weeks our new leaders have been busy transitioning into their new roles. Our Senior Leadership Team (SLT) met for two full days last week, and our District Leadership Team (DLT), which includes all Principals, Assistant Principals, Special Education Coordinators, Department Leaders and Central Office Leaders met for a full day. All of our building-based leadership teams have been meeting throughout the summer. Our new leaders all have mentors, and they are participating in orientation and topic specific workshops now and throughout the year. Andrew Shen's role in the Central Office includes Principal Support, and he will be meeting regularly with all of our Principals. We look forward to you reading about all of our new leaders, and we will be bringing them to a School Committee meeting to meet you soon.

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships
Wellness • Equity • Engagement



Acton-Boxborough Regional School District
Office of the Deputy Superintendent
16 Charter Road Acton, MA 01720
978-264-4700 x 3209 fax: 978-264-3340
www.abschools.org

While many districts are struggling with hiring teachers, we have been very successful filling most of our open positions. At this time we have 43 new teachers, and we have one open position for a Special Educator. All of our new educators participated in orientation for two days this week. We are very excited about our new group of teachers. We hope that you enjoy reading a little bit about them in our attached documents.

As you know, we continue to prioritize hiring educators of color. I am pleased to tell you that we have hired eight new educators of color, including four new administrators. We are striving to increase our overall percentage of educators of color to 10% by September 2024. Four years ago, we were at 3%, and last year we were at 6%. This year, 16% of our new educators are educators of color. This is the highest percentage we have ever had. In addition, we have several new teachers who have lived and/or taught in other countries from all over the world, and we have many new and current teachers who have extensive experience with DEI in schools. As you know, we have created 2-4 Culturally Responsive Teacher Leaders in every school, along with nine new SEED teachers and SEED leaders in every school. We are very excited about how much this will all help our students and our staff across the district.

When we budget for new positions or to replace retirees, we budget for a teacher with three years of experience and a Master's degree (M3 = \$59,127). The average salary for teachers new to the district is \$62,181. Given teachers who were making higher salaries and who left the district after we completed the budget, we are within our salary budget for teachers.

Lastly, we are doing pretty well staffing our other positions, although it continues to be difficult to hire part time staff and some support staff positions. We are mostly staffed for bus drivers and most of our support staff. We still have openings for cafeteria staff, extended day staff, and classroom assistants and substitutes. Please consult our website for employment opportunities or email the supervisors directly if you know anyone who is interested.

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The chart below keeps an ongoing count of the number of new educators and changes over the last several years:

Professional Staff (Teachers and Admin)	2015	2016	2017	2018	2019	2020-21	2021-2022	2022-2023
Newly hired professional staff	29	30	33	54	49	63	39	53
Retirements	16	15	13	18	14	19	15	10
Leaving the district (in addition to retirees)	12	19	14	22	20	19	24	48
Taking a one year leave of absence	8	6	5	5	9	15	8	5
Returning from a one year leave of absence	3	2	3	4	2	2	7	1

Attached you will find our annual summer staffing report which includes the following documents:

- New Professional Staff 2022-2023
- Staffing Changes 2022-2023 (Leaves, Retirements, Staff Leaving, Transfers)
- Brief description of each of our new teachers (In FYI)

We are looking forward to the new school year and working with all of our educators. I am happy to answer any questions you may have.

Marle Altieri
 Deputy Superintendent

2022-2023 New Professional Staff

Administrators

Jennifer Faber	Director of Diversity, Equity and Inclusion	District
Lizbeth Feliciano	Assistant Principal	Douglas
Kathleen Worth	Assistant Principal	Gates
Kristie Barry Ayres	Special Education Coordinator	McT
Rebecca Comiskey	Special Education Coordinator	Merriam/Conant
Jun Wei (Anthony) Zhang	Assistant Principal	RJ Grey
Christopher Ocampo	Assistant Principal	ABRHS
Rachael Fusco	Special Education Coordinator	ABRHS

Teachers/Certified Staff

Name	Position	School
Anne Joyce	Literacy Coach	PDB
Joseph Columbo	Math Specialist	Blanchard
Krista Gleyzer	Special Educator	Blanchard
Alexandra Jeffway	SLP	Blanchard
Alyssa Rosenfeld	School Counselor	Blanchard
Laura Wolf	STEAM Coach	Blanchard/Conant
Tatiana Burenkova	EL Teacher	Conant
Kimberly Gauthier	BCBA	Conant/Gates
Michelle Laflamme	Library Media Specialist	Conant
Jaycie Luke	Special Ed./Connections	Conant
Dawn Mesite	Math Specialist	Conant
Sarah Mitchell	School Psychologist	Conant
Christine Mullen	Special Educator	Douglas
Mackenzie Reardon	Kindergarten Teacher	Douglas
Kathryn Terranova	Kindergarten Teacher	Douglas
Samantha Casale	Library Media Specialist	Gates
Alycia DeCola	K-6 Math Specialist	Gates
Tracey Johnson	Special Educator	Gates
Jaime Knott	1st Grade Teacher	Gates
Amanda Martone	5th Grade Teacher	Gates
Lindsey Tosches	STEAM Coach	Gates/Douglas
Kelli Buote	Special Educator/Lower Compass	McT
Antonia (Niki) Cummings	Special Educator/Learning Center	McT
Omayra Nieves	School Nurse	McT
Jessica Penney	5th Grade Teacher	McT
Kirsten Mary Johnson	School Psychologist	Merriam

Kristen Lerra	School Counselor	Merriam
Brittany Britton	Special Ed./Compass	JH
Amanda Caudill	8th Grade Social Studies Teacher	JH
Ashley Davis	7th Grade Science	JH
Debra Freilich Reed	Math Specialist	JH
Neema Kulkarni	7th Grade Science Teacher	JH
Cristina Manto	7th Grade Social Studies Teacher	JH
Tiffany Petranto	7th Grade Spanish	JH
Kara Rice	7th Grade Math Teacher	JH
Kristan Smith-Park	7th Grade English	JH
Timothy Chavez	Spanish Teacher	HS
Weston Hertel	Physical Education/Health	HS
Dana Homer	Science Teacher	HS
Yael Kupiec-Dar	Art Teacher	HS
Michael Morris	Physical Education/Health	HS
Joseph Teevens	Social Studies	HS
Charles Watkins	Science	HS

Acton Boxborough Regional School District
Staffing Changes
2022-23

Certified Staff Leave of Absence

Kasey Dunbar	McCarthy Towne Special Educator
Sara Mann	HS English Teacher
Elizabeth Ryden	HS Biology Teacher
Lesley Scott-Morton	Social Studies Teacher
Kimberly Shamah	Douglas Kindergarten Teacher

Certified Staff Returning

Rebecca Mazonson	Merriam/McT EL Teacher
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Certified Staff Not Returning

Justin Bates	HS Science
Jennifer Baldassare	Gates Special Educator
Dawn Bentley	DEI, Director
Pam Bishop	JH Special Educator
Catherine Boege	JH Asst. Principal
Jill Cannon	JH Special Educator
Mariel Carmelo Ruiz	HS World Language
Kelly Conklin	JH English Teacher
Anne Cooper	Douglas Special Educator
Tracey Cogan	Conant Math Specialist
Courtney Clerge	McCarthy Towne Special Educator
Emily Curado	Merriam Psychologist
Amanda Daigle	Gates 1st Grade
Trish DiEduardo	JH Science
Julie Donovan	HS World Language
Ablgail Dressler	Interim Conant Principal
Gabrielle Friedman	JH Math
Monica Gabriele	JH Physical Education
Kristie Guevremont	Merriam 4th Grade
Evelyn Harriott	Conant Psychologist
Jennifer Harris	HS Guidance Counselor
John D. Head	Director of School Operations
Elizabeth Heisler	HS Science
Mary Hickey	Blanchard Math Specialist
Betsey Johnston	Douglas 2nd Grade
Emmanuel Kalamu	HS Physical Education
Justin Kessler	McCarthy Towne 5th Grade
Theresa Laquerre	Conant EL Teacher
Jenna Larrenga	Douglas Asst. Principal

David Lawrence
Kelsea McCallister
Caroline McCarthy
Erin McGovern
Jacklyn Middleton
Leo Mueller
Stephanie Murin
Sean Nyhan
Bill Noeth
Courtney Philbin
Suzanne Pieri
Caroline Robinson
Sean Root
Stepahnie Rousseau
Juliana Schneider
Lauren Shron
Kathleen Turner
Matthias Wasser
Daisy Wiggins

JH Asst. Principal
Blanchard Special Educator
Douglas Kindergarten Teacher
JH World Language
DW BCBA
Director of Visual Arts
Conant Special Educator
Physical Education/Health teacher
HS Math
Blanchard and Conant STEAM Coach
Blanchard Physical Therapist
JH Science
JH Special Educator
Elementary STEAM Coach
Merriam Principal
Conant 5th Grade
Merriam Guidance Counselor
HS Social Studies
HS ASC Teacher

Certified Staff Retiring

Susan Ervais Bohmiller
Kellie Carter
Elizabeth Foster
Jacqueline Gottesman
Margaret Harvey
Gail Kessler-Walsh
James Maloney
Gabrielle Prosnitz
Kathleen Smith
Christopher Whitbeck

HS Special Education Coordinator
JH Social Studies
McCarthy Towne Nurse
HS World Language
Curriculum Ed Technology
Blanchard Guidance Counselor
HS Science
CHECP Speech and Language
Douglas Kindergarten Teacher
Douglas Principal

Transfers within the School District

Erica Allain
From Blanchard SLP to Blanchard and CHECP SLP

Bryant Amitrano
From Merriam Asst. Principal to Merriam Interim Principal

Maura Champigny
From HS Social Studies to HS ASC

Christine Fenniman
From JH Math Specialist to Human Resources Budget Coordinator

Val Gransewicz
From Conant Asst. Principal to Conant Principal

Fred Hohn
From HS Asst. Principal to HS Science

David James
From Physical Ed Director to JH Phys Ed Teacher

Louisa Latham
From JH Digital Literacy Teacher to Data Manager

Allison Leahy
From Conant/Merriam Special Ed Coordinator to Conant Asst. Principal

Marc Lewis
From JH Social Studies to JH Digital Literacy Teacher

Rebecca Mazonson
From JH Social Studies to McT/Merriam EL Teacher

Stephanie Morrissey
From Merriam Special Educator to Douglas Special Educator

Lynne Newman
From Gates Principal to Merriam Interim Assistant Principal

Heather Ryder
From Gates 4th Grade to Conant 4th Grade

Elizabeth Thoman
From Douglas Special Educator to JH Special Educator

Allison Warren
From Gates Asst. Principal to Gates Principal

Heather Stouch
Elementary Psychology Chairperson to PreK-12 Coordinator of SEL, Mental and Behavioral Health

Maryann Young
English Language Education Chairperson to PreK-12 Coordinator of Multilingual Education

**New Certified Staff Descriptions
2022-2023**

Anne M. Joyce - Literacy Coach - Parker Damon Building

Anne Joyce comes from the North Andover Public Schools where she has worked as both a Reading Specialist and a Literacy Coach. With over twenty-five years of experiences in the classroom, Anne has a strong desire to establish trusting relationships and collaborate with all stakeholders in order to best serve students. Anne has extensive experience in facilitating district-wide professional learning, implementing new curriculum, as well as leading and supporting data meetings.

Joseph Columbo - Math Specialist - Blanchard

Joseph Colombo is currently a general education classroom teacher at the Lincoln School in Lincoln, MA where he has been teaching grades 3 and 5 since 2011. Joe received his Master of Education in Educational Technology and Advanced Professional Certificate in The Teaching of Mathematics from Lesley University. He received a Bachelor of Science in Education: Elementary and Mild/Moderate Disabilities from Boston University. He holds a professional license in Elementary Education Grades 1-6, initial license in Moderate Disabilities Grades PreK-8 and earned his Sheltered English Immersion endorsement. Joe has been a summer Camp Director in New York, and a Technical Director at Boston University. He was named a Boston Red Sox Most Valuable Educator.

Krista Gleyzer - Special Educator - Blanchard

Krista Gleyzer has previously worked as a special educator at the Collegiate Charter School of Lowell. In this role, she has had 2 years of experience with direct instruction, IEP development, and collaborative problem solving. Krista received her Bachelor of Arts in Education from Carlow University and is currently pursuing her Masters in Curriculum and Instruction with a focus in Mathematics. She holds an initial license in Moderate Disabilities (PreK-8 and 5-12) and an initial license in Elementary (1-6). Throughout the process, Krista highlighted her passion for equitable access for learners through an inclusive model.

Alexandra Jeffway - Speech Language Pathologist - Blanchard

Alexandra is a Speech Language Pathologist with four years of experience. She currently serves as co-manager of a private practice in Nashua, NH where she supervises SLPs and office staff. Alexandra collaborates with OTs and PTs regularly. She maintains a full-time caseload while also completing her managerial role. Alexandra has worked with a variety of children from toddlers through middle school. She earned her bachelor's from UMass Amherst in Communication Sciences and Disorder and her Masters from Boston University.

Alyssa Rosenfeld - School Counselor - Blanchard

Alyssa Rosenfeld is currently the School Adjustment Counselor at the Lincoln School in Lincoln, MA. Previously she was the School Counselor at the Fayerweather School in Cambridge. Alyssa received her Certificate of Advanced Graduate Study in Adjustment Counseling and a Master of Education in Prevention Science and Practice: Counseling, Adjustment Track: Childhood from Harvard University, Graduate School of Education. She received a Bachelor of Arts in Human Development with a minor in Sociology from Boston College, Lynch School of Education Counseling (all levels). Throughout the process, Alyssa highlighted her work and interest in Diversity, Equity and Inclusion as well as Social Emotional Learning.

Laura Wolf - STEAM Coach- Blanchard and Conant

Laura began her career at the Wheeler School in Providence as an enrichment teacher for grades 1-5 before moving to Oregon to teach as a 2nd/3rd grade teacher, 1st/2nd grade teacher and 4th grade teacher at the Springwater Environmental Sciences School for 10 years. She has also been an RTI Coordinator for a public school district in Oregon and most recently taught as a long term substitute at the Carroll School in Waltham. Laura holds a Bachelor of Science in Biopsychology from Tufts and a Master of Arts in Teaching from Brown University.

Tatiana Burenkova - EL Teacher - Conant

Tatiana is an EL teacher currently working at Harmony Grove Elementary School in Framingham, MA. She currently manages a large caseload of EL students, providing push-in and pull-out support. She is also part of the Instructional Leadership Team (ILT). Tatiana is a native of Russia and speaks both Russian and German fluently. She has been a teacher since 2018.

Kimberly Gauthier - BCBA - Conant and Gates

Conant and Gates are pleased to announce the hiring of our new shared BCBA, Kim Gauthier. Kim comes to us from The New England Center for Children, in Southborough, where she was the Program Specialist for the Intensive Instruction Day Program for the last ten years. Before working in the N.E.C.C. Day Program, Kim worked as the Program Specialist of the N.E.C.C. Intensive Treatment Team-Residential Program.

Michelle Laflamme - Library Media Specialist - Conant

Michelle is a recent graduate from the School Library Teacher program at Simmons University where she acquired her Master's degree in Library and Information Science. Michelle's strong belief in creating an inclusive school experience for all children stood out during the hiring process and the Conant School looks forward to seeing her transform the library into a culturally responsive learning space.

Jaycle Luke - Special Education Teacher/Connections - Conant

Jaycle comes to the district from the Wakefield Public Schools. She is currently a special educator of a substantially separate classroom for students on the Autism Spectrum. Before Jaycle was in Wakefield, she worked as a special education assistant and long term substitute teaching in the Intensive Learning Program at the Marie Hastings Elementary School in Lexington, MA.

Dawn Mesite - Math Specialist - Conant

Dawn has been a classroom teacher for almost 20 years. She started her career in the Lawrence Public Schools where she was a grade 2 teacher for 4 years. Dawn then moved to the Chelmsford Public Schools where she is currently teaching. She has taught grades 3, 4 and 5 while in Chelmsford. Dawn currently teaches 5th grade math and science on a two person team. She earned her master's degree in elementary education from Fitchburg State and her bachelor's degree in English and Education from UMass Amherst.

Sarah Mitchell - School Psychologist - Conant

Sarah has worked as a school psychologist K-12 with experience in consultation, assessment, and counseling. Throughout her interview process she shared a passion for working with children with a strong affinity for students identified with a Developmental Delay or Autism Spectrum Disorder. Sarah continues to grow her practice and knowledge with an expressed focus on the balance between trauma-sensitive teaching practices and behavior management strategies in an effort to meet the needs of the whole child.

Christine Mullen - Special Education Teacher - Douglas

Christine has twenty years of teaching experience as a special educator and as a classroom teacher as well as some administrative experience. She has led many professional learning topics and she is a responsive classroom trainer. She has a Bachelor of Arts in Education and a Bachelor of Arts in Classical Studies/Ancient Civilizations from UMass Amherst and a Master of Education in School Administration from the University of Phoenix.

Mackenzie Reardon - Kindergarten - Douglas

Mackenzie studied at Bridgewater State for both her BS in Psychology, BSE in Early Childhood Education and her MEd in Literacy, Language and Culture. She did her student teaching in New Bedford and has been working as the Gates Media Specialist during this school year. She will be bringing her expertise in early childhood literacy to the Douglas Kindergarten team.

Kathryn Terranova - Kindergarten Teacher - Douglas

Kathryn is from AB originally and was a competitive figure skater in her youth. She attended the University of New Hampshire and then later received a Masters in Elementary Education from Merrimack College. She completed her student teaching at Douglas School and has been working as Douglas' building substitute this spring.

Samantha Casale - Library Media Specialist - Gates

Samantha graduated from Roger Williams University with a Bachelor of Science in Biology and a minor in music. She completed her Master of education in Library Media Studies at Salem State University.

Alycia DeCola - K-6 Literacy Coach - Gates

Alycia received her Bachelor of Science degree in family studies and her Masters in Elementary Education from the University of New Hampshire in Durham. With 11 years of experience as a classroom teacher, Ms. DeCola's teaching career began at the Englesby Elementary School as a 6th grade and the 4th grade classroom teacher in Dracut. For the past six years, Alycia has taught 5th grade math, reading and social studies at the Nissitissit Middle School in Pepperell. As the 5th grade Math Professional Learning Community Leader and Pilot teacher, Alycia has worked closely with the Math Coordinator to analyze student IReady data, design targeted intervention, and monitor student progress. She is excited to join the Gates School community as the K-6 Math Specialist.

Tracey Johnson - Special Educator - Gates

Tracey has been a special education teacher for the past 17 years. She graduated from Framingham State University with a Masters of Science in Education, and completed her Bachelor of Art at Assumption College. Most recently, Tracey completed her Orton Gillingham training.

Jaime Knott - 1st Grade Teacher - Gates

Jaime comes to Acton Boxborough from Sammamish, Washington where she was a 1st grade teacher. She has her Bachelors of Science degree in Microbiology from Arizona State University, Masters in Elementary Education Teaching Credential and Masters in Cross-Cultural Teaching from National University,, and a certificate in leadership in Social Emotional Learning from College of Saint Elizabeth. She currently holds a temporary Elementary (1-6) and English as a Second Language PreK-8 license.

Amanda Martone - 5th Grade Teacher - Gates

Amanda graduated with a Bachelor's Degree In Elementary Education and Liberal Arts from Emmanuel College. She obtained her Master's Degree In Education from Boston College with a focus on curriculum and instruction. This past year Amanda has filled 3 long term substitute positions in Kindergarten, 3rd Grade and 6th Grade at the Blanchard Elementary School.

Lindsey Tosches - STEAM Coach - Gates & Douglas

For the past 7 years, Lindsey has been the Makerspace Coordinator, STEAM/Innovation Learning Specialist, 6th Grade Science/STEAM Educator as well as the 5th Grade Science and Mathematics Educator at the John F. Kennedy School in Somerville, MA. She has led many professional learning workshops for Somerville educators including "Project-based Learning and Design Thinking: Taking Making to the Meaningful Level" and "Mindful Making and Growth Mindset: Building Resilience Through Making, Mindfulness, and Emotional Regulation." Lindsey holds a Bachelor of Arts Degree from Boston College and a Masters of Arts In Teaching Degree from Simmons College as well as a Design Certification from the Massachusetts College of Art. Lindsey is also a certified Open Circle Facilitator and has presented at the SXSWedu Conference, Boston University Consortium, Literacy for All Conference, International Society for Technology In Education (ISTE) Conference, PBL2.0 Conference, and the EDTech teacher Innovation Summit.

Kelli Buote - Special Educator/Lower Compass - McCarthy-Towne

Kelli comes to us from Fitchburg Public School and the Valley Collaborative. She has ten years of experience working with students with moderate to severe disabilities. She is passionate about supporting students with disabilities in inclusion settings. Kelli has a Bachelor of Arts in Early Childhood Education and English Literature from Fitchburg State College and a Master of Education in Child Development and Early Childhood Education (with and without disabilities) from Wheelock College.

Antonia (Nikki) Cummings - Special Educator - McCarthy-Towne

Nikki comes to us from Northbridge, where she was a special educator. She has a passion for early literacy instruction and supporting students in mathematics instruction. She did work with Build Math Minds. Nikki was teacher of the year in Northbridge.

Omayra Nieves - Nurse - McCarthy-Towne

Omayra has been a school nurse in Framlingham since 2019 at a school with 675 students. She demonstrated strong clinical decision making, strong communication skills, she is bilingual, and the calm and confidence to handle a medical situation. Omayra received her Bachelor's Degree from the University of Massachusetts Boston.

Jessica Penney - 5th Grade Teacher - McCarthy-Towne

Jess comes to Acton Boxborough with five years experience teaching fifth grade in Winchester, MA, where she taught all subject areas in a self-contained classroom. Jess is passionate about performance based assessment and inquiry learning and she has created resources and units that promote those goals for teachers across her district. She looks forward to returning to her alma mater, this time as a teacher. Jess has a Bachelor's Degree in Education from the University of Delaware and a Master's Degree in Special Education from Fitchburg State College.

Kirsten Mary Johnson - School Psychologist - Merriam

Kirsten is a Nationally Certified School Psychologist who has served as a building based practitioner at Luther Jackson Middle School in Fairfax County, Virginia for the past four years. In her role, she has provided a wide range of support to students and families. Their services include conducting comprehensive psychological evaluations, consulting with school staff and families, the provision of group and individual counseling services, collaborating with key stakeholders in planning for interventions, conducting functional behavior assessments, and creating behavior intervention plans in collaboration with school staff and families. In addition, Kirsten mentored new students in the field of school psychology and procedures as part of the school's MTSS. Kirsten has her Bachelor's, Master's, and Educational Specialist degrees in Psychology from the University of Delaware.

Kristen Lerra - School Counselor - Merriam

Kristen is an experienced counselor that brings a deep understanding of social emotional learning to Merriam. She has an understanding of Social Thinking and Zones of Regulation and also has developed her own curriculum, particularly with identity. Kristen has a lot of energy and is looking to be a part of the entire Merriam community. In her current position, Kristen brings a lot of extracurricular activities such as Girls on the Run and would like to bring those to Merriam. Kristen is a Merriam parent with one student currently in 6th grade and another currently in 4th grade. Kristen has a Bachelor's Degree in Human Development from Boston College and a Master's Degree in Counseling and Technology from Boston College.

Brittany Britton - Special Educator/Compass Program - RJ Grey

Brittany comes to the Compass Program at RJ Grey after spending five years at the Alternative High School and Middle School as part of the Valley Collaborative School. She also taught at Noble High School in Berwick, Maine. Britton brings a wealth of experience delivering specially designed instruction. She is excited to join the RJ Grey community and we are happy to welcome her. Brittany has a Bachelor's Degree in Education from the University of Maine and a Master's Degree in Special Education from the University of Southern Maine.

Amanda Caudill - 8th Grade Social Studies - RJ Grey

Amanda is currently completing her first year of teaching English Language Arts and providing ESOL services to 6th and 8th grade ELL students at Tenney Grammar School in Methuen, MA. Prior to that, Amanda spent two years as an EFL support teacher in Spain. Amanda is fluent in Spanish. Amanda received her Bachelor's Degree in Geography and Spanish from Morehead State University in Morehead, KY, and her Master of Arts in Teaching Social Studies and ESOL with a focus in social justice and culturally responsive curriculum from Lewis and Clark College in Portland OR. Amanda also received her Master of Education in Advanced Teacher from University of the People in Pasadena, CA in 2021.

Ashley Davis - 7th Grade Science Teacher - RJ Grey

Ashley taught for 8 years as a middle school science teacher at St. Peter School in Cambridge and most recently has been doing a long-term substitute position at the Advanced Math and Science Academy in Marlborough. Ashley has worked at the Museum of Science as an Overnight Science Instructor. Ashley has a Bachelor's Degree in Elementary Education Specializing in Integrated Science from Eastern Michigan University and a Master's Degree in Science Education from Lesley University. Ashley brings a great amount of energy and enthusiasm for working with middle school students; we are thrilled to welcome her as part of RJ Grey.

Debra Freilich Reed - Math Specialist - RJ Grey

Debra is coming from Andover West Middle School where she has taught math since 2008. Debra has experience as a co-teacher and as a special educator. Her experience will be a tremendous asset to our students in her role as a Math Specialist at RJ Grey. Debra has a Bachelor's Degree in Education from Plymouth State College and a Master's in Special Education from Lesley University.

Neema Kulkarni - 7th Grade Science Teacher - JH

Neema is coming to us most recently from Kennedy Middle School in Waltham where she has taught 7th grade science since 2018. She completed several long term substitute positions in the Boston Public Schools as well. Prior to entering the world of teaching, Neema worked as a scientist in India in the life science industry. Neema has her Master's Degree in Biological Sciences from the Birla Institute of Science and Technology in Birla, India and she had a teaching fellowship with the Boston Public Schools.

Cristina Manto - 7th Grade Social Studies Teacher - RJ Grey

Cristina is coming to RJ Grey after teaching in the Fitchburg Public Schools for over 20 years. In Fitchburg Cristina taught at the middle and high school levels. Most recently she's taught in the School Within A School Program at Fitchburg High School. Cristina has a Bachelor of

Science in Social Sciences from California Poly State University and a Master of Education in Curriculum and Instruction from Worcester State University. She brings a tone of energy and excitement to her role as a 7th grade Social Studies Teacher at RJ Grey.

Tiffany Petranto - 7th Grade Spanish Teacher - JH

Tiffany continues to work at RJ Grey but in a new capacity. Tiffany worked as a Spanish Teacher at RJ Grey in 2011-2012, took time off and has returned most recently as a teaching assistant for the past three years. Tiffany has a Bachelor's Degree in Spanish and Psychology from Bowdoin College. Tiffany's work with students at RJ Grey over the years has been outstanding. She is a warm, welcoming teacher whom we are happy to bring back into the role of Spanish Teacher.

Kara Rice - 7th Grade Math Teacher - RJ Grey

Kara comes to RJ Grey after most recently being a Math Lab teacher at Littleton Middle School. She has taught math for many years in neighboring towns, always teaching middle school aged students. Kara has a Bachelor's Degree in Civil Engineering from the University of Maine and a Master's Degree in Math Education from Boston University. We are very excited to be welcoming her to RJ Grey.

Kristan Smith-Park - 7th Grade English Teacher - RJ Grey

Kristan Smith-Park is returning to RJ Grey as a 7th grade English teacher. She was an English teacher with us during 2020-2021, and apart from that role, has served as a teaching assistant in the Academic Support Center since 2015. She recently completed a long-term substitute position in the English department at ABRHS. Kristan has a Bachelor's Degree in English from Union College and a Master's Degree in Education specializing in Multicultural Education from the Harvard University Graduate School of Education. We are very excited to welcome Kristan back into the 7th grade ELA classroom.

Timothy Chavez - Spanish Teacher - ABRHS

Timothy comes to us from the Andover Public Schools where he taught grades 6-8. He is a graduate of Worcester State and is currently working towards a masters degree at Middlebury College. Besides having a strong background in proficiency teaching practices and our new World Language State Standards, Timothy enjoys participating in the school's musicals and creating curriculum around Social Justice Inclusion.

Weston Hertel - Physical Education/Health Teacher - HS

Wes Hertel did his student teaching in Wisconsin and taught for 1.5 years. He has experience with students in alternative settings and has what it takes to have a good rapport with students.

Wes is a certified lifeguard and has coached extensively. Wes received this Bachelors of Science In Education from the University of Wisconsin.

Dana Homer - Science Teacher - ABRHS

Dana is a graduate of Swarthmore College and will be completing her MAT in Secondary Biology and Business. She has completed her student teaching at Waltham High School and has previous experience working with a diverse group of teenagers in a variety of settings. Dana designs lessons with student engagement and has experience with the NGSS storylines curriculum.

Yael Kuplec-Dar - Art Teacher - High School

Yael has taught at the secondary level for more than 10 years, the middle school level for 6 years and 1 year as an adjunct at the graduate level where she observed and supervised student teachers in their pre-practicum placements. She has also mentored college student-teachers in her classroom. Her teaching stems from both the work of current artists and art history and encompasses technical, formal, expressive and experimental concepts. She has displayed her students' work in several venues including the State House, Cambridge City Hall, Harvard School of Education, North Shore Holocaust Center, Wang Young at Arts exhibit, a travelling Facing History and Ourselves exhibit, Boston Children's Hospital, MAEA Youth Art Month Exhibit in Boston and the Sudbury Goodnow Public Library. Yael holds a Bachelor of Fine Arts Degree from Brandeis University, a Masters in Science in Art Education from the Massachusetts College of Art, and a Masters of Fine Arts in Painting from the Maryland Institute, College of Art.

Michael Morris - Physical Education/Health Teacher - High School

Michael has been a special education assistant at Acton Boxborough for several years. He has also taught summer school physical education and runs the boys basketball program, coaching the varsity team. Michael has a passion for physical education, coaching, and the community. Michael has a Bachelor's Degree in Physical Education from Springfield College.

Joseph Teevens - Social Studies Teacher - ABRHS

Joey Teevens has nine years of teaching experience in the social studies department at Westborough High School. Additionally, he lived for a year each in Spain and in Ecuador, becoming fluent in Spanish and proficient in Portuguese. He has taught United States history to many different audiences. Joey has also served as advisor to student council, several teams, and as an ESL tutor. Joey has a Bachelor of Arts in Spanish and History from Worcester State College, a Master of Education degree with a concentration in History Secondary Education from American International College, and he is finishing a Master of Arts in American History from Pace University/Gilder Lehrman.

Charles Watkins - Environmental Science - ABRHS

Charles has worked in the Acton Boxborough Regional School District in various capacities for the past several years. This year he has filled two long term substitute positions in the science department. Charles is highly organized and works tirelessly to create a positive learning environment for students. Charles makes connections with students and tries to incorporate instructional practices to foster individual learning opportunities. Charles has a Bachelor's Degree in Psychology from Northeastern University and a Master's of Education in Science Education from Lesley University.



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	FY23 Assignments and Liaisons		
PRESENTER(S)	Kyra Cook		
SUMMARY OF TOPIC	Approve FY23 Assignments & Liaisons		

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

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

SUGGESTED MOTION	"Move that the ABRSC approve the Subcommittees & Assignments"
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	1 min
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ATTACHMENTS	ABRSC Subcommittees & Assignments memo
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To develop engaged, well-balanced learners through collaborative, caring relationships.

Acton-Boxborough Regional School Committee 2022-2023
Subcommittees & Assignments
Voted 8/25/22

ASSIGNMENTS:

CASE Board Member	Superintendent Peter Light
Health Insurance Trust (HIT) Representative	Andrew Schwartz
PTSO Liaison Coordinator	Kyra Cook, Andrew Schwartz
Special Education Parent Advisory Committee Liaison	Adam Klein
Acton Leadership Group (ALG) Representatives	Kyra Cook, Amy Krishnamurthy
Acton Select Board Liaison	Ben Bloomenthal
Acton Finance Committee Liaison	Amy Krishnamurthy & Kyra Cook
OPEB Trust Fund Board of Advisors	Kyra Cook
Boxborough Leadership Forum (BLF) Representatives	All Boxborough Members
Boxborough Select Board Liaison	Liz Fowlks
Boxborough Finance Committee Liaison	Tessa McKinley
Danny's Place Youth Services Advisory Board	Amy Krishnamurthy
Legislative Liaison	Ginny Kremer, Ben Bloomenthal, Kyra Cook
Diversity, Equity and Inclusion Liaison	<u>Evelyn Abayaah-Issah (Chair)</u>

SUBCOMMITTEES:

Budget Subcommittee	<u>Adam Klein (chair)</u> , Liz Fowlks, Rebeccah Wilson, Kyra Cook, Amy Krishnamurthy Liaison: Dave Verdolino
Capital Improvement Subcommittee	<u>Yebin Wang (chair)</u> , Ben Bloomenthal Liaison: Dave Verdolino
Community Engagement Subcommittee	<u>Andrew Schwartz (chair)</u> , Rebeccah Wilson, Liz Fowlks, Amy Krishnamurthy Liaison: Peter Light
Policy Subcommittee	<u>Ginny Kremer (chair)</u> , Evelyn Abayaah-Issah, Tessa McKinley, Yebin Wang, Liaison: Andrew Shen
School Building Committee	Adam Klein, Amy Krishnamurthy, Liaison: Marie Altieri
Warrant Signature Subcommittee (Budget)	Amy Krishnamurthy, Adam Klein, Kyra Cook, Liz Fowlks, Rebeccah Wilson Liaison: Dave Verdolino
Negotiations Subcommittee	Kyra Cook, Amy Krishnamurthy, Liz Fowlks



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	School Building Committee		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC			

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

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

SUGGESTED MOTION	"Move that the ABRSC approve Member list"
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	1 min
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5

ATTACHMENTS	School Building Committee Member list
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To develop engaged, well-balanced learners through collaborative, caring relationships.

Acton-Boxborough School Building Committee Members
Pending School Committee Vote August 25, 2022

Acton-Boxborough Regional School District Staff

Peter Light, Superintendent
Marie Altieri, Deputy Superintendent
~~J.D. Head, Director of Operations~~ *(leaving district)*
David Verdolino, Director of Finance and Operations *(added)*
Alison Warren, Gates Principal
Lucia Sullivan, Douglas Principal

Acton-Boxborough Regional School Committee

Amy Krishnamurthy, Acton
Adam Klein, Boxborough

Town Leaders

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

David Martin, Acton Select Board

Community Members

Mary Brolin, Boxborough, Chair
Peter Berry, Acton
Dennis Bruce, Acton
Bob Evans, Acton
Bill Hart, Acton
Katie Raymond, Acton
Mac Reid, Boxborough



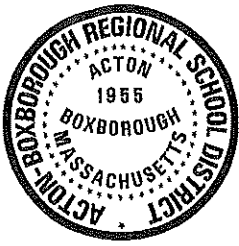
Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Discussion of Process to Update Memorandum of Understanding for School Resource Officer Program		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	Discussion		

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

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	10 mins
ATTACHMENTS	Superintendent memo, Attorney memo, DEI Director memo, and MOU



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Peter J. Light
Superintendent of Schools

To: Acton and Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: August 22, 2022
RE: Required Updates to School Resource Officer Memorandum of Understanding

Due to recent changes in the law (MGL Ch. 71 § 37P), the District is required to update its Memorandum of Understanding (MOU) with the police department regarding the School Resource Officer (SRO) Program. The state provides a model template for this MOU.

We are requesting the committee's feedback regarding the process the committee would like to engage in to finalize the new MOU. Options include but may not be limited to:

- Policy Subcommittee develops the MOU and brings forward a draft for full committee approval (1st and 2nd Read process)
- The full committee engages in a 1st and 2nd read of the MOU in its current form that results in a vote to approve.

I have attached several documents for your review in anticipation of this discussion:

1. A memo from the district's legal counsel regarding committee obligations set forth in the MOU.
2. A memo from DEI Director Jen Faber summarizing the findings of the DEI family advisory committee with respect to the SRO program.
3. A copy of the DRAFT MOU based on the required state template.

It is noteworthy that if the District has an SRO program, the MOU as developed by the state serves as a minimum standard for the MOU. This means that the committee may not remove or alter any language in the MOU, but may add additional language at its discretion so long as that language does not conflict with the minimum standards set forth in the MOU.

Next steps:

1. The chair will determine the process to be used to develop the MOU based on feedback from the committee.
2. The Superintendent will work with the Chief of Police to develop the accompanying operating procedures as noted in Attorney Brunt's memo.

I look forward to the discussion at our next meeting on August 25th.

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

To: Acton-Boxborough Regional School Committee
From: Colby C. Brunt, counsel for ABRSD
Re: Memorandum of Understanding for School Resource Officers
Date: August 17, 2022

I have been asked to provide a legal opinion regarding whether ABRSD must follow the model School Resource Officer Memorandum of Understanding provided by the Department of Elementary and Secondary Education (DESE).

The answer is yes. In accordance with Massachusetts General Laws chapter 71 section 37P; the model memorandum contains the minimum requirements for schools and police departments with respect to the roles and responsibilities around the use of the School Resource Officers (SRO) in schools. As such, the district and the police departments must use the model MOU as the base and the Parties may agree to add additional provisions to the agreement; however, no new provisions shall conflict with or omit any of the required provisions of the memorandum.

The law and the memorandum of understanding also require that the chief of police, in consultation with the superintendent, shall establish operating procedures to provide guidance to SRO's about daily operations, policies and procedures. Per the law, the operating procedures shall describe the following for the school resource officer:

- (i) the school resource officer uniform;
- (ii) use of police force, arrest, citation and court referral on school property;
- (iii) a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
- (iv) chain of command, including delineating to whom the school resource officer reports and how school administrators and the school resource officer work together;
- (v) performance evaluation standards, which shall incorporate monitoring compliance with the memorandum of understanding and use of arrest, citation and police force in school;
- (vi) protocols for diverting and referring at-risk students to school and community-based supports and providers; and
- (vii) information sharing between the school resource officer, school staff and parents or guardians.

As such, I would advise Superintendent Light to work with the Chief(s) of Police in developing an operating procedure for the SRO as outlined above in accordance with the law.

Please let me know if you have any further questions regarding this matter. Thank you.



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Jennifer G. Faber

Director of Diversity, Equity and Inclusion

To: Peter Light
From: Jennifer Faber
Date: August 16, 2022
RE: Summary of the DEI Family Advisory findings

Between October 2020 and May 2021, The DEI Family Advisory Police-District Interactions Subcommittee was charged to learn about the purpose and work of school resource officers (SROs) within the Acton-Boxborough Regional School District and to develop the following recommendations for improving police-district interactions.

Immediate Recommendations

1. Inform the Acton-Boxborough community about SROs
 - a. Create webpage on district site containing overview of roles and responsibilities, bios, introductory videos and FAQs for families

Short Term Recommendations (2021-2022 school year)

1. Develop plan for the formal evaluation of SRO program
 - a. Include various perspectives of administrators, SROs, students and/or community members using survey, focus groups or other information sources
 - b. Create a system to provide feedback to SROs and Acton Police Department
2. Deepen student and community relationships
 - a. Invite SROs to converse with student affinity groups
 - b. Attend events to increase connection and community building
3. Gather varying perspectives and perceptions to understand the experience with SROs from families and/or students from underrepresented groups
 - a. Elicit feedback via surveys and/or focus groups

Long Term Recommendations (Next 2+ years)

1. Gather and analyze discipline data
 - a. Data sources can include anonymous reporting, DESE student disciplinary data and Challenge Success
2. Inform the community about the hate incident investigation and disciplinary processes
 - a. Create plan for community communication following hate incidents or hate crimes
 - b. Provide clarity differentiating the restorative justice approach used in AB schools versus the restorative justice approach used by the police department
3. Identify alternatives to SRO involvement that may be preferred by community
 - a. Alternatives suggested are mental health staffing and/or appointing a district based cyberbullying investigator

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

**2022 School Resource Officer Memorandum of Understanding
Between
Acton-Boxborough Regional School District (ABRSD)
and
Acton Police Department**

This agreement (the “Agreement”) is made by and between ABRSD (the “District”) and the Acton Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department or the board or officer having control of the police department in a city or town (the “Chief”) and the Superintendent of the District [*or, in the case of charter schools: the head of the school*] (“the Superintendent”) are each a signatory to this Agreement. The provisions of this Agreement are specifically required by section 37P of chapter 71 of the General Laws, as amended by Section 79 of chapter 253 of the Acts of 2020.

Purpose

The purpose of this Agreement is to formalize and clarify implementation of the partnership between the school and the School Resource Officer (“SRO”)/the District and a Police Department regarding the placement of a police officer at the Acton-Boxborough Public Schools in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum does not, and may not be relied upon to, create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

I. Mission Statement, Goals, and Objectives

The mission is to facilitate relationship-building by the SRO such that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District [*or at the School*] through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, or socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student conduct and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student conduct and that school administrators are responsible for code of conduct and routine disciplinary violations;

- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To provide requirements and guidance for training, including SRO training required by law and consistent with best practices and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations and programming to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

Nothing in this Agreement shall limit an officer's ability to exercise lawful authority consistent with all laws of the Commonwealth.

II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Conduct

A "school resource officer" is a duly sworn municipal police officer, or a special officer appointed by the chief of police, with all necessary training and up-to-date certificates, including special school resource officer certification as required by subsection (b) of section 3 of chapter 6E of the General Laws and is charged with: (i) providing law enforcement; (ii) promoting school safety and security services to elementary and secondary public schools; and (iii) maintaining a positive school climate for all students, families and staff.

The Parties agree that school officials and the SRO play important and distinct roles in responding to student conduct to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or principal's designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to potential criminal or delinquent offenses as well as student conduct that requires immediate intervention to maintain safety, as described below. The Parties acknowledge that many acts of student conduct that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read the student code of conduct for both the District and the school and seek clarification on any questions the SRO has.

The principal or principal's designee and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student conduct. In such instances the guiding principle is whether conduct rises to the level of criminal and delinquent conduct that (1) poses substantial harm to the physical well-being of another person or (2) is willful and malicious and causes substantial harm to the property of the school or (3) constitutes the taking of property of substantial value belonging to another with intent to permanently deprive the property owner of the property. The Parties acknowledge that it may be appropriate for school administrators rather than the SRO deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to

personal property. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student conduct that do not require a law enforcement response, including any incident involving misconduct by a student under 12 years of age, the principal or principal's designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless doing so would pose a serious safety or security risk. The principal or principal's designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student conduct that requires immediate intervention to maintain safety (whether or not the conduct involves criminal conduct), the SRO may act to de-escalate the immediate situation (where feasible) and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

The SRO shall inform the principal or principal's designee, where practicable, to facilitate supportive intervention by school staff on behalf of the student in an emergency situation where a student may be in immediate need of emergency medical or psychological assistance. Such intervention is appropriate when a school nurse, psychologist, or social worker is not available, and the SRO believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall assist in a criminal investigation only as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or principal's designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

The SRO shall consult with the principal or principal's designee prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the juvenile will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student conduct, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section X.

III. The Process for Selecting the SRO

The Parties acknowledge that the selection of the SRO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief of Police shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to: continuing

professional development in child and adolescent development, conflict resolution and diversion strategies, de-escalation tactics, trauma informed practices, diversity, equity, and inclusion, behavioral health and any other training required by the Municipal Police Training Committee established in Section 116 of Chapter 6. The Chief of Police shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

Should the Superintendent request assignment of an SRO and the Chief, in consultation with the Superintendent, determines there are not sufficient resources to assign an SRO to serve the city, town, regional school district, or county agricultural school, the Chief shall consult with the Department of State Police regarding the option of an officer being assigned, subject to appropriation, and pursuant to all requirements under the MOU and governing state law (e.g., regarding SRO training).

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted pursuant to Section VII.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify the SRO's appointing authority at the earliest opportunity. The appointing authority shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

IV. Annual Review of the SRO

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the goals and objectives of this MOU. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the

parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student's family, and the SRO to develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section VI).

VI. Information Sharing Between SROs, School Staff, and Other Partners

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or principal's designee) and the SRO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below:

Superintendent of Schools
SROs
Principal (or designee)
Supervisor of SROs

B. Compliance with FERPA and the Massachusetts Student Record Regulations

At all times, school officials must comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (FERPA), and the Massachusetts Student Records Regulations, 603 CMR 23.00. These rules permit disclosures of personally identifiable information about students ("Student PII") contained in educational records, without consent, under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SRO can qualify as a "school official" who can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest." To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.

2. The District will only disclose to SROs Student PII in education records for the purposes consistent with Sections I and II of this agreement.
3. The SRO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. §99.33(a), 603 CMR 23.07(4). The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties, who are not “school officials,” without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.
4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SROs as “school officials” and to describe purposes from paragraph 2 (directly above) of this section among “legitimate educational interests” for accessing education records. If the District does not update the annual notification accordingly, the SRO’s access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including, as applicable, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student’s immigration status except as required by law.

C. Disclosure to a Law Enforcement Officer or Agency

As required by section 37L of chapter 71 of the General Laws, school department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police’s Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student’s family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed

written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

D. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or principal's designee learns of conduct by a student for which a law enforcement response may be appropriate (as described in Section II), the principal should inform the SRO. If a teacher has information related to such conduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the conduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or principal's designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or principal's designee from reporting possible criminal conduct by a person who is not a student. Nothing in this section or this Agreement shall prevent school personnel from complying with reporting requirements in state law, including those found in G.L. c. 71, § 37L, G.L. c. 269, § 18, and G.L. c. 71 § 37O.

2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section II.

Student information received by the SRO (or other Police Department employee identified in Section VI.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or principal's designee shall notify the student's parent/guardian, the student, or both, when such information will be shared with the SRO.

E. Information Sharing by the SRO with the Principal or Principal's Designee

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or principal's designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

When the SRO observes or learns of student conduct in school for which a law enforcement response is appropriate (as described in Section II), the SRO shall convey to the principal or principal's designee as soon as reasonably possible the fact of that conduct and where practicable the nature of the intended law enforcement response.

VII. Organizational Structure, including Supervision of SROs, Lines of Communication between the School District and Police Department, and Complaint Resolution

The SRO shall be a member of the Police Department and report directly to the SRO Supervisor. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal or principal's designee and any other school officials identified in Section VI.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section VI.D.

The salary and benefits of the SRO shall be covered by the Acton Police Department. The costs of the training required by this Agreement and any other training or professional development shall be paid by the Acton Police Department.

The Acton Boxborough Regional School District will provide an office space with a desk and chair for the SRO, when needed, in one of the school buildings. This office does not need to be solely for the use of the SRO. The Acton Police Department will provide all other equipment.

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO. The

system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year. Upon execution, the complaint resolution system should be placed on file at the office of the Chief of Police, the Superintendent, and the Department of Elementary and Secondary Education.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise.

VIII. Training for SROs

In accordance with section 23 of chapter 253 of the Acts of 2020, the Municipal Police Training Committee shall provide training for SROs including but not limited to:

- (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and
- (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- (i) hate crime identification and prevention training curriculum including acquisition of practical skills to prevent, respond to and investigate hate crimes and hate incidents and their impact on victim communities;
- (ii) anti-bias, anti-racism and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited;
- (iv) bullying and cyberbullying; and
- (v) helping school resource officers interact effectively with school personnel and victim communities and building public confidence with cooperation with law enforcement agencies.

Additional areas for continuing professional development may include:

- Restorative justice practices
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information

- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall attend a minimum of 12 hours of training per year. [*The recommended minimum time spent in certified basic SRO training is 12 hours.*]

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

IX. Data Collection and Reporting

In accordance with section 37P(d) of chapter 71 of the General Laws, “[a]nnually, not later than August 1, the superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the Department. With respect to item (iii) above, the Department must receive individual student level data from the District on school-based arrests, citations and court referrals made in the previous academic year.
- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District's data reporting responsibilities.

X. Accompanying Standard Operating Procedures

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies, and procedures. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. the school resource officer uniform;
2. use of police force, arrest, citation, and court referral on school property;
3. a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. information sharing between the SRO, school staff, and parents or guardians.

XI. Effective Date, Duration, Applicability, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

Name: Peter Light
Superintendent of Schools
Date: _____, 2022

Name: Richard Burrows
Chief of Police
Date: _____, 2022



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	CONSENT AGENDA: Approval of Meeting Minutes, Imprest Balance, OPEB Members		
PRESENTER(S)	Kyra Cook		
SUMMARY OF TOPIC	Items on the Consent Agenda do not usually require discussion and are approved with one vote. After members are asked if any items should be held out for individual consideration, a motion to approve the consent agenda is made, seconded, and voted on. Any items held from the consent agenda are then discussed and voted on separately.		

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

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

SUGGESTED MOTION	"Move that the ABRSC approve the consent agenda as proposed/amended."
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	Draft minutes of 7/21/22 and memos

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

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

Administration Building Auditorium
15 Charter Road, Acton
To view only: <https://www.youtube.com/actontv1>

June 16, 2022
6:30 p.m. Executive Session
7:15 p.m. Open Meeting

Members Present: Ben Bloomenthal, Evelyn Abayaah-Issah (6:36 p.m.), Kyra Cook, Liz Fowlks, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Andrew Schwartz, Rebecca Wilson
Members Absent: Yebin Wang
Others: Marie Altieri, Deborah Bookis, Peter Light, Beth Petr, Dave Verdolino

The ABRSC was called to order at 6:30 p.m. by Chairperson Adam Klein.

EXECUTIVE SESSION

Adam Klein stated the need for an Executive Session to be convened under

- MGL Chapter 30A section 21(a) purpose (3), to discuss strategy with respect to litigation because an open meeting may have a detrimental effect on the litigating position of the Committee.

Tessa McKinley moved, Ben Bloomenthal seconded and it was unanimously,

VOTED by roll call: to enter executive session for the reason proposed.

(YES: Bloomenthal, Cook, Fowlks, Klein, Kremer, Krishnamurthy, McKinley, Schwartz, Wilson)

Adam Klein also stated the need for an Executive Session to be convened under

- MGL Chapter 30A section 21(a) purpose (7), to comply with or act under the authority of, any general or special law or federal grant-in-aid requirements - MGL Chapter 30A, section 22(f) to consider approval of minutes of the meeting on April 7, 2022

Tessa McKinley moved, Ben Bloomenthal seconded and it was unanimously,

VOTED by roll call: to enter executive session for the reason proposed.

(YES: Bloomenthal, Cook, Fowlks, Klein, Kremer, Krishnamurthy, McKinley, Schwartz, Wilson)

Adam Klein also stated the need for an Executive Session is to be convened under

- MGL Ch 30A section 21(a) purpose (2): to conduct a strategy session in preparation for negotiations with non-union personnel.

Tessa McKinley moved, Ben Bloomenthal seconded and it was unanimously,

VOTED by roll call: to enter executive session for the reason proposed.

(YES: Bloomenthal, Cook, Fowlks, Klein, Kremer, Krishnamurthy, McKinley, Schwartz, Wilson)

Adam stated that the ABRSC would return to Open Meeting at approximately 7:15 pm.

OPEN MEETING

1. **Chairperson's Welcome** - Adam Klein

The Committee returned to Open Meeting at 7:15 p.m. Members of the public were invited to view the meeting on Acton tv. It was stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

a. **Welcome to Julie LaLumiere**, Executive Assistant to the Superintendent
Mr. Light welcomed Julie LaLumiere who replaces Beth Petr. Beth will continue as Clerk to the School Committee and will take minutes at the meetings.

b. **Public Participation**

Nikhil Krishnamurthy thanked the School Committee for their extremely hard work and dedication to the young people and families of our community over the past year. He offered special thanks to his mother, Amy, who is the senior member on the Committee. Corinne Hogseth stated that the First Amendment includes her right to criticize elected officials and bring grievances to the Committee meetings. Christine Marlowe expressed frustration that it appears that funds are being spent on the mascot change even though the public was told they would not be. She advocated for spending more on teachers' assistants. Amanda Bailey thanked the Committee for their steady support of children and families during this unprecedented pandemic. She encouraged the public to listen to the entire meeting to learn more about the important work being done.

c. **Superintendent's Update**

Mr. Light noted that extra funding was not budgeted for the mascot change. Every year some money is spent to replace uniforms. There are a couple of expensive items like the high school gym floor but there are no plans to replace them now. There is no connection between these funds and assistants being reduced. He added that George Washington University just retired their Colonial mascot with a rationale consistent with AB's recent retirement.

Mr. Light thanked Adam Klein for serving as Committee Chairperson for the past year, and Beth Petr for her years of service to the District.

2. **Ongoing Business**

a. **Preliminary Input on FY23 District Goals & Central Office Organization -
*Peter Light***

Mr. Light shared his thoughts around next year's goals in draft form so Committee members could provide feedback, and adjustments could be made if needed. He felt that six goals were too many last year because it is difficult for our educators and classrooms to work on all of them effectively.

GOAL 1: Social-Emotional Learning, Mental and Behavioral Health

Comments included:

- Data is not about just a set of numbers.
- Regarding preventing hospitalizations, it was taking too long for students to be seen when issues came up. We believe that the new "Cartwheel" service will be a beneficial start.

- It was appreciated that this is the first goal and item. It is about getting kids in the door and ready to learn.
- How do we benchmark quickly so we can measure improvement?
- Some of these goals continue to feel very large. We should measure progress, not necessarily success. (Mr. Light replied that there will be baseline data going into the school year.)
- Quantitative measures would be helpful for Committee updates along the way. Using student attendance improvements was a good example.
- The focus on trauma was appreciated because we cannot move forward until it is addressed.

GOAL 2: Improved and more Equitable Academic Outcomes

The District has built the MTSS system for this purpose.

GOAL 3: Culturally Responsive Practices

Not everything in this goal has a quantifiable outcome. Given that the Committee voiced their desire to hire more staff of color, members appreciated this benchmark. Marie Altieri will do a full staffing update at the September meeting. Members were also excited about universal core instruction and look forward to “very diverse input from the community – school and beyond”.

Other Initiatives

Comments included:

- All of these are exciting, especially the STEAM initiative. This is what our kids need in the 21st century. It gives kids a sense of ownership when it is part of their school.
- A member hopes that the DEI Family Advisory Group and SEPAC input will be included. She wants to be sure all kids are given a chance to try the harder classes.
- Another member noted that Minuteman Tech is not an easier path, but an alternative path for students.

Mr. Light was asked to work with his Leadership Team and decide what the expectations are for the initiatives so the Committee doesn't consider them more goals. Members agreed that three goals was a good number. Mr. Light added that for initiatives, the Committee will get informal updates throughout the year. Goal updates will be routed in the data and more formal.

- b. **Approval of ABRHS Handbook Changes - Second Read - VOTE- P. Light**
Members briefly discussed the change to the Truancy/ Attendance procedures. The High School recognizes that attendance for students and teachers this past year was an issue. Kids need a consistent approach with more supervision.

Ben Bloomenthal moved, Tessa McKinley seconded and it was unanimously, **VOTED**: to approve the ABRHS Handbook changes.

c. **Superintendent's Annual Summative Review - Adam Klein**

- i. Adam thanked members for submitting their reviews and read the summative review.

Kyra Cook moved, Tessa McKinley seconded and it was unanimously,
VOTED: to accept the Annual Summative Review for Superintendent Peter Light dated 6/16/22 as presented.

Ginny Kremer moved, Evelyn Abayaah-Issah seconded and it was unanimously,

VOTED: to increase Peter Light's salary by 3% in line with other administrators in the district for a total of \$234,840.

Mr. Light thanked the Committee for the evaluation, support and feedback. He noted that most of what a superintendent actually does is done by other people. He thanked all staff in the district for their hard work under incredibly challenging circumstances this year.

d. **EDCO Update - Peter Light (oral)**

The only outstanding item on this dissolution is for the Commissioner to approve the plan. AB paid about \$100,000 to close the lease and we expect to get back approximately \$60,000-\$75,000. This has been a tremendously challenging process and Peter thanked his colleagues on the EDCO Board. He recognized EDCO's 50 years and the services staff provided to students and professionals.

e. **Approval of the Change of Members to the School Building Committee - VOTE - Adam Klein**

Tessa McKinley moved, Ginny Kremer seconded and it was unanimously,
VOTED: to approve the change of members to the School Building Committee.

f. **Updates from Members**

i. **Health Insurance Trust (HIT) - Andrew Schwartz (6/16/22)**

An update was given on the meeting that occurred that morning.

g. **Recommendation to Approve Solar and Energy Storage Services Agreement, Lease Option Agreement, and Lease as presented and Authorize the Superintendent to sign them - VOTE- JD Head**

Mr. Light highlighted the many challenges that JD Head and Kate Crosby have successfully dealt with in Operations this year. This lease agreement was very challenging and represents 30 years of energy independence. JD explained that the new building was designed with this model in the forefront. We are developing something that doesn't exist yet which is very exciting. Despite the many unknowns and hurdles, it will be an economic win. Our attorneys and energy consultants have been heavily involved with the documents presented.

Tessa McKinley moved, Liz Fowlks seconded and it was unanimously,

VOTED: to approve the Solar and Energy Storage Services Agreement, the Lease Option Agreement, and the Lease as presented and Authorize the Superintendent to sign them.

h. **Recommendation to Approve the ABRSC Meeting Minutes of 6/9/22 - VOTE**
- *Adam Klein*

Amy Krishnamurthy moved, Tessa McKinley seconded and it was unanimously,

VOTED: to approve the ABRSC Meeting Minutes of 6/9/22.
(Ben Bloomenthal abstained.)

i. **Statement of Warrants and Recommendation to Approve - VOTE** – *A. Klein*

Kyra Cook moved, Amy Krishnamurthy seconded and it was unanimously,

VOTED: to approve the warrants (see memo language).

3. **FY23 ABRSC Reorganization**

a. **Appointments** - *Adam Klein*

Per the Regional Agreement and policy BDA, Adam reminded the Committee that the District Treasurer and School Committee Secretary are appointed annually.

i. Tessa McKinley moved, Andrew Schwartz seconded and it was unanimously,

VOTED: to Appoint Margaret Dennehy as ABRSD Treasurer.

ii. Ben Bloomenthal moved, Andrew Schwartz seconded and it was unanimously,

VOTED: to Appoint Beth Petr as ABRSC Secretary/Clerk.

b. **Election of Acton-Boxborough Regional School Committee Officers** – *Peter Light*

i. FYI: School Committee Annual Organizational Meeting policy & procedures BDA and School Committee Officers policy BDB - (*Terms begin August 1*)

ii. **ABRSC Chairperson - VOTE**

Mr. Light reviewed the School Committee Annual Organizational Meeting policy and procedures BDA, noting that the Superintendent runs the election of officers.

First, the floor would be opened for nominations for the position of Chairperson for FY23. Members could nominate another member or themselves and a second was not needed. Once we had nominations for the position of chair, a vote would be taken to close those nominations. Once nominations were closed, each nominee would be given a chance to speak (or withdraw) and then members could speak in support of a candidate as well. Voting would be by roll call per our procedures. Each member would vote for one candidate. A candidate must have a majority of weighted votes to be elected. The Candidate with the most weighted votes would be declared the new Chairperson, unless no candidate received a

majority. (Acton members = 2.5, Boxborough members = 1.) In that case, additional roll call votes would be taken. Majority vote if all 11 members are present is 13 (total = 25.5).

Mr. Light opened the floor for nominations for the position of ABRSC Chairperson for FY23.

Amy Krishnamurthy nominated Kyra Cook. Kyra Cook nominated Adam Klein.

Andrew Schwartz moved, Ben Bloomenthal seconded and it was unanimously, **VOTED**: to close nominations.

The nominees were invited to speak. Kyra Cook thanked members for the trust they have in her and expressed gratitude to Tessa and Adam for leading the Committee through the challenging pandemic years. Adam Klein thanked Kyra for the nomination and serving with him as vice chair, but withdrew because he believes that she has the backing of the committee and "it's her turn".

A **ROLL CALL VOTE** was called and **Kyra Cook was unanimously elected as the ABRSC Chairperson for FY23.** (KYRA COOK: Abayaah-Issah, Bloomenthal, Cook, Fowlks, Klein, Kremer, Krishnamurthy, McKinley, Schwartz, Wilson)

iii. **ABRSC Vice Chairperson from Acton - VOTE**

Tessa McKinley nominated Amy Krishnamurthy. Kyra Cook nominated Andrew Schwartz.

Adam Klein moved, Tessa McKinley seconded and it was unanimously, **VOTED**: to close nominations.

Amy Krishnamurthy spoke about the importance of the Acton Leadership Group (ALG) process in getting budgets passed and building relationships. She has done this in the past, including when she was Chairperson and would like to continue. Andrew Schwartz was humbled by the nomination and appreciates the diversity of cultures in our community and how they all come together and must be embraced in all aspects of our schools.

Many members shared their thoughts in support of both Amy and Andrew. The importance of building relationships with members of the community, having years of experience and a deep knowledge of the budget process and Committee policies, and encouraging newer members to gain leadership experience were mentioned.

A **ROLL CALL VOTE** was called resulting in the following votes:

AMY KRISHNAMURTHY: Abayaah-Issah (B), Bloomenthal (A), Fowlks (B), Kremer (A), Krishnamurthy (A), McKinley (B)

3 Acton x 2.5 = 7.5 + 3 Boxborough = 10.5 votes

ANDREW SCHWARTZ: Cook (A), Klein (B), Wilson (A), Schwartz (A)
3 Acton x 2.5 = 7.5 + 1 Boxborough = 8.5 votes

The ABRSC Vice-Chairperson from Acton will be Amy Krishnamurthy.

(Note: 6 Acton members present x 2.5 = 15 + 4 Boxborough = 19 votes total.
Required majority would be >19 divided by 2 = > 9.5 votes.)

iv. ABRSC Vice Chairperson from Boxborough - VOTE

Adam Klein nominated Tessa McKinley. Andrew Schwartz nominated Evelyn Abayaah-Issah.

Adam Klein moved, Amy Krishnamurthy seconded and it was unanimously,
VOTED: to close nominations.

Tessa McKinley spoke. Evelyn Abayaah-Issah withdrew her nomination.

A **ROLL CALL VOTE** was called and **Tessa McKinley was unanimously elected as the ABRSC Vice Chairperson from Boxborough for FY23.**

(TESSA MCKINLEY: Abayaah-Issah, Bloomenthal, Cook, Fowlks, Klein, Kremer, Krishnamurthy, McKinley, Schwartz, Wilson)

4. Adjourn

Tessa McKinley moved, Ben Bloomenthal seconded and it was unanimously,
VOTED: to adjourn the ABRSC at 9:39 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used:

Agenda, Preliminary District Goals 2022-23 (P.Light), Memo from J Dean re Changes to FY23 ABRHS Student Handbook (6-6-22), Memo from A Klein re Superintendent Evaluation (6-16-22), Addendum I to the Contract of P. Light with FY23 proposed salary, School Building Committee Members – revised list for 6-16-22 vote, Memo from J Wall of Anderson & Kreiger LLP re Solar Contracts for Douglas Gates Elementary New Building (6-13-22), Proposed Solar and Energy Storage Services Agreement, Lease Option Agreement with Exhibits A,B,C. Draft ABRSC Minutes of 6-9-22, Warrant memo from D Verdolino (6-16-22), ABRSC policies and procedures: School Committee Annual Organizational Meeting (BDA & BDA-R), School Committee Officers (BDB)

FYI items: Dismissal Schedule for June 21, last day of school, ABRSC Meetings for 2022-2023, FY23 ABRSC Members, Public Meeting re Hayward Road at Main St Intersection Improvements, Town of Acton, 6/16/22 at 7 PM Acton Town Hall

NEXT MEETING: Thursday, July 21, ABRSC Workshop at 6:00 p.m.

Acton-Boxborough Regional School Committee Workshop
Draft Minutes
July 21, 2022 6:00 PM
Administration Building Room 13

We are not necessarily thinking machines. We are feeling machines that think.
(Antonio Damasio - neuroscientist)

Members Present: Kyra Cook, Adam Klein, Ginny Kremer (8:10 p.m.), Amy Krishnamurthy, Tessa McKinley, Andrew Schwartz, Yebin Wang
Members Absent: Evelyn Abayaah-Issah, Ben Bloomenthal, Liz Fowlks
Others: Tony Bent, Peter Light, Beth Petr

I. Call to Order

The ABRSC was called to order at 6:01 p.m. by Chairperson Adam Klein.

Welcome: Adam Klein, Peter Light

Adam welcomed members to the workshop and said at the conclusion of the meeting, he would be ready to "pass the torch" of the Chairperson to Kyra Cook. Peter introduced Tony Bent.

Comments: Tony Bent

Tony commended the Committee for taking the time to do an annual workshop. Referring to the quote that people are "feeling machines that think" he suggested that this focus is the underpinning for everything. Leaders need to understand that the emotional part of the brain is a key to success. Leadership isn't "by the numbers". He shared one of his favorite poems is by John O'Donohue, *For a Leader*, about perspective in leadership and the importance of "deep listening". The traditional definition of empathy is that you can walk in someone else's shoes, but it is actually impossible to do that. Brene Brown suggests that empathy is the ability is to listen deeply and believe that the other person really believes what you are hearing.

II. Warm-up Activity

Members shared where they grew up, what it was like and an interesting experience from childhood, then introduced each other to the group. All of these experiences determine how people act.

III. Roles and Responsibilities Review

Tony referred to the School Committee "Big Three" (MGL Ch 71 Section 37):

- o The Superintendent
- o Budget
- o Policy

The School Committee is like a board of directors. They should not get too into the weeds. Advocacy plays out through community engagement and supporting the

school system. There's a strong relationship between the strength of a community's culture and the School Committee. This strongly influences how a Committee weathers challenges. Areas of School Committee responsibility are technically the only areas that School Committee members can be criticized for.

Members discussed public participation at meetings and how that can be handled effectively. School Committee members all over the country have been yelled at and berated these past couple years making things often very difficult. A member added that they feel safe when they know the other members have each other's backs. Tony pointed out that issues are often not problems to be solved, but to be managed by finding strategies. Taking a recess or a pause for a few minutes during a meeting can be very helpful. Everyone needs to do their fair share of the Committee's work. A member added that when people come and present an opinion, they have their own reasons for doing that. The danger is confusing the reasons and opinions and thinking they are the same. Assuming the intent of the speaker is a mistake.

The Superintendent is responsible for:

- Managing the system (MGL Ch 71 Section 59)
- Implementing school committee policy
- Adhering to State and Federal Laws

IV. **Engaging the Community: Communication and Participation**

Members discussed M. Peterson's article, *School board's role in communications*.

Comments included:

- Very important to get to know the other town officials that members work with.
- Acton's Leadership Group (ALG) and Boxborough's Leadership Forum (BLF) are extremely valuable especially when there is disagreement. It is essential to have relationships with people with whom you disagree.
- Relationships make all the difference in a positive way.
- Strong relationships are also need with the community, not only ALG and BLF, such as non-school parents and citizens and our seniors.
- Clear communication, especially around Town Meeting times, is essential.
- The Community Engagement Subcommittee will work on this.
- Listening can be as important as telling.
- A monthly school committee update to the community might be helpful, as was done in the past, in addition to the Annual Report.
- Prepandemic, the Fincom would present their annual Point of View (POV) at a School Committee meeting and we should continue that now.
- A monthly communication plan for the Committee would be helpful.

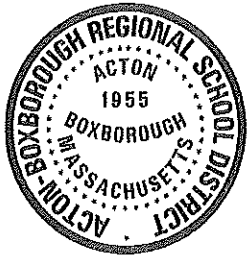
V. **Concluding Comments**

Members agreed that workshops are an essential chance for the Committee to focus.

Andrew Schwartz moved, Kyra Cook seconded and the ABRSC adjourned at 8:55 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: Agenda, *School board's role in communications* (Margaret Peterson, Jan 2011), *For a Leader* (John O'Donohue), *New Day's Lyric* (Amanda Gorman '22)



Acton-Boxborough Regional School District

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

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

To: School Committee
From: Dave Verdolino
Re: Student Activity Account Funds; required annual reauthorization
Date: August 28, 2022

Background:

The District operates Student Activity Funds at three schools, the Senior High, the Junior High and Blanchard Memorial. Each site has a checking account under the control of the Principal, pursuant to DESE Policy Guidelines and Massachusetts General Laws (MGL).

Section 47 of MGL Ch. 71 requires that, once the School Committee has accepted the provisions of the law, an agency account is set up by the District Treasurer. These are generally established as an interest bearing savings account, and, if authorized by the School Committee, a checking account which acts as an imprest (replenishment) account to be administered by the School Principal. This procedure has been followed consistently from year to year by the District.

These funds are subject to a procedures review engagement at least once every three years by an independent accounting firm; the most recent engagement was for the year ended June 30, 2021.

Maximum imprest checking account fund levels are established and annually voted on by the School Committee.

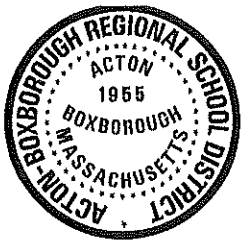
Requested VOTE:

To set the imprest balance of the Student Activity checking accounts for the 2022-2023 school year, consistent with the prior year, as follows:

Senior High School	\$35,000
Junior High School	\$25,000
Blanchard Elementary	\$ 5,000

Thank you for your consideration in this matter.

d



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

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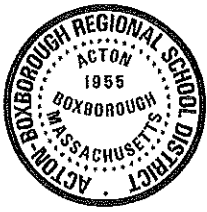
To: Margaret Dennehy, District Treasurer
From: Elizabeth Petr, Clerk of the Acton-Boxborough Regional School Committee (ABRSC)
Date: August 26, 2022
RE: Change to Members of the Board of Advisors of the OPEB Trust Fund

Per the Other Post-Employment Benefits (OPEB) Trust Fund Agreement approved by the Acton-Boxborough Regional School Committee on 12/16/12, I hereby certify that Superintendent Peter Light has appointed the following members to the Board of Advisors of the ABRSD OPEB Trust Fund, following a vote by the School Committee on 8/25/22:

- David Verdolino, ABRSD Director of Finance
- Steve Noone, Acton Finance Committee
- Gary Kushner, Boxborough Finance Committee
- Kyra Cook, Acton-Boxborough Regional School Committee Chairperson, ex officio

Elizabeth Petr
Clerk, ABRSC

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



Acton-Boxborough Regional School Committee
Meeting Agenda Item Summary

MEETING DATE	Aug 25, 2022	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	ABRPTSO Donation to RJ Grey		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	Funding is given to offset the cost of the 8th Grade End Of Year field trip on June 17, 2022 to Mel's Funway. Funds were originally budgeted for student t-shirts which are now planned for SY23.		

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

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	One minute
FOLLOW-UP	
ATTACHMENTS	Copy of donation check

Payment Processing Center
P.O. Box 74618
Chicago, IL 60675-4618

ACTON BOXBOROUGH REGIONAL PTSO
3 CASTLE DRIVE
ACTON MA 01720

ADDRESS SERVICE REQUESTED

#BWNHNJW

>004314 2323661 0001 080005 10Z
RJ GREY JHS
ATTN: ANNE CHANDLER
16 CHARTER RD
ACTON, MA 01720-2931

Invoice For:

Check Number : 0000995176
Date : 2022-06-16
Payment Amt : \$3,200.00
Acct Nbr : PAYMENT

RJ G JHS Grant 2021-2022 -8th Gr

Reference Number	Amount	Additional Information
INVOICE INFORMATION		
RJG JH Grant 2022	\$3,200.00	DESC: 8th Grade EOY Field Trip
TOTAL	\$3,200.00	

303R6 (08/16)

PLEASE POST THIS PAYMENT FOR OUR MUTUAL CUSTOMER

Account: PAYMENT

\$3,200.00

ACTON BOXBOROUGH REGIONAL PTSO
3 CASTLE DRIVE
ACTON, MA 01720

Please Direct Any Questions
To: Online Bill Payment Processing Center
(800) 243-2508

7122/2113 0000995176

June 16, 2022

MIDDLESEX SAVINGS

MEMO: RJ G JHS Grant 2021-2022 -8th Gr

Pay THREE THOUSAND TWO HUNDRED AND 00/100 -----Dollars

\$*****3,200.00

To: RJ GREY JHS
The Order Of: ATTN: ANNE CHANDLER
16 CHARTER RD
ACTON, MA 01720-2931

Void After 180 DAYS.
Signature On File
This check has been authorized
by your depositor

DOCUMENT CONTAINS COLORED BACKGROUND ON WHITE PAPER, "VOID" FEATURE, SIMULATED WATERMARK (REVERSE SIDE), MICRO-PRINT BORDER, 

⑈0000995176⑈ ⑆211371227⑆ 223023137⑈



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	August 25, 2022	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	ABRPTSO Donation to McCarthy-Towne School		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	Approval for McCarthy-Towne PTSO Budget and Fundraising; Approval for Anticipated FY23 donations from McCarthy-Towne PTSO		

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

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	One minute
FOLLOW-UP	
ATTACHMENTS	<u>Request for Approval of Donations over \$1,000 and McCarthy-Towne PTSO Budget</u>

TO: Superintendent Peter Light
FROM: Christy Nealon, McCarthy-Towne Principal
DATE: 8/18/22
RE: Request for Approval of Donations Valued over \$1,000

Per ABRSC policy KCD, "Public Gifts to the Schools", I would like to request approval from the Acton-Boxborough Regional School Committee for the following anticipated FY23 donations from the McCarthy-Towne School. I have also attached the PTSO budget and fundraising plan for approval. Thank you for your consideration.

Christy Nealon,
Principal

Educational Grant Program	4,000
---------------------------	-------

Classroom & Education Support/Teacher Appreciation	3,000
--	-------

CPAC	2,500
------	-------

Art Show	2,000
----------	-------

Student Aid with field trips and other items	2,500
--	-------

McT PTSO Budget 2022-2023

Fundraising	Goal	Expenditures	Planned for 22-23
Direct Appeal - (FY2223)	\$10,000.00	Administrative Expenses	\$500.00
Book Fair	\$2,000.00	Insurance	\$200.00
Fall Catalog Sales/ Charleston Wrap	\$2,000.00	Student Aid	\$2,500.00
McT Class t-shirts	\$1,200.00	Staff T shirts	\$100.00
School Photos	\$1,500.00	McT Scholarship Fund	\$500.00
Spirit Wear	\$500.00	Hospitality	\$300.00
WeCo Week	\$250.00	Teacher Appreciation	\$3,000.00
Author visit	\$200.00	6th Grade Celebration	\$1,000.00
West Side Creamery Night	\$200.00	Grant Program	\$4,000.00
Art Show	\$1,000.00	CPAC	\$2,500.00
Raffles and/or Food sales at community events	\$1,500.00	Fall Party	\$500.00
	\$20,350.00	Parents night out	\$500.00
		Community service committee	\$100.00
		World Heritage Day	\$500.00
		Art Show	\$2,000.00
		Spring/Family/Field Day	\$1,000.00
		Game Night	\$500.00
			\$19,700.00



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Subcommittee and Member Reports		
PRESENTER(S)	various		
SUMMARY OF TOPIC	Customary updates from the Subcommittees, ALG, BLF if they have met since the last School Committee meeting		

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

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

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



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Statement of Warrants and Recommendation to Approve		
PRESENTER(S)	Kyra Cook		
SUMMARY OF TOPIC	Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting.		

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

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

SUGGESTED MOTION	See motion in memo in the packet from D. Verdolino
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	2 min
ATTACHMENTS	Summary memo from D. Verdolino in the addendum and posted folder of individual warrants

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Acton-Boxborough Regional School District

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

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

August 18, 2022

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

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at the regular meeting on 08/25/2022.

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

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

As you know, these warrants, formerly provided in paper copy requiring physical signature, are now provided in digital copy with the School Committee meeting packet. A vote on the total memo value of warrants meets MGL guidelines for School Committee approval of warrants.

Thank you for your consideration and cooperation with this request.



Acton-Boxborough Regional School District

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

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

Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$28,705,341.55

AP Vendor warrant(s) as follows –

22-026	dated	6/23/2022	in the amount of	\$	450,566.24
22-026A	dated	6/23/2022	in the amount of	\$	325.73
22-027	dated	6/30/2022	in the amount of	\$	1,952,311.83
23-001	dated	7/7/2022	in the amount of	\$	20,118.91
23-001A	dated	7/1/2022	in the amount of	\$	4,684,372.28
23-002	dated	7/21/2022	in the amount of	\$	2,440,779.24
23-003	dated	8/4/2022	in the amount of	\$	1,075,050.65
23-003A	dated	8/1/2022	in the amount of	\$	67,502.18
23-004A	dated	8/15/2022	in the amount of	\$	18,620.00

Payroll Vendor warrant(s) as follows -

22-026PR	dated	6/16/2022	in the amount of	\$	2,108,933.87
22-027PR	dated	6/30/2022	in the amount of	\$	1,755,316.05
22-028PR	dated	6/30/2022	in the amount of	\$	14,400.78
23-001PR	dated	7/14/2022	in the amount of	\$	104,653.20
23-002PR	dated	7/28/2022	in the amount of	\$	231,036.94
23-003PR	dated	8/11/2022	in the amount of	\$	131,303.75

Student Activities warrant(s) as follows –

22-026BL	dated	6/23/2022	in the amount of	\$	1,126.80
22-026JH	dated	6/16/2022	in the amount of	\$	23,873.35
22-026SH	dated	6/23/2022	in the amount of	\$	12,140.21
22-026HJ	dated	6/23/2022	in the amount of	\$	17,666.87

Payroll warrant(s) as follows –

P2226	dated	6/16/2022	in the amount of	\$	10,068,932.06
P2227	dated	6/30/2022	in the amount of	\$	1,515,287.29
P2228/P2301	dated	7/14/2022	in the amount of	\$	628,614.88
P2302	dated	7/28/2022	in the amount of	\$	692,072.95
P2303	dated	8/11/2022	in the amount of	\$	690,335.49



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	08-25-22	AGENDA ITEM NUMBER	FYI
AGENDA ITEM TITLE	For Your Information (FYI)		
PRESENTER(S)	The Chairperson and/or Superintendent may highlight individual items		
SUMMARY OF TOPIC	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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If formal action is requested, include a suggested motion or contact Beth Petr.

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

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Acton-Boxborough Regional School District

16 Charter Road

Acton, MA 01720

978-264-4700 HYPERLINK "[http://
www.abschools.org/school-committee](http://www.abschools.org/school-committee)"
www.abschools.org/school-committee



**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEMBERS
2022-2023**

Evelyn Abayaah-Issah	Boxborough	eaissah@abschools.org	May 2023
Benjamin Bloomenthal	Acton	bbloomenthal@abschools.org	April 2024
*Kyra Cook	Acton	kcook@abschools.org	April 2023
Liz Fowlks	Boxborough	lfowlks@abschools.org	May 2025
Adam Klein	Boxborough	aklein@abschools.org	May 2024
Ginny Kremer	Acton	gkremer@abschools.org	April 2025
**Amy Krishnamurthy	Acton	akrishnamurthy@abschools.org	April 2023
**Tessa McKinley	Boxborough	tmckinley@abschools.org	May 2023
Andrew Schwartz	Acton	aschwartz@abschools.org	April 2024
Yebin Wang	Acton	ywang@abschools.org	April 2023
Rebeccah Wilson	Acton	rwilson@abschools.org	April 2025

The Committee may be emailed at abrsc@abschools.org. These emails will also be received by the Superintendent, Deputy Superintendent and the Superintendent's Executive Assistant, and the Committee's Executive Assistant, Beth Petr. Beth may be reached at bpetr@abschools.org.

* Chairperson

** Vice-Chairperson

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2022-2023

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

Summer Workshop: Thursday, July 21 (Dinner @ 5, Meeting @ 6-9)
Summer Business Meeting: Thursday, August 25 at 7:00

September 8
September 22

October 6
October 20

November 1 (Tuesday due to MASC conference)
November 17

December 1
December 15

January 12
January 26

February 2
February 16 FY24 Budget Meeting at 6:00???

March 2 Open Budget Hearing - required by law
March 16 *(Final Budget VOTE not later than 45 days prior
to earlier Town Meeting) COUNT THIS when TM is confirmed!*
March 30

April 13

May 4
May 18

June 8
June 15

Note: Acton Town Meeting begins May XX, 2023. Boxborough Town Meeting begins May X, 2023.
5/17/22

