



Acton-Boxborough Regional School Committee Meeting

January 27, 2022

7:00 p.m.

This will be a zoom webinar

to view only: <https://www.youtube.com/actontv1>

To preregister for Public Comment (required 24 hours prior to start of meeting):
https://abschools.zoom.us/webinar/register/WN_B6qIo_3PQb-Af-AV-iDs3A

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
MEETING AGENDA

Virtual Public Meeting

January 27, 2022

To view the meeting (no participation): <https://www.youtube.com/actontv1>

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CALL TO ORDER (7:00)

- a. Chairperson's Welcome - *Adam Klein*
- b. Public Participation
- c. Superintendent's Update - *Peter Light*

PRESENTATIONS (7:10)

- d. [AB Protocols for Responding to Incidents Involving Hate or Bias](#) - *Dawn Bentley*
- e. Health Insurance Trust (HIT) Overview - *John Petersen (meeting on 1/20/22)*

ONGOING BUSINESS

- f. Budget - *Peter Light, Dave Verdolino*
 - i. FY23 Superintendent's Recommended Budget
 - ii. Line Item Detail and Projected Assessment Update
- g. Subcommittee and Member Reports
 - i. Budget - *Kyra Cook (1/24)*
 - ii. Policy - *Nora Shine (1/25)*
 - iii. Community Engagement - *Andrew Schwartz (1/14)*
 - iv. Mascot Screening - *Peter Light (1/19)*
- h. Consent Agenda - **VOTE** - *Adam Klein*
 - i. Approval of ABRSC Meeting Minutes of 12/16/21 ~~and 1/13/22~~
 - ii. Approval of Donations Valued over \$1,000 - Blanchard PTF
 - iii. Approval of Donations Valued over \$1,000 - R.J. Grey Junior High School
- i. Statement of Warrants/Recommendation to Approve - **VOTE** - *Adam Klein*

FYI

- Acton 2022 Annual Town Election Deadlines
- Boxborough 2022 Election/Town Meeting Calendar
- NEXT Community Coffee: Wednesday, February 9 at 8:30 a.m. via zoom
- ABRHS 22nd Annual Community Service Awards Night video is at [this link](#).
- Public Comment to Acton Select Board 1/24/22 from Amy Krishnamurthy
- Final Aid Allocation Letter sent to State and Federal Legislators from Kyra Cook
- Conant Principal Finalists Announcement, 1/27/22
- Gates Principal Finalists Announcement, 1/27/22

ADJOURN

NEXT ABRSC MEETINGS: February 3 at 7:00 p.m. via zoom

FY23 Detailed Budget Meeting on February 17 at 6:00 p.m.

FY23 Open Budget Hearing on March 3 at 7:00 p.m.

Posted on 1/21/22 at 03:30 p.m.



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

Protocols for Responding to Incidents of Hate and/or Bias

Dawn G. Bentley, Ed.D.

ABRSD Assistant Superintendent for Equity & Inclusion

January 27, 2022

It is not the responsibility of our students to expose themselves to further danger and injury in their time of need and vulnerability. It is our responsibility as those in positions of leadership and power, with adequate resources, to make effective changes on their behalf.

Nayoung Aimee Kwon
Director of the Asian American
Studies Program

DUKECHRONICLE.COM



Image: <https://www.dukechronicle.com/article/2019/02/statement-to-dukes-leadership-and-faculty-from-the-director-of-the-asian-american-studies-program>

Bias-Motivated Behavior

Conduct **motivated by a person's bias against** someone's membership- or *perceived membership*- in a protected group that interfere with an individual's safety, security, or education by creating an intimidating or offensive environment

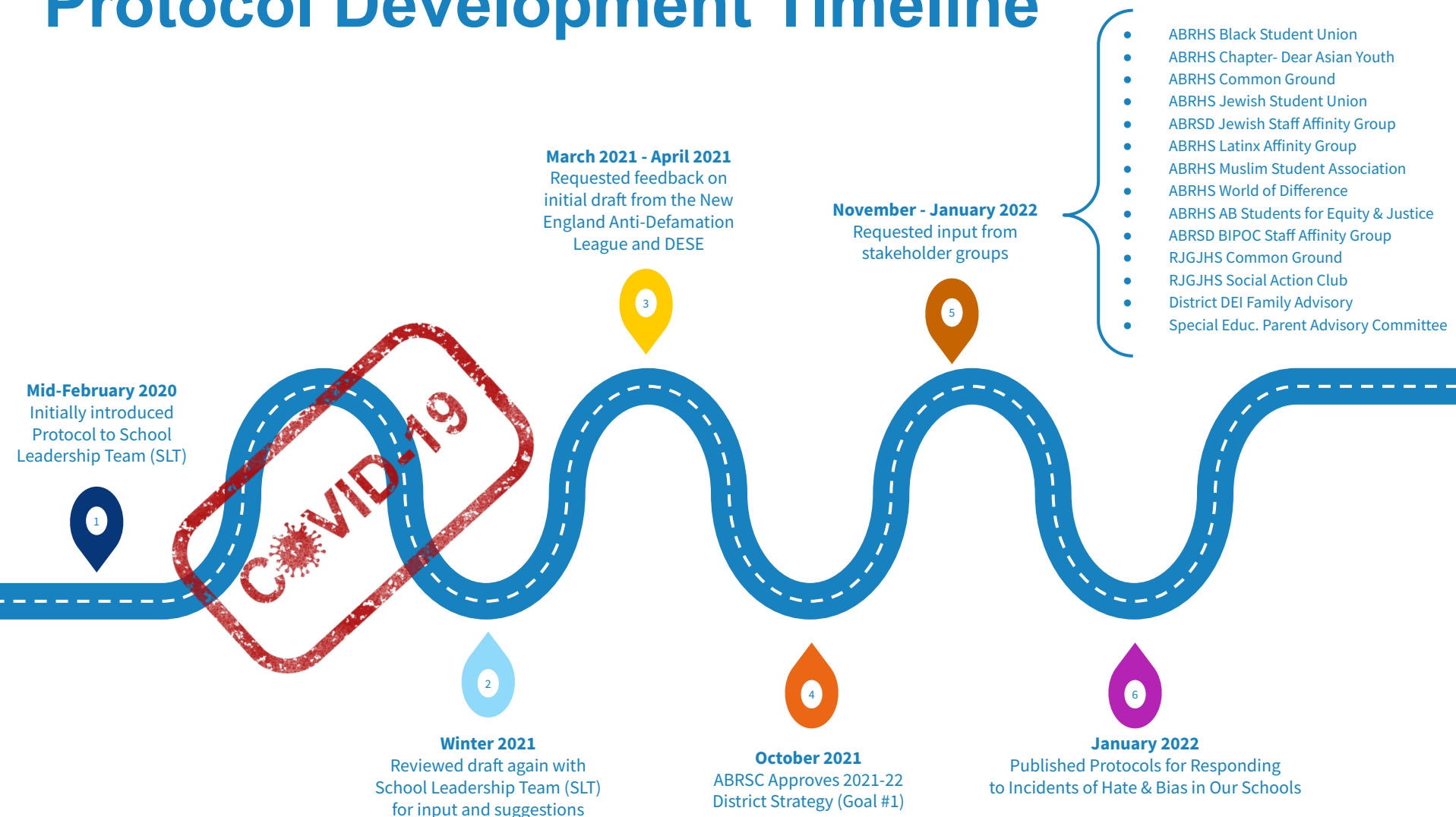
Some examples include:

- Using a **slur** or **insult** towards a student or their family based on their membership in a protected group
- Posting **pictures** of a student or **text messages** that disparage them for being part of a protected group,
- Imitating someone with a **disability** or imitating someone's **culture** or **language**
- Racist or anti-semitic **graffiti**

Response to Bias-Motivated Behavior

- Critical that we affirm that **any form of bias-motivated behavior is unacceptable**, should be reported, and we take it seriously
- Range of **detrimental effects** on students, staff, school leaders, community
- Can impact learning, engagement, and school culture and climate
- The **impact extends beyond the targets and those directly involved** and is also experienced by other members of the targeted group in the broader community
- Creating **clear and safe protocols** for reporting bias-motivated incidents and a **culture that encourages and supports reporting**

Protocol Development Timeline



The Protocol

Goals of this Protocol



**PROTOCOLS FOR RESPONDING
TO INCIDENTS INVOLVING
HATE OR BIAS**

Acton-Boxborough Regional School District
15 Charter Rd.
Acton, MA 01720

- Ensure a safe, supportive learning environment for all students and staff
- Maintain trust with stakeholders and the community
- Seek justice for targets and survivors of hate and bias
- Support the needs of students, faculty and staff
- Educate all students, particularly potential perpetrators
- Promote healing and maintain a strong school climate

Protocol Sections (6)

- I. Ensure Safety of Individuals and the School
- II. Communicate the Incident
- III. Investigate the Incident
- IV. School-Based Support for Targets
- V. Inform and Engage Stakeholders to Promote Healing

Additional Resources

I. Ensure Safety of Individuals and the School

- Separate offenders from targets
- Ensure immediate safety of the school
- Provide supportive measures to ensure target(s) is safe and supported
- If a crime may have occurred, report to police
- Notify Central Office
- Principal convenes response team to inform them and plan next steps

II. Communicate the Incident

- Coordinate communication with Central Office
- Inform stakeholders of the incident with communication includes:
 - Denouncing the act(s)
 - Providing relevant details (as we know them/are able to*)
 - Promise that the incident will be fully investigated
 - Timeframe
 - The school/district core values

**The school/district cannot disclose any record that can be linked to a specific student, whether by name or through any other kind of personally identifiable information.*

Reporting

- Ongoing student training emphasizes:
 - Talking with a trusted adult (at school or at home)
 - Filing an anonymous report
 - Protection for reporters against retaliation

III. Investigate the Incident

- Conduct interviews and gather evidence
- Communicate with law enforcement or other state agencies as appropriate
- Respond to stakeholders with relevant information
- Complete investigation
 - Written report with a determination according to disciplinary procedures
 - Document incident in Student Information System
- Consider restorative practices and education needed

IV. School-Based Support for the Target(s)

The school's response team:

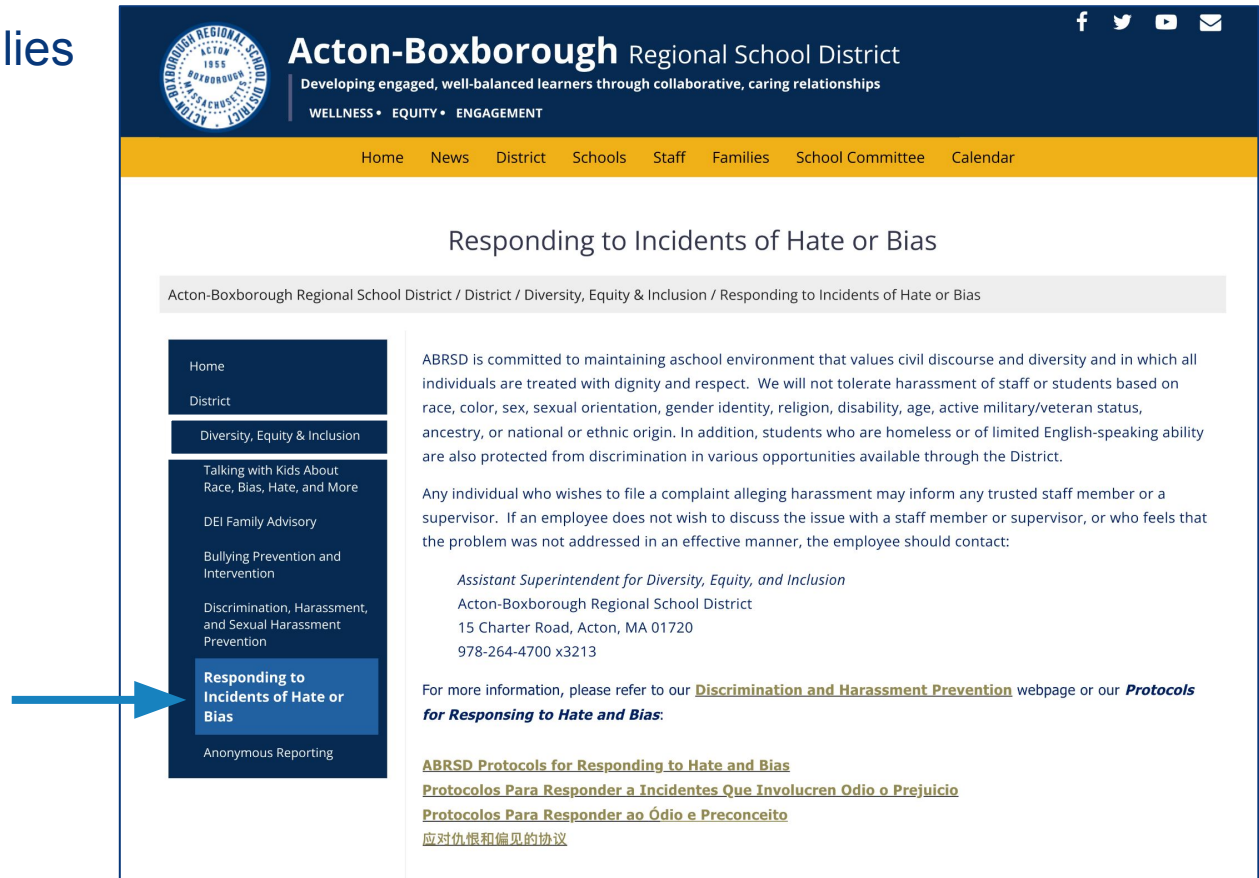
- Identifies targets and other members of the school community who may need additional support
- Develops a plan to follow up with identified individuals
- Updates Safety Plans
- Develops Support Plans as needed

V. Inform & Engage Stakeholders to Promote Healing

- Provide an update to stakeholders after the investigation to provide:
 - Key investigation findings (if able to share)
 - Assurance we took appropriate disciplinary action aligned with District policy
 - Next steps based on findings
- Utilize stakeholder groups (students, faculty, families, etc.) to provide feedback about measures that can be taken to promote healing and unity

Additional Resources

- Resources for School Leaders, Staff, and Students
- Resources for Families
- General Resources



The screenshot shows the Acton-Boxborough Regional School District website. The header includes the district logo, name, and tagline: "Developing engaged, well-balanced learners through collaborative, caring relationships". Below the header is a navigation bar with links: Home, News, District, Schools, Staff, Families, School Committee, and Calendar. The main content area is titled "Responding to Incidents of Hate or Bias". A left sidebar contains a list of links: Home, District, Diversity, Equity & Inclusion, Talking with Kids About Race, Bias, Hate, and More, DEI Family Advisory, Bullying Prevention and Intervention, Discrimination, Harassment, and Sexual Harassment Prevention, Responding to Incidents of Hate or Bias (highlighted with a blue arrow), and Anonymous Reporting. The main content area contains text about the district's commitment to a safe environment, information on how to file a complaint, and contact information for the Assistant Superintendent for Diversity, Equity, and Inclusion. It also includes links to various protocols for responding to hate and bias in English, Spanish, and Portuguese.

Acton-Boxborough Regional School District / District / Diversity, Equity & Inclusion / Responding to Incidents of Hate or Bias

Responding to Incidents of Hate or Bias

ABRSD is committed to maintaining a school environment that values civil discourse and diversity and in which all individuals are treated with dignity and respect. We will not tolerate harassment of staff or students based on race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin. In addition, students who are homeless or of limited English-speaking ability are also protected from discrimination in various opportunities available through the District.

Any individual who wishes to file a complaint alleging harassment may inform any trusted staff member or a supervisor. If an employee does not wish to discuss the issue with a staff member or supervisor, or who feels that the problem was not addressed in an effective manner, the employee should contact:

Assistant Superintendent for Diversity, Equity, and Inclusion
 Acton-Boxborough Regional School District
 15 Charter Road, Acton, MA 01720
 978-264-4700 x3213

For more information, please refer to our [Discrimination and Harassment Prevention](#) webpage or our [Protocols for Responding to Hate and Bias](#):

[ABRSD Protocols for Responding to Hate and Bias](#)
[Protocolos Para Responder a Incidentes Que Involucren Odio o Prejuicio](#)
[Protocolos Para Responder ao Ódio e Preconceito](#)
[应对仇恨和偏见的协议](#)

It's on ALL of us to take
a stand against hate.

ADL



Image: Anti-Defamation League

Questions?

PROTOCOLS FOR RESPONDING TO INCIDENTS INVOLVING HATE OR BIAS



Acton-Boxborough Regional School District
15 Charter Rd.
Acton, MA 01720

January 2022

GOAL OF THIS PROTOCOL

The District is committed to maintaining a school environment where all individuals are treated with dignity and respect.

The goal of this protocol is to provide school and district leaders with a thoughtful, coordinated approach to prevention and response to incidents of hate and bias in our schools in order to:

- ensure a safe and supportive learning environment for all students and staff;
 - maintain trust with stakeholders and the community;
 - seek justice for targets and survivors of hate and bias while avoiding blame;
 - support the needs of students, faculty and staff;
 - educate all students, particularly potential perpetrators;
 - promote healing and maintain a strong school climate
-

ABRSD POLICY

The Acton-Boxborough Regional School District is committed to maintaining a school environment where all individuals are treated with dignity and respect. Therefore, the District will take appropriate action to:

- Prevent and/or otherwise respond to any unlawful discrimination or harassment of any of its employees or students, and
- Provide a process by which individuals can bring any concerns about unlawful discrimination or harassment to the Schools' attention for resolution.

The School/District will not tolerate harassment of their employees or students because of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools. For additional information regarding the District Policy prohibiting harassment, reference policy [ACAB](#) of the District Policy Manual. Additional information regarding the District's policy prohibiting bullying can be found in policy [JICFB](#) and [JICFB-R](#).

MASSACHUSETTS REGULATIONS

The Code of Massachusetts Regulations, 603 CMR 26.07, requires that "all public schools shall strive to prevent harassment or discrimination based upon a students' race, color, sex, gender identity, religion, national origin or sexual orientation, and all public schools shall respond promptly to such discrimination or harassment when they have knowledge of its occurrence." Bias-motivated behavior is one form of harassment or discrimination as defined by this regulation.

KEY TERMS	
Term	Definition
BIAS	An inclination or preference either for or against an individual or group that interferes with impartial judgment ¹
BIAS-MOTIVATED BEHAVIOR	Occurs when a student or other member of the school community is treated differently or is the target of an offensive comment because of their membership in a protected group (based on race, color, religion, national origin, sexual orientation, gender identity, or disability) ²
BIAS/HATE INCIDENT or HATE-MOTIVATED ACT	Acts of bias or prejudice that are not crimes and do not involve violence, threats, or property damage ³
BULLYING OR CYBER-BULLYING	The repeated use by one or more students or a member of a school staff of a written, verbal, or electronic (cyber) expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself or of damage to his property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school.
CULTURAL APPROPRIATION	When people use specific elements of a culture (e.g. ideas, symbols, clothing, etc.) without regard for that culture. It usually happens when one group exploits the culture of another group, often with little understanding of the group's history, experience, and traditions
DISCRIMINATION	Excluding from participation, denying benefits, or sharing prejudice against someone in a protected class ²
PREJUDICE	Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes ¹
BIGOTRY	An unreasonable or irrational attachment to negative stereotypes and prejudices ¹
HARASSMENT	Verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of protected characteristics and may include pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected characteristic or any other behavior which creates an environment that is intimidating, hostile, or offensive to anyone
HATE	Hate is an extreme dislike for something or someone. If that hate is based on an aspect of someone's identity (e.g., race, religion, gender/gender identity, disability, sexual orientation, etc.), it can result in interpersonal bias, discrimination, hate incidents, hate crimes, online cyberhate, and/or involvement in an organized hate group ¹
HATE CRIME	The FBI defines hate crimes as "criminal offense[s] against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity" ⁴
HATE SPEECH	Speech (including written, oral, and cyber communication) that offends, threatens, or insults a person or group based on their identity (e.g. race, ethnicity, national origin, religion, sexual orientation, or disability) ⁵

¹ Excerpted from ADL Pyramid of Hate, Education Glossary

² Adapted from Massachusetts School Hate Crime Resource Guide

³ Adapted from the [Department of Justice](#)

⁴ Adapted from the [FBI](#)

⁵ Adapted from the Middlesex Attorney General's Office Addressing Hate Convening

KEY TERMS (cont'd)	
Term	Definition
MICROAGGRESSIONS	The everyday slights, indignities, put-downs, and insults that people of color, women, LGBTQ populations, and other marginalized people experience in their day-to-day interactions. Microaggressions can appear to be a compliment, but contain a hidden insult to the target group(s) to which it is delivered. They are often outside the level of conscious awareness of the perpetrator, which means they can be unintentional. These messages may be sent verbally, nonverbally, or environmentally ⁶
RETALIATION	Coercion, intimidation, punishment, discrimination, or harassment against a member of the school community in response to that person filing a complaint, cooperating in an investigation, and/or encouraging or assisting someone to report/file a complaint ⁷
ABRSD DEFINITIONS	
DIVERSITY	The sum of the ways that people are both alike and different that includes race, ethnicity, culture, gender, sexual orientation, language, religion, ability, class, immigration status, and more. While diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and experiences ⁸
INCLUSION	Inclusion is not a strategy to help people fit into the systems and structures which exist in our society; it is about transforming those systems and strategies to make it better for everyone. Inclusion is about creating a better world for everyone ⁹
EQUITY	Securing needed supports, opportunities, and resources for individuals and groups of students who typically haven't received what they need from schools ¹⁰

USE OF THIS PROTOCOL

All incidents of bias, including prejudice, bigotry, microaggressions and cultural appropriation must be addressed in a timely and clear manner within our schools. ***This protocol is specifically designed to address incidents of hate that have impacted or targeted groups of students and/or staff.*** Our schools have additional protocols in place to address other types of incidents that occur between students which may not have had a broader impact on the school culture and community.

School leaders have a tremendous responsibility to make clear that our schools do not tolerate hate. Denouncing incidents of hate sends a powerful message to the community about the values of the school and reassures targets of hate and bias that we remain committed to an inclusive community for all. School leaders should not delegate the important responsibility of communicating hate incidents to the community. An absent, delayed or ambiguous response from school leaders may allow fear, confusion, and distrust to grow. It is our obligation to respond to incidents as soon as possible with facts and a clear statement of beliefs.

The District has established protocols for students and school staff to report incidents of hate or bias, which are outlined in our student handbooks, our School Committee policies and procedures, and on the [District website](#).

⁶ Excerpted from ADL Pyramid of Hate, Education Glossary

⁷ Adapted from Massachusetts School Hate Crime Resource Guide (<https://www.mass.gov/doc/school-hate-crime-resource-guide/download>)

⁸ Adapted from the National Education Association

⁹ Adapted from Diane Richler, Inclusion International

¹⁰ Adapted from Mica Pollack's Schooltalk: Rethinking What We Say About- and to- Students Everyday

ABRSD Protocols for Responding to Incidents Involving Hate or Bias

These protocols stress the importance of reporting concerns to a trusted adult, describe the investigation process, aim to protect the safety of the targets, and to protect against retaliation. While every incident is different, our goal is to repair harm and restore safety to those impacted and to help educate perpetrators so they do not inflict harm again.

When an incident of hate occurs, school staff are expected to respond immediately. Word travels quickly about incidents, and the use of social media accelerates the rate at which information is shared. It is important that our schools and district disseminate accurate information about incidents of hate or bias whenever appropriate to minimize the spread of misinformation and rumors. As stated in the Massachusetts Executive Office of Public Safety and Security *School Hate Crime Resource Guide*¹¹, “There is no need to create an additional infrastructure for reporting and responding to bias-motivated incidents and hate crimes, as the existing framework for reporting and reacting to bullying incidents and acts of harassment and discrimination in schools can be used” (p. 5).

TABLE OF CONTENTS

The *ABRSD Protocols for Responding to Incidents Involving Hate or Bias* is broken into five different stages or steps: ensuring individual safety, communicating and investigating the incident, providing support for targets and perpetrators, and engaging stakeholders to heal. Click on the links below for each of the sections, including additional resources.

[I. Ensure Safety of Individuals and the School](#)

[II. Communicate the Incident](#)

[III. Investigate the Incident](#)

[IV. School-Based Support for Targets](#)

[V. Inform and Engage Stakeholders to Promote Healing](#)

[Additional Resources](#)

I. ENSURE SAFETY OF INDIVIDUALS AND THE SCHOOL

- ☐ Separate any offenders from targets and ensure the immediate safety of the school.
- ☐ If there is information that indicates the incident may pose a safety threat to students, staff or the school, take appropriate actions and immediately notify the police. If a threat is imminent, call 911. Consider implementing lockdown procedures if warranted.
- ☐ Determine if a crime may have occurred as part of the incident. If it is determined that a crime may have occurred, the Principal will notify the police and report the incident.

¹*The following activities are examples of crimes that qualify as hate crimes if motivated by the target's actual or perceived group identity:*

- *Physically assaulting someone while using derogatory racial, sexual, etc. words*
- *Vandalism or "hate" graffiti directed toward a group where it will be seen by members of the targeted group, e.g. painting a swastika on a Jewish temple.*

Source: <http://ejce.berkeley.edu/report-incident/what-hate-crime>

- ☐ Notify Central Office (See [Section II](#))
- ☐ When it is determined that all students and staff are safe, document the incident with pictures or other appropriate methods. Work with the police to ensure that there is full documentation of any graffiti or damage to property.
- ☐ Once it is determined through discussions with the police and Central Office that the incident has been documented and evidence preserved, contact the facilities department to clean and/or repair the area.
- ☐ Each school should have a designated team that includes school administrators and other faculty that assist in coordinating the school's response to incidents of hate and bias. The team may be an existing team at the school such as a crisis team.
- ☐ If an incident of hate or bias is reported in the school, the Principal should convene the response team as soon as safety is established and inform them of the incident.
- ☐ Be on alert and prepared to respond to copycat incidents.

II. COMMUNICATE THE INCIDENT

- ☐ Notify the Superintendent's Office of the incident
 - ☐ Provide relevant details including:
 - ☐ Potential targets
 - ☐ Alleged perpetrators (if known)
 - ☐ Description of the incident
 - ☐ Were other agencies notified? (Police, DCF, etc.)
 - ☐ Other pertinent information
 - ☐ Coordinate communication plans
 - ☐ Identify stakeholders with whom you will communicate (see Communication Protocols)
 - ☐ Outline message that will be communicated
 - ☐ Determine who will notify various stakeholders including faculty and staff, students, families, administrators in other schools, school committee, broader Acton-Boxborough community, and stakeholder groups
 - ☐ Consider holding an emergency faculty meeting either after school or early the next morning to communicate with faculty
 - ☐ Consider members of the school community who may be impacted by the incident and determine appropriate supports
 - ☐ Consider how to coordinate the timing and messaging of communication within school complexes and with the District offices.

- ☐ Inform stakeholders of the incident

It is critical that communication of the incident happen as soon as possible as rumors and misinformation travel quickly within the community. It is particularly important that communication comes directly from the Principal or Superintendent of Schools, as this conveys the importance of the issue to all stakeholders. Leaders should strive to be transparent and forthcoming in communication in order to foster trust within our broader school community.

In your initial communication to stakeholders:

- ☐ Denounce the act clearly and concisely
- ☐ Provide relevant details of the incident as they are known
- ☐ Indicate that the incident will be fully investigated
- ☐ Provide a timeframe in which you provide an update to stakeholders with relevant findings from the investigation
- ☐ Include language and suggestions to empower students, families, and staff members to be upstanders who act in support of the individual(s) targeted
- ☐ Close with a statement that reiterates the school's core values of respect, inclusion, and belonging and remind stakeholders that we expect our school to be a place where all students, families, and staff are welcome

III. INVESTIGATE THE INCIDENT

- ☐ Provide supportive, interim measures to ensure the target(s) are safe and supported during the investigation
 - ☐ Mitigate educational impact
 - ☐ Provide support and accommodations to the target/targets (develop safety plan)
 - ☐ Separate targets and alleged perpetrators
 - ☐ Provide a list of community resources available to support targets of hate or bias incidents
- ☐ Investigate
 - ☐ Interview everyone involved in the incident
 - ☐ Targets(s) (first)
 - ☐ Witnesses/Bystanders (students and adults)
 - ☐ Alleged perpetrators (last)
 - ☐ Inform everyone interviewed that they are protected against retaliation and warn perpetrators against taking such actions.
 - ☐ When investigating, consider whether interviewees need accommodations or additional support during the interview process (*e.g. individuals with disabilities needing accommodations per their IEP or 504 Plan, multilingual students or families requiring translated written materials or an interpreter, individuals from cultures where authority figures may be perceived as a threat, etc.*).
 - ☐ Gather evidence if available, including (but not limited to):
 - ☐ Video footage
 - ☐ Documents
 - ☐ Screenshots
 - ☐ Social Media
 - ☐ Communicate with law enforcement or other state agencies as appropriate
 - ☐ Investigate school culture and climate. Did an element of the school's current climate or culture contribute to or enable the incident?
- ☐ Respond to stakeholders with relevant information about your investigation of the incident/school climate
 - ☐ Complete investigation report and make a determination *in writing*
 - ☐ Notify both target and perpetrator of your findings *in writing*
 - ☐ Follow disciplinary code and discipline perpetrators accordingly and without bias
 - ☐ Consider restorative justice if appropriate to the incident
 - ☐ Consider what education is appropriate for the perpetrator and identify who will provide it
 - ☐ If perpetrator returns after possible removal, monitor interactions
 - ☐ Follow up with target to update safety plans and ensure that there are no new issues or retaliation
 - ☐ Make plans to address school climate and culture and provide additional training as necessary

ABRSD Protocols for Responding to Incidents Involving Hate or Bias

- ☐ Notify students and staff that the investigation is complete and share any information permissible.
Note: The school/district cannot disclose any record that can be linked to a specific student, whether by name or through any other kind of personally identifiable information.
- ☐ Document incident in the District Student Information System

IV . SCHOOL-BASED SUPPORT FOR TARGETS

- ☐ Engage the school's incident response team to identify targets and/or members of the school community who may need additional support
- ☐ Develop a plan to follow up with identified individuals
 - ☐ Target(s) of the incident
 - ☐ Witnesses/bystanders as needed
 - ☐ Perpetrators
 - ☐ Other students and staff that are identified as needing support
 - ☐ Families of the target(s) and perpetrator(s)
- ☐ Develop or Update Safety Plans (Targets) or Support Plans (Witnesses, Bystanders, Perpetrators, others) as needed
- ☐ Consider whether a 'No Contact' agreement is needed
- ☐ Consider schedule changes, removal from activities or other measures for perpetrators if continued interaction will negatively impact target

V. INFORM & ENGAGE STAKEHOLDERS TO PROMOTE HEALING

A. Update Stakeholders:

It is important to engage stakeholders at the conclusion of the investigation in order to provide accurate information about the incident and dispel misinformation and rumors. When doing so, it is important to keep in mind that there will likely be considerable information regarding specific students and actions taken that is confidential. This is a critical step maintaining the trust of the school community.

It is helpful if you can ascertain information about any misconceptions that the school community may have in order to address these in your follow-up communication. If an investigation is likely to take longer than expected, you may consider sending an update to stakeholders indicating this and reassuring them that you are continuing to investigate.

- ☐ Develop a follow-up communication plan in collaboration with the Superintendent of Schools
 - ☐ Identify stakeholders to be updated
 - ☐ Who is responsible for communicating with various stakeholders?
- ☐ Provide an update to the stakeholders (faculty, students, families, community stakeholders) after the investigation concludes that provides information on:
 - ☐ Key findings from the investigation (remember that student information is confidential)
 - ☐ That appropriate disciplinary action was taken, consistent with school and District policies.
 - ☐ Information relevant to your investigation into the culture of the school
 - ☐ Actions that will be taken as a result of your findings
- ☐ Consider holding a forum for families to discuss the incident 3-4 days after the incident occurs
 - ☐ This decision will be based on the specific circumstances of the incident. Discuss this possibility with the Superintendent of Schools to determine if this is an appropriate course of action.
- ☐ Discuss District media protocols with the Superintendent and determine course of action

B. Engage Stakeholders

An incident of hate or bias, particularly one that is public, can substantially impact the culture of a school. This can manifest itself in divisions among stakeholder groups including students, faculty and families. It is particularly important to consider ways that you can promote healing and a sense of unity after an incident.

- ☐ Based on the severity of the incident, the impact on the school community, and any pattern of similar incidents that may have occurred, consider engaging stakeholders in planning action steps for the school to take that will restore the culture of the school
 - ☐ Consider utilizing existing school structures for feedback loops, including:
 - ☐ Student Councils or other student leadership groups
 - ☐ Student affinity groups

ABRSD Protocols for Responding to Incidents Involving Hate or Bias

- ☐ Staff affinity groups
 - ☐ Staff members
 - ☐ Community Education/ Extended Day
 - ☐ Transportation/ Food Services
 - ☐ PTO/PTFs
 - ☐ School Councils
 - ☐ Community Leaders or Organizations (if appropriate)
-
- ☐ Utilize stakeholder groups (students, faculty, families, etc.) to provide feedback about measures that can be taken to promote healing and unity
 - ☐ Consider school-wide or community-wide events or activities to promote unity. Examples of activities and events that may promote healing include, but are not limited to:
 - ☐ Ribbon campaigns against hate
 - ☐ Assemblies or other school-wide events
 - ☐ Banners, posters or signs displayed around the campus

GRATITUDE

As we developed and honed these protocols, we reached out to the following groups to solicit input: New England Anti-Defamation League, Massachusetts Department of Elementary and Secondary Education (DESE), ABRHS Black Student Union, ABRHS Chapter- Dear Asian Youth, ABRHS Common Ground, ABRHS Jewish Student Union, ABRSD Jewish Staff Affinity Group, ABRHS Latinx Affinity Group, ABRHS Muslim Student Association, ABRHS World of Difference, ABRHS AB Students for Equity and Justice, ABRSD BIPOC Staff Affinity Group, RJGJHS Common Ground, RJGJHS Social Action Club, and the district's DEI Family Advisory and Special Education Parent Advisory Committee. We are deeply grateful for those who responded and provided their feedback.

ADDITIONAL RESOURCES TO ADDRESS HATE AND BIAS

Resources for School Leaders, Staff, and Students

- [ADL- Responding to Bias Incidents in Middle and High Schools: Resources and Best Practices for School Administrators & Educators](#)
- [Learning for Justice Identifying and Responding to Bias Incidents](#)
- [Learning for Justice Responding to Hate & Bias at School- Guide for Administrators, Counselors, Teachers](#)
- [Stop Bullying.gov](#)

Resources for Families

- [ABRSD Talking with Kids About Race, Bias, Hate, and More](#) resources page

General Resources

- [FBI Civil Rights/Hate Crimes Website](#)
- [Massachusetts Executive Office of Public Safety and Security School Hate Crime Resource Guide](#)
- [UC Berkeley Centers for Educational Justice and Community Engagement](#)
- [University of Minnesota School of Public Health Information on Racial Microaggression](#)

Acton Health Insurance Trust – an overview

John Petersen January 27, 2022

1

Acton HIT - topics

- Objective of the Trust
- Health Insurance Plans
- Decisions of the Trust
- Operation of the Trust
- Financial Performance of the Trust

2

Health Insurance Trust Objective

To provide good health care, cost-effectively, for our employees (about 300 individuals and 550 families) and retirees (600 individuals)

Board of Trustees

- Margaret Dennehy
- John Petersen
- Steve Barrett
- Himaja Nagireddy
- Steve Noone

Marie Altieri and Dave Verdolino attend all meetings

3

Health Insurance Trust – Plans

HMOs – Health Maintenance Organizations

Blue Cross Blue Shield (BCBS) – 152 individuals, 212 families

Harvard Pilgrim Health Care (HPHC) — 70 individuals, 168 families

HSAs – High Deductible Plans

Blue Cross Blue Shield (BCBS) - 47 individuals, 102 families

Harvard Pilgrim Health Care (HPHC) - 16 individuals, 69 families

PPO – Preferred Provider Plan BCBS (legally required) 12 contracts

Retiree Health Care

Medex (BCBS) – 609 individuals

Enrollment as of Dec 2021

4

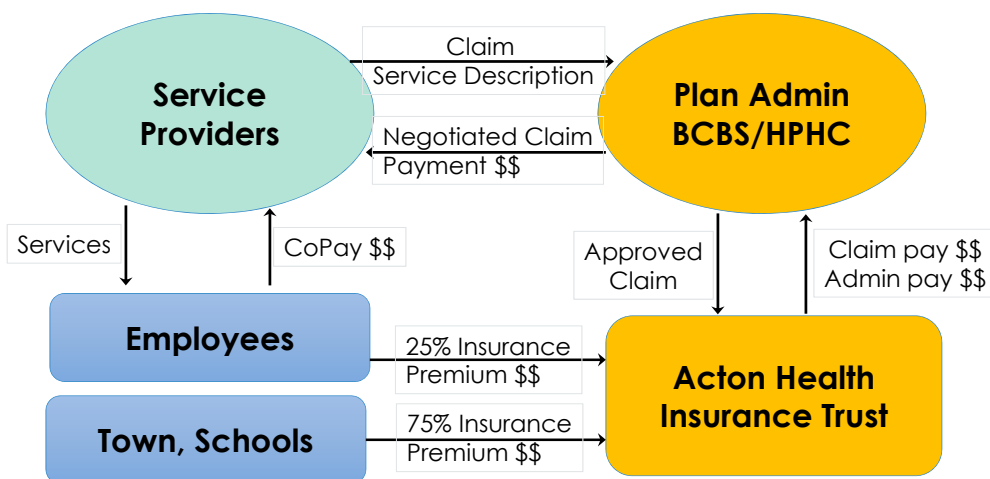
Health Insurance Trust – Annual Decisions

1. Set Fiscal Year Insurance Plan rates (February)
2. Select Reinsurance (June)
 - the Trust is self-insured, reinsurance protects against catastrophic loss
3. Set Calendar Year Insurance Rates, Medex (October)
4. Selection of Health Insurance Consultant (May)
5. Approve annual audit (Dec/Jan)

The Trust does not design insurance plans –
plans are negotiated by Town and Schools.

5

Health Insurance Trust – Cash Flows



6

Health Insurance Trust – Revenues 2021

The primary trust revenue is contributions from the town, ABRSD and the employees of these entities

- Town and school contributions \$12.5 million*
- Employee contributions \$3.8 million
- Retiree contributions \$1.2 million

Total \$17.5 million

*\$11.3 million for current employees, \$1.2 million for retirees

7

Health Insurance Trust – Expenses

Acton's cost for health care in FY21 was \$19.8 million

- Claims \$19.3 million
- Admin \$1.0 million, slight decrease
(Insurance admin, consulting, treasury)
- Net Cost of Reinsurance **-\$0.49** million w/ \$150K stop loss limit

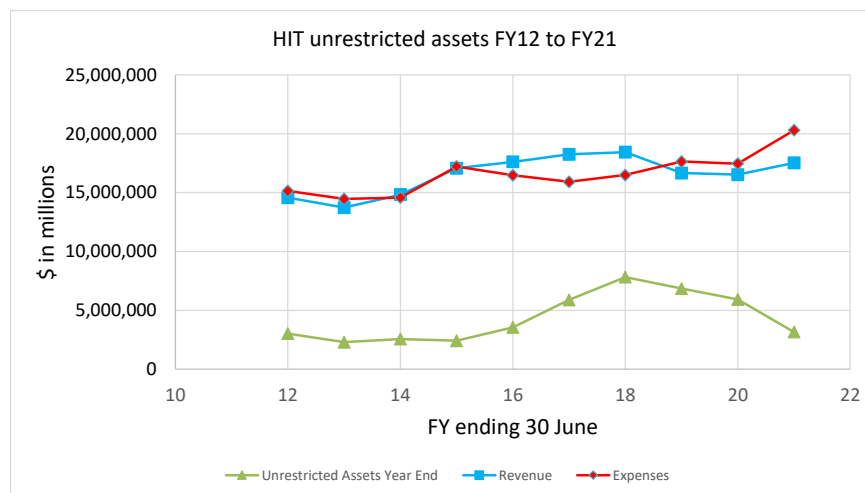
8

Trust – Expense Volatility

	Expense % increase		
	One Year avg	Three year avg	Five year Avg
FY12	--	--	--
FY13	-4.73%	--	--
FY14	0.74%	--	--
FY15	15.38%	3.80%	--
FY16	-4.47%	3.88%	--
FY17	-3.56%	2.45%	0.67%
FY18	3.51%	-1.51%	2.32%
FY19	6.50%	2.15%	3.47%
FY20	-1.05%	2.99%	0.19%
FY21	13.97%	6.47%	3.87%

9

Trust – Financial History



10

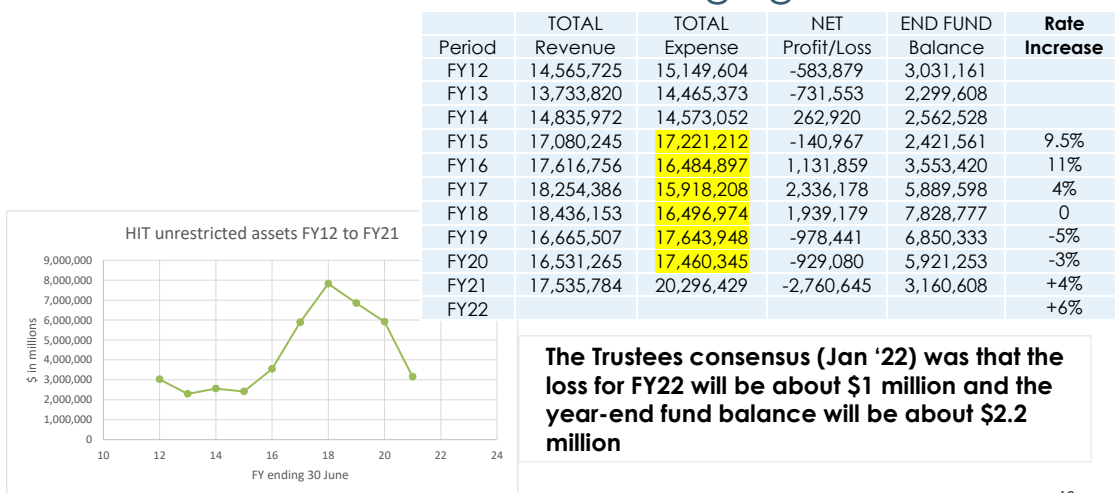
Health Insurance Trust – Rate History

FY	HMO		HSA		Blue Care Elect		Rate % Increase
	Ind Rate	Fam Rate	Ind Rate	Fam Rate	Ind Rate	Fam Rate	
	\$/mo	\$/mo	\$/mo	\$/mo	\$/mo	\$/mo	
2014	678	1630	--	--	1220	2928	
2015	742	1785	--	--	1281	3074	9.5%
2016	824	1980	--	--	1424	3412	11%
2017	853	2059	--	--	1482	3549	4%
2018	853	2059	--	--	1482	3549	0
2019	810	1956	664	1604	1408	3372	-5%
2020	786	1898	644	1556	1366	3271	-3%
2021	817	1973	670	1618	1420	3402	+4%
2022	874	2112	717	1731	1520	3640	+6%
2023							+10%

The Trustees voted to increase rates for FY23 by 10% at meeting of 20Jan2022

11

Health Insurance Trust – Managing Reserves



12

For more information see:

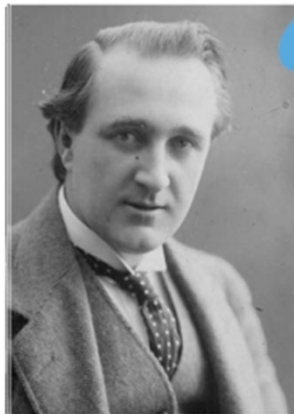
Town of Acton – Docushare

<http://doc.acton-ma.gov/dsweb/View/Collection-11383>

Petersen Health Insurance Trust Overview Memo

Thank You

13



“ Prediction is very difficult, especially about the future. ”

Robert Storm Petersen (1882-1949)
Danish cartoonist, writer, animator,
illustrator, painter and humorist

Danish, all "e"s

14

ABRSD
Budget Development Summary
As of January 11, 2022

	Amount	Change from FY22	
Funding Sources -			
I - Revenue Sources (per separate worksheet)	18,152,511	248,297	
II - Reserve Usage (per separate worksheet)	1,160,000	(435,000)	
Budget Requests -			
III - Department/Building (per separate worksheet)	104,413,461	4,694,239	
IV - Other Budget Proposals:			
A Program Continuations (previously presented to SC) -			
ADK Tuition reduction/phaseout (lost tuition revenue)		180,000	
Library/Media initiative (add certified staff)		60,000	
B Budget Development (collaboration with SLT) -			
1. Level One (non-negotiable) Priorities (critical cost commitments)			
a. Restore costs to operating budget previously charged to:			
Comm Ed (Finance/HR/custodial/utilities)	580,000	< included in III	
Net budget impact		(134,000)	phase in utilities (170,000); add custodians health ins. 36,000
Pre-K program (ABA tutor)	50,000	< included in III	
b. Provide incremental costs of Boardwalk Campus	150,000	< included in III	
2. Level Two (urgent) Priorities (critical educational needs)			
a. English Language educator (compliance with regs)		87,000	
b. Elementary Literacy Coach (continue MTSS initiative)		102,000	
c. Early Literacy Resources (supports above initiative)		60,000	
d. Increase (2) Special Ed Coordinators to 1.0 FTE (add program leadership)		112,000	
TOTAL BUDGET REQUESTS BEFORE REDUCTIONS	104,880,461	5,161,239	5.18% Budget Increase
			6.67% Assessment Increase
C Proposed Administrative Reductions -			
1. Group One (minimal direct impact to students)			
a. Level usage of E&D Reserve (had initially reduced) *		(185,000)	
b. Other **		(324,000)	
2. Group Two (enrollment-based reductions and service cuts) **		(514,000)	
3. Group Three (further reductions) **		(432,000)	
4. Propose alternative funding from Covid relief			
a. Wraparound services (Assabet Valley contract)		(150,000)	
b. HVAC supplies		(60,000)	
TOTAL BUDGET REQUESTS AFTER REDUCTIONS	103,400,461	3,681,239	3.69% Budget Increase
* - this reduction affects total assessments, but not the operating budget			
** - details to follow (presentation by Superintendent)			
*** - Final Rule allows broader use of towns' ARPA funds			

PROJECTED ASSESSMENTS AFTER ABOVE CALCULATIONS

	Acton	Boxborough	Total
FY2022 Assessment	67,543,928	12,676,080	80,220,008
% - share	84.20%	15.80%	
FY2023 Assessment (from separate analysis)	70,491,592	13,411,358	83,902,950
% - share	84.02%	15.98%	
FY2023 Change - \$	2,947,664	735,278	3,682,942
FY2023 Change - %	4.36%	5.80%	4.59%

ABRSD

Budget Development Summary

Recommended Changes - January 18, 2022

	Preliminary Budget	Changes per Initial Draft January 13	xxx = changes	Revised Draft January 18
Funding Sources -				
I - Revenue Sources (per separate worksheet)	18,152,511	248,297		248,297
II - Reserve Usage (per separate worksheet)	1,160,000	(435,000)		(435,000)
Budget Requests -				
III - Department/Building (per separate worksheet)	104,413,662	4,694,239		4,694,239
IV - Other Budget Proposals:				
A Program Continuations (previously presented to SC) -				
ADK Tuition reduction/phaseout (lost tuition revenue)		180,000		180,000
Library/Media initiative (add certified staff)		60,000		60,000
B Budget Development (collaboration with SLT) -				
1. Level One (non-negotiable) Priorities (critical cost commitments)				
a. Restore costs to operating budget previously charged to:				
Comm Ed (Finance/HR/custodial/utilities)	580,000 < included in III		-175000	(175,000)
Net budget impact		(134,000)	-136000	(270,000)
Pre-K program (ABA tutor)	50,000 < included in III			
b. Provide incremental costs of Boardwalk Campus	150,000 < included in III			
2. Level Two (urgent) Priorities (critical educational needs)				
a. English Language educator (compliance with regs)		87,000		87,000
b. Elementary Literacy Coach (continue MTSS initiative)		102,000		102,000
c. Early Literacy Resources (supports above initiative)		60,000		60,000
d. Increase (2) Special Ed Coordinators to 1.0 FTE (add program leadership)		112,000		112,000
C Proposed Administrative Reductions -				
1. Group One (minimal direct impact to students)				
a. Level usage of E&D Reserve (had initially reduced) *		(185,000)		(185,000)
b. Other **		(324,000)	132000	(192,000)
2. Group Two (enrollment-based reductions and service cuts) **		(514,000)		(514,000)
3. Group Three (further reductions) **		(432,000)	180000	(252,000)
4. Propose alternative funding from Covid relief				
a. Wraparound services (Assabet Valley contract)		(150,000)		(150,000)
b. HVAC supplies		(60,000)		(60,000)
TOTAL BUDGET REQUESTS AFTER REDUCTIONS	103,400,461	3,681,239		3,682,239
	<i>Budget Increase</i>	3.69%		3.69%

* - this reduction affects total assessments, but not the operating budget

** - details included in presentation by Superintendent

*** - Final Rule allows broader use of towns' ARPA funds

ACTON-BOXBOROUGH Regional School District **Calculation of Regional Member Assessments**

%s represent: 3-year average of total K-12 student enrollment by Town
 3-year K-12 average with 5% reduction to Boxborough**

		ACTON	BOXBOROUGH
		Previous 3-year K-12 Enrollment	
	Initial Budget FY2023	4468	854
		4311	832
		4257	811
		<< 83.92%	<< 16.08%
		<< 88.92%	<< 11.08%
EXPENDITURES INSIDE DEBT LIMIT (Prop. 2-1/2):	adj>		
OPERATING BUDGET (Recurring Non-Capital Expenditures)		96,697,565	81,153,014
	Increase over prior year	3.83%	
CAPITAL BUDGET, INCLUDING DEBT SERVICE -			
Capital Improvement Program (CIP) Plan - Debt Service		873,500 vv	733,081
Capital Improvement Program (CIP) Plan - Current Year Projects		500,000 vv	419,623
Lower Fields Construction Debt Service **		116,908 vv	103,960
			12,948
EXPENDITURES OUTSIDE DEBT LIMIT (Prop. 2-1/2):			
RJ Grey Junior High Construction Debt Service **		375,320 vv	333,752
Senior High Construction/Renovation Debt Service **		1,387,880 vv	1,234,166
Douglas/Gates Twin School Construction Debt Service		3,449,288 vv	2,894,800
			554,488
CAPITAL AND DEBT BUDGET		6,702,896	
GROSS DISTRICT BUDGET (ABRSD Appropriation)		103,400,461	86,872,396
	Increase over prior year	3.69% Q	
ADD - Allocated Debt Service Budgeted by Both Towns (see Credit below)		590,282 vv	495,392
		103,990,743 A	87,367,788
			16,622,956
		84.01%	15.99%
LESS - STATE AID AND OTHER REVENUES			
CHAPTER 70 AID	1.0%	15,492,511	
REGIONAL SCHOOL TRANSPORTATION AID	2.0%	2,200,000	
CHARTER SCHOOL AID	DV	100,000	
MISCELLANEOUS REVENUES	DV	360,000	
	Total Revenues	18,152,511	
LESS - USE OF DISTRICT RESERVES			
EXCESS AND DEFICIENCY (E&D)	DV	1,245,000	
STABILIZATION FUNDS (Transportation, Capital)	DV	100,000	
	Total Reserves	1,345,000	
TOTAL REVENUES AND RESERVE USE		19,497,511 B	16,363,202
			3,134,309
		83.92%	16.08%
		Q	
FUNDING FROM MEMBER TOWNS (ASSESSMENTS):			
GROSS REGIONAL APPROPRIATION less REVENUES (A minus B)		84,493,232	71,004,586
CREDIT - Debt Service Paid Directly by Both Towns		(590,282)	(512,994) vv
			(77,288)
NET ASSESSMENT AMOUNT DUE FROM BOTH TOWNS		\$ 83,902,950	\$ 70,491,592
			\$ 13,411,358
		84.02%	15.98%
TOTAL INCREASE FROM PRIOR YEAR ASSESSMENT - \$		\$3,682,942	\$2,947,663
TOTAL INCREASE FROM PRIOR YEAR ASSESSMENT - %		4.59% Q	4.36%
ASSESSMENT BREAKDOWN:			
CAPITAL BUDGET ASSESSMENT COMPONENT - \$		\$6,702,896	\$5,719,382
CAPITAL BUDGET COMPONENT INCREASE - %		1.77%	1.51%
			3.27%
OPERATING BUDGET ASSESSMENT COMPONENT - \$		\$77,200,054	\$64,772,210
OPERATING BUDGET COMPONENT INCREASE - %		4.84%	4.62%
			6.01%

FY23 Superintendent's Recommended Budget
Line Item Detail and Projected Assessment Update
is posted separately after the packet.

Mascot Renaming Opportunity for Acton-Boxborough



In October of 2020, the Acton Boxborough Regional School Committee voted to retire the Colonial as the mascot of the Acton-Boxborough Regional School District.

The student/staff mascot committee is seeking a mascot that is consistent with the values of our school district and community, positively represents us in all our identities and endeavors, and generates enthusiasm, spirit, and pride.

We request that anyone with a suggestion of a new mascot please submit it through our online survey that you can access by using the above QR Code.

*The deadline for suggestions is **February 4, 2022**. You may submit more than one idea, but you will have to complete a separate form for each suggestion.*

Our Committee's task is to submit our recommendation for the new mascot to the subcommittee of the ABRSD School Committee later this school year.



Here is the URL to the online survey:
<https://www.surveymonkey.com/r/ABMascot>
Thank you for your thoughtful contribution.

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

Administration Building Auditorium
15 Charter Road, Acton

December 16, 2021
7:00 p.m.

To view the meeting (no participation): <https://www.youtube.com/actontv1>

Members Present: Evelyn Abayaah-Issah, Ben Bloomenthal, Kyra Cook, Ginny Kremer, Amy Krishnamurthy, Adam Klein, Tessa McKinley, John Petersen, Andrew Schwartz, Yebin Wang
Members Absent: Nora Shine
Others: Marie Altieri, Deb Bookis, Peter Light, Beth Petr, Dave Verdolino

CALL TO ORDER (7:00)

The ABRSC was called to order by Chairperson Adam Klein at 7:01 p.m.

Adam stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

a. Chairperson's Welcome - *Adam Klein*

Adam began by sharing some observations from the previous meeting. The Committee had then, and again this evening, a difficult decision regarding the school calendar. He apologized if members of the committee didn't feel as if they had the opportunity to contribute to the conversation last time. He will strive to make sure that everyone gets the chance to speak because it is in the open meetings that members get to discuss and deliberate together. He noted that it is the diversity of experiences that each member brings to the meetings that help the Committee embody the district values of wellness equity and engagement.

b. Public Participation

John Petersen announced that to support planning on the part of the School Committee and the decision-making process of potential candidates, he will not be running for re-election.

Three members of the public expressed disappointment and anger about how public comments made at the previous meeting regarding the mascot retirement decision were received. One of the speakers emphasized again her belief that the Committee planned to get rid of the mascot all along, and asked why the district was using lawyers to keep public records from them.

c. Superintendent's Update - *Peter Light*

Since Thanksgiving break we have had 55 cases of covid which far outpaces our previous numbers. We are still not seeing much in school transmission. The vast majority is spread within families. The take away seems to be that whether you are vaccinated or not, if people are around others without masks, they are getting the virus. State guidance says that the vaccine reduces some side effects so people aren't getting as sick as those who have not been vaccinated. The State

expects the number of cases to climb in January. There is no plan to close schools at the state or AB level because our protocols are working. That said, we will not be relaxing our mask requirements in January as we had previously talked about. Five cases were identified at the High School just this week. Everyone must continue to be cautious.

Of note are the schools' excellent vaccination rates. The elementary schools are over 70% vaccinated. The secondary schools (Jr High and High School) have a 92% vaccination rate. Even if we see transmission, the effects should be less severe than before the vaccine.

Mr. Light thanked Dawn Bentley, all of our school nurses and the Town Public Health workers who recently ran four vaccine clinics for our younger students.

Dr. Chris Whitbeck has announced his retirement as the Douglas School Principal. Mr. Light thanked him for his 30 years of service. Lucia Sullivan will continue as Interim Principal until the end of the school year. An update on the new search will be given at the next School Committee meeting.

ONGOING BUSINESS (7:10)

d. CASE Collaborative Capital Plan 2022 - *Peter Light*

- i. Recommendation to Approve the Establishment of a "capital reserve fund" in conformance with the provisions of 603 CMR 50.07 (10) - **VOTE**

CASE has developed a plan to improve learning spaces for students at its Post Office Square (Acton) location. In order to fund this plan, each CASE member school committee must first approve a Capital Reserve Fund and the CASE Collaborative Capital Plan. District Superintendents serve as the CASE Board of Directors. If a majority of member districts approve the plan, the CASE Board can then vote to fund and execute the plan.

John Petersen moved to approve the establishment of a "capital reserve fund" in conformance with the provisions of 603 CMR 50.07 (10). Ben Bloomenthal seconded the motion.

A question was asked regarding the financial implications of this decision. CASE has a reserve and this money could be sent back to the districts, but this vote would instead use it to build the gym and playground. CASE is allowed a 25% cap of their operating budget. They are currently at 37% so districts will get some back, even with this approval.

The ABRSC unanimously **VOTED** to approve the motion.

- ii. Recommendation to Approve the December 3rd, 2021 C.A.S.E. Collaborative Capital Plan - **VOTE**

John Petersen moved, Ginny Kremer seconded and it was unanimously,

VOTED: to approve the December 3rd, 2021 CASE Collaborative Capital Plan.

- e. FY23 School Calendar - Second Reading - **Possible VOTE** - *Peter Light (7:25)*
- i. Four (4) FY23 School Calendar Drafts for Discussion
 - ii. FYI: ABRSC Calendar Subcommittee Report, November 30, 2018

Mr. Light acknowledged that this is not a simple decision. Based on feedback from the committee and community, four possible drafts were shared. #1 was the original from the previous meeting. #2 added Diwali, Lunar New Year and Eid al Fitr as no school days (noting Lunar New Year and Eid al Fitr fall on weekends next year) and moved the Professional Day from Election Day to Thursday 11/10/21 to provide more continuity to the school week. #3 added only Diwali and moved the Professional Day. #4 had only federal holidays as no school and was for discussion only.

Mr. Light recommended Draft #2, which provides for an expansion of “no school days” in recognition of the diverse cultures of the community. He would like to try it for a couple of years and see how it works. It is important that all of our communities are seen and heard. He noted the importance of the District supporting strong school attendance while simultaneously recognizing the diversity of our community.

School Committee members’ comments included:

- A member who has been on the Committee for 11 years noted that the school holidays have been discussed often. In 2016, she advocated strongly to get all of the holidays recognized as days off.
- All the emails from the public were appreciated.
- Equity is also socio economic. Our school calendar is incredibly difficult for anyone with a job who cannot easily take a day off. Challenge Success gave us all kinds of things to work. While letting people be seen is important we don’t recognize that things beyond academics are also important.
- Making up the homework/tests for these days off adds to students’ stress and mental health issues. This is another kind of equity.
- In favor of #2, but when you have young kids, the early release days are disastrous for single parents especially regarding child care. It’s important that as we recognize these holidays, we should try to make accommodations for child care coverage and transportation. We need to support these families.
- Teachers should explain what the holidays are about so kids know.
- Nothing is more critical to student success than family support. The need for child care is important.
- Regarding making up work, we need to recognize that people can do different amounts of work. Not everyone is wired the same way.

- Giving these religious holidays off is how we as a district can recognize and contribute to the whole person. It tells people they are seen and appreciated.
- Members discussed whether to keep the holiday names on the calendar and “say out loud that this is why we are taking it off”, vs. not listing them on the first page but being inclusive and keeping them all listed together on the back page.
- We may see a compromise to the continuity of learning at the beginning and end of the year depending on the no school days.
- By recognizing all holidays the Committee is “kicking the can” because a future School Committee will have to decide when a school year starts too soon or goes too long.

Many members of the public, including students, spoke in favor of adding the holidays to the calendar as a way of showing how proud we are of being a diverse community. A comment was made that recognizing someone’s holiday is “about being seen” and shows that “everyone is welcome here”. Mr. Light and the Committee were thanked for bringing Draft 2 forward because it has been difficult at times to keep the holidays on the calendar.

Kyra Cook moved, Ben Bloomenthal seconded and it was unanimously,

VOTED: to approve FY23 Calendar Draft #2 with an amendment to include all of the observed holidays, including those that fall on the weekends, on page one of the calendar.

f. Subcommittee and Member Reports (8:10)

i. Policy - *Nora Shine (12/8/21)*- none

ii. Budget - *Kyra Cook (12/6/21)*

Members are learning what they can do to aid in the budget process. Peter Light and Dave Verdolino were thanked for their “heroic” efforts to pursue state and other funding sources and reimbursements.

iii. Community Engagement - *Andrew Schwartz (12/3/21)*

Engagement Policy, Research Plan

- Open meeting law compliance will guide our policy
- Potentially disseminating information via a structure that will focus on a Hub and multiple distribution threads
- Utilization of un-anonymous content

Reviewed Similar District Policy Implementations

- Directed research into school district policies from similar districts
- Additional research into Open Meeting Law and Social Media

Identified need for Policy Committee Social Media Discussion Alignment

- Goal is to allow the coordination of social media policy between the two committees

Next Steps

- Research into Open Meeting Law – a brief presentation
- Research into similar districts – brief presentation
- Map out our coordinates for the social media policy

Next meeting: Friday, December 17, 2021 at 10:30 am

iv. Capital Improvement - *Yebin Wang (12/14/21)*

JD Head gave an overview of FY22 capital projects progress and FY23 budget plan. The Capital Improvements website is being worked on. Two potential projects were discussed: renovations to the Administration Building and a districtwide phone system upgrade. It is believed that none of the Admin Building issues require FY23 action. The subcommittee is working on a plan/funding strategy for the non-Douglas-Gates phone system upgrade. Next meeting is Jan 11

v. Health Insurance Trust (HIT) – *John Petersen (12/8/21)*

Cook & Co. presented the cash flow showing a YTD loss of \$0.2 million. The projected loss for FY22 is \$1.5 million. The Treasurer's report for Q1 was consistent with the reported cash flow. Frank Serreti representing Powers and Sullivan presented the draft audit report. For FY21 the Trust had expenses of \$20.3 million an increase of 16% while revenues of \$17.5 million increased by 7%. This resulted in a net loss of \$2.8 million and reduced the unrestricted assets of the Trust to \$3.1 million. Claims incurred but not received (IBNR) were stable. The Trustees will review the management discussion before finalizing the report at the January meeting.

The Trustees followed a budgetary rate recommendation process consisting of reviewing:

- the past five years of Trust performance,
- current financials and reserve,
- Cook & Co projected gain/loss based on a 10 % increase in rates, and
- comparison of FY22 HIT rates to rates in other self-insured plans.

Based on carrier and Trust actuarial experience, the Trustees voted to increase the rate for HSA plans to 85% of the HMO rate up from 82% of the HMO rate. The Trust voted budgetary guidance for the Town and District of a 10% increase in the weighted average of rates for FY23 although only in the most optimistic scenario is 10% projected to be a breakeven rate. The Trustees will vote final rates in January.

The Trustees discussed the chair's draft HIT report for the Town of Acton annual report. Next meeting: January 20th at 8:15am.

vi. Acton Leadership Group (ALG) – *John Petersen, Kyra Cook (12/16/21)*

YTD revenue and expense are aligned with budget expectations for both the school and the town. The schools are showing some expense favorability relative to budget associated with hiring challenges.

The ALG model has been updated to include the Town Manager's budget proposal, \$39 million, a 3.35% increase in the municipal budget. The Town Manager also issued a Capital Plan for Acton. The model was updated with the current school "dashboard" budget which results in an Acton assessment of \$70.5 million a 4.46% increase. Peter commented that the schools were working to reduce this number although this is very difficult because COVID related revenue loss in school revolving funds is causing cost to shift from revolving entities to the general budget. The Minuteman assessment for FY23 is about \$3 million, an increase of \$0.8 million over FY22. John commented that we need to keep pressure on Minuteman with respect to per pupil costs and as a District we need to retain students who will be best served by the District's programs. As it stands, the Acton deficit is \$1.8 million. Acton is at the Proposition 2 1/2 levy limit so no additional revenue is available via taxation without an override. There was a discussion of Acton community reserves across all types of accounts (free cash, E&D, capital, revolving, HIT). Reserve use will be a standing ALG agenda item for this year.

Peter commented that the District is facing a perfect storm with respect to our ineligibility for various programs (ARPA, early education) because of our status as a school district and the ways in which school districts are treated differently than schools. David Martin commented that maybe there are some school capital projects that can be funded with federal monies. John added that Boxborough had taken a pragmatic approach to ARPA by requesting all funds as revenue replacement thereby freeing general funds for distribution to town and school projects.

Acton voted final FY22 property tax rates. Although there was some shift of the tax burden from commercial property to residential property, the shift was modest as both residential and commercial valuations showed strong increases.

vii. *Mascot Screening - Peter Light*

Ben Bloomenthal, Andrew Schwartz and Peter reviewed the 17 community members who expressed interest in serving on this subcommittee. They also reached out to the Athletic Director and Performing Arts Director, many alumni, community members, parents, reps from youth sports, and people with professional experience in branding. Additional community members were added to the group, as well as a rep from the coaching staff. Several students will participate in this subcommittee and bring information to and from the Student Working Group. First meeting is 12/22/21. Everyone looks forward to getting started.

Martin Benson asked where the call for applications was posted. The notice was on our homepage and both Towns sent it out on their own email lists. New applications were no longer being accepted. A student

asked about the separate student working group and how that was publicized. Mr. Light explained that information was sent out several times to High School students. He will forward the emails to her.

- g. Consent Agenda - **VOTE** - *Adam Klein*
- i. Approval of ABRSC Meeting Minutes of 12/02/21- *Adam Klein*
 - ii. Approval of Donations Valued over \$1,000 - ABR PTSO - *Adam Klein*

Amy Krishnamurthy moved, Kyra Cook seconded and it was unanimously, **VOTED**: to approve the consent agenda.

- h. Statement of Warrants/Recommendation to Approve – **VOTE** – *Adam Klein*

Tessa McKinley moved, Kyra Cook seconded and it was unanimously **VOTED**: to approve the warrants (see memo language)

FYI

- Monthly Student Enrollment, December 1, 2021
- [This Month in the Division of Open Government](#), November 2021
- NEXT Community Coffee: Wednesday, January 12 at 7:00 p.m. via zoom

ADJOURN

At 8:23 p.m., Kyra Cook moved, Ben Bloomenthal seconded and it was unanimously, **VOTED**: that the ABRSC be adjourned.

Respectfully submitted,
Beth Petr

List of documents used: see agenda

NEXT MEETINGS:

ABRSC on January 13 and 27 at 7:00 p.m. in the Admin Building Auditorium



Acton-Boxborough Regional School District

Blanchard Memorial School
493 Massachusetts Avenue
Boxborough, MA 01719
978-263-4569

<http://blanchard.abschools.org>



DANA F. LABB, PRINCIPAL

dlabb@abschools.org

MICHAEL VOTTO, ASST. PRINCIPAL

mvotto@abschools.org

KATHY BOWER, ADM. ASST.

kbower@abschools.org

GAIL WALSH, SCHOOL COUNSELOR

gwalsh@abschools.org

TO: Superintendent Peter Light

FROM: Dana F. Labb, Principal, Blanchard Memorial School

DATE: 1/20/22

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 FY22 grant donation from the Blanchard School PTF:

4th Grade Field Trip to Fruitlands Museum \$1,292.

Thank you for your consideration.



Raymond J. Grey Junior High
Acton-Boxborough Regional School District
16 Charter Road, Acton, MA 01720
(978) 264-4700 x 3303 Fax (978) 264-3343

James Marcotte, Principal
Catherine Boege, Assistant Principal
Elizabeth Broadwater, Assistant Principal
David Lawrence, Assistant Principal

Date: January 10, 2022

To: Acton-Boxborough Regional School Committee
Peter Light, Superintendent of Schools

From: James Marcotte, RJ Grey Principal

Re: Acceptance of ABRPTSO Grant for Student Planbooks

Dear Peter,

We would like the School Committee to accept this grant in the amount of \$2,800.00 from the Acton-Boxborough PTSO (per attached email). This grant is given to offset the cost of student planbooks that were provided to all students this year free of charge. It is our understanding that this grant may have already been approved by the School Committee during the FY22 Budget approval process.

Please let me know if you have any questions.

Regards,

James Marcotte

/attach



Raymond J. Grey Junior High
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(978) 264-4700 x 3303 Fax (978) 264-3343

James Marcotte, Principal
Catherine Boege, Assistant Principal
Elizabeth Broadwater, Assistant Principal
David Lawrence, Assistant Principal

Date: January 10, 2022

To: Acton-Boxborough Regional School Committee
Peter Light, Superintendent of Schools

From: James Marcotte, RJ Grey Principal

Re: Gift from Lifetouch National School Studios

Dear Peter,

We would like the School Committee to accept a gift of \$2,603.54 from our school photographers - Lifetouch National School Studios. This gift is given to support student activities.

Please let me know if you have any questions.

Regards,

James Marcotte

/attach



Acton-Boxborough Regional School District

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

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

January 27, 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 tonight's regular meeting.

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

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

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

Thank you for your consideration and cooperation with this request.



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dverdolino@abschools.org

<u>Warrant Type</u>	<u>Date</u>	<u>Warrant #</u>	<u>Amount</u>
PAYROLL	1/13/22	P2215	\$ 2,825,366.02
VENDOR	1/13/22	22-015PR (Payroll Vendor)	\$ 574,338.58
	1/20/22	22-015 (AP Vendor)	\$ 4,054,564.42

Recommended Motion Wording

I move that the School Committee vote to approve:

Payroll warrant(s) as follows –

Number P2215 dated 1/13/2022 in the amount of \$ 2,825,366.02;

Payroll deduction warrant(s) as follows –

Number 22-015PR dated 1/13/2022 in the amount of \$ 574,338.58;

Vendor warrant(s) as follows –

Number 22-015 dated 1/20/2022 in the amount of \$ 4,054,564.42.

2022

ANNUAL ELECTION CALENDAR

Annual Town Election - Tuesday, March 29, 2022

Nomination papers for the March 29, 2022 Annual Election are available December 1, 2021. Please email clerk@actonma.gov to request Nomination Papers.

Last day to obtain nomination papers - Friday, February 4, 2022

Last day to file nomination papers with Board of Registrars - Tuesday, February 8, 2022

Last day to for candidates to object / withdraw - Thursday, February 24, 2022

Last day to Register to Vote - Wednesday, March 9, 2022

TOWN OFFICIALS OFFICES TO BE ELECTED

Moderator

1 Member – 1 year term

Acton Select Board

2 Members - 3 year term

School Committee

2 Members - 3 year term

Trustee- Memorial Library

1 Member - 3 year term

Acton Housing Authority

1 Member – 5 year term

Water Supply District - Acton

1 Water District Commissioner – 3 year term

Absentee / Vote by Mail Applications for the Election are available at the link below.

Mail application to Town Clerk, 472 Main St, Acton Ma 01720

[MailMyBallotMA.com](https://mailmyballot.com)

Annual Town Meeting - Monday, May 16, 2022

TRUSTEES - TO BE ELECTED AT ANNUAL TOWN MEETING

MUST BE NOMINATED AT TOWN MEETING

Temporary Moderator

1 Member - 1 year term

Trustees, West Acton Citizen's Library

1 Member – 3 year term

Trustees, Charlotte Goodnow Fund

1 Member – 3 year term

Trustees, Elizabeth White Fund

1 Member– 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member- 3 year term



BOXBOROUGH TOWN CLERK
29 Middle Road, Boxborough, Massachusetts 01719
Phone: (978) 264-1727 · Fax: (978) 264-3127
rharris@boxborough-ma.org

ELECTION/TOWN MEETING CALENDAR 2022

Annual Town Meeting: Monday, May 9; Tuesday, May 10; Thursday, May 12; Wednesday, May 18; Thursday, May 19

Annual Town Election: Tuesday, May 17

Tuesday, January 18: Nomination papers for elected town offices available from town clerk's office. Offices to be on the 2022 town ballot are as follows:

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

Wednesday, February 23: Last day to submit warrant articles for Annual Town Meeting

Monday, February 14: Last day to post Special Town Meeting Warrant

Friday, February 18: Last day to register to vote before STM – open til 8:00PM

Monday, February 28: Special Town Meeting, 7:00PM Boxborough Regency

Friday, March 25: Last day to obtain nomination papers for Town Election (5:00PM)

Internal: Monday, March 28: Close of warrant for ATM – to printer

Tuesday, March 29: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 17 Town Election. Papers are due in the Town Clerk's office by 5:00PM. A minimum of 28 signatures is required.

Wednesday, April 14: Last day to withdraw name from nomination for town office (5:00PM)

Tuesday, April 19: Last day to register to vote for the Town Election. The Town Clerk's office will be open from 9:00AM-4:00PM on that day. Voter registration will continue at the Boxborough Police Station, 520 Mass. Ave., from 4:00PM-8:00PM. Residents can also [register online](#) until midnight.

Monday, April 25: Last day to post Election/Town Meeting Warrant

Wednesday, May 11: Last day to apply for/request a ballot by mail

Monday, May 9: Annual Town Meeting begins at 7:00PM. Blanchard Memorial School. (May 10, 12, 18, 19th additional nights).

Tuesday, May 17: Annual Town Election, Boxborough Town Hall, 29 Middle Road. Polls will be open from 7:00AM-8:00PM. Please wear masks and observe appropriate social distancing.

Public comment to Acton Select Board 24 Jan 2022, Amy Krishnamurthy

Federal funds have been critical to the maintenance of town and school services throughout the pandemic. Last fall with the passage of ARPA, another important source of federal funds was made available to towns including Acton and Boxborough. At the time, the use of funds was significantly constrained by Treasury rules. Thus the Town Manager presented to the Select Board proposals that were believed to comply with the spending rules and the Select Board approved proposals at the 18 October meeting.

However, in January 2022, the Treasury issued new rules that greatly expanded uses for ARPA funds so that, for awardees of less than \$10 million, the entire sum could be recognized as revenue replacement and used for general governmental purposes. In October 2021 it was not known what type of budgetary pressure we would face in developing FY23 budgets. We now know that those budgets face substantial financial challenges."I believe that if the Select Board had this option in the fall, the fund allocation would have been very different. In light of the rule change, I call on the Select Board to revisit the discussion of last October and to allocate most or all of the ARPA funds to revenue replacement. In this way, the funds will be subject to the Town's normal process for allocating revenue amongst various operating and capital expenditures and municipal and educational needs.

Thank you for your consideration.

Coronavirus State & Local Fiscal Recovery Funds: Overview of the Final Rule

January 2022

<https://home.treasury.gov/system/files/136/SLFRF-Final-Rule-Overview.pdf>



U.S. DEPARTMENT OF THE TREASURY

Overview of the Program

The Coronavirus State and Local Fiscal Recovery Funds (SLFRF) program provides substantial flexibility for each jurisdiction to meet local needs within the four separate eligible use categories. This Overview of the Final Rule addresses the four eligible use categories ordered from the broadest and most flexible to the most specific.

Recipients may use SLFRF funds to:

- **Replace lost public sector revenue**, using this funding to provide government services up to the amount of revenue loss due to the pandemic.
 - Recipients may determine their revenue loss by choosing between two options:
 - A standard allowance of up to \$10 million in aggregate, not to exceed their award amount, during the program;



Peter Light <plight@abschools.org>

Request for Help and Advocacy with State Aid Allocations

Kyra Cook <kcook@abschools.org>

Thu, Jan 13, 2022 at 9:16 AM

To: James.Eldridge@masenate.gov

Cc: Peter Light <plight@abschools.org>, Adam Klein <aklein@abschools.org>, David Verdolino <dverdolino@abschools.org>

Hello Senator Eldridge,

My name is Kyra Wilson Cook and I serve the students and families of Acton-Boxborough as Acton's Vice Chair for the Acton-Boxborough Regional School Committee. This school year, I chair the Budget Subcommittee, which is responsible for steering development of the \$100M+ operating budget for our school system. As we develop our budget, we take into account our revenue, obligations, goals for the upcoming year, and opportunities for aid from the Massachusetts and Federal Governments. I am writing today regarding the significant trouble we are encountering as we apply to access state aid.

Massachusetts is generously offering aid through Early-Education Childcare stabilization (EEC) and American Rescue Plan Act (ARPA) grant programs. Acton-Boxborough Regional School District (ABRSD) has diligently followed the rules for applying for these grants and meeting eligibility requirements, only to be denied or to be partially denied for aid funding.

For example, for the \$314M EEC Childcare Stabilization Grant, our Community Education program, which provides before- and after-school care to approximately 350 students, should be eligible for grant money as an EEC-licensed childcare provider. However, because the program is part of a public school, we've been told that the program does not qualify. Nowhere on the [mass.gov](https://www.mass.gov) website detailing this program does it say that public school-related entities are ineligible for grant monies. Despite our questions and our affirmations that we *should*, given our reading of the requirements, be eligible, we've been consistently denied. Our Community Ed Program is contending with a \$1.5M loss due to COVID-related service shortfalls, shutdowns, and hesitancy to return. Without this aid money, we cannot hire the needed educators and providers we need to accommodate the families who need early education and childcare.

Additionally, we sought portions of the Acton and Boxborough ARPA federal allocations in late 2021 and were ultimately granted \$2M from Acton and a yet to be determined allocation from Boxborough. While this allocation is helpful in recuperating some of the money spent to keep our schools open for the entirety of the 2020-2021 school year, it still falls short of covering our losses. Where other cities and towns received additional earmarks from the state's \$4 billion ARPA budget, neither Acton nor Boxborough were granted additional allocations. At this point, we are spending our FY23 budget planning process trying to overcome our existing deficits and projected shortfalls while striving to deliver the highest quality education we can, likely in yet another year requiring pandemic considerations. It's critical that we receive additional consideration for funding from the state.

As we start a new calendar year, our school district is now doing the robust, earnest, but challenging work of putting together our FY23 operating budget with a lot of uncertainty and challenges on the horizon. We continue to meet our obligations to our students and families by providing them with a high-quality, in-school education while navigating a challenging economy, labor-shortage, supply-chain disruption, *and* continuing pandemic. This aid from the state will continue to make that possible, but we need help to get what we need. I'm writing for your help and advocacy, as we've exhausted our best tools in this regard.

If you would please reach out to me, Committee Chair Adam Klein, Superintendent Peter Light, and Finance Director David Verdolino, all CC'd, we'd be very grateful.

Thank you for your help and consideration,

Kyra N. Wilson Cook
Acton Vice Chair, ABRSC



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Marie Altieri
Deputy Superintendent

Conant Principal Finalists

January 27, 2022

The Conant Principal Search Committee is pleased to announce four finalists for the position of Principal of Conant to start on July 1, 2022. A search committee consisting of Conant faculty, parents, and district administrators gathered feedback from the community, reviewed applications, interviewed candidates, and identified these four finalists. Each finalist will visit Conant over the next two weeks, and they will meet with several groups within the district and the Conant community. A family/community forum will be held via zoom on **Monday February 7 from 6:30 - 8:30 pm** to meet each of the candidates. That evening, the candidates will each meet individually with the Conant community for 30 minutes. They will introduce themselves and then answer questions from the audience. A zoom link will be sent to Gates families before the webinar. Below is a brief description of each candidate as well as a link to their resume.

Jennifer Chen Fein

Ms. Chen Fein is the Assistant Principal of the Marshall Simonds Middle School in the Burlington Public School District. She has served in this role for three years. She was also a Resident Principal in the Josiah Quincy Upper School and the Richard Murphy K-8 School in the Boston Public Schools in 2018 and 2019. Ms. Chen Fein taught Mathematics at Newton South High School in the Newton Public Schools for three years. She taught 7th and 8th grade math and was a team facilitator at the Tompkins Square Middle School in New York City for three years. She also taught 6th grade Mathematics at a Charter School in New York City and English in Taiwan. Ms. Chen Fein was a five year Math for America Fellow in New York City. Ms. Chen Fein has a Master of Education Degree in School Leadership from the Harvard Graduate School of Education, a Master of Arts in Teaching from Teachers College, Columbia University, and a Bachelor of Arts in Mathematical Sciences and a Bachelor of Arts in Psychology from Binghamton University, State University of New York.

Patricia English-Sands

Ms. English-Sands is the Vice Principal of the Edith C. Baker School in the Brookline Public School District. She has worked in Brookline for the last ten years, serving as an Education Team Facilitator for six years and as a Vice Principal for the last four years. Ms. Sands spent ten years as a Special Education Teacher in Belmont and Falls Church City, Virginia as well as teaching at the Perkins School for the Blind. She has also taught many university classes at Lesley University, Fordham University, and Syracuse University. Ms. Sands has a Certificate of Advanced Studies in Disability Studies from Syracuse University, a Master of Education in Deafblind Multihandicapped Education from Boston College, and a Bachelor of Arts in Social Rehabilitation from Assumption College.

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



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Lizbeth Feliciano

Ms. Feliciano is an English Language Educator at the Andover Public Schools. She has served in this role for the last seven years. She also teaches Sheltered English Immersion courses at Merrimack College in North Andover. Ms. Feliciano is bilingual and dually certified in Elementary Education and ESL. She has a Master Degree in Organizational Management and School Administrative Licensure from Endicott College. She also has an English as a Second Language Degree and a Bachelor Degree in Human Development and Elementary Education from Merrimack College in North Andover, MA.

Danielle Morrissey

Ms. Morrissey is the Principal of the Lincoln Eliot School in the Newton Public Schools. She has served in the role for the last five years. Prior to this, she was the Principal of the Blackstone Innovation School in the Boston Public Schools for five years. Ms. Morrissey was also the Director of Curriculum and the Director of Operations for the Mildred Ave K-8 and Blackstone Elementary in the Boston Public Schools for three years and an Assistant Principal of the Chandler Elementary School in Duxbury Public Schools. Ms. Morrissey taught first grade for seven years in Hudson Public Schools. She has a Master of Education with a concentration in Curriculum and Instructional Technology from Framingham State College and a Bachelor of Science in Early Childhood Education from Bridgewater State College. She has completed the Administrative Licensure Program with the Commonwealth Leadership Academy.

Thank you to the members of the search committee for all their work over the last several months.



Acton-Boxborough Regional School District
Superintendent's Office
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978-264-4700 www.abschools.org

Marie Altieri
Deputy Superintendent

Gates Principal Finalists

January 27, 2022

The Gates Principal Search Committee is pleased to announce three finalists for the position of Principal of Gates to start on July 1, 2022. The person appointed will replace Gates Principal Lynne Newman, who will be retiring in June after fourteen years as Principal. A search committee consisting of Gates faculty, parents, and district administrators gathered feedback from the community, reviewed applications, interviewed candidates, and identified these three finalists. Each finalist will visit Gates next week, and they will meet with several groups within the district and the Gates community. A family/community forum will be held via zoom on **Wednesday February 2 from 7:00 - 8:30 pm** to meet each of the candidates. That evening, the candidates will each meet individually with the Conant community for 30 minutes. They will introduce themselves and then answer questions from the audience. A zoom link will be sent to Gates families before the webinar. Below is a brief description of each candidate as well as a link to their resume.

Allison Warren

Ms. Warren is the Assistant Principal of the Paul P. Gates Elementary School in the Acton-Boxborough Regional School District. She has served in this role for two years after serving as an Assistant Principal at the R. J. Grey Jr. High School in Acton-Boxborough for thirteen years. Prior to coming to Acton-Boxborough, Ms. Warren was a Special Education Teacher for seven years, a Special Education Department Chair for four years, and an Assistant Principal for a year in Austin Texas. Ms. Warren has participated in and taught many professional workshops on topics including Diversity Equity and Inclusion, Literacy, Special Education, and Social Emotional Learning. She has a Master of Education in Educational Administration from Texas State University, and a Bachelor of Science in Communication, Sciences, and Disorders and a General and Special Education Certification from The University of Texas at Austin.

Patricia English-Sands

Ms. English-Sands is the Vice Principal of the Edith C. Baker School in the Brookline Public School District. She has worked in Brookline for the last ten years, serving as an Education Team Facilitator for six years and as a Vice Principal for the last four years. Ms. Sands spent ten years as a Special Education Teacher in Belmont and Falls Church City, Virginia as well as teaching at the Perkins School for the Blind. She has also taught many university classes at Lesley University, Fordham University, and Syracuse University. Ms. Sands has a Certificate of Advanced Studies in Disability Studies from Syracuse University, a Master of Education in Deafblind Multihandicapped Education from Boston College, and a Bachelor of Arts in Social Rehabilitation from Assumption College.

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Dr. Franklin Rothwell

Dr. Rothwell is the Principal of the Brophy Elementary School in the Framingham Public School District. He has served in this role for the last 12 years. Prior to this, he was the Vice Principal of Framingham High School for six years. Previously Dr. Rothwell taught History and Social Studies for eleven years at Plymouth North and South High Schools and Framingham High School and he was the Department Chair at Framingham High School for three years. Dr. Rothwell teaches at Framingham State and Fitchburg State Universities. He has a PhD of Educational Studies, Educational Leadership from Lesley University, a Master of Education and Human Development from The George Washington University, and a Bachelor of Arts in Psychology from the University of Massachusetts (Amherst).

Thank you to the members of the search committee for all their work over the last several months.