

A group of four 2nd-grade students are crouching on a paved sidewalk, creating colorful rangoli designs. The designs are made of colored powder in shades of pink, yellow, and blue. One student is holding a small yellow container, and another is using their hands to spread the powder. There are small plastic cups with colored powder on the ground. In the background, other students and greenery are visible.

2nd Grade students at Conant
decorating the school's sidewalk with
rangoli designs during Diwali.

2021-2022 ANNUAL REPORT

Acton-Boxborough Regional School District



PAMELA FLEMING PHOTOGRAPHY



Wellness
Equity
Engagement



All photos provided by A-B schools
unless otherwise indicated.

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SUPERINTENDENT'S WELCOME

ACTON AND BOXBOROUGH COMMUNITY,



It is hard to imagine that I am wrapping up my fourth year as Superintendent of Schools here at A-B. In some ways, it feels like I joined the community yesterday, and in pandemic years, possibly a bit longer.

At this time last summer all signs pointed to a return to normal schooling. Later that summer the Delta Variant threw us a curve ball and we had to again implement elements of our COVID restrictions. There is good news, however: our students had a full 180 day school year of fully in-person learning! Looking back, I think we can all share a sense of

pride and relief that it is safe for our students to be fully back in school.

The 2021-22 school year was not without continuing challenges: we battled bus driver shortages, as well as shortages of assistants, substitute teachers and food services staff. As COVID cases amongst our staff rose during the winter and spring, keeping schools staffed became challenging.

There are success stories for the year as well: we worked with our local boards of health to provide vaccination clinics for our students, resumed all of our activities for students and welcomed families back into our schools, resumed field trips and student travel experiences, and were able to be mask-optional for about half of the year.

Despite all of these changes and the impact of the pandemic, our educators and families continued to support strong student achievement. In September 2021, ABRHS was named the top high school in the state by *Boston Magazine* for a second consecutive year. The Department of Education also contacted us to learn about our approach to mathematics during the pandemic because our students had the highest growth rate in the state for mathematics in grades K-8 among schools testing more than a small handful of students. I am incredibly proud of our educators and families, but most importantly, our students. A-B continues to provide one of the best values for education in the Commonwealth.



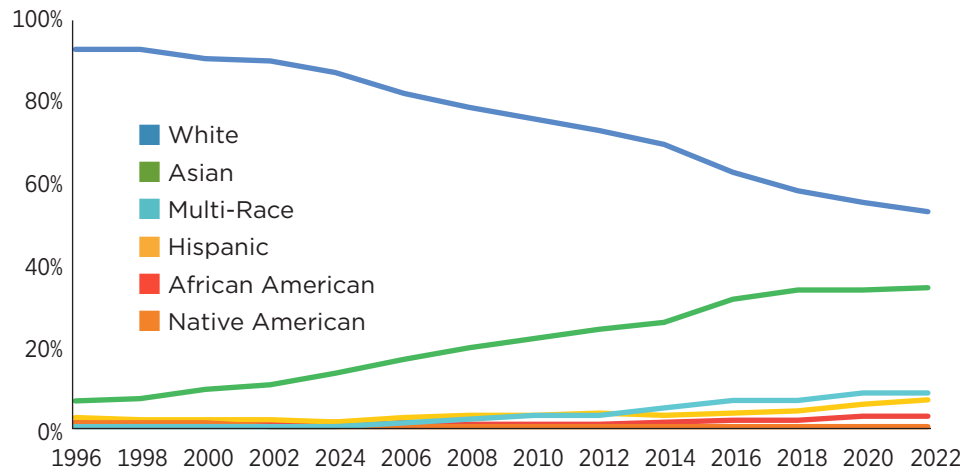
Looking ahead, I am excited for the 2022-2023 school year. We are expanding our work around social emotional learning, and have plans in place to increase access for students to mental health and behavioral health supports. We are implementing a comprehensive, multi-tiered system of support to ensure that all of our students continue to be successful academically, socially, and emotionally. Finally, we are continuing our work to ensure that the diversity of our students and their families is broadly represented in our curriculum and schools.

I cannot express enough how grateful I am to our staff, families, and community for the support they provided to our students throughout these last two challenging years. I am especially grateful to our nurses for their dedication and leadership during the pandemic. Finally, I want to thank the citizens of Acton and Boxborough for your continued support of our excellent schools.

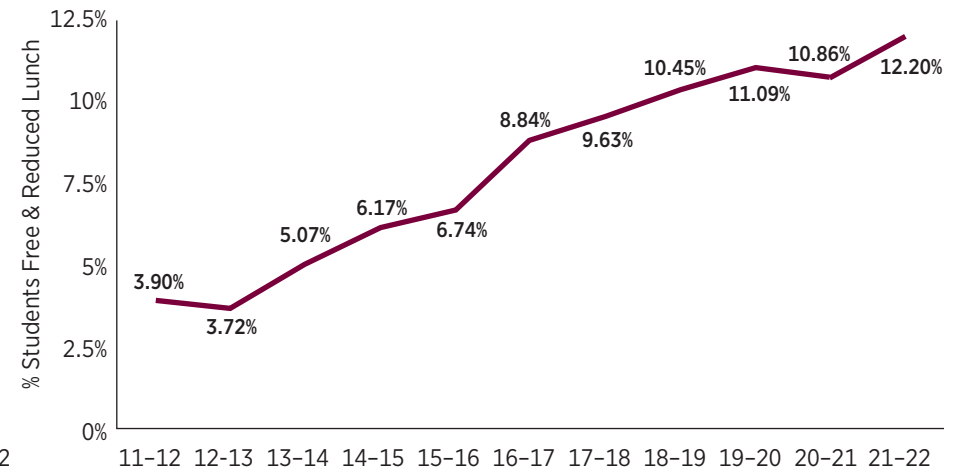
Peter Light
SUPERINTENDENT OF SCHOOLS

Demographics at a Glance

Student Population by Race, 1996-2022



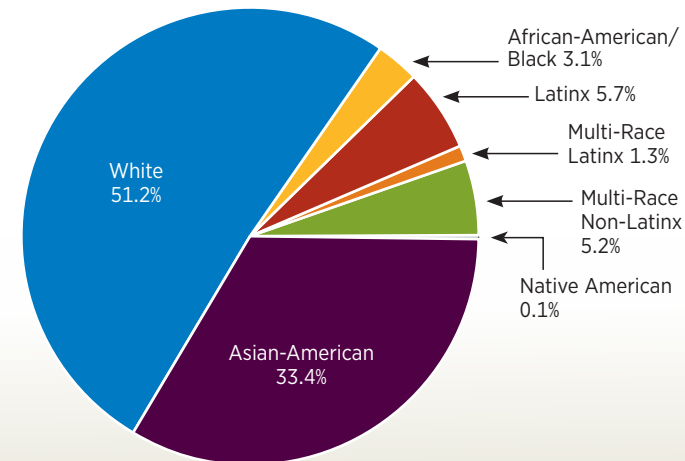
Students Eligible for Free & Reduced Lunch



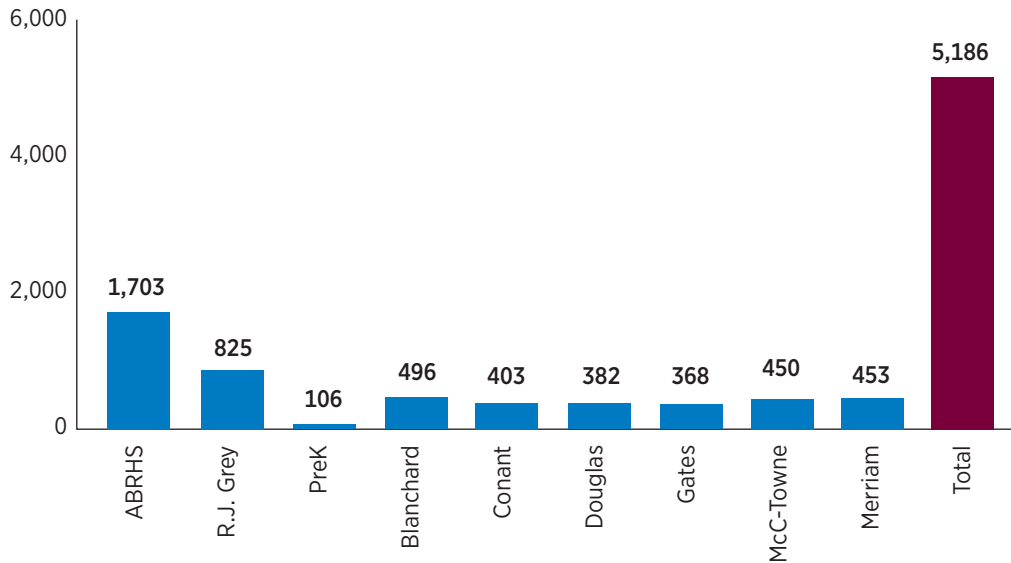
The charts and graphs included on this page are intended to provide you with a general overview of our student and family population during the 2021-2022 school year. Where helpful, we have also included data that provides perspective about the change over time that Acton-Boxborough has experienced in terms of the demographics of our continually evolving community.

Please note that the graphic that illustrates the shifts in our student population by race between 1996 and 2022 comes from the Cleargov.com website. If you are interested in reviewing the information that is highlighted by Cleargov about our district, please visit: <https://cleargov.com/massachusetts/school/acton-boxborough>.

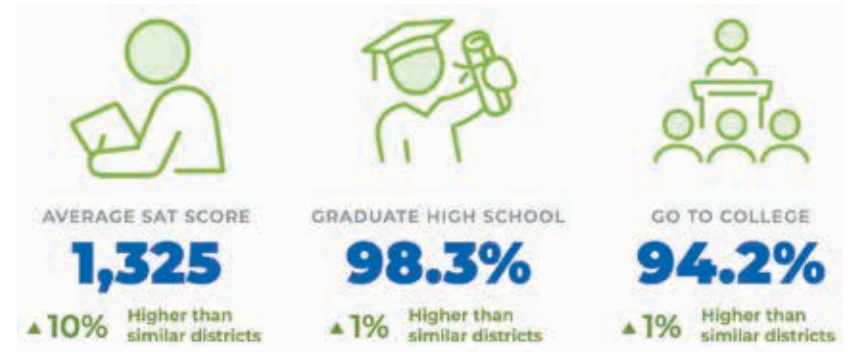
2021-2022 Student Enrollment by Race



2021-2022 Enrollment by School



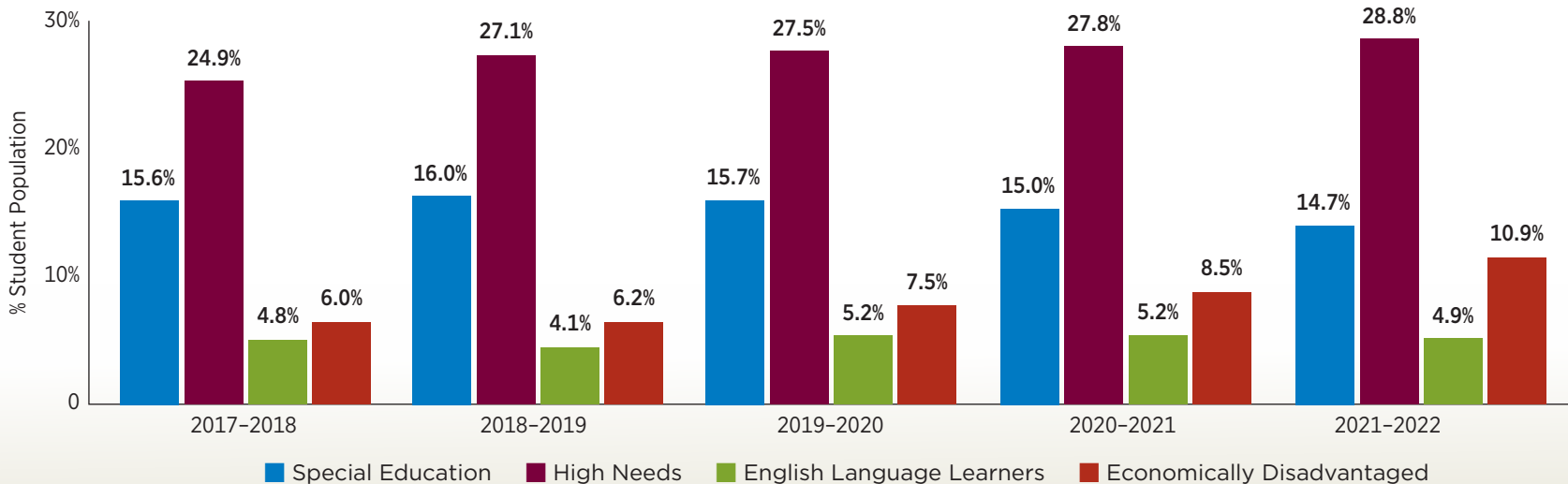
2021-2022 Performance Overview



Students at A-B continue to perform at levels that are at or above those of schools across the Commonwealth. Our District continues to place importance on supporting all students in identifying post-secondary opportunities that meet their interests and aspirations.

(SOURCE: CLEARGOV.COM)

Student Sub-Group Populations 2016-2021



District Finance at a Glance

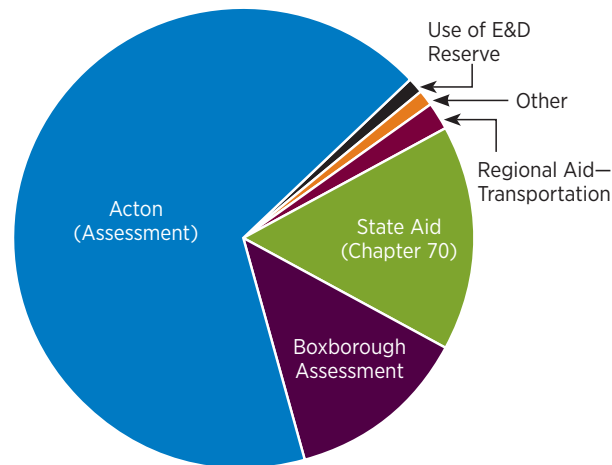
FY22 Financial Highlights

- Revenue surpluses in State Transportation and Charter Aid (\$250K) and Medicaid reimb. (\$150K); deficit in investment income (-\$200K).
- Personnel (\$400K) and SpEd Tuition (\$400K) expenditures projected under budget; most other budget categories tracking close to budget.
- In the aggregate, District expects a turnback of -\$1M (consistent with historical averages), to replenish E&D (\$1.5M budgeted use in FY23).
- Details of yearend budget-to-actual results will be presented in the preliminary FY2022 financial report to School Committee (August 2022).

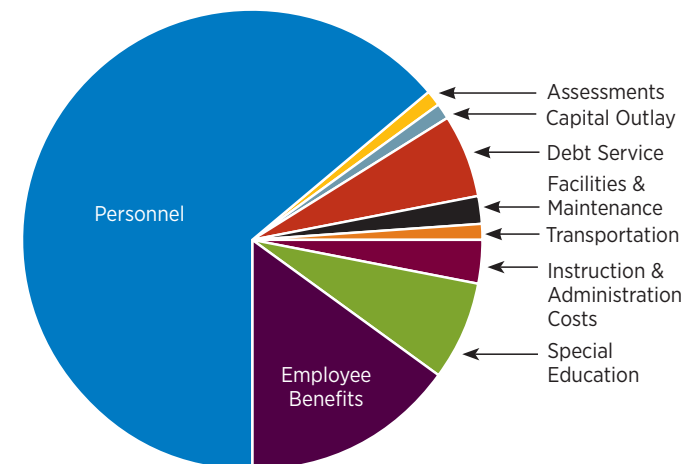
FY23 Budget

- Both towns have voted approval of the district's FY2023 operating and capital budget (\$102.9M), an increase of 3.2% over FY2022.
- Revenues (from sources other than the regional assessment) are flat; budgeted use of available district reserves continues to rise.
- Boxborough's FY23 assessment increase (4.6%) is greater than Acton's (3.2%), due to Boxborough's proportion of K-12 enrollment.

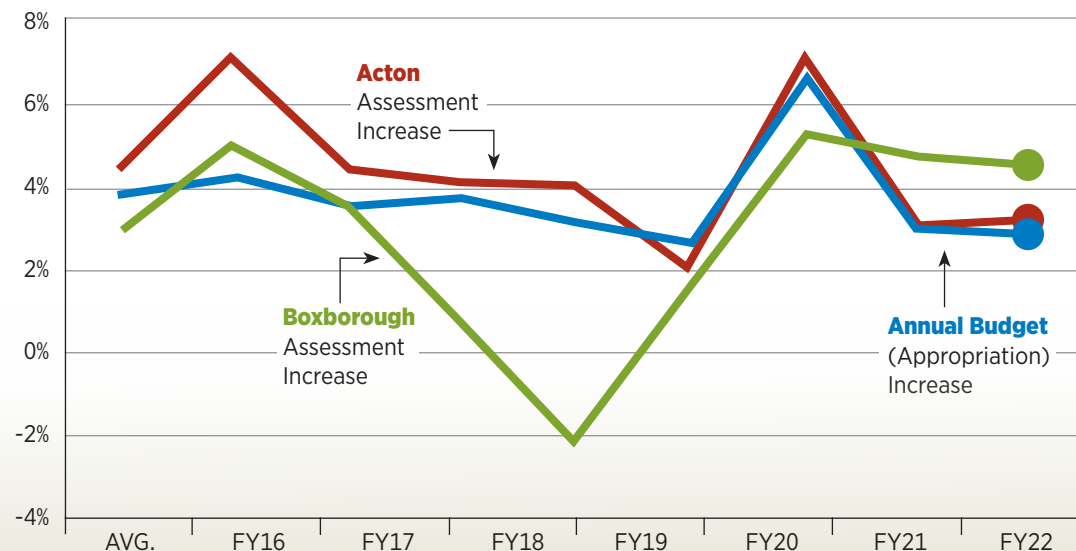
FY22 District Revenue



FY22 District Expenditures

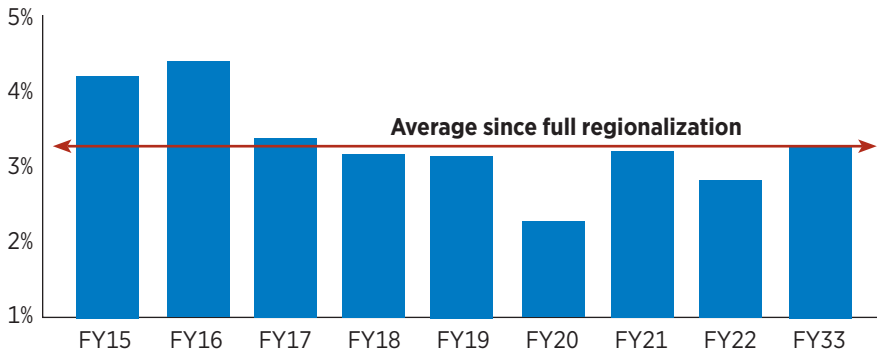


Budget/Assessment Trends



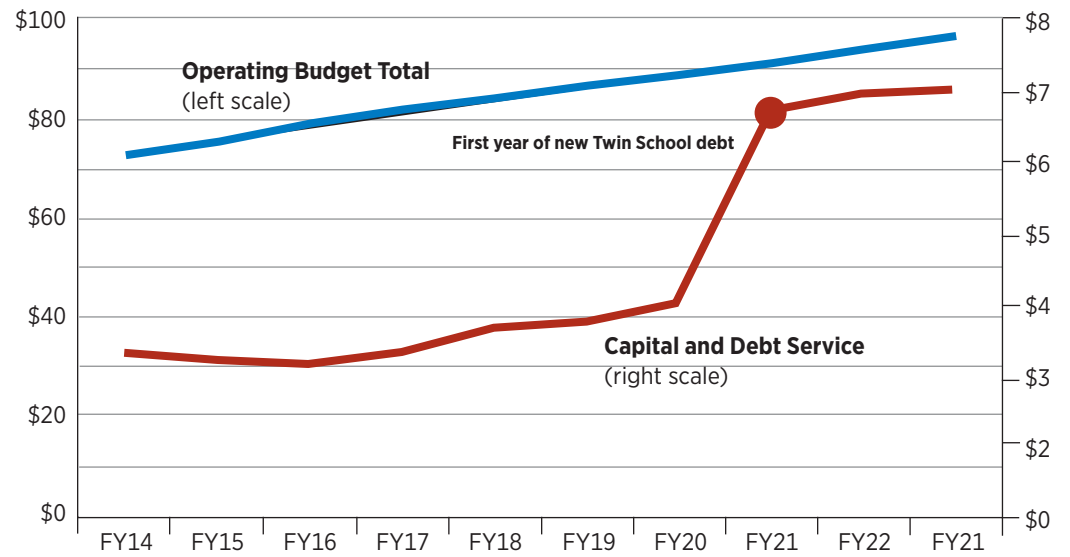
While the data presented here appear to support a positive trend (consistent budget turnbacks and E&D replenishment, reasonable budget increases, minimal “surprises”), challenges—based on limited revenue growth opportunities, over-reliance on reserves and post-Covid educational needs—are on the horizon.

Annual Operating Budget Growth (%)



Approaching a decade of full regional existence, the District has experienced a moderate expansion during that time relating to its operating budget. After year-over-year budget increases exceeding 4% in the first two years as shown, the last six years of District operating budgets have averaged less than 3%. This compares most favorably with similar trend data of districts comparable to A-B.

Budget History Since Full Regionalization (\$/millions)



Financial Outlook—FY2023 and Beyond

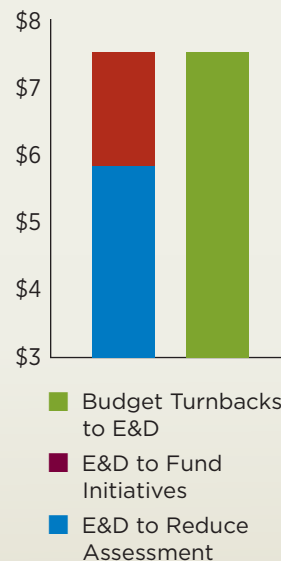
The District has financially survived Covid (at least so far), but its impact presents lasting educational and mental health challenges, which add to a perceived darkened financial horizon in the form of:

- Flat revenues; assessments and state aid = 99% of budget sources
- Previous committed initiatives (MTSS, eliminate ADK tuition, etc.)
- Enrollment losses (to Minuteman, charters, etc.); class sizes have decreased, but inability to benefit from increased Chapter 70 Aid

The District has financial reserves that have been used to fund initiatives (new school feasibility study, establish capital stabilization fund) and significantly reduce each year's assessment to member towns. Since full regionalization, the District has used and replenished E&D equally, as shown at left.

While turnbacks have consistently averaged just over \$1m per year, use of E&D (particularly to reduce assessments) have grown to \$1.5m since FY20, a level that cannot be reasonably sustained.

E&D—FY16-22 (\$/millions)



The double-scaled chart above isolates the District's budgets for capital and debt from operations; the total is the annual appropriation.

Capital budgets have been the more volatile. Through FY16, less attention was paid to capital needs; then, through FY19, outlays for capital expenditures increased steadily; a long-term capital improvement plan (CIP) began in FY20.

Operating budgets have increased at a moderate pace (2-4% during the period) generally due to the inflationary effect of labor and other contracts, and for instructional materials and supplies. Targeted program initiatives, such as adding special education staff to better provide for in-district student needs, also added to personnel costs, but a by-product appears to be a downward trend in high-cost out-of-district tuitions. The most volatile operating budget cost category has been health insurance premiums for employees and retirees; while premium costs increased an average of 4% during the period, year-to-year budget changes have almost never been "average" (from a 5% decrease to an 11.5% increase).

District Strategy

Acton-Boxborough has a rich and storied tradition of educational excellence and this strategy continues that tradition by ensuring excellence for all students. We recognize that the students we serve today are vastly different from the students we served even just one generation ago. This strategy is committed to our tradition of excellence along with an updated vision where our efforts to serve all students at AB must include particular attention to those students and families who have been historically under-represented and underserved.

Our strategy focuses on four primary aspirations: engaged learning, inclusive practices, equitable opportunities and outcomes, and social emotional learning.

Engaged Learning: We want our students to think deeply about their learning, be effective problem solvers and remain persistent when faced with challenges. We also want them to be passionate and see their coursework as relatable, relevant and valuable to their lives.

Inclusive Practices: Every student and family deserves to feel welcomed and included in our school communities. We want to focus on building strong relationships between and among students and adults within our schools. To provide this for all students, we need to focus on those students and groups we have under-served or who have been underrepresented. We need to ensure that our students see themselves in our curriculum. We need an outstanding and diverse group of leaders and educators who are prepared to respond to, and welcome, all of the cultures found within our

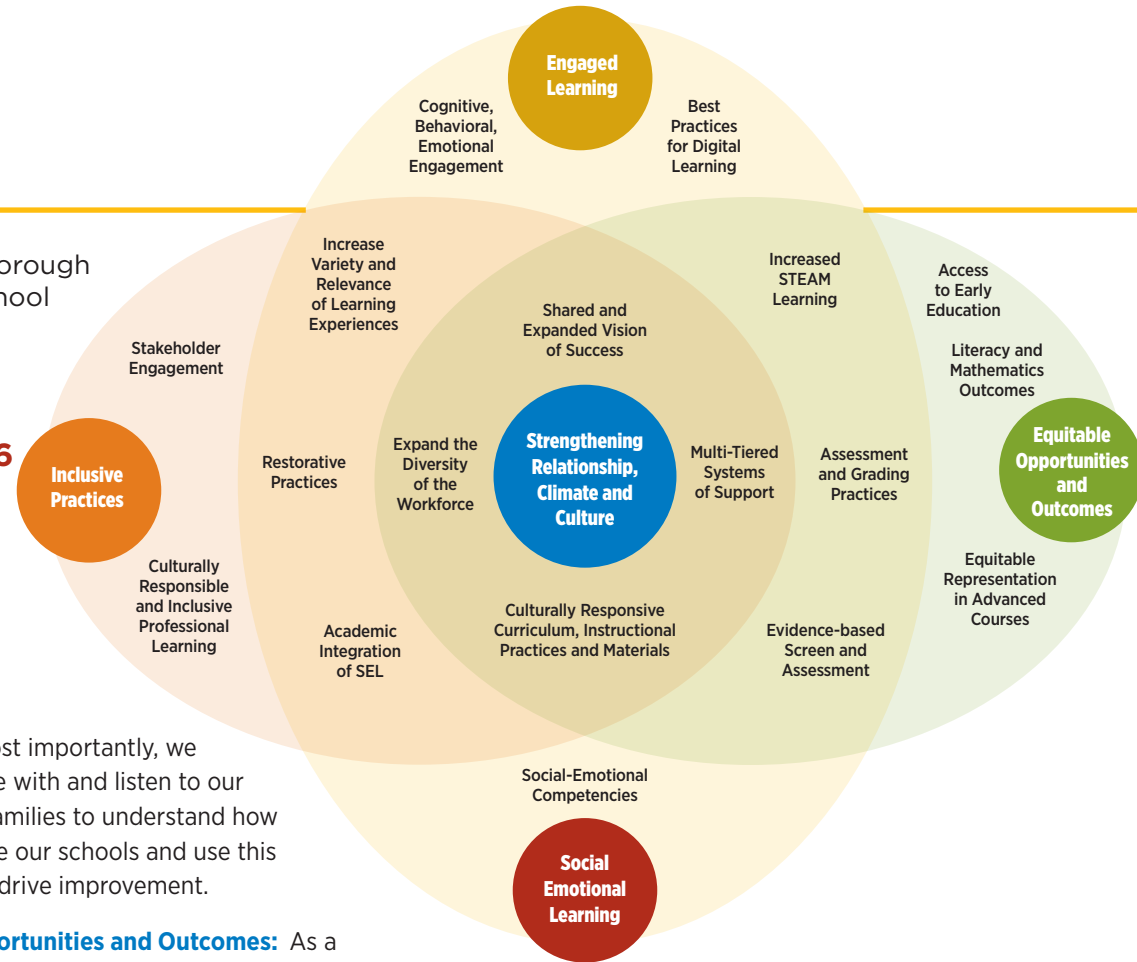
Acton-Boxborough Regional School District

District Strategy 2021-2026

community. Most importantly, we need to engage with and listen to our students and families to understand how they experience our schools and use this information to drive improvement.

Equitable Opportunities and Outcomes: As a community, we are all proud of our students' accomplishments. Despite our best efforts, we know there continue to be areas where we must expand and improve student learning outcomes within and amongst specific cohorts of students. As part of our strategy, we want to make sure our tradition of excellence extends to all of our students. This means we will need to demonstrate fidelity to specific outcomes for every student who passes through our schools and ensure that each student has equitable access to the opportunities our schools provide.

Social Emotional Learning: A longstanding goal of our schools is to provide appropriate support for student mental health and wellness. The well-being of our educators and families is also an important element of this work. We will continue to be proactive in helping students build important social-emotional skills and ensure that we provide support for all of our students.



Continued Pandemic Response

The 2021–2022 school year continued to require adjustments and protocols to account for the social and health risks caused by COVID. Our return to full in-person learning was accompanied by important safety measures and ongoing supports for our students, staff and families.

FOOD SERVICES

The District continued to provide breakfast and lunch meals to all students during the school year, and as part of the universal free lunch program that was continued this year by the federal government.

Below are the meal numbers from the last full pre-covid school year as a point of comparison:

- 33,996 Breakfasts
- 391,052 Lunches

Food Services served the following number of meals for students during the 2021–2022 school year.

- 152,021 breakfasts
- 548,554 lunches

COVID MITIGATION

As part of our COVID mitigation strategies we implemented a vaccine mandate for all employees of the District. By November 2021 our overall staff vaccination rate was just under 99%, with a very low number of exemptions.

By mid-year, students at the high school and junior high had vaccination rates of 92% and 88% respectively.

Once vaccines became available for elementary-aged students, we partnered with town agencies to hold vaccine clinics for interested families. At our first clinic with the Town of Acton, we provided nearly 600 children with their first COVID vaccine. By January of 2022, 78% of elementary-aged students eligible for the vaccine had been vaccinated.

COVID TESTING PROGRAM

Through May 2022, our District collected 24,966 samples and distributed 67,520 at-home antigen tests for use by students and staff. Due to the “test and stay” protocol, 2,741 school days were saved.

LIFTING OF THE MASK MANDATE

In the Spring, the mask mandate was lifted and our schools transitioned to a mask-optional setting. Messaging that wearing a mask is a personal choice

was emphasized, and schools ensured that the choice to continue wearing masks would be normalized and supported. After two school years that involved pandemic-related adjustments, we worked closely with families to successfully transition to this shift in practices. We continued to encourage outdoor classes and activities whenever possible, and still had enhanced ventilation and air purifiers throughout our schools.



We've Created a Revolution

After significant work over the course of the year by our Student Working Group and Mascot Screening Subcommittee, and by a vote in May 2022 by the School Committee, we were pleased to announce that the new official mascot of the Acton-Boxborough Regional Schools is:

The Acton-Boxborough (A-B) "Revolution"

The fight for positive change and equity never ends; it is the voice of the people: a Revolution. It acknowledges our past, but speaks to our future. We are innovators, barrier breakers, and difference makers. A Revolution represents a show of ingenious strength, challenging, outsmarting, and overwhelming the status quo

In October 2020, the Acton-Boxborough Regional School Committee voted to retire the "Colonials" as the mascot of the Acton-Boxborough Regional Schools. The school committee solicited and heard public comment from over 700 individuals through a combination of live and email testimony leading to this decision. After deliberation on the issue, the School Committee ultimately voted to retire the mascot. A subcommittee was composed of 17 members and included represen-

tation from students, staff, alumni, booster organizations, youth sports, and parents/community members at-large. In parallel, the high school established a Student Working Group to lead the development of a new Mascot. Both groups met throughout the year and solicited considerable feedback from stakeholders.

Initially, our **Student Working Group** sent a survey to our students, staff, alumni, and community to solicit initial ideas for a new mascot. The survey was sent to nearly **20,000 email addresses** and posted to social media in multiple forums. There were over 2,200 responses to this initial survey and it generated more than **400 unique suggestions**.

Our students then worked as a group, with consistent feedback from the Mascot Screening Subcommittee, to analyze the initial data and synthesize a list of finalists from the ideas that were generated. This analysis and the deliberations of the Student Working Group, resulted in four finalists to be recommended to the community for additional feedback. Our students then solicited additional feedback from students, staff and the broader community. This survey was then distributed in a manner similar to the initial survey and resulted in over **1,500 responses from students, almost 500 staff, and over 3,700 community members**.

Our Student Working Group then met after April Vacation and deliberated over the course of two days on a final recommendation. After vigorous discussion and debate, the Student Working Group came to unanimous consensus to recommend that we be **The Acton-Boxborough Revolution or A-B Revolution**.



We would like to thank once more the students and staff who served on the Student Working Group, as well as the community members on the Mascot Screening Committee, for their efforts over the course of this past school year. We also appreciate the significant input and feedback from students, families, community, and alumni during the selection process.

There are community members and alumni whose experiences have included, and will continue to include, a bond with the Colonial mascot. That bond will always exist and we recognize its place in our school's history. We now look forward to beginning a new chapter in our community's story with A-B Revolution as our mascot. As School Committee Vice Chair Kyra Wilson-Cook noted during deliberation, "we are blessed to see our community change, morph, and grow, just as it has from the beginning. Our students have been given the extraordinary gift to feel grounded in our community's history and to use that foundation to reach, to risk, and to realize their destinies."

As we embark on this next chapter, we will soon begin the process for developing a visual representation to accompany the Revolution mascot and take steps to incorporate the imagery into our schools, fields, and activities.



Diversity, Equity, and Inclusion (DEI)

The success of our DEI work is dependent on every member of our district taking collective ownership for building culturally responsive schools. Responsibility for this work is embedded within the roles of every staff member in our District. We reaffirm our commitment to removing barriers and limits that have historically been in place for our underrepresented and marginalized communities.

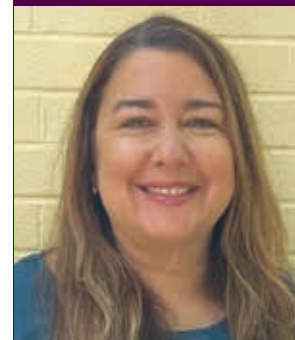
We strive to expand and improve the school district's understanding of the equity issues it needs to address to achieve positive experiences and outcomes for all.

CULTURALLY RESPONSIVE SCHOOLS

To advance our commitment to being a culturally responsive school community, we continue to support our educators' efforts to broaden and deepen their instructional practices in ways that view the culture and identity of our students and families as assets, and to explicitly address disparities in achievement and opportunities. We have partnered with the Leadership Academy (<https://www.leadershipacademy.org>) to develop a framework and plan for our work moving forward. This Spring, we also identified thirty educators who will serve as **Culturally Responsive Practice** teacher leaders within their respective schools and will serve as resources and facilitators of ongoing professional learning and initiatives with their colleagues.



Meet Our DEI Director



In the Spring of 2022 the District began a search for a Director of Diversity, Equity and Inclusion who would join on July 1, 2022.

We are pleased to welcome Jen Faber. Ms. Faber was most recently an elementary principal in the Weston Public Schools, and is currently a fellow in DESE's Influence 100 program that

provides mentoring to educational leaders in advancing efforts in diversity, equity, and inclusion.

What is "DEI?"

Diversity: the sum of the ways that people are both alike and different. While diversity itself is not a value-laden term, the way that people react to diversity is driven by values, attitudes, beliefs, and experiences. (*Adapted from the National Education Association*)

Equity: securing needed supports, opportunities, and resources for individuals and groups of students who typically haven't received what they need from schools (*Adapted from Mica Pollack's Schooltalk: Rethinking What We Say About-and to- Students Everyday*)

Inclusion: is not a strategy to help people fit into the systems and structures that exist; it is about transforming those systems and strategies to make it better for everyone. Inclusion is about creating a better world for everyone. (*Diane Richler, Inclusion International*)

PROFESSIONAL LEARNING

We continue to provide SEED workshops (Seeking Education Equity and Diversity) for all certified educators, and sent nine AB teachers to participate in training to become SEED facilitators. District leadership received coaching for the entire year from the Leadership Academy to expand and improve their practices that advance equity for all students, and develop high-impact action steps within each school and in the District.

RECRUITMENT AND RETENTION

Our District is committed to increasing the diversity of our certified educators and leaders. We believe that by building a more representative workforce, our students will have better outcomes and be more prepared for an increasingly diverse world. This Spring we launched a more concerted effort to recruit strong candidates for open positions through a recruitment website and short videos featuring current staff and students. As of July 1, 2022, AB has hired three new Assistant Principals and four educators who identify as a member of the BIPOC community.

STUDENT ORGANIZATIONS AND EVENTS

Our schools continue to support the development of student affinity and interest groups such as **Black Student Union, Jewish Student Union, Dear Asian Youth, Common Ground, the Accessibility Alliance, and the Latinx Affinity Group.**



“We need more people of color at every single level of this school district . . . and it’s not to say that a white teacher cannot be a role model, but [our students] need a diversity of different people to see. White kids need teachers of color, they need to see adults of color in command of a classroom, they need to understand the competence and professionalism of people of color. It’s not just about providing role models for our students of color . . . but our white students who are going to go out into a very diverse world must see professionals of color.”

Kyra Wilson-Cook

Vice Chair, A-B School Committee



In March 2022, members of our school community participated in a video intended to provide potential applicants for positions in our District with a preview of our values, goals, and commitment to diversity, equity and inclusion. You can view those videos at: <https://sites.google.com/abschools.org/joinactonboxborough/home>.

Teaching and Learning

This school year continued to require our leaders and our educators to embrace a mindset of flexibility, agility, and student-centered solutions. Educators, curriculum coordinators and coaches, department and school leaders continued to prioritize key grade-level content, concepts, and skills as well as provide prerequisite learning so that students could access critical standards.

UNDERSTANDING RACE— NEW SOCIAL STUDIES COURSE AT ABRHS

The Social Studies Department has been working over the past year to develop the course **Understanding Race**. It is a semester course open to all sophomores, juniors, and seniors and the department is excited to have two full classes for their pilot year, 2022–2023. The goal of the course is to provide students with the tools and information to be able to talk about race and understand the importance of race in our community, the country, and the world.

EARLY LITERACY TEACHING AND LEARNING AND DYSLLEXIA REGULATIONS

In accordance with the 2020 MA Department of Elementary and Secondary Education (DESE) Dyslexia Guidelines, the District has, since 2019, made some shifts in the teaching and learning of reading. To begin this work, District literacy coordinators partnered with researchers, Drs. Joanna Christodoulou, John Gabrieli, and Tiffany Hogan and attended numerous symposia and seminars. ABRSD educators continue to expand their expertise through professional learning related to bridging cognitive neuroscience and effective literacy practices, literacy pedagogy, reading engagement/



motivation, and inclusive children's literature. Special educators continue to attend Wilson workshops and Dr. Melissa Orkin has conducted several professional dyslexia workshops for all elementary staff. Next year, she will work with grades K-3 at each elementary school to further advance educator practice and the use of data. Other shifts include the development of Family Literacy Guides (posted on the Elementary Family Resources site).

Continued work includes:

- The formation of a reading Task Force
- Partnering with Hill for Literacy to aid in the review of literacy programs
- Continued professional learning opportunities for all staff
- Determining classroom-based measures to use alongside universal screening tools and educator observations/notes.



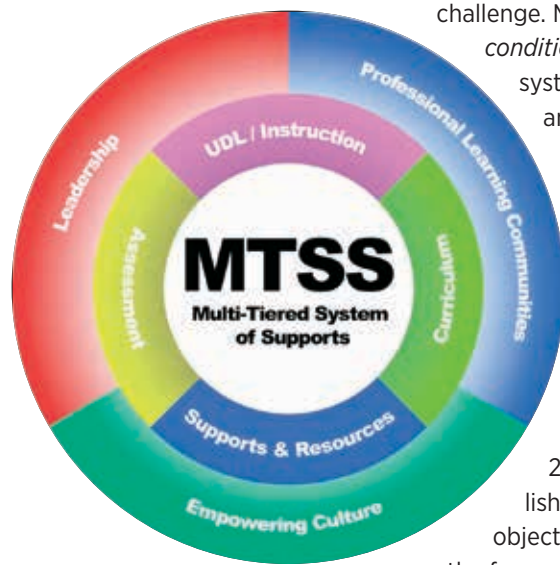
ILLUSTRATIVE MATHEMATICS K-6 IMPLEMENTATION

During the 2021–2022 school year, we began year one of a district-wide implementation of **Illustrative Mathematics** (IM) in all Kindergarten to Grade 6 classrooms. Illustrative Mathematics is a problem-based curriculum that fosters the development of mathematics learning communities in classrooms, gives students access to the mathematics through a coherent progression, and provides educators the opportunity to deepen their knowledge of mathematics, student thinking, and their own teaching practice.

For some classrooms, this was year four of implementation, and for others, this was year one. Our Elementary STEAM coaches were able to provide job-embedded professional learning for teachers by focusing most of their coaching cycles this year on IM implementation.

Multi-Tiered Systems of Support

In August 2021, the entire District Leadership Team attended a workshop facilitated by Dr. Kristan Rodriguez to kickoff the development of our Multi-Tiered System of Support (MTSS) Framework. Creating an MTSS framework for the District builds on our commitment to ensure equitable access and outcomes for our students. It starts with the premise that every student is capable of grade-level learning and reaching their full potential with adequate support and challenge. MTSS is a systematic approach that addresses *conditions* for creating successful and sustainable system change while also supporting students and staff. It also ensures that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies that provide students with a continuum of support to meet their needs.



MTSS is a systematic approach that addresses *conditions* for creating successful and sustainable system change while also supporting students and staff. It also ensures that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies that provide students with a continuum of support to meet their needs.

A 14 member Steering Task Force composed of classroom educators, coaches, service providers and District and school leaders, held 9 meetings from December 2021 to May 2022 to establish priorities and objectives, develop the frame and focus of an MTSS Playbook, and identify implementation needs.

The **ABRSD MTSS Playbook** provides common guidance, protocols, and resources that will be utilized within and amongst our schools. A successful shift to an MTSS model will require an arc of time that is mindful of both the technical and adaptive work and changes that accompany this transition. This transition will be supported by professional learning, review and adjustments of processes that should be refined, and continuous self-reflection on our approach to this work.



What is MTSS?

MTSS is not a program but a systemic approach that endeavors to ensure sure all students are getting the instruction needed and are making adequate growth. There are three tiers of instruction, and at various times, students may be in more than one tier.

TIER 1: THE GENERAL CURRICULUM

These are supports available to all students through a general education program where inclusive practices are embedded into the classroom setting. Every single student receives the core, or Tier 1, instruction that focuses on improving the academic and social emotional outcomes for all students.

TIER 2: STUDENTS WHO STRUGGLE GET MORE SUPPORT

Tier 2 exists to support students who are struggling to make adequate progress. Tier 2 supports occur in addition to the Tier 1 instruction. These supports are generally done in small groups and include additional opportunities to learn or practice the skills necessary for core instruction as well as strategies for enrichment. As one example, Mathematics or Reading Specialists may work with a group of students for a set period of time to address specific areas of need.

TIER 3: INTENSIVE INSTRUCTION

When students are getting the core instruction (Tier 1), frequent instruction beyond that (Tier 2), and are still not making gains, Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups. It is important to note that Tier 3 is not synonymous with special education. Students with disabilities may not need Tier 3 support and students not identified with a disability may in fact need Tier 3 supports. Assessments are given to identify specific areas requiring attention and create a plan for how to intervene.

* Adapted from "Multi-Tiered System of Support: A Blueprint for Massachusetts Educators," Novak & Rodriguez, 2019

ACTON-BOXBOROUGH THE BOARDWALK CAMPUS

For the Douglas, Gates and the C. Huebner Early Childhood Program

The Acton-Boxborough Regional School District is very pleased to inform the public that the Douglas/Gates/CHECP School Building Project has been officially named the Boardwalk Campus Building. The project continues to move forward and is currently on budget and on schedule for an August opening.

Approximately 24 months ago the District broke ground on the project with our partners Consigli Construction. The first piece of steel went vertical in October 2020 and here in the summer of 2022 we are in the process of moving in new furniture, technology, and our teaching materials from the old Douglas, Gates, and CHECP programs. It has been extremely fast-paced and we are thrilled with where we are to date.

The District is very excited about the educational program we will be able to deliver in this new state-of-the-art-facility. The building is designed to perform as a **triple net zero facility**: net zero waste, net zero water, and net zero energy. This fully electrified building will have no carbon footprint and will perform very highly in metrics related to indoor air quality, energy use intensity, and ambient decibel measurements to suppress background noise. All of these factors should have positive correlations to improved student experiences.

Related to the net zero energy aspect of the project, the School Committee authorized the signing of an agreement between the ABRSD and Nexamp. This agreement represents 30 years of energy independence for the Boardwalk campus. It ensures that Nexamp will own and operate rooftop solar panels as well as parking canopy solar in excess of over 1.6 million Kwh of solar annually.

ABRSD will be purchasing the energy produced by the system at a much lower rate than they would from the electrical grid or utility company, resulting in savings to the District over this time. Additionally, this system comes with 2 megawatts of battery storage that will support the facility and generate revenue for the District.

Despite our plans to move in this summer, the project as a whole will not be complete until the following summer. Over the next school year the construction team will complete the demolition of the old Douglas and Gates school buildings. Where the former Gates building currently sits will be the new primary parking lot for the Boardwalk school building. Where the former Douglas school sits will be a replacement youth softball field and overflow parking for the new school building. We will also be **rehabilitating the Paul Cartwright Elm Street basketball courts**. We appreciate the larger community's patience as we continue to operate the school amidst this very active construction site over the next year. We expect that in the early fall of 2023 this project will be substantially completed and will serve as a flagship campus for our Acton and Boxborough residents.

Thank you to the citizens of Acton and Boxborough for their continued support, the Massachusetts School Building Authority, and the members of the School Building Committee for the countless hours they have contributed to making this a successful school building project.

We invite all members of the Acton and Boxborough communities to join us on October 15 at 10:00am for the Boardwalk Campus' grand opening ceremony, and to tour this wonderful and exciting new addition to our school district.

Follow us for updates!



@_ABSBP



@abschoolbuildingproject



Acton-Boxborough School Building Project



ACTON-BOXBOROUGH REGIONAL High School

Joanie Dean
PRINCIPAL

Beth Baker
ASSOCIATE PRINCIPAL

Maurin O'Grady
ASSOCIATE PRINCIPAL

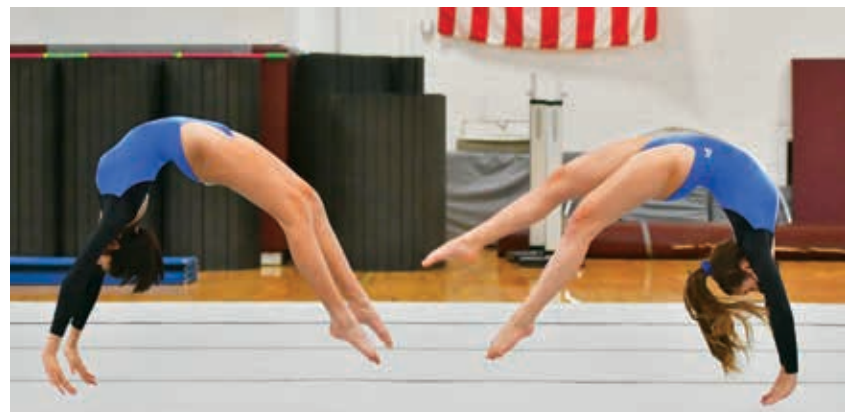
Michael Csorba
DEAN

Fred Hohn
DEAN

As we navigated yet another school year through the pandemic, students and staff put their best effort into supporting each other and making it extremely successful. We are grateful that we were able to be together in person in our school building without distancing restrictions. While we started the year with mask requirements, they were lifted at the end of February. Our clubs and activities were almost completely in-person, and it was wonderful that we were able to gather together for almost all of our presentations and celebrations by the end of the year. Finally, we would like to acknowledge the support of the Acton and Boxborough communities for their support throughout this unique school year.

Here are some highlights from the year:

- Our Student Ambassadors welcomed the Class of 2025 to the high school by providing tours and guidance in August before school started.
- In the fall, we resumed in-person activities, athletics, and clubs. Those provided welcome spirit and community-building for the high school this year.
- We were able to conduct in-person field trips and competitions for several clubs such as Speech and Debate, Math Team, and the Ocean Bowl. In total, **we had nearly 80 clubs at ABRHS this year**. Additionally, we were able to bring in guest speakers for many club meetings, and some teams and groups were able to attend in-person national tournaments.
- In October, our Virtual Back to School Night provided parents with information about classes and activities by faculty and administration through pre-recorded videos.
- In December, our **Dear Asian Youth group** joined with other student affinity groups to hold a forum for students to process hate and bias incidents. Student facilitators guided this discussion. Throughout the year, our numerous student affinity groups, social justice groups and programs, and staff discussed ways to make our school more equitable and inclusive, and we plan to continue this work next year.
- This year, despite the ongoing issues with the pandemic, we were able to offer **63 teams**, while we only had 33 last year. We had a total of 1,452 students participate in athletics at the district level, and we won four DCL titles. Congratulations to our **Boys Tennis Team** and our **Girls Swim/Dive Team** for winning **State Championships**.



- The ABRHS Marching Band, Band, Jazz Band, Orchestra, and Chorus performed throughout the year. A highlight of the year was our **Colors of Spring Concert in April at Mechanics Hall in Worcester. Over 200 students participated in this spectacular event.** Our 27th Annual Cabaret Night was presented by ABRHS Choruses in November, and our bands performed in Acton's Memorial Day Parade.
- In January, we held our 22nd annual Community Service Awards Night. This event was virtual, and we recognized 580 students who volunteered over 20 hours for a total of over 54,000 volunteer hours in 2021. What an incredible accomplishment during a pandemic! The event included staff presentations, student speakers, a slide show of volunteer activities, and a tribute to Dr. Martin Luther King, Jr.
- The Proscenium Circus proudly presented the fall play, ***Alice in Wonderland***, their award-winning production, ***The Importance of Being Earnest***, in March, and the spring musical, ***Matilda***. These in-person performances brought back the magic of live productions to the high school.
- In May, we had our 30th annual Scholarship Night in person. Through the support and generosity of the Acton and Boxborough communities, we awarded over **170 local scholarships that totaled about \$168,000.**
- Our Visual Arts Department installed impressive student exhibits in Student Center South throughout the school year. Additionally, in May, we were able to host our Senior Art Show again at Village Works in Acton.
- The Class of 2022 was able to enjoy many end-of-year events in person. On April 29, over 450 student volunteers participated in over 60 service projects in Acton and Boxborough. Our Senior Prom was held on Friday, May 6, and it was great to be back in person. Finally, our Graduation Ceremony returned to our traditional event on Leary Field. Congratulations to our 444 graduates of the class of 2022!



RJ Grey

JUNIOR HIGH SCHOOL

RJ Grey kicked off its year by establishing a year-long motto: Building a joyful, inclusive community of engaged learners. All staff and students worked hard this year to make this motto a reality. We returned to a completely in-person environment with a primary focus on building relationships. We had a really great year by focusing our work on the areas of Joy, Community, and Engaged Learning.

JOY

- For the first time since 2019, we hosted an in-person Scene Showcase performance and a school musical: **Guys and Dolls, Jr.** Both productions were well-received, and we were excited to see students up on stage again!
- Our 8 teams each planned two Team Community Building Days where students worked together, had fun, and experienced joy with their teachers and classmates. Students participated in fun activities, including obstacle courses, fun games, and scarecrow-building contests!
- We brought back our traditional end-of-year dances for the 7th and 8th graders. Each dance attracted more than 300 students.

COMMUNITY

- We surveyed students twice during the year on how connected they feel to their school community. Over 80% of students identified that they had an adult at RJ Grey that they could go to with a problem.
- A staff committee worked to create a plan for the implementation of an **Advisory program** for the fall, with the primary goal of strengthening relationships between students and staff. Each student will be assigned to an advisory group to form strong connections, practice SEL skills and have a space to discuss important issues as they arise throughout the year.
- Our Student Council led efforts to support our communities, including a Food Drive for the Acton Food Pantry and a Fundraiser for Ukraine.
- Our athletic programs returned to full schedules this year. Our **Cross-Country and Spring Track** programs drew the largest amounts of participants.

ENGAGED LEARNING

- All staff was trained in Universal Design for Learning (UDL) and implemented elements of the framework throughout the year in their classrooms to best meet student needs.
- All students completed the iReady screener in ELA and Math three times this year with the goal of measuring and monitoring student learning in those subject areas.



James Marcotte
PRINCIPAL

Elizabeth Broadwater
ASSISTANT PRINCIPAL

David Lawrence
ASSISTANT PRINCIPAL

Catherine Boege
ASSISTANT PRINCIPAL

At RJ Grey Junior High School, our vision is to create a community of thinkers, learners, and responsible citizens.



Blanchard

Blanchard's STARR values

- Support
- Teamwork
- Attitude
- Responsibility
- Respect

Dana Labb
PRINCIPAL

Mike Votto
ASSISTANT PRINCIPAL



Blanchard Students, Staff, and Families came back together this fall under our #reunitED theme. Our focus on Social-Emotional Learning (SEL), Literacy, and Multi-tiered systems of support (MTSS), and our shared STARR values continue to guide our inclusive and happy school! Reinforced by our relationships through school and town events, monthly community meetings, and cross-grade buddy partnerships, and with the support of our strong Parent, Teachers, Friends (PTF) board, we had a lot of positive opportunities and bright spots to celebrate this year. Some of the highlights from the year at Blanchard:

STAFF

- Our educators participated in professional development workshops dedicated to establishing a collaborative culture. Topics included error analysis, unit and lesson planning, interventions, observing each other's practice, and common assessment. Others participated in a facilitated series focused on student social-emotional needs. Educators in grades K-2 participated in a series that provided strategies that efficiently build literacy skills by targeting instruction. Through guided practice, teachers interpreted students' assessment results, planned instruction, and practiced evidence-based routines centered in the Science of Reading.
- Staff worked together to ensure refreshing teacher classroom libraries was a priority. Teachers were each provided with \$500 to purchase a variety of culturally responsive and inclusive picture and chapter books, graphic novels, and more . . . that are culturally responsive.

STUDENTS

- Blanchard percussionists joined percussionists from the junior and senior high as well as MIT students at MIT's Kresge Auditorium, to perform the premier of John McLellan's **"The Master of Time."**
- In May, The **Brass Wind Ensemble** earned their (13th consecutive) gold medal at the Massachusetts Instrumental and Choral Conductors Association (MICCA) Solo and Ensemble Festival and were invited to perform at the MICCA Honors Concert.
- Blanchard hosted **Nature's Classroom on Wheels** for all grade 5 and 6 students. Over the course of two consecutive 12 hour days, our campus was transformed into an outdoor learning environment complete with a Bonfire.

FAMILIES

- 20 families participated in our newly formed Diversity, Equity, and Inclusion (DEI) Family Advisory Committee educating one another and guiding our efforts in equality and inclusion. This work entails providing a safe and welcoming environment that uplifts and enhances the well-being of all and promotes connection and identifies areas where we can better support all the identities represented at Blanchard.
- Dozens of community members, families, and contractors worked together over the course of several weekends to complete the Hagar bridge as part of a community build. This boardwalk ensures safe emergency evacuation as well as nature access for generations to come!
- Our Festival of Cultures included 20 tables hosted by families and highlighting different cultures and over a dozen student performances. Our PTF provides free access to events like this and the Fall Festival, Bingo Night and the School Dance and adds in extra fun like Hygge Day Hot Chocolate, and Kindergarten and New Student Socials.

Conant



Val Gransewicz
PRINCIPAL

At Conant School:

- We believe that every person should feel valued and respected to enable belonging as well as meaningful teaching and learning.
- We believe that every individual is part of our community, and each person must take individual and collective responsibility to contribute to its success.

With excitement and open arms, Conant School welcomed back over fifty percent of its student body who were remote learners last year. Our community has dedicated significant time and energy to growing a school culture which values and uplifts all aspects of our staffs' and students' identities. Our goal is to support and challenge all students as they grow into their most authentic selves—academically, socially, and emotionally. The collaboration, compassion, and flexibility of our staff, students, and caregivers has allowed us to journey up the hills and down the valleys of yet another unpredictable school year. Some of Conant's highlights include:

- **Reconnection**—Our school has celebrated opportunities to reconnect with families and caregivers in person including a **Pumpkinfest**, a wildly successful **Conant Carnival**, joyous **Polar Pride Field Day**, myriad field trips, portfolio breakfasts, and cultural share projects inviting families into our learning spaces.
- **Community**—Student council organized a renaming of our pods to be inspired by mythical creatures. We participated in March Madness book brackets, **Read Across America Week with Hygge Day**, Storybook Character Dress up Day, Poetry Month read alouds, and a full Spirit Week in June.
- **Service and Engagement**—Conant's students were actively engaged in service projects throughout the year: a Kitchen Utensil Drive for Household Goods, Green Team collection for the Marker Recycling Program, Kids Pajama Drive, Acton Food Pantry Collection, Pet Supplies Drive, and more!
- **MTSS**—Conant staff is building data literacy using benchmark assessment tools, progress monitoring, observational data, and more to enhance our universal, targeted, and intensive instruction and intervention.
- **Reflection**—We have dedicated time to consider who we are as a school community amongst the upheaval of the pandemic and its ripple effects. We are committed to deepening our Responsive Classroom practices, as well as our Culturally Responsive and Trauma Sensitive Practices.

Douglas

COMMUNITY

As a school we focused on reconnecting as a community. We started off the year with virtual community meetings but were able to transition to in person meetings. Initially we talked about identity and students created identity circles in art class which were shared and displayed throughout the school. We also had many meetings that included members of the Consigli construction team. They presented progress pictures of the new building for students and explained both environmental aspects of the new school and elements of the design and build process.

The Douglas School Community enjoyed the opportunity to return to beloved school traditions, some highlights included:

- The **20th Commemorative Peace Walk**, we were joined by Mrs. Lauren Morton; MA Representative, 37th District, Danillo Sena; and MA State Senator, Jamie Eldridge

- October day of fall fun including costume parades by kindergarteners, scarecrow making and fall fun activities for the whole school
- **National Unity Day Celebration**
- A hybrid Veteran's Day celebration with both in person and virtual presentations by visiting veterans
- March reading challenge was a wild success
- **PTO hosted outside events like the Trunk or Treat, Celebration of Cultures and a Farewell to Elm Street Extravaganza!**
- Live Sixth grade musical performances of **101 Dalmatians**
- Douglas Day celebrated physical education and wellness
- Sixth graders had a truncated visit to Nature's Classroom in Groton

- We were able to welcome visitors to enrich our learning: Eyes on Owls, Pumpernickel Puppets, Author James Bruchac, Geochemist Ethan Baxter, and Lei Lu Chinese Acrobats

And new activities included:

- A student council was started in grades 4-6. Students started a "green team" to reinvigorate lunchtime composting and recycling, came up with ideas for Spirit Days and identified ways to ease the transition into the new building.
- Kids and staff worked together to create plans to embrace the new building while preserving the small community feel that everyone loves about Douglas

CURRICULUM HIGHLIGHTS:

- Developed a school based Instructional Leadership Team
- Created a schedule with an intervention block 4X a week
- Teachers began meeting regularly with math specialist to analyze assessment data and plan aligned instruction
- Coaches, specialists and other members of the ILT worked with grade level teams to plan and implement interventions
- Student learning growth was impressive across all demographic groups



Lucia Sullivan
INTERIM PRINCIPAL

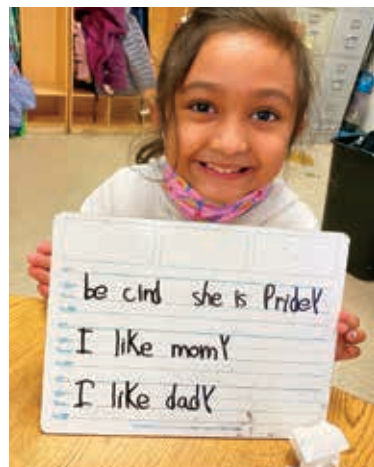
Jenna Larrenaga
ASSISTANT PRINCIPAL

Douglas School believes every student should

- experience joy and wonder.
- have the opportunity to be brave.
- feel valued.
- be proud of the work they do.

Gates

The Paul P. Gates School was built in 1968. After two years of construction, we are very excited to be moving into the new Boardwalk Campus to join our friends from the Douglas School and the Carol P. Huebner Preschool. At the Gates School we understand that it's important to grow a caring community through civility, respect and kindness. We are a community of learners that value high expectations, respect individual differences, and celebrate diversity. The Gates School is more than just a school, we are family.



Exciting highlights of the 2021-2022 school year:

- The Gates staff participated in professional learning to help grow our culturally responsive teaching practices. Together we explored Sara Ahmed's book, *Being the Change*. Students created identity maps and recorded the pronunciation of their names, which was imported into powerschool to ensure that all students' names are pronounced correctly.
- We celebrated virtual monthly All School Meetings led by sixth grade students who participated in the All School Crew. All School Meetings included student musicians, Artists of the Month, PE slideshows, and new school building updates from Consigli.
- The Gates PTO sponsored three virtual author visits this year. Students in grades K-6 were excited to welcome back **Jarrett J. Krosoczka, author of the Lunch Lady series**. Our K-2 students enjoyed meeting Debbie Ridpath Ohi and Mitali Perkins met with our students in grades 3-6.
- Gates families were excited to attend the annual **Culture Showcase**. Students participated in performances, a fashion show, and activities. They also worked together to create an international art piece, which will be on display at the new school.
- The Gates School hosted the Celebrate the Arts night that showcased artwork by all students. Everyone enjoyed the performances of our school band and chorus.
- Kindergarten, 2nd and 5th grade book buddies participated in a multicultural book tasting to "taste" books from different cultures. Fifth graders read to kindergarten book buddies and AB Seniors volunteered during their Senior Community Service Day.
- Our sixth graders participated in the final **Sixth Grade Send Off** at the Gates School in front of the new school building. With over 500 in attendance, it was a truly special event.



Lynne Newman
PRINCIPAL

Allison Warren
ASSISTANT PRINCIPAL

Gates Core Values

- Generosity
- Acceptance
- Trust & Respect
- Enthusiasm
- Scholarship

At McCarthy-Towne, everyone is considered both a student and a teacher. Integrated curricula and thematic approaches stress cooperation, active participation, and experimentation. Asking questions is considered as important as giving answers; teachers and students value the process of learning. Art integration is used as a primary vehicle for learning about the learning process. Children are given the responsibility for learning independently, solving problems, and making decisions. They are encouraged to take risks and are acknowledged for their unique talents, skills, and ideas.

(RE)CONNECTED OUR COMMUNITY

- We celebrated the **50th Anniversary of McT!** We hosted an art show, displaying our student's beautiful artwork and welcoming back former staff and students to celebrate!
- We brought back monthly assemblies, during which each host grade shared their current learning, and learning buddies, where younger classes pair with older classes to expand their learning and broaden our sense of community and connectedness.
- We hosted a family field day in the spring and the McHearty Party in the Winter.
- Our staff worked in vertical teams to build relational **trust** across our teams.

Christy Nealon
PRINCIPAL

Matt McDowell
ASSISTANT PRINCIPAL

McCarthy-Towne Core Values

- Community
- Risk taking
- Collaboration
- Persistence
- Flexibility
- Trust

- We connected our staff through **deepening our DEI work** with Dr. Liza Talusan who taught us several tools for having and facilitating courageous conversations.
- Our 5th and 6th graders were able to return to Merrowvista for a field trip that explores team building, environmental science, and social-emotional learning.
- We returned to hosting a Memorial Day **celebration** with student speeches, musical performances, and a wonderful guest speaker—one of our parents who serves in the armed forces.

EXPLORED NEW DATA PRACTICES

- Our staff spent the year examining how we use data in our work.
- We learned new screening tools, created new ways to make data visual, and created norms for how we talk about data.
- We explored new intervention models from the data.

IMPLEMENTED A NEW MATH PROGRAM

- Our students all engaged with Illustrative Math as the foundation of their math instruction
- We **welcomed** our new math specialist, Yanka, to our school. Yanka collaborated with staff and supported small groups of students.



Merriam

Experiential, hands-on project-based learning provides opportunities for students to develop skills, self-confidence, a sense of responsibility, and enthusiasm for learning. Merriam emphasizes community building, supported by activities like our weekly All School Meetings. Special activities with our multi-age “family groups” include **Community Day**, **Theme Days** and **Field Day**. Students stay with the same family groups throughout their time at Merriam, gradually assuming leadership roles as they progress through the grades.

Highlights of the year included:

- We reunited our community after more than a third of students and staff had been in the Remote Learning Program. We reconnected around the theme “journeys” as a way to explore identity, develop community and look forward together as a school.
- We implemented **STEAM “Maker on the Move”** challenges. Our lantern making challenge in December evolved into an evening “Solstice Stroll” where families came together to view beautiful lanterns, listen to poems and song while sipping hot chocolate.



Juliana Schneider
PRINCIPAL

Bryant Amitrano
ASSISTANT PRINCIPAL

Merriam Core Values

- Risk taking
- Persistence in Learning
- Respect



- Grade-levels embarked on the first year of “re-looping” our school. Kindergarten now loops to 1st grade, 2nd to 3rd grade, 4th to 5th grade, and 6th grade stands alone. This has allowed us to refine and grow existing projects using an equity and STEAM lens, as well as invest in new curriculum materials that support standards and provide “windows and mirrors” for our students.
- The Parker Damon Building received a grant to build out our gardens. This year’s 2nd graders will learn about the history of the land we live on and the traits of different plants through companion planting. They will harvest next fall as they continue their study of plant life cycles and indigenous and settler histories.
- As part of the District Initiative for MTSS, our Instructional Leadership Team met regularly to examine existing structures and build out new structures for better implementing general education interventions in both math and literacy. We have adopted new assessment systems in order to systematically monitor progress and built schedules to support intervention blocks across grade levels.
- During **Literacy Week**, high school students read books to students in various languages, and we had authors visit every classroom!
- Merriam 3rd graders (with help from some high schoolers) participated in a **National Chalk Art** competition featuring endangered species. This was only a small part of their Endangered Species projects that were featured at the Discovery Museum in Acton for a culminating exhibit for the public!
- We were able to bring parents back into our building, just in time for our mid-year Student Led Conferences! Kindergarteners through 6th graders independently walked their caregiver(s) through the journey of their learning.

Carol Huebner Early Childhood Program (CHECP)

The **Carol Huebner Early Childhood Program (CHECP)** is a developmentally-based learning environment that provides each child with the opportunity to learn and grow at his or her own pace. Students with identified special education needs and those who are developing typically learn and play together. By the end of the school year, 153 students were enrolled in the program, which included students supported with drive-in related services that included speech-language therapy, physical therapy and occupational therapy.

Throughout the year CHECP staff also worked in collaboration with parents and area preschool/daycares and provided 63 evaluations and over 40 observations, screenings and consultations, to support students and families in the community.

Joseph Gibowicz
COORDINATOR

Some of the highlights of the year have been:

- Continued to prioritize Outdoor Learning Time.
- With support from the Teaching & Learning department the **Heggerty Curriculum** was introduced to help support students' phonemic awareness and early literacy skills.
- During outdoor games day the Speech/Language Pathologists and Motor Therapists provided fun, theme based activities that connected with classroom curriculum activities and supported speech/language and motor skill development.
- In collaboration with the Teaching & Learning department, the preschool students participated in STEAM experiences by building with **KEVA planks** and exploring coding with **Beebots**.
- CHECP staff said goodbye to their buildings, as they packed and prepared for the move to the Boardwalk Campus School which will bring the early childhood program together under one roof.

The philosophy of the Carol Huebner Early Childhood Program is that:

- all children can be successful.
- all children can learn and develop.
- all children learn and develop at their own pace given their unique learning styles.
- all children learn through active exploration of their environments.
- all children learn through interaction with peers and adults.
- all children need a nurturing, predictable environment in which to grow and learn.
- play is the foundation of a child's learning and development.
- all children learn best in an "inclusive," child-centered, developmentally appropriate environment.
- the role of adults is to support and facilitate each child's learning.



ABRSD School Committee



A NOTE FROM ADAM KLEIN, CHAIR

This was a challenging yet rewarding year for the school committee, and I want to take a moment to express my thanks for the amazing dedication of our teachers, staff, administration, and committee members. This year brings the retirement of two committee members. Nora Shine finished out her term as chair of the Policy sub-committee. Her time on the committee was instrumental to helping raise awareness of the advertising practices of some of the software platforms with which our students interact. John Petersen leaves us after his return to the committee and his service on the budget subcommittee, and as chair of the Health Insurance Trust. John's thoughtful missives on budgetary practices and love of poetry will be missed. Of course, I also want to thank the communities of Acton and Boxborough for your continued support of our school district and students.

Best Regards,
Adam

RECENTLY ELECTED MEMBERS



Liz Fowlkes

Liz has been a Boxborough resident since 2015 and was elected to the School Committee in 2022. After growing up in Worcester, MA Liz loves living in Boxborough with her husband, two sons, au pair, and six rescue dogs. Liz works in Wealth Management for a firm outside of Boston. She received her MBA from Clark University and Bachelor's from University of Massachusetts Dartmouth.

She coaches soccer for AB and both her boys attend Blanchard Memorial. When not working or volunteering, you can find Liz at home crocheting, enjoying time with her family/friends, or with her nose buried in a book.



Rebecca Wilson

Newly elected to the school committee in 2022, Rebecca is an Acton-Boxborough alum who has lived in Acton for over 20 years. She is currently raising three young children in the district along with her husband, a fellow AB alum. She received her bachelor of arts in English from Framingham University in 2011 along with a minor in Spanish language. Travel to Argentina in 2016 was a cherished opportunity to practice that skill. Since having children she has been a stay at home mother, and works part time in browser testing and customer service, using her previous experience in IT at a local Maynard company. She is also active in local social justice movements, and is deeply passionate

about community building. Rebecca is currently moonlighting as a novelist and zine creator, and is pursuing professional publishing. Her pandemic project was a sprawling kitchen garden which grows larger every year, along with her flock of chickens.

Staff Update

We thank our retiring staff for their many years of dedication to the district:

Elizabeth Bricker	Bus Driver	
Niza Carlson	Special Ed. Assistant	Merriam
Kellie Carter	Social Studies Teacher	JH
Susan Ervais-Bohmiller	Special Ed. Coordinator	HS
Marianne Farren	ABA Trainer	Preschool
Elizabeth Foster	Nurse	McT
Lynne French	Comm. Ed. Head Teacher	
Ned Gallant	Custodian Lead	JH
Jacqueline Gottesman	Spanish Teacher	HS
Rebecca Greeley	Spec. Ed. Assistant	HS
Margaret Harvey	Elem Curriculum Coord.	
Cynthia Kelly	Counseling Office Support	HS
Gail Kessler-Walsh	Guidance Counselor	Blanchard
Paul LeSage	Security Supervisor	HS
James Maloney	Earth Science Teacher	HS
Lynne Newman	Principal	Gates
Beth Petr	Executive Assistant/Supt.	
Judith Philbrick	Cafeteria Cook	JH
Gabrielle Prosnitz	Speech Language Path.	Preschool
Brigitte Seeley	Data Information Specialist	
Kathleen Smith	Kindergarten Teacher	Douglas
Deborah Trentsch	Attendance Support	HS
Anne Vlajinac	Admin. Asst./Curriculum	
Christopher Whitbeck	Principal	Douglas



Congratulations to our staff who have achieved 20 years of service to the district:

Jana Bardsley	Special Educator	Conant
Martha Bethel	4th Grade Teacher	Douglas
Amanda Bromberg	Math Teacher	HS
David Bouchard	Custodian	JH
Kathleen Bower	Elem. Office Administrator	Blanchard
Peter Cacciola	Athletic Trainer	HS
Margaret Callaghan	Music Teacher	Blanchard
Maura Cedrone	Custodian	District
Sara Clinton	Guidance Counselor	HS
Kathryn Contini	Social Studies Teacher	JH
Erin Doherty	Nurse	JH
Aaron Foley	Lead Custodian	Douglas
Alexandra Ganss	3rd Grade Teacher	Conant
Genevieve Hammond	Senior Seminar Teacher	HS
Nicole Jeannotte	Special Educator	HS
Christiann Kelley	5th Grade Teacher	Conant
Paul LeSage	Security Supervisor	HS
Cathy Loeb	Nurse	HS
Kim Luongo	5th Grade Teacher	Gates
Amy Maciel	4th Grade Teacher	Douglas
Colleen McGovern	Nurse	HS
Melissa Meek	5th Grade Teacher	Conant
Allyson Morrell	Cafeteria Cook	Merriam
Kristen Olsen	Spec. Ed. Assistant	Merriam
Jean Oviatt-Rothman	Elem. Curr. Coordinator	District
Karen Prokowiec	Cafeteria Cook	McT
Susan Spencer	Spec. Ed. Assistant	Blanchard
Ruairi Sweeney	Campus Sec. Supervisor	HS
Erin Sweeney	Spec. Ed. Assistant	McT
Deborah Trentsch	Attendance Support	HS

2022-2023 New Professional Staff, as of August 1, 2022

Jennifer Faber	Director of DEI	District
Lizbeth Feliciano	Assistant Principal	Douglas
Kathleen Worth	Assistant Principal	Gates
Lizbeth Feliciano	Assistant Principal	Douglas
Rebecca Comiskey	Special Ed. Coordinator	Merr./Conant
Jun Wei (Anthony) Zhang	Assistant Principal	RJ Grey
Christopher Ocampo	Assistant Principal	ABRHS
Rachael Fusco	Special Ed. Coordinator	ABRHS
Anne Joyce	Literacy Coach	PDB
Joseph Columbo	Math Specialist	Blanchard
Krista Gleyzer	Special Educator	Blanchard
Alexandra Jeffway	Speech/Lang. Pathol.	Blanchard
Alyssa Rosenfeld	School Counselor	Blanchard
Tatiana Burenkova	English Language	Conant
Kimberly Gauthier	BCBA	Conant/Gates
Michelle Laflamme	Library Media Specialist	Conant
Jaycie Luke	Special Educator	Conant
Dawn Mesite	Math Specialist	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
Jaime Knott	1st Grade Teacher	Gates
Amanda Martone	5th Grade Teacher	Gates
Lindsey Tosches	STEAM Coach	Gates/Douglas
Kelli Buote	Special Educator	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 Educator	JH
Amanda Caudill	8th Grade Soc. Studies	JH
Ashley Davis	7th Grade Science	JH
Debra Frelich Reed	Math Specialist	JH
Neema Kulkarni	7th Grade Science	JH
Cristina Manto	7th Grade Social Studies	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
Dana Homer	Science Teacher	HS
Joseph Teevens	Social Studies	HS
Charles Watkins	Science	HS



Looking Ahead to 2022–2023

As we prepare for this upcoming school year we are looking forward to continuing our efforts in several areas, as well as anticipated changes and developments within our District.

OPENING OF THE BOARDWALK CAMPUS

We are excited for the opening of our newest school building, the **Boardwalk Campus**, which will house the Gates School, Douglas School, and Huebner Pre-School. It will also be a new space for other school community activities.

NEW DISTRICT LEADERSHIP

We are welcoming 14 new administrators to our District, including five assistant principals, three special education coordinators, a director for K12 Physical Education, a director for K12 Visual arts, and our District's DEI Director.

NEGOTIATIONS WITH ABEA, OSA, AND AFSCME

We are scheduled to engage in contract negotiations with our three labor unions representing our educators, office support staff, and custodial staff. These negotiations will begin in the Fall of 2022.

DEVELOPMENT OF FY23 BUDGET

The District will be working closely with town boards and officials to develop a proposed budget for the 2023–2024 school year, anticipating several ongoing factors that present structural challenges and limitations to additional revenue.

AREAS OF FOCUS IN OUR IMPROVEMENT PLAN

1. Social-Emotional Learning, Mental and Behavioral Health

Improve social-emotional and mental and behavioral health outcomes for students by shifting our environments, practices and supports so that students can more effectively access learning and cultivate constructive relationships.

2. Improved and Equitable Academic Outcomes

Improved academic outcomes for literacy and mathematics for all students in grades K-8, with particular emphasis on students from underserved subgroups including students who are black, Latinx, multilingual learners and/or who receive special education services.

3. Culturally Responsive Practices

Improve students', staff, and families' sense of belonging by strengthening school culture and climate, diversifying the professional staff, and intentionally implementing culturally-responsive instructional practices and materials.





Acton-Boxborough Regional School District **2021-2022 ANNUAL REPORT**

**Acton-Boxborough
Regional School District**
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The High School Chorus and Band performing at the Colors of Spring concert in April 2022 at Mechanics Hall in Worcester

