

**Acton Public, Acton-Boxborough Regional,
Acton-Boxborough Transitional
School Committees**

November 21 , 2013

**7:00 p.m. Joint APSC/ABRSC Meeting
7:15 p.m. APSC/ABRSC/ABTSC Meeting**

in the R.J. Grey Junior High Library

**ACTON-BOXBOROUGH TRANSITIONAL SCHOOL COMMITTEE (ABTSC), ACTON-
BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) and
ACTON PUBLIC SCHOOL COMMITTEE (APSC) MEETINGS**

**Library
R.J. Grey Junior High School**

**November 21, 2013
7:00 p.m. Joint APSC ABRSC Meeting
7:15 p.m. Joint APSC ABRSC ABTSC Meeting**

AGENDA

1. **APSC and ABRSC CALL TO ORDER** (7:00)
2. **Presentation to Food Services Staff**
Healthier US School Challenge Award – *Kirsten Nelson and Katie Millett from the Department of Elementary and Secondary Education* <http://ab.mec.edu/departments/food/foodmenus.shtml>
3. **Recommendation to Accept Gift of \$450,000 from the Richard E. Dow Track Fundraising Committee/Friends of Leary Field – ABRSC VOTE** – *Steve Mills*
4. **Recommendation to Accept Gifts to the Acton Elementary School Libraries from the Friends of the Acton Libraries – APSC VOTE** – *Steve Mills*
5. **Recommendation to Accept Gifts to the R.J. Grey Junior High and ABRHS Libraries from the Friends of the Acton Libraries – ABRSC VOTE** – *Steve Mills*
6. **ABTSC CALL TO ORDER - JOINT APSC, ABRSC and ABTSC MEETING** (7:15)
7. **Chairman's Introduction**
8. **Statement of Warrant and Approval of Minutes**
 1. Minutes from 11/7/13 APSC/ABRSC/ABTSC Meeting (*next meeting*)
 2. Minutes from 10/3/13 APSC/ABRSC/ABTSC Meeting (*next meeting*)
9. **Public Participation**
10. **APSC and ABRSC SUSPENDED - ABTSC CONTINUES**
11. **Acton-Boxborough Regional School District Superintendent Search_** – *Brigid Bieber and Dr. Herb Levine from Future Management Systems* (7:30)
 1. Search Update
 2. Recommendation to Approve Leadership Profile – **VOTE** (*middle section of documents slightly revised from packet*)
 3. Superintendents' Salary Review (*addendum*)
12. **APSC and ABRSC RECONVENE – JOINT APSC, ABRSC and ABTSC CONTINUES**
13. **Elementary Class Size** - *Maria Neyland and Marie Altieri* (8:15)
(*Discussion only, FIRST READ of revised policy File: IIBA planned for 12/7/13 meeting*)
 1. Class Size Policy Options (*revised from packet*)
 2. Current Acton and Boxborough policies
 3. Study Material from Boxborough School Committee presentation on 3/10/11 (posted with 11/7/13 School Committee meeting materials)
 4. Class Size financial estimates (Section Planning), Marie Altieri (*addendum*)

14. **APS/ABRSC/ABTSC Policy Update (8:35)**
 1. Notice re District Policies for this year – **SECOND READ – VOTE**- *Brigid Bieber*
 2. Nondiscrimination (File: AC) revision – **SECOND READ – VOTE** - *Liza Huber*
 3. Prohibition of Harassment (Combining Files: ACAB, JBA, GBA) revision with form – **FIRST READ – *Liza Huber (addendum)***
 4. ABTSC/APSC/ABRSC Policies - Consent Agenda #1 – **SECOND READ – VOTE** - *Maria Neyland* (incorporating Blanchard policies with APS/ABRSD, see separately posted document) (8:40)
 - a. Section A: Foundations and Basic Commitments (*selected policies*)
 - b. Section B: School Board Governance and Operations (*selected policies*)
15. **2013-2014 SMART Goals – SECOND READ - VOTE** – *Steve Mills (8:50)*
16. **School Committee Member Reports (oral) (8:55)**
 1. Acton Leadership Group (ALG) –*Dennis Bruce*
 - a. Draft minutes from 11/7/13 meeting (*revised from packet*)
 2. Boxborough Leadership Forum (BLF) – *Maria Neyland*
 3. Health Insurance Trust (HIT)– *Kim McOsker*
 4. Other Post Employment Benefits (OPEB) Task Force– *Dennis Bruce*
 5. Acton Finance Committee – *Dennis Bruce*
 6. Acton Board of Selectmen – *Paul Murphy*
 7. Boxborough Finance Committee- *Maria Neyland*
 8. Boxborough Board of Selectmen – *Maria Neyland*
17. **ABRSC and ABTSC ADJOURN and APSC CONTINUES**
18. **FY14 Financial Report – 1st Quarter – *Don Aicardi (9:00)***
19. **Recommendation to Accept Gift from Douglas PTO – VOTE** – *Steve Mills (9:10)*
20. **2014-2015 Kindergarten Registration Schedule**
20. **FOR YOUR INFORMATION**
 1. Pupil Services
 1. English Language Learners (ELL) Student Population, 11/1/13
 2. Early Childhood Student Population, 11/1/13
 2. Dismissal Schedule for Wednesday, 11/27/13
 3. Professional Day Report, 11/5/13
 4. Monthly Enrollment, 11/1/13
 5. Letter to Officials re PARCC testing including Letter from M. Lewis
 6. Announcement of ABRHS Principal Dr. JoAnn Campbell
 7. 2014-2015 ABRSD School Calendar
 8. 2014-2015 Kindergarten Registration Schedule
 9. School Newsletters
 - Blanchard PTF: <http://www.blanchardptf.org>
 - Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>
 - Douglas Digest: <http://douglasschoolpto.org/drupal/communications/douglas-digest>
 - Gates Gazette: <http://gateschoolpto.org/gazette>
 - McCarthy-Towne Bulletin: <http://www.mctptso.org/bulletin/>
 - Merriam Comm News: <http://www.merriampto.org/Merriam>
 - Carol P. Huebner Preschool: <http://ab.mec.edu/Preschool/index.htm>
21. **NEXT MEETINGS**

- December 5, 7:00 p.m. APSC/ABRSC/ABTSC Meeting, R.J. Grey Junior High Library
- December 12, 7:30 p.m. Boxborough School Committee, Blanchard Library
- December 19, 7:00 p.m. APSC Meeting, R.J. Grey Junior High Library

ADJOURN (9:15)



[Home](#) [District](#) [School Committee](#) [Our Schools](#) [Departments](#) [Students](#) [Parents](#) [Staff](#)
[Community](#) [Food Services](#) [Forms](#)

Food Services

Welcome to Food Services

Latest News

- See [Pictures from the Massachusetts Farm-to-School Week](#). The 3rd grade students at Conant Elementary husked the corn that was brought in from a farm for lunch.
- Read the [Fall 2013-2014 Food Service Newsletter](#) with new school lunch prices for all schools and information about how to prepay lunches online.
- Check out the [Beacon/Wicked Local Online Interview](#) with Kirsten Nelson, APS/AB Food Services Director.

Lunch Prices

- Acton Public Schools: \$2.75
- Acton-Boxborough Regional Schools: \$2.50 to \$3.50
- A la carte milk: \$.50



Prepay Lunch Online



The Food Services Department offers [ParentOnline](#), a safe and secure way for parents to make online payments and view student meal account activity. For information and details, see [Lunch Prepayment](#).

Free/Reduced Lunch Application



Food services provides an online application for free or reduced lunches. See the [APS Flyer](#) for Acton elementary or [AB Flyer](#) for Acton-Boxborough Regional. For more information, go to [Free/Reduced Lunch Form](#).

Suggestion Box

Please leave your ideas for improving AB Food Services in the box below. We will read every suggestion.

Your Name:

Your Email:

Your Suggestion:

2554685



Type the text

[Privacy & Terms](#)



Send Message

Nutrition Resources

- [Let's Move](#) is a comprehensive initiative, launched by the First Lady, dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams.
- [Choose My Plate](#) from the U.S. Department of Agriculture gives advice on nutrition, MyPlate, MyPyramid, and Dietary Guidelines for Americans.

Updated: 11/15/2013

11/18/2013

3.0

Maria Neyland, Chairperson
Acton Boxborough Regional School Committee
16 Charter Road
Acton, MA 01720

Maria,

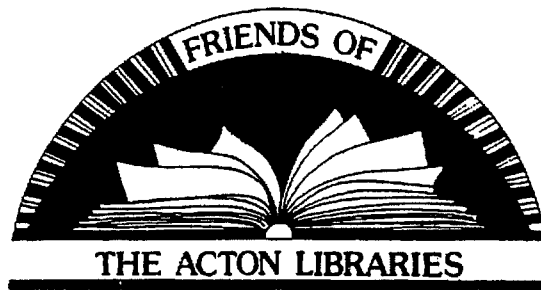
On behalf of the Richard E. Dow Track Fundraising Committee, The Friends of Leary Field, Inc. (FOLF), a 501(c)(3) non-profit organization, is pleased to present to the Acton-Boxborough Regional School District the enclosed check for \$450,000.00 to be used towards the renovation of the Richard E. Dow Track on the School's Central Campus. The fund raising committee was spearheaded by John Raguin, an Acton resident, whose tireless efforts helped to rally the community and achieve this goal.

Some facts about the effort:

- 450+: The number of residents, business, and employer matching gifts received by FOLF.
- Donations were made by residents of 12 **other** MA towns and 6 **other** states.
- A number of local area business including-
 - Acton Ford
 - Idylwilde Farms
 - Middlesex Savings Bank
 - Orange Leaf Frozen Yogurt
 - Pro-Tech Service Stations
 - Bursaw Gas & Oil
 - Concord/Littleton Lumber Company
 - Marx Running
 - Acton TeamWorks
- \$50,000: The amount of money raised from Youth Sports and High School Booster Organizations
 - Acton Boxborough Youth Soccer
 - Acton-Boxborough Youth Lacrosse
 - Acton- Boxborough Girls Youth Lacrosse
 - Acton-Boxborough Travel Basketball
 - Acton-Boxborough Monday Night Quarterbacks
 - Acton-Boxborough Track Boosters
 - The Colonial Club
 - Acton Boxborough Pop Warner Football
- 33: The number of donations in excess of \$1,000
- 5: The number of donations in excess of \$10,000
- 2: The number of donations in excess of \$100,000

Best Regards,

The Friends of Leary Field, Inc.



November 11, 2013

Dr. Steven Mills
Acton Public and Regional Schools
16 Charter Road
Acton, MA 01720

Dear Dr. Mills:

The Board of the Friends of the Acton Libraries is once again pleased to present you with our annual gifts to the school libraries.

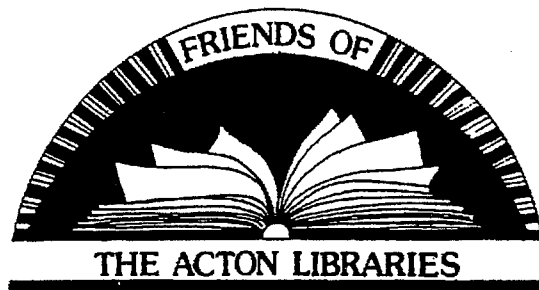
As the world of books changes, we have seen a decline in revenues that unfortunately must find its way into what we can donate each year. Nevertheless, we hope these checks will still make a welcome difference in the books, equipment, or online services that each library can offer its students.

With kind regards,

Carol Doblewski, President
Friends of the Acton Libraries

\$2200. for Conant School
\$2200. for Douglas School
\$2200. for Gates School
\$2200. for McCarthy-Towne School
\$2200. for Merriam School

\$11,000 total



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Acton Public and Regional Schools
16 Charter Road
Acton, MA 01720

Dear Dr. Mills:

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As the world of books changes, we have seen a decline in revenues that unfortunately must find its way into what we can donate each year. Nevertheless, we hope these checks will still make a welcome difference in the books, equipment, or online services that each library can offer its students.

With kind regards,

Carol Dombrowski, President
Friends of the Acton Libraries

\$2200 for R.J. Grey Junior High School
\$3800 for Acton-Boxborough Regional High School

\$6,000 total

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Leadership Profile
Acton-Boxborough Public Schools
11/13/2013

Introduction

The Acton-Boxborough communities are most proud of their public schools, and agree that they are the center of the communities' focus and attention. There is universal agreement that the schools are highly thought of, and that the communities' significant degree of support, including financial, will not wane.

The Acton-Boxborough communities underscore the importance that each has demonstrated in the expansion and preservation of open space, leading to excellent recreation areas utilized by the citizenry, including parks, trails, swimming and hiking. Community-wide activities and a strong sense of community suggest a welcoming and close-knit environment, which continues, along with the outstanding academic, athletic and fine and performing arts successes of the public schools, to attract young home-buyers to the more affordable towns of Acton-Boxborough than most surrounding communities offer. Regularly mentioned as strength of the communities, and, most particularly the public schools, is the active, engaged and supportive parent base. A significant youth sports program at every level was highlighted throughout the groups.

The commuter rail to Boston provides easy access for those who wish to access the city for all that it offers, while the expanding minority communities of Indian and Chinese is considered a strength, but one to which attention must be paid.

The following are important characteristics and traits that the Acton-Boxborough community, through dialogue in six distinct focus groups, facilitated by Herbert W. Levine, Ph.D., repeatedly stated are necessary for the next superintendent of schools to possess. The focus groups included administrators, teachers, parents, community members and elected officials. Each group was asked a series of probing questions, from the unique nature of Acton-Boxborough to the most important professional and personal characteristics that citizens expected of their next superintendent, with a strong communicator and visible

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leader who understands and supports teachers topping the list. We thank all who attended these sessions for their willingness to participate.

Professional Leadership Qualities

The following are the desired professional leadership qualities repeatedly underscored by the focus groups:

Communication: The new superintendent must be an outstanding communicator, as this trait was most mentioned across all focus groups. A good communicator must be willing to listen, value constructive criticism, be articulate in defending his/her positions, easily dialogue with large and small groups including town officials and parents, and be able and willing to build and work with effective teams. The superintendent must be comfortable in reaching out to a present and growing ethnically diverse population. The new superintendent must also remain cool, calm and collected during tense, emotional and/or crisis situations. The superintendent should be able to “think on his/her feet”.

Organization: The new superintendent should be organized in his/her approach to addressing school system needs, getting to know the district and its people, that which works, and the established culture before prioritizing and developing a plan for continuous growth. The new superintendent should understand and implement appropriate decision-making processes, pushing back decisions to the point of contention.

Understands and supports teachers and children: It is clear that the Acton-Boxborough community expects its next superintendent to be familiar with the classroom, instruction, and the day-to-day operation of schools. The superintendent should understand the needs of the teaching staff, and be supportive of what they do each day. The new superintendent should understand child development. The superintendent should also be skilled in giving constructive feedback, and show support by being visible in both schools and classrooms. The new superintendent should be a pro-active advocate for both teachers and children.

Listening Skills: The new superintendent should possess good listening skills, and be able to assess and observe respectfully.

Processor of Information: The new superintendent should be thoughtful, and be able to process information without rushing to judgment.

Visionary: The new superintendent should be forward thinking, avoiding stagnation, and be able to articulate that vision sequentially and methodically.

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Experience: Although different types of experience were brought forth in focus group discussions, the significance of school-based and central office experience being critical for the new superintendent to have experienced is of utmost importance.

Budget: The new superintendent should be fiscally sound and pay attention to both formulating and managing the district's budget.

Policy: The new superintendent should be experienced in understanding and implementing federal, state and local policy with a common sense approach that allows for implementation in an effective but least intrusive manner

Intelligence: The new superintendent should be smart, both intellectually and as intelligence might apply to managing and leading people.

Creativity: The new superintendent should be receptive to creative ideas and be entrepreneurial.

Astuteness: The new superintendent should be professionally and politically astute.

Data: The new superintendent should be comfortable with and experienced in analyzing data and applying such analysis to decisions that make sense for kids.

Personal Leadership Qualities

The following are the desired personal leadership qualities repeatedly underscored by the focus groups that the new superintendent should possess:

- Fair, kind, empathetic and compassionate
- Approachable and reasonable
- Courageous, decisive, and consistent
- Trustworthy, respectful, civil, honorable and ethical
- Thoughtful
- Sense of humor
- Confident and accountable
- Flexible
- Good listener
- Smart
- Transparent
- Humble
- Thick skinned
- Strong work ethic
- Collaborative
- The ability to motivate and inspire

Concluding thoughts:

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It is clear that the district and community expect the next superintendent to be many things to many people, as the job dictates. It is also expected that the superintendent will be invested in the district and intend to stay a while, hopefully a long while. The new superintendent should also be invested in his/her own personal and professional growth and value the opportunity to effect that growth in Acton-Boxborough. The new superintendent should be confident, strong and courageous, yet flexible and willing to listen. **Most importantly, however, will be the new superintendent's ability to build relationships based on mutual trust, respect, and yes, even affection.**

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Acton-Boxborough Superintendent Search Telephone Interview Report

Efforts to obtain meaningful information that supports the process leading to the appointment of the next Superintendent of Schools involved a community-wide survey, several focus group meetings and telephone interviews. This report addresses nine telephone interviews that were arranged by the chair of the search committee. Interviews with selected community leaders from Boxborough and Acton were conducted on November 6, 7 and 8.

Eight questions were asked:

1. What are the most important issues currently facing the town, exclusive of the schools?
2. What are the most important issues currently facing the schools?
3. Describe the working relationships between the municipal departments.
4. Describe the budget process focusing on how the needs of individual departments are considered and addressed.
5. What concerns do you have about the budget as the plan for school regionalization unfolds?
6. What words of advice would you offer to the next Superintendent of Schools?
7. Describe the professional and or personal qualities the next superintendent will need in order to be successful

A summary of the responses as shared by those interviewed follow:

What are the most important issues currently facing the town, exclusive of the schools?

The most important issues facing the town are related to finance. The tax rate is represented to be very high. There is and will continue to be a low economic base. The tax payers provide about 89% of the revenue required to pay for town services. The Boxborough budget ten years ago was ten million dollars; today the budget has more than doubled at 21 million dollars.

Student enrollment in Boxborough has declined significantly. The Blanchard School was built to serve over 600 students. Most recently 400 students attended the Blanchard School and the future outlook calls for the population to decrease into the 300s. In short, school expenses are increasing while student population is decreasing. The decrease in student population was a motivating force for the towns of Acton and Boxborough to regionalize the elementary schools along with the previously regionalized Junior and Senior High schools.

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The town’s population is aging and an increasing number of residents do not have children attending the schools. Discussions are taking place about building a new senior citizens center. Most of the people interviewed expressed support and appreciation for the community’s great schools recognizing property values are a byproduct of the quality of the school system. While they recognize the impact of good schools, some expressed concern about the need to adequately provide for other town services. The ability to continue to maintain all of these services is of great concern to many. One person indicated, “No future budget will pass due to pressure being leveled by parents of school children alone”. This person suggested the new superintendent will need to maintain regular and open dialogue with the community to educate about the needs and requirements of the schools as broad based community support will be required in order to gain approval.

In addition to an increasingly aging population, the community is also undergoing cultural changes. The overall minority population of Acton is currently 22% while the schools are 30%. The Blanchard Elementary School includes 40% of the student population from Asian or Indian decent. This results in cultural challenges that the community will need to address.

Some representatives from the Town of Boxborough expressed the concern that they would lose the sense of community that has been developed over past years. While there isn’t a Main street, a Town Hall, etc. the community center has been the Blanchard School. Representatives from the community cited their concern that regionalization could result in the community losing its “center” of community.

Decision making was represented to be a slow process. Municipal boards were represented as tending not to act too fast, to think things through, slowly. One person expressed the opinion that there appears to be a reluctance to make big decisions. Once decisions are made, the public is encouraged to make appeals to the respective board. While there are plusses to deliberate decision making, there may also draw backs if the decision making process takes precedence over getting things done.

What do you feel represent the most important issues currently facing the schools?

The most important issues related to the schools focuses on the varied issues related to implementing regionalization. A representative from Boxborough expressed concern about the fiscal assessments the community will lose due to regionalization. Concern was offered from Boxborough regarding the size of the community representing about one quarter the population of Acton and the potential loss of a balanced concern for each community. Boxborough is fearful of the potential that their interests could become lost in the scheme of things as regionalization unfolds.

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Regionalization of all of the schools in the two communities results in a brand new job. As a community, the two superintendents that many have interacted with will become one. For many in Boxborough, this will be different.

The students are represented to be great “kids”. However, there are issues that are not dissimilar to those experienced in other communities. The issue of illegal drug use reportedly is on the increase. Acton Police used to have three officers assigned to the Junior and Senior High schools that the school department paid for. Recently the number of assigned police was reduced to two. Efforts are being made to educate parents about the problem.

It was reported that domestic violence has dramatically increased in recent years. This matter requires the attention of the police department and school personnel.

The school district is recognized as a high achieving district. There is much pressure for students to achieve. As a result there are an increasing number of students who have attempted or committed suicide. This would appear to be a town wide issue that will require the collaborative attention of the school department and other town departments.

Changes in the demographics of the community continue to take place. About 40% of the students attending the Blanchard School include children from Asian and Indian families. The schools need to be mindful of different values system that the schools and community need to become knowledgeable about. Many of these families do not participate in the activities of the schools.

DESE requirements continue to require increased amounts of attention and labor.

Describe the working relationships between the various town departments.

Respondents indicated the relationships between departments were much improved over past years. The current school superintendent regularly meets with the Town administrators. Meaningful conversation reportedly takes place.

When Hurricane Sandy hit the region last year, the schools proactively offered food and lodging to residents who had lost electricity. The current superintendent was cited noting this may not have happened under previous superintendents.

Town department heads stated, the towns need a new superintendent who recognizes that the schools are a part of the whole; the budget has limitations and the community has a variety of needs. While the schools are a significant part of the two communities’ budgets (approximately two-thirds) the likelihood of increases at the expense of other town departments does not appear realistic.

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Describe the school budgeting process.

The process is intended to be collaborative. There is a leadership council that is comprised of the town administrators, superintendent, and business manager, chairs of the selectmen and school committee, and finance committee that meet regularly to discuss issues related to the finances of the two towns. The council has engaged with a paid mediator who led the process of developing an agreement. The committee tries to develop a consensus financial outlook for the next year or two. It appears that the budget development process is conducted with a good sense of what the two towns will be able to provide. Respondents indicated the budgets usually pass without “fight” on the town meeting floor.

One respondent indicated the schools have done a good job of providing information about budget requirements of federal and state law.

The new superintendent needs to know there is an active taxpayers group that he/she will deal with. The new superintendent would meet with them on a regular basis and develop a working relationship with them.

Under the current superintendent there is considerable trust related to the budget that must be continued. The current superintendent has regularly turned back unspent money to the town. If someone came in and went on a spending spree near the close of the school year, this could become a problem.

What budgetary concerns do you have as related to regionalization?

- There are disparities between Acton and Boxborough. In Acton there is a 60%/40% split between commercial and residential properties while in Boxborough that ratio is 90%/10%. Thus some people in Boxborough anticipate taxes that will be higher than in Acton.
- We live in a complex world. The superintendent needs to have a strong understanding that money is very tight and he or she will have to live within a tight budget, holding people accountable for what they spend.
- How to handle previous school debt from a town to a regional basis.
- Blanchard parents will have the opportunity to have age appropriate children attend the Blanchard School unless the school committee and principal determine that it would be necessary for some of the children to be bused to Acton (balancing class enrollments).

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- Calculating the costs of retired teachers.
- What happens if the school committees renege on their promise to remain collaborative?
- What if there is a power grab by a future school committee? Some expressed the desire to be meaningfully involved with the region to help develop a budget from the perspective of multiple views.
- There is keen competition for tax dollars. One respondent noted the schools receive two thirds of the budget and as a result, school personnel need to be more sensitive to the needs of the overall community.
- The preliminary budget will be presented from the region with little control by the two communities.

What words of advice would you offer to the next Superintendent of Schools?

- Be a good listener. This isn't a system that is broken and needs to be fixed. There are small changes that could be made, but nothing radical. Don't make fast judgments or decisions.
- Pay attention to the needs of the whole child especially social and/or emotional considerations.
- Be a good counselor.
- Don't rush toward standardization, if you do, it could become a big mistake.
- Take time to know about the history and culture of the communities.
- Get to know the community players as well as the leaders. Continue to foster the current good working relationships.
- Be an active part of the community. Recognize that the community comes first. We have excellent schools, but the overall community comes first.
- Cooperate with other town departments.
- Understand that the community is hung up on process. Process matters almost as much as outcomes. The Superintendent will find that he or she will be bound to process.
- Build a good working relationship with the school committee. There have been lots of changes in the school committee. Be sure to develop an understanding about the rules and processes that need to be followed as to who does what.
- Understand and be sensitive to Boxborough's loss of its sense of community.

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What are the most important personal and or professional qualities that the next superintendent must have in order to be successful?

- Excellent human relation skills
- Maturity
- Understand the issues involved with managing at the building level
- Effective two-way communicator; a superb listener who is good at processing information
- Effective team builder
- Open and honest; straight shooter; transparent; highest level of integrity
- Smart; forward thinker
- Able to make a decision and live with it. Has a back bone, not spineless.
- Holds self and others accountable
- Patient, capable of handling frustration while controlling emotions
- Calming nature
- Methodical
- One who mentors and promotes those in our talent pool
- We don't need a gang buster or a person all tied up in their own ego. We need a person who understands what it takes to create and maintain a sense of community
- Collaborative problem solver.

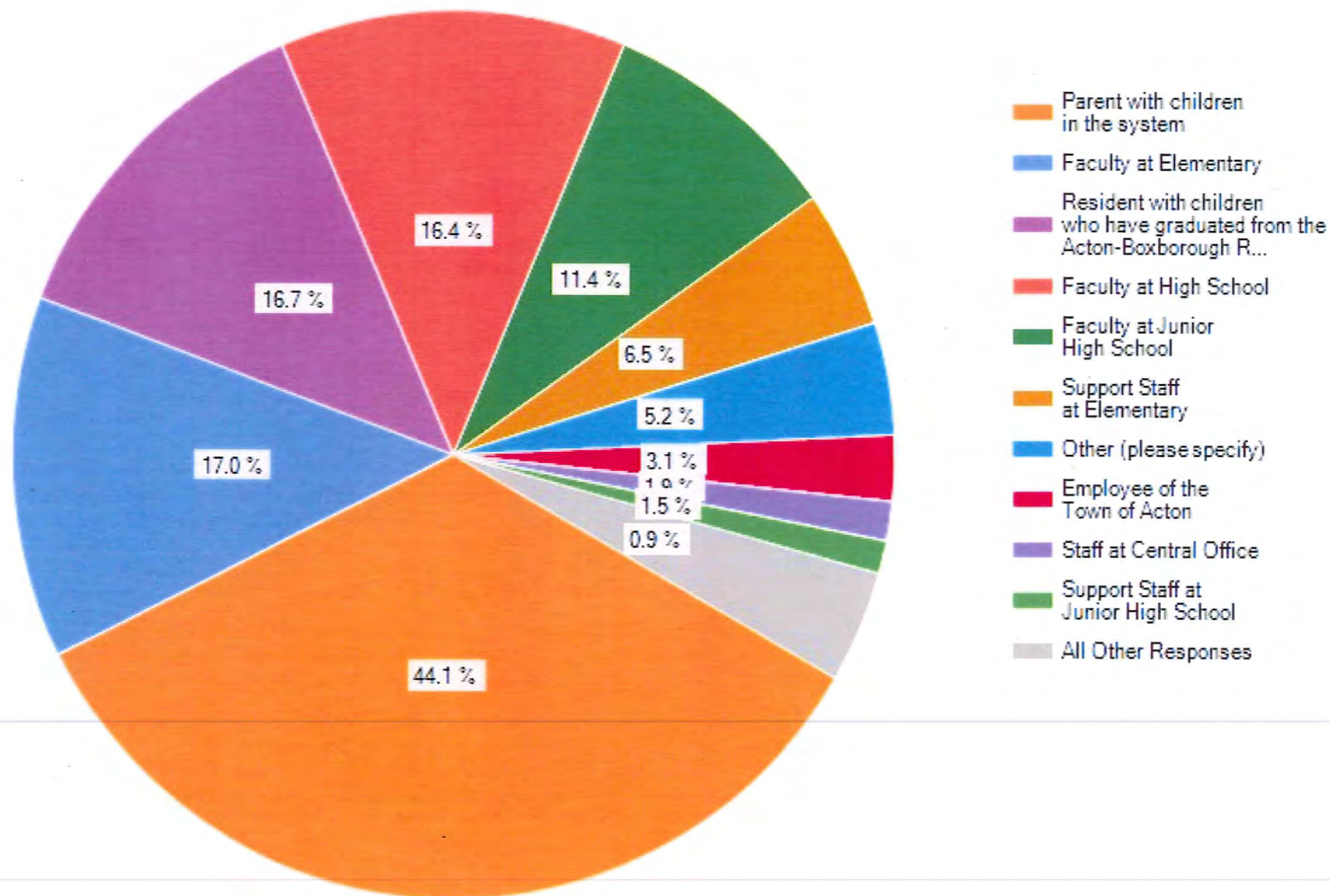
Additional comments:


One person noted, “Success lies in the person, not the skill set”.

A person with qualities and personality that are similar to the current superintendent and to the previous superintendent once removed would have the greatest opportunity for success.

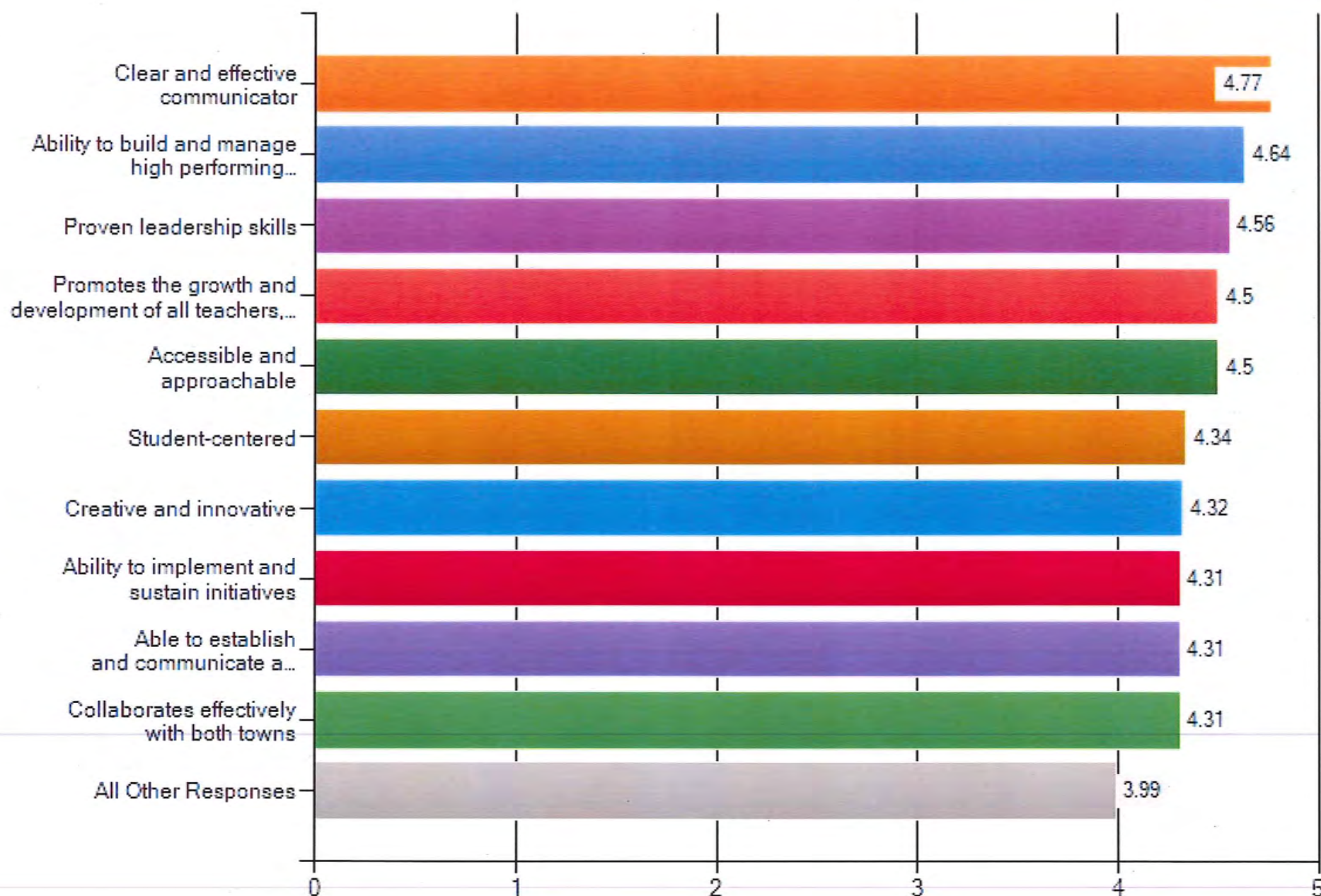
What is your relationship to the Acton-Boxborough Regional School District? (select all that apply). [note: if you are a Blanchard parent, faculty or staff member, we now consider you a part of the Acton-Boxborough Regional School District, so please respond with this in mind.]

Question 1



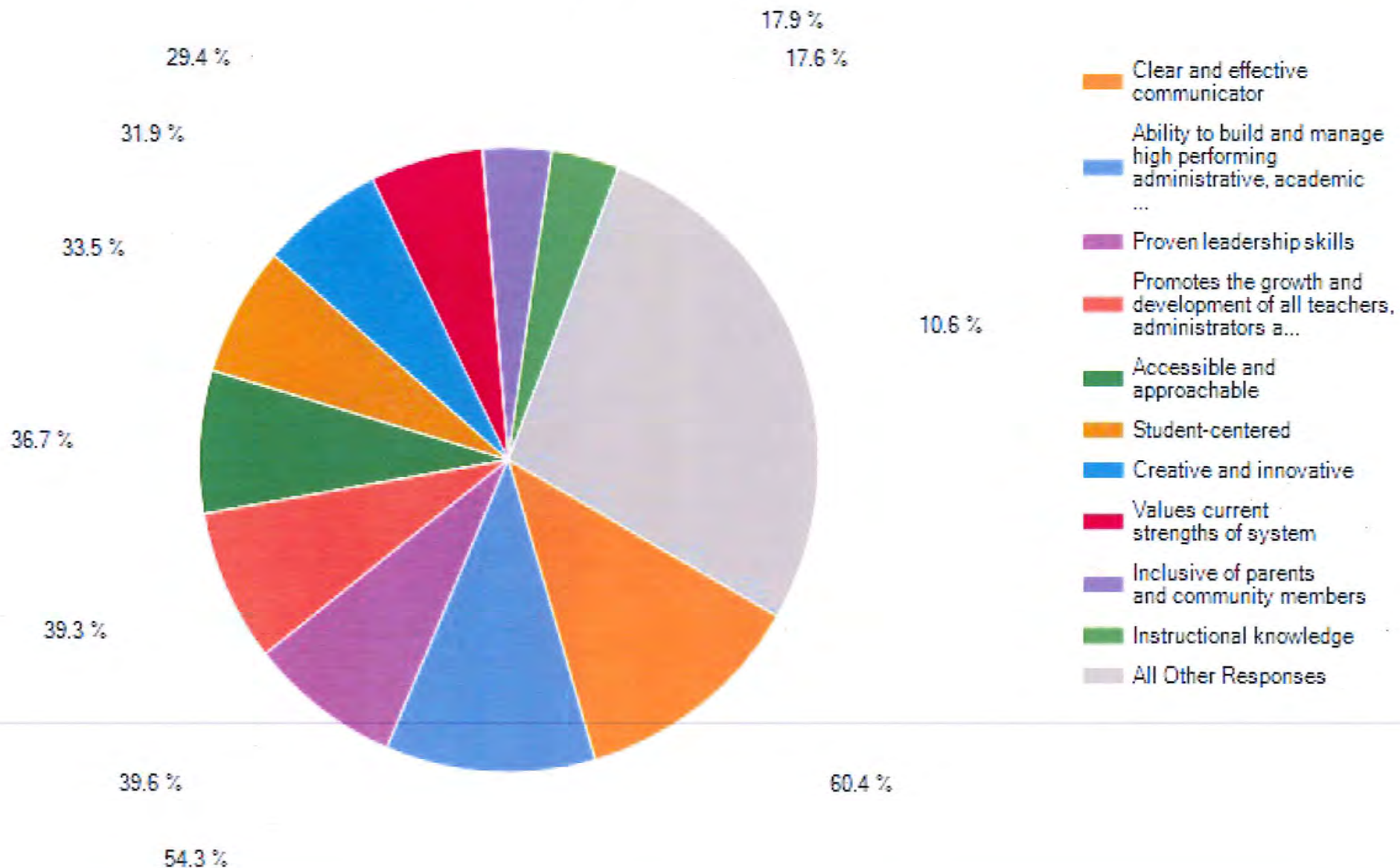
On a scale of 1-5, 1 being the least important to 5 being the most important, rate the following characteristics you expect in our next superintendent: 

Question 2



In the previous question, you were asked to rate characteristics you expect in our next superintendent. In this question, we would like you to pick the 5 characteristics from the same list, that you view as most important to you.

Question 3



Superintendent Salary Comparisons FY12-13 **Peer Communities**

| District Name | Student Pop | YRS as Supt Ever | YRS as Supt Here | Base Salary FY13 | Salary Rank* n=168 | Annuity | Travel Allow | Life Ins | Other Compensation/Notes |
|------------------------|-------------|------------------|------------------|------------------|--------------------|---------|--------------|----------|---|
| Bedford | 2487 | 1 | 1 | 182,000 | 17 | | | | |
| Canton | 3312 | 3 | 3 | 160,000 | 62 | | 1200 | | Tuition Reimbursement: 3,500 |
| Dedham | 2826 | NA | NA | 165,000 | NA | NA | NA | NA | Salary information drawn from news article; benefits may be incomplete |
| Hingham | 4273 | 12 | 12 | 164,570 | 47 | | 1200 | | Cell Phone: 300 |
| Milton | 3603 | 5 | 5 | 180,300 | 21 | | | | |
| Westborough | 3600 | 8 | 3 | 161,000 | 57 | 2500 | | | |
| Westford | 5259 | NA | NA | 170,993 | NA | | 3600 | 3500 | Salary information drawn directly from contract posted online Eligible for annual performance bonus: 4,000 Retirement: 3,000 for every year of service up to 30,000 |
| Westwood | 3178 | 7 | 7 | 180,558 | 20 | 10,000 | | | |
| Wilmington | 3628 | 10 | 6 | 175,463 | 27 | | 5000 | | |
| Winchester | 4350 | 16 | 6 | 188,300 | 12 | | | | |
| Acton/Acton-Boxborough | 5500 | 4 | 4 | 188,700 | 11 | | | | |

*Salary rank is compared to the 168 districts in Massachusetts who shared compensation data; salaries drawn from other sources were not included in ranking (i.e. Dedham, Westford)

#To make projections for salary comparisons for the FY15 school year, it may be appropriate to assume a 2% increase in salaries for FY14 and FY15 (ex. assume Bedford salary for FY15 as 189,352, and Canton salary as 166,464)

11-19-13

Superintendent Salary Comparisons FY12-13
Other Communities of Interest

| District Name | Student Pop | YRS as Supt Ever | YRS as Supt Here | Base Salary FY13 | Salary Rank* n=168 | Annuity | Travel Allow | Life Ins | Other Compensation/Notes |
|---------------------------|-------------|------------------|------------------|------------------|--------------------|---------|--------------|----------|--|
| Andover | 6292 | 11 | 3 | 200,850 | 7 | | 3000 | | Professional Development: 3500 Long Term Disability: 3900 |
| Duxbury | 3148 | 13 | 3 | 183,600 | 16 | 10,000 | | | |
| Holliston | 2902 | 9 | 9 | 177,380 | 25 | 8000 | | | |
| Medfield | 2739 | 14 | 14 | 197,940 | 10 | | | | |
| Natick | 4959 | 8 | 5 | 186,000 | 13 | | 5000 | | |
| Northborough-Southborough | 4818 | 5 | 5 | 181,200 | 19 | | 3000 | | |
| Shrewsbury | 6007 | 4 | 4 | 161,670 | 55 | 3500 | | | Long Term Disability: 768 Car Allowance: 2000 Cell Phone: 780 |
| Sudbury | 3007 | 2 | 2 | 174,894 | 30 | | | | |
| Wachusett Regional | 7575 | 7 | 7 | 198,603 | 8 | | | | |
| Wellesley | 4803 | 1 | 1 | 185,000 | 14 | | | | |
| Wayland | 2717 | 1 | 1 | 189,000 | NA | | | | Salary information drawn directly from Wayland FY14 budget presentation slides posted online |
| Lincoln-Sudbury | 1600 | 3 | 3 | 155,000 | 82 | | 4500 | | L-S is a one school regional district |
| Lexington | 6559 | 16 | 8 | 263,795 | 1 | | | | |

*Salary rank is compared to the 168 districts in Massachusetts who shared compensation data; salaries drawn from other sources were not included in ranking (i.e. Wayland)

#To make projections for salary comparisons for the FY15 school year, it may be appropriate to assume a 2% increase in salaries for FY14 and FY15 (ex. assume Andover salary for FY15 as 208,964, and Shrewsbury salary as 168,201)

11-19-13

13.1
replaces
chart in
packet

Class Size Policy Options

Recommended Number of Students per Classroom

| Grades | Option 1 Acton Policy | Option 2 Boxborough Policy | Option 3 | Option 4 |
|--------|--------------------------|-------------------------------|----------|----------|
| K | 22 | 20 | 20 | 18 |
| 1 | 22 | 20 | 22 | 20 |
| 2 | 22 | 22 | 22 | 22 |
| 3 | 22 | 22 | 22 | 22 |
| 4 | 25 | 22 | 24 | 22 |
| 5 | 25 | 24 | 24 | 24 |
| 6 | 25 | 24 | 24 | 24 |

November 15, 2013

13.1

ELEMENTARY CLASS SIZE

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that appropriate class sizes are a necessary part of the growth and development of the individual student. Therefore, the size of elementary classes, particularly in grades Kindergarten - 3, should be 22 or lower wherever possible, with classes larger than 25 viewed as undesirable in any grade. Attainment of the desirable maximum number of pupils per teacher shall, however, be dependent on the practicalities with which the Committee must deal.

The Superintendent of Schools is delegated the responsibility to develop and promulgate the administrative procedures required to implement this policy.

File: IIBA-R

Current procedure

ELEMENTARY CLASS SIZE

There will be an effort to maintain classes within the maximum ranges stated in the policy for grades K-3 (22) and 4-6 (25) through not assigning transfer or new students to schools where the average per class is at or above the maximum class sizes. If the average minimum number in a grade level is exceeded per grade for the number of classes assigned to that school (22 K-3, 25 4-6) the Superintendent shall report this and make his/her recommendation to the School Committee.

Class enrollments will be shared monthly with the Administrative Council, and if any member of the Council has a concern about enrollments at the time or a concern about projected enrollments, the issue of a recommended course of action will be put on the agenda for discussion. If there appears to be a change in enrollment which will affect staffing or the number of sections assigned to a school, a meeting will be held with the elementary principals to discuss the situation and recommend a course of action to the Superintendent which is educationally desirable and administratively feasible.

ELEMENTARY CLASS SIZE

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the desirable number of students per class should be as follows, whenever possible:

Grades K-1: 20 students

Grades 2, 3, & 4: 22 students

Grades 5 & 6: 24 students

Attainment of the desirable maximum number of pupils per teacher shall, however, be dependent on the practicalities with which the Committee must deal.

The Superintendent/Curriculum Director is delegated the responsibility to develop and promulgate the administrative procedures required to implement this policy.



Approved by the Boxborough School Committee: 4/12/11

| Section Planning | | | | | | | | | | | | | | |
|------------------|------------------------|-----|-------|-----------------------------|-----|-------|-----------|----------------------------|-----|-------|------------------------------|-----|-------|-----------|
| | Option 1: Acton Policy | | | Option 2: Boxborough Policy | | | | Option 3 | | | Option 4 | | | |
| | K-3 = 22; 4-6 = 25 | | | K-1=20; 2-4=22; 5-6=24 | | | | K = 20; 1-3 = 22; 4-6 = 24 | | | K=18; 1=20; 2-4=22; 5-6 = 24 | | | |
| | Acton | Box | Total | Acton | Box | Total | Cost | Acton | Box | Total | Acton | Box | Total | Cost |
| FY '14 | 105 | 21 | 126 | 105 | 21 | 126 | | 105 | 21 | 126 | 105 | 21 | 126 | |
| FY'15 | 104 | 19 | 123 | 105 | 20 | 125 | \$140,000 | 104 | 19 | 123 | 107 | 20 | 127 | \$280,000 |
| FY '16 | 103 | 19 | 122 | 106 | 20 | 126 | \$280,000 | 103 | 19 | 122 | 107 | 20 | 127 | \$350,000 |
| FY '17 | 100 | 19 | 119 | 105 | 20 | 125 | \$420,000 | 100 | 19 | 119 | 106 | 21 | 127 | \$560,000 |
| FY '18 | 96 | 19 | 115 | 103 | 20 | 123 | \$560,000 | 96 | 19 | 115 | 104 | 21 | 125 | \$700,000 |
| FY'19 | 95 | 19 | 114 | 103 | 21 | 124 | \$700,000 | 95 | 19 | 114 | 104 | 21 | 125 | \$770,000 |
| FY '20 | 95 | 19 | 114 | 103 | 21 | 124 | \$700,000 | 95 | 19 | 114 | 104 | 21 | 125 | \$770,000 |

*Options 1 and 3 cost the same due to declining enrollment; Option 2 and 4 costs are estimated

Nov 18, 2013

Combined Acton and Boxborough Section Planning

Acton Enrollment

| 2013-2014 | | | | | | | 2014-2015 | | | | | |
|-----------|------|-----------------|-------|----------------------------|----------|---------------|-----------|------|-------|---------------------------|--------|------------|
| | | Oct 1 Actual | Staff | Total Enrolled Oct 1 | Sections | Class Size | | | Staff | Total Project Oct 1 | Sectns | Class Size |
| K | 261 | 281 | 7 | 288 | 14 | 20.6 | K | 272 | 6 | 278 | 14 | 19.9 |
| 1 | 286 | 302 | 6 | 308 | 14 | 22.0 | 1 | 300 | 7 | 307 | 14 | 21.9 |
| 2 | 325 | 316 | 6 | 322 | 15 | 21.5 | 2 | 315 | 6 | 321 | 14 | 22.9 |
| 3 | 361 | 365 | 9 | 374 | 16 | 23.4 | 3 | 328 | 8 | 336 | 15 | 22.4 |
| 4 | 387 | 375 | 7 | 382 | 16 | 23.9 | 4 | 370 | 8 | 378 | 16 | 23.6 |
| 5 | 358 | 355 | 2 | 357 | 15 | 23.8 | 5 | 380 | 8 | 388 | 16 | 24.3 |
| 6 | 358 | 358 | 2 | 360 | 15 | 24.0 | 6 | 360 | 2 | 362 | 15 | 24.1 |
| | 2336 | 2352 | 39 | 2391 | 105 | 22.8 | | 2325 | 45 | 2370 | 104 | 22.8 |

Boxborough Enrollment

| 2013-2014 | | | | | | | 2014-2015 | | | | | |
|-----------|---------------|-----------------|--------|----------------------------|----------|---------------|-----------|---------------|--------|---------------------------|----|------------|
| | Oct 1 Proj | Oct 1 Actual | Choice | Total Enrolled Oct 1 | Sections | Class Size | | Oct 1 Proj | Choice | Total Project Oct 1 | | Class Size |
| K | 40 | 35 | 4 | 39 | 2 | 19.5 | K | 40 | 0 | 40 | 2 | 20.0 |
| 1 | 45 | 43 | 8 | 51 | 3 | 17.0 | 1 | 37 | 4 | 44 | 2 | 22.0 |
| 2 | 63 | 53 | 7 | 60 | 3 | 20.0 | 2 | 46 | 8 | 54 | 3 | 18.0 |
| 3 | 53 | 55 | 4 | 59 | 3 | 19.7 | 3 | 55 | 7 | 62 | 3 | 20.7 |
| 4 | 53 | 54 | 3 | 57 | 3 | 19.0 | 4 | 55 | 4 | 59 | 3 | 19.7 |
| 5 | 68 | 69 | 2 | 71 | 3 | 23.7 | 5 | 57 | 3 | 60 | 3 | 20.0 |
| 6 | 70 | 64 | 5 | 69 | 4 | 17.3 | 6 | 69 | 2 | 71 | 3 | 23.7 |
| | 392 | 373 | 33 | 406 | 21 | 19.3 | | 359 | 28 | 390 | 19 | 20.5 |

Combined Acton and Boxborough Enrollment

| 2013-2014 | | | | | | | 2014-2015 | | | | | |
|-----------|--|-----------------|-------|----------------------------|----------|---------------|-----------|---------------|-------------------|---------------------------|--------|------------|
| | | Oct 1 Actual | Staff | Total Enrolled Oct 1 | Sections | Class Size | | Oct 1 Proj | Choice / Staff | Total Project Oct 1 | Sectns | Class Size |
| K | | 316 | 11 | 327 | 16 | 20.4 | K | 312 | 6 | 318 | 16 | 19.9 |
| 1 | | 345 | 14 | 359 | 17 | 21.1 | 1 | 337 | 11 | 348 | 16 | 21.8 |
| 2 | | 369 | 13 | 382 | 18 | 21.2 | 2 | 361 | 14 | 375 | 17 | 22.1 |
| 3 | | 420 | 13 | 433 | 19 | 22.8 | 3 | 383 | 15 | 398 | 18 | 22.1 |
| 4 | | 429 | 10 | 439 | 19 | 23.1 | 4 | 425 | 12 | 437 | 19 | 23.0 |
| 5 | | 424 | 4 | 428 | 18 | 23.8 | 5 | 437 | 11 | 448 | 19 | 23.6 |
| 6 | | 422 | 7 | 429 | 19 | 22.6 | 6 | 429 | 4 | 433 | 18 | 24.1 |
| | | 2725 | 72 | 2797 | 126 | 22.2 | | 2684 | 73 | 2757 | 123 | 22.4 |

November 18, 2013

Additional Section Planning Information

K-1 Increases in Acton

| | New Students | Sections | Students Per classroom |
|--------|--------------|----------|---------------------------|
| FY '10 | 32 | 15 | 2.3 |
| FY '11 | 13 | 16 | .9 |
| FY '12 | 13 | 16 | .8 |
| FY '13 | 19 | 15 | 1.2 |
| FY '14 | 35 | 14 | 2.3 |

Cost of Adding Sections:

To go from 14 classrooms in Acton to 15 or 2 classrooms in Boxborough to 3:

Costs \$70k per year and \$500k over seven years.

To go from 14 classrooms at each grade level in Acton to 15 classrooms at each grade level in Acton

Costs \$500k per year

November 18, 2013

NOTICE REGARDING DISTRICT POLICIES**Proposed 11-7-13**

The Acton-Boxborough Regional School District is being expanded to include the Acton Public Schools and Boxborough School District.

For the period July 1, 2013 through June 30, 2014, all references to the Acton-Boxborough Regional School District in the Districts' policies should be read to include the Acton Public Schools.

NONDISCRIMINATION

DRAFT 11/1/13, 11/20/13(removed reference to APS only)

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Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committees intend to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The ~~Acton Public and~~ Acton-Boxborough Regional School Districts does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/national origin, limited English proficient, gender, age, religion, sexual orientation, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered handicap or homeless in admission or access to, or treatment or employment in, its 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.

Any person having inquiries or complaints concerning the ~~Acton Public and~~ Acton-Boxborough Regional School District's² compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the ~~Acton Public and~~ Acton-Boxborough Regional School Districts to coordinate the District's² efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

File: AC

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal
Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 1993
Board of Education 603 CMR 26:00
Board of Education Chapter 766 Regulations, adopted 10/74, as
amended through 3/28/78

| CROSS REFS.: ~~ACA—ACE, Subcategories for Nondiscrimination~~
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

| Approved by the Acton-Boxborough Transitional School Committee : INSERT DATE

Approved 10/21/10

| ~~Acton Public Schools and~~ Acton-Boxborough Regional School District

NONDISCRIMINATION

DRAFT 11/1/13, 11/20/13(removed reference to APS only)

The Acton-Boxborough Regional School District does not discriminate on the basis 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.

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Title VII, Civil Rights Act of 1964, as amended by the Equal
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Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 1993
Board of Education 603 CMR 26:00
Board of Education Chapter 766 Regulations, adopted 10/74, as
amended through 3/28/78

CROSS REFS.: GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

Approved by the Acton-Boxborough Transitional School Committee: INSERT DATE

Approved 10/21/10

PROHIBITION OF HARASSMENT

Previously voted on March 7, 2013

DRAFT – First Reading 11/21/13

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 Schools will not tolerate harassment of their employees or students because of race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability, genetic information, or military status. Harassment based on such protected characteristics is unlawful and is absolutely prohibited. Our policy prohibits such harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events.~~

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.

Definition of Harassment

Harassment includes verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of the characteristics described above. Such conduct includes 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.

It is unlawful to retaliate against, or punish, any individual who files a complaint of harassment or discrimination, or who cooperates in an investigation of such a complaint. The Schools will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

Definition of Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. In Massachusetts, the definition of sexual harassment is as follows:

Sexual harassment is any unwelcome sexual conduct, including sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- Submission to, acceptance of, or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or education or a basis for employment decisions affecting an employee or for educational, disciplinary, or other decisions affecting a student; or
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance, education or participation in extracurricular activities by creating an intimidating, hostile, humiliating, or offensive work or school environment.

While it is not possible to list all of the actions that would be considered sexual harassment, some examples are:

- Unwelcome sexual advances, whether or not they involve physical touching; sexual assault, or coerced sexual acts;
- Requests for sexual favors in exchange for actual or promised job benefits such as a favorable review, salary increases, promotions, increased benefits, or continued employment or for actual or promised education related benefits such as higher grades or favorable references.
- Sexual gestures; suggestive or sexually insulting comments, epithets, or jokes; written or verbal references about sexual conduct;
- Displaying sexually suggestive objects, pictures, or cartoons.
- Demonstrating supervisory or educational favoritism toward certain individuals over others based on a sexual relationship.

Complaints

An **employee** who believes that s/he has been harassed should notify immediately:

Director of Personnel
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 x3209

If an employee does not wish to discuss the issue with the Director of Personnel or feels that s/he is not addressing the problem in an effective manner, the employee should contact:

Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 x3206

A **student** who believes that s/he has been harassed should notify immediately a teacher, counselor, or administrator who in turn will notify the building principal. As an alternative, a student may report directly to the building principal.

All employees of the Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal. Employees are expected to take every report of harassment seriously.

A **student** may also file a complaint alleging harassment by contacting:

Director of Pupil Services
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 x3265

If a student does not wish to discuss the issue with other school staff or feels that the staff is not addressing the problem in an effective manner, the student should contact:

Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 x3206

The Director of Pupil Services and the Director of Personnel as listed above are also available to provide information about this policy and the Acton-Boxborough Regional School District's complaint process.

Investigation, Corrective Action & Closure of a Complaint

The Schools will investigate promptly every complaint of harassment, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. The Director of Pupil Services and/or the Director of Personnel will coordinate the investigation. Typical steps in an investigation include separate interviews with those involved, putting statements from each party in writing, identifying and

questioning witnesses, and other appropriate actions. The Schools will conduct the investigation with as much confidentiality and privacy for the parties as possible without compromising the thoroughness of the investigation. The Schools will caution all participants in the investigation to limit discussions to those staff directly involved in the investigation and to treat the matter as confidential. Individuals are expected to cooperate fully in any investigation. Failure to do so may result in disciplinary action up to and including termination/expulsion.

The Schools will endeavor to complete the investigation within thirty (30) school days of receiving the complaint, unless the nature of the investigation or exigent circumstances dictate otherwise, in which case the investigation will be completed as quickly as practicable. Also, if the respondent is subject to a collective bargaining agreement that sets forth a specific time line for notice and/or investigation of a complaint, such time line will be followed.

If the Schools determine that harassment or retaliation for complaining of harassment or participating in a harassment investigation has occurred, the Schools will take appropriate action promptly to stop the offending conduct and ensure that it is not repeated. Depending on the severity of the incident (s), such corrective action may include counseling, training, a verbal or written warning, suspension, or termination/expulsion.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

When the Schools have completed their investigation, school personnel will, to the extent appropriate, inform the person filing the complaint of the results of that investigation and will file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

It should be noted that while this policy sets forth the goal of the Schools in promoting a work and educational environment that is free of harassment based upon race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability, genetic information, or military status, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

State and Federal Agencies

The Schools urge all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that we can address them. If either party to the complaint is dissatisfied with the results or progress of the Schools' investigation, they may discuss this directly with the Superintendent of Schools.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is 300 days from the date of the most recent incident of alleged harassment. The state agency responsible for insuring that Massachusetts

public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination. The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669-4000; TTY Users (800) 669-6820. The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

References:

Mass. Gen. Laws CH. 151B
Mass. Gen. Laws Ch. 76, s. 5/Chapter 622
Title VI of the Civil Rights Act of 1964
Title VII of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Age Discrimination in Employment Act of 1967
Americans with Disabilities Act of 1990
Section 504 of the Rehabilitation Act of 1973

Approved by the Acton-Boxborough Regional School District: INSERT DATE

**The Acton-Boxborough Regional School District
HARASSMENT BASED ON PROTECTED CHARACTERISTICS
COMPLAINT FORM**

Date Complaint Received:_____ (If written complaint, please attach copy.)

Date of Incident: _____

Description of Incident: (Attach additional pages, if necessary)

Complainant and any Identified Persons Involved in Incident were:

- given a complete explanation and copy of Policy Prohibiting Harassment & ~~Grievance Procedures~~
Yes _____ No _____
- informed the Coordinator for Title IX/Section 504/Chapter 622's name and office location
Yes _____ No _____
- cautioned to limit discussions to those staff directly involved in the investigation and to treat the matter as confidential
Yes _____ No _____
- offered counseling in school
Yes _____ No _____
- informed that any retaliation should be reported immediately, will not be tolerated and will be a matter for disciplinary action.
Yes _____ No _____

c: Coordinator for Title IX/Section 504/Chapter 622

Building Principal's File

Revised 11/19/13

| |
|---|
| Goal #1: To complete the regionalization process by integrating all aspects of the Blanchard School into the new PreK – 12 Acton-Boxborough Regional School District. |
| Relevance to LRSP: District Mission |
| Statement of Purpose: The expanded District's goal is to prepare all students to attain their full potential as life long learners, critical thinkers and productive citizens of our diverse community and global society. |
| Strategies: <ol style="list-style-type: none"> 1. Personnel: to integrate all functions of the Blanchard School's personnel department including professional and paraprofessional staff, payroll, benefits, and all other aspects of Human Resources into the District's department. 2. Finance: To integrate all aspects of the Blanchard School's financial operations into the District's finance office including but not limited to purchasing, accounts receivable, debt service, etc. 3. Pupil Services: to fully integrate all aspects of Pupil Services of the Blanchard School including special education, nursing, counseling, english language learners services into and within the District's Pupil Services offices. 4. Educational Technology: to integrate all aspects of the Blanchard Schools' educational technology, curriculum, hardware and software into the District Ed Tech office. 5. Curriculum, Assessment and Professional Learning: to support all aspects of the Blanchard School's curriculum, instruction and assessment and integrate professional learning offerings into the District office of Curriculum, Assessment and Professional Learning. 6. Facilities: to integrate all aspects of the Blanchard School physical plant including building, grounds, maintenance, custodial services and energy management to the District's facilities and transportation office. |
| Measurable Outcomes: <ol style="list-style-type: none"> 1. to complete the integration of the six strategy areas during the school year |
| Timeline (Dates tasks will be completed): December 2013, February 2014, April 2014, and June 2014 |
| Lead Parties: Superintendents Stephen Mills and Curtis Bates and their Central Office staffs |
| Progress Reports To be submitted to the School Committees for review and input in December, February, April and June |
| |

Goal #2: Create or identify district-determined measures for all educators and administrators Pre-K to grade 12. Keep district and community apprised of new PARCC assessments.

Relevance to LRSP: Goal #2

Statement of Purpose: The Districts are committed to preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

Strategies:

1. Participate in MA DESE webinars and information sessions to build own knowledge of DDMs and State's expectations.
2. Meet with all district leadership teams to share connection between DDMs and the educator evaluation process.
3. Work with Principals and Department Leaders to build assessment literacy and keep them apprised of the State's expectations.
4. Contract with consultants to build understanding and use of formative assessment.
5. Convene DDM Task Force to determine district protocols, plan for professional learning, explore technology needs, and write contract language.
6. Use district-wide grade level meetings to identify APS and Blanchard educator DDMs.
7. Communicate PARCC pilot expectations and information to the School Committees, district leadership, educators, and parents.

Measurable Outcomes:

1. DDMs articulated for all educators and administrators.
2. District DDM Plan submitted to DESE in June.
3. Professional Learning opportunities scheduled and completed.
4. DDM Task Force objectives completed.
5. Documentation for PARCC pilot.

Timeline (Dates tasks will be completed):

June 2014

Lead Parties:

Superintendent, Director of Curriculum and Assessment

Progress Report

To be submitted to the School Committees for review and input in December, February, April and June

| |
|--|
| Goal #3: Fully implement new Massachusetts Educator Evaluation System and report outcomes to state. |
| Relevance to LRSP: Goal #3 |
| Statement of Purpose: Fully implement new Massachusetts Educator Evaluation System. Phase in 50% of staff in September 2013 and 50% in September 2014. Report outcomes to DESE through annual EPIMS (Educator Personnel Info Management System) report in June 2014. |
| Strategies: <ol style="list-style-type: none"> 1. Use pilot feedback to inform updates of forms, procedures and contract language for full implementation. 2. Finalize contract language and secure ratification votes from School Committee and AEA. Submit approved contract language to DESE in September, 2013. 3. Use “train the trainer” model to train evaluators about each aspect of the evaluation system so that they can train teachers and lead their departments/schools through the process. 4. Calibrate ratings for Exemplary, Proficient, Needs Improvement and unsatisfactory with all evaluators for consistency throughout the district. 5. Fully implement Teachpoint with AB’s tailored forms. Train all staff. Use reports to report outcomes to DESE in June EPIMS report. |
| Measurable Outcomes: <ol style="list-style-type: none"> 1. Successfully train evaluators and teachers so that educators are able to set goals and evaluators are completing a minimum of seven observations, follow up conversations and written summary for all teachers. 2. Obtain positive ratification votes from School Committee and AEA and submit final contract language to DESE in September. 3. Evaluators will complete summative evaluations by June 1, 2014. 4. Evaluators and teachers will provide feedback that will inform plans for full implementation. 5. All staff will be trained and using Teachpoint by October 15 for self-reflection, goal submittals and observation feedback. 6. Successfully submit EPIMS report in June, 2014 which includes ratings for at least 50% of professional staff. |
| Timeline (Dates tasks will be completed): By June 2014 |
| Lead Parties: Superintendent, Director of Personnel, Director of Curriculum and Assessment, Principals and all Department Leaders |
| Progress Report To be submitted to the School Committees for review and input in December, February, April and June |
| |

Goal #4 Create a new two tier K – 12 Regional Transportation system for the 2014 / 2015 academic year fully integrating all (regular education) student transportation needs for students of Acton and Boxborough.

Relevance to LRSP: Goal #1

Statement of Purpose: The purpose is to provide safe, reliable, and timely transportation to our regular education students both to and from school and their respective activity programs when applicable. Additionally, it is our goal to transition from a three-tiered system to a two-tiered system where as all six primary schools are transported concurrently.

Strategies:

1. Bring all regular student transportation operations into our existing APS / ABRSD operation.
2. Assign an appropriate number of buses to individual primary schools while grouping the McCarthy Towne and Merriam schools as well as the Gates and Douglas schools.
3. Combine all existing student transportation related financial resources that currently are allocated for student transportation in the BPS / APS / and ABRSD district budgets to fund the new K – 12 ABRSD transportation system.
4. Identify appropriate strategies to retain existing drivers and hire the necessary additional qualified individuals to fulfill the needs of the system.

Measurable Outcomes:

1. Build a system utilizing budget within 5% of the existing APS / BPS / ABRSD respective transportation budgets.
2. Build a system that can be successfully implemented by start of the 2014 / 2015 academic year.

Timeline (Dates tasks will be completed):

Submitted for review December 2013, April 2014, and June 2014.

Lead Parties: Director of Facilities and Transportation

Progress Report

To be submitted to the School Committees for review and input in December, February, April and June

ALG Minutes, November 7, 2013

Present: Bart Wendell, facilitator; Mike Gowing & Janet Adachi, BoS; Steve Noone & Pat Clifford, FC; Dennis Bruce & Kim McOsker, SC; Steve Ledoux, Steve Mills, Steve Barrett & Don Aicardi, Staff.

Audience: Bob Ingram

Extra Information: Multi-year financial model; free cash approval; advance refunding for Parker Damon debt

Minutes accepted

2. Update on FY 13 Revenue and expenditures & FY 14 revenues

Steve M: The ¼ numbers are in and "this is the tightest budget I've seen in my years as a superintendent" The unplanned for track project has taken \$150k out of the AB budget and there is an increase in the legal costs. The IMA (Intra Municipal Agreement---between Acton and Boxboro for the regionalization) has cost approximately \$5-\$6 k in legal fees [at \$225/hr]. There will be no money for year-end spending.

Steve L: the FY 14 revenues stabilized but we have had to expand the legal costs for the IMA because we are working with the real estate people to get proper transfer of properties. Steve also noted that the selectmen had voted to file an injunction against W.R. Grace and the EPA for turning off the filtering system that is designed to clean the water of the Acton well. There will be a hearing on Friday. This action will have implications of the FY 15 legal budget.

Pat: What did we budget for the IMA? Ans: nothing

Kim: we used a grant last year---are there any grants available for this year

Steve M: last year we had a \$28k planning grant. There are no grants available.

Pat: "Is the Acton Water District joining us in this injunction?"

Steve L: no

Janet: the AWD's opinion is opposite from ours.

Steve L: Friday will be key---we are going before Judge Whitlock who is a "tough judge"

3. Final Consensus

A. Revenue projections for FY 15 (using multi-year financial model)

Steve B: the consensus is that we tax to the 2.5% and that assumption is embedded in the data. When we set the tax rate we know there will be changes in the new growth numbers and state aid. New

growth is estimated at a \$100k increase (\$525k-\$625). The audit for the town is now underway but I do not see any substantial changes from the model.

Bart: Do we have a consensus on taxing to the full extent?

Pat: the FC is against we see a need to give relief to the taxpayers. In our POV we have the tax to only 2%

Janet: The BoS did not have a consensus there was just "muted support"

Kim: the SC is discussing it tonight. What is the savings for the taxpayer?

Steve B: about \$350k

Bart: that will be \$40-\$45.00 per parcel

Mike: this will be a reassessment year—the assessments will increase and there will be new requests for abatements. We only need enough to run the town---no more

Pat: the BoS meeting ran beyond my bedtime---there is no tape beyond the CVS meeting—are the minutes ready?

Bart: at this point the BoS started the discussion but has not finished; the SC will discuss it tonight---so for this piece more information is needed before we can have a consensus.

1. State aid numbers

Steve N: did they all go down?

Don: we really don't have good numbers in November. We are getting the new number for the region from Roger Hatch—aspects of Ch.70 are based on population and our population is going down. Some of the numbers remain flat; for the region we will not know the numbers until the state budget at the end of Jan.

Bart: do we have a consensus on present state aid numbers?---yes

2. Local receipts

Steve B: there is an expected increase in MVR (motor vehicle registrations) and the \$100k of new growth—these will be adjusted on the model. There was agreement to accept

B. Split

Steve B: The split is no longer a big deal. At present it is 65.8% and 34.2%

It was agree to let it rest

C. OPEB

Steve B: right now we have a base from last year of \$1.1m

Steve N: the status report essentially says we have \$1.1M for this year and \$1.4M for next. The rational is in the report (sent by email to committee members)

Janet: the BoS is in agreement with the report and the \$1.1M and are "favorably disposed to the OPEB" committee

Mike: the FC POV has adjustments for the OPEB numbers.

Steve N: the expense will stabilize at some point

Dennis: the SC will have the OPEB discussion tonight

Bart: are the figures different from \$1.1m; \$1.4m and \$1.7 m? So for the third year there is not an agreement from the BoS?

Pat: the OPEB task force is a creature of the ALG. The FC does not have an inside track and we have not adopted or embraced the numbers---the POV was written before the OPEB report. This is still under discussion on the FC and how we will use the reserves to go from the \$900k to the \$1.1m.

Bart: so is there anything else?

D. Overlay Reserve

SB: The Assessors met last night and we will have more on the reserve position before the next ALG. We have to look back at the abatements that are in court. Brian [Mc Mullin—assistant assessor & finance director] will prepare a paper for the next ALG.

Bart: so that will be postponed and added to the next agenda.

E. Use of Reserves

SB: we have a \$2.176 baseline from last year town meeting. It is not settled in the FY 15 budget

SN: we do not have a consensus on taxing to the max so we cannot have a consensus on the use of reserves.

Pat: the number from last year was an accommodation at Town Meeting we were carrying a \$1.5m-\$1.7m during the ALG process. Right now the FC is thinking of a \$2m limit including the costs for OPEB

Kim: I do not think we can decide on this until we have the budget numbers. We need to know the unused levy capacity.

Pat: there will be no unused levy

Bart: when do you think you will be ready to discuss?

Dennis: Jan

Bart: we need to have OPEB on the next agenda and the assessors work paper; the use of reserves held off until the Jan meeting

4. Free cash and E&D---extra info from DOR

SB: free cash is \$7.4m the DOR is suggesting the sewer enterprise fund can be put in free cash....

Bart are there concerns?

Don: the pre audited E&D is "Just a tick" under \$1.5m. We will get the certified numbers in Feb. or March but right now I'm comfortable with the \$1.5m

Pat: the FC see the free cash & E&D "north of \$9m. And we see the need for taxpayer relief when the reserves are approaching \$10m.

5. FC's POV integrated with the LRP

Dennis and Janet said they were still working on this issue and they hoped the ALG will use it for Town Meeting.

This is unfinished at present.

6. Global cash flow summary

Pat: this is a FC project—the idea being to look in various places for revenue in both the town and school budgets. There may be many sources that are outside the ALG plan. We will talk about better use of this money and this will add to the \$10m of reserves.

Kim: where is this money?

Steve N: this is an information exercise. We did find money in unspent warrant articles.

7. Next meeting

After discussion of the various meeting times for the schools and selectmen it was decided that a second meeting in November was not necessary.

It was agreed to meet on December 12th at 5:30. The meetings after that will be Jan. 9th and 23rd.

8. Joint Boards with Boxboro

Steve Mills suggested that the boards of both towns needed to meet for introductions and to become conversant with the financial issues in each town.

Pat: said she thought that this would be a very good idea. And thought the FC would agree.

Janet said she thought her board would agree to such a meeting

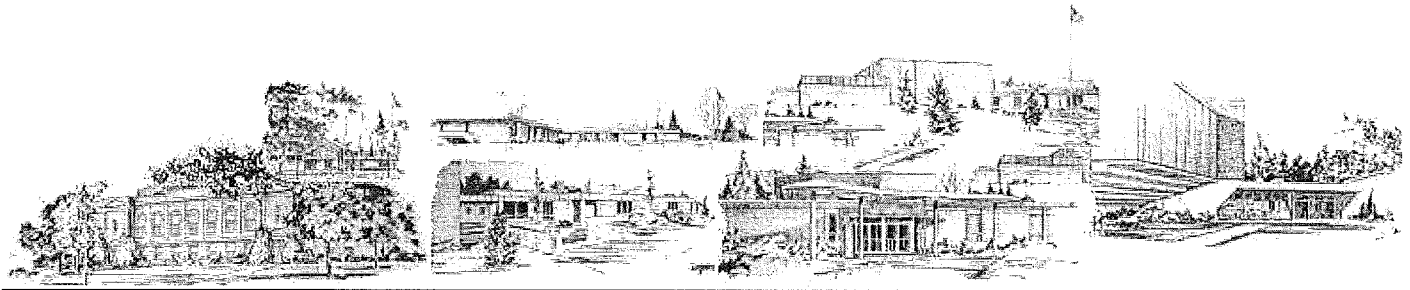
9. Public Comment

There was no public comment

Adjourned 8:27

Ann Chang

Next Meeting December 12 at 5:30 pm



Acton Public Schools ☞ Acton-Boxborough Regional School District
 16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340
 E-mail: daicardi@mail.ab.mec.edu

Donald Aicardi
 Finance Director

TO: Superintendent Stephen Mills
 FROM: Don Aicardi, Director of Finance *DA*
 RE: FY14 Status Report-1st Quarter
 DATE: November 15, 2013

A. Summary

I am happy to report that the Acton Public School District ended the first quarter of Fiscal Year 2014 with a \$4,935 projected year end fund balance.

B. Review of FY14 Budget-Highlights

I would like to highlight the most interesting observations for the school committee:

1. Salaries, Teaching. (+\$30k) First quarter projections for teachers are notoriously unreliable due to the lack of "real payrolls" to project in addition to corrections that occur at the beginning of the fiscal year until things get settled. I anticipate that this surplus number will continue to evolve as we progress throughout the fiscal year. It is important to note that there was \$180,000 in 'anticipated vacancy factor' savings applied to this account before the school year began, which artificially and automatically lowered this positive balance.

2. Fringes, Health Insurance (-\$106k) This account has been difficult to budget traditionally due to the fluidity of the open enrollment period, the timing of when rates are actually finalized, and the timing of new hires. Even so, this complex account has often led to considerable surpluses by the close of the fiscal year. Just like in the ABRSD, we are not seeing the same amount of surpluses this year. First, the budget estimated the larger accounts at a 9% increase; the larger accounts actually increased by 10%. Second, we are seeing a shift in the counts estimated for retirees from HMOs to Medex. Third, due to traditional surpluses in this account, a vacancy calculation was applied to these accounts. We will continue to evaluate the amount of employees actually charging to health insurance versus the assumptions used last spring in order to fine tune this estimate.

3. Salaries, Substitute (-\$15k) These accounts were traditionally overspent based on the assumption that sufficient vacancy factor savings from other salary accounts would offset any

deficit. In order to more accurately budget for these expenses, these accounts were increased in FY12 and maintained at that level for FY13 and FY14. So far this year, we are slightly below the budgeted number. Due to the unpredictable nature of how substitutes are used, however, we will continue to closely monitor this account throughout FY14.

4. Legal Services (-\$19k) This projected year end deficit is still very preliminary due to the timing of the fiscal year and the billing cycle.

5. Other, Utilities (+\$172k) This projection is very close to what the district spent on utilities last fiscal year. The efforts of our students and staff towards reducing expenses continues to bear fruit. This number will inevitably evolve as we progress throughout the winter months. Positive fund balances in these accounts have been traditionally utilized to authorize small capital purchases and other facility maintenance programs that did not make it into the budget at the close of the fiscal year. This tradition is something we are re-evaluating as we prepare the new fully regionalized FY15 budget.

C. Conclusion. I am happy to answer any questions that you might have. Thank you.

ACTON PUBLIC SCHOOLS FY14 BUDGET STATUS REPORT

| | FY14 Budget Original | FY14 Budget Adjustments | FY14 Budget Current | FY14 Year End Projected Expenses | % Committed | FY14 Year End Projected Balance | Transportation Reimbursement to ABRSD Projected Balance | FY14 Year End Projected Balance Without Transportation |
|-------------------------------------|-------------------------|----------------------------|------------------------|--|----------------|---------------------------------------|---|--|
| Salaries, Teaching 01 | \$12,612,183 | \$2,000 | \$12,614,183 | \$12,584,038 | 99.8% | \$30,145 | | \$30,145 |
| Salaries, Principals 02 | \$798,755 | \$0 | \$798,755 | \$799,717 | 100.1% | (\$962) | | (\$962) |
| Salaries, Central Administration 03 | \$496,000 | \$2,500 | \$498,500 | \$480,759 | 96.4% | \$17,741 | \$33,546 | (\$15,805) |
| Salaries, Support Staff 04 | \$3,721,850 | \$0 | \$3,721,850 | \$3,351,125 | 90.0% | \$370,725 | \$471,054 | (\$100,328) |
| Salaries, Buildings 06 | \$286,031 | \$0 | \$286,031 | \$238,942 | 83.5% | \$47,089 | \$32,245 | \$14,844 |
| Salaries, Custodial 07 | \$685,598 | \$0 | \$685,598 | \$682,267 | 99.5% | \$3,331 | | \$3,331 |
| Salaries, Home Instruction 08 | \$1,044 | \$0 | \$1,044 | \$500 | 47.9% | \$544 | | \$544 |
| Salaries, Substitute 09 | \$320,453 | \$0 | \$320,453 | \$336,342 | 105.0% | (\$15,889) | | (\$15,889) |
| Fringes, Course Reimbursement 10 | \$13,000 | \$0 | \$13,000 | \$13,000 | 100.0% | \$0 | | \$0 |
| Fringes, Health Insurance 11 | \$3,366,501 | \$0 | \$3,366,501 | \$3,473,398 | 103.2% | (\$106,897) | | (\$106,897) |
| Instructional Supplies 16 | \$243,347 | \$500 | \$243,847 | \$254,888 | 104.5% | (\$11,041) | | (\$11,041) |
| Instructional Textbooks 17 | \$95,170 | \$0 | \$95,170 | \$92,784 | 97.5% | \$2,386 | | \$2,386 |
| Instructional, Library 18 | \$16,625 | \$0 | \$16,625 | \$16,625 | 100.0% | \$0 | | \$0 |
| Other, Capital Outlay 19 | \$285,797 | (\$2,000) | \$283,797 | \$297,558 | 104.8% | (\$13,761) | | (\$13,761) |
| Other, Maintenance Buildings 23 | \$194,864 | \$0 | \$194,864 | \$192,037 | 98.5% | \$2,827 | | \$2,827 |
| Other, Maintenance Outlays 24 | \$105,943 | \$0 | \$105,943 | \$94,062 | 88.8% | \$11,881 | | \$11,881 |
| Other, Legal Service 26 | \$35,000 | \$0 | \$35,000 | \$54,727 | 156.4% | (\$19,727) | | (\$19,727) |
| Other, Admin Supplies 27 | \$231,960 | (\$5,894) | \$226,066 | \$219,010 | 96.9% | \$7,056 | | \$7,056 |
| Other, Custodial Supplies 29 | \$46,700 | \$0 | \$46,700 | \$49,007 | 104.9% | (\$2,307) | | (\$2,307) |
| Other, Sped Transportation 30 | \$462,712 | \$0 | \$462,712 | \$462,712 | 100.0% | \$0 | | \$0 |
| Other, Student Transportation 31 | \$375,521 | \$0 | \$375,521 | \$30,948 | 8.2% | \$344,573 | \$344,573 | \$0 |
| Other, Travel 32 | \$14,197 | \$2,894 | \$17,091 | \$22,066 | 129.1% | (\$4,975) | \$207 | (\$5,182) |
| Other, Sped Tuition/ 33 | \$1,764,053 | \$0 | \$1,764,053 | \$1,712,525 | 97.1% | \$51,528 | | \$51,528 |
| Other, Utilities 34 | \$787,421 | \$0 | \$787,421 | \$615,130 | 78.1% | \$172,291 | | \$172,291 |
| GRAND TOTAL | \$26,960,725 | \$0 | \$26,960,725 | \$26,074,166 | 96.7% | \$886,559 | \$881,624 | \$4,935 |

11/15/2013

October 30, 2013

Dr. Stephen Mills
Superintendent
Acton Public Schools
Charter Road
Acton, MA 01720

Dear Dr. Mills:

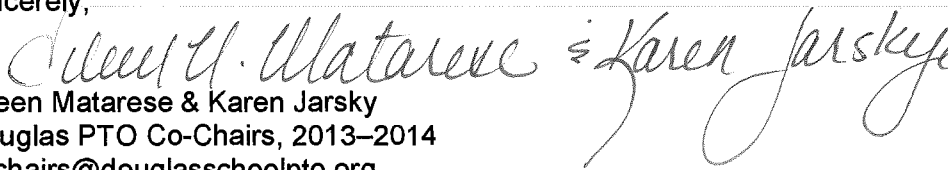
On behalf of the C.T. Douglas School PTO, we would like to thank you for your continued support.

As you know, this year's Douglas PTO budget focuses on direct services to children, as it has in the past, with the bulk of our spending going toward classroom support/assistants, technology staff, library staff and a writing coach. Our parents also wish to support technology as it applies to today's students. To this end, we would like to present a gift of \$4,651.50 to go toward the video monitor that was recently installed in our lobby—much to the delight of the students & staff. We would not be able to make this gift contribution without the generosity of Douglas parents and the community.

The gift payment is to go toward the Douglas Work and Play Supplies account, which paid \$4,651.50 for the lobby video monitor.

Please let us know if you have any questions.

Sincerely,


Eileen Matarese & Karen Jarsky
Douglas PTO Co-Chairs, 2013–2014
cochairs@douglasschoolpto.org

cc: Dr. Chris Whitbeck; Sharon Armistead; Corinne Hogseth, PTO Treasurer