

Northbridge Public Schools

Northbridge School Committee

87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 www.nps.org

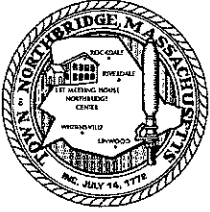
Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla, Vice-Chairperson,
Michael Alden, Bethany Cammarano, Brian Paulhus

Northbridge Public Schools School Committee Meeting Tuesday, August 14, 2018 6:00PM Northbridge High School Media Center

- I. Call to Order (6:00)
- II. Attendance
- III. Executive Session Pursuant to Massachusetts General Laws Chapter 30A Section 21(a)
for the Following Purpose To Return To Open Session:
 - A. Purpose (3) to Discuss Strategy with Respect to Collective Bargaining with Union Personnel
- IV. Return to Open Session (6:10)
- V. Pledge of Allegiance
- VI. Statement of Audio and Video Recording
- VII. Statement of Mission
- VIII. Public Comment (6:15)
 - A. Presentation of Donation for Middle School Fall Sports
- IX. Consent Agenda (6:30)
 - A. Joint Board Meeting Minutes from June 12, 2018
 - B. School Committee Meeting Minutes from June 26, 2018
 - C. Warrant 38-52s 6/21/18 \$259,063.02
 - D. Warrant 38-53s 6/28/18 \$265,623.47
 - E. Warrant 38-54s 6/30/18 \$34,629.55
 - F. Warrant 38-55s 6/30/18 \$132,853.88
 - G. Warrant 39-01s 7/5/18 \$54,094.71
 - H. Warrant 39-02s 7/12/18 \$2,980.37
 - I. Warrant 39-04s 7/26/18 \$252,956.88
- X. Presentation (6:35)
 - A. Special Education Independent Program Review Findings

It is the policy of the Northbridge Public Schools not to discriminate on the basis of race, color, gender, religion, national origin, sexual orientation, gender identity, disability, age, or homelessness in its educational programs, services, activities, or employment.

- XI. Action (7:45)
 - A. Acceptance of Donations for the Northbridge High School Food Pantry (3)
 - B. Job Description Department Chairperson
 - C. Proposed Balmer Technology Reorganization
 - D. MOA - Athletic Director
- XII. Discussion (8:00)
 - A. Student and Family Handbooks 2018-2019
 - B. Meal Charging Policy EFD
 - C. Crowdfunding Policy GBEBD
 - D. School Building Committee Update
- XIII. Information
 - A. MASC Summer Workshop Information
 - B. DESE FY17 End-of-Year Financial Report Audit
 - C. DESE FY17 End-of-Year Financial Report
 - D. Northbridge Innovation Pathways Approval Letter
- XIV. School Committee Individual Comments (8:30)
- XV. Adjournment (8:35)
- XVI. Executive Session Pursuant to Massachusetts General Laws Chapter 30A Section 21(a) for the Following Purpose Not to Return to Open Session:
 - A. Purpose (3) to Discuss Strategy with Respect to Collective Bargaining with Non-Union Personnel
 - B. Purpose (3) to Discuss Strategy with Respect to Collective Bargaining with Union Personnel
 - C. Purpose (7) to Comply with, or Act Under the Authority of, any General or Special Law or Federal Grant-in-Aid Requirements



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Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla, Vice-Chairperson,
Brian Paulhus

Joint Meeting Between Northbridge School Committee & The Northbridge Board of Selectmen

Meeting Minutes

Tuesday, June 12, 2018

7:00 PM

Northbridge High School Media Center

I. Call to Order (7:00 PM)

Michael LeBrasseur called the meeting to order at 7:00 pm and took attendance of School Committee members:

Michael LeBrasseur	Present
Brian Paulhus	Present
Joseph Strazzulla	Present

Charlie Ampagoomian called for roll call of Selectmen:

James Athanas	Present
Tom Melia	Present
Daniel Nolan	Present
Charlie Ampagoomian	Present
Alicia Cannon	Absent

II. Charlie Ampagoomian welcomed the following candidates: Michael Alden, Bethany Cammarano, Randi Zanca, and Nicole Bottiglieri. The members of the School Committee and the Board of Selectmen interviewed the candidates.

III. Charlie Ampagoomian opened up the meeting for nominations for the first seat.

IV. The motion was made by Joseph Strazzulla to nominate Michael Alden for the first seat. The motion was seconded by Tom Melia. The vote was taken by roll call and the following votes were recorded:

Michael LeBrasseur	Yes
Brian Paulhus	Yes
Joseph Strazzulla	Yes
James Athanas	No
Daniel Nolan	No
Thomas Melia	Yes
Charles Ampagoomian	No

4 members having voted in the affirmative

3 members having voted in the negative

The motion was accepted with a roll call vote of 4-3.

*The vote did not carry for Michael Alden

The motion was made by James Athanas to nominate Bethany Cammarano for the first seat. The motion was seconded by Charlie Ampagoomian. The vote was taken by roll call and the following votes were recorded:

Michael LeBrasseur	No
Brian Paulhus	Yes
Joseph Strazzulla	Yes
James Athanas	Yes
Daniel Nolan	Yes
Thomas Melia	Yes
Charles Ampagoomian	Yes

6 members having voted in the affirmative

1 members having voted in the negative

The motion was accepted with a roll call vote of 6-1.

*Bethany Cammarano was voted for the first seat.

The nomination for Nicole Borriglieri by Tom Melia and Joseph Strazzulla and the nomination for Randi Zanca by Michael LeBrasseur and Daniel Nolan were not voted on.

Charlie Ampagoomian opened up the nominations for the second seat.

The motion was made by Michael LeBrasseur to nominate Randi Zanca for the second seat.

The motion was seconded by Daniel Nolan. The vote was taken by roll call and the following votes were recorded:

Michael LeBrasseur	Yes
Brian Paulhus	No
Joseph Strazzulla	Yes
James Athanas	No
Daniel Nolan	Yes
Thomas Melia	No
Charles Ampagoomian	Yes

4 members having voted in the affirmative

3 members having voted in the negative

The motion was accepted with a roll call vote of 4-3.

*The vote did not carry for Randi Zanca

The motion was made by James Athanas to nominate Nicole Bottiglieri for the second seat.

The motion was seconded by Michael LeBrasseur. The vote was taken by roll call and the following votes were recorded:

Michael LeBrasseur	No
Brian Paulhus	No
Joseph Strazzulla	No
James Athanas	Yes
Daniel Nolan	Yes
Thomas Melia	Yes
Charles Ampagoomian	Yes

4 members having voted in the affirmative

3 members having voted in the negative

The motion was accepted with a roll call vote of 4-3.

*The vote did not carry for Nicole Bottiglieri

The motion was made by Thomas Melia to nominate Michael Alden for the second seat. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call and the following votes were recorded:

Michael LeBrasseur	Yes
Brian Paulhus	Yes
Joseph Strazzulla	Yes
James Athanas	No
Daniel Nolan	Yes
Thomas Melia	Yes
Charles Ampagoomian	No

5 members having voted in the affirmative

2 members having voted in the negative

The motion was accepted with a roll call vote of 5-2.

*Michael Alden was voted for the second seat.

V. Adjournment (7:53 PM)

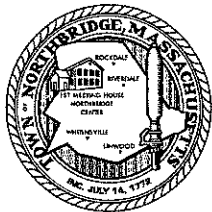
The motion was made by Michael LeBrasseur to adjourn the Joint Meeting between the Board of Selectmen and School Committee at 7:53PM. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call and the following votes were recorded:

Michael LeBrasseur	Yes
Brian Paulhus	Yes
Joseph Strazzulla	Yes
James Athanas	Yes
Daniel Nolan	Yes
Thomas Melia	Yes
Charles Ampagoomian	Yes

7 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 7-0.



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Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla, Vice-Chairperson,
Michael Alden, Bethany Cammarano, Brian Paulhus

Northbridge Public Schools School Committee Meeting Minutes Tuesday, June 26th, 2018 7:00 PM Northbridge High School Media Center

I. Call to Order (7:00)

II. Attendance

Mike LeBrasseur	Absent
Brian Paulhus	Present
Joseph Strazzulla	Present
Michael Alden	Present
Bethany Cammarano	Present

Also in attendance were Superintendent Catherine Stickney and Director of Business and Finance Melissa Walker.

III. Pledge of Allegiance

IV. Statement of Audio and Video Recording

V. Statement of Mission

VI. Public Comment

Jill Redding, NTA President, spoke to the committee in regards to the Chairperson Job Description. Jill stated that the description has not been finalized and they would like to see if it could be removed as an action item. Jill also stated that they would like to table the Balmer Tech Reorganization for a future meeting to give the teachers more time to go over the changes.

VII. Recognition

Catherine Stickney recognized the Retirees and former School Committee members. Catherine also announced the Teacher(s) of the year- Lisa Gogolinski and Elizabeth Wermuth.

VIII. Consent Agenda

- a. School Committee Regular Meeting Minutes from June 12, 2018
- b. Warrant 38-50s 6/7/18 \$128,357.49

A motion was made by Brian Paulhus to accept the consent agenda as presented. The motion was seconded by Bethany Cammarano. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur	Absent
Brian Paulhus	Yes
Joseph Strazzulla	Yes
Michael Alden	Yes
Bethany Cammarano	Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

IX. Action:

- a. Superintendent's Final Summative Evaluation

A motion was made by Brian Paulhus to approve the Superintendent's Final Summative Evaluation. The motion was seconded by Michael Alden. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur	Absent
Brian Paulhus	Yes
Joseph Strazzulla	Yes
Michael Alden	Yes
Bethany Cammarano	Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

- b. Summer Meeting Schedule

A motion was made by Brian Paulhus to approve the Summer Meeting Schedule- 7/24/18 workshop and 8/14/18 Presentation from the Special Education Program Review. The motion was seconded by Michael Alden. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur	Absent
Brian Paulhus	Yes
Joseph Strazzulla	Yes
Michael Alden	Yes
Bethany Cammarano	Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

c. Budget Subcommittee

A motion was made by Michael Alden to appoint Joseph Strazzulla and Michael Alden to the Budget Subcommittee. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

d. Policy Subcommittee

A motion was made by Michael Alden to appoint Brian Paulhus and Bethany Cammarano to the Policy Subcommittee. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

e. Negotiations Subcommittee

A motion was made by Brian Paulhus to appoint Michael Alden and Brian Paulhus to the Negotiations Subcommittee. The motion was seconded by Michael Alden. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

f. Public Relations Subcommittee

A motion was made by Brian Paulhus to appoint Michael LeBrasseur and Bethany Cammarano to the Public Relations Subcommittee. The motion was seconded by Michael Alden. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

g. School Building Committee Appointment (Board of Selectmen's representative)

A motion was made by Brian Paulhus to appoint Alicia Cannon to the School Building Committee as the Board of Selectmen's representative. The motion was seconded by Michael Alden. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

h. St. Patrick's Lease

A motion was made by Michael Alden to approve the 3 year St. Patrick's Lease with a \$500.00 increase per year. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

X. Presentation

Amy McKinstry, Alison Rossi, and Lauren Dolan presented the 2017-2018 EOY Curriculum, Instruction and Assessment Report.

XI. Discussion:

a. Strategic Planning Update

Amy McKinstry stated that they wrapped up the 3rd leadership team strategic planning meeting today. They are using the DESE Planning for Success Model for the strategic planning. There is a district planning team with parents, teachers, community, School Committee, students, and the leadership team. The three areas of focus are social emotional learning and student wellbeing, academic rigor and personnel success for students, and culture and community.

b. School Choice Grade Closure

Catherine Stickney stated that based upon Mrs. Ross's recommendation we have closed Grade 4 to School Choice for the 2018-2019 school year.

c. Early Professional Status

Catherine Stickney granted early professional status to the following teachers based on principal recommendations: Allison Rossi, Cortney Rosenlund and Michael Santiago-Silvestri.

d. Proposed Balmer Technology Reorganization

Catherine Stickney shared the proposed technology reorganization at Balmer. This will be an action item at a future meeting.

e. School Building Committee Update

Joseph Strazzulla stated that tomorrow is a big day before the MSBA waiting to hear their final decision on our schematic design and budget. We will continue our work throughout the summer and inform as many people as to what is going on with the project. The next meeting is July 17th and a community forum on August 20th.

XII. School Committee Individual Comments

Bethany Cammarano- Bethany thanked everyone for being so helpful and getting her settled.

Bethany had the opportunity to go to the Orientation for MASC.

Brian Paulhus- Update for senior parents – Maria Paulhus, Alicia Cannon, and Elizabeth Wermuth are spear heading operation graduation efforts. So many volunteers are needed at so many levels.

Reach out to Maria, Alicia, or Betsy if you would like to volunteer.

Michael Alden- Michael thanked all of the teachers for another great year. A special thanks to the Northbridge PTA for another wonderful yearbook.

Joseph Strazzulla- Stay tuned throughout the summer. We have got the August meeting for SBC and the Spec Ed review. Joe wanted to reiterate that the August date was the soonest the committee could get together to go over the evaluation.

XIII. Adjournment (8:26 P.M.)

The motion was made by Brian Paulhus to adjourn the meeting at 8:26pm. The motion was seconded Michael Alden. A vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Absent

Brian Paulhus Yes

Joseph Strazzulla Yes

Michael Alden Yes

Bethany Cammarano Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

Northbridge Public Schools

District-Wide Special Education Program Evaluation

Conducted By:
Seaside Educational Consultants

James B. Earley, Ed.D

Robert J. McArdle, M. Ed.

Sally Smith, M. Ed.



Methodology

- Review of pertinent written documents
- Walk-Through of all schools and special education instructional settings
- Observation of 32 specific special and general education classes across the district
- One to one Interviews with 25 Individuals and focus interviewing comprised of 33 individuals representing a cross section of school-based personnel, general and special education staff, administrators and parents

Positions Interviewed

- Superintendent of Schools
- Director of Curriculum, Instruction & Assessment
- Director of Pupil Personnel Services
- Principal
- Assistant Principal
- Special Education Department Chair
- Pre-K Teachers, 3
- Special Education Teachers, 3

Positions Interviewed (cont.)

- Secondary General Education Teacher
- School Adjustment Counselor
- Speech/Language Therapist, 2
- Occupational Therapist
- Behavior Specialist, BC/BA
- Evaluation Team Chairs, 3
- Behavior Tech
- Instructional Assistant
- PPS Office Support Staff, 2

Positions Interviewed (cont.)

Focus Group Interviews:

- Elementary Special Education Staff, 6
- Elementary General Education Staff, 7
- Secondary Special Education Staff, 11
- Parents, 9

Commendations

- Fifty Five (55) specific commendations
- Commendations recognize:
 - ✓ Specific programs
 - ✓ Approaches and efforts made by administration and staff in serving the needs of students with disabilities

Factors Effecting Special Education Programming and Services

- Census and Needs of the Students
- Increase in the Severity of Needs
- Administrative Leadership
- Developing & Maintaining a Continuum of Services
- Emerging Populations
- Advocacy and Legal Issues

Factors Continued

- Fiscal Implications
- Out of District Placements
- Family Engagement
- Utilization of Instructional Assistants
- Educational Experience

Findings

- Eighty-eight (88) findings as a result of the review of documents, walk-through, observations and interviews. 69 Findings for grades K-12 and 19 Findings for the preschool
- Findings are the foundation for the recommendations and include:

Findings (Cont.)

- Placement procedures
- Assuring proper program populations
- Current job descriptions
 - Assuring job responsibilities are clear
- Assuring proper identification of student disabilities

Outcomes: Recommendations

There are 32 recommendations, 24 for the grades K-12 and 8 for the preschool.

1. Pre-referral
 - Early Intervention Teams
 - Response to Intervention (RtI)
2. Program Development
 - Ongoing identification
 - Data Collection
 - Co-Teaching

Outcomes: Recommendations

3. Professional Development
 - Comprehensive Approach to Professional Development
 - Awareness training of all staff on special education, programs, roles, responsibilities, procedures, practices
 - Training for paraprofessionals

Outcomes: Recommendations

4. Transitional Practices

- Pre School to Kindergarten
- Elementary to Middle School
- Middle School to High School
- High School to post grad/adulthood

Outcomes: Recommendations

6. Administrative Data Collection and Staff Scheduling

- Referral Trends
- Consistent and timely oversight of staff schedules

Outcomes: Recommendations

7. Entrance and Exit Criteria

- For all Special Education Programs
- For all Related Services
- For all to see and understand

8. Program and Staffing Oversight

- Role Clarification
- To be updated in Procedures Manual

Outcomes: Recommendations

9. Programming and Staffing Oversight

- Annual Program Review
- Clarification of Administrative Responsibilities

10. New Programs/Staff

- Students with Social/Emotional/Behavioral Needs
- Additional Social Workers
- Clinical Consultation

Outcomes: Recommendations

11. Office of Pupil Personnel Services

- Predetermine Team meeting dates
- Centralize Referral and Evaluation Process
- Clinical treatment guideline
- Review and Revision of roles & responsibilities
- Improved Parent Awareness
- Pre School Recommendations follow-up
- Standing committee for Special Education

Suggested Targeted Approach


Several districts that we have worked with in post program evaluation have developed the following strategies to address the recommendations.

- Formulate focus/study groups to address the various recommendation by groupings
- Each group would have a specific task(s) and time line to respond to their recommendation with an action plan. Action plans may take 3 to 5 years to fully implement.

- m

Suggested Targeted Approach (cont.)

- Action Plan reviewed by administrative team
- Administrative team prioritizes the various action plans, based on what can be addressed immediately without impacting the FY 19 budget, what will require additional funding in coming years, what is a reasonable time line for implementation based on budget cycles
- Action plans need to have specific times lines to address each step of the various action plans



QUESTIONS AND ANSWERS

Seaside Educational Consultants
August 2018

SCHOOL COMMITTEE
AGENDA ITEM SUMMARY
Meeting of
(ACTION ITEM)

SUBJECT:

Person(s) preparing Agenda Item: *Stevie Bentley*

Title: 2018

Listing of Attachments (supporting documentation): *check from Polyscan*

BACKGROUND:

STATUS: Pending School Committee approval

RECOMMENDATION: NPS School Committee approve

Financial Implication: *\$300*

Recommended by: William Bishop *William Bishop 6/22/18*

Recommended by the Superintendent: *Catherine A. Stuckney*
8/14/2018

**SCHOOL COMMITTEE
AGENDA ITEM SUMMARY
(ACTION ITEM)**

SUBJECT: donation to the NHS food pantry

Person(s) preparing Agenda Item: Stevie Bentley

Title: food pantry donation

Listing of Attachments (supporting documentation): check

BACKGROUND: The Schkawiak's sent a check

STATUS:

RECOMMENDATION:

Financial Implication: \$ 250

Recommended by:

M. Bentley

8/15/18

Recommended by the Superintendent:

Catherine A. Stuckney

8/1/2018

**SCHOOL COMMITTEE
AGENDA ITEM SUMMARY
(ACTION ITEM)**

Agenda Item # _____
For School Committee Meeting of _____ 2017

SUBJECT: donation to the NHS food pantry

Person(s) preparing Agenda Item: Stevie Bentley

Title: food pantry donation

Listing of Attachments (supporting documentation):

BACKGROUND: *donation to pantry Pleasant St.
Christian Reformed
Church*

STATUS:

RECOMMENDATION:

Financial Implication: *\$300*

Recommended by:  _____

Recommended by the Superintendent: *Catherine D. Steiner*

JOB DESCRIPTION

DEPARTMENT CHAIRPERSON

Chairpersons are key members of the building leadership team and are experts in their content areas. The responsibilities of the chairperson focus on curriculum, instruction, student assessment and professional development. Chairpersons contribute to the development of a positive climate in their buildings by ensuring the delivery of quality teaching and learning experiences both within their departments and across subject areas. They also work with the chairpersons from the middle/high school to ensure alignment of curriculum that unifies their content areas and integrates best practices across grade levels.

Department chairpersons report directly to the building principal. The department chairpersons will work cooperatively with staff and administration including but not limited to the principal; assistant principal; the Director of Curriculum, Instruction, and Assessment; Director of Pupil Personnel Services and the Director of Educational Technology to fulfill the following objectives:

Curriculum

- Develop, review and revise program offerings
- Assist in the development and implementation of curriculum-based documents (i.e. pacing guides, scope and sequence, unit/module plans, etc.)
- Evaluate and recommend instructional materials (with teacher input)
- Align curriculum within and between grades in the department
- Analyze and review student assessment data with department/teachers, and develop departmental action plans to address areas of weakness
- Support the development of interdisciplinary units and performance based assessments
- Ensure department staff assigned to same courses maintain consistency of anchor materials and standards taught (per their pacing guides), as well as consistency of assessments

Instruction

- Assist and support staff in developing and implementing effective instructional strategies
- Understand and model emerging concepts, i.e. teaching and learning strategies
- If requested, assist in the development of a master and departmental teaching schedule
- Participate in staff interviews, as requested
- Participate in training opportunities, when possible, as recommended by building and district administration, to assist with new initiatives and changes in curriculum, instruction and assessment

Management

- Assist in the overall smooth operation of the department
- Ensure effective participation, communication and collaboration between staff members in department, as well as with department members from other schools in the district
- Work with all members of building leadership team to ensure policies and procedures are followed and fulfilled
- Assist with development and administration of department budget
- Maintain an up-to-date inventory of material and resources
- Assist in the identification, development and administration of professional development initiatives
- Create meeting agendas and minutes for PLCs and CPTs based on curriculum, instruction and assessment
- Ensure department's representation on the district professional development committee

Requirements

Subject area certification required. Master's Degree or equivalent preferred.

Department chairpersons are required to work the equivalent of 10 (ten) days beyond the school year (equivalent to 65 hours), as agreed upon by building and district administration. Three (3) of the ten additional days will include participation in workshops that may be held during the summer between July 1st and June 30th of the school year for which this appointment is made. The principal will collaborate with department chairs to schedule summer workshops in an effort to accommodate the majority of the group.

PROPOSED BALMER TECHNOLOGY REORGANIZATION - FY 2019

CURRENT

Position	Headcount	FTE	Salary
Computer Teacher - Balmer	1	1.00	72,241
Computer/Library Teacher - NES	1	0.50	28,677
Instructional Tech Balmer		0.25	
Instructional Tech NES	1	0.25	84,819
Assistive Tech - District		0.50	
	3	2.50	185,736

PROPOSED REORGANIZATION

Position	Headcount	FTE	Salary
Computer Teacher - Balmer	1	0.60	84,819
Instructional Tech - Balmer		0.40	
Computer/Library Teacher - NES	1	0.50	45,882
Instructional Tech - NES		0.30	
Assistive Tech - Contracted Service			35,000
	2	1.80	165,702

Savings **20,035**

*Please note salary amounts are based on individuals currently in positions and are for calculation purposes only. The reorganized positions could be filled by other individuals.

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will allow students who do not have money with them or on their account to charge a regular priced meal.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After a student's account balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take purchase a regular priced meal, and that meal will continue to be charged to the student's account at the standard lunch rate based on their meal status. The parent/guardian is responsible for all meal charges incurred. If financial hardship exists, parents/guardians are encouraged to apply for free or reduced price meals for their child. Each school handbook shall contain detailed instructions for family assistance. If a family does not qualify for free or reduced price meals, but there is a financial hardship, the parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parents/guardians via email (or mailed notice if requested) at regular intervals during the school year.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to

parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. If parents/guardians have issues with student purchases they should contact food services for assistance.

Refunds

Withdrawn students may request a refund of any money remaining in their account. Graduating students may request a refund if the balance in their account exceeds \$15.00. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need. All refund and transfer requests must be submitted in writing. If a balance remains in a student's account for a period of one year after the student has left the District, the funds will be considered abandoned and donated to the food service account to offset end of year negative balance transfers.

Delinquent Accounts/Collections

Parents/guardians will receive automated low-balance or deficit balance emails (or mailed notice if requested). If notices do not result in payment, parents/guardians will receive phone calls from the food services department in an effort to collect funds owed. If the food service department is unsuccessful in collecting delinquent funds, the food service manager shall turn the account over to the business office.

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for review. If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed.

Negative student balances will carry forward from year to year. Graduating seniors may lose the ability to participate in certain graduation related activities and obtain a gap and gown if negative lunch balances are not paid off in full.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC July 2018

Online Fundraising And Solicitations - Crowdfunding

Northbridge School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy (KCD). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23; Ethics Commission Advisory Opinion EC-COI-12-1;
CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;
GBEBC, Gifts To and Solicitations by Staff;
KCD, Public Gifts to Schools

SOURCE: MASC February 2018

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.



Friday-Saturday: July 20-21, 2018

Let this new summer learning program launch you to success in the coming school year.

Marriott Courtyard, Marlboro

School Committee members—Everything you need to know about:

- School District/Accountability Update
- Social-Emotional Learning
- Goal Setting and Monitoring
- High School Start Times
- Restorative Justice
- School and Student Safety

Sessions at a Glance

FRIDAY, JULY 20 (4:00-6:00PM)

• Alert: Accountability Changes Ahead!

New MCAS, no levels, and something called "extended engagement." Big changes are underway on how Massachusetts evaluates how well students are learning in our schools and districts. Be a part of this conversation and learn what changes are underway in the state's accountability system, what changes are still to come, and what these might mean for your district.

Presenters: **Rob Curtin**, Associate Commissioner for Data and Accountability, DESE; **Kathleen Kelly**, Vice Chair, Cambridge School Committee; **Tracy Novick**, MASC Field Director (moderator)

• Social and Emotional Learning: What School Committee Members Need to Know and Do

There's a lot of talk about social and emotional learning these days. What do we as School Committee members need to know about this field, why it's important, how it can be implemented and integrated most effectively in our own districts? How can we support our superintendents and their senior staff to provide the best climate for learning, and learning experiences that foster achievement and success for life, community, and work? In this interactive session, we'll share research that helps districts launch or deepen their SEL efforts, and connect those efforts to positive school climate, the achievement gap, and culturally responsive pedagogy. You will come away with key questions and resources to take back to your district.

Presenters: **James Vetter**, Executive Director, SEL4MA; **Ellen Gibson**, Chair, Policy & Advocacy Committee, SEL4MA; **Rachel Poliner**, Consultant, SEL4MA, MASC **Glenn Koocher**, MASC Executive Director (moderator)

over

Saturday, July 21 (8:15am-12:30pm)

Session I (8:15-10:15am)

• Goal Setting & Monitoring: Working toward Continuous Improvement

School Committees have a responsibility, along with the superintendent, to articulate a vision and set goals for the school district. By planning its work around defined goals, the committee can truly have a positive impact on student achievement. In this session, we'll discuss a process for setting goals and monitoring progress toward accomplishing the goals. We'll also talk about the importance of defining and measuring goal outcomes that lead to true progress for the benefit of students in the district.

Presenters: **Dorothy Presser**, MASC Field Director; **Jim Hardy**, MASC Field Director

• High School Start Times

If you are considering changing your High School start time, come and listen to districts who have made the decision and made the change. The research on teen age sleep needs is compelling but the process of changing school times is complicated! Do the pros outweigh the cons. Learn from those who have implemented the change.

Presenters: **Laurie Tosti**, Chair, Ashland School Committee; **Scott Carpenter**, Superintendent, Monomoy Regional School District; **Margaret Driscoll**, Chair, Melrose School Committee (moderator)

Session II (10:30am-12:30pm)

• Restorative Justice

Restorative practices, evolving from restorative justice, is a social science that focuses on improving human behavior. Through a continuum of verbal strategies that effectively enhance and repair relationships, school-based misconduct is addressed with students rather than to them or for them. During this session, educators will learn the essential components of restorative practices and how these elements can establish a supportive social climate.

Presenter: **Melissa A. Ugarte**, Executive Director, The Education Edge; **Jim Hardy**, MASC Field Director (moderator)

• Critical Incidents in Schools: Preparation, Response and Recovery

In today's world schools are faced with addressing critical incidents within their schools and communities as well as at a national and international level. Preparing, responding and recovering from these events is vital to the well-being of students, staff and families as well as the successful transition to a "new normal". This workshop will provide an in depth understanding of what a critical incident is, how to prepare students and staff in case of an incident and best practices related to response and recovery.

Presenters: **Kristin Kirby**, LICSW, Northeastern Massachusetts Law Enforcement Council (NEMLEC) School Threat Assessment and Response System (STARS) Crisis Response Team Coordinator; **Dorothy Presser**, MASC Field Director (moderator)

Guest Speakers

Scott Carpenter (High School Start Times)

Scott Carpenter is the Superintendent of the Monomoy Regional School District in Harwich. Scott is a former biologist, high school science teacher, and coach. His 25 year career in public education has spanned from Lexington Public Schools to Lincoln-Sudbury Regional to Monomoy on the elbow of the Cape. He has served in the role of Superintendent in the latter two. For the past five years, with the support of a progressive school committee, he has built one of the state's newest regional school district's, a district focused on implementing many research-based best practices.

Rob Curtin (Alert: Accountability Ahead)

Rob Curtin is the Associate Commissioner of Data and Accountability at the Department of Elementary and Secondary Education. He has been with the Department for 16 years and overseen the development and rollout of its major data initiatives along with now being responsible for the district and school accountability system and the Department's district review process.

Margaret Driscoll (High School Start Times)

Margaret Raymond Driscoll is in her 11th year as a Melrose School Committee member and in her 5th (non-consecutive) year as Chairman. She is also the Executive Director of the Massachusetts Association of School Business Officials (MASBO), the Commonwealth's professional association for school business managers and district finance staff members. Her undergraduate and graduate degrees are in marketing, finance and international business. When she isn't thinking about how to improve student outcomes, she enjoys having adventures with her husband and three young adult children, exploring eclectic food joints, and admitting defeat to the weeds in her garden.

Kathleen Kelly (Alert: Accountability Ahead)

Kathleen M. Kelly, Vice-Chair of the Cambridge School Committee, is serving her third term.

As a social worker and community activist, Kathleen has worked to: create greater access to educational resources and opportunities for all children; mitigate the social and emotional effects of violence on youth, families, and neighborhoods; and engage parents with different experiences in public school activism. She participated in the Boston Busing Desegregation Project.

As a small business consultant for an economic development program in Boston, she assessed businesses, developed technical assistance plans, and trained business owners, working in partnership with CDCs. Previously, Kathleen worked in finance, fund development, and community relations with non-profit organizations for over 15 years.

Kristin Kirby (Critical Incidents in Schools: Preparation. Response. Recovery)

Kristin Kirby, LICSW, MSW has been a school social worker in the Lowell, MA Public schools for over 23 years. Prior to this she worked as a social worker for the MA Department of Children and Families for 10 years. She is the founder and chairperson for the Lowell Coalition. Besides her work in Lowell's multicultural population, Kristin is also the co-coordinator of the Lowell Public Schools Critical Incident Response Team. In addition, she has been the coordinator of the NEMLEC STARS Crisis Recovery Team for the last 5 years. In that role, she works with 64 communities in Northeast MA to help them navigate and recover from critical incidents.

Rachel Poliner (Social and Emotional Learning)

Rachel Poliner consults widely on whole student approaches and constructive school communities for young people and adults. Her work focuses on school climate, instructional, and structural reforms: K-12 social and emotional learning (SEL), middle and high school advisory programs, and improving faculty climate. She co-authored *Teaching the Whole Teen*, *The Advisory Guide*, and curricula and articles on SEL, resiliency, and conflict resolution. Since 2012, she has helped build the Social and Emotional Learning Alliance for Massachusetts (SEL4MA).

Ellen Gibson (Social and Emotional Learning)

An attorney by training, Ellen is Chair of the Policy and Advocacy Committee at the Social and Emotional Alliance for Massachusetts (SEL4MA). She serves on the Steering Committee of SEL4MA and is a former Newton School Committee Member.

Laurie Tosti (High School Start Times)

An eight-year member of the Ashland School Committee (including six as chair), Laurie Tosti led the process that resulted in recent middle and high school start time changes in Ashland. In addition to her service on the School Committee, she is a practicing attorney with additional work experience in hospice. She is also the mother of four, a yoga instructor and a member of the Board of the non-profit cancer care organization, Team Cork.

Melissa Ugarte (Restorative Justice)

Currently the Executive Director of The Education Edge, Melissa Ugarte has been a respected educator for over a decade, holding positions in counseling, behavior management, and leadership. She possesses a bachelors in social work, a masters in restorative practices, and is a licensed trainer through the International Institute for Restorative Practices and Nonviolent Crisis Prevention Intervention Program. Melissa is equally committed to enhancing capacity and confidence in adults and youth.

The Educated Edge provides affordable, effective and evidenced-based training and consulting to educational practitioners throughout the U.S. in behavior and classroom strategies, nonviolent crisis prevention intervention, and restorative practices.

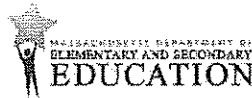
Jim Vetter (Social and Emotional Learning)

Jim Vetter has over 25 years of experience supporting diverse communities domestically and globally in promoting social and emotional health and well being. As Executive Director of the Social-Emotional Learning Alliance for Massachusetts, Vetter works to help young people succeed socially, emotionally and academically by advancing and supporting effective social and emotional learning programs, policies, and practices in schools and communities throughout the Commonwealth. Jim also serves as Associate Director of Health and Technology at Education Development Center. Vetter has consulted with numerous schools and districts on effective implementation of social and emotional learning.

Massachusetts' Next-Generation Accountability System

July 2018

Massachusetts Association of School Committees



Why do we have a new accountability system? Why a change?

• ESSA Requirements

“Annual meaningful differentiation” between schools

“Ambitious state-designed long-term goals”

Continued annual testing

95% assessment participation requirement

Identify lowest performing 5 percent of schools & high schools with graduation rates below 67%

Identify schools with low performing subgroups



Why do we have a new accountability system? Why a change?

- State requirements/reasoning
 - Achievement Gap Act of 2010
 - Public information sharing
 - State resource allocation
 - Federal grant allocation



ESSA stakeholder feedback

April-July 2016	July-October 2016	October – Dec 2016	Dec 2016 – April 2017
<i>Listening</i>	<i>Modeling</i>	<i>Listening</i>	<i>Revising</i>
External stakeholders	Board of Elementary and Secondary Education	External stakeholders	External stakeholders Board of Elementary and Secondary Education

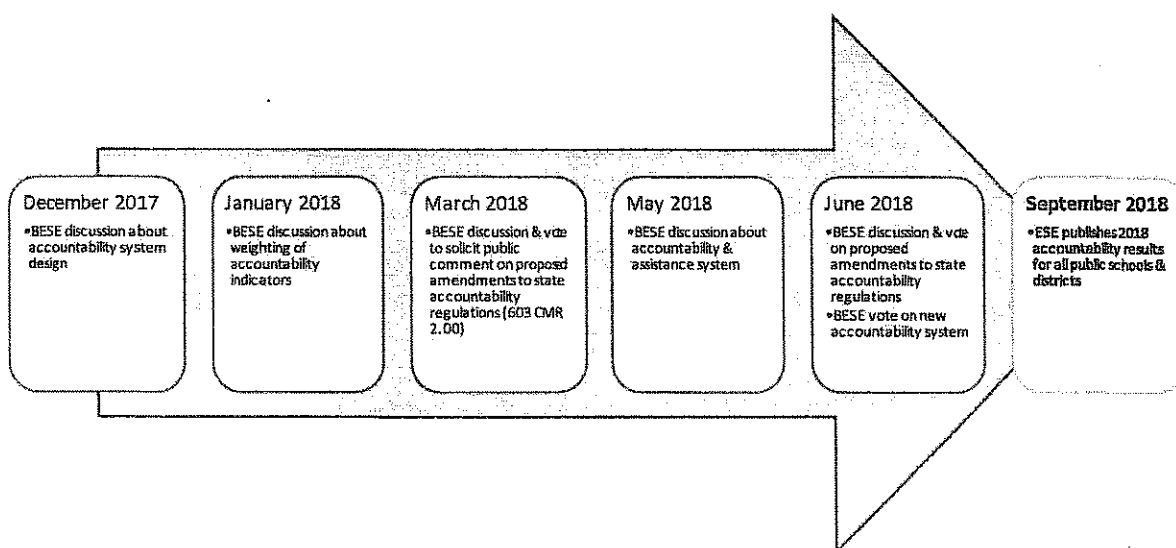


Stakeholder feedback (April 2016 - April 2017)

- 200+ stakeholder groups
- 5 public forums: 250+ attendees
- Almost 100 community meetings and presentations
- 1,500+ responses to our survey
- Broad range: educators, parents, students, advocacy groups
- Regular meetings with Accountability and Assistance Advisory Council
- April 2017 – Plan submission to USED



Accountability discussions with the Board



Massachusetts' accountability indicators – non-high schools

Indicator	Measure
Achievement	<ul style="list-style-type: none"> English language arts (ELA) average scaled score Mathematics average scaled score Science achievement (Composite Performance Index (CPI))
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)



Massachusetts' accountability indicators – high schools

Indicator	Measure
Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement (Composite Performance Index (CPI)) Mathematics achievement (CPI) Science achievement (CPI)
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years) Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
Additional Indicator(s)	<ul style="list-style-type: none"> Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, postsecondary courses, &/or other selected rigorous courses. <i>Note:</i> MassCore may be included in the future)



Considerations for weighting achievement & growth

- All indicators need to be included in the weighting
- Progress towards English language proficiency only applies to a subset of schools, & weighting needs to be flexible
- Ratio between achievement & growth can be held constant between non-high schools & high schools but actual weightings will differ
- ESE intends to apply the same weighting rules to both the normative & criterion-referenced components of the system
- **BESE voted to maintain current ratio (3:1)**



Weighting of indicators in non-high schools

Indicator	Measures	Current Weighting 3:1	
		With ELL	No ELL
Achievement	• ELA, math, & science achievement values (based on scaled score)	60%	67%
Student Growth	• ELA/Math Student Growth Percentile (SGP)	20%	23%
English Language Proficiency	• Progress made by students towards attaining English language proficiency	10%	
Additional Indicators	• Chronic absenteeism	10%	10%



Weighting of indicators in high schools & middle/high/K-12 schools

Indicator	Measures	Current Weighting 3:1	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> • ELA, math, & science achievement 	40%	48%
Student Growth	<ul style="list-style-type: none"> • ELA/Math Student Growth Percentile (SGP) 	20%	22%
High School Completion	<ul style="list-style-type: none"> • Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate 	20%	20%
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency 	10%	
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism • Percentage of students completing advanced coursework 	10%	10%



Normative component

- Accountability percentile 1-99, calculated using all available indicators for a school
- Compares schools administering similar statewide assessments
- Used to identify the lowest performing schools in the state
- Same calculation used at the subgroup level to identify low-performing subgroups



Criterion-referenced component

- Focus on closing the achievement gap by raising the “achievement floor”
 - Gap-closing can occur as a result of a decline in performance by the high-performing group
- In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured
 - Every school has a group of lowest performers
 - Identified from cohort of students who were enrolled in the school for more than one year



Criterion-referenced component

- Targets set for each accountability indicator, for the school as a whole & for the lowest performing students in each school

Indicator	Non-high schools		High schools & middle/high/K-12 schools	
	All students	Lowest performing students	All students	Lowest performing students
ELA scaled score	✓	✓	✓	✓
Math scaled score	✓	✓	✓	✓
Science achievement	✓		✓	✓
ELA SGP	✓	✓	✓	✓
Math SGP	✓	✓	✓	✓
Four-year cohort graduation rate	N/A	N/A	✓	
Extended engagement rate	N/A	N/A	✓	
Annual dropout rate	N/A	N/A	✓	
EL progress	✓		✓	
Chronic absenteeism	✓	✓	✓	✓
Advanced coursework completion	N/A	N/A	✓	

*Minimum group size for each indicator = 20 students



Setting targets

- For 2018 reporting, targets will only be set for one year
Long-term targets will be set in the future
- Targets will be set based on historical improvement of like-performing schools
Like-performing schools defined as within the same quartile of schools based on historical school percentiles



Criterion-referenced component

- Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4



Criterion-referenced component calculation – non-high school

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA scaled score	3	4	-	2	4	-
Math scaled score	2	4	-	2	4	-
Science achievement	2	4	-	-	-	-
Achievement total	7	12	60%	4	8	67%
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
Growth total	7	8	20%	8	8	23%
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	10%	4	4	10%
Weighted total	6.1	9.6	-	4.9	7.6	-
Percentage of possible points	63.5%		-	64.7%		-
Criterion-referenced target percentage	64%			64%		

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Criterion-referenced component calculation – high school

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA achievement	3	4	-	2	4	-
Math achievement	2	4	-	2	4	-
Science achievement	2	4	-	1	4	-
Achievement total	7	12	40%	5	12	67%
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
Growth total	7	8	20%	8	8	23%
Four-year cohort graduation rate	3	4	-	-	-	-
Extended engagement rate	4	4	-	-	-	-
Annual dropout rate	3	4	-	-	-	-
High school completion total	10	12	20%	-	-	-
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	-	4	4	-
Advanced coursework completion	3	4	-	-	-	-
Additional indicators total	6	8	10%	4	4	10%
Weighted total	7.0	10.0	-	5.6	10.3	-
Percentage of possible points	70.0%		-	54.4%		-
Criterion-referenced target percentage	62%			62%		

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Categorization of schools

Schools without required assistance or intervention (approx. 85%)

Schools requiring assistance or intervention (approx. 15%)

Schools of recognition	Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
Schools demonstrating high achievement, significant improvement, or high growth	Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 0-74	<ul style="list-style-type: none"> •Non-comprehensive support schools with percentiles 1-10 •Schools with low graduation rate •Schools with low performing subgroups •Schools with low participation 	<ul style="list-style-type: none"> •Underperforming schools •Chronically underperforming schools
<p>2018: Performance against targets reported in 2 categories (meeting & partially meeting)</p> <p>2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)</p>				

Notes:

*School percentiles & performance against targets will be reported for all schools



Categorization of districts

Districts without required assistance or intervention

Districts requiring assistance or intervention

Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 0-74	<ul style="list-style-type: none"> •Districts with low graduation rate •Districts with low participation 	<ul style="list-style-type: none"> •Underperforming districts •Chronically underperforming districts
<p>2018: Performance against targets reported in 2 categories (meeting & partially meeting)</p> <p>2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)</p>			

Notes:

*Performance against targets will be reported for all districts



Accountability reports

- Accountability reports published for each district & school (fall 2018)
- Reports will include:
 - Overall classification
 - Including reason(s) for classification (e.g., low graduation rate, low performing subgroup)
 - Criterion-referenced target percentage
 - Accountability percentile (schools only)
 - Data related to performance on each accountability indicator for each subgroup meeting the minimum group size (20 students)
 - All students
 - Lowest performing students
 - High needs students
 - English learners
 - Students with disabilities
 - Economically disadvantaged students
 - Major racial/ethnic subgroups



What should school committee members focus on?

- It depends...
- For the majority of schools in the state:
 - Are schools in our district improving?
 - Subgroup concerns
 - Specific areas of concern (chronic absenteeism, English learners etc.)
- For a small number of schools in the state:
 - Among lowest performing schools in the state?
 - Equity concerns
 - Dropout and graduation rate concerns



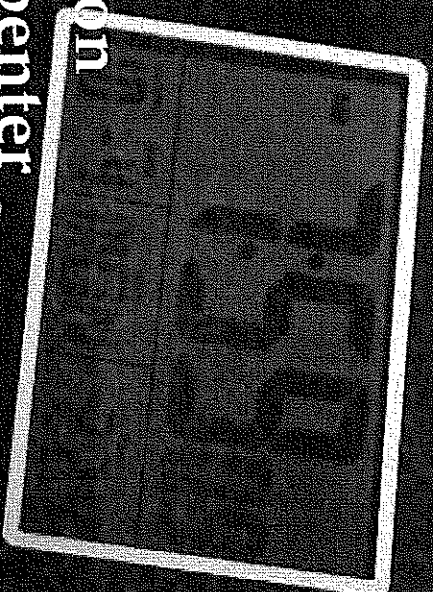
District & school report cards

- ESE will publish redesigned district & school report cards in late fall 2018
- Will include measures of performance/opportunity beyond assessment & accountability results
 - Discipline rates
 - Availability of art education
 - Educator data
 - Grade 9 course-passing
 - Per-pupil expenditures



The Debate Over Later School Start Times

A research-based recommendation from Superintendent Dr. Scott Carpenter Monomoy Regional School District and findings after one year of implementation



*"Everybody learns better when they are awake."*¹

Mary Carskadon, Brown University Professor of Psychiatry and Human Behavior

¹ <http://www.theatlantic.com/education/archive/2015/08/why-school-should-start-later/401489/>

In the spring of 2016, the Monomoy Regional School Committee was presented a research-based recommendation by the Superintendent Carpenter to “flip” our current school start times, a move which would begin the elementary schools prior to the middle and high school.

•••

After much public debate, and gathering input from parents, staff, and students, the School Committee voted to implement this recommendation beginning September 2017.

Project Citizen

In April 25, 2012, Mrs. Barnes' Chatham Middle School class made a 15-minute presentation to the Monomoy Regional School Committee with the findings and a recommendation from their Project Citizen research.

The students recommended that the school district adopt an 8:30 A.M. start time for the middle school and high school. This recommendation proposed starting school roughly an hour later than the start times of middle schools and high schools in Harwich and Chatham before regionalization.

Advantages mentioned: Shift in start time will provide students more sleep, find student drivers more alert (having less accidents), find students in class more alert, provide students more time to eat breakfast, resulting in improved grades, decreased tardiness, and improved attitude.

Concerns mentioned: Some students have afterschool jobs and afterschool sports. A later start will delay afterschool athletic and extracurricular start times causing these events to go later into the day.

Why Schools are Slow to Respond to This Research

Changing school start times is complex. It is not as simple as delaying the start time for high school students. Monomoy, like most school districts, uses the same buses for high school, middle school and elementary school, so adjusting any start time impacts bus runs for all grade levels.

Other concerns:

- The impact on student's income and local businesses if high school ends after 3:00 PM.
- The impact of interscholastic sports due to a later start time, particularly if all other league schools haven't shifted their schedules
- The impact on families who rely on older children to care for elementary-aged children
- The impact of change on individual staff, students, and family members' schedules

A decision to adjust start times will not make everyone happy, but if we focus our decision on what research is telling us and the successes seen in other districts that have better aligned school start times to the circadian rhythms of children, the decision should be more clear.

Later Start Time Research Published Since the Project Citizen Presentation

Researchers from Oxford and Harvard report in a 2015 study that school start times are generally not synchronized with teen circadian rhythms. This results in reduced concentration, performance, attention, productivity, creativity, communication, and socialization. And, this results in increased stimulant use, irritability, depression, anxiety, along with physical ailments. Aligning education times with students' circadian rhythms can improve learning and reduce health risks.

A 2014 study from the University of Minnesota of more than 9,000 students attending eight high schools in three states found, core academic performance improved at schools with later start times, as did student attendance, while tardiness, substance abuse and symptoms of depression declined. School counselors and nurses reported fewer students seeking help for emotional problems and physical ailments. And, 92% of parents reported that their teenagers were "easier to live with" when given the chance to get more sleep due to later high school start times.

The full 72-page study from February 2014:

<http://www.ccsdschools.com/Community/documents/ImpactofLateStartTime.pdf>

Presentation summary:

<http://www.cehd.umn.edu/carei/documents/WahlstromPresentationHandout.pdf>

Paul Kelley, Steven W. Lockley, Russell G. Foster & Jonathan Kelley (2015) Synchronizing education to adolescent biology: 'let teens sleep, start school later', *Learning, Media and Technology*, 40:2, 210-226, <http://dx.doi.org/10.1080/17439884.2014.942666>

In 2003, Hingham Public Schools was the first Massachusetts district to respond to the growing amount of research supporting shifts to a later high school start time. It moved from a 7:20 A.M. to a 8:00 A.M. start, and since the shift students' academic performance, attendance, MCAS scores, and AP scores are up.¹

Within the Project Citizen presentation, the students also shared the initial outcomes seen at Nauset Regional High School, which in 2012 shifted its start time from 7:25 A.M. to 8:35 A.M. According to Nauset's administration, "The results were instantaneous."²

- 53% drop in the number of failing grades
- 38% decline of D's and F's
- Decrease in the number of suspensions from 166 to only 19.
- Decrease in tardiness to school
- These findings have held up over time.³

Of Massachusetts schools, Nauset has had the most dramatic shift in high school start times. Other Massachusetts school districts have followed Hingham's lead including Duxbury (7:30→8:20) and Sharon (7:30→8:15).

As our Monomoy school district regionalized, our initial high school start time was selected with this research in mind. Harwich High had begun at 7:15, Chatham Middle/High School at 7:40, but the new Monomoy Regional High School began at 8:00. Other school districts across the state are mulling later start times, and the Massachusetts state Legislature is debating a bill to study the issue statewide.

Sources:

- 1 http://archive.boston.com/yourtown/hingham/articles/2009/12/03/school_districts_south_of_boston_examine_delaying_high_school_start_times
- 2 <https://www.bostonglobe.com/metro/2016/03/09/students-see-benefits-from-later-school-start-times/OOb4vtHm4XZTBl.m5X78V9L/story.html>
- 3 <http://www.startschoollater.net/success-stories.html>

School Start Times on Cape Cod

Elementary School

High School

- Nauset 7:45 A.M.
- **Monomoy** (2017-18) **7:45 A.M.**
- Mashpee 8:15 A.M.
- Provincetown 8:30 A.M.
- **Monomoy** (2016-17) **8:55 A.M.**
- Barnstable 9:00 A.M.
- Bourne 9:00 A.M.
- Sandwich 9:00 A.M.
- Falmouth 9:05 A.M.
- D-Y 9:10 A.M.
- D-Y 7:00 A.M.
- Bourne 7:15 A.M.
- Barnstable 7:20 A.M.
- Falmouth 7:25 A.M.
- Mashpee 7:30 A.M.
- Sandwich 7:30 A.M.
- **Monomoy** (2016-17) **8:00 A.M.**
- Nauset 8:35 A.M.
- **Monomoy** (2017-2018) **8:45 A.M.**

At present, Nauset is the only Cape Cod public high school with a later start time than Monomoy. Nauset is also the only school district with start times at both the elementary and high school levels aligned to children's natural circadian rhythms.

A Disconnect Between “Wake-Up Time” and School Start Time

	Circadian	Ideal
<u>Age</u>	<u>Wake-Up Time</u>	<u>School Start Time</u>
under 11	6:30 A.M.	8:30-9:00 A.M.
16	8:00 A.M.	10:00-10:30 A.M.
18	9:00 A.M.	11:00-11:30 A.M.

The research would suggest 10 A.M. start times for high schools would be more optimal, but is a 10 A.M. start time realistic?

High School Sports Driving Many School Schedule Decisions

One of the concerns of later start times raised by the Project Citizen presentation was its impact on interscholastic sports. For many communities debating later high school start times, the concern is that a later start time (resulting in later dismissals) will impact the athletic program, delaying game start times.

As we were developing the initial start times for the new Monomoy Regional School District, we heard "loud and clear" this same concern. Initially we wanted the high school and middle school to start later than the elementary school, but parents and students on the joint high school councils conveyed concerns with later start times and the travel involved with participation in the South Shore League.

Monomoy Regional High School, while competing in the South Shore League over the past two years, has typically needed to dismiss students 45 minutes to an hour before the end of the school day to travel to games far off Cape. These student-athletes then return home from away games in Hull, Cohasset, Norwell, and Rockland between 9:30 P.M. and 10:30 P.M.

Monomoy Regional High School's movement this year into the Cape & Islands League positions us to move our start time later than 8:00 A.M. With an 8:45 A.M. start, there still may be a need to occasionally release some student-athletes before the end of the school day, but the need to do this will be rare. Like Nauset Regional High School, which starts after 8:30, we will establish game start times 4:00 P.M. or later, just as Nauset has successfully done with their league.

Middlesex League Superintendents

6.11

Joint Statement on Later Start Times for High Schools

"Everybody learns better when they're awake."
(Mauri Carlskadan, The Atlantic, August 17, 2015)

The purpose of this collaborative statement is not to make a case for later high school start times. The research is clear on this topic that later start times best support the social and emotional needs of our high school students. The Middlesex League Superintendents collectively wanted to express our clear support for later high school start times. Our intention is to commit to a deadline and to the necessary consensus building required to make a change in long-standing practice. Doing what is right for adolescents will mean changing adult schedules and behaviors. Ultimately, the choice to change will distill down to what communities value most.

To this end, our League goals are as follows:

- High School start times between 8:00 a.m. and 8:30 a.m. for all Middlesex League High Schools by the start of the 2018-2019 school year. (Current start times range from 7:30 a.m.-8:00 a.m.)
- After-school competitions will be scheduled so that students do not routinely miss academic time

The expression of our intentions and our timetable should provide ample opportunity to address all stakeholder concerns and to reallocate existing funding or commit to the new funding that may be needed to implement later start times. Moreover, by setting a timeline for Fall 2018, we believe districts, families, and organizations that oversee athletic competitions, academic competitions and other student activities will have sufficient time to prepare for a change that will benefit all our students.

We hope this joint statement is the first of many as we work together across our respective communities to implement practices that are in the best interest of children.

Sincerely,

Kathleen Bodie, Ed.D.
Arlington Public Schools

Cynthia S. Tynmore
Melrose Public Schools

Jean Fitzgerald, Ed.D.
Watertown Public Schools

John P. Pheasant
Belmont Public Schools

John F. Doherty, Ed.D.
Reading Public Schools

Mary DeLai
Wilmington Public Schools

Eric M. Conli, Ph.D.
Burlington Public Schools

Les E. Olson, Ed.D.
Stonham Public Schools

Judy A. Evans, Ed.D.
Winchester Public Schools

Off Cape, a group of Superintendents from the Middlesex League, representing 12 school systems including Winchester, Belmont, and Lexington, have responded to the overwhelming benefits of later high school start times and have released a statement, pledging to shift all high school start times to 8:00 A.M. or later by the 2018-19 school year.

Source:

<https://www.bostonglobe.com/metro/2016/03/29/suburban-boston-superintendents-group-favors-later-high-school-start-time/8BdQOrFP03XP0CpuLxbch1/story.html>

**This isn't just an
issue of later
school start
times for high
school students.**

A Double Disconnect Between Monomoy's "Wake-Up Time" and School Start Time

	<u>Circadian</u>	<u>Monomoy</u>
<u>Age</u>	<u>Wake-Up Time</u>	<u>Current Start Time</u>
under 11	6:30 A.M. Ideal 8:00 A.M.	8:55 A.M.
16	8:00 A.M.	8:00 A.M.
18	9:00 A.M. Ideal 10:00 A.M.	8:00 A.M.

Challenges with Monomoy's Current (2016-17) Elementary Start Time

With the current 8:55 A.M. start time, Monomoy's elementary school students' school days end at 3:25 P.M.

- As a parent, you may remember the pitter-patter of little feet and a knock on your bedroom door, waking you up shortly after 6 A.M., even on weekends.
- Most children in this age group have been up and at their peak since 6:30 A.M.
- What we've heard resoundingly from elementary teachers is that by 2:30 P.M., if not slightly earlier, elementary-aged students are academically exhausted.
- Yet, the current Monomoy Regional elementary school day continues for another hour, resulting in a lost hour of learning each day.

The long-term impact: If we continue to have elementary school days start at 8:55 A.M., we will continue to lose an hour of quality learning time each day because the children are exhausted by 2:30 P.M. Over the course of a year, each child could be losing 180 hours of learning time. Over five years, from kindergarten through Grade 4, this could magnify to 900 hours of lost cumulative learning time – this equates to nearly a full year of lost learning time.

Is this in the best educational interest for our elementary students?

Challenges with Monomoy's Current (2016-17) Middle School and High School Start Time

With the current 8:00 A.M. start time, Monomoy's middle school and high school students' school days end at 2:30 P.M.

- As a parent, you may remember battling unsuccessfully with your teen, trying to get them up in time for a 7:15 A.M. bus.
- Many teens in this age group may not be fully awake until 9:00 A.M.
- Yet, our school day starts a full hour before the time when many teens are fully awake and ready to learn.

The long-term impact: If we continue to have our middle and high schools start at 8:00 A.M., we will continue to lose an hour of quality learning time each day because many teens are not fully awake and ready to learn. Over the course of a year, each teen could be losing 180 hours of learning time. Over five years, from Grade 8 through Grade 12, this could magnify to 900 hours of lost cumulative learning time – this equates to nearly a full year of lost learning time. Of equal concern is that many of our teens begin unhealthy habits and a reliance on caffeine to compensate for a lack of sleep.

• *Is this in the best educational and health interest for our adolescent students?* •

The realized benefits of
flipping start time

Monomoy's results our first year of implementation (Correlations, not cause and effect)

- One month into implementation even naysayers began to see first-person the benefits of a start-time shift for their children.
- Absence rates unchanged in 3 of 4 schools, although one elementary school realized a 40% decrease in absences.
- Tardies increased at the elementary schools, which moved to earlier start times, but oddly increased at our high school too.
- Early dismissals decreased at the elementary schools.
- Discipline referrals were down by 40% at the elementary schools, particularly in with referrals after lunch, yet total referrals up some at the middle school.
- Elementary nurse referrals, particularly after lunch, down significantly.

Monomoy's results our first year of implementation, cont. (Correlations, not cause and effect)

- Anecdotal evidence from feedback by our teachers that elementary students are more alert and engaged in the afternoons, given the earlier start time.
- Anecdotal evidence from our high school teachers that students are more alert and engaged during the first block of the day, given the later start time.
- Our middle school students (Grades 5-7) realize less clear benefits, entering developmentally as elementary students and leaving as teens.
- High school students, in particular, are using the additional hour before school to get extra help.
- Academics, on the whole for the district, up; slightly more in ELA than math.

A Superintendent/father's first person reflection

- Two teens at the high school
- Later start times have largely ended the “morning battle” trying to get teens up and out the door for a 7 AM bus – the extra hour and an 8 AM bus made a huge difference in positive parent-student interactions.
- Later start time found both actually eating breakfast daily.
- Tardies to school in our household largely ended.
- The academic change for my sample size of two was significantly improved – both regularly used the mornings to get extra help.
- Was it just a year’s worth of maturity or a later start time?

Memo

To: Melrose School Committee
From: Cyndy Taymore, Superintendent
Date: December 12, 2017
Re: Late Start Implementation 2018-2019 School Year

As voted by the Melrose School Committee and agreed upon with the Melrose Education Association (Memorandum of Agreement, March 13, 2017), the School Committee's decision to implement a change in start times shall be effective at the commencement of the 2018/2019 academic year, and shall be implemented on a permanent basis, unless the School Committee subsequently decides to rescind and/or modify such decision.

The new start and end times for students will be as follows:

- Franklin Early Childhood Center: 8:30 (end time dependent on program)
- Elementary Schools: 8:03 to 2:15
- Secondary Schools: 8:15 to 2:41

In order to ensure a smooth and orderly implementation, the Melrose School Committee (MSC) and the Melrose Education Association (MEA) agreed to create a "Start Time Oversight Committee" whose exclusive function shall be to identify and assess any concerns relative to the implementation of the School Committee's decision to change start times.

The Start Time Oversight Committee created was to begin its work no later than April 15, 2017, and remain in effect through the end of the 2018/2019 academic year. The Start Time Oversight Committee was comprised of the following administrators and teachers:

- Cyndy Taymore, Superintendent
- Marianne Farrell, Director of Finance and Administrative Affairs
- Jason Merrill, MHS Principal
- Jamie Parson, MVMMS Assistant Principal
- Carol Weldin, Interim Principal, Hoover Elementary School
- Adam Azia, MVMMS ELA
- Patrick Dayton, MHS Special Education
- Suzanne Fogarty, MHS Wellness
- Randi Murry, MVMMS Special Education
- Nancy Naslas, MHS Science

- Alex Pennachio, MHS History and Social Studies

Lisa Donovan, MEA President, and I held an initial planning meeting on May 12, 2017. Subsequently, the Oversight Committee met four times between September and December of this school year. Discussions at the meetings were frank, thorough, and systematic. Each issue was analyzed for pros, cons, potential mitigation, and action steps. A working document charted the concerns and proposed solutions in each category. In early December the chart was shared with secondary staff and feedback was solicited.

In the agreement, MSC and MEA agreed to discuss union concerns that included, but were not limited to those listed below. As of today's meeting, the "Start Time Oversight Committee" has either resolved specific issues or created action plans for others to be completed by June, 2018. We believe we will be ready for the change in start times for August, 2018.

The mitigation/action step to each concern is in italics.

- Access to extra help for students: *New schedule with flex blocks provides time during the day for extra help, makeup, retesting, etc. Secondary schools scheduling committee exploring expanding flex from twice a week to everyday.*
- Extracurricular activities (clubs, sports, etc.): *Most academic clubs now meet before school and will continue to do so; athletic practices with the exception of hockey and swim will be limited to afterschool. Hockey and swim will occur before school only if it is a necessity determined by renting ice or pool time.*
- Supervision of students who arrive prior to start time: *Will be less of an issue than currently is at elementary schools; add expanded breakfast option to middle and high schools; middle school will need to add a morning monitor either through duty assignment or stipend.*
- AP exams: *Not an issue; proctors are paid and exams can begin at 8:00 per College Board requirement.*
- Parent/Teacher Conferences: *No changes to current contract language or school schedules.*
- Department/Faculty Meetings: *Provide staff with 18-19 meeting schedule this spring so staff can plan accordingly. Middle and high school committee members are interested in surveying staff to see if adjustments can be made to number of meetings and length of meetings. Any significant changes to meeting times/schedule will need to be negotiated in next contract.*
- Flexible schedules: *Contract language to support flexible schedule currently exists; would be on an individual case basis as determined by the need of the program of studies.*
- Professional Development, including graduate degree programs: *Multiple options now exist for graduate work (online, Saturdays, summers, etc.). Checked with Salem State University regarding start time of most courses (4:30). District would accommodate individual teacher's needs.*

- Education Stations: *Revise schedule to meet later end time; adjust transition activities for students to have "down time" immediately and then move into activities. We will also be revisiting the Education Stations schedule overall, given the changes in leadership that recently took place.*

Additionally, the Oversight Committee discussed the following concerns:

- Building Based Professional Development: *The district will continue to provide the same extensive level of optional professional development opportunities.*
- METCO Bus: *Ms. Ward now thinks that adjusting the bus schedule will be possible. The elementary students will benefit from the earlier start time and the secondary students will have less time between arrival and the start of school than originally thought. We will provide high school students with more MBTA passes if needed.*
- Bell Schedules and Contract Start Times: *MVMMS has addressed this concern and is piloting a new schedule for the "first bell" of the day.*
- Time on Learning: *The high school is interested in exploring ways to add time on learning either through revisiting the midyear and finals schedule and/or through creative scheduling for some courses.*
- Elementary Schools: *The Elementary Schools will add a "wrap around" service to complement Early Bird so that students waiting for an older sibling can be supervised until the secondary campus dismisses.*

In accordance with our memorandum of understanding, a joint letter from the district and Melrose Education Association will be sent to the parents/guardians of all students outlining the potential changes that might impact students including those outlined above. The agreement states that the joint letter shall be sent no later than the end of the 2017/2018 academic year; however, our intent is to send it as soon as possible following the holidays.



Critical Incidents: Preparation, Response and Recovery

Kristin Kirby, MSW, LICSW
School Social Worker, Lowell Public Schools
Coordinator, Crisis Recovery Team, NEMLEC
STARS
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Learning Objectives

- Define what is a critical incident and identify varying types of critical incidents.
- Differentiate between crisis intervention and psychotherapy
- Define 5 core competencies in school crisis response and the developmentally appropriate psychological and somatic responses to crisis intervention
- Identify the goals of crisis intervention
- Understand preparation protocols for crises, responses to procedures/ drills, reactions to national/international events

Critical Incident: An event that has the potential to create significant human distress and can overwhelm ones usual coping mechanisms

May happen in school, during/out of school, within the wider school community, within the state, nation, global arena

May involve one or more pupils, staff, school or community

What precedes, surrounds and follows affects the severity of the impact

May last a few minutes, a number of days, be a single event, continual or series of events

Most important factor is the significance of the effect on the whole or part of the school community (the significance NOT the size of the event)

Crisis Intervention
 In response to the acute mental health needs of those in crisis the field of crisis intervention was born
 Crisis Intervention is separate and distinct from therapy

<u>Crisis Intervention</u>	VS	<u>Psychotherapy</u>
Short Term	←→	Long Term
Prevention	←→	Treatment
Reinforce Defenses	←→	Change Defenses
Here and Now	←→	Present and Past
Referral	←→	Treatment
Facilitator	←→	Therapist

5 Core Competencies in School Crisis Response

- Psychological Triage
- Individual Crisis Intervention
- Large Group Crisis Intervention
- Small Group Crisis Intervention
- Integrative Strategic Planning

Everly 2002

Goals of Crisis Intervention

- Mitigate the individual's adverse reaction to the immediate crisis
- Facilitate the individual's coping and planning
- Assist the individual in identifying and assessing available supports
- Normalize reactions to the crisis
- Assess the individual's capacities and need for further support and referral (psychological triage)

Phases of Crisis Management



Mitigation/Prevention: Addresses what schools/districts can do to reduce or eliminate risk to life and property

Preparedness: Focuses on the process of planning for the worst-case scenario

Response: Devoted to the steps to take during a crisis

Recovery: Deals with how to restore the learning and teaching environment after a crisis

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

5 Categories of Critical Incident Stress

- Physical
- Cognitive
- Emotional
- Behavioral
- Spiritual

Reactions after an incident can have a significant impact on learning. Students may....

- Show a decline in student performance
- Have difficulty mastering new material
- Become more irritable
- Become withdrawn
- Become anxious and depressed
- Become more likely to engage in risky behaviors such as substance abuse, promiscuity, reckless driving, suicide

Become focused on the loss

Developmental Implications for at risk assessment

Pre K-2

- Less affected by community level events unless they are directly involved
- Parents stress levels, distraction, agitation can have profound affect (separation anxiety)
- Reactions of adults around them can have equally profound effects upon interpretation of response to the incident

AIM: Relieve insecurity, reinforce trust, rebuild autonomy (Routines, Routines, Routines)

Responding to School Crises: An Integrated Multi-Component Crisis Intervention Approach, 2002

Grades 2-6

- Greatest concern is impact of media/social media accounts/rumors (anxiety, fear, withdrawal)
- Can react negatively due to confused perception of the proximity and nature of the threat
- Due to media saturation child's perception of the world can be overly simplistic and generalized

◦ AIM: Provide safety, boost self image, help maintain their ability to be productive

Grades 7-12

- If emotions are overpowering then regressive behavior can take the form of acting out
- Older adolescents demonstrate mixed impulses- follow staff directions one minute then assert control themselves the next minute
- Emotional and behavioral contagion (The middle school equivalent of "Everyone needs a tissue")
- Memorials/Vigils-they will come up, how to respond

AIM: Teach coping skills (Post Its), Reaffirm identity, monitor life decisions, normalize reactions, educate around social media as we can't win that struggle

5 Most Important Things that Adults Can Do

- LISTEN-reassure, explain in clear terms based on developmental stage
- PROTECT-from being re-traumatized
- CONNECT-frequent check-ins
- MODEL-routines/calmness
- TEACH-coping skills

Restore structure, Return to learning, restore basic problem solving abilities, adapt to the "new normal"

Preparedness-Education and Empowerment are the keys to preparation

Preparedness programs will vary by school and district based on stakeholders views, community readiness to accept options

- Options based Programs, A.L.I.C.E, Run, Hide, Fight, Social Stories, PRéPARE, Psychological First Aid, STARS toolkit

ALL: Focus is on saving lives, using universal language, adults always have more issues with it than children and all need practice, practice, practice!

Best practice is to remain open and honest with stakeholders, consider all views, listen and reassure, provide supportive information (use social media to provide parents/staff with resources), DO NOT FORGET STAFF and SELF (self care)

Starstoolkit.org

- Questions?
- Comments?
- Concerns?

Resources

American Foundation for Suicide Prevention, 2011. Suicide Prevention Research Center, "After a Suicide: A Toolkit for Schools". Newton, MA, Education Development Center, Inc.

American Psychological Association: Update for Mental Health Professionals, 2008. Presidential Task Force on Posttraumatic Stress Disorder and Trauma in Children and Adolescents

Clark, Julie "I'm Not Scared: In Preparation". National Center for Youth Issues, Madras, OH, September 2014

Department of Education and Skills, 2011. "Responding to Critical Incidents, Resource Materials for Schools"

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Goodman, Robin F. "Caring for Kids After Trauma and Death: A Guide for Parents and Professionals", The Institute for Trauma and Stress at the NYU Child Study Center, 2002

Johnson, K. Ertik, B.J., Barry, S, Michael, J. "Responding to School Crises: An Integrated Multi-Component Crisis Intervention Approach". International Critical Incident Stress Foundation, Inc., Ellicott City, MD, 2002

Resources Continued

Kendall, Philip C. and Hedtke, Kristina, "Cognitive Behavioral Therapy for Anxious Children", "The Coping Cat Workbook", Workbook Publishing, 2006

Lerner, Mack D, Volpe, Joseph S and Lindell, Brad, "A Practical Guide to Crisis Response in Our Schools", American Academy of Experts in Traumatic Stress, 5th Edition, 2003

Levin, Patti, "Common Responses to Trauma and Coping Strategies", 2003

National Association of School Psychologists, "Helping Children Cope with Loss, Death, and Grief: Tips for Teachers and Parents", Bethesda, MD, 2003

US Department of Education, Office of Safe and Drug Free Schools, "Practical Information on Crisis Planning: A Guide for Schools and Communities", Washington, DC, 2003



UNITED STATES SECRET SERVICE ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

National Threat Assessment Center

July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

Over the last 20 years, the U.S. Secret Service National Threat Assessment Center (NTAC) has conducted research, training, and consultation on threat assessment and the prevention of various forms of targeted violence. Following the tragedy at Columbine High School in April 1999, the Secret Service partnered with the Department of Education on two studies related to school safety. Published in 2002, the *Safe School Initiative (SSI)* examined 37 incidents of targeted violence that occurred at elementary and secondary schools to analyze the thinking and behavior of students who commit these attacks. The report, and accompanying guide, served as the impetus for establishing threat assessment programs in schools. In 2008, the agencies released the Bystander Study, a report that explored a key SSI finding that prior to most attacks, other students knew of the attackers' plans, yet most did not report it to an adult. The report highlighted the importance of creating safe school climates in which students are empowered to share their concerns. Since then, NTAC has continued to provide and update training to schools, law enforcement, and others on threat assessment and prevention practices.

U.S. SECRET SERVICE'S LATEST INITIATIVE REGARDING SCHOOL SAFETY

The tragic events of the February 14, 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Florida, and the May 18, 2018 shooting at Santa Fe High School in Santa Fe, Texas, demonstrated the ongoing need to provide leadership in preventing future school attacks. As such, the U.S. Secret Service, along with many of our partners, have redoubled our efforts and are poised to continue enhancing school safety. As part of these efforts, NTAC created an operational guide that provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans for conducting threat assessments in schools. The guide, titled *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, is available on the U.S. Secret Service website. A condensed overview is outlined on the following page.

KEY CONSIDERATIONS

- In conjunction with physical security and emergency management, a threat assessment process is an effective component to ensuring the safety and security of our nation's schools.
- Threat assessment procedures recognize that students engage in a continuum of concerning behaviors, the vast majority of which will be non-threatening and non-violent, but may still require intervention.
- The threshold for intervention should be relatively low so that schools can identify students in distress before their behavior escalates to the level of eliciting concerns about safety.
- Everyone has a role to play in preventing school violence and creating safe school climates. Students should feel empowered to come forward without fear of reprisal. Faculty and staff should take all incoming reports seriously, and assess any information regarding concerning behavior or statements.

Additional Resources: The full guide provides information and links to additional resources that can help schools create threat assessment teams, establish reporting mechanisms, train stakeholders, and promote safe school climates.

CREATING A TARGETED VIOLENCE PREVENTION PLAN

The goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk. This process begins with establishing a comprehensive targeted violence prevention plan that requires schools to:

Step 1: Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.

Step 2: Define behaviors, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.

Step 3: Establish and provide training on a central reporting system such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.

Step 4: Determine the threshold for law enforcement intervention, especially if there is a safety risk.

Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

- **Motive:** What motivated the student to engage in the behavior of concern? What is the student trying to solve?
- **Communications:** Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
- **Inappropriate Interests:** Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
- **Weapons Access:** Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- **Stressors:** Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
- **Emotional and Developmental Issues:** Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
- **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
- **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
- **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
- **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
- **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
- **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?

Step 6: Develop risk management options to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.

Step 7: Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.

Step 8: Provide training for all stakeholders, including school personnel, students, parents, and law enforcement.

CRITICAL INCIDENTS: GENERAL OPERATIONAL PROCEDURES

1. RE-OPEN SCHOOL AS SOON AS POSSIBLE

All available evidence points to the fact that school should be re-opened as soon as possible following a crisis, ideally the next day. The crisis literature clearly shows that the sooner a crisis intervention is provided for survivors, and the more survivors have the opportunity to talk about their reactions to the incident, the better the chances for a full and expedient recovery. Additionally, while parents are a source of emotional support for their children during a crisis, trained school personnel are more knowledgeable than most parents about typical childhood reactions to crisis and how to resolve them. Hence, a speedy return to school is desirable.

- Are we prepared to re-open school tomorrow?
- If not, what obstacles are preventing re-opening?
- How will we deal with these obstacles, and when can we be ready for a safe return to school?

2. DO NOT SIGNIFICANTLY ALTER THE SCHOOL ENVIRONMENT BEFORE STUDENTS ARRIVE BACK TO SCHOOL

Although it is certainly appropriate to remove sordid reminders of an incident or make repairs needed for safety (e.g., clean up blood, remove broken glass, repair damaged furniture, etc.), do not delay the reopening of school for major repairs (e.g., filling in bullet holes, making major repairs to the building that do not affect safety). Additionally, do not remove spontaneous memorials to students or staff (e.g., flowers, cards, other items left in remembrance), but rather allow students and staff to view such expressions of grief. Similarly, do not attempt to erase all presence of victims of a crisis at school (e.g., removing personal effects from lockers, or samples of work on the bulletin board, etc.) before the students return.

- Have we made sensible repairs/clean-up to the building to ensure student and staff safety?
- Have we left memorials and other expressions of grief for the victims in place for students and staff to view?
- Do we have a plan for when to remove these objects, as well as the victim(s)' personal belongings?

3. IDENTIFY POTENTIALLY AT-RISK STUDENTS AND STAFF

Members of the school's crisis team should apply the "Circles of Vulnerability" screening approach to identify, in advance, those persons that seem most likely to be affected by the traumatic event. The dimensions (circles) are: physical proximity, psychosocial proximity and population at-risk.

- Physical Proximity = the extent of direct exposure (or closeness to) the traumatic event
- Psychosocial Proximity = closeness in terms of relationship to a victim
- Population At-Risk = other exposures to trauma or current involvement with stressful circumstances

4. PREPARE THE FACULTY FOR STUDENTS' RETURN TO SCHOOL

A mandatory meeting of faculty should be held before students return to school after a crisis. Be sure to allow faculty to express grief, and any fears or concerns they have about the first day back, to review plans for assisting students, and to give permission for temporary modifications to the general curriculum to address emotions in a time of loss.

- Have we held a general faculty meeting after the initial crisis?
- Are all faculty members reasonably informed about procedures and plans for assisting students on the first day back?
- Does everyone seem to understand how the activities on the first day back might be altered?
- Do all faculty members have a reasonably good understanding of how to access special services for students (e.g., counseling, other mental health services) on the first day back?

5. CAREFULLY PLAN THE STUDENTS' RETURN TO SCHOOL

A number of issues need to be addressed before the students return to school. These include: working out a schedule for the first day, whether or not to conduct a school-wide assembly to start the day, how to handle

the variety of emotional reactions students may have, how to handle parents who drop by school on the first day, how best to deploy student support services (particularly, whether outside assistance is needed to handle the needs of students), and having greeters present when children return to school.

- Do we have a good plan for the first day, in terms of how the schedule might be altered?
- Do we have a good plan for the first day, in terms of how to deploy student support services?
- Who will, and how will we handle parents who drop by needing to talk on the first day?
- Do we have greeters for the front door?

- Will we have an assembly to start the school day? Who will speak and what will be said?
- Considering the scope of the crisis, do we need to assign mental health professionals to ride each school bus on the first day? Do we have the personnel to accomplish this?

Any student who was significantly affected by the crisis should be provided with individual counseling services at the school at any time during the day, either at his/her request or from a teacher's recommendation. Some students may require ongoing counseling services and support.

6. PROVIDE STRUCTURE AT SCHOOL IN THE DAYS FOLLOWING THE CRISIS

Both the crisis and stress literature clearly show that a return to familiar routines is healing and restorative in the wake of a crisis. For young children in particular, this will provide a sense of comfort and security. Although the schedule will likely need to be altered on the first day back to school, it is important to return to typical routines in the days that follow.

- Are we prepared to resume "normal" operations on the second day back to school?
- Do we have a plan for monitoring and "catching" students who still seem to be in distress (e.g., touching base with teachers for students' reactions, reviewing student products, such as cards, drawings, etc.), and connecting them with student support services (e.g., counseling, family counseling, etc.)?

7. MEET WITH YOUR CRISIS TEAM MEMBERS

A large part of successful recovery efforts is related to how the initial crisis was handled. The immediate aftermath of a crisis is the best time to meet with your crisis team to evaluate how everything was handled, to modify on-going efforts if necessary, and to gather information on how to proceed with future crisis situations.

- Has the crisis team met to discuss how the incident and its aftermath was/is being handled?
- What worked well? What did not work well?
- What are some of the root causes of the incident; and what could we do to prevent such incidents in the future?
- How are students, parents, staff and the crisis team members recovering from the effects of the crisis?

8. CONSIDER UTILIZING PEER COUNSELORS AT SECONDARY LEVEL SCHOOLS (HELP PREPARE THEM) TO MEET WITH PEERS WHO ARE IN DISTRESS

9. REEVALUATE YOUR SCHOOL'S NEED FOR OUTSIDE ASSISTANCE

As things become more settled following a crisis, you may think of additional needs your school has, that were missed in the initial upheaval of the crisis situation. Now is the time to reassess whether you have additional needs related to recovery that cannot be met with internal resources.

- Do we need additional, outside assistance in dealing with recovery?
- What specific needs do we have?
- Where can we access the resources to meet these needs?

10. ADDRESS THE PHYSICAL EFFECTS OF THE CRISIS

It is not recommended that all physical reminders of an incident be removed before students return to school (e.g., patching bullet holes, removing spontaneous memorials and objects left in remembrance, etc.). At some point, however, returning the physical facility to its original condition will be required. In most instances, it is recommended that you delay this activity for at least 3-7 days to allow sufficient time for students and families to view memorials and express grief. Depending on the nature of the crisis, it may be appropriate to delay some of these activities for several weeks.

- Do we have a carefully thought-out plan for removing the physical effects of the incident?
- Who will be responsible and how will we remove such physical effects?

11. RESPOND WITH SENSITIVITY TO FUNERAL ARRANGEMENTS

Families have a variety of preferences regarding funeral plans for the untimely death of a student. It is important for school personnel to be sensitive to the family's needs and wishes in this circumstance. Someone from the school-based team should check with the family about their wishes concerning the funeral, particularly about attendance of large numbers of students from school. This is likely to be more of an issue with secondary students than elementary; nevertheless, being sensitive to the family's wishes is imperative in all cases. In those cases where families welcome attendance of students at the funeral, the school will need to have a plan for orderly release of students for funeral services.

- Have we checked with the family about their preferences for funeral attendance?
- Have we communicated their wishes to faculty, staff, and students?
- Do we have a plan for the release of students for funeral services?

12. TAKE APPROPRIATE STEPS TO DEAL WITH INFORMAL MEMORIALS TO THE CRISIS VICTIMS

Informal memorials are common in many types of crises. A memorial to victims is usually spontaneously created by members of the school or surrounding community following a severe crisis. People may be holding candlelight vigils, sending flowers, or placing symbolic items outside the school. These memorial activities help to express sorrow after a tragedy and should not be discouraged. The administrator can assist by establishing a certain area at the school for such "offerings." Additionally, the administrator needs to be cognizant of possible safety issues when memorials develop off-site. Thus, the administrator may need to contact local law enforcement should safety issues arise (e.g., roadside memorial). Deciding when to remove the offerings should be made with sensitivity to the emotional needs of survivors. Thus, it is a good idea to involve a few students and staff in this decision. When removing items from memorials, place savable items in storage boxes at the school and offer family members the opportunity to look through them and determine whether they wish to keep anything. It may be some time before the family is able to do so. A mental health professional from the crisis team should review the items carefully before the family reviews them and discuss with the administrator any contents that may be emotionally hurtful.

- Are memorial activities being allowed?
- Does a certain area need to be designated for these memorial activities?
- Are savable memorial items being stored until they can be reviewed by family members of the victim(s)?
- Has a mental health professional examined the memorial items prior to them being reviewed by the family members of the victim(s)?

13. ANTICIPATE DELAYED EFFECTS OF THE CRISIS

Although it may appear that things have returned to normal at your school, be alert for subsequent events that may trigger additional trauma. Similar occurrences in other schools, later trauma to someone a student knows well, or anniversaries of the original incident may all create a degree of re-traumatization in some students.

- Have we marked the anniversary of the incident on our calendars?

- Do we plan to do anything “special” on the anniversary?
- Have we communicated with staff and parents about the “anniversary effect?”
- Are we prepared to handle individual students who experience additional trauma after the initial incident has passed?

14. BE AWARE OF POSSIBLE SCHOOL AVOIDANCE PROBLEMS

School avoidance may occur, depending upon the nature of the crisis. The way to escape school avoidance is by having students return to school as quickly as possible. If there is a consistent pattern of absenteeism following a crisis, a crisis team member should contact the family. Usually students stay home (or their parents keep them home) due to a lack of information about what to expect at school after a crisis. A crisis team member should talk to the student about his/her fears and inform the student that other students are at school who may have similar feelings, but that they are receiving assistance together. Thus, the team member acknowledges the student’s feelings (usually fears) and provides reassurance by informing him/her of the safety measures and counseling services available at the school. This should alleviate school avoidance. Additionally, inform the family that going back to school can be therapeutic.

- Is the school being reopened as soon as possible?
- For students who are absent the first day back following a crisis, has a crisis team member contacted the family?

15. BE AWARE THAT THE RECOVERY PROCESS TAKES TIME AND MAY IMPACT THE NEXT SCHOOL YEAR.

While you want to be positive about the start of a new year, some acknowledgement of the previous year’s incident may be warranted. You should not downplay the effects of a severe crisis by “going on” as if nothing ever happened.

- Do we need to do something “special” at the beginning of the school year to assure that things get off to a positive start?
- What will this involve (e.g., an activity, a memorial, a ceremony, etc.)?
- Who will be responsible and what will need to be done?

For more information refer to:

<http://www.broward.k12.fl.us/STUDENTSUPPORT/psychologicalservices/pdf/CrisisHandbook.pdf>

TOWN OF NORTHBRIDGE, MASSACHUSETTS

Independent Accountants' Report On Applying
Agreed-Upon Procedures Over Compliance
Applicable To Massachusetts School Districts'
End-Of-Year Financial Report

For the Year Ended June 30, 2017

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING
AGREED-UPON PROCEDURES OVER COMPLIANCE APPLICABLE
TO MASSACHUSETTS SCHOOL DISTRICTS'
END-OF-YEAR FINANCIAL REPORT

To the Board of Selectmen and School Committee
Northbridge, Massachusetts

We have performed the procedures enumerated below, which were agreed to by the management of the Town of Northbridge, Massachusetts, solely to assist the and the Massachusetts Department of Elementary and Secondary Education (DESE) evaluate the 's assertion that it has complied with the DESE requirements applicable to the preparation and filing of a Massachusetts School Districts' End-of-Year Financial Report. The Town's management is responsible for the End-of-Year Financial Report. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below for the purpose for which this report has been requested or for any other purpose.

We performed the procedures specified in the Massachusetts Department of Elementary and Secondary Education's Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements to the End-of-Year Financial Report prepared by the Town of Northbridge, Massachusetts for the fiscal year ended June 30, 2017. We have listed instances of noncompliance in the accompanying Schedule of Findings.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on the End-of-Year Financial Report. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the and the DESE and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

A handwritten signature in black ink that reads "Melanson Heath". The signature is written in a cursive, flowing style.

Melanson Heath
June 28, 2018

SCHEDULE OF FINDINGS

<u>Finding Number</u>	<u>Applicable ESE Compliance Step</u>	<u>Finding</u>
1.	13	<p><u>Allocate District-Wide Schedule 3 Expenditures</u></p> <p>DESE requires the allocation of instructional costs to individual schools where possible. Our review of District-Wide expenditures indicates that additional costs including specialists should have been allocated to individual schools.</p> <p><u>Recommendation</u></p> <p>We understand that an amendment has been filed to correct these issues.</p>
2.	13	<p><u>Properly Report Functions Within Schedule 3</u></p> <p>DESE requires the expenditures related to substitute teachers to be reported under a separate function on line 3470.</p> <p>We found substitute teacher salaries of \$73,539 were reported on line 3467 rather than on line 3470.</p> <p><u>Recommendation</u></p> <p>We understand that an amendment has been filed to correct these issues.</p>
3.	15	<p><u>Properly Report Special Education Transportation Expenditures on Schedule 1</u></p> <p>DESE requires that all Special Education transportation expenditures be reported on line 1469.</p> <p>We found Special Education transportation expenditures of \$662,918 were reported on line 1734 rather than 1469.</p> <p><u>Recommendation</u></p> <p>We understand that an amendment has been filed to correct these issues.</p>

Massachusetts Department of Elementary and Secondary Education FY17 END OF YEAR FINANCIAL REPORT

214 Northbridge

For all related information go to: <http://www.doe.mass.edu/finance>

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC. TECHNICAL	OTHER PROGRAMS	UNDISTRIBUTED	TOTAL

SCHEDULE 1 REVENUE AND EXPENDITURE SUMMARY

I. REVENUES

Row	Line	Description	15	16	17	18	19	20	21	22	23	24	25	26	27
	A. REVENUE FROM LOCAL SOURCES														
	10	Assessments Received by Regional Schools													0
	20	E & D Fund Appropriations FY17: Revenues to Regional District													0
	30	Tuition From Individuals													0
	40	Tuition From Other Districts in Comm.													0
	50	Tuition From Districts in Other States													0
	60	Previous Yr. Unexpended Encumbrances (Carry Forward)													0
	70	Transportation Fees													0
	80	Earnings on Investments													0
	90	Rental of School Facilities													0
	100	Other Revenue										6,024			6,024
	101	Medical Care and Assistance							513,291						513,291
	105	Non-Revenue Receipts													0
	110	TOTAL REVENUE FROM LOCAL SOURCES							0			0	6,024		519,315

Row	Line	Description	29	30	31	32	33	34	35	
	B. REVENUE FROM STATE AID									
	125	School Aid (Chapter 70)								15,403,891
	130	Mass. School Building Authority Construction Aid								0
	140	Pupil Transportation (Ch. 71A, 71B, 74)								19,473
	170	Charter Tuition Reimbursements and Facilities Aid								2,679
	180	Circuit Breaker								885,764
	190	Foundation Reserve, State Impact Aid, and Regional Bonus Aid								0
	200	TOTAL REVENUE FROM STATE AID								16,311,807

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL
38						
39	329,162	553,079	0		121,644	1,108,884
40	481	19,006				19,006
	329,162	677,084	0	0	121,644	1,127,890
I. REVENUES						
42						
43	0	0	0		20,162	20,162
44					111,100	111,100
	0	0	0	0	131,262	131,262
D. REVENUE FROM STATE GRANTS						
46						
47						
48						
49						
50						
51						
52						
E. REVENUE- REVOLVING & SPECIAL FUNDS						
60					842,260	842,260
620					180,610	180,610
630	515,750	167,125	0			682,875
640	122,695	311,407				434,101
650				84,546	73,733	158,279
660	0	0	0		111,910	111,910
670	638,445	478,532	0	84,546	1,208,512	2,410,035
TOTAL REVENUE REVOLVING & SPECIAL FUNDS						

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES

A. BY SCHOOL COMMITTEE

School Committee (1110)

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL
61						0
62					1,665	1,665
63						0
64					233	233
65					5,634	5,634
66					7,532	7,532
					Sub-total	

Superintendent (1210)

68					133,098	133,098
69					43,784	43,784
70						0
71					2,900	2,900
72					5,265	5,265
73					8,304	8,304
74					193,351	193,351
					Sub-total	

Assistant Superintendents (1220)

76						0
77						0
78						0
79						0
80						0
81						0
82					0	0
					Sub-total	

Other District-Wide Administration (1230)

84						0
85						0
86						0
87						0
88					14,104	14,104
89					2,755	2,755
90					16,859	16,859
					Sub-total	

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES
A. BY SCHOOL COMMITTEE

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL

Business and Finance (1410)

92	781	Professional Salaries (01)		98,149	98,149
93	782	Clerical Salaries (02)		87,860	87,860
94	783	Other Salaries (03)		0	0
95	784	Contracted Services (04)		0	0
96	785	Supplies and Materials (05)		0	0
97	786	Other Expenses (06)		0	0
98	789	Sub-total		185,809	185,809

Human Resources and Benefits (1420)

100	801	Professional Salaries (01)		50,422	50,422
101	802	Clerical Salaries (02)		0	0
102	803	Other Salaries (03)		0	0
103	804	Contracted Services (04)		0	0
104	805	Supplies and Materials (05)		0	0
105	806	Other Expenses (06)		0	0
106	809	Sub-total		50,422	50,422

Legal Service for School Committee (1430)

108	821	Professional Salaries (01)		0	0
109	822	Clerical Salaries (02)		0	0
110	823	Other Salaries (03)		0	0
111	824	Contracted Services (04)		134,662	134,662
112	825	Supplies and Materials (05)		0	0
113	826	Other Expenses (06)		0	0
114	829	Sub-total		134,662	134,662

Legal Settlements (1435)

116	844	Contracted Services (04)		0	0
117	845	Supplies and Materials (05)		0	0
118	846	Other Expenses (06)		0	0
119	849	Sub-total		0	0

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL

II. EXPENDITURES

A. BY SCHOOL COMMITTEE

District-wide Information Mgmt & Tech (1450)

121	Professional Salaries (01)			66,660	66,660
122	Clerical Salaries (02)			0	0
123	Other Salaries (03)			25,885	25,885
124	Contracted Services (04)			8,580	8,580
125	Supplies and Materials (05)			0	0
126	Other Expenses (06)			101,125	101,125
127	Sub-total				

Curriculum Directors (Supervisory) (2110)

129	Professional Salaries (01)	88,820	102,643	0	0	191,463
130	Clerical Salaries (02)	0	73,339	0	0	73,339
131	Other Salaries (03)	0	0	0	0	0
132	Contracted Services (04)	0	0	0	0	0
133	Supplies and Materials (05)	0	835	0	0	835
134	Other Expenses (06)	4,500	4,000	0	0	8,500
135	Sub-total	93,320	180,817	0	0	274,137

Department Heads (Non-Supervisory) (2120)

137	Professional Salaries (01)	0	0	0	0	0
138	Clerical Salaries (02)	0	0	0	0	0
139	Other Salaries (03)	0	0	0	0	0
140	Contracted Services (04)	0	0	0	0	0
141	Supplies and Materials (05)	0	0	0	0	0
142	Other Expenses (06)	0	0	0	0	0
143	Sub-total	0	0	0	0	0

School Leadership-Building (2210)

145	Professional Salaries (01)			893,271	893,271
146	Clerical Salaries (02)			252,239	252,239
147	Other Salaries (03)			0	0
148	Contracted Services (04)			0	0
149	Supplies and Materials (05)			14,380	14,380
150	Other Expenses (06)			8,369	8,369
151	Sub-total			1,168,259	1,168,259

**SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY**

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL

**II. EXPENDITURES
A. BY SCHOOL COMMITTEE**

School Curriculum Leaders/Department Heads-Building Level (2220)

153	941	Professional Salaries (01)	0	0	0	0
154	942	Clerical Salaries (02)	0	0	0	0
155	943	Other Salaries (03)	0	0	0	0
156	944	Contracted Services (04)	0	0	0	0
157	945	Supplies and Materials (05)	0	0	0	0
158	946	Other Expenses (06)	0	0	0	0
159	949	Sub-total	0	0	0	0

Building Technology (2250)

161	961	Professional Salaries (01)		126,676	126,676	
162	962	Clerical Salaries (02)		0	0	
163	963	Other Salaries (03)		0	0	
164	964	Contracted Services (04)		0	0	
165	965	Supplies and Materials (05)		5,018	5,018	
166	966	Other Expenses (06)		257	257	
167	969	Sub-total		131,950	131,950	

Teachers, Classroom (2305)

169	981	Professional Salaries (01)	8,521,148	0	0	8,521,148
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Teachers, Specialists (2310)

171	1001	Professional Salaries (01)	166,776	2,115,537	0	2,282,313
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Instructional Coordinators and Team Leaders (Non-Supervisory) (2315)

173	1021	Professional Salaries (01)	310,186	36,939	0	347,125
174	1022	Clerical Salaries (02)	0	0	0	0
175	1023	Other Salaries (03)	0	0	0	0
176	1029	Sub-total	310,186	36,939	0	347,125

Medical/Therapeutic Services (2320)

178	1041	Professional Salaries (01)	0	340,257	0	340,257
179	1042	Clerical Salaries (02)	0	0	0	0
180	1043	Other Salaries (03)	0	0	0	0
181	1044	Contracted Services (04)	0	62,928	0	62,928
182	1049	Sub-total	0	403,185	0	403,185

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC. AGRICULTURAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB. UTED	TOTAL

II. EXPENDITURES

A. BY SCHOOL COMMITTEE

Substitute Teachers (2325)

184	1063	Other Salaries (03)	169,916	143,123	0	0	0	311,939
185	1064	Contracted Services (04)	0	0	0	0	0	0
186	1069	Sub-total	169,916	143,123	0	0	0	311,939

All Non-Clerical Paraprofessionals/Instructional Assistants (2330)

188	1083	Other Salaries (03)	16,275	1,186,887	0	0	0	1,203,162
189	1084	Contracted Services (04)	0	0	0	0	0	0
190	1089	Sub-total	16,275	1,186,887	0	0	0	1,203,162

Librarians and Media Center Directors (2340)

192	1101	Professional Salaries (01)					140,688	140,688
193	1102	Clerical Salaries (02)					0	0
194	1103	Other Salaries (03)					0	0
195	1109	Sub-total					140,688	140,688

Professional Development Leadership (2351)

197	1121	Professional Salaries (01)					16,741	16,741
198	1122	Clerical Salaries (02)					0	0
199	1125	Supplies and Materials (05)					0	0
200	1126	Other Expenses (06)					0	0
201	1129	Sub-total					16,741	16,741

Teacher/Instructional Staff-Professional Days (2363)

203	1141	Professional Salaries (01)	163,044	44,681	0	0	0	207,725
204	1143	Other Salaries (03)	0	16,341	0	0	0	16,341
205	1149	Sub-total	163,044	61,022	0	0	0	224,066

Substitutes for Teachers/Instructional Staff at Prof. Development (2355)

207	1163	Other Salaries (03)	2,187	305	0	0	0	2,502
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Professional Development Stipends, Providers and Expenses (2357)

209	1181	Professional Salaries (01)	553	0	0	0	0	553
210	1184	Contracted Services (04)	1,390	1,362	0	0	0	2,752
211	1185	Supplies and Materials (05)	89	0	0	0	0	89
212	1186	Other Expenses (06)	32,231	2,602	0	0	0	34,833
213	1189	Sub-total	34,263	3,964	0	0	0	38,225

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES
A. BY SCHOOL COMMITTEE

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
Textbooks and Related Software/Media/Materials (2410)						
215	1204	Contracted Services (04)	0	0	0	0
216	1205	Supplies and Materials (05)	6,624	0	0	6,624
217	1206	Other Expenses (06)	0	0	0	0
218	1209	Sub-total	6,624	0	0	6,624
Other Instructional Materials (2415)						
220	1224	Contracted Services (04)	0	0	0	0
221	1225	Supplies and Materials (05)	113,838	16,238	0	130,074
222	1226	Other Expenses (06)	0	0	0	0
223	1229	Sub-total	113,838	16,238	0	130,074
Instructional Equipment (2420)						
225	1244	Contracted Services (04)	0	10,850	0	10,850
226	1245	Supplies and Materials (05)	6,620	0	0	6,620
227	1246	Other Expenses (06)	0	0	0	0
228	1249	Sub-total	6,620	10,850	0	17,270
General Supplies (2430)						
230	1265	Supplies and Materials (05)	54,641	989	0	55,630
Other Instructional Services (2440)						
232	1283	Other Salaries (03)	0	0	0	0
233	1284	Contracted Services (04)	0	155,821	0	155,821
234	1285	Supplies and Materials (05)	0	0	0	0
235	1286	Other Expenses (06)	14,823	0	0	14,823
236	1289	Sub-total	14,823	155,821	0	170,644
Classroom Instructional Technology (2451)						
238	1304	Contracted Services (04)	2,200	0	0	2,200
239	1305	Supplies and Materials (05)	74,858	0	0	74,858
240	1306	Other Expenses (06)	0	0	0	0
241	1309	Sub-total	77,058	0	0	77,058
Other Instructional Hardware (2453)						
243	1324	Contracted Services (04)			0	0
244	1325	Supplies and Materials (05)			0	0
245	1326	Other Expenses (06)			0	0
246	1329	Sub-total			0	0

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	INDUSTRIE- L	TOTAL

II. EXPENDITURES

A. BY SCHOOL COMMITTEE

Instructional Software (2455)

248	1344	Contracted Services (04)			0	0
249	1345	Supplies and Materials (05)			0	0
250	1346	Other Expenses (06)			0	0
251	1349	Sub-total			0	0

Guidance Including Guidance Counselors and Adjustment Counselors (2710)

253	1361	Professional Salaries (01)	498,456	59,603	0	0	558,059
254	1362	Clerical Salaries (02)	41,699	0	0	0	41,699
255	1363	Other Salaries (03)	0	0	0	0	0
256	1364	Contracted Services (04)	0	0	0	0	0
257	1365	Supplies and Materials (05)	3,318	0	0	0	3,318
258	1366	Other Expenses (06)	285	0	0	0	285
259	1369	Sub-total	543,758	59,603	0	0	603,361

Testing and Assessment (2720)

261	1381	Professional Salaries (01)	0	0	0	0	0
262	1382	Clerical Salaries (02)	0	0	0	0	0
263	1383	Other Salaries (03)	0	0	0	0	0
264	1384	Contracted Services (04)	0	0	0	0	0
265	1385	Supplies and Materials (05)	0	0	0	0	0
266	1386	Other Expenses (06)	0	0	0	0	0
267	1389	Sub-total	0	0	0	0	0

Psychological Services (2800)

269	1401	Professional Salaries (01)	0	166,312	0	0	166,312
270	1402	Clerical Salaries (02)	0	0	0	0	0
271	1403	Other Salaries (03)	0	0	0	0	0
272	1404	Contracted Services (04)	0	5,170	0	0	5,170
273	1405	Supplies and Materials (05)	0	0	0	0	0
274	1406	Other Expenses (06)	0	0	0	0	0
275	1409	Sub-total	0	173,482	0	0	173,482

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES
A. BY SCHOOL COMMITTEE

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
Attendance and Parent Liaison Services (3100)						
277	1421	Professional Salaries (01)				0
278	1422	Clerical Salaries (02)				0
279	1423	Other Salaries (03)				0
280	1424	Contracted Services (04)				0
281	1425	Supplies and Materials (05)				0
282	1426	Other Expenses (06)				0
283	1429	Sub-total			0	0
Medical/Health Services (3200)						
285	1441	Professional Salaries (01)			297,694	297,694
286	1442	Clerical Salaries (02)				0
287	1443	Other Salaries (03)			4,000	4,000
288	1444	Contracted Services (04)				0
289	1445	Supplies and Materials (05)			5,197	5,197
290	1446	Other Expenses (06)				0
291	1449	Sub-total			306,891	306,891
Transportation Services (3300)						
293	1461	Professional Salaries (01)				0
294	1462	Clerical Salaries (02)				0
295	1463	Other Salaries (03)				0
296	1464	Contracted Services (04)	687,807	6,728		1,624,268
297	1465	Supplies and Materials (05)				0
298	1466	Other Expenses (06)				0
299	1469	Sub-total	687,807	6,728	0	1,624,268
Food Services (3400)						
301	1481	Professional Salaries (01)				0
302	1482	Clerical Salaries (02)				0
303	1483	Other Salaries (03)			30,900	30,900
304	1484	Contracted Services (04)				0
305	1485	Supplies and Materials (05)				0
306	1486	Other Expenses (06)				0
307	1489	Total			30,900	30,900

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES
A. BY SCHOOL COMMITTEE

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
Athletics (3510)						
309	1501	Professional Salaries (01)				0
310	1502	Clerical Salaries (02)				0
311	1503	Other Salaries (03)				0
312	1504	Contracted Services (04)				0
313	1505	Supplies and Materials (05)				0
314	1506	Other Expenses (06)				0
315	1509	Sub-total			0	0
Other Student Activities (3520)						
317	1521	Professional Salaries (01)			31,363	31,363
318	1522	Clerical Salaries (02)				0
319	1523	Other Salaries (03)				0
320	1524	Contracted Services (04)				0
321	1525	Supplies and Materials (05)				0
322	1526	Other Expenses (06)				0
323	1529	Sub-total			31,363	31,363
School Security (3600)						
325	1541	Professional Salaries (01)				0
326	1542	Clerical Salaries (02)				0
327	1543	Other Salaries (03)				0
328	1544	Contracted Services (04)				0
329	1545	Supplies and Materials (05)				0
330	1546	Other Expenses (06)				0
331	1549	Sub-total			0	0
Custodial Services (4110)						
333	1561	Professional Salaries (01)				0
334	1562	Clerical Salaries (02)				0
335	1563	Other Salaries (03)			669,044	669,044
336	1564	Contracted Services (04)				0
337	1565	Supplies and Materials (05)			51,888	51,888
338	1566	Other Expenses (06)			485	485
339	1569	Sub-total			721,417	721,417

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES

A. BY SCHOOL COMMITTEE

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL
Heating of Buildings (4120)						
341					242,675	242,675
342						0
343						0
344					242,675	242,675
Utility Services (4130)						
346					28,385	28,385
347						0
348					453,527	453,527
349					481,912	481,912
Maintenance of Grounds (4210)						
351						0
352						0
353					100,901	100,901
354						0
355					35,328	35,328
356						0
357					136,229	136,229
Maintenance of Buildings (4220)						
359						0
360						0
361					168,666	168,666
362					104,118	104,118
363					68,016	68,016
364						0
365					340,800	340,800
Building Security System (4225)						
367						0
368						0
369						0
370					0	0

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES
A. BY SCHOOL COMMITTEE

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
Maintenance of Equipment (4230)						
372	1621					0
	Professional Salaries (01)					0
373	1622					0
	Clerical Salaries (02)					0
374	1623				9,358	9,358
	Other Salaries (03)				25,713	25,713
375	1624					2,829
	Contracted Services (04)				37,900	37,900
376	1625					
	Supplies and Materials (05)					
377	1626					
	Other Expenses (06)					
378	1629					
	Sub-total					
Extraordinary Maintenance(4300)						
380	1634					0
	Contracted Services (04)					0
381	1635					0
	Supplies and Materials (05)					0
382	1636					0
	Other Expenses (06)					0
383	1639				0	0
	Sub-total					
Networking and Telecommunications (4400)						
385	1641				83,041	83,041
	Professional Salaries (01)					0
386	1642					0
	Clerical Salaries (02)					0
387	1643					0
	Other Salaries (03)				51,417	51,417
388	1644					22,805
	Contracted Services (04)					0
389	1645					
	Supplies and Materials (05)					
390	1646					
	Other Expenses (06)					
391	1649				157,063	157,063
	Sub-total					
Technology Maintenance (4450)						
393	1651					0
	Professional Salaries (01)					0
394	1652					0
	Clerical Salaries (02)					0
395	1653					0
	Other Salaries (03)					0
396	1654					0
	Contracted Services (04)					0
397	1655					0
	Supplies and Materials (05)					0
398	1656					0
	Other Expenses (06)					0
399	1659				0	0
	Sub-total					

SCHEDULE 1
 REVENUE AND EXPENDITURE SUMMARY
 II. EXPENDITURES
 A. BY SCHOOL COMMITTEE

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL

Employee Separation Costs (5150)

403	1664	Professional Salaries (01)			15,509	15,509
404	1665	Clerical Salaries (02)			0	0
405	1666	Other Salaries (03)			1,520	1,520
406	1667	Contracted Services (04)			0	0
407	1669	Sub-total			17,029	17,029

Insurance (5200)

409	1672	Insurance for Active Employees (5200)				0
410	1673	Insurance for Retired School Employees (5250)				0
411	1674	Other Non Employee Insurance (5260)				0
412	1679	Sub-total			0	0

Rental Lease, Interest & Other Fixed Charges (5300, 5400, 5500, 5550)

414	1681	Rental-Lease Equipment (5300)			41,332	41,332
415	1682	Rental-Lease Buildings (5350)			0	0
416	1683	Short-Term Interest RAN's (5400)				0
417	1684	Short-Term Interest RAN's (5450)				0
418	1685	Other Fixed Charges (5500)				0
419	1686	School Crossing Guards (5550)			11,480	11,480
420	1689	Sub-total			52,792	52,792

Civic Activities and Community Services (6200)

422	1709	Professional Salaries (01)				0
423	1702	Clerical Salaries (02)				0
424	1703	Other Salaries (03)				0
425	1704	Contracted Services (04)				0
426	1705	Supplies and Materials (05)		450		450
427	1706	Other Expenses (06)		450		450
428	1709	Sub-total		0	0	0

Recreation (6300)

430	1711	Professional Salaries (01)				0
431	1712	Clerical Salaries (02)				0
432	1713	Other Salaries (03)				0
433	1714	Contracted Services (04)				0
434	1715	Supplies and Materials (05)				0
435	1716	Other Expenses (06)				0
436	1719	Sub-total			0	0

Health Non-Public Schools (6800)

438	1721	Professional Salaries (01)				0
439	1722	Clerical Salaries (02)				0
440	1723	Other Salaries (03)				0
441	1724	Contracted Services (04)				0
442	1725	Supplies and Materials (05)				0
443	1726	Other Expenses (06)				0
444	1729	Sub-total		0	0	0

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

1	2	3	4	5	6
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL

II. EXPENDITURES

A. BY SCHOOL COMMITTEE

Transportation Non-Public (8900)

446	1731	Professional Salaries (01)				0
447	1732	Clerical Salaries (02)				0
448	1733	Other Salaries (03)				0
449	1734	Contracted Services (04)	56,930			56,930
450	1735	Supplies and Materials (05)				0
451	1736	Other Expenses (06)				0
452	1739	Sub-total	56,930	0	0	56,930

Asset Acquisition & Improvement (7000)

454	1741	Purchase of Land & Buildings (7100, 7200)			26,500	26,500
455	1742	Equipment (7300, 7400)			29,522	29,522
456	1743	Capital Technology (7350)				0
457	1744	Motor Vehicles (7500, 7600)			63,825	63,825
458	1749	Sub-total			119,847	119,847

Long Term Debt (8000)

460	1761	Debt: Retirement Sp. Construction (8100)				0
461	1762	Debt: Services/Spec Construction (8200)				0
462	1763	Debt: Services/Facil. & Other (8400, 8600)				0
463	1769	Sub-total			0	0

Payments to Other Districts (9000)

465	1770	Tuition to Mass. Schools (9100)				0	
466	1780	School Choice Tuition (9110)	0	0	0	0	
467	1790	Tuition to Commonwealth Charter Schools (9120)	0	0		0	
468	1795	Tuition to Horace Mann Charter Schools (9125)				0	
469	1800	Tuition to Out-of-State Schools (9200)				0	
470	1810	Tuition to Non-Public Schools (9300)	731,429			731,429	
471	1820	Tuition to Collaboratives (9400)	350,210			350,210	
472	1840	Sub-total	0	1,081,639	0	1,081,639	
473	1850	TOTAL EXPENDITURES BY SCHOOL COMMITTEE	11,038,120	6,560,364	6,726	4,824,216	22,429,448

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES

B. BY CITY OR TOWN

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
481	1900 School Committee (1110)				261,862	261,862
482	1910 Business and Finance (1410)					0
483	1912 Human Resources and Benefits (1420)					0
484	1914 Legal Services for School Committee (1430)					0
485	1916 Legal Settlements (1435)					0
486	1920 District-wide Info Management and Technology (1450)					0
487	1930 Librarians and Media Center Directors (2340)				0	0
488	1935 Other Instructional Materials (2415)					0
489	1940 Health Services (3200)					0
490	1950 Pupil Transportation (3400)					0
491	1960 School Security (3600)					0
492	1970 School Custodial Services (4110)					0
493	1972 Heating of School Buildings (4120)					0
494	1974 School Utility Services (4130)					0
495	1975 Maintenance of School Grounds (4210)			79,000		79,000
496	1976 Maintenance of School Buildings (4220)					0
497	1978 School Building Security System (4225)					0
498	1979 Maintenance of School Equipment (4230)					0
499	1990 Extraordinary Maintenance (4300)					0
500	1995 Networking & Telecommunications (4400)					0
501	1996 Technology Maintenance (4450)					0
502	2000 Employer Retirement Contributions (5100)				642,108	642,108
Employee Separation Costs (\$150)						
504	2003 Professional Salaries (01)					0
505	2004 Clerical Salaries (02)					0
506	2005 Other Salaries (03)					0
507	2006 Contracted Services (04)					0
508	2007 Sub-total				0	0
509	2010 Insurance For Active Employees (5200)				3,068,624	3,068,624
510	2020 Insurance For Retired School Employees (5250)				1,143,542	1,143,542
511	2030 Other Non-Employee Insurance (5260)				639,431	639,431
512	2040 Rental-Lease Equipment (5300)					0
513	2050 Rental-Lease Buildings (5350)					0

SCHEDULE 1
REVENUE AND EXPENDITURE SUMMARY

II. EXPENDITURES

B. BY CITY OR TOWN

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
514	2060					0
	Short-Term Interest RAN's (5400)					0
515	2065					0
	Short Term Interest: EARN's (5450)					0
516	2070					0
	Other Fees Charges (6600)					0
517	2075					0
	School Custodial Guards (5550)					0
518	2080					0
	Health Aide-Public Schools (6300)					0
519	2090					0
	Transportation Non-Public Schools (6900)					0
520	2100					0
	Purchase of Land & Buildings (7100, 7200)					0
521	2110					0
	Equipment (7300, 7400)					0
522	2115					0
	Capital Technology (7350)					0
523	2120					0
	Motor Vehicles (7500, 7600)					0
524	2130				208,500	208,500
	Long-Term Debt: Retire/Sch Construction (8100)				208,500	208,500
525	2140				62,271	62,271
	Long-Term Debt: Service/Sch Construction (8200)				62,271	62,271
526	2200					0
	Long-Term Debt: Service/Educ & Other (8400, 8600)					0
Payments to Other Districts (9000)						
528	2210		196,427			196,427
	Tuition to Mass. Schools (9100)	0	196,427			196,427
529	2220	775,580	218,136	0		993,716
	School Choice Tuition (9110)	775,580	218,136	0		993,716
530	2230	34,702	2,612			37,314
	Tuition to Commonwealth Charter Schools (9120)	34,702	2,612			37,314
531	2235					0
	Tuition to Horace Mann Charter Schools (9125)					0
532	2240					0
	Tuition to Out-of-State Schools (9200)					0
533	2250					0
	Tuition to Non-Public Schools (9300)					0
534	2260					0
	Tuition to Collaboratives (9400)					0
535	2270				1,251,110	1,251,110
	Regional School Assessment (9500)				1,251,110	1,251,110
536	2280	810,282	220,748	196,427	0	2,478,567
	Sub-total	810,282	220,748	196,427	0	2,478,567
537	2290	810,282	220,748	196,427	0	8,583,925
	TOTAL EXPENDITURES BY CITY OR TOWN	810,282	220,748	196,427	0	8,583,925

SCHEDULE 3
INSTRUCTIONAL EXPENDITURES

	1	2	3	4	5	6	7
I. GENERAL FUND							
Curriculum Directors (Supervisory) (2110)							
675	3401	Professional Salaries (01)	88,820	102,643	0	0	191,462
676	3402	Clerical Salaries (02)	0	73,339	0	0	73,339
677	3403	Other Salaries (03)	0	0	0	0	0
678	3404	Contracted Services (04)	0	0	0	0	0
679	3405	Supplies and Materials (05)	0	835	0	0	835
680	3406	Other Expenses (06)	4,500	4,000	0	0	8,500
681	3409	Sub-total	93,320	180,817	0	0	274,137
Department Heads (Non-Supervisory) (2120)							
683	3411	Professional Salaries (01)	0	0	0	0	0
684	3412	Clerical Salaries (02)	0	0	0	0	0
685	3413	Other Salaries (03)	0	0	0	0	0
686	3414	Contracted Services (04)	0	0	0	0	0
687	3415	Supplies and Materials (05)	0	0	0	0	0
688	3416	Other Expenses (06)	0	0	0	0	0
689	3419	Sub-total	0	0	0	0	0
School Leadership-Building (2210)							
691	3421	Professional Salaries (01)			893,271		893,271
692	3422	Clerical Salaries (02)			252,239		252,239
693	3423	Other Salaries (03)			0		0
694	3424	Contracted Services (04)			0		0
695	3425	Supplies and Materials (05)			14,380		14,380
696	3426	Other Expenses (06)			8,369		8,369
697	3429	Sub-total			1,168,259		1,168,259
School Curriculum Leaders/Department Heads-Building Level (2220)							
699	3431	Professional Salaries (01)	0	0	0	0	0
700	3432	Clerical Salaries (02)	0	0	0	0	0
701	3433	Other Salaries (03)	0	0	0	0	0
702	3434	Contracted Services (04)	0	0	0	0	0
703	3435	Supplies and Materials (05)	0	0	0	0	0
704	3436	Other Expenses (06)	0	0	0	0	0
705	3439	Sub-total	0	0	0	0	0

SCHEDULE 3
INSTRUCTIONAL EXPENDITURES

	1	2	3	4	5	6	7
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL	CITYTOWN APPROPRIATION
I. GENERAL FUND							
Building Technology (2250)							
707	3441				126,676	126,676	
708	3442				0	0	
709	3443				0	0	
710	3444				0	0	
711	3445				5,018	5,018	
712	3446				257	257	
713	3449				131,950	131,950	
	Sub-total						
715	3450	8,521,148	0	0	0	8,521,148	
Teachers, Classroom (2305)							
717	3451	166,776	2,115,537	0	0	2,282,313	
	Sub-total						
Teachers, Specialists (2310)							
719	3461	310,186	36,939	0	0	347,125	
720	3462	0	0	0	0	0	
721	3463	0	0	0	0	0	
722	3464	310,186	36,939	0	0	347,125	
	Sub-total						
Medical/ Therapeutic Services (2320)							
724	3465	0	340,257	0	0	340,257	
725	3466	0	0	0	0	0	
728	3467	0	0	0	0	0	
727	3468	0	62,928	0	0	62,928	
728	3469	0	403,185	0	0	403,185	
	Sub-total						
Substitute Teachers (2325)							
730	3470	168,816	143,123	0	0	311,939	
731	3471	0	0	0	0	0	
732	3472	168,816	143,123	0	0	311,939	
	Sub-total						
All Non-Clerical Paraprofessionals/Instructional Assistants (2330)							
734	3473	16,275	1,186,887	0	0	1,203,162	
735	3474	0	0	0	0	0	
736	3475	16,275	1,186,887	0	0	1,203,162	
	Sub-total						

SCHEDULE 3
INSTRUCTIONAL EXPENDITURES

1	2	3	4	5	6	7
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL	CITY/TOWN APPRO- PRIATION

I. GENERAL FUND

Librarians and Media Center Directors (2340)

738	3476	Professional Salaries (01)		140,688	140,688	0
739	3477	Clerical Salaries (02)		0	0	0
740	3478	Other Salaries (03)		0	0	0
741	3479	Sub-total		140,688	140,688	0

Professional Development Leadership (2351)

743	3481	Professional Salaries (01)		16,741	16,741	
744	3482	Clerical Salaries (02)		0	0	
745	3485	Supplies and Materials (05)		0	0	
746	3486	Other Expenses (06)		0	0	
747	3489	Sub-total		16,741	16,741	

Teacher/Instructional Staff-Professional Days (2353)

749	3491	Professional Salaries (01)	163,044	44,681	0	0	207,725
750	3492	Other Salaries (03)	0	16,341	0	0	16,341
751	3493	Sub-total	163,044	61,022	0	0	224,066

Substitutes for Teachers/Instructional Staff at Prof. Development (2356)

753	3494	Other Salaries (03)	2,197	305	0	0	2,502
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Professional Development Stipends, Providers and Expenses (2357)

755	3495	Professional Salaries (01)	553	0	0	0	553
756	3496	Contracted Services (04)	1,390	1,362	0	0	2,752
757	3497	Supplies and Materials (05)	89	0	0	0	89
758	3498	Other Expenses (06)	32,231	2,602	0	0	34,833
759	3499	Sub-total	34,261	3,964	0	0	38,225

Textbooks and Related Software/Media/Materials (2410)

761	3504	Contracted Services (04)	0	0	0	0	0
762	3505	Supplies and Materials (05)	6,624	0	0	0	6,624
763	3506	Other Expenses (06)	0	0	0	0	0
764	3509	Sub-total	6,624	0	0	0	6,624

SCHEDULE 3
INSTRUCTIONAL EXPENDITURES

1	2	3	4	5	6	7
REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL	CITY/TOWN APPRO- PRIATION

1. GENERAL FUND

Other Instructional Materials (2415)

766	3514	Contracted Services (04)	0	0	0	0
767	3515	Supplies and Materials (05)	113,836	16,238	0	130,074
768	3516	Other Expenses (06)	0	0	0	0
769	3519	Sub-total	113,836	16,238	0	130,074

Instructional Equipment (2420)

771	3524	Contracted Services (04)	0	10,650	0	10,650
772	3525	Supplies and Materials (05)	6,620	0	0	6,620
773	3526	Other Expenses (06)	0	0	0	0
774	3529	Sub-total	6,620	10,650	0	17,270

General Supplies (2430)

776	3535	Supplies and Materials (05)	54,641	969	0	55,630
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Other Instructional Services (2440)

778	3540	Other Salaries (03)	0	0	0	0
779	3541	Contracted Services (04)	0	155,821	0	155,821
780	3542	Supplies and Materials (05)	0	0	0	0
781	3543	Other Expenses (06)	14,823	0	0	14,823
782	3544	Sub-total	14,823	155,821	0	170,644

Classroom Instructional Technology (2451)

784	3545	Contracted Services (04)	2,200	0	0	2,200
785	3546	Supplies and Materials (05)	74,858	0	0	74,858
786	3547	Other Expenses (06)	0	0	0	0
787	3548	Sub-total	77,058	0	0	77,058

Other Instructional Hardware (2463)

789	3549	Contracted Services (04)			0	0
790	3550	Supplies and Materials (05)			0	0
791	3551	Other Expenses (06)			0	0
792	3552	Sub-total			0	0

SCHEDULE 3
INSTRUCTIONAL EXPENDITURES

	1	2	3	4	5	6	7
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRICTED	TOTAL	CITYTOWN APPRO-PRATION
I. GENERAL FUND							
Instructional Software (2456)							
794	3553				0	0	
795	3554				0	0	
796	3555				0	0	
797	3556				0	0	
	Sub-total						
Guidance Including Guidance Counselors and Adjustment Counselors (2710)							
799	3561	498,456	59,603	0	0	558,059	
800	3562	41,699	0	0	0	41,699	
801	3563	0	0	0	0	0	
802	3564	0	0	0	0	0	
803	3565	3,318	0	0	0	3,318	
804	3566	285	0	0	0	285	
805	3569	543,758	59,603	0	0	603,361	
	Sub-total						
Testing and Assessment (2720)							
807	3571	0	0	0	0	0	
808	3572	0	0	0	0	0	
809	3573	0	0	0	0	0	
810	3574	0	0	0	0	0	
811	3575	0	0	0	0	0	
812	3576	0	0	0	0	0	
813	3579	0	0	0	0	0	
	Sub-total						
Psychological Services (2800)							
815	3581	0	168,312	0	0	168,312	
816	3582	0	0	0	0	0	
817	3583	0	0	0	0	0	
818	3584	0	5,170	0	0	5,170	
819	3585	0	0	0	0	0	
820	3586	0	0	0	0	0	
821	3589	0	173,482	0	0	173,482	
822	3599	10,293,363	4,548,562	0	0	14,841,925	
	TOTAL INSTRUCTIONAL SERVICES				1,457,638	16,299,583	0

SCHEDULE 3

INSTRUCTIONAL EXPENDITURES

895 896 897 898	8	9			10		11		12		13		14			15			16		17		18	
		Federal Grants			Other ESE-		Other		State Grants		Other		Circuit Breaker			Private Grants & Gifts			Sch Choice & Other Day Tuition		Athletic Fund		Other Local Receipts	
		Title I Fund Code 305	IDEA Fund Code 240	Other ESE-Administered Grants	ESE Administered	Other	ESE Administered	Other	Circuit Breaker	Private Grants & Gifts	Sch Choice & Other Day Tuition	Athletic Fund	Other Local Receipts											
	II GRANTS AND OTHER FUNDING SOURCES																							
	Librarians and Media Center Directors (2340)																							
3676	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3677	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3678	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3679	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Professional Development Leadership (2361)																							
3681	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3682	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3685	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3686	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3689	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Teacher/Instructional Staff-Professional Days (2353)																							
3691	0	0	0	913	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3692	0	0	0	0	310	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3693	0	0	0	913	310	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Substitutes for Teachers/Instructional Staff at Prof. Development (2355)																							
3694	0	0	0	720	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Professional Development Stipends, Providers and Expenses (2357)																							
3695	0	0	0	13,815	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3696	0	0	0	17,164	0	0	0	0	0	0	3,080	0	0	0	0	0	0	0	0	0	0	0	0	
3697	0	0	0	2,761	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3698	650	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3699	650	0	0	33,740	0	0	0	0	0	0	3,080	0	0	0	0	0	0	0	0	0	0	0	0	
	Textbooks and Related Software/Media/Materials (2410)																							
3704	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3705	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3706	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3709	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Sub-total																							

SCHEDULE 3

INSTRUCTIONAL EXPENDITURES

	8		9		10		11		12		13		14		15		16		17		18	
	Title I Fund Code 305		IDEA Fund Code 240		Other ESE-Administered Grants		Other		ESE Administered		State Grants		Circuit Breaker		Private Grants & Gifts		Sch Choice & Other Day Tuition		Athletic Fund		Other Local Receipts	
IF GRANTS AND OTHER FUNDING SOURCES																						
Other Instructional Materials (2415)																						
923	3714	Contracted Services (04)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
924	3715	Supplies and Materials (05)	6,183	0	2,250	0	1,710	0	1,468	0	0	0	0	0	0	0	0	0	0	0	0	0
925	3716	Other Expenses (06)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
926	3719	Sub-total	6,183	0	2,250	0	1,710	0	1,468	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Equipment (2420)																						
928	3724	Contracted Services (04)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
929	3725	Supplies and Materials (05)	0	0	0	0	0	0	0	0	0	0	0	0	0	12,939	0	0	0	0	0	4,401
930	3726	Other Expenses (06)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
931	3729	Sub-total	0	0	0	0	0	0	0	0	0	0	0	0	0	12,939	0	0	0	0	0	4,401
General Supplies (2430)																						
933	3735	Supplies and Materials (05)	0	0	0	0	0	0	0	0	2,646	0	0	0	0	0	0	0	0	0	0	0
Other Instructional Services (2440)																						
935	3740	Other Salaries (03)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
936	3741	Contracted Services (04)	0	0	0	0	0	0	0	0	0	0	0	0	0	250	0	0	0	0	0	0
937	3742	Supplies and Materials (05)	0	0	0	0	0	0	0	0	0	0	0	0	0	440	0	0	0	0	0	0
938	3743	Other Expenses (06)	0	0	0	0	0	0	0	0	0	0	0	0	0	1,400	0	0	0	0	0	0
939	3744	Sub-total	0	0	0	0	0	0	0	0	0	0	0	0	0	2,090	0	0	0	0	0	0
Classroom Instructional Technology (2451)																						
941	3745	Contracted Services (04)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
942	3746	Supplies and Materials (05)	45,621	0	0	0	0	0	0	0	0	0	0	0	0	19,920	0	0	0	0	0	9,122
943	3747	Other Expenses (06)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
944	3748	Sub-total	45,621	0	0	0	0	0	0	0	0	0	0	0	0	19,920	0	0	0	0	0	9,122
Other Instructional Hardware (2453)																						
946	3749	Contracted Services (04)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
947	3750	Supplies and Materials (05)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
948	3751	Other Expenses (06)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
949	3752	Sub-total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SCHEDULE 3

INSTRUCTIONAL EXPENDITURES

II GRANTS AND OTHER FUNDING SOURCES

	8 Title I Fund Code 305	9 Federal Grants IDEA Fund Code 240	10 Other ESE- Administered Grants	11 Other	12 State Grants			13 Other	14 Circuit Breaker	15 Private Grants & Gifts			16 Sch Choice & Other Day Tuition	17 Athletic Fund	18 Other Local Receipts
					ESE	Admin-	Istered			Private	Grants &	Gifts			
Instructional Software (2455)															
951	3753	0	0	0	0	0	0	0	0	0	0	0	0	0	0
952	3754	0	0	0	0	0	0	0	0	0	0	0	0	0	0
953	3755	0	0	0	0	0	0	0	0	0	0	0	0	0	0
954	3756	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Sub-total														
Guidance Including Guidance Counselors and Adjustment Counselors (2710)															
956	3761	0	0	0	0	0	0	0	0	0	0	0	0	0	0
957	3762	0	0	0	0	0	0	0	0	0	0	0	0	0	0
958	3763	0	0	0	0	0	0	0	0	0	0	0	0	0	0
959	3764	0	0	0	0	0	0	0	0	0	0	0	0	0	0
960	3765	0	0	0	0	0	0	0	0	0	0	0	0	0	0
961	3766	0	0	0	0	0	0	0	0	0	0	0	0	0	0
962	3769	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Sub-total														
Testing and Assessment (2720)															
964	3771	0	0	0	0	0	0	0	0	0	0	0	0	0	0
965	3772	0	0	0	0	0	0	0	0	0	0	0	0	0	0
966	3773	0	0	0	0	0	0	0	0	0	0	0	0	0	0
967	3774	0	0	0	0	0	0	0	0	0	0	0	0	0	0
968	3775	10,156	0	0	0	0	0	0	0	0	0	0	0	0	0
969	3776	0	0	0	0	0	0	0	0	0	0	0	0	0	0
970	3779	10,156	0	0	0	0	0	0	0	0	0	0	0	0	0
	Sub-total									130					
Psychological Services (2800)															
972	3781	0	0	0	0	0	0	0	0	0	0	0	0	0	0
973	3782	0	0	0	0	0	0	0	0	0	0	0	0	0	0
974	3783	0	0	0	0	0	0	0	0	0	0	0	0	0	0
975	3784	0	0	0	0	0	0	0	0	0	0	0	0	0	0
976	3785	0	0	0	0	0	0	0	0	0	0	0	0	0	0
977	3786	0	0	0	0	0	0	0	0	0	0	0	0	0	0
978	3789	0	0	0	0	0	0	0	0	0	0	0	0	0	0
979	3799	355,043	0	118,320	19,006	11,545	7,826	0	46,403	785,270	0	0	0	0	13,523
	TOTAL INSTRUCTIONAL SERVICES														

**SCHEDULE 4
SPECIAL EDUCATION EXPENDITURES
BY PLACEMENT**

**EXPENDITURES BY SCHOOL COMMITTEE,
CITY OR TOWN, AND CIRCUIT BREAKER**

	3-5 Yr. Olds all placements (fde032-30-48)								
	1	2	3	4	5	6	7	8	9
	Age 6-21 Public School Programs (fde034-10, 20 & 48)	Age 6-21 Public Separate Day School (fde034-41)	Age 6-21 Private Separate Day School (fde034-50)	Age 6-21 Private Residential School (fde034-60)	Age 6-21 Homebound/ Hospital (fde034-70)	Age 6-21 Public Residential Institution (fde034-80)	Screening and Team Evaluation		
989	Instructional Services(2000)								
990	Supervisory (2100)	143,041	3,396	8,489	849	424			180,817
991	School Building Leadership (2200)								0
992	Teaching (2300)	580,141	3,370,821						3,950,962
993	Textbooks & Instructional Equipment (2400)	26,973	156,725						183,698
994	Guidance (2700)	8,752	50,851						59,603
995	Psychological (2800)	25,473	148,009						173,482
996	TOTAL INSTRUCTIONAL SERVICES	665,957	3,869,447	8,489	849	424	0	0	4,548,562
998	Non-Public Health Services (6800)								0
999	Payments to Other Districts (9000)								
1000	Tuition to Mass. Schools (9100)	0	154,587	0	63,549	0	0	0	218,136
1001	School Choice Tuition (9110)		2,612						2,612
1002	Tuition to Commonwealth Charter Schools (9120)								0
1003	Tuition to Horace Mann Charter Schools (9120)								0
1004	Tuition to Out-of-State Schools (9200)								1,454,453
1005	Tuition to Private Schools (9300)			981,437	473,016				350,210
1006	Tuition to Collaboratives (9400)								2,025,411
1007	TOTAL TUITION	0	157,199	350,210	1,044,986	473,016	0	0	672,088
	EXP FROM GRANTS, REVOLVING FUNDS (NOT CB)	23,459	12,801	28,733	440,504	166,591			7,246,061
	TOTAL EXPENDITURES	689,416	4,039,447	382,339	1,493,979	640,466	424	0	

1	2	3	4	5	6	7	8	9
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**PUPIL TRANSPORTATION REIMBURSEMENT
FUNCTIONS 3300, 6900**

	REIMBURSABLE		NON-REIM- BURSABLE EXPENDITURES FOR PUPILS TRANSPORTED LESS THAN 1 1/2 MILES FROM SCH	DEPRE- CIATION (See instructions)	TOTAL (Sum of 1 thru 4)	REIMBURSABLE		NON-REIM- BURSABLE REGULAR DAY RIDERS TRAN- SPORTED LESS THAN 1 1/2 MILES FROM SCHOOL	TOTAL (Sum of 5 thru 8)
	EXPENDITURES FOR PUPILS TRANSPORTED AT LEAST 1 1/2 MILES TO AND FROM SCHOOL	SCHOOL TRANS VEHICLE				REGULAR DAY RIDERS TRANSPORTED AT LEAST 1 1/2 MILES TO AND FROM SCHOOL	BY PUBLIC UTILITIES		
1019	REGULAR EDUCATION								
4000	554,711		110,385		665,095	995		198	1,193
1020					0				0
1021					0				0
1022	554,711	0	110,385	0	665,096	995	0	198	1,193
	TOTAL REGULAR EDUCATION								

	EXPENDITURES FOR SPECIAL EDUCATION PUPILS TRANSPORTED WITHIN THE DISTRICT		EXPENDITURES FOR SPECIAL EDUCATION PUPILS TRANSPORTED OUTSIDE THE DISTRICT	DEPRECIATION (See instructions)	TOTAL EXPENDITURES (Sum of columns 1 thru 4)	SPECIAL EDUCATION RIDERS TRANSPORTED WITHIN THE DISTRICT		TOTAL SPECIAL EDUCATION RIDERS (Sum of cols 6 and 7)	
	EXPENDITURES FOR SPECIAL EDUCATION PUPILS TRANSPORTED WITHIN THE DISTRICT	SCHOOL TRANS VEHICLE				SPECIAL EDUCATION RIDERS TRANSPORTED WITHIN THE DISTRICT	BY PUBLIC UTILITIES		
1026	90,420				90,420	20		20	
1027	160,447	15,948			176,395	46	2	48	
1028		92,633			92,633		10	10	
1029		521,174			521,174		23	23	
1030		49,111			49,111		3	3	
1031					0			0	
1032					0			0	
1033	250,867	678,866		0	929,733	66	38	104	
	TOTAL SPECIAL EDUCATION								

	REIMBURSABLE		NON-REIM- BURSABLE EXPENDITURES FOR VOCATIONAL PUPILS TRAN- SPORTED -1.5 MILES FROM SCH	DEPRE- CIATION (See instructions)	TOTAL (Sum of 1 thru 4)	REIMBURSABLE		NON-REIM- BURSABLE VOCATIONAL RIDERS TRAN- SPORTED LESS THAN 1 1/2 MILES FROM SCHOOL	TOTAL (Sum of 5 thru 8)
	EXPENDITURES FOR VOCATIONAL PUPILS TRANSPORTED AT LEAST 1 1/2 MILES TO & FROM SCHOOL	SCHOOL TRANS VEHICLE				VOCATIONAL RIDERS TRANSPORTED AT LEAST 1 1/2 MILES TO AND FROM SCHOOL	BY PUBLIC UTILITIES		
1041	CH 74 VOCATIONAL/TECHNICAL PROGRAMS								
4190					0				0
1042	6,728				6,728	8			8
	Within the District								
	Outside the District								

	REIMBURSABLE		NON-REIM- BURSABLE EXPENDITURES FOR NON-PUBLIC PUPILS TRAN- SPORTED - 1 1/2 MILES FROM SCH	DEPRE- CIATION (See instructions)	TOTAL (Sum of 1 thru 4)	REIMBURSABLE		NON-REIM- BURSABLE NON-PUBLIC RIDERS TRAN- SPORTED LESS THAN 1 1/2 MILES FROM SCHOOL	TOTAL (Sum of 5 thru 8)
	EXPENDITURES FOR NON-PUBLIC PUPILS TRANSPORTED AT LEAST 1 1/2 MILES TO & FROM SCHOOL	SCHOOL TRANS VEHICLE				NON-PUBLIC RIDERS TRANSPORTED AT LEAST 1 1/2 MILES TO AND FROM SCHOOL	BY PUBLIC UTILITIES		
1050	NON-PUBLIC TRANSPORTATION								
4220	48,787		8,133		56,930	6		1	7
1051					0				0
	Within the District								
	Outside the District								

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

PUPIL TRANSPORTATION REIMBURSEMENT
FUNCTIONS 3300, 6900

	REIMBURSABLE EXPENDITURES FOR PUPILS TRANSPORTED AT LEAST 1 1/2 MILES TO AND FROM SCHOOL		DEPRECIATION (See Instructions)	TOTAL (Sum of 1 thru 4)	REIMBURSABLE TRANSPORTED AT LEAST 1 1/2 MILES TO AND FROM SCHOOL		NON-REIMBURSABLE RIDERS TRANSPORTED LESS THAN 1 1/2 MILES FROM SCHOOL FROM SCHOOL	TOTAL (Sum of 5 thru 8)
	SCHOOL TRANS VEHICLE	BY PUBLIC UTILITIES UTILITIES			SCHOOL TRANS VEHICLE	BY PUBLIC UTILITIES UTILITIES		
OTHER PROGRAMS								
4250 Racial Imbalance (NOT METCO)				0				0
4260 To and From Day Care Centers				0				0
4270 Other School Programs				0				0
4280 School Choice / Commonwealth Charter Schools				0				0
4283 Homeless Transportation To Outside the District	4,365			4,365	3			3
4285 Homeless Transportation From Outside the District	18,347			18,347	6			6
4290 TOTALS FOR ALL PROGRAMS	883,815	678,866	0	1,681,199	1,084	38	199	1,321

	EXPENDITURES		RIDERS	
	PUBLIC TRANSPORTATION ASSESSMENT	PAYMENTS FROM REVOLVING AND SPECIAL FUNDS		
4310 PUBLIC TRANSPORTATION ASSESSMENT		97,897	0	
4320 PAYMENTS FROM REVOLVING AND SPECIAL FUNDS			97,897	0

1060
1061
1062
1063
1064
1065

1067

1069
1070

Your responses to this survey will allow ESE to compile a set of comparable information for every district. Please answer questions 1-9 as they pertain to your district's current teacher's contract. If your contract has expired, please answer based on the scale being used this year through a memorandum of agreement or evergreen clause. Enter NA for any items that do not apply to your district.

Schedule 18 Survey

		Start (m/d/yy) End (m/d/yy)	Response
1.	What are the effective dates (start and end dates) of your current teacher's contract?	FY15 FY16 FY17 FY18 N lanes	7/1/16 6/30/19 NA NA 1.0% 1.5% 5
2.	What are the annual negotiated salary increases (% COLA) provided for in your current teacher contract? Provide all relevant years.	Lowest step	Bachelors \$44,694.00 Masters \$46,898.00 Highest \$51,696.00
3.	Please provide the number of lanes in your current teacher salary schedule.	Step 5	Bachelors \$53,277.00 Masters \$55,671.00 Highest \$61,203.00
4.	What are the lowest step, step 5, and top step salary amounts (\$/year) for the bachelors, masters, and highest lane in your FY17 teacher salary schedule? Do not include longevity or other credits.	Highest step	Bachelors \$77,439.00 Masters \$79,872.00 Highest \$85,551.00
5.	What is your teacher's contractual hourly rate (\$/hour) for work beyond the school day?	Daily Long-term Retirees	\$35.00 \$90.00 \$125.00 \$90.00
6.	What is your district's pay rate for daily, long-term, and retired teacher substitutes (\$/day)?	Teacher work year Instructional year Early release	184.0 180.0 6.0
7.	Please provide the number of days specified in your teacher contract or otherwise in the following categories:		2.0
8.	Please provide the number of early release days for professional development:	N sick days N personal days Max accumulation	15 3 184
9.	Please provide the number of sick days, personal days, and max accumulation of sick days provided in your current teacher's contract:		

Schedule 18 Survey

					Response
10.	Based on the health insurance plans that are available in your district, what are your district's highest and lowest employer shares for health insurance for active and retired employees?	Active	Highest % Lowest %		75.0% 68.0%
		Retired	Highest % Lowest %		75.0% 68.0%
11.	What accounting system software does your district use (please indicate the version)?				Munis 10.5
12.	For municipal districts, is this the same accounting software package used by the city or town?				Yes
13.	Does the district currently have or is it process of implementing a 1 to 1 student device program?				No
14.	If yes, is the 1 to 1 device program currently in all schools or will it be implemented in all schools?				

SCHEDULE 19

ANNUAL SCHOOL BUDGET
2017 - 2018

A.1 APPROPRIATION BY SCHOOL COMMITTEE

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC-ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB-UTED	TOTAL
1081					660,825	660,825
1082	11,393,233	5,332,170				16,725,403
1083					349,122	349,122
1084	729,951	311,772	10,205			1,051,928
1085					40,590	40,590
1086					31,759	31,759
1087					0	0
1088					2,244,422	2,244,422
1089					0	0
1090					0	0
1091					0	0
1092					0	0
1093					0	0
1094					0	0
1095					47,321	47,321
1096					0	0
1097					0	0
1098					11,840	11,840
1099					450	450
1100		450				450
1101	59,427	720,829				780,256
1102					27,000	27,000
1103					0	0
1104					0	0
1105					0	0
1106		0			0	0
1107		0	0		0	0
1108		0	0		0	0
1109						0
1110						0
1111		618,599				618,599
1112		321,128				321,128
1113	12,182,611	7,304,948	10,205	0	3,412,879	22,910,443
	TOTAL APPROPRIATION BY SCHOOL COMMITTEE					

SCHEDULE 19

ANNUAL SCHOOL BUDGET
2017 - 2018

A.2 ESTIMATED EXPENDITURES BY CITY/TOWN

	1	2	3	4	5	6
	REGULAR DAY	SPECIAL EDUCATION	CH 74 VOC- ATIONAL/ TECHNICAL	OTHER PROGRAMS	UNDISTRIB- UTED	TOTAL
1125	7400				272,197	272,197
	General Administrative Services (1000)					
1126	7420					0
	Educational Media (2340, 2415)					
1127	7430					0
	Pupil Support Services (3100, 3200)					
1128	7440					0
	Pupil Transportation (3300)					
1129	7445					0
	School Security (3600)					
1130	7450				25,000	25,000
	Operations and Maintenance (4000)					
1131	7460					0
	Extraordinary Maintenance (4300)					
1132	7470				657,939	657,939
	Employer Retirement Contributions (5100)					
1133	7475					0
	Employee Separation Costs (5150)					
1134	7480					3,247,027
	Insurance for Active Employees (5200)					
1135	7490				3,247,027	3,247,027
	Insurance Retired School Employees (5250)					
1136	7500				1,125,135	1,125,135
	Other Non-Employee Insurance (5260)					
1137	7510				605,016	605,016
	Rent (5300)					
1138	7515					0
	Debt Service-Short Term Interest RAN's (5400)					
1139	7520					0
	Debt Service-Short Term Interest RAN's (5450)					
1140	7530					0
	Other Fixed Charges (5500)					
1141	7535					0
	School Crossing Guards (5550)					
1142	7540					0
	Other Community Services (6000)					
1143	7550					0
	Non-Public Transportation (6900)					
1144	7580					0
	Fixed Assets (7000)					
1145	7570				208,500	208,500
	Long Term Debt Retirement/Sch Construction (8100)					
1146	7580				62,271	62,271
	Long Term Debt Service/Sch Construction (8200)					
1147	7590					0
	Long Term Debt Service/Educ & Other (8400, 8600)					
1148	7645		0	300,000		300,000
	Tuition to Mass. Schools (9100)					
1149	7650	769,305	249,288	0		1,018,593
	School Choice Tuition (9110)					
1150	7655	43,465	3,272			46,737
	Tuition to Commonwealth Charter Schools (9120)					
1151	7660					0
	Tuition to Horace Mann Charter Schools (9125)					
1152	7665					0
	Tuition to Out-of-State Schools (9200)					
1153	7670					0
	Tuition to Non-Public Schools (9300)					
1154	7675					0
	Tuition to Collaboratives (9400)					
1155	7680				1,304,155	1,304,155
	Regional School Assessments (9500)					
1156	7690	812,770	252,560	300,000	0	7,507,240
	TOTAL EXPENDITURES BY CITY/TOWN					
1157	7750	12,995,381	7,567,508	310,205	0	10,919,919
	TOTAL ESTIMATED EXPENDITURES					31,783,013

SCHEDULE 19
ANNUAL SCHOOL BUDGET
2016 - 2017

B. ESTIMATED REVENUES-GENERAL FUND
REVENUES FROM LOCAL SOURCES FY17

	1 REGULAR DAY	2 SPECIAL EDUCATION	3 CH 74 VOC- ATIONAL TECHNICAL	4 OTHER PROGRAMS	5 UNDISTRIB- UTED	6 TOTAL
1164						0
1165						0
1166						0
1167						0
1168						0
1169						0
1170						0
1171						0
1172						0
1173						0
1174						0
1175						0
7800						0
7810						0
7820						0
7830						0
7840						0
7850						0
7860						0
7870						0
7880						0
7890						0
7900						0
7910	0	0	0	0	0	0

C. 2016 - 2017 REGIONAL SCHOOL DISTRICTS
APPROVED BUDGETS

1	2	3	4	5	6	7	8
MEMBER CITY/TOWN CODE	MINIMUM LOCAL CON-TRIBUTION	ADDITIONAL LOCAL CON-TRIBUTION	PROPERTY TAXES OTHER EXP-EN-DITURES	CURRENT DEBT EXP-EN-DITURES	TOTAL	ASSESSMENT APPROVED BY MEMBER TOWNS	BUDGETED EXCESS AND DEFICIENCY
1184						0	
1185						0	
1186						0	
1187						0	
1188						0	
1189						0	
1190						0	
1191						0	
1192						0	
1193						0	
1194						0	
1195						0	
1196						0	
1197						0	
1198						0	
1199						0	
1200						0	
1201						0	
1202						0	
1203						0	
1204						0	
1205						0	
1206						0	
1207						0	
1208						0	
1209						0	
1210						0	
1211						0	
TOTAL ASSESSMENTS RECEIVED FROM MEMBERS					0	0	0

Please mark with an "X" assessment method used for FY17

(Check only on

statutory

agreement

EXPENDITURE SUMMARY FY17
ALL FUND TYPES

1	2	3	4	5	6	7	8	9	10	11
SCH COMM APPROP. RIATIONS	CITY/TOWN APPROP. RIATIONS	FEDERAL GRANTS	STATE GRANTS	CIRCUIT BREAKER	PRIVATE GRANTS & GIFTS	SCH CHOICE & OTHER TUITION	ATHLETIC FUND	SCHOOL LUNCH	OTHER LOCAL RECEIPTS	TOTAL
1200										
1221										
1222										
1223										
1224										
1225										
1226										
1227										
1228										
1229										
1230										
1231										
1232										
1233										
1234										
1235										
1236										
1237										
1238										
1239										
1240										
1241										
1242										
1243										
1244										
1245										
1246										
1247										
1248										
1249										
1250										
1251										
1252										
1253										
1254										
1255										
1256										
8300	School Committee (1110)	7,532	0	0	0	0	0	0	0	269,414
8305	Superintendent (1210)	183,351	0	0	0	0	0	0	0	183,351
8310	Assistant Superintendents (1220)	0	0	0	0	0	0	0	0	0
8315	Other District-Wide Administration (1230)	16,859	0	0	0	13,004	0	0	0	28,863
8320	Business and Finance (1410)	185,809	0	0	0	0	0	0	0	185,809
8325	Human Resources and Benefits (1420)	50,422	0	0	0	0	0	0	0	50,422
8330	Legal Service For School Committee (1430)	134,662	0	0	0	0	0	0	0	134,662
8335	Legal Settlements (1435)	0	0	0	0	0	0	0	0	0
8340	District-wide Information Mgmt and Tech (1450)	101,125	0	0	0	0	0	0	0	101,125
8345	Curriculum Directors (Supervisory) (2110)	274,137	14,500	1,980	0	0	0	0	0	290,317
8350	Department Heads (Non-Supervisory) (2120)	0	0	0	0	0	0	0	0	0
8355	School Leadership-Building (2210)	1,166,259	0	0	0	0	0	0	0	1,166,259
8360	Curriculum Leaders/Department Heads-Building Level (2220)	0	0	0	0	0	0	0	0	0
8365	Building Technology (2250)	131,890	0	0	0	0	0	0	0	131,890
8370	Teachers, Classroom (2305)	8,521,148	55,098	0	0	320,978	0	0	0	8,576,247
8375	Teachers, Specialists (2310)	2,282,313	216,988	5,740	0	209,877	0	0	0	2,625,899
8380	Instructional Coordinators and Team Leaders (2315)	347,125	39,098	4,515	0	137,651	0	0	0	600,615
8385	Medical/Therapeutic Services (2320)	403,165	0	0	0	0	0	0	0	403,165
8390	Substitute Teachers (2325)	311,939	0	0	0	0	0	0	0	311,939
8395	Non-Critical Paraprofessionals/Instructional Assistants (2330)	1,203,162	66,281	0	0	104,347	0	0	0	1,373,770
8400	Librarians and Media Center Directors (2340)	140,888	0	0	0	0	0	0	0	140,888
8405	Professional Development Leadership (2351)	16,741	0	0	0	0	0	0	0	16,741
8410	Teacher/Instructional Staff-Professional Days (2353)	224,066	1,223	0	0	12,261	0	0	0	237,550
8415	Substitutes for Instructional Staff at Prof. Development (2355)	2,502	720	0	0	0	0	0	0	3,222
8420	Prof. Development Stipends, Providers and Expenses (2357)	38,225	34,380	3,080	0	9,087	0	0	0	84,782
8425	Textbooks and Related Software/Materials (2410)	6,624	0	0	0	769	0	0	0	7,393
8430	Other Instructional Materials (2415)	130,074	8,433	1,710	0	1,468	0	0	0	141,685
8435	Instructional Equipment (2420)	17,270	0	0	0	12,939	0	0	4,401	34,610
8440	General Supplies (2430)	55,630	0	2,646	0	156	0	0	0	58,432
8445	Other Instructional Services (2440)	170,644	0	0	0	2,090	0	0	0	172,734
8450	Classroom Instructional Technology (2451)	77,058	45,821	0	0	19,920	0	0	9,122	151,721
8455	Other Instructional Hardware (2453)	0	0	0	0	0	0	0	0	0
8460	Instructional Software (2455)	0	0	0	0	0	0	0	0	0
8465	Guidance Counselors and Adjustment Counselors (2710)	603,361	0	0	0	0	0	0	0	603,361
8470	Testing and Assessment (2720)	0	10,156	0	0	130	0	0	0	10,286
8475	Psychological Services (2800)	173,482	0	0	0	0	0	0	0	173,482
8480	TOTAL INSTRUCTION (2000)	16,299,583	0	492,368	19,271	765,270	0	0	13,523	17,656,619

EXPENDITURE SUMMARY FY17
ALL FUND TYPES

1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289
8485	8490	8495	8500	8505	8510	8515	8520	8525	8530	8535	8540	8545	8550	8555	8560	8565	8570	8572	8575	8580	8585	8590	8595	8600	8605	8610	8612	8615	8620	8625	8630	8635
Attendance and Parent Liaison Services (3100)	Medical/Health Services (3200)	Transportation Services (3300)	Food Services (3400)	Athletics (3510)	Other Student Body Activities (3520)	School Security (3600)	Custodial Services (4110)	Heating of Buildings (4120)	Utility Services (4130)	Maintenance of Grounds (4210)	Maintenance of Buildings (4220)	Building Security System (4225)	Maintenance of Equipment (4230)	Extraordinary Maintenance (4300)	Networking and Telecommunications (4400)	Technology Maintenance (4450)	Employer Retirement Contributions (5100)	Employee Separation Costs (5150)	Insurance for Active Employees (5200)	Insurance for Retired School Employees (5250)	Other Non-Employee Insurance (5260)	Rental Lease of Equipment (5300)	Rental Lease of Buildings (5350)	Short Term Interest RAN's (5400)	Short Term Interest BAN'S (5450)	Other Fixed Charges (5500)	School Crossing Guards (5550)	Indirect Cost Transfers	Civic Activities and Community Services (6200)	Recreation Services (6300)	Health Services to Non-Public Schools (6800)	Transportation To Non-Public Schools (6900)
1	2	3	4	5	6	7	8	9	10	11																						
SCH COMM APPROP. RATIONS	CITY/TOWN APPROP. RATIONS	FEDERAL GRANTS	STATE GRANTS	CIRCUIT BREAKER	PRIVATE GRANTS & GIFTS	SCH CHOICE & OTHER TUITION	ATHLETIC FUND	SCHOOL LUNCH	OTHER LOCAL RECEIPTS	TOTAL																						
0	0	0	0	0	0	0	0	0	0	0																						
306,891	0	0	71,915	0	0	0	0	0	0	378,806																						
1,624,268	0	0	3,930	0	3,257	0	0	0	90,711	1,722,165																						
30,900	0	0	0	0	2,286	0	0	756,383	0	789,569																						
0	0	0	0	0	77,508	0	88,164	0	0	165,672																						
31,363	0	0	0	0	3,423	0	77,031	0	0	111,817																						
0	0	0	0	0	0	0	0	0	0	0																						
721,417	0	0	0	0	0	0	0	0	13,315	734,732																						
242,875	0	0	0	0	0	0	0	0	0	242,875																						
461,912	0	0	0	0	0	0	0	0	0	461,912																						
136,224	79,000	0	0	0	0	0	0	0	1,932	217,161																						
340,800	0	0	0	0	0	0	0	0	3,072	343,872																						
0	0	0	0	0	0	0	0	0	0	0																						
37,900	0	0	0	0	2,179	0	0	0	9,876	49,955																						
157,063	0	6,288	0	0	0	0	0	0	0	163,351																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	0	0	0	0	0	0	0	0																						
0	842,108	7,561	0	0	0	0	0	0	0	649,669																						
17,029	0	0	0	0	0	0	0	0	0	17,029																						
0	3,068,624	0	0	0	0	0	0	0	0	3,068,624																						
0	1,143,542	0	0	0	0	0	0	0	0	1,143,542																						
0	639,431	0	0	0	0	0	0	0	0	639,431																						
41,332	0	0	0	0	0	0	0	0	0	41,332																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	0	0	0	0	0	0	0	0																						
11,460	0	0	0	0	0	0	0	0	0	11,460																						
0	0	0	0	0	0	0	0	0	0	0																						
450	0	0	0	0	0	0	0	0	0	450																						
0	0	0	0	0	0	0	0	0	0	0																						
0	0	0	14,185	0	0	0	0	0	0	14,185																						
56,930	0	0	0	0	0	0	0	0	0	56,930																						

EXPENDITURE SUMMARY FY17
ALL FUND TYPES

	1	2	3	4	5	6	7	8	9	10	11		
	SCH COMM APPROP. RATIONS	CITYTOWN APPROP. RATIONS	FEDERAL GRANTS	STATE GRANTS	CIRCUIT BREAKER	PRIVATE GRANTS & GIFTS	SCH CHOICE & OTHER TUITION	ATHLETIC FUND	SCHOOL LUNCH	OTHER LOCAL RECEIPTS	TOTAL		
1290	8640	Purchase of Land & Buildings (7100, 7200)	0	0	0	0	0	0	0	0	26,500		
1291	8645	Equipment (7300, 7400)	0	0	0	0	0	0	0	0	29,522		
1292	8650	Capital Technology (7350)	0	0	0	0	0	0	0	0	0		
1293	8655	Motor Vehicles (7500, 7600)	0	0	0	0	0	0	0	0	63,825		
1294	8660	Debt Retirement/Sch Construction (8100)	0	208,500	0	0	0	0	0	0	208,500		
1295	8665	Debt Service/Sch Construction (8200)	0	0	0	0	0	0	0	0	62,271		
1296	8670	Debt Service/Educ. & Other (8400, 8600)	0	0	0	0	0	0	0	0	0		
1297	8675	Tuition to Mass. Schools (9100)	0	196,427	0	0	0	0	0	0	196,427		
1298	8680	School Choice Tuition (9110)	0	983,716	0	0	0	0	0	0	983,716		
1299	8685	Tuition to Commonwealth Charter Schools (9120)	0	37,314	0	0	0	0	0	0	37,314		
1300	8690	Tuition to Horace Mann Charter Schools (9120)	0	0	0	0	0	0	0	0	0		
1301	8695	Tuition to Out-of-State Schools (9200)	0	0	0	0	0	0	0	0	0		
1302	8700	Tuition to Non-Public Schools (9300)	0	607,095	0	723,024	0	0	0	0	2,081,548		
1303	8705	Tuition to Collaboratives (9400)	0	28,733	0	0	0	0	0	0	378,943		
1304	8710	Regional School Assessment (9500)	0	1,251,110	0	0	0	0	0	0	1,251,110		
1305	8715	TOTAL EXPENDITURES, ALL FUNDS	22,429,448	8,583,925	1,142,045	109,402	723,024	132,770	800,561	165,195	756,363	132,428	34,875,180

FY17 Net School Spending		School Committee	City or Town	Total
214 Northbridge				
1. Administration (1000)	689,780	261,882	<FY17 Budget	951,642
2. Instruction (2000)	16,299,583	0	<FY17 Budget	16,299,583
3. Attendance-Health (3100, 3200)	306,891	0	<FY17 Budget	306,891
4. Food Services (3400)	30,900			30,900
5. Athletics/Student Activities/ Security (3500,3600)	31,363	0		31,363
6. Maintenance (4000)	2,117,996	21,250	<FY17 Budget	2,139,246
7. Employee Benefits (5100)	17,029	642,108		659,137
8. Insurance (5200)	0	3,708,055		3,708,055
9. Retired Employee Insurance (5250)	0	1,143,542		1,143,542
10. Rentals (5300)	41,332	0	<FY17 Budget	41,332
11. Short Term Interest RAN's (5400)	0	0		0
12. Tuition (9000)	1,081,639	1,224,778		2,306,417
13. Total School Spending (1 through 12)	20,616,493	7,001,615		27,618,108
14. School Revenues				
14a) FY17 School Revenues	0		<FY17 Budget	0
14b) FY17 Charter Reimbursement	0			0
14c) Subtotal, School Revenues (14a+14b)	0			0
15. Net School Spending (13 - 14c)	20,616,493	7,001,615		27,618,108
16. FY17 Required Net School Spending				26,252,696
17. FY16 Carry-Over Into FY17				0
18. Total FY17 Requirement (16 + 17)				26,252,696
19. Unexpended Net School Spending (18 - 15)				0
20. Percent Unexpended (19 / 16)				0.00%
21. FY17 Carry-Over (19 or 5% of 16 or 0 if 17 > 0)				0
22. Penalty (19 - 21)				0

FY18 Budgeted Net School Spending		School Committee	City or Town	Total
40	214 Northbridge			
41	23. Administration (1000)	660,625	272,197	932,822
42	24. Instruction (2000)	16,725,403	0	16,725,403
43	25. Attendance-Health (3100, 3200)	349,122	0	349,122
44	26. Food Services (3400)	40,590	0	40,590
45	27. Athletics/Student Activities/ Security (3500,3600)	31,759	0	31,759
46	28. Maintenance (4000)	2,244,422	25,000	2,269,422
47	29. Employee Benefits (5100)	0	657,939	657,939
48	30. Insurance (5200)	0	3,852,043	3,852,043
49	31. Retired Employee Insurance (5250)	0	1,125,135	1,125,135
50	32. Rentals (5300)	47,321	0	47,321
51	33. Short Term Interest RAN's (5400)	0	0	0
52	34. Tuition (9000)	939,727	1,361,758	2,301,485
53	35. Total School Spending (23 through 34)	21,038,969	7,294,072	28,333,041
54	36. Revenues			
55	36a) FY18 Budgeted School Revenues	0		0
56	36b) Projected FY18 Charter Reimbursement (Local Districts)		5,659	5,659
57	36c) Subtotal, Net School Spending Revenues (36a+36b)	0	5,659	5,659
58	37. Net School Spending (35 - 36)	21,038,969	7,288,413	28,327,382
59	38. FY18 Required Net School Spending			26,843,010
60	39. Carry-Over Into FY17 (21)			0
61	40. Total FY18 Requirement (38 + 39)			26,843,010
62	41. Deficiency (40 - 37)			0

214 Northbridge
 Comparison of Selected Data Items Reported in FY15 through FY17

	FY15	FY16	FY17	Change FY16- FY17
Schedule 1 A - Revenues				
68 Total Revenue From Local Sources (line 110, col 6)	310,242	285,044	519,315	82.19%
Schedule 1 - IIA School Committee Expenditures				
70 School Committee (1110) (line 708, col 6)	7,128	6,428	7,532	17.17%
71 Superintendent (1210) (line 729, col 6)	185,744	191,456	193,351	0.99%
72 Assistant Superintendents (1220) (line 749, col 6)	0	0	0	0.00%
73 Other District-Wide Administration (1230) (line 769, col 6)	16,906	16,501	16,859	2.17%
74 Business and Finance (1410) (line 789, col 6)	177,892	182,393	185,809	1.87%
75 Human Resources and Benefits (1420) (line 809, col 6)	48,944	49,923	50,422	1.00%
76 Legal Service for School Committee (1430) (line 829, col 6)	62,221	64,308	134,662	109.40%
77 Legal Settlements (1435) (line 849, col 6)	0	0	0	0.00%
78 District-wide Information Management and Technology (1450) (line 869, col 6)	96,613	100,068	101,125	1.06%
79 Attendance and Parent Liaison Services (3100) (line 1429, col 6)	0	0	0	0.00%
80 Medical/Health Services (3200) (line 1449, col 6)	251,792	290,597	306,891	5.61%
81 Transportation Services (3300) (line 1469, col 6)	1,054,868	950,850	1,624,268	70.82%
82 Food Services (3400) (line 1489, col 6)	26,968	23,991	30,900	6.58%
83 Athletics (3510) (line 1509, col 6)	0	0	0	0.00%
84 Other Student Activities (3520) (line 1529, col 6)	50,683	30,078	31,363	4.27%
85 Extraordinary Maintenance (4300) (line 1639, col 6)	0	0	0	0.00%
86 Employer Retirement Contributions (5100) (line 1661, col 6)	0	0	0	0.00%
87 Insurance for Active Employees (5200) (line 1672, col 6)	0	0	0	0.00%
88 Insurance for Retired School Employees (5250) (line 1673, col 6)	0	0	0	0.00%
89 Other Non-Employee Insurance (5260) (line 1674, col 6)	0	0	0	0.00%
90 Rental/Lease Equipment (5300) (line 1681, col 6)	48,640	41,908	41,332	-1.37%
91 Rental/Lease Buildings (5350) (line 1682, col 6)	0	0	0	0.00%
92 Short-Term Interest RAN's (5400) (line 1683, col 6)	0	0	0	0.00%
93 Short Term Interest-BAN's (5450) (line 1684, col 6)	0	0	0	0.00%
94 Other Fixed Charges (5500) (line 1685, col 6)	0	0	0	0.00%
95 Purchase of Land and Buildings (7100, 7200) (line 1741, col 6)	25,500	26,000	26,500	1.92%
96 Total Long Term Debt (8000) (line 1759, col 6)	0	0	0	0.00%
97 Tuition to Mass. Schools (9100) (line 1770, col 6)	16,588	30,000	0	-100.00%
98 School Choice Tuition (9110) (line 1780, col 6)	0	0	0	0.00%
99 Tuition to Commonwealth Charter Schools (9120) (line 1790, col 6)	0	0	0	0.00%
100 Tuition to Horace Mann Charter Schools (9125) (line 1795, col 6)	0	0	0	0.00%
101 Tuition to Out-of-State Schools (9200) (line 1809, col 6)	462,567	779,959	731,429	-6.22%
102 Tuition to Non-Public Schools (9300) (line 1810, col 6)	252,253	334,817	350,210	4.60%
103 Tuition to Collaboratives (9400) (line 1820, col 6)	0	0	0	0.00%
104 Total School Committee Expenditures (line 1850, col 6)	21,329,443	21,942,447	22,429,448	2.22%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

	FY15	FY16	FY17	Change FY16- FY17
Schedule 1 - IIB City and Town Expenditures				
109	0	0	0	0.00%
110	573,792	614,085	642,108	4.56%
111	3,003,591	3,044,298	3,068,624	0.80%
112	1,203,225	1,223,412	1,143,542	-6.53%
113	619,831	606,841	639,431	5.37%
114	0	0	0	0.00%
115	0	0	0	0.00%
116	0	0	0	0.00%
117	0	0	0	0.00%
118	208,509	213,500	208,500	-2.34%
119	85,041	66,052	62,271	-5.72%
120	0	0	0	0.00%
121	267,331	229,979	196,427	-14.59%
122	696,600	880,978	993,716	12.80%
123	42,748	40,603	37,314	-8.10%
124	0	0	0	0.00%
125	0	0	0	0.00%
126	0	0	0	0.00%
127	0	0	0	0.00%
128	1,007,506	1,152,230	1,251,110	8.58%
129	8,180,868	8,396,998	8,583,926	2.23%
Schedule C2 Expenditures From Grants & Special Funds				
131	1,113,431	1,063,528	123,361	-88.40%
132	18,619	18,493	19,006	2.77%
133	130,794	84,424	15,475	-81.67%
134	86,062	92,470	93,826	1.57%
135	461,941	558,891	723,024	29.37%
136	141,924	98,299	132,770	35.07%
137	1,132,912	693,156	800,561	15.49%
138	360,376	457,308	165,195	-63.88%
139	835,420	765,564	756,393	-1.20%
140	28,032	86,370	132,428	53.33%
Schedule 2 Assessments Received From Members				
142	0	0	0	0.00%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

	FY15	FY16	FY17	Change FY16- FY17
Schedule 3 Instruction Expenditures, School Committee				
147 Curriculum Directors (Supervisory) (2110) (line 3409, col 6)	265,086	275,261	274,137	-0.41%
148 Department Heads (Non-Supervisory) (2120) (line 3419, col 6)	0	0	0	0.00%
149 School Leadership-Building (2210) (line 3429, col 6)	1,112,041	1,097,283	1,168,259	6.47%
150 Curriculum Leaders/Department Heads-Building Level (2220) (line 3439, col 6)	0	0	0	0.00%
151 Building Technology (2250) (line 3449, col 6)	110,530	131,736	131,950	0.16%
152 Teachers, Classroom (2305) (line 3450, col 6)	8,215,730	8,502,165	8,521,148	0.22%
153 Teachers, Specialists (2310) (line 3451, col 6)	2,167,768	2,067,818	2,282,313	10.37%
154 Instructional Coordinators and Team Leaders (2315) (line 3464, col 6)	360,237	318,755	347,125	8.90%
155 Medical/Therapeutic Services (2320) (line 3469, col 6)	332,372	515,836	403,185	-21.84%
156 Substitute Teachers (2325) (line 3472, col 6)	272,264	263,228	311,939	18.51%
157 Non-Clerical Paraprofs./Instructional Assistants (2330) (line 3475, col 6)	1,077,594	1,146,090	1,203,162	4.98%
158 Librarians and Media Center Directors (2340) (line 3479, col 6)	97,520	151,446	140,688	-7.10%
159 Professional Development Leadership (2351) (line 3489, col 6)	12,018	15,721	16,741	6.49%
160 Teacher/Instructional Staff-Professional Days (2353) (line 3493, col 6)	212,535	219,982	224,066	1.86%
161 Substitutes for Instructional Staff at Prof. Development (2355) (line 3494, col 6)	6,615	4,851	2,502	-48.42%
162 Prof. Development Stipends, Providers and Expenses (2357) (line 3499, col 6)	51,809	35,219	38,225	8.54%
163 Textbooks and Related Software/Media/Materials (2410) (line 3509, col 6)	9,433	7,905	6,624	-16.20%
164 Other Instructional Materials (2415) (line 3519, col 6)	134,881	129,211	130,074	0.67%
165 Instructional Equipment (2420) (line 3529, col 6)	44,772	17,907	17,270	-3.56%
166 General Supplies (2430) (line 3535, col 6)	42,750	59,639	55,630	-6.72%
167 Other Instructional Services (2440) (line 3544, col 6)	167,261	132,113	170,644	29.17%
168 Classroom Instructional Technology (2451) (line 3548, col 6)	48,740	77,445	77,058	-0.50%
169 Other Instructional Hardware (2453) (line 3552, col 6)	0	0	0	0.00%
170 Instructional Software (2455) (line 3556, col 6)	0	0	0	0.00%
171 Guidance Counselors and Adjustment Counselors (2710) (line 3569, col 6)	543,704	575,910	603,361	4.77%
172 Testing and Assessment (2720) (line 3579, col 6)	0	0	0	0.00%
173 Psychological Services (2800) (line 3589, col 6)	162,166	166,854	173,482	3.97%
174 Total Instruction (2000) (line 3599, col 6)	15,447,826	15,912,373	16,299,583	2.43%
Schedule 7 Pupil Transportation				
176 Outside the District Vocational-Technical (line 4200, col 5)	15,300	7,457	6,728	-9.78%
177 Total Expenditures and Depreciation (line 4290, col 5)	1,676,793	1,578,406	1,681,199	6.51%
178 Total Pupils Transported (line 4290, col 9)	1,906	1,425	1,321	-7.30%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

Schedule 19 Annual School Budget 2016, 2017 and 2018

Estimated Expenditures by School Committee

	FY15 EOY (FY16 Sch 19)	FY16 EOY (FY17 Sch 19)	FY17 EOY (FY18 Sch 19)	Chg FY17 Sch 19-FY18 Sch 19
184 Administration (1000) (line 7010, col 6)	703,493	646,002	660,625	2.26%
185 Instruction (2000) (line 7030, col 6)	15,629,733	15,776,499	16,725,403	6.01%
186 Pupil Transportation (3300) (line 7050, col 6)	908,170	1,000,895	1,051,928	5.10%
187 Operations and Maintenance (4000) (line 7080, col 6)	2,341,044	2,364,084	2,244,422	-5.06%
188 Extraordinary Maintenance (4300) (line 7090, col 6)	0	0	0	0.00%
189 Employer Retirement Contributions (5100) (line 7100, col 6)	0	0	0	0.00%
190 Insurance for Active Employees (5200) (line 7110, col 6)	0	0	0	0.00%
191 Insurance for Retired School Employees (5250) (line 7120, col 6)	0	0	0	0.00%
192 Other Non-Employee Insurance (5260) (line 7130, col 6)	0	0	0	0.00%
193 Rent (5300) (line 7140, col 6)	43,218	43,451	47,321	8.91%
194 Debt Service - Short-Term Interest RAN's (5400) (line 7150, col 6)	0	0	0	0.00%
195 Short Term Interest-BAN's (5450) (line 7155, col 6)	0	0	0	0.00%
196 Other Fixed Charges (5500) (line 7160, col 6)	0	0	0	0.00%
197 Fixed Assets (7000) (line 7190, col 6)	26,000	26,500	27,000	1.89%
198 Long-Term Debt Retirement/Sch Construction (8100) (line 7200, col 6)	0	0	0	0.00%
199 Long-Term Debt Service/Sch Construction (8200) (line 7210, col 6)	0	0	0	0.00%
200 Long-Term Debt Service/Educ and Other (8400, 8600) (line 7270, col 6)	0	0	0	0.00%
201 Payments to Other Districts (9100, 9200, 9300) (lines 7280, 7300, & 7305, col 6)	29,945	797,284	618,599	-22.41%
202 School Choice/Charter Schools (9110, 9120, 9125) (lines 7285, 7290, & 7295, col 6)	0	0	0	0.00%
203 Payments to Collaboratives (9400) (line 7310, col 6)	259,188	378,095	321,128	-15.07%
204 Total Appropriation by School Committee (line 7320, col 6)	21,829,443	22,254,443	22,910,443	2.95%

Comparison of Selected Data Items Reported in FY15 through FY17 (continued)

Schedule 19 Annual School Budget 2016, 2017 and 2018

Estimated Expenditures by City/Town

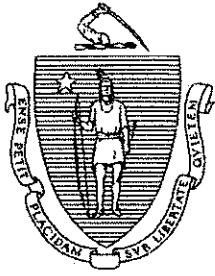
	FY15 EOY (FY16 Sch 19)	FY16 EOY (FY17 Sch 19)	FY17 EOY (FY18 Sch 19)	Chg FY17 Sch 19-FY18 Sch 19
210 General Administrative Services (1000) (line 7400, col 6)	265,318	261,882	272,197	3.94%
211 Educational Media (2340, 2415) (line 7420, col 6)	0	0	0	0.00%
212 Pupil Transportation (3300) (line 7440, col 6)	0	0	0	0.00%
213 Operations and Maintenance (4000) (line 7450, col 6)	21,250	21,250	25,000	17.65%
214 Extraordinary Maintenance (4300) (line 7460, col 6)	0	0	0	0.00%
215 Employer Retirement Contributions (5100) (line 7470, col 6)	588,162	611,816	657,939	7.54%
216 Insurance for Active Employees (5200) (line 7480, col 6)	3,048,960	3,071,781	3,247,027	5.71%
217 Insurance for Retired School Employees (5250) (line 7490, col 6)	1,270,441	1,146,516	1,125,135	-1.86%
218 Other Non-Employee Insurance (5260) (line 7500, col 6)	599,144	659,802	605,016	-8.30%
219 Debt Service - Short-Term Interest RAN's (5400) (line 7515, col 6)	0	0	0	0.00%
220 Short Term Interest-BAN's (5450) (line 7520, col 6)	0	0	0	0.00%
221 Fixed Assets (7000) (line 7560, col 6)	0	0	0	0.00%
222 Long-Term Debt Retirement/Sch Construction (8100) (line 7570, col 6)	208,500	208,500	208,500	0.00%
223 Long-Term Debt Service/Educ and Other (8400, 8600) (line 7640, col 6)	85,041	62,271	62,271	0.00%
224 Long-Term Debt Service/Educ and Other (8400, 8600) (line 7640, col 6)	0	0	0	0.00%
225 Payments to Other Districts (9100, 9200, 9300) (lines 7645, 7665, & 7670, col 6)	276,002	275,000	300,000	9.09%
226 School Choice/Charter Schools (9110, 9120, 9125) (lines 7650, 7655, & 7660, col 6)	702,739	922,798	1,065,330	15.45%
227 Payments to Collaboratives (9400) (line 7675, col 6)	0	0	0	0.00%
228 Regional School Assessments (9500) (line 7680, col 6)	1,152,230	1,259,396	1,304,155	3.55%
229 Total Expenditures by City/Town (line 7690, col 6)	8,251,380	8,501,012	8,872,570	4.37%
B. Estimated Revenues From Local Sources				
231 Total Revenue From Local Sources (line 7910, col 6)	0	0	0	0.00%

C. Regional School Districts' Approved Budgets

234 Total Assessments Received From Members (line 8270, col 6)	0	0	0	0.00%
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D. Average Teacher Salary FY15 through FY17

	FY15	FY16	FY17	Change FY16- FY17
237 8370 Classroom Teachers (2305) col 11, total all funds	8,420,213	8,557,264	8,576,247	0.22%
238 8375 Teachers, Specialists (2310) col 11, total all funds	2,664,693	2,511,630	2,825,899	12.51%
239 3691 Professional Salaries, Teacher Professional Days (col 11)	210,922	212,756	219,170	3.01%
240 Total Teacher Salaries (sum of the above)	11,295,828	11,281,650	11,621,315	3.01%
241 N of FTE teachers in 2305 and 2310 EPIMS	163.8	162.3	164.0	1.05%
242 Average Teacher Salary	68,961	69,511	70,862	1.94%



Massachusetts Department of Elementary and Secondary Education

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Jeffrey C. Riley
Commissioner

August 7, 2018

Catherine A. Stickney
Superintendent
Northbridge Public Schools
87 Linwood Avenue
Whitinsville, MA 01588

Dear Superintendent Stickney:

I am pleased to inform you that, after careful review, the Innovation Pathway programs submitted by your district have been granted final designation. Congratulations on achieving this distinction. We are confident that your new Innovation Pathways will offer students a transformative experience, enabling them to develop essential skills, gain awareness of future career opportunities, and make informed choices about post-secondary education in very promising fields.

This designation is issued as a five-year performance contract, with annual reporting requirements and a formal review after the first three years. Regular and ongoing technical assistance will be provided to support your work, and you will hear more about that soon.

Kindly share this good news with your partner(s). You may direct any questions to Shailah Stewart, Coordinator of High School Pathway Development, at sstewart@doe.mass.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "JR", written over the printed name and title of Jeffrey C. Riley.

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

cc: Cliff Chuang, Senior Associate Commissioner for Educational Options
Keith Westrich, Associate Commissioner for College, Career, and Technical Education