



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

Frederick W. Hartnett Middle School - Media Center
February 13, 2019
6:00PM

- I. Opening of Meeting**
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Introduction of Members

- II. Report of Student Representative**

- III. Public Forum**

- IV. Consent Agenda A**
 - a. Warrants
 - b. Minutes of Meeting
 - i. January 9, 2019

- V. School Committee**
 - a. School Committee Vacancy

- VI. Report of the Superintendent**
 - a. BMR Athletic Hall of Fame
 - b. WCSA Scholar Recipient
 - c. Entry Plan Overview Findings
 - d. Mid-Year Superintendent Evaluation
 - e. Special Education Reorganization
 - f. State Budget

- VII. Business Office Report**
 - a. Salary Spend Down
 - b. Cost Center Review
 - c. Revenue Report
 - d. Personnel Update

VIII. Facility Report

- a. Facility Report
- b. Millville Elementary Schematic Design
- c. JFK Update

IX. School Committee Forum

- a. Mrs. Jane Reggio
- b. Mrs. Erin P. Vinacco
- c. Ms. Tara Larkin
- d. Mrs. Caryn Vernon
- e. Mr. Jack R. Keefe
- f. Mrs. Tammy Lemieux
- g. Ms. Sarah Williams

X. Upcoming Meetings

- a. Budget Workshop – February 27, 2019
- b. School Committee Meeting – March 13, 2019

XI. Executive Session

- a. Executive session will be held for the purpose of: M.G.L. chapter 30A, section 21(a) (3) to conduct strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares; and not to return to open session (Educator Association).

XII. Adjournment

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT**

MEMO

TO: Blackstone-Millville Regional School Committee
RE: School Committee, Consent Agenda A
DATE: February 13, 2019

1. Warrants

a. Payroll

- i. Move to approve payroll voucher numbers: as submitted by the Superintendent of Schools

b. Payables

- i. Move to approve the payable voucher number: 1981 General and 1982 Cafeteria as submitted by the Superintendent of Schools

2. Field Trips

- a. Mrs. Carlson requesting Grade 4 to attend field trip to Mystic Aquarium in Mystic, CT on June 4, 2019

- i. Move to approve field trip to Mystic Aquarium as recommended by the Superintendent of Schools

3. Use of Facilities

- a. The Dance Company is requesting the use of BMRHS Auditorium on Friday, May 17, 2019 and Saturday, May 18, 2019. A request was submitted to waive the school rental fees, all proceeds will benefit the Masse Family.

- i. Move to approve The Dance Company, as recommended by the Superintendent of Schools

4. Minutes

- i. Move to approve the School Committee Minutes of
 - 1. January 9, 2019

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT**

MEMO

TO: Blackstone-Millville Regional School Committee
RE: School Committee
DATE: February 13, 2019

2019 BMR Athletic Hall of Fame Induction Ceremony

Tony Killian - Community Member
Brett Buskey-Class of 2011 Track & Field
Kevin Powers- Class of 2006 Basketball
Michael Trudel- Class of 1992 Basketball
Leslie Kelly- Class of 1985 FH, Basketball, Track & Field

SUPERINTENDENT'S
ENTRY PLAN:
REPORT OF FINDINGS

FEBRUARY 13, 2019



BLACKSTONE-
MILLVILLE
REGIONAL
SCHOOL
DISTRICT

*"A DISTRICT OF
ONE - 2,000
STRONG!"*

COMMUNITY,
ACHIEVEMENT,
RESPECT &
CIVILITY

Superintendent

Dr. Jason V. DeFalco

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Superintendent’s Entry Plan Overview:

The “Why”

The purpose of my entry plan was to provide an outline of the process that would assist me in learning the breadth and depth of the work that lies ahead. It was designed to layout the process that would bring me from “entry” into the district from the early stages of my tenure and through the first year of leadership of the school district. This process was crucial in identifying “where” the district currently is in its ability to effectively serve students to their fullest capacity, and where there are gaps that need to be filled.

The “How”

Through an expensive and extensive process multiple stakeholders within each represented group that supports/serves the district and “touches” the lives of our students were part of each meeting/listening session. In addition to meeting with members from across the school district and towns that comprise the district, I did a “deep dive” and thorough analysis of reports and data that outline the performance of the school district. This review and analysis included reviewing the district’s academic and operational perspectives, which included delving into academic data, discipline and attendance statistics, graduation and dropout reports, budget and facilities plans, and all state review records.

The “What”

There were three (3) guiding questions that anchored each of the conversations. They are as follows:

1. What are the strengths that have driven the success of BMRSD to date?
2. What are the greatest challenges/opportunities keeping BMRSD students from performing at their highest levels?
3. How do we bring about the changes needed to close the gaps?

Again, the goal of this process was to review “data” from all angles, both in person and conversation, and from actual district review(s) and summary performance documents. Through that process relationships started to form. BMRSD has tremendous assets already in place and using this process allowed us to set the course for improvement.



BMRSD VISION AND MISSION STATEMENT

VISION

The Blackstone-Millville School District embodies an appreciation of life-long learning; excellence in individual and educational programs; and shared accountability among students, staff, parents and citizens of the community. Everyone works together in an environment founded upon trust, integrity, fairness, open communication and the belief that all students can learn.

MISSION

We are a school and community working in unity.

Introduction to the Findings

During the August 16th School Committee meeting I presented to the School Committee a comprehensive plan that outlined a process allowing me to learn a great deal about the school district directly from the school community. As I moved through this process I cast a wide net ensuring I met with stakeholders from each “corner” of the district and both towns. I listened very carefully and took careful note of what was shared by individuals and all groups as a whole. I asked key questions, intentionally trying to get “under the hood” of each response to be sure I was clearly understanding what was being shared. I made no assumptions, and often checked my own understanding and thinking as I started to garner a clearer picture of the district. The outcome of this work has assisted me in better understanding how we achieved our current successes and where the gaps are in the current system.

As a newly appointed Superintendent in Blackstone-Millville Regional School District, I brought with me almost 20 years of experience as a teacher, teacher leader, school principal, chief academic officer and deputy superintendent. However, every community is different and education needs to be contextualized. This process has afforded me the opportunity to study many district documents, engage in many conversations with students, teachers, administrators, families/caregivers, attend many community and school events, and visit classrooms in each of our schools. The focus of each conversation consisted of a combination of the questions listed below:

1. What are the greatest successes of the BMR Schools?
2. What are the one or two key areas or issues challenging our school system?
3. What is BMR’s core strength? What is the one thing that should be maintained at all cost?
4. Do you feel we let stakeholder know enough about what we are doing?
5. What is the relationship you want between BMR Schools and yourself?
6. What issues over the past few years have impacted our school system? Was the impact Positive or negative, and is the impact still being felt? What has been done to adjust?
7. What do you feel needs the Superintendent’s immediate attention?
8. What else do I need to know as the incoming Superintendent?

As a result, I have been able to deepen and broaden my understanding as to why the Blackstone-Millville communities are great places for children and families, and a great place to work to serve the needs of our students.

The entry process has brought forward a large amount of data – both qualitative and quantitative. This data has helped me fine-tune my understanding of the two communities and the district, and provided additional clarity around what each community values and treasures for their children. With our ultimate goal of providing the highest quality educational experience for ALL students being at the top of the priorities/themes that have emerged from all school community members. Now with a much deeper understanding of what the community values most, what’s at its core, we can now move forward in building a plan that will help drive forward

the growth that ALL students need and deserve, in a more comprehensive, strategic and unified way.

Outlined in the subsequent pages is a general district overview, and the “see”, “hear” and “count” data that has led me to identifying the four (4) main emerging themes of our future improvement work:

General District Background and Overview

The Blackstone-Millville Regional School District serves the two communities of Blackstone and Millville. Blackstone has a population of approximately 9,400 residents while Millville’s population includes approximately 3,200 residents. The average household income from Blackstone was last calculated at approximately \$76,000.00 annually with Millville at \$57,000.00 respectively. The school district is comprised of approximately 1,800 students from both communities.

School District Mission, Vision and Core Values

Mission

“We are a school and community working in unity.”

Vision

“Blackstone-Millville School District embodies an appreciation of like-ling learning; excellence in individual and educational programs; and shared accountability among students, staff, parents and citizens of the community. Everyone works together in an environment founded upon trust, integrity, fairness, open communication and the belief that all students can learn.”

The District’s Core Values:

On the surface, the district has four (4) core values in place- ***Community, Achievement, Respect and Civility***. However, work still needs to be done to get the school district community to fully embrace their use of these values.

These values led me to the BMRSD as they square with what drives me as an educational leader as outlined below:

- ***Community***- We know that when adults come together around youth in a focused way setting high expectations with the necessary support children will do better. This cannot be accomplished without a strong sense of togetherness and focus.
- ***Achievement***- We know our charge, as educators, is to create healthy, happy and proficient students. However, proficiency in all academic areas is a major priority as we are charged with development of the next generation of innovative thinkers, problem solvers and leaders. This cannot be done without developing strong analytical thinking and literacy skills, and mathematic and science abilities. We also know that the fine arts, physical education and extra-curriculars play a significant role in the development of our children, and we must be dedicated to supporting all students in meeting their expectations in all areas.
- ***Respect and Civility***- This is the foundation from which we conduct ourselves, and our work in and outside of school. In the absence of this, personal, nor organizational

advancement will take place. We must lead in a way that exemplifies these values for everyone in our organization, but most importantly our youth.

School Committee

The Blackstone-Millville Regional School District is a PK-12 district that is governed by an eight (8) member elected school committee with four (4) members being elected from each town. This year the Blackstone-Millville School District School Committee has restructured. In addition to monthly full committee meetings, the School Committee additionally organized into subcommittees with a focus on Teaching and Learning, Finance and Facilities, Community Outreach, Policy, Contract Negotiations and Superintendent Evaluation. The three (3) major subcommittees, teaching and learning, finance and facilities, and community outreach are each driven by district improvement goals and are part of the ongoing evaluation of the improvement efforts set forth. The School Committee has put extensive time into their own redefining and refocusing as they set out to govern the district with an emphasis on improving outcomes for ALL students.

District Leadership Team

The Blackstone-Millville Leadership Team is comprised of the Superintendent, Assistant Superintendent, Interim Director of Special Education, Network and Integration Administrator, five (5) Principals and two (2) Assistant Principals.

Student Enrollment and Demographics

The below data tables describe BMRSD student body:

Enrollment by Race/Ethnicity (2017-18)		
Race	% of District	% of State
African American	1.3	9.0
Asian	1.1	6.9
Hispanic	6.1	20.0
Native American	0.1	0.2
White	87.9	60.1
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	3.6	3.6

Title	% of District	% of State
First Language not English	6.9	20.9
English Language Learner	3.2	10.2
Students With Disabilities	17.7	17.7
High Needs	37.1	46.6
Economically Disadvantaged	22.1	32.0

Student Mobility Rate

Indicator	2017	2018
Stability	95.3%	96.1%
Intake	7.6%	1.7%
Churn	3.9%	5.1%

The district's stability rate shows that in both 2017 and 2018 over 95 percent of students started and ended the school year in the district. There is a significant shift in the intake rate from 2017 to 2018. The intake rate describes the percent of students that enroll in the district after the start of the school year. Lastly, the churn rate in 2018 increased from 2017 noting that the students entering and exiting the district during the school year increased. It is important to note, that a 95 percent stability signifies that BMRSD has a stable student enrollment.

Student Discipline and Attendance Summary

Parents and caregivers are working hard to support their children while also managing many work and life stressors. Currently, 22% of our students are economically disadvantaged (436 students) while 37% (677 students) are classified as "high needs" meaning they are economically disadvantaged and a student with special needs or an English Language Learner.

Our children carry around many stressors as well. This can manifest itself as student behaviors. In school year 2017-18 the district disciplined only 70 students out of its nearly 1,800 students for behavioral issues. Of the students disciplined, 54 of the 70 were boys, 24 were economically disadvantaged, 39 were classified as high needs, while 19 were students with special needs. Due to these discipline issues these students missed on average almost a full week of school.

Student stressors also manifest themselves as work or school avoidance. In school year 2017-18 the average number of days absent for all students was 8.6 days. For students that are economically disadvantaged were absent 11.4 days, almost 3 full days more than the aggregate. While 31% of students missed 10 or more days as compared to 46% of economically disadvantaged students missing 10 or more days. Lastly, 9.5% of all students missed 10% or more of school (18 days) while 18.6% of economically disadvantaged students missed 10% or more of school.

Lastly, the absenteeism for students with special needs also causes additional concern. The average number of days absent for these students is 10.7 days, with 42.5% missing 10 or more days, with 15.9% being chronically absent missing 10% or more of the school year (at least 18 days).

School Choice History

Public School Choice In	FY18	FY19
Auburn	1	1
Bellingham	16	15
Douglas	3	2
Hopedale	2	
Medway	1	1
Mendon	2	2
Milford	2	1
Millbury		1
Northbridge	1	2
North Attleboro	2	1
Swansea	1	1
Uxbridge	24	18
Wrentham		2
Total	54	46

Public School Choice Out	FY18	FY19
Auburn	1	
Bellingham	33	34
BVT	130	127
Douglas	2	1
Hopedale	10	
Keefe Tech	1	
Mendon	19	22
Milford	14	9
Millbury		
Northbridge	4	3
North Attleboro	0	
Swansea	0	
Uxbridge	13	7
Wrentham		
Tec Virtual School	3	2
Tri County Regional	7	8
Total	227	203

Private	FY18	FY19
Ben Franklin Charter	2	1
Bethany Christian Acad.	4	4
Holy Name Central Cath.	4	3
Mendon Mennonite	1	
Mount St. Charles	29	17
Norfolk Agricultural	20	20
Our Lady of the Valley	9	5
Whitinsville Christian	15	16
Total	84	66

Home School	FY18	FY19
Total	35	28

Facilities

Blackstone-Millville Regional School District currently has four (4) school campus; Millville Elementary School (PK-5), “The Complex” comprised of The JFK (K-2) and AFM (3-5) Schools, Fredrick W. Hartnett Middle School (6-8), and the Blackstone-Millville Regional High School (9-12).

The capacity and actual enrollment for each school is listed below (*August 31, 2018*):

School Name	Current Capacity
Blackstone Millville Regional HS	440
Fredrick W. Hartnett MS	418
Millville Elementary School	271
Augustine F. Maloney ES	314
John F. Kennedy ES	254

The total BMRSD student enrollment as of August 31, 2018 was 1,697.

Based on the district’s enrollment and the available space it is evident that there is too much “real estate.” As a result, there is a need to review the current regional agreement, and then look at grade and student configuration.

Currently the district has projects in the Massachusetts School Building Authority (MSBA) pipeline for JFK ES for replacement of partial windows, doors and boilers, Millville ES for a new boiler, and a statement of interest has been submitted to the MSBA and denied twice for a core renovation project for the Blackstone-Millville Regional HS.

Planning and Budget

BMRSD General Fund Budget History

Fiscal Year	Actual Budget	Percentage Inc.-(Dec.)
FY17	\$22,017,480	1.0
FY18	\$22,458,471	2.0
FY19	\$22,623,707	.74

FY17 Per Pupil Expenditures Update

Norfolk Agricultural	\$22,637.72
Tri County	\$18,309.07
Blackstone Valley Tech	\$19,091.78
State Average	\$16,014.90
Mendon-Upton	\$15,901.08
Bellingham	\$14,805.76
Uxbridge	\$14,573.15
Milford	\$14,192.69
Blackstone-Millville	\$13,477.11

Above outlines the BMRSD budget increase over the last three fiscal years and the most up-to-date per pupil allocation as compared to other Blackstone Valley districts and the state average.

Last year’s budget cycle was a challenging process that resulted in the school district ending the school year without a final approved budget, calling for a “districtwide town meeting”, making reductions in staff, and supplies and resources totally \$1.5 million. In meetings with every stakeholder group the issue of budget was discussed. The budget cycle has left an impact on the school community with many feeling a sense of frustration over the process and outcome.

The development of the FY 20 budget is underway, with new “checks and balances” in place for the implementation of the FY 19 budget. The development of the FY 20 budget is using the Zero-Based budgeting format aligning the district and schools’ educational plans to the individual fiscal plan. Ensuring the alignment between the two plans is critical in making sure that every dollar is linked to improved outcomes for students. While the FY 20 budget is “under construction” there is sure to be an increased request in staffing patterns in each school due to last year’s reduction in staff. However, each position will be looked at very carefully. First, making sure we have the “right” positions currently in place, and then looking to see if there are any areas where we need to “realign” or “restructure” current staff to new or different positions. A deep analysis of how we are spending our financial resources continues to be a focus of this administration, and will prove very important during this budget cycle.

Student Performance Data

MCAS 2.0 Comparison Data

Grd/Subject	Exceeding		Meeting		Partially Meeting		Not Meeting		'17 SGP	'18 SGP
	2017	2018	2017	2018	2017	2018	2017	2018		
3 Reading	8	3	40	39	44	52	8	6	N/A	N/A
3 Math	8	5	37	39	46	44	9	12	N/A	N/A
4 ELA	6	4	39	37	48	50	7	9	34.5	37
4 Math	1	1	30	28	57	57	12	13	20	34.1
5 ELA	3	3	34	45	53	47	10	5	44	43.4
5 Math	4	4	40	46	46	45	10	5	66	66.3
6 ELA	7	2	45	41	42	42	6	15	47	43.9
6 Math	1	0	43	35	50	50	6	15	39	40.4
7 ELA	3	3	44	35	44	53	8	10	45	37.5
7 Math	5	1	35	47	55	49	6	3	55	55.4
8 ELA	5	6	32	43	50	40	13	11	48	48.1
8 Math	4	3	38	35	48	54	11	8	56	48.1
10 ELA	39	51	50	37	4	10	7	1	61	50.4
10 Math	39	52	38	26	11	17	12	5	37.5	47.2
10 Science	27	36	35	43	26	17	12	5	N/A	N/A
5 Science	9	16	27	33	50	42	15	9	N/A	N/A
8 Science	2	4	29	25	55	48	14	13	N/A	N/A

The data above highlights the comparison in MCAS 2.0 student performance levels between the years of 2017 and 2018. We are using the last two years of data as a means of “resetting” our student performance levels and assessing a new performance baseline.

Note: Grade 10 ELA, math and science, and grades 5 and 8 science are results from the MCAS Legacy exam.

The data above includes all students, or the aggregate, and their performance at each level. During a prior School Committee meeting in October we had the chance to review all data at a more in depth level discussing patterns and trends, and the need for a curriculum development

and revision process, which is currently underway in science, with ELA and mathematics being evaluated by Johns Hopkins University this winter.

All Students Compared to Students with Special Needs – MCAS 2.0 2018 Data

Grade/Subject	All Students Exceeding/Meeting	Students with Special Needs Exceeding/Meeting	SGP All Students	SGP Students with Special Needs
3-8 ELA	44%	3%	42.2	35.9
3-8 Math	40%	4%	49.3	39.5
Grade 5 Science	49%	5%	N/A	N/A
Grade 8 Science	29%	0%	N/A	N/A
Grade 10 ELA	88%	38%	50.4	N/A
Grade 10 Math	78%	23%	47.2	N/A
Grade 10 Science	79%	36%	N/A	N/A

Grade/Subject	All Students Not Meeting Expectations	Students with Special Needs Not Meeting Expectations
3-8 ELA	9%	38%
3-8 Math	9%	43%
Grade 5 Science	9%	42%
Grade 8 Science	13%	45%
Grade 10 ELA	1%	8%
Grade 10 Math	5%	31%
Grade 10 Science	5%	27%

Above is a comparison of all students and our students with special needs. Throughout the interview process, transition period, and my on boarding over the last seven plus months I have heard repeatedly the necessary focus on and redevelopment of our special education program and department. The data above clearly highlights the gap between all students and our students with special needs sub-group. It is evident that there is a major achievement gap in every assessed area as measured by MCAS and MCAS 2.0.

Blackstone-Millville High School Graduation and Dropout Data

Indicator	2017	2016	2017 State Data
Graduation Rate	92.6%	94.2%	88.3%
Dropout Rate	2.2%	1.3%	4.9%

While the BMRHS graduation rate and dropout data betters state averages 2.2% of students dropping out last year, ten (10) students, is ten lives too many. A thorough analysis must be completed, with additional pathways and interventions put into place to get this number to zero and to reach all students graduating.

Advanced Placement Results – 2018

Indicator	BMRHS	Statewide Data
Scoring 1-2	46.1%	34.1%
Scoring 3-5	53.9%	65.9%

Outlined in the table above BMRHS's advanced placement scores show a 12.0% gap in students achieving a 3-5 on the spring 2018 advanced placement exams. While that is a significant gap, it is important to note that over 50 percent of our students are reaching the qualifying score threshold on the exams.

Advanced Placement Gender Indicator	2017	2018
Male Exam Participants	36	27
Females Exam Participants	76	69

It is evident that there is a significant gender gap in our Advanced Placement program. Females participate in exams at twice the rate of males.

Summary of Conversations with Students, Teachers and Parents

In addition to reviewing numbers or “count” data, I have also been speaking with many different members of the school community, and more importantly, doing a lot listening. This level of work has been critical to my entry as these conversations tell the story behind the numbers and allow me to understand deeper “why” we are “where” we are. Outlined below are topics, questions, and feedback I have received from our students, teachers, leaders and parents during the past six (6) plus months. It was so great to hear, and not surprising at all, so many positive pieces of feedback from our school district community. BMRSD truly is a very great place to teach, learn and lead.

Student Feedback:

Guiding Questions	Patterns and Trends
<ul style="list-style-type: none"> • What do you think is the strength in your school? • Do you feel school work is challenging? • Caring/ Compassion/ Connection to others • What needs my immediate attention? 	<ul style="list-style-type: none"> • Building is clean in & out but need newer buildings. • Strong connection w/ teachers & students – good culture • Freedom of choice – classes, sports and clubs (BMRHS) • School work is challenging at times. Too much note-taking and it needs to be more interactive. • Students feel connected to their school but are looking for more support in a variety of “self-growth” areas • Facilities • Better curriculum and more course offerings • Creating a place where ALL kids fit

Teacher Feedback:

Guiding Questions	Patterns and Trends
<ul style="list-style-type: none"> • What are our points of pride? • What has allowed us to get the results we have achieved to date? • What is a barrier to our improvement work? • What is next? 	<ul style="list-style-type: none"> • Colleagues and students – a strong sense of school pride • Teamwork and flexibility • Budget has been a challenge, lack of focus on curriculum and adequate resources • Making a budget work for the needs of the schools and students, putting together the “right” curriculum and resources, keeping the “main thing” the “main thing”

Parent Feedback:

Topics Parents Wanted to Discuss – Patterns and Trends

- Why don't the teachers and students have the resources and structures they should?
- How did the improvement strategy get developed?
- With our current state, why are the students still performing "ok"?
- How do we expect teachers to develop lessons and teach classes that have such a spread in student skill level (particularly in literacy)?
- Why don't we "level" classes by student "ability"?
- How are we taking on bullying at the Complex and other schools?
- How do we improve our schools faster? How long will it take?
- How can I, as Superintendent, improve communication from me and the schools?
- How will I respond to social media posts?

Parent Responses – Patterns and Trends

Three distinct and different themes emerged during these conversation:

- The first, "BMR is fine, it was fine for me and it has been fine for my three kids." There is a sentiment among some families what was good enough for us when we were children is good enough for this generation of youth.
- The second notion that emerged, was anchored in statements such as, "How did things get like this? How come our kids have old materials? Inconsistent expectations around homework and projects?" and one father asked, "How long is it going to take to fix this place?" Conversations like these with families and caregivers showed a very different type of frustration. These individuals want more for their children and are feeling impatient with our current student performance and outcomes. However, an interesting message was also threaded through this group of families, one parent stated, "Improving the district in curriculum, instruction, social and community sounds like it is going to be expensive. This approach sounds like money is just being thrown at the problem." While this notion was shared among only a couple of parents I do think it is important to highlight as it is connected to some the statements from town leaders.
- The last and final theme that emerged on around the student academic experience is that things, as one parent put it, are a total mess. Students do not have anything they need. There is little to no communication and the schools need a lot of work. It is important to share that this was not the overwhelming feeling shared by most parents and caregivers. Most of the parents and caregivers fell somewhere between the first two notions, but it was shared and important to highlight.

As a result of collecting and reviewing the above information, data and conversations, four (4) major themes have emerged and will define our work moving forward. They are outlined below:

Emerging Themes:

Theme I & II

Curriculum and Instruction

The student performance data highlights both district strengths and opportunities for improvement. One of the main drivers behind the varied student performance levels is the district's wide array of curriculum development and the lack of a consistent curriculum creation process, and review and renewal cycle.

In conversations with the teaching staff I have heard repeatedly about partially written curriculum, a need for intentional and focused work in this area, and the fiscal resources prioritized to secure the necessary materials.

While visiting classrooms at all grade levels across the district I have seen very hard working teachers, and attentive and engaged students ready to learn. Teachers and students have built strong working relationships, but need additional time and "space" for planning for planning and working.

More specifically, the Exceeding/Meeting grade level expectations and the large numbers of students with special needs not meeting grade level expectations demonstrates significant work that is needed within the department, including but not limited to, setting higher student expectations, department re-organization, curriculum and resource development, instructional design and practice, additional student intervention and assessment, and programming.

What we have learned over the course of my entry is that more time, attention and resources are needed to ensure our curriculum, teaching and learning resources and practices, and a robust system of student assessment are firmly in place for each content at every grade level. It is safe to state at this point that this work is in motion, and will be clearly and deeply laid out in the District's Improvement Strategy and Blueprint for Success to be fully developed over the course of the winter and spring of 2019.

Theme III

Addressing the Needs of the Whole Child

The focus on addressing the needs of the entire child has continued to evolve as we define how to better help students achieve academic success. The old adage of "you can't teach a child until you can reach a child" has never rung more true. We are seeing across all our schools the need to address the non-academic needs of students more directly. The idea of students simply being "proficient" alone is not enough. We must do our part as schools and the district to create happy and healthy students.

In addition to our data and what we know about our kids, there is a significant body of research showing directly the impact of social-media on the development of mental health issues in our youth, more specifically preteens and teens. The impact social media has on their self-esteem and self-confidence is significant, while driving an increase in both depression and anxiety. With

the use of social media and mobile technology our students can never truly “unplug”. And of course, there are other stressors in addition to this.

We have our children for about seven (7) hours a day, in addition to after school clubs, other activities and sports. The impact our school ecosystem can have on the development of a child is tremendous, and it is time that we start taking a more proactive and strategic approach in BMRSD to assisting in the development of “happy and healthy” children. We can no longer only “respond” when students are in a crisis or struggling. We must build the systems, structures and capacity to get “ahead” of these issues and create both the space and programs to support the development of behavioral, social-emotional, and mental health of our youth.

Theme IV

Bringing the Community Together.

It is often said in schools systems that, "we cannot do this work alone." And while there are significant "chunks" of the work we are responsible for, and should be held accountable to, we are educating the youth of our two communities. Approximately 1,300 students from Blackstone and 450 from Millville. The schools in any community should be viewed as the "life blood" of the community. While there are many demands on municipalities, and funding the local school system absorbs the largest portion of the community's budget in every municipal budget, the requirements and "ask" on the educators and leaders is no small task.

I have shared repeatedly that when adults come together around a small set of goals for the youth it serves better things, good things, happen for kids. In BMRSD we must move past finger pointing and blaming one another. We must get to a place as adults where we live our district core values of community, achievement, respect and civility, and come together around what we want our schools and district to be for the children and communities we serve.

Continuing the old narrative and thinking will not help us move forward. We are poised and ready with a new District Improvement Strategy to start making the needed improvements in teaching and learning, and addressing the needs of the whole child, and we want the communities of Blackstone and Millville standing right with us.

I have had dozens of conversations over the past seven (7) months with community leaders, both boards of selectmen, parents and students. Everyone has been very clear about wanting great schools focused on our students, but how we get there and root causes are perceived very differently. Progress is within our grasp but not with "old" thinking. As adults, we need to think about how we reset our approach as a new school community, putting our children first and working together in a more open and collaborative manner.

What is Next?

From here, a Theory of Action will be created which will then push forward a Blueprint for Improvement developed by our District’s Leadership Team and educators for across the district. This plan, as outlined in my Entry Plan presented in August 2018, will be drafted over the winter and spring months to be presented to the School Committee in the Spring of 2019. This plan will outline the both the short-term and long-range plan for the School District. This plan will include a “*Community Promise*” which shares directly with the communities of Blackstone and Millville our commitment to improving outcomes for our youth which ultimately will strengthen the two communities as a whole.

Blackstone-Millville Regional School District
 Reorganization Overview
 Department Name: **Special Education**

Current SY 2018-2019 Design: Structures Positions Costs	Current SY 2019-2020 Design: Structures Positions Costs	Proposed SY 2019-20 Design: Structures Positions Costs
Interim Director of Special Education \$105,000 Team Chairperson Complex Millville FWH BMR ----- Total = \$367,501	Director of Special Education \$105,000-\$110,000 Team Chairperson Complex Millville FWH BMR ----- Total = \$395,278-\$400,278	Director of Learner Support Services \$105,000-\$110,000 Assit Administrator of Special Education \$95,000-\$100,000 Team Chairperson Grades PK-2 Grades 3-6 Grades 7-12 ----- Total = \$407,518-\$417,581 Increase of \$7,517-17,517

Job Title: Assistant Administrator for Special Education Services
School: Central Office
Application Due Date: Open Until Filled
Work Year: 12 month
Salary: \$95,000-\$100,000
Reports to: Director of Learner Support Services

Description:

The Assistant Administrator of Special Education assists the Director of Learner Support Services with daily oversight of building/district special education programs, support services and improvements. The Assistant Administrator of Special Education is an extension of the Director of Learner Support Services, specifically for special education, and works closely with the Director to ensure compliance, and student growth performance targets are met and all students meet success. The Assistant Administrator of Special Education works with district teams, building-level teams, principals, staff, agencies and families to assure quality of services and supports for students with disabilities.

Key Duties:

- Assists the director in setting student growth and academic targets for students with special needs
- Assists the director, principals, coaches and teachers in developing a comprehensive instructional model to maximize teaching practice and student learning outcomes
- Provides professional development around promising practices in both teaching and learning, and regulatory practices
- Assists the director in reviewing current state of special education programs, identify gaps in programming and design programming to address needs
- Assists with special Education program development and evaluation
- Assists the director and/or principals with screening, interviewing, and hiring process
- Attends IEP meetings requiring special education administrative support
- Advises the central office and building administration on related special education issue
- Participate on the Superintendent's Leadership Team including assisting in formulating and developing district policy, particularly in the area of Special Education
- Coordinate the implementation of department procedures in conjunction with the director of learner supports
- Responsible for the management of monitoring and disseminating information on State and Federal laws and regulations regarding special education students and services, stays up on best practices
- Work with principals to support the creation of student success plans
- Assist principals with scheduling and assigning special education staff and related services
- Prepare budget recommendations
- Responsible for developing long-range plans and regularly evaluating with staff the effectiveness of special education services
- Assist with grant writing; administration and oversight of special education grant management
- Reviews IEPs with team chair to ensure the specialized instruction, accommodations, and service model is designed to student need
- Oversee the management of all records and documents related to State Department of Education reporting requirements for special education
- In coordination with the director and principals, responsible for the supervision, evaluation and professional development of special education staff
- Supervise requests for purchase of materials and equipment from staff
- Assists the director of learner support services with out of district placements
- Coordinate with adult agencies regarding 688 referrals, transition planning meetings, and termination of special education rights

- Complete all Department of Education requirements related to unapproved programs, and individual price requests
- Assists director with budget accounting of tuitions, and review contracts, bills, tuition, and transportation charges
- Assist with the yearly Circuit Breaker reporting process
- Represent School Department in cases involving mediation
- Review data for the SIMS reporting cycle requirements throughout the school year
- Implement and manage the extended school year (ESY) program for our students with special needs
- Keep the director, principals and superintendent informed of any situations regarding school needs or mandates, regulations, requirements, or compliance issues

Qualifications:

- Minimum of a master's degree in education or areas of special education
- Valid Massachusetts licensure as a special education administrator
- Minimum of five years of successful special education experience in related teaching areas or special education administration
- Demonstrated knowledge of current special education practices
- Communication, organization, and leadership skills
- Experience in grant writing
- Data decision-making, data management and technology skills

Job Title: Director of Learner Support Services

School: Central Office

Application Due Date: Open until Filled

Work Year: 12 month

Salary: \$105,000-\$110,000

Reports to: Superintendent

Description:

Aligned with the district's vision and core values, leads the strategic direction for special education, ELL services, social-emotional learning (SEL), response to intervention support services (RTI); and oversees the development and implementation of long-term goals and objectives for all areas of oversight.

Key Duties:

- Articulates and implements a vision for special education, ELL, SEL, RTI and related services that encourages and enables all in the school community to strive for continuous improvement narrowing the achievement gap.
- Actively participates in the District's Leadership Team.
- Facilitates a collaborative approach to support student success through programs and services involving staff, family, and community engagement.
- Compliance with relevant Federal and State regulations.
- Provides appropriate supervision, evaluation, mentoring, and professional growth and development opportunities to assigned staff. Advises building administrators in the recruitment, selection, and assignment of all special education, ELL, SEL, RTI, and student support personnel.
- Communicates information on student progress and performance, programs, services, and regulations to school personnel, parents, the district, and other districts for the purpose of understanding student and program progress.
- Prepares and manages all entitlement grants and general funds for special education services, ELL, SEL, and RTI, and submitting spending plan and progress reports within timelines.
- Advises Superintendent on special education, ELL, SEL, RTI, and related student service matters.
- Assists with oversight, delivery, and coordination of delivery of all schools special education, ELL, SEL, and RTI instructional support programs and services in collaboration with the Superintendent, Assistant Administrator of Special Education Services, Principals, and other appropriate staff.
- Promotes instructional practices that are responsive to student needs.
- Assists in recruitment, selection, and placement of special education, ELL, and student support personnel.
- Maintains accurate records and documentation of special education, ELL, SEL, RTI, and related services.
- Directs that necessary records and reports are developed, maintained, and filed
- Oversee the collaboration of all agencies, including adult services agencies, in addressing student needs and supporting transition
- Coordinates public relations and informational issues as necessary to inform parents and community about unique student programming.
- Maintains communication and cooperative relationships with parent and community members.
- Provides statistics, records, reports, and research as requested.
- Mediates and facilitates effective resolution of conflicts in a timely fashion.
- Remains informed of educational trends, research findings, and legal issues.
- Prepares reports for various entities as required, including but not limited to state and federal authorities, the Superintendent, and the School Committee.
- Informs the Superintendent of any situations regarding school needs or mandates, regulations, requirements, and compliance issues.
- Informs the Superintendent of any situations regarding school needs or mandates, regulations, requirements, and compliance issues.

Coordinates all out of district services and manages the out of district budget
Responsible for the development of:

- Strategic alliances and works collaboratively with educational agencies, community members/organizations, and other stakeholders.
- Supervises procedures for screening programs and continuous identification of children with disabilities and ELL students to provide a free, appropriate public education and any related services and supports.
- A monitoring system to measure the impact of each intervention model and adjust as necessary.
- A full educational opportunity to students through age 21 including appropriate career, pre-vocational, and vocational education.

Ensures the following:

- Adequate instructional support and materials are available for special education, ELL, SEL, and RTI programs, teachers and students.
- Recommended services and interventions for ELLs as appropriate and applicable.
- A robust RTI model is in place at each school
- A district-aligned, coherent and thorough SEL model is in place at each school, focusing on tiered supports and interventions that remove non-academic barriers to student learning.

Partners with the Assistant Administrator for Special Education:

- Ensure accommodations and interventions for special education students as appropriate and applicable.
- Coordinate procedures for placement, transfer, and termination of students in special education programs.
- Supervise and evaluate special education staff in conjunction with principals.
- Assist principals with scheduling and assigning related services as necessary.
- Plan and implement professional development programs for special education, ELL, SEL, RTI, and related services staff in coordination with the Superintendent and Principals.
- Work with principals when necessary regarding student discipline for students with special needs.
- Develop and implement the special education budget and other financial reports as required.
- Write and administer special education grants including all associated reports.
- Performs other duties as assigned by the Superintendent.

Qualifications:

- Minimum of a master's degree in education or areas of special education, ELL, SEL
- Valid Massachusetts licensure as a special education administrator
- Minimum of five years of successful special education experience in related teaching areas, special education administration or clinical support programming
- Demonstrated knowledge of current special education practices
- Demonstrated knowledge of current ELL practices
- Demonstrated knowledge of curriculum, instructional and assessment practices, budgeting, program planning, staff development, federal and state laws and regulations related to special education, supervision and evaluation of personnel, student discipline for special education students, and record keeping
- Demonstrated knowledge of current RTI models
- Demonstrated knowledge of current SEL programming/models and trends
- Communication, organization, and leadership skills
- Experience in grant writing
- Data decision-making, data management, and technology skills

FY19 Cost Center Review
July 1, 2018 - February 4, 2019

Func. Code	Description	FY19 Budget	Expended YTD	Encumbered YTD	Current Available Balance	% Expended YTD	Current Projection	Delta
1110	School Committee	\$77,200	\$77,406	\$18,930	(\$19,136)	100%	\$77,200	\$0
1210	Superintendent's Office	\$302,740	\$192,357	\$95,003	\$15,380	64%	\$302,740	\$0
1220	Assistant Superintendent	\$0	\$50,443	\$45,857	(\$96,300)	-	\$0	\$0
1410	Business Office	\$249,499	\$101,384	\$60,758	\$87,357	41%	\$249,499	\$0
1430	Legal Service	\$27,000	\$6,235	\$20,765	\$0	23%	\$27,000	\$0
1450	Information Management	\$343,531	\$165,810	\$106,163	\$71,559	48%	\$343,531	\$0
2110	Leadership-Student Service	\$153,674	\$32,682	\$19,838	\$101,155	21%	\$153,674	\$0
2210	School Leadership - Building	\$980,635	\$602,152	\$388,130	(\$9,646)	61%	\$980,635	\$0
2220	School Curriculum Leaders	\$13,550	\$9,550	\$9,550	(\$5,550)	70%	\$13,550	\$0
2320	Medical/Therapeutic Services	\$604,972	\$284,052	\$300,925	\$19,995	47%	\$604,972	\$0
2325	Substitute Teachers	\$198,158	\$78,833	\$31,653	\$87,672	40%	\$198,158	\$0
2340	Library/Media Center	\$104,123	\$52,780	\$51,738	(\$396)	51%	\$104,123	\$0
2357	Professional Development	\$131,400	\$31,912	\$84,220	\$15,268	24%	\$131,400	\$0
2410	Textbooks	\$111,413	\$95,463	\$2,234	\$13,716	86%	\$111,413	\$0
2415	Other Instructional Materials	\$4,508	\$3,498	\$500	\$509	78%	\$4,508	\$0
2420	Instructional Equipment	\$21,040	\$5,911	\$1,426	\$13,702	28%	\$21,040	\$0
2430	General Supplies	\$61,684	\$45,495	\$2,969	\$13,220	74%	\$61,684	\$0
2440	Other Instructional Services	\$35,000	\$4,332	\$0	\$30,668	12%	\$35,000	\$0
2451	Classroom Technology	\$60,500	\$54,911	\$0	\$5,589	91%	\$60,500	\$0
2455	Instructional Software	\$17,400	\$13,997	\$199	\$3,204	80%	\$17,400	\$0
2710	Guidance	\$567,643	\$264,602	\$284,058	\$18,983	47%	\$567,643	\$0
2720	Testing and Assessment	\$20,100	\$18,792	\$37,583	(\$36,275)	93%	\$20,100	\$0
2800	Psychological Services	\$174,240	\$78,276	\$91,322	\$4,642	45%	\$174,240	\$0
3200	Medical/Health Services	\$316,857	\$150,236	\$163,576	\$3,044	47%	\$316,857	\$0
3300	Transportation Services	\$1,812,821	\$652,902	\$1,230,969	(\$71,050)	36%	\$1,812,821	\$0
3510	Athletics	\$180,000	\$115,244	\$42,669	\$22,087	64%	\$180,000	\$0
3515	Music	\$95,759	\$64,661	\$35,709	(\$4,611)	68%	\$95,759	\$0

FY19 Cost Center Review

July 1, 2018 - February 4, 2019

Func. Code	Description	FY19 Budget	Expended YTD	Encumbered YTD	Current Available Balance	% Expended YTD	Current Projection	Delta
4110	Custodial Services	\$634,094	\$448,929	\$218,633	(\$33,467)	71%	\$634,094	\$0
4120	Heating of Building	\$359,511	\$170,373	\$180,283	\$8,855	47%	\$359,511	\$0
4130	Utility Services	\$396,920	\$180,965	\$254,099	(\$38,145)	46%	\$396,920	\$0
4210	Maintenance of Grounds	\$49,610	\$9,227	\$14,954	\$25,429	19%	\$49,610	\$0
4220	Maintenance of Buildings	\$152,347	\$116,858	\$23,440	\$12,049	77%	\$152,347	\$0
4225	Maint. of Building Security	\$5,020	\$2,175	\$690	\$2,155	43%	\$5,020	\$0
4230	Maintenance of Equipment	\$21,200	\$13,287	\$857	\$7,056	63%	\$21,200	\$0
4300	Equipment Custodial Dept	\$0	\$0	\$0	\$0	-	\$0	\$0
4400	Networking & Telecom	\$75,000	\$53,978	\$0	\$21,022	72%	\$75,000	\$0
5100	Retirement	\$580,647	\$512,535	\$47,823	\$20,289	88%	\$580,647	\$0
5200	Benefits & Insurance	\$3,170,442	\$1,914,586	\$1,277,953	(\$22,097)	60%	\$3,170,442	\$0
5300	Rental/Lease of Equipment	\$80,240	\$35,130	\$41,196	\$3,914	44%	\$80,240	\$0
5260	Other Insurance	\$9,000	\$8,437	\$0	\$563	94%	\$9,000	\$0
7400	Equipment	\$0	\$0	\$0	\$0	-	\$0	\$0
7500	Capital Vehicle	\$13,068	\$5,882	\$4,195	\$2,991	45%	\$13,068	\$0
9200	Tuition to Other States	\$223,000	\$70,381	\$72,963	\$79,657	32%	\$223,000	\$0
9300	Non-Public Programs	\$315,000	\$323,910	\$212,638	(\$221,548)	103%	\$315,000	\$0
9400	Tuition to Collaboratives	\$452,000	\$118,744	\$152,795	\$180,460	26%	\$452,000	\$0
Total		\$13,202,545	\$7,239,315	\$5,629,263	\$333,967		\$13,202,545	

Revenues Report (Feb)

Description	GL Budget	YTD	Balance	% Budget
ASSESSMENT BLACKSTONE	\$ (8,562,533.00)	\$ (4,980,073.22)	\$ (3,582,459.78)	58.16%
ASSESSMENT MILLVILLE	\$ (2,919,338.00)	\$ (1,697,358.22)	\$ (1,221,979.78)	58.14%
STATE AID CHAPTER 70	\$ (10,258,080.00)	\$ (5,987,146.00)	\$ (4,270,934.00)	58.37%
STATE AID TRANSPORTATION	\$ (472,648.00)	\$ (251,720.00)	\$ (220,928.00)	53.26%
SCHOOL CHOICE REIMBURSEM	\$ (299,910.00)	\$ (166,796.00)	\$ (133,114.00)	55.62%
Charter School Reimbursement	\$ (24,864.00)	\$ (5,710.00)	\$ (19,154.00)	22.96%
PROGRAM REVENUE ATHLETICS	\$ (9,432.00)	\$ (5,609.34)	\$ (3,822.66)	59.47%
PROGRAM REVENUE STUSERV PREK	\$ (107,000.00)	\$ (46,205.00)	\$ (60,795.00)	43.18%
Revenue Circuit Breaker	\$ (372,832.00)	\$ (186,416.00)	\$ (186,416.00)	50.00%
REVENUE ATHLETIC USER FE	\$ (160,000.00)	\$ (47,866.50)	\$ (112,133.50)	29.92%
REVENUE MUSIC USER FEES	\$ (30,000.00)	\$ (13,070.00)	\$ (16,930.00)	43.57%
Revenue Title I FY19	\$ (174,644.00)	\$ (67,501.00)	\$ (107,143.00)	38.65%
Title IV Revenue FY19	\$ (13,533.00)	\$ (9,500.00)	\$ (4,033.00)	70.20%
Revenue Unity FY19	\$ (439,843.00)	\$ (87,969.00)	\$ (351,874.00)	20.00%
Revenue 262 EARLY CHILD FY19	\$ (21,731.00)	\$ (62,043.00)	\$ 40,312.00	285.50%
Revenue 391 Inclusive Pre-Sch	\$ (11,951.00)	\$ (4,780.40)	\$ (7,170.60)	40.00%
Revenue Tch Quality TII FY19	\$ (36,283.00)	\$ (33,585.00)	\$ (2,698.00)	92.56%
REVENUE DEBT SERVICE BLA	\$ (426,379.00)	\$ (247,987.12)	\$ (178,391.88)	58.16%
REVENUE DEBT SERVICE MIL	\$ (179,135.00)	\$ (104,152.36)	\$ (74,982.64)	58.14%
	\$ (24,520,136.00)	\$ (14,489,863.12)	\$ (10,030,272.88)	59.09%
REVENUE CABLE FUNDS	\$ -	\$ (22,886.02)	\$ 22,886.02	
INTEREST UNIBANK VENDOR	\$ -	\$ (873.06)	\$ 873.06	
INTEREST UNIBANK PAYROLL	\$ -	\$ (480.76)	\$ 480.76	
INTEREST UNIBANK MONEY M	\$ -	\$ (1,513.74)	\$ 1,513.74	
Interest UniBank Online Paymen	\$ -	\$ (66.92)	\$ 66.92	
Interest UniBank Express Depos	\$ -	\$ (1,138.36)	\$ 1,138.36	
Interest UniBank Cafeteria Acc	\$ -	\$ (614.04)	\$ 614.04	
REVENUE RENTAL OF CLASSROOM -	\$ -	\$ (13,835.00)	\$ 13,835.00	
SCHOOL LUNCH LOCAL CAFETERIA	\$ -	\$ (186,120.98)	\$ 186,120.98	
SCHOOL LUNCH STATE CAFETERIA	\$ -	\$ (4,521.60)	\$ 4,521.60	
SCHOOL LUNCH FEDERAL CAFETERIA	\$ -	\$ (139,058.68)	\$ 139,058.68	
PROGRAM REV STUSERV PREK FY19	\$ -	\$ 180.00	\$ (180.00)	
REVENUE RENTAL OF CLASSROOM -	\$ -	\$ (7,940.00)	\$ 7,940.00	
PROGRAM REVENUE MISC REVOLVING	\$ -	\$ (7,564.53)	\$ 7,564.53	
PROGRAM REVENUE MEDICAID	\$ -	\$ (69,224.10)	\$ 69,224.10	
PROGRAM REVENUE SUMMER SCHOOL	\$ -	\$ (1,950.00)	\$ 1,950.00	
PROGRAM REVENUE BMR THEATRE	\$ -	\$ (1,449.74)	\$ 1,449.74	
Axion Reimb	\$ -	\$ (1,000.00)	\$ 1,000.00	
Revenue Use of Facilities	\$ -	\$ (2,377.91)	\$ 2,377.91	
19 Curriculum Audit Grant	\$ -	\$ (16,200.00)	\$ 16,200.00	
BVEF Think Tank	\$ -	\$ (2,775.00)	\$ 2,775.00	
		\$ (481,410.44)		

Personnel Report		2/4			
Last Name	First Name	Position	School	Comments	
Resignations Other					
Gleason	Lynnea	Food Service Director	District	Effective 4/5/2019	
Retirements Unit C					
Boyan	William	Custodian	FHMS	Effective 2/14/2019	
Appointments Unit A					
Kerwin	Stephanie	Long Term Sub 3/4	MVL	Effective 2/15/2019	
Appointments Unit C					
Hagan	Marybeth	Sped Para	MES	Effective 2/11/2019	
Transfers Unit A					
Nagelschmidt	Mary	PLC	JFK	Transfer 2/6/2019	
Williams	Michelle	K-5 Sped	Complex	Transfer 2/6/2019	

Salary Spend Down 2/4

Salary Expenditures by Classification	FY'19 Budget	Spent to Date	Encumbered	Balance	% Budget Spent (Act.)
Administrative	\$1,076,338.00	\$639,061.17	\$461,642.43	(\$24,365.60)	59.37%
Technology	\$208,617.00	\$122,591.50	\$79,847.50	\$6,178.00	58.76%
Clerical	\$609,518.24	\$379,145.14	\$234,078.46	(\$3,705.36)	62.20%
Custodial	\$572,161.46	\$377,799.91	\$217,275.00	(\$22,913.45)	66.03%
Custodial Overtime (Inc. Snow)	\$24,000.00	\$36,838.52	\$0.00	(\$12,838.52)	153.49%
Bus/Bus Monitors	\$77,031.02	\$21,805.00	\$18,200.00	\$37,026.02	28.31%
Teachers (General Ed)	\$6,903,633.36	\$3,228,378.02	\$3,646,098.45	\$29,156.89	46.76%
Teachers (Special Ed)	\$1,755,696.76	\$842,812.52	\$931,104.23	(\$18,219.99)	48.00%
Teacher Aides	\$938,226.35	\$491,960.03	\$399,466.34	\$46,799.98	52.44%
Substitutes	\$201,908.00	\$83,015.01	\$31,653.00	\$87,239.99	41.12%
Librarians	\$52,657.58	\$29,027.08	\$24,026.06	(\$395.56)	55.12%
Nurses	\$298,084.87	\$137,998.37	\$160,507.66	(\$421.16)	46.29%
School Psychologists	\$173,339.84	\$78,276.00	\$91,322.00	\$3,741.84	45.16%
School Counselors	\$521,189.37	\$236,603.55	\$267,541.25	\$17,044.57	45.40%
Speech Therapists	\$496,892.22	\$251,219.77	\$276,044.39	(\$30,371.94)	50.56%
Stipends/Dept. Heads	\$74,863.00	\$40,477.56	\$42,859.44	(\$8,474.00)	54.07%
Athletic Coaches	\$117,868.00	\$47,464.00	\$5,501.52	\$64,902.48	40.27%
Music Directors	\$52,071.01	\$24,691.32	\$22,457.68	\$4,922.01	47.42%
School Committee	\$12,300.00	\$4,100.00	\$8,200.00	\$0.00	33.33%
Early Retirement	\$58,862.00	\$0.00	\$0.00	\$58,862.00	0.00%
	\$14,225,258.08	\$7,073,264.47	\$6,917,825.41	\$234,168.20	49.72%