



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

Frederick W. Hartnett Middle School - Media Center

December 12, 2018

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. November 12, 2018
- V. **School Committee**
- VI. **Superintendent's Report**
 - a. Baseball Booster Club Donation
 - b. Summit Presentation, Donna Stone
 - c. Proposed Technology Changes to Student Handbook
 - d. Chromebook Rollout Plan
 - e. Snow Day Learning Plan
 - f. Initial FY20 Budget Priorities
 - g. General Entry Plan Findings
- VII. **Business Office Report**
 - a. Salary Spend Down
 - b. Cost Center Review
 - c. Revenue Report
 - d. Personnel Update
- VIII. **Facility Report**
 - a. Facility Report

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. Bethany Dunton
- h. Ms. Sarah Williams

X. Upcoming Meetings

- a. Regular Meeting – Wednesday, January 9, 2019

XI. Executive Session:

- a. The Blackstone-Millville Regional School District Negotiation Subcommittee will convene in executive session pursuant to 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)

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: December 12, 2018

1. Warrants

a. Payroll

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

b. Payables

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

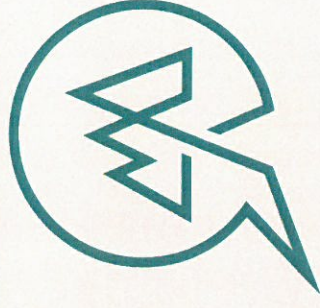
2. Minutes

- i. Move to approve the School Committee Minutes of
 - 1. November 14, 2018



New England School and Teacher Leaders: Learning From & With Each Other

**Executive Director
Donna Stone**



NE Basecamp
Supporting Educators to Reimagine Teaching

Introduction Session Agenda



Overview of NE
Basecamp



Overview of Summit
Learning



Questions/Answers



Our Work

Coaching

Coaching cycles support educators throughout the school year in-person and/or virtually.

Collaboration

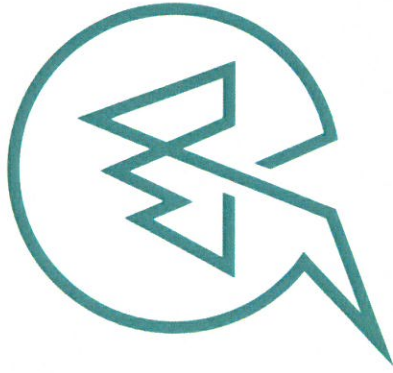
NEB engages educators across teams, schools, and districts to learn from & with each other.

Capacity Building

NEB builds, strengthens and contributes to school communities as they actualize and sustain change



Our Relationship With Summit



 **SUMMIT LeARNING™**

CERTIFIED SUPPORT
PARTNER PROGRAM

NE Basecamp

Supporting Educators to Reimagine Teaching

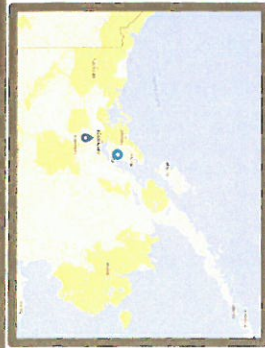
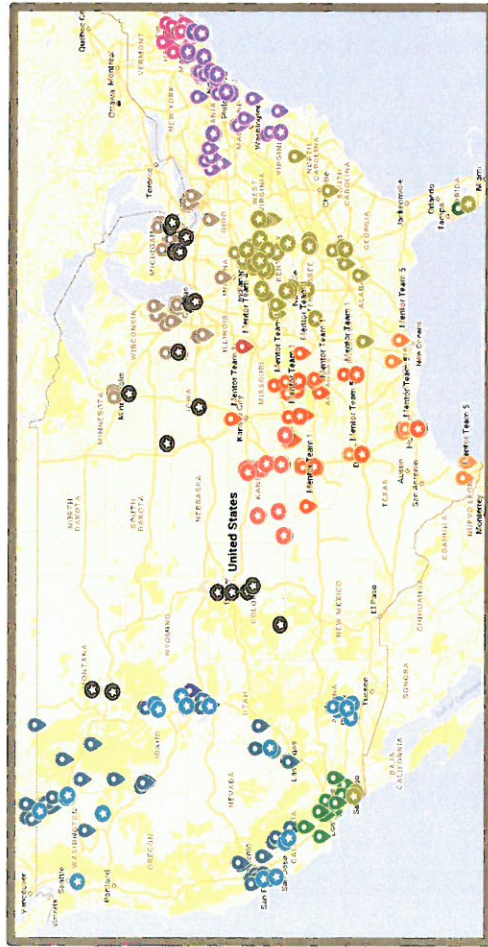


SUMMIT LEARNING PROGRAM

A DIVERSE COMMUNITY

Summit Learning schools reflect the diversity of our nation's communities.

SUMMIT LEARNING SCHOOLS, ON AVERAGE, SERVE A STUDENT POPULATION THAT IS:



54,230+ students
2,450+ teachers
330+ schools
40 states

76% district
18% charter
6% independent

48% urban
31% suburban
10% town
11% rural



50%

Free or Reduced Lunch



15%

English Language Learners



15%

Special Education

*2017-2018 numbers

Summit's Success

100%

Summit Students eligible to apply to a four-year college

98%

Summit graduates accepted to at least one four-year college

55%

Summit graduates completing college within six years
(double the national average)



SUMMIT LEARNING STUDENT OUTCOMES



Cognitive Skills/ Concepts

Essential and transferable lifelong skills and math concepts

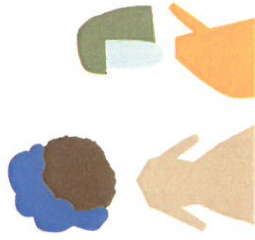
Content Knowledge

Understanding and application of complex and challenging facts and concepts

Habits of Success

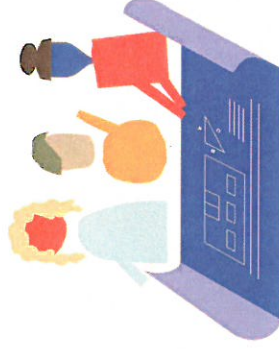
Mindsets and behaviors that support well-being and develop purpose

THE COMPONENTS OF SUMMIT LEARNING



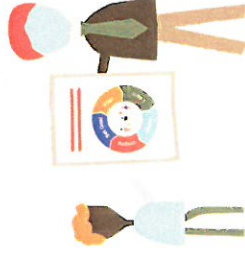
Mentoring

Through regular one-on-one meetings with mentors, students get support to align their daily actions with individual long-term goals.



Projects/ Concept Units

Students apply their acquired knowledge, skills, concepts and habits to projects and concept units that prepare them for real-world scenarios they'll encounter in life after school.

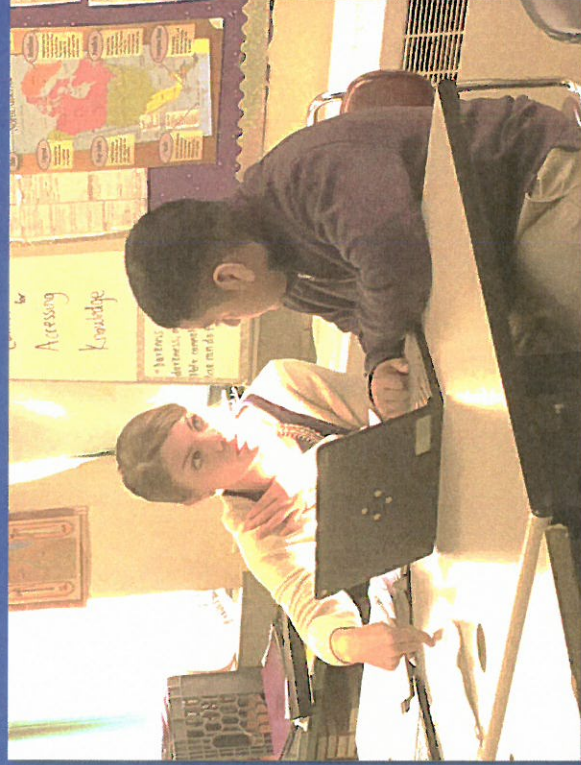


Self-Direction

Students set goals and progress through new learning by creating a plan and reflecting on whether that plan helped them meet their goal.

Habits of Success / Mentoring

In the classroom



Through regular one-on-one meetings with mentors, students get support to align their daily actions with individual long-term goals.

Student Platform


 Little Maryel

Little, you have a check-in with your mentor tomorrow.
GETTING READY FOR IT WILL TAKE 5-10 MINUTES!


[Get Ready](#)


Not Now

Teacher Platform

 Little Maryel

Check In 3 min

 [Check in](#)

 [Ask an advisory question!](#)

What is something you're excited about or proud of from the last week?

I am excited that I had a 2 in comparing and contrasting in my history project. I really wanted to get that 100% though.

my advisor really proud that I got a 100% job

Discuss the past week's met goals

Finish My name is Alex — Met on Wed Jun 6
Executive Summary

Take notes on videos in objective 3 — Met on Wed Jun 6

Account Entry: Geography, and Trade

Set SMART Goals — Met on Wed Jun 6

Account Entry: Geography and Trade

Add Note

Share with Little Maryel

[Close Check-in](#)

THE 16 HABITS OF SUCCESS



Based on the *Building Blocks for Learning Framework* Stafford-Brizard, K. B. (2016). Turnaround for Children.

Cognitive Skills / Projects

In the classroom



Students spend most of their time working with teachers and classmates on rich, real-world projects.

In the Platform

A screenshot of a digital learning platform interface. The course title is "(2019) Defining Self". The interface shows a list of days from Day 1 to Day 10. Day 1 is highlighted in purple and includes the following content:

- Coach On Today**
- Today we will focus on:**
 - Presentations
 - Development
- Students will be able to:**
 - read and analyze to comprehend a grade-level text
 - identify a theme in a text.
- 5 minutes Warm Up**
- Hour** (subject relevant to the prompt on the assignment) "How do you define yourself?"
- 10 minutes** (subject relevant to the prompt on the assignment) "How do you define yourself?"
- 25 minutes**
 - Entry Event: How We Define Ourselves**
 - This entry event will engage students and get them thinking about the prompt for the first step of their work.
 - Ask students to read the prompt and think about how they will define themselves. Then, for a group of three, have students read the prompt and think about how they will define themselves.
 - Defining Self in Story**
 - Entry Event**
 - Entry Event Reflection**
- 10 minutes**
 - Reading and Annotating "Fish Cheeks" by Amy Tan**
 - After reading and annotating the text for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

What do we mean by Self Directed? THE CYCLE



The Cognitive Skills



Textual Analysis (Close Reading)

Theme / Central Idea
Point of View / Purpose
Development
Structure
Word Choice

Products & Presentations

Oral Presentation
Multimedia in Written Production
Multimedia in Oral Presentation
Conventions
Precision

Inquiry

Asking Questions
Predicting / Hypothesizing
Designing Processes & Procedures

Analysis & Synthesis

Identifying Patterns & Relationships
Comparing/Contrasting
Modeling
Interpreting Data/Info
Making Connections & Inferences
Critiquing Reasoning of Others
Justifying / Constructing an Explanation

Speaking & Listening

Discussion / Contribution
Preparation
Norms / Active Listening

Composing / Writing

Argumentative Claim
Informational / Explanatory Thesis
Narrative
Counterclaims
Selection of Evidence
Explanation of Evidence

Using Sources

Selecting Relevant Sources
Contextualizing Sources
Synthesizing Multiple Sources
Organization
Introductions & Conclusions



Cognitive Skills Rubric - Example: Preparation

Domain: Speaking and Listening

Description: Entering a discussion or presentation with appropriate evidence & relevant details.

0	1	2	3	4	5	6	7	8
No evidence of preparation for discussion	Comes to discussions with ideas related to assigned reading	Comes to discussions and prepares explicit ideas from reading	Comes to discussions and prepares explicit ideas from reading	Comes to discussions and prepares explicit ideas from reading	Comes to discussions and prepares explicit ideas from reading	Comes to discussions and prepares explicit ideas from reading	Comes to discussions and prepares explicit ideas from reading	Comes to discussions and prepares explicit ideas from reading

- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade grading band



Concept Rubric (MATH ONLY)

	1	2	3	4	5
<p>Geometry</p> <p>Geometric Concepts Understand basic geometric terms and concepts.</p> <p>4th Grade</p>	<ul style="list-style-type: none"> no evidence of understanding of geometric concepts. 	<ul style="list-style-type: none"> apply understanding of geometric terms to recognize and draw examples of points, lines, line segments, and rays in a context. 	<ul style="list-style-type: none"> understand and measure angles in reference to a circle. articulate the differences between acute, right, and obtuse angles. understand and informally describe relationships (parallel and perpendicular). 	<ul style="list-style-type: none"> describe and illustrate line symmetry of two-dimensional figures. 	<ul style="list-style-type: none"> solve contextual problems using geometric concepts of angles and lines. apply understanding of lines and angles to classify two-dimensional figures.
<p>Geometric Proofs Use coordinates to prove geometric theorems algebraically</p> <p>10th Grade</p>	<ul style="list-style-type: none"> no evidence of understanding geometric proofs. 	<ul style="list-style-type: none"> understand that a proof is a logical argument based on shared assumptions and givens (postulates and axioms) verified by skeptical peers. give informal justifications for formulas. 	<ul style="list-style-type: none"> justify algebraic formulas, for example for midpoint, slope, and distance. 	<ul style="list-style-type: none"> use coordinates to prove geometric theorems algebraically. prove theorems about lines, angles, and triangles. 	<ul style="list-style-type: none"> solve geometric problems algebraically. prove theorems about parallelograms, and other theorems requiring congruence and/or similarity criteria.

4th grade grading band

10th grade grading band

Summit Grading Policy

Focus Areas

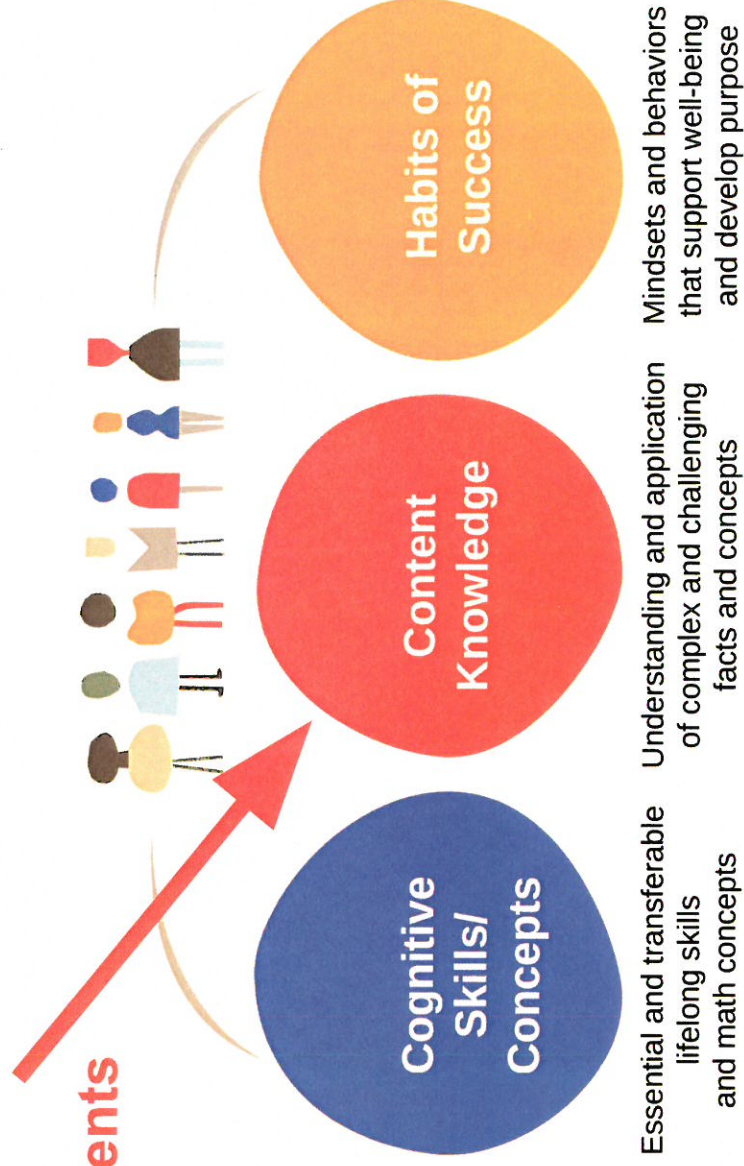
(30%)

**Content Assessments
by Computer**

Projects/Concept Units

(70%)

**Rubric Scores
by Teacher**



Next Steps

- Application
- Teacher Professional Learning
- Community Engagement



Proposed Technology Changes to HMS Student Handbook

Add to page 11 table after cell phone section

Misuse of Chromebook as defined on page 32: **1st offense** – The mobile computing device will be confiscated until the end of the day, when the student may retrieve it. **2nd offense** – The mobile computing device will be confiscated until the end of the day, when the student's parent or guardian must retrieve it. **3rd offense** – Loss of mobile computing device privileges for an undetermined period of time.

Malicious or unlawful use of school computers and/or school computer programs: **1st, 2nd, and 3rd offense** - Suspension

Add to page 32 before the BMRSD Computer/Network Acceptable use Policy

Technology Vision and 1:1 Core Values

The Acceptable Use Policy can be found below. The focus of the Technology Program is to help our students continuously grow as independent learners. Successfully integrating technology into the curriculum is essential for students to learn 21st Century skills.

Innovate: Students will be able to imagine and create ideas centered around relevant and authentic learning experiences. Technology will allow students to make meaning through exploration, application, and problem solving.

Communicate: Students communicate with their peers, teachers, and virtually anyone they choose in order to share ideas and learning experiences. Multiple forms of media are available to access information, putting them at the center of their own learning.

Appreciate: Students will appreciate and value cross-disciplinary perspectives and collaboration. Students will learn and teach something new every day by working together and modeling their understanding of concepts. They will build courage to take risks and care for those they affect!

Technology Use

At Blackstone Millville Regional Schools, we use technology as one way of enhancing the vision to teach the skills, knowledge, and behaviors students will need to succeed in the global community. These technologies may include, but are not limited to, district-provided equipment as well as personal devices (computers, tablets, cell phones, laptops, netbooks, e-readers, and more).

Rules and Conditions

- I will use technology in a meaningful, safe, and responsible way.
- I understand that I represent the school district in all my online activities.
- I understand that what I do on social networking websites should not reflect negatively on my fellow students, teachers, or on the District.

- I will use technology resources productively and appropriately for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.
- I will use email and other means of communications (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) responsibly.
- I understand that my school network and my school account are property of BMRSD and anything that I do with my account on the network can be monitored.
- I understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in accordance with the laws of the United States and the State of Massachusetts:

Criminal acts – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyber bullying, cyberstalking, child pornography, vandalism, and/or unauthorized tampering with computer systems.

Libel laws - Publicly defaming people through the published material on the Internet, email, etc.

Copyright violations - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using another's words or ideas as your own).

Internet use is governed by BMRSD School Committee, school rules and codes of conduct and applicable law and regulation. Students may be selected at random to provide their Chromebook for inspection by school administration and/or technology staff. From time to time, the Network and Integration Administrator will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Violation of any of these rules could result in loss of computer privileges, detention, suspension, or any punishment deemed appropriate by the school administration.

Consequences of Misuse

If students fail to comply with these guidelines, the following consequences may apply. Student infractions will be documented as a disciplinary referral for each offense. This list is to serve as a guideline and decisions will be made on a case by case basis as decided by the Principal, or other appointed school administrator.

1st offense – The mobile computing device will be confiscated until the end of the day, when the student may retrieve it.

2nd offense – The mobile computing device will be confiscated until the end of the day, when the student's parent or guardian must retrieve it.

3rd offense – Loss of mobile computing device privileges for an undetermined period of time.



1:1 Chromebook Rollout Plan

Rollout Dates	<p>Students: December 12th</p> <p>Parents: Parent Teacher Conferences November 13th & 14th, Honor Roll Breakfasts November 27 & 29th, via email Family Newsletter December 4th</p> <p>Teachers: December 10th (faculty meeting) Chromebook Distribution to Faculty</p>
Tech Support for Roll Out	Student pick up in the media center with Sara Tasker, Sean Bouzan and Sam Conklin
EdTech Access	G-Suite; digital tools access will be added as needed
Communication Strategy for rollout, goals, device usage	Email for sign up to parents and separate email to Staff
User agreement/Device Tracking Process	<p>P/T Conferences - 20 minute presentations to parents about the initiative and user agreement form</p> <p>OneCall email and printed letter home to families</p> <p>Inventory created by Technology Department, Tracking process is managed by Sarah Tasker and Technology Department. If a new student is enrolled or withdrawn we will manage via new student form. Inventory is done via Google Sheets.</p>
Goals/Expectations of Device Usage	<p>Parents P/T Conferences - 20 minute presentations to parents about the initiative and expectations about the devices and how they will be used</p> <p>OneCall email and printed letter home to families</p> <p>Students Expectations meeting on Dec. 12th about the roll out, device care, and goals/expectations</p>

	<p>for use</p> <p>Tech Workshops - during study/lunch periods</p> <p>Teacher Portion of faculty meetings (Dec. to June)</p> <p>Team meetings with Sara Tasker (focus on G-Suite only)</p> <p>Bi-weekly PD sessions on Google and other add ons/extensions from Jan to June by Sara Tasker</p> <p>Weekly Newsletter - Tech Bytes of the Week - 2 free apps</p>
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PD Sessions for Teachers - 10 PDPs

90 minute in-person sessions

PD will also be within a Google Classroom so that the teachers experience Classroom from the student perspective

5 topics - 9 sessions

1.5 hours to create a learning plan in Google Classroom using at least one digital tool

1/7	G-Suite - Classroom
2/4 and 2/25	G-Suite - Forms, Slides, Docs, Keep, Calendar
3/4 and 3/18	Go Guardian Teacher (Classroom Mgt.) Lesson Opening - student and teacher use of extensions, add ons, and websites, and digital tools.
4/1 and 4/29	Lesson Engagement - student and teacher use of extensions, add ons, and websites
5/6 and 5/20	Lesson Closure - student and teacher use of extensions, add ons, and websites

Tech Workshops for Students

During all lunches, students can have lunch in the media for small group and/or individual sessions with Mrs. Tasker. Teachers are also invited at their lunch time.

Packet of Documents for MASC/MASS Conference Session on "Blizzard Bags:"

1. November 14, 2017 Minutes of Melrose School Committee ("SC") Meeting, when Superintendent initially presented "Blizzard Bag" proposal. SC held proposal for further action at next meeting.
2. November 28, 2017 Minutes of Melrose School Committee ("SC") Meeting, when SC held further discussion/debate regarding aforementioned proposal and, by a 4-3 vote, rejected same.
3. January 23, 2018 Memo from Superintendent bringing forth a revised "Blizzard Bag" proposal.
4. Superintendent's FAQ's re proposal (1/23/18).
5. January 23, 2018 Minutes of SC Meeting, when proposal was approved as a pilot project.
6. Memorandum of Agreement between the district and the teachers' union regarding the pilot project.
7. June 26, 2018 Memorandum from Superintendent providing update/assessment of pilot project.
8. October 12, 2018 Commissioner's Update on "Alternative Structured Learning Day" Programs.
9. DESE Memo re: Alternative Structured Learning Day Programs.
10. Draft Memorandum of Agreement (10/23/18) between the district and the teachers' union regarding one year extension of pilot project. (SC voted on 10/23/18 to approve a 1-year extension of pilot project.)

RESULT:	PASSED [6 TO 0]
MOVER:	Robert Dolan, Mayor
SECONDER:	Christine Casatelli, Committee Member
AYES:	Christine Casatelli, Edward O'Connell, Jaime McAllister-Grande, Jessica Dugan, Margaret Driscoll, Robert Dolan
ABSENT:	Lizbeth DeSelm

Discussion included whether the numbers support sustainability, steps taken to grow the program, and the minimum number of players needed to field a team.

2. State-Wide Test Results (45 minutes)

The Superintendent provided an introduction to the agenda item, and Dr. Adams, Dr. Cobbs, Mr. Conway, Ms. Singer, and Ms. Greenwood presented our state-wide testing results. Regarding ELA, discussion included clarification of the interventions used, increasing student engagement in the area of writing, and professional development to support teachers with their own writing. Regarding Math, discussion included the use of Envision Math 2.0, clarification of the proposed next steps, having Math and Science exercise cross curricular units, and supporting teachers to do so. Regarding Science, discussion included clarification of Science challenge classes, opportunities at the elementary and middle school level for having Science teachers teach their preferred subject area, the progression of Science learning across grade levels, the impact of changing from a School Improvement Plan model to an Accelerated Improvement Plan model, and the plan to share results with parents. Further discussion included having the resources needed to support work in this area, MCAS 2.0 supporting college and career readiness, and clarification of how adequate the tool is in measuring all student's achievement.

3. Snow Cancellation Project — Blizzard Bags (15 minutes)

The Superintendent provided information, as outlined in the packet documents, of the proposal regarding a snow cancellation project (Blizzard Bags). The Superintendent reached out to the DESE on this matter and based on our pre-intent letter, we have been approved pending the School Committee's decision. This is referred to as an "alternative structured learning day program", a preventive approach versus a reactive approach, and the Superintendent provided examples of roles and responsibilities, assignment examples and FAQs. (Ms. Casatelli left at 8:57 p.m and returned at 8:58 p.m.) This is supported by staff. Discussion included why this is such a priority at this time and the Superintendent provided examples to support the need. Further discussion included feedback from parents both pro and con, (Mayor left at 9:06 p.m.) sharing that information with the Superintendent, the detailed information provided in the packet, whether this is being considered as a pilot program (the Superintendent responded it is the will of the Committee), why the push to implement at this time, monitoring the quality of the work, the level of connectivity our student's have (Mayor returned at 9:14 p.m.) and providing options for those who are not, and support for piloting this program (although members debated the time frame for implementation). Ms. Driscoll motioned to "approve the Snow Cancellation Project with a three-day limit, with updates to the Committee at the next

meeting following the use of two of those days, and with reconsideration by the Committee in September, 2018", seconded by Ms. Casatelli. Discussion included a request for more time (by giving it one more meeting cycle) to gather feedback. Members discussed the benefits and challenges submitted in the feedback, and a request to have the program review include collecting and considering parent feedback.

held over without further action until next mtg.

Motion: To hold on the previous motion

RESULT:	PASSED [6 TO 0]
MOVER:	Margaret Driscoll, Chairman
SECONDER:	Christine Casatelli, Committee Member
AYES:	Christine Casatelli, Edward O'Connell, Jaime McAllister-Grande, Jessica Dugan, Margaret Driscoll, Robert Dolan
ABSENT:	Lizbeth DeSelm

(Mayor left at 9:29 p.m. and returned at 9:30 p.m.) This will be placed on the November 28 agenda.

B. Policy and Planning - Edward O'Connell/Jessica Dugan - 8:50 PM

1. Plan for School Committee Self-Evaluation (15 minutes)

Mr. O'Connell spoke to packet document outlining the process including the grid. A report will be made at the December 12 meeting. Due to the short turnaround time in preparing the next packet, a recommendation was made to bring grids to the next meeting for inclusion into the packet. A suggestion was made to include conversations about the evaluation in a retreat.

2. Policy JFABB: International Students (5 minutes)

Mr. O'Connell spoke to the proposed revisions to Policy JFABB: International Students as informational and it will be on the next agenda for a first vote. The Superintendent spoke to the need of this policy. Discussion included how the tuition amount is calculated and whether it can be included in the policy.

C. Finance and Facilities - Lizbeth DeSelm/Christine Casatelli - 9:10 PM

1. Monthly Budget Summary

Motion: To approve the monthly budget summary

RESULT:	PASSED [6 TO 0]
MOVER:	Jaime McAllister-Grande, Committee Member
SECONDER:	Margaret Driscoll, Chairman
AYES:	Christine Casatelli, Edward O'Connell, Jaime McAllister-Grande, Jessica Dugan, Margaret Driscoll, Robert Dolan
ABSENT:	Lizbeth DeSelm

RESULT:	ADOPTED [UNANIMOUS]
MOVER:	Jessica Dugan, Committee Member
SECONDER:	Jaime McAllister-Grande, Committee Member
AYES:	Christine Casatelli, Edward O'Connell, Jaime McAllister-Grande, Jessica Dugan, Lizbeth DeSelm, Margaret Driscoll, Robert Dolan

1. School Committee - Regular Meeting - Nov 14, 2017 7:00 PM

2. Warrants

FY18 School - S18016 - \$289,171.15

FY18 Meal Tax October - S18018 - \$99.86

8. SUBCOMMITTEES (COMMITTEE OF THE WHOLE)

A. *Educational Programs and Personnel - Jessica Dugan/Jaime McAllister/Grande 7:50 PM*

1. Health and Wellness Reports and Program Responses (45 minutes)

The Superintendent provided history about this year's survey. Assistant Superintendent, Patti White-Lambright and Director of Wellness, Athletics and Co-curricular Activities, Stephen Fogarty provided an overview of the survey and responses, how it impacts our programming, and how it impacts our partners. Discussion included how long Melrose has conducted this survey, the progress made over the years, and tracking the success of programs we have implemented as a result of this survey. Members of the School Wellness Advisory Committee (SWAC) spoke to specific questions/concerns raised by the Superintendent and the Committee. Further discussion included having more details/data regarding responses on prescription medicines and opioid use, data on the use of chewing tobacco, the number of students that took the survey, which programs regarding drug and alcohol are having the greatest impact, the MVP mentor class/program, the need for stronger language around vaping, a suggestion to note the deviation in test takers and to add demographics. It was agreed that this is a community problem and deserves a community response, (Mayor left at 8:53 p.m.) how we address this, and next steps moving forward. In closing, Ms. White-Lambright thanked the Committee for their participation and comments.

2. Snow Cancellation Project - Alternative Structured Learning Day Program (15 minutes) vote required

This agenda item is a carry over from the last meeting, and the Committee returned to the motion made by Ms. Driscoll, seconded by Ms. Casatelli "to approve the Snow Cancellation Project with a three-day limit, with updates to the Committee at the next meeting following the use of two of those days, and with reconsideration by the Committee in September, 2018". Discussion included (Mayor returned at 9:07 p.m.) three questions: 1) What's the rush, why now, 2) How could this possibly be the equivalent of a day at school, and 3) how will this program impact special education students, to which the Superintendent provided responses.

Further discussion included instances if/when compensatory services would be provided, and Ms. White-Lambright provided details. There was concern of putting the burden on families. Ms. Driscoll spoke to her motion (stated above) that included parameters of time, and offered an explanation in support of this program. Members offered their opinions and debated the benefits and challenges of this program, and offered modifications to the program for consideration. Discussion included providing more education for parents and the community, using the blizzard bag program for staff professional development, and creating a working group to advise the Committee on the best approach. The motion on the floor was read aloud for the second time. A question was raised regarding teachers support of this program in light of the apprehension on the parents part, and the Superintendent provided an explanation. A request was made by the Mayor to move the question (to end discussion and take an immediate vote on the motion).

Motion: To approve the Snow Cancellation Project with a three-day limit, with updates to the Committee at the next meeting following the use of two of those days, and with reconsideration by the Committee in September, 2018

RESULT:	DEFEATED [3 TO 4]
MOVER:	Margaret Driscoll, Chairman
SECONDER:	Christine Casatelli, Committee Member
AYES:	Jaime McAllister-Grande, Lizbeth DeSelm, Margaret Driscoll
NAYS:	Christine Casatelli, Edward O'Connell, Jessica Dugan, Robert Dolan

proposal initially rejected by SC

Mr. O'Connell asked for a point of personal privilege and spoke about being creative (including this program and other creative learning approaches) in relation to the fiscal constraints of the budget. Ms. Casatelli added that she is on board with moving in this direction but not with this proposal.

3. End of Year Subcommittee Report (5 minutes)

Ms. Dugan spoke to the packet document of the accomplishments of the EP&P Subcommittee.

B. Policy and Planning - Edward O'Connell/Jessica Dugan - 8:55 PM

1. Policy JFABB: International Students (5 minutes) first vote

Mr. O'Connell introduced Policy JFABB: International Students for a first vote and entertained a motion.

Motion: To approve Policy JFABB: International Students as presented

RESULT:	PASSED [UNANIMOUS]
MOVER:	Margaret Driscoll, Chairman
SECONDER:	Jaime McAllister-Grande, Committee Member
AYES:	Christine Casatelli, Edward O'Connell, Jaime McAllister-Grande, Jessica Dugan, Lizbeth DeSelm, Margaret Driscoll, Robert Dolan

Memo

To: Melrose School Committee
From: Cyndy Taymore, Superintendent
Date: January 23, 2018
Re: School Cancellation Project (aka Blizzard Bag)

In late November, I submitted a proposal to the School Committee regarding the implementation a school cancellation project. This proposal adheres to Department of Elementary and Secondary Education's guidelines for Alternative Structured Learning Day Programs that can be found at <http://www.doe.mass.edu/redesign/asld-memo.html>.

As reported in the first memo on this topic dated November 14, 2017, we has created a plan that would provide distance learning to all students within the Melrose Public Schools on any day that school is cancelled. While our plan has relied on the work done by the Wakefield Public Schools in creating their plan, this new practice is being implemented in several states besides Massachusetts (Minnesota, New Hampshire, and Ohio). The plan provides for the following:

1. Advanced notification to parents and students of the protocols and assignments for cancelled school days.
2. Planning time for staff to prepare an array of short term, end of unit and longer term assignments by grade level and content area.
3. Assigned roles and responsibilities for all staff, including educators, paraprofessionals, and other support personnel.
4. A review process in which administrators will first preview assignments for quality and alignment and then again after a cancelled date to assess the student completion and the quality of the outcomes.
5. Guidelines to ensure equity and to account for the unexpected (i.e., loss of electricity).
6. Guidelines for compensatory services for students with disabilities.

Based on feedback from the Committee, members of school site councils, Parent-Teacher Organizations, and individual parents who contacted administration, we are proposing the following additions to proposed project.

1. We will survey parents at the end of the winter to obtain their feedback on the success or weaknesses of the program.
2. We will conduct focus groups with groups of students to assess what worked, what didn't work, and if they felt the assignments were helpful.
3. We will have staff actively track data: 1.) how many students completed assignments while at home; 2.) how many students needed in school time upon return to complete assignments;) how many students contacted teachers via email, Facebook, Twitter, Google,

- or other applications during the snow day for help/guidance; 4.) how many students had access problems during the snow day.
4. Assignments should be tied to the appropriate grade level standards and content so that they clearly advance current learning. Our goal is provide relevant and authentic learning opportunities in place of canceled school days.
 5. All teachers will post their office hours for snow days on their website or Aspen pages. Secondary teachers will coordinate their hours by department or teams so that students have access to all content areas over the day.
 6. Since we have already had two snow days, the pilot would only be in effect for the last three snow days. If we have two consecutive days, the snow cancellation project will only apply to one of the days.
 7. If we have multiple consecutive days off, special education teachers and specialists will assess students receiving services for substantial regression and if necessary, arrange for extra services to remediate the regression.
 8. The pilot will not extend beyond April 1, 2018.
 9. The high school and middle school have obtained a limited number of Kajeets (<http://www.kajeet.net/home>) to provide internet access to students who do not have access at home. Students can sign out a Kajeet in the library to bring home. This is a pilot program that has been funded by the Melrose Education Foundation.

In my last memo, I included my reasoning for proposing this project. At that time, the following points were made:

- The Melrose Public Schools has been actively pursuing innovative approaches to teaching and learning for four years. We are developing a personalized approach to learning K-12 that provides students with quality instruction that is aligned with the standards yet also offers a range of opportunities so that we meet students' individual interests and abilities through differentiated and inclusive instruction, online learning, blended learning, extended learning opportunities, and learning outside of the classroom through internships, foreign exchanges, independent study, and dual enrollment. The "School Cancellation Project" builds on the instructional practices, assessments, and standard based competencies that we are developing as we expand personalized learning throughout the system.
- Adhering to the 180 day calendar as voted by the School Committee enables to provide staff with valuable professional development in the two weeks following the close of school in June (June 13, 2018). We find that more educators are able and willing to attend the summer institute if it is held prior to July 1. While we repeat some of the summer professional development in July and August, we are not able to repeat the full array of offerings from June and many educators do not have the availability to attend in July and August. This professional development is critical to the work we are doing across all domains: academic, social emotional, and behavioral.
- Additionally, beginning our summer programs (extended school year, Students without Borders, summer reading institute) earlier allow for more time at the end of the summer for maintenance and cleaning of the buildings used for the summer programs. A shorter summer challenges the Department of Public Works' capacity to thoroughly clean and makes repairs in all eight buildings when at least three of them are in use during July and August.

Additionally, many parents have expressed a desire to know well in advance the actual last day of school. Similar to providing them the start date in November of the previous school year, our parents, both working and at home, find they need to plan well in advance for family activities and enrichment opportunities for their children.

Lastly, we all prefer to have students interacting in person with highly qualified educators and engaged in mutual learning with other students. We never make the decision to cancel school easily and consult with both city officials and other school districts. That will not change with this project. However, we have to be honest about the quality of instruction that takes place as we go later into June. We believe that offering students extended learning opportunities over the winter that are relevant to current units of study and have clear expectations for outcomes will be a better quality than what may occur in late June. Moreover, 21st century students will most likely engage in some degree of online and/or blended learning in college and many will eventually work in a “distance” environment from home, satellite offices, or while traveling. Similar to the work we are doing in our schools, extended learning opportunities help students acquire the necessary personal skills and work habits for this type of learning and work.

The MPS School Cancellation Project FAQs

Is this like the "Blizzard Bag" models I have heard about?

The MPS School Cancellation Project is a similar idea, but:

- Supports our belief that teaching and learning is not confined to a school building
- Places an emphasis on the quality of the assignment
- Provides us with the ability to continue teaching content prior to district and state assessments
- Provides greater flexibility for assignments and due dates
- Encourages students to use digital tools and products when possible
- Allows for personalization, choice, creativity and passion-based learning
- Does not use compliance as a measure of learning or success of the program

What happens if the student is unable to complete the assignment at home?

Some students may not have access to a device or Internet at home or, because of the unpredictable nature of cancelled school days, might experience a loss of power. Students may have left resources or materials at school on an unexpected snow day. A central tenet of the School Cancellation Project is that student work will never be due on the day that students return to school. This way, we can ensure that all students have equitable access to complete assignments.

What if a parent is not able to be home to support a young child with work completion?

What if a student requires IEP or ELL support services to complete curriculum assignments?

One of the reasons that end products are not due on the day following a school cancellation day is so that we can ensure that students have the time and support services they may need to successfully complete their assignments.

Teachers and specialists will follow up with those students who could not complete assignments to make other arrangements for completion within a reasonable timeframe and with any necessary supports. If school is cancelled three consecutive days, special education teachers will assess if substantial regression has occurred resulting in the need for additional service delivery.

How do students access their assignments?

Students will access their assignments using the platform identified by their classroom teacher; this may be Google Classroom or the teacher's website or, in some cases, twitter and/or facebook sites specific to the teacher and class. Students will be able to view their assignments on a home computer, tablet, or cell phone.

Teachers will post learning expectations for students no later than the morning of the cancelled school day, but may prepare and post their assignments as early as the month, week,

or day before. This depends on the teacher's planning style and their students' needs. Teachers will communicate with students and parents what to expect.

How will students and their parents know about the School Cancellation Project and remember what to do on a school cancellation day?

Students and parents will receive information about the School Cancellation project in the fall of each school year with additional reminders at the beginning of the winter-weather season. Teachers have the option to remind students before and throughout the cancelled school day using Twitter, Google Classroom, email, or any other communication tools the class uses. Teachers will post times during which they will be available online during the cancelled day to answer questions and provide extra help.

Is there a central place for all the School Cancellation Project information?

Yes. All information for the School Cancellation Project will be on the district website. There will be a link on the main page of the Melrose Public Schools website as well as all school websites for easy access.

What is expected of students as evidence that they have completed their work?

How students will demonstrate their learning will vary based on the teacher, but students should expect to submit an end product of their work. Often the teacher will provide options for students to use digital tools to present their learning.

When will assignments be due?

As noted earlier, student work will never be due on the day that students return to school.

Teachers have three options for assignment types:

Short term, built into the current unit of study/curricular plan, with the due date several days after the cancelled school day. Teachers and students who use Google Classroom and/or online curriculum regularly may just continue with "business as usual" on the cancelled school day.

End of unit, tied into the essential question or big ideas of the curriculum unit and due near the end of the unit.

Longer term, to include weekend(s) and/or vacation(s), to facilitate visits to museums, cultural and historical sites, art events, etc., embracing the mindset that learning can happen anywhere. Teachers will provide a range of opportunities for students, both locally and regionally, accounting for students who may need or wish to walk or use public transportation.

Examples of the types of assignments teachers might develop for each of these are available on the School Cancellation website.

How long will the total of all assignments take for students to complete?

Assignments will be reasonable in length for the developmental age and grade level of students, and we are mindful of the unique opportunity for family time on school cancellation

days. Emphasis is placed on the *quality* of learning experiences, not on quantity or compliance.

Estimated times for school work completion per grade band will be:

- K-2 - approximately 60 minutes
- Gr. 3-4 - approximately 90 minutes
- Gr. 5-8 - approx. 20 minutes per subject area that would have met on the cancelled cycle day
- Gr. 9-12 - approx. 30 minutes per subject area that would have met on the cancelled cycle day

REMINDER: Some teachers may provide options for students to complete assignments over upcoming weekends or vacations. The teacher will determine and communicate when the work is due.

What if a student would have been absent on that day? Is he or she obligated to make up the assignment?

Just like any other time a student is absent, students will make up the work just as they would if school were in session.

What if a teacher would have been absent on that day?

Just like any other time a teacher is absent, the teacher leaves assignments for students to complete as soon as he/she is able.

What if a student does not complete his/her assignment?

Teachers will respond to missed work just like they would any time a student does not complete class work or homework. Teachers and specialists will follow up with those students who could not complete assignments to make other arrangements for completion with a reasonable timeframe.

How do we know that the program is successful?

Principals, Assistant Principals, and Directors will conduct random reviews (see above) following each school cancellation day. At that time, they will check for student participation and assignment completion. They will also ask staff to provide information regarding questions student/parent interactions during the snow day and problems with access. Immediate corrections will be made in preparation for the next possible school cancellation day.

The school department will also conduct a program audit at the end of winter season to ensure that students engaged with quality, curriculum-based assignments, that student learning was commensurate with a regular school day, and that concerns regarding access and equity were addressed. As part of the audit, the district will provide a survey to parents, students, and staff for their feedback regarding the program.

Who should I speak to if I have a question or a concern?

It is always best to communicate directly with the teacher first. School administrators are also always available to answer questions provide support.



The Superintendent presented the FY19 budget narrative reflecting the school department's focus on the following district goals:

Student Engagement: The Melrose Public Schools will ensure that all students are prepared for their choice of post-secondary pursuits by providing a rigorous, innovative, and supportive learning environment that meets Massachusetts and community standards. **Educator Development:** The Melrose Public Schools will recruit, support, evaluate, and retain highly-qualified, diverse, and effective staff members to support a professional culture designed to prepare every student for success. **Strategic Leadership:** The Melrose Public Schools will responsibly, strategically, and transparently allocate resources based on their ability to positively impact teaching and learning and to realize continuous improvement in student engagement. **Community Collaboration:** The Melrose Public Schools will engage the community in a vision for our students' achievement that leverages all voices and is grounded in the belief that first-rate public education is our community's most valuable asset. Enrollments continue to be a challenge, creating the need for additional staff. The Superintendent spoke to the specific staffing needs as outlined in her narrative. The Superintendent also spoke to the build out of academic programs to support the frameworks, revised curriculum, textbooks, increasing transportation costs, and increasing health insurance costs. Discussion included the role of the Student Services Coordinator, the pilot program at the Lincoln School versus what that position looks like at the Roosevelt and Winthrop Schools, and future curriculum needs in the area of Computer Science.

Members were reminded that fees discussions would begin on February 13, and March 20 is being held as a tentative date if needed.

B. Educational Programs and Personnel - Edward O'Connell/John Obremski - 8:55 PM

1. School Cancellation Project (20 minutes) vote required

Mr. O'Connell introduced the agenda item noting it would be a pilot project for just about 2 months, and spoke to the significant changes from the previous presentation around program review, including language regarding parent surveys, teacher input and student focus groups, students on IEPs, and those receiving other services. He also noted input by the Labor Management Team, and his communication with colleagues in other districts using similar programs and shared that feedback. A key benefit would be the opportunity for kids to connect with their schools, teachers, and learning at a critical time of year when momentum is building versus adding days at the end of the year when the year is winding down. The Superintendent spoke to the packet documents - a proposal regarding the school cancellation project (originally discussed at the November 14, 2017 meeting), roles and responsibilities, and FAQs. This proposal adheres to DESE's guidelines for Alternative Structured Learning Day Programs that can be found on the DESE website. The Superintendent spoke at length to the benefits of this program and addressed some perceived concerns. Discussion included support of this proposal, especially as a pilot program, with the results being presented to the Committee at the end of the school year for consideration in continuing the program.

Ms. Driscoll motioned to approve, seconded by Ms. McAndrew. Ms. DeSelm immediately proposed an amendment to approve as written, but with an implementation date of the Fall 2018 to allow time for planning, parent education, and teacher development. The amendment was seconded by Ms. Razi-Thomas.

Discussion included clarification of this being a pilot versus a permanent program for next year, and what the implications of moving this to the fall would be. The Superintendent sought clarification of the number of days (3 versus 5) should the program be implemented in the fall. Ms. DeSelm referred back to the motion as written limiting it to 3 days. There was support for implementing it now because of the shorter window to try it. Further discussion included clarification of "office hours" and exceptions due to power outages, etc., for either the student or teacher, and educating parents in CBE and online learning, etc., in order to use this as a protocol.

Ms. Driscoll redirected the Committee back to the amendment on the floor (postponing the proposal until the fall). Clarification was sought to whether there would be another vote in the fall (the amendment is to approve tonight, and for it to start in the fall, followed by an audit in April 2019 with feedback provided), and the effect on SPED and EL students who learn from their peers. The Superintendent addressed students missing services and the requirement to monitor student regression.

The Committee returned to the motion on the floor (the amendment).

Motion: To approve as written, but with an implementation date of the fall 2018

RESULT:	DEFEATED [2 TO 5]
MOVER:	Lizbeth DeSelm, Committee Member
SECONDER:	Jennifer Razi-Thomas, Committee Member
AYES:	Jennifer Razi-Thomas, Lizbeth DeSelm
NAYS:	Edward O'Connell, Jennifer McAndrew, John Obremski, Margaret Driscoll, Robert Dolan

The Committee then returned to the original motion.

Further discussion included clarification that the adoption of the pilot would not influence the threshold for cancelling school, how and when feedback and summaries would be communicated back to parents and the wider community, this being policy versus programmatic, the expectation of students, the need for a formal vote (DESE required a vote on this in order for it to count towards the 180 days), and details of the June professional development days.

Motion: To approve the school cancellation project as presented

RESULT:	PASSED [5 TO 2]
MOVER:	Margaret Driscoll, Chairman

Approved

**Memorandum of Agreement between the
Melrose Public Schools and the Melrose Education Association
for the School Cancellation Project Pilot**

WHEREAS, the Melrose Public Schools has been actively pursuing innovative approaches to teaching and learning for four years. The Melrose Public Schools are developing a personalized approach to learning K-12 that provides students with quality instruction that is aligned with the standards yet also offers a range of opportunities so that we meet students' individual interests and abilities through differentiated and inclusive instruction, online learning, blended learning, extended learning opportunities, and learning outside of the classroom through internships, foreign exchanges, independent study, and dual enrollment. The "School Cancellation Project" builds on the instructional practices, assessments, and standard based competencies that we are developing as we expand personalized learning throughout the system.

WHEREAS, adhering to the 180-day calendar as voted by the School Committee enables the Melrose Public Schools to provide staff with valuable professional development in the two weeks following the close of school in June. We find that more educators are able and willing to attend the summer institute if it is held prior to July 1. While we repeat some of the summer professional development in July and August, we are not able to repeat the full array of offerings from June and many educators do not have the availability to attend in July and August. This professional development is critical to the work we are doing across all domains: academic, social emotional, and behavioral.

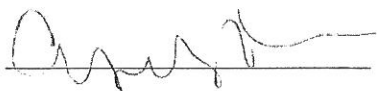
WHEREAS, the Melrose Public Schools prefer to have students interacting in person with highly qualified educators and engaging in mutual learning with other students. We never make the decision to cancel school easily and consult with both city officials and other school districts. That will not change with this project. We believe that offering students extended learning opportunities over the winter that are relevant to current units of study and have clear expectations for outcomes will be more meaningful for students than what may occur in late June. Moreover, 21st century students will most likely engage in some degree of online and/or blended learning in college, and many will eventually work in a "distance" environment from home, satellite offices, or while traveling. Similar to the work we are doing in our schools, extended learning opportunities help students acquire the necessary personal skills and work habits for this type of learning and work.

NOW, THEREFORE, the Melrose Public Schools (hereinafter called "the District") and the Melrose Education Association (hereinafter called "the Association") hereby agree as follows:

1. The School Cancellation Project will be a pilot program from the date of this Agreement until April 1, 2018.
2. The following will clarify the District's expectations of Association members (hereinafter "members") during school cancellation days:
 - a. **Office hours:** Each member will be required to provide two (2) hours of posted office hours during the member's regularly scheduled school hours. The office hours do not have to be consecutive.
 - b. **Posting Assignments:** Assignments may be posted at any time, but no later than the morning of the cancellation. Assignments need to be high quality, aligned to

the standards in the content, and focused on continued student progress toward expected outcomes.

- c. **Personal Day Use:** A member shall have the choice of either cancelling the personal day or continuing with the previously scheduled personal day. If the member decides to cancel the personal day, notice via e-mail needs to be provided to the Superintendent's Office. If the member decides to continue with the personal day, the member needs to provide notice to students and post assignments that would have been provided by the substitute teacher to students.
 - d. **Sick Day Use:** A member who is taking a sick day shall follow the same procedure as on a typical sick day by notifying the appropriate person(s). The member needs to provide notice to students and post assignments that would have been provided by the substitute teacher to students.
 - e. **Loss of Electricity:** If a member loses electricity, every effort will be made by the member to contact the member's principal. The principal will then inform the member's students of the assignment (if not already posted) and that the member will not be available for office hours.
 - f. **Computer Access:** Members who do not have computer access at home shall let their Principal know within seven (7) days of the date of this Agreement. The Principal and the member shall work together to develop a plan for how the teacher can still comply with the requirements of the School Cancellation Project.
 - g. **Program Review:** Principals will informally check in with members to gather information on the cancelled snow day in accordance with the School Cancellation Project. Principals will first solicit volunteers for each review. If no one volunteers, principals will randomly select members on a rotating basis for the informal check in.
 - h. **Survey:** A survey to assess the success and challenges of the pilot will be conducted during a faculty meeting after April 1 and before the end of the school year.
 - i. **School Cancellation Project:** Members will be expected to adhere to School Cancellation Project attached hereto.
3. This Memorandum of Agreement shall not serve as a precedent nor may it be referred to or introduced in any other manner or proceeding between the Parties' except for a proceeding to enforce the specific terms herein.



Melrose Public Schools

2/13/18

Date



Melrose Education Association

2/6/18

Date

**Melrose Public Schools
Superintendent's Office**

Memo

To: Melrose School Committee
From: Cyndy Taymore, Superintendent
Date: June 26, 2018
Re: Snow Cancellation Project/Pilot

Following the guidelines approved by the School Committee at the January 23, 2018 meeting, the district implemented its pilot of the Snow Cancellation Project. In total, the pilot was used for two snow days. After each snow day, building principals and content directors surveyed a sampling of staff for feedback and to identify any concerns. Similarly, any emails I received from parents regarding successes, challenges, and suggestions, I immediately shared with administration so that they could address the same with their teachers. Teachers were then able to make immediate corrections and/or changes to the assignments in anticipation of the next snow day. Several parents did comment that the second day went better than the first.

Late this spring, we surveyed families, students, and staff regarding the Snow Cancellation Project. The results of the survey are attached. The majority of families and students are in favor of the project. While some made negative comments, many more made thoughtful suggestions for improvement. I have provided the data to the Labor-Management Committee and we plan to review the data and all the comments when we reconvene in the fall.

Suggestions centered on communication, high tech vs. low tech options, number and quality of assignments, consistency across buildings and grade levels, and when and how many days to apply the project. Some examples are below:

- Communicate better and earlier with parents about the project.
- Have paper options as well as technology options.
- Have a "stack" of plans ready to go.
- Have assignments that are more project and/or play based.
- Create interdisciplinary options to reduce the number of assignments.
- Do not use the project for all five days. (Suggestions as to when it should kick in varied.)
- Be more pro-active about special education students.
- Email parents ahead of time with assignments.
- Have teachers at the elementary level work as teams to develop similar options.
- Do not have homework for a couple days upon return.
- Rethink the "core" content vs. "specials" requirements.

Below are the links to the analytics. The comments are not included as some had personal information and some were nasty about staff.

<https://docs.google.com/forms/d/1zn6xG54jvtqXizrYx6qDHMI6qCI98Fz3QkQII9HRdrl/viewanalytics>

https://docs.google.com/forms/d/1x8bMf1YOH0P15FfXjdA5ZcTMaG-cKyp5eliwsDAm_xq/viewanalytics

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https://docs.google.com/forms/d/1Rk-lzC0AyKo11QK9awaWhA53pvZK_R_HQD0cuXqdDGA/viewanalytics

Attachment: SCP survey memo (6589 : School Cancellation Pilot Evaluation and Recommendation (15 minutes))

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A message from the
Massachusetts Department of
Elementary and Secondary Education

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October 12, 2018

Commissioner's

WEEKLY UPDATE

Massachusetts Department of Elementary and Secondary Education
700 State Street, Room 1000, Boston, MA 02118
617-725-7000

Contents:

- 
1. [Update on Alternative Structured Learning Day Programs](#)
 2. [Picture of the Week: Latino Community Forums](#)
 3. [Waiver Requests for Computer-Based MCAS Testing Due](#)
 4. [Grant Opportunity for CVTE Programs](#)
 5. [Two Groups Invited to Submit Final Applications for New Charter Schools](#)
 6. [Charter School Expansion Requests](#)
 7. [For Your Info: Two schools recognized for innovation](#)

1. Update on Alternative Structured Learning Day Programs:

In February 2015 and 2016, DESE recognized locally approved "[alternative structured learning day programs](#)" as possible solutions to weather-related scheduling issues so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met. Additionally, the programs are designed to support district and school adherence to the [student learning time regulations](#) and to

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The concept of alternative structured learning day programs continues to be relatively new in Massachusetts. As such, DESE will review the implementation of alternative structured learning day programs in collaboration with the Massachusetts Association of School Superintendents (MASS) and other stakeholders beginning this fall.

As DESE reviews the implementation of these programs, it is requesting that **all districts, schools, and organizations with locally-approved alternative structured learning day programs submit a copy of the approved program plan to DESE no later than October 31, 2018**. Districts, schools, and organizations that do not yet have locally-approved alternative structured learning day programs but intend to implement such programs during the 2018-2019 school year are asked to submit a copy of the locally-approved program plan within one week after the date of local approval. All program plans must include the date of approval by the appropriate governing body.

Please send questions and approved program plans via email to Shay Edmond at sedmond@doe.mass.edu.

The... (faded text) ...



- School Redesign Home
- Dissemination and Shared Best Practices
- Expanded Learning Time
 - MA Expanded Learning Time (ELT)
 - TIME Collaborative
 - 21st Century Community Learning Centers
- Innovation Schools
- Student Learning Time Waiver Process
 - Alternative Structured Learning Days
- Contact List

School Redesign

Alternative Structured Learning Day Programs

To: Superintendents, Charter School Boards of Trustees, and School Principals

From: Jeff Wulfson, Acting Commissioner

Date: January 5, 2018

This memorandum provides information to assist school committees and charter school boards of trustees with the development of "alternative structured learning day programs"¹ as possible solutions to scheduling issues posed by inclement weather so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met.

While the concept of alternative structured learning day programs continues to be relatively new in Massachusetts, the Department of Elementary and Secondary Education (Department) recognizes that such programs are designed to reduce the number of additional school days beyond the 180 required days and minimize student learning disrupted by weather related emergencies by providing alternative learning activities for students that may be completed at home. These programs may be an alternative option for schools to pursue as long as they can ensure that the program meets the standard for structured learning time and that the assignments and/or projects are substantial. These programs must also be accessible, include appropriate oversight and teacher involvement rather than resembling traditional homework assignments, and be approved by the district school committee or charter school boards of trustees.

To the degree that learning outside of the school setting may rely upon parental involvement or access to technology, school committees and charter school boards of trustees must also account for the widely varying circumstances in students' homes and guarantee that the alternative structured learning day program is accessible to all students. In general, alternative structured learning day programs that include a digital learning component must:

- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device, for example, by developing paper materials to be used by those students who do not have internet access. However, in any case, the school must ensure that all students will have access to educational materials during a storm.
- Be able to serve all students, including students who receive special education services.
- Have teachers available who must participate on the days when the program is implemented.

Additionally, school committees and charter school boards of trustees must allow sufficient planning time for administrators, teachers, staff, and other members of the school community, as appropriate, to thoughtfully and transparently design the alternative structured learning day program prior to implementation. This includes the time needed to design the format and parameters of grade-level assignments, lessons, and/or projects for each participating grade, and if necessary, an online platform that will contain all alternative structured learning day related content and information. Given that inclement weather is somewhat unpredictable, leaders need to determine how to approach these challenges so the alternative structured learning days resemble the scope and depth of learning provided in a classroom lesson. Further, if your school committee or charter school board of trustees is considering developing and piloting such a program the following should be considered:

- Determine the circumstances for which an alternative structured learning day program will be activated, and clearly communicate this to all stakeholders in the district. For example, a school committee or charter school board of trustees may determine that the program will go into effect after 3 weather-related school closures.
- Set clear due dates for assignments and/or projects and clearly articulate what completion means.
- Conduct a survey at the end of the pilot/implementation to allow feedback from stakeholders and to evaluate the success of the alternative structured learning day program.

Given that alternative structured learning day programs are a reasonable option for creatively making up missed school days due to weather-related closures, as well as the fact that districts are required to schedule 185 days, as a back up to the required 180 days, the Department will only consider hardship waivers [603 CMR 27.00](#) in extraordinary circumstances. Should you have any questions regarding hardship waivers, please contact Helene Bettencourt at hbettencourt@doe.mass.edu or 781-338-3120.

As schools and districts continue to move forward with the development and implementation of alternative structured learning day programs, the Department encourages you to share your process and any lessons learned.

Additional Student Learning Time Resources

Massachusetts Student Learning Time Regulations 603 CMR 27.00

Under the Massachusetts Student Learning Time regulations, school committees and charter school boards of trustees are required to schedule a school year that includes at least 185-days at each school, and are required to operate each school for at least 180-days per school year. In addition, schools must ensure that students are scheduled to receive a minimum of 900 hours of structured learning time per school year for elementary school students and a minimum of 990 hours of structured learning time per school year for secondary school students. Kindergarten students must receive a minimum of 425 hours of structured learning time per school year. *Please access the link above to access the Massachusetts student learning time regulations.*

Student Learning Time Questions and Answers

This is a handy collection/guide of answers to Frequently Asked Questions about Student Learning Time.

Massachusetts Student Learning Time Waiver Process

In April 2013 the Massachusetts Board of Elementary and Secondary Education granted the Commissioner of Elementary and Secondary Education authority to approve waivers for innovative programs that are expecting to operate less than the hour and day requirements established in the Massachusetts Student Learning Time Regulations (603 CMR 27.00). The intent of this waiver process is to enable innovative programs and schedules that will benefit students educationally and improve student learning. This waiver process is not intended for emergency cases or extraordinary circumstances (e.g., natural disaster) that force the closing of one or more of the district's schools. *Please visit the [student learning time waiver process website](#) for additional information, including but not limited to the application and timelines.*

Please contact Shay Edmond (sedmond@doe.mass.edu / 781-338-3217) and/or Ruth Hersh (rhersh@doe.mass.edu / 781-338-3211) with any questions or concerns. You can also send general questions to the redesign@doe.mass.edu email address.

Note:

¹ The Department adopted the term "alternative structured learning day" in place of "blizzard bags" as it reflects the variety of ways in which students may access assignments while outside of the school building.

Last Updated: January 5, 2018

*Massachusetts Department of
Elementary & Secondary Education*

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**Memorandum of Agreement between the
Melrose Public Schools and the Melrose Education Association
for the School Cancellation Project 2018-2019 School Year**

WHEREAS, the Melrose Public Schools has been actively pursuing innovative approaches to teaching and learning for four years. The Melrose Public Schools are developing a personalized approach to learning K-12 that provides students with quality instruction that is aligned with the standards yet also offers a range of opportunities so that we meet students' individual interests and abilities through differentiated and inclusive instruction, online learning, blended learning, extended learning opportunities, and learning outside of the classroom through internships, foreign exchanges, independent study, and dual enrollment. The "School Cancellation Project" builds on the instructional practices, assessments, and standard based competencies that we are developing as we expand personalized learning throughout the system.

WHEREAS, adhering to the 180-day calendar as voted by the School Committee enables the Melrose Public Schools to provide staff with valuable professional development in the two weeks following the close of school in June. We find that more educators are able and willing to attend the summer institute if it is held prior to July 1. While we repeat some of the summer professional development in July and August, we are not able to repeat the full array of offerings from June and many educators do not have the availability to attend in July and August. This professional development is critical to the work we are doing across all domains: academic, social emotional, and behavioral.

WHEREAS, the Melrose Public Schools prefer to have students interacting in person with highly qualified educators and engaging in mutual learning with other students. We never make the decision to cancel school easily and consult with both city officials and other school districts. That will not change with this project. We believe that offering students extended learning opportunities over the winter that are relevant to current units of study and have clear expectations for outcomes will be more meaningful for students than what may occur in late June. Moreover, 21st century students will most likely engage in some degree of online and/or blended learning in college, and many will eventually work in a "distance" environment from home, satellite offices, or while traveling. Similar to the work we are doing in our schools, extended learning opportunities help students acquire the necessary personal skills and work habits for this type of learning and work.

NOW, THEREFORE, the Melrose Public Schools (hereinafter called "the District") and the Melrose Education Association (hereinafter called "the Association") hereby agree as follows:

1. The School Cancellation Project will be a one-year program from the date of this Agreement until April 1, 2019.
2. In the sole discretion of the Superintendent, a maximum of five (5) snow days will be deemed School Cancellation Project days. There will not be two (2) School Cancellation Project days in a row.
3. The following will clarify the District's expectations of Association members (hereinafter "members") during school cancellation days:
 - a. **Office hours:** Each member will be required to provide two (2) hours of posted office hours during the member's regularly scheduled school hours. The office hours do not have to be consecutive.

- b. **Posting Assignments:** Assignments may be posted at any time, but no later than the morning of the cancellation. Assignments need to be high quality, aligned to the standards in the content, and focused on continued student progress toward expected outcomes.
 - c. **Personal Day Use:** A member shall have the choice of either cancelling the personal day or continuing with the previously scheduled personal day. If the member decides to cancel the personal day, notice via e-mail needs to be provided to the Superintendent's Office. If the member decides to continue with the personal day, the member needs to provide notice to students and post assignments that would have been provided by the substitute teacher to students.
 - d. **Sick Day Use:** A member who is taking a sick day shall follow the same procedure as on a typical sick day by notifying the appropriate person(s). The member needs to provide notice to students and post assignments that would have been provided by the substitute teacher to students.
 - e. **Loss of Electricity:** If a member loses electricity, every effort will be made by the member to contact the member's principal. The principal will then inform the member's students of the assignment (if not already posted) and that the member will not be available for office hours.
 - f. **Computer Access:** Members who do not have computer access at home shall let their Principal know within seven (7) days of the date of this Agreement. If a member's computer access at home changes during the course of this Agreement, the member shall inform the Principal of this change as soon as practicable. The Principal and the member shall work together to develop a plan for how the teacher can still comply with the requirements of the School Cancellation Project.
 - g. **Program Review:** Principals will informally check in with members to gather information on the cancelled snow day in accordance with the School Cancellation Project. Principals will first solicit volunteers for each review. If no one volunteers, principals will randomly select members on a rotating basis for the informal check in.
 - h. **Survey:** A survey to assess the success and challenges of the project will be conducted during a faculty meeting after April 1 and before the end of the school year.
 - i. **School Cancellation Project:** Members will be expected to adhere to School Cancellation Project attached hereto.
4. This Memorandum of Agreement shall not serve as a precedent nor may it be referred to or introduced in any other manner or proceeding between the Parties' except for a proceeding to enforce the specific terms herein.

Melrose School Committee:

 Date:



Melrose Education Association:

 Date:





"A District of One – 2,000 Strong!"
Community, Achievement,
Respect & Civility

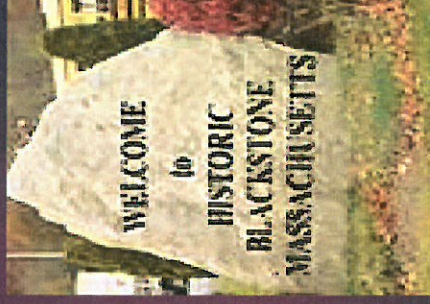


Blackstone-Millville Regional School District

INITIAL FY '20 BUDGET PRIORITIES

SCHOOL COMMITTEE

DECEMBER 12, 2018



Budget Process to Date

- ▶ District Leadership and School Committee agreed upon FY '20 Timeline
- ▶ District Leadership and Cost Center Managers (including building principals and department leaders (Athletics, Technology, Music) reviewed overall process, with an emphasis on Zero Based Budgeting
- ▶ Cost Center Managers developed department/school budgets based on preliminary district and school teaching and learning goals
- ▶ Superintendent and Assistant Superintendent met with each Cost Center Manager to review FY'20 requested budget in detail

Necessary Materials and Resources

- ▶ Science materials K-8
- ▶ Math and ELA curriculum review and renewal (will incorporate Johns Hopkins University findings)
- ▶ Leveled libraries for elementary schools
- ▶ Wilson Training and resources, including *Fundation* kits
- ▶ IXL intervention resources for all schools

Strategic Staffing

- ▶ 4 elementary classrooms teachers (1-AFM, 1-JFK, 2-MES)
- ▶ 2 high school teachers
- ▶ Special Education Teachers for co-teaching (TBD)
- ▶ 1 high school para to support duty schedule
- ▶ 4 Planning, Teaching and Learning Coaches (1- Early Childhood PK-2, 1- Grades 3-5, 1- Literacy/Social Studies Grades 6-12, 1- Math/Science Grades 6-12)
- ▶ 1 middle school reading specialist
- ▶ .5 middle school math specialist
- ▶ 1 middle school STEM
- ▶ 1 helpdesk technician
- ▶ .5 nurse at JFK/AFM
- ▶ 4 building substitute teachers

FY '20 Budget Next Steps

- ▶ School Committee January 9th
 - ▶ Full FY '20 Draft Budget Presentation
 - ▶ Re-organization of key departments
- ▶ Setup Budget Workshop Sessions with Cost Center Managers
- ▶ Joint meeting with the Board of Selectmen from each town and School Committee – January 16th



BLACKSTONE - MILLVILLE REGIONAL SCHOOL DISTRICT

175 Lincoln Street, Blackstone, Massachusetts 01504

Telephone (508)883-4400 Fax (508)883-9892

www.bmrtd.net

Follow us on Twitter: @BMRStrong

Jason DeFalco, EdD.
Superintendent

Matthew Ehrenworth
Assistant Superintendent

Jill Pill-Gallerani
Interim Special Education Director

TO: Blackstone-Millville Regional School Committee
FROM: Dr. Jason DeFalco, Superintendent *JV*
DATE: Wednesday, December 12, 2018
RE: Overview of District Entry – Meetings and Conversations

Since the Spring of 2018 I have been transitioning into the position as Superintendent of the Blackstone-Millville Regional School District. This is a position for which I am humbled and grateful to have been selected. Being the CEO of any school district is an enormous responsibility and one that at no point is to be taken lightly. There is no greater gift than to care for the needs of the children in our community.

With that, to ensure we are correctly meeting the needs of the youth in our community, entering into the Superintendent position has been an intentional and goal driven process, one that was designed around studying both communities and the schools.

During this process I have had the chance to review a significant amount of “numbers” data – MCAS 2.0 results, state accountability levels and targets, attendance and suspension rates, student stability percent, per pupil expenditure amounts, budgets, student enrollment and school choice numbers, building square footage, among many other reports. And while this information is hugely important in gaining an understanding of the BMRSD landscape, it only tells part of the story describing what it means to be a “Charger.”

During the time I have been reviewing the “numbers narrative” of BMRSD, I have also been speaking with many different members of the school community, and more importantly, doing a lot of 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, and parents during the past six (6) plus months of conversations and listening.

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? • Do you feel a strong connection to others? • What needs the Superintendent’s immediate attention? 	<ul style="list-style-type: none"> • Buildings are clean in and out but need newer buildings • Strong connection with 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/space 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 are the barriers to our improvement work?• What should be next?	<ul style="list-style-type: none">• Colleagues and students – a strong sense of school pride – it means something to be a Charger• Teamwork and flexibility• Budget cycle has been a challenge• Not enough focus on curriculum and appropriate 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
<ul style="list-style-type: none">• Why don't the teachers and students have the resources and structures they should?• How did the improvement strategy get developed?• Explain our student performance.• How do we expect teachers to develop lessons and teach classes that have such a spread in student skill level (particularly in literacy)?• How are we taking on bullying?• 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?

This information coupled with the numerous “number” data points has helped drive the creation of our new **District Improvement Strategy – Curriculum Development, Instructional Design, Supporting the Whole Child, and Unifying our Two Communities**. These four (4) areas emerged early on in the transition process, and have only deepened and strengthened as needing to be our areas of focus throughout the past few months.

From here, a **Theory of Action** will be created which will then push forward a focused **Blueprint for District Improvement** developed by our District’s Leadership Team. 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 both the short-term and long-range plan for the School District. Lastly, we will include a “**Community Promise**” which shares directly with the communities of Blackstone and Millville our commitment to improving outcomes for ALL our youth which ultimately will strengthen the two communities as a whole.

Salary Spend Down 12/3

Salary Expenditures by Classification	FY'19 Budget	Spent to Date	Encumbered	Balance	% Budget Spent (Act.)
Administrative	\$1,076,338.00	\$423,675.77	\$677,027.83	(\$24,365.60)	39.36%
Technology	\$208,617.00	\$83,953.74	\$95,382.76	\$29,280.50	40.24%
Clerical	\$609,518.24	\$258,824.30	\$351,586.80	(\$892.86)	42.46%
Custodial	\$572,161.46	\$261,689.41	\$329,045.85	(\$18,573.80)	45.74%
Custodial Overtime (Inc. Snow)	\$24,000.00	\$24,155.19	\$4,883.61	(\$5,038.80)	100.65%
Bus/Bus Monitors	\$77,031.02	\$13,305.00	\$27,200.00	\$36,526.02	17.27%
Teachers (General Ed)	\$6,903,633.36	\$1,883,969.89	\$4,987,623.35	\$32,040.12	27.29%
Teachers (Special Ed)	\$1,755,696.76	\$502,986.61	\$1,298,269.64	(\$45,559.49)	28.65%
Teacher Aides	\$938,226.35	\$282,422.73	\$657,204.07	(\$1,400.45)	30.10%
Substitutes	\$201,908.00	\$48,857.76	\$54,982.45	\$98,067.79	24.20%
Librarians	\$52,657.58	\$16,366.20	\$36,730.27	(\$438.89)	31.08%
Nurses	\$298,084.87	\$80,674.27	\$217,831.76	(\$421.16)	27.06%
School Psychologists	\$173,339.84	\$45,661.00	\$123,937.00	\$3,741.84	26.34%
School Counselors	\$521,189.37	\$134,376.51	\$370,204.51	\$16,608.35	25.78%

Salary Spend Down 12/3

Salary Expenditures by Classification	FY'19 Budget	Spent to Date	Encumbered	Balance	% Budget Spent (Act.)
Speech Therapists	\$496,892.22	\$146,222.29	\$381,662.15	(\$30,992.22)	29.43%
Stipends/Dept. Heads	\$74,863.00	\$33,008.16	\$37,728.84	\$4,126.00	44.09%
Athletic Coaches	\$117,868.00	\$7,193.00	\$38,585.00	\$72,090.00	6.10%
Music Directors	\$52,071.01	\$9,624.72	\$37,524.28	\$4,922.01	18.48%
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	\$4,261,066.55	\$9,735,610.17	\$228,581.36	29.95%

FY19 Cost Center Review
July 1, 2018 - December 4, 2018

Func. Code	Description	FY19 Budget	Expended YTD	Encumbered YTD	Current Available Balance	% Expended YTD	Current Projection	Delta
1110	School Committee	\$77,200	\$67,258	\$22,794	(\$12,852)	87%	\$77,200	\$0
1210	Superintendent's Office	\$302,740	\$143,669	\$137,597	\$21,474	47%	\$302,740	\$0
1220	Assistant Superintendent	\$0	\$27,514	\$68,786	(\$96,300)	-	\$0	\$0
1410	Business Office	\$249,499	\$70,588	\$90,776	\$88,136	28%	\$249,499	\$0
1430	Legal Service	\$27,000	\$4,033	\$22,967	\$0	15%	\$27,000	\$0
1450	Information Management	\$343,531	\$119,939	\$118,865	\$104,727	35%	\$343,531	\$0
2110	Leadership-Student Service	\$153,674	\$22,264	\$30,256	\$101,155	14%	\$153,674	\$0
2210	School Leadership - Building	\$980,635	\$411,835	\$576,718	(\$7,918)	42%	\$980,635	\$0
2220	School Curriculum Leaders	\$13,550	\$3,250	\$3,250	\$7,050	24%	\$13,550	\$0
2320	Medical/Therapeutic Services	\$604,972	\$165,057	\$420,541	\$19,374	27%	\$604,972	\$0
2325	Substitute Teachers	\$198,158	\$45,989	\$54,494	\$97,676	23%	\$198,158	\$0
2340	Library/Media Center	\$104,123	\$30,222	\$74,339	(\$439)	29%	\$104,123	\$0
2357	Professional Development	\$131,400	\$22,678	\$80,584	\$28,138	17%	\$131,400	\$0
2410	Textbooks	\$111,413	\$66,700	\$30,494	\$14,219	60%	\$111,413	\$0
2415	Other Instructional Materials	\$4,508	\$2,512	\$1,487	\$509	56%	\$4,508	\$0
2420	Instructional Equipment	\$21,040	\$5,191	\$2,031	\$13,818	25%	\$21,040	\$0
2430	General Supplies	\$61,684	\$43,093	\$4,453	\$14,138	70%	\$61,684	\$0
2440	Other Instructional Services	\$35,000	\$3,407	\$275	\$31,318	10%	\$35,000	\$0
2451	Classroom Technology	\$60,500	\$54,336	\$205,330	(\$199,165)	90%	\$60,500	\$0
2455	Instructional Software	\$17,400	\$13,997	\$3,444	(\$41)	80%	\$17,400	\$0
2710	Guidance	\$567,643	\$154,043	\$395,008	\$18,593	27%	\$567,643	\$0
2720	Testing and Assessment	\$20,100	\$18,792	\$37,583	(\$36,275)	93%	\$20,100	\$0
2800	Psychological Services	\$174,240	\$45,661	\$123,937	\$4,642	26%	\$174,240	\$0
3200	Medical/Health Services	\$316,857	\$87,984	\$223,377	\$5,496	28%	\$316,857	\$0
3300	Transportation Services	\$1,812,821	\$367,251	\$1,477,421	(\$31,851)	20%	\$1,812,821	\$0
3510	Athletics	\$180,000	\$54,536	\$90,194	\$35,270	30%	\$180,000	\$0
3515	Music	\$95,759	\$24,829	\$65,950	\$4,980	26%	\$95,759	\$0

FY19 Cost Center Review
July 1, 2018 - December 4, 2018

Func. Code	Description	FY19 Budget	Expended YTD	Encumbered YTD	Current Available Balance	% Expended YTD	Current Projection	Delta
4110	Custodial Services	\$634,094	\$319,902	\$334,437	(\$20,245)	50%	\$634,094	\$0
4120	Heating of Building	\$359,511	\$49,722	\$293,008	\$16,781	14%	\$359,511	\$0
4130	Utility Services	\$396,920	\$100,689	\$312,008	(\$15,777)	25%	\$396,920	\$0
4210	Maintenance of Grounds	\$49,610	\$7,567	\$15,579	\$26,464	15%	\$49,610	\$0
4220	Maintenance of Buildings	\$152,347	\$72,954	\$40,282	\$39,111	48%	\$152,347	\$0
4225	Maint. of Building Security	\$5,020	\$2,010	\$690	\$2,320	40%	\$5,020	\$0
4230	Maintenance of Equipment	\$21,200	\$5,116	\$1,986	\$14,098	24%	\$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	\$503,857	\$55,679	\$34,027	87%	\$580,647	\$0
5200	Benefits & Insurance	\$3,170,442	\$1,401,289	\$1,736,070	\$36,368	44%	\$3,170,442	\$0
5300	Rental/Lease of Equipment	\$80,240	\$27,038	\$49,288	\$3,914	34%	\$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	\$4,204	\$5,873	\$2,991	32%	\$13,068	\$0
9200	Tuition to Other States	\$223,000	\$40,855	\$102,488	\$79,657	18%	\$223,000	\$0
9300	Non-Public Programs	\$315,000	\$223,969	\$517,653	(\$426,622)	71%	\$315,000	\$0
9400	Tuition to Collaboratives	\$452,000	\$83,224	\$154,465	\$214,310	18%	\$452,000	\$0
Total		\$13,202,545	\$4,981,436	\$7,982,455	\$254,856		\$13,202,545	

Total Budget \$22,623,706.53
Salaries \$9,421,161.56

IDEA 240 - \$439,843

Revenue Report

12/3

Description	GL Budget	YTD	Balance	% Bud
ASSESSMENT BLACKSTONE	\$ (8,562,533.00)	\$ (2,848,326.68)	\$ (5,714,206.32)	39.10%
ASSESSMENT MILLVILLE	\$ (2,919,338.00)	\$ (1,682,774.68)	\$ (1,236,563.32)	61.71%
STATE AID CHAPTER 70	\$ (10,915,189.00)	\$ (4,272,252.00)	\$ (6,642,937.00)	39.14%
STATE AID TRANSPORTATION	\$ (472,648.00)	-	\$ (472,648.00)	0.00%
SCHOOL CHOICE REIMBURSEM	\$ (299,910.00)	\$ (135,436.00)	\$ (164,474.00)	45.16%
INTEREST UNIBANK VENDOR	\$ -	\$ (579.85)	\$ 579.85	N/A
INTEREST UNIBANK PAYROLL	\$ -	\$ (299.03)	\$ 299.03	N/A
INTEREST UNIBANK MONEY M	\$ -	\$ (1,222.60)	\$ 1,222.60	N/A
Interest UniBank Online Paymen	\$ -	\$ (33.09)	\$ 33.09	N/A
Interest UniBank Express Depos	\$ -	\$ (947.59)	\$ 947.59	N/A
Interest UniBank Cafeteria Acc	\$ -	\$ (361.36)	\$ 361.36	N/A
SCHOOL LUNCH LOCAL CAFETERIA	\$ -	\$ (104,159.11)	\$ 104,159.11	N/A
SCHOOL LUNCH STATE CAFETERIA	\$ -	\$ (2,641.08)	\$ 2,641.08	N/A
SCHOOL LUNCH FEDERAL CAFETERIA	\$ -	\$ (80,454.44)	\$ 80,454.44	N/A
PROGRAM REVENUE ATHLETICS	\$ -	\$ (2,505.00)	\$ 2,505.00	N/A
PROGRAM REVENUE STUSERV PREK	\$ -	\$ (20,615.00)	\$ 20,615.00	N/A
PROGRAM REV STUSERV PREK FY19	\$ -	\$ 180.00	\$ (180.00)	N/A
REVENUE RENTAL OF CLASSROOM -	\$ -	\$ (3,970.00)	\$ 3,970.00	N/A
REVENUE RENTAL OF CLASSROOM -	\$ -	\$ (6,917.50)	\$ 6,917.50	N/A
PROGRAM REVENUE MISC REVOLVING	\$ -	\$ (6,635.53)	\$ 6,635.53	N/A
Revenue Circuit Breaker	\$ (372,832.00)	\$ (93,208.00)	\$ (279,624.00)	25.00%
PROGRAM REVENUE MEDICAID	\$ -	\$ (32,195.32)	\$ 32,195.32	N/A
PROGRAM REVENUE SUMMER SCHOOL	\$ -	\$ (1,950.00)	\$ 1,950.00	N/A
Revenue Use of Facilities	\$ -	\$ (1,377.91)	\$ 1,377.91	N/A
REVENUE ATHLETIC USER FE	\$ -	\$ (32,092.50)	\$ 32,092.50	N/A
REVENUE MUSIC USER FEES	\$ -	\$ (5,920.00)	\$ 5,920.00	N/A
REVENUE CABLE FUNDS	\$ -	\$ (7,500.00)	\$ 7,500.00	N/A
Revenue Title I FY19	\$ (174,644.00)	\$ (19,278.00)	\$ (155,366.00)	11.04%
Title IV Revenue FY19	\$ (13,533.00)	\$ (2,200.00)	\$ (11,333.00)	16.26%
Revenue Unity FY19	\$ (439,843.00)	\$ (43,984.00)	\$ (395,859.00)	10.00%
Revenue 262 EARLY CHILD FY19	\$ (21,731.00)	\$ (2,173.00)	\$ (19,558.00)	10.00%
Revenue BLK Valley Educ Founda	\$ -	\$ (2,775.00)	\$ 2,775.00	N/A
Revenue Tch Quality TII FY19	\$ (36,283.00)	\$ (20,664.00)	\$ (15,619.00)	56.95%
REVENUE DEBT SERVICE BLA	\$ -	\$ (499,307.83)	\$ 499,307.83	N/A
REVENUE DEBT SERVICE MIL	\$ -	\$ (118,735.90)	\$ 118,735.90	N/A
	\$ (24,228,484.00)	\$ (10,053,312.00)	\$ (14,175,172.00)	41.49%

Personnel Update	12/3			
Last Name	First Name	Position	School	Comments
New Positions Unit A				
Cox	Katelyn	Preschool Teacher	MES	Effective 11/14/18
New Positions Unit C				
Marszalkowski	Daniel	ABA	JFK New position	Effective 11/19/18
Appointments Unit C				
Roman	Nicolas	ABA	JFK/Replace Kim Roy	Effective 11/5/2018
Appointments Other				
Briar	Kristin	Permanent Sub	MES replace Katelyn Cox	Effective 11/26/18
Johnson	Richard	Tech Support	District	Effective 12/3/18