

UXBRIDGE SCHOOL COMMITTEE MINUTES

October 4th, 2016

UXBRIDGE HIGH SCHOOL LIBRARY

Received by
Uxbridge
Town Clerk

School Committee Members in Attendance:

	Present	Absent
Debbie Stark, Chair	X	
John Morawski, Vice Chair	X	
D. Brett Pomeroy, Secretary	X	
Charlene Miller, Member	X	
Jen Modica, Member	X	
Laura McGee, Member	X	
Matt Keane, Member	X	

1. Called to Order - at 7pm - Debbie Stark

2. Student Update - James Stark -

-UHS student Council - Homecoming week / Dance - All in order

-The Student Council made decisions on chairs for ongoing events (announce next mtg).

3. Public Comment - Mrs. Yukna- spoke about keeping the cap on Charter schools.

4. -School Committee Policy Revisions to Align with State Regulations - 2nd Readings (A)

Drug-Free Workplace Policy - File GBEC

Teaching about Alcohol, Tobacco, and Drugs - File IHAMB Alcohol, Tobacco, and Drug Use by Students Prohibited - File JICH Administering Medicine to Students - File JLCD -

Charlene Miller made a motion that we accept these as written - John Morawski seconded the motion, all in favor 7-0.

5. Policy JF - Admission and Residency Policy Review - Debbie Stark and Kevin Carney discussed the policy (currently need a utility bill and a purchase and sales agreement or signed lease. The topic of tuition for out of state students, and the International revolving account could be used to collect out of state tuition. Charlene Miller and Debbie Stark agreed that we would discuss this policy at a Policy Sub-Committee meeting in the near future.

Uxbridge School Committee Meeting
Minutes
October 4th, 2016

6 Policy KF - Use of Facilities - Mr. Brian Hyde - School Business Manager the current fee schedule for use of the school facilities.

-Mr. Hyde requested that we consider modifying the language of the fee schedule to read “Per Hour “(regarding the fee)”. John Morawski made a motion to change the schedule to read, “ Per Hour”. Debbie Stark seconded the motion Vote: 7-0 All in favor. The Committee all agreed that we would leave the current fee rates in place for the balance of the 2016/2017 School Year. We will then assess after this year if the fees are covering the costs to the School.

7. Vote to Establish a Revolving Account for Facility Rentals for Academic and Recreational Purpose.

- John Morawski moves that the School Committee Establish a Revolving Account for Facility Rentals for Academic and Recreational Purpose to be added to the Spring Town Meeting - All in favor 7-0

8. Business Manager's Report Regular Meeting Minutes- Mr. Brian Hyde reviewed Budget to date - explained the new enhancements to reporting and efforts to increase transparency to all revolving accounts.

-Mr Hyde reviewed two prospective auditing firms - The School Committee Budget Sub-Committee with discuss further.

-Mr. Hyde also reviewd FY18 Fixed Cost Estimates (preliminary)

-The School Committee picked two options for budgets - Needs Based and Level Service.

9.Pupil Services Director Entry Plan Process - Stephanie Geddes gave an update -

-Surveys have been sent to all families and staff - 32 replies from families and 12 staff surveys returned so far. Stephanie will also be publishing a report in February.

10. Literacy Plan Overview - Dr. Rich Drolet reviewed -

11. Superintendents Update - Kevin Carney

12. Old / New Business -

-MSCA training needed for new members -

-Matt Keane - will be a Taft School Liaison

- Matt Keane - will join the School Building Study Group

13. Meeting Minutes - 1/19/16, 8/29/16, 9/6/16 School Committee Meeting

- Pushed till next meeting 10/18/2016

14 Next School Committee Meeting - October 18, 2016

15. Adjournment - Deb made a motion to adjourn, John seconded it - all in favor 7-0 -
adjourned at 9:31pm

Respectfully Submitted,

D. Brett Pomeroy

Uxbridge School Committee Secretary

School Committee Members:

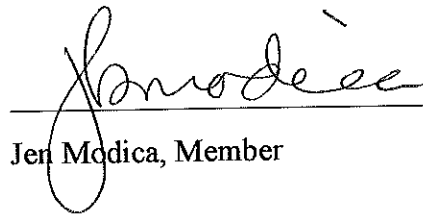


Debbie Stark, Chair

John Morawski, Vice Chair



D. Brett Pomeroy, Secretary



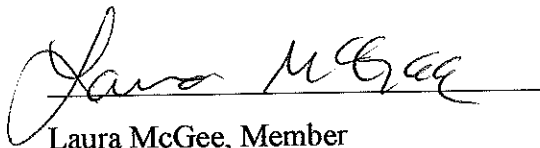
Jen Modica, Member



Charlene Miller, Member



Matt Keane, Member



Laura McGee, Member

1. Introduction

2. Conclusion

3. Discussion

To: Uxbridge School Committee
From: Brian A. Hyde, Interim Business Manager
Date: October 4, 2016
Re: Potential Financial Auditing Firms

Dear School Committee,

As directed by Superintendent Carney, the purpose of this communication is to update you on my research of potential financial auditing firms that specialize in working with Massachusetts public school districts. As you will read, both Powers & Sullivan and Melanson Heath are capable and have been recommended to me by Massachusetts School Business Managers and Superintendents.

Powers & Sullivan

100 Quannapowitt Parkway
Suite 101
Wakefield, MA 01880
Main Number 781-914-1700
Fax 781-914-1701
Email info@powersandsullivan.com

Powers & Sullivan, LLC is a full service Certified Public Accounting Firm licensed to practice in the Commonwealth of Massachusetts. They are a firm of highly skilled and trained professionals that are committed to providing clients with the highest quality of service. To achieve this goal, they maintain the highest level of technical proficiency. They have developed formal internal training courses that are designed to keep their professionals up to date in a constantly changing environment.

When you select Powers & Sullivan as your independent auditor, consultant or business development specialist, they guarantee the following:

- Friendly, courteous service of the highest quality.
- They will absolutely honor their commitments
- They will acknowledge any communication from you by the end of the next business day.
- They will be honest and "up-front" with you at all times, and expect the same of you.

Their accounting and auditing services begin with the attest function (the independent review (audit) of a company's financial statements) and extend far beyond. While assuring that their clients' financial statements comply with professional standards, they also help them achieve financial objectives and strengthen management.

Their full range of accounting services include audits, reviews and compilations of financial statements, reviews of internal accounting controls, general accounting support, preparation of specialized reports, assistance with the implementation of new accounting standards and systems, fraud investigations and other special projects.

Powers & Sullivan is one of the leading professional services firms providing accounting, auditing and management consulting services to over 80 governmental entities in Massachusetts. They are committed to delivering outstanding service by fully utilizing their industry expertise.

Powers & Sullivan understands governmental operations from the inside and are alert to the complex financial and informational demands of a municipality. Clients come to them because they want more than just an audit of their financial records. They want an independent objective analysis of their financial position, information systems and policies and procedures.

Melanson Heath

10 New England Business Center Dr.
Suite 107
Andover, MA 01810
978-749-0005 (phone)
978-749-0006 (fax)

Providing critical financial and accounting support to municipalities to help achieve their specific goals and objectives has been a key practice area of Melanson Heath for over 30 years. The Firm's continued success and growth in the municipal and governmental services area is a direct result of their core philosophy, which seeks to consistently meet and exceed client's expectations.

Melanson Heath Governmental Services team prides itself in delivering:

- A high level of shareholder participation and supervision in all audits.
- Consistent officer and staff availability to our clients throughout the year.
- Technical expertise unsurpassed in the industry.
- A highly experienced staff that thoroughly understands the uniqueness of governmental and municipal accounting and auditing.
- Procedures that guarantee quality audit services delivered in an efficient and cost-effective manner.
- Quality recommendations and training to our clients to simplify and improve their accounting records and internal controls.
- Timely service and minimal disruption to a client's staff.
- Internal quality control steps to ensure a work product of the highest quality and accuracy.

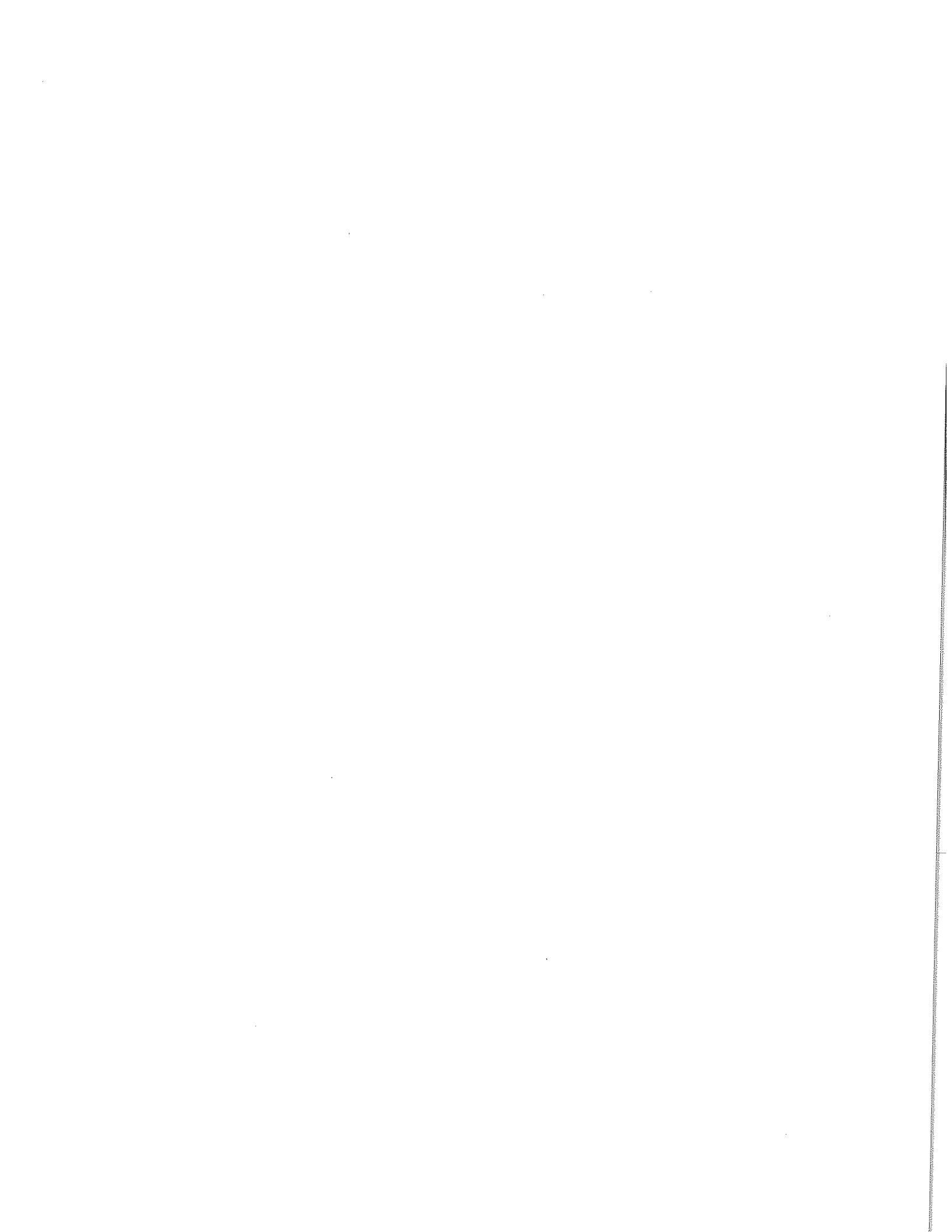
Melanson Heath provides services for more New England municipalities and governmental agencies than any other CPA firm in our region.

Single Audits

Certain organizations, whether they are Governmental, Not-for-Profit, or For Profit, may require a Single Audit under the guidelines of the Office of Management and Budget (OMB) Circular A-133 – the determining factor being the organization's level of federal dollars spent. These audits not only examine an organization's overall financial statement, but also include detail tests of costs charged to federal grant programs and program requirements mandated by the government. The professionals at Melanson Heath will help you prepare and file this and all other vital forms necessary for continued eligibility as a government vendor or grant recipient.

Uniform Municipal Accounting System (UMAS) Training Courses

At Melanson Heath we take pride in not only continuing our own professional development, but that of our clients as well. Our Municipal Services team provides regular training and information seminars for municipal employees and officials on various topics of interest including Accounting systems, Preparing and recording the budget, Recording transactions, Closing the books at year-end, Preparing annual financial reports, Establishing sound internal controls and Statutory responsibilities.



To: Uxbridge School Committee

From: Brian A. Hyde, Interim Business Manager

Date: October 4, 2016

Re: Facility

Dear School Committee,

Attached, please find current Uxbridge Public School Facility Use Requests that includes Organization, Date/Time Requested, Location and Amount of Anticipated Fee. Thank you.

FACILITY USE REQUEST AS OF OCTOBER 4, 2016

Name of Organization	Date	Time	Place	Fee
Uxbridge Woman's Club	4/7/17 4/8/17	2:30-4:30pm 7am-5:30pm	McCloskey Cafeteria & Gym	TBD
Broadway Youth Dance Theatre	11/4, 11/12, 11/18, 11/19 & 11/20	Various	UHS Gym, Auditorium	\$4,686.00
Girls on the Run	Mon-Thur* *inclement weather only	2:45-4:30 pm	Whitin Café/Gym	Café-\$85/hr Gym \$34/hr
Uxbridge Mens Winter Basketball	9/22/16 - 6/2/17	1 hr/Thurs night	McCloskey Gym	33 days@ 1 hr =1,122.00
Uxbridge Winter Basketball League	11/27/16 - 3/12/17	11am-4pm Sundays	Whitin Gym	\$34/hr = \$6,000.00 +
Uxbridge Friends of Music	Tuesday/Monthly	6-9 pm	HS Music Room	TBD
	3/28/17	2-9:30pm	UHS Cafeteria, Kitchen, Gym, Music Room	TBD
	10/22, 12/10, 2/11 & 4/8	3-9:30pm	UHS Cafeteria, Gym, Music Room, Auditorium	TBD

UPS Facilities Use Fee Schedule

CURRENT
(4.26.2016)

Fee Rate to
Cover TOU 29%
Revenue Share

High School Fee Structure

Cafeteria (max.300)	\$85.00	hr	\$119.85
Kitchen	\$75.00	hr	\$105.75
Gymnasium	\$34.00	hr	\$47.94
Auditorium (max. 400)	\$150.00	hr	\$211.50
(Auditorium) Tech Support (included AV)	\$25.00	hr (min. 3 hrs)	\$35.25
Spotlight	\$25.00	hr	\$35.25
Library	\$25.00	hr	\$35.25
Classroom	\$25.00	hr	\$35.25
Fitness Center (Dance space ONLY)	\$25.00	hr	\$35.25
All Athletic Fields and Tennis Courts (includes maintenance staff)	\$150.00	hr (per 3-hr timeslot)	\$211.50

McCloskey Fee Structure

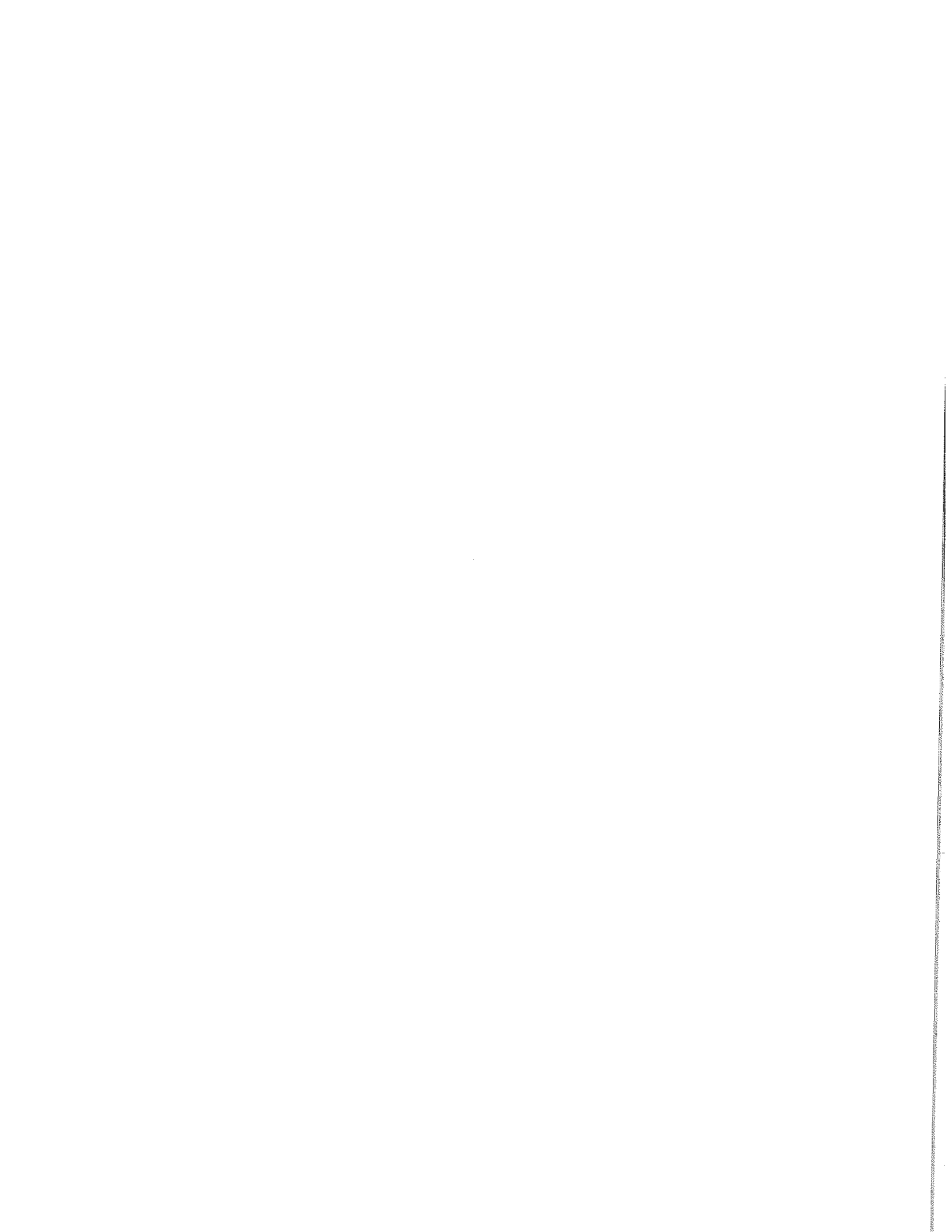
Cafeteria (max.300)	\$85.00	hr	\$119.85
Kitchen	\$75.00	hr	\$105.75
Gymnasium (max 575)	\$34.00	hr	\$47.94
Auditorium (max. 600)	\$150.00	hr	\$211.50
Spotlight	\$25.00	hr	\$35.25
Library	\$25.00	hr	\$35.25
Classroom	\$25.00	hr	\$35.25

Whitin Elem Fee Structure

Cafeteria (max.300)	\$85.00	hr	\$119.85
Kitchen	\$75.00	hr	\$105.75
Gymnasium (max 386)	\$34.00	hr	\$47.94
Spotlight	\$25.00	hr	\$35.25
Library	\$25.00	hr	\$35.25
Classroom	\$25.00	hr	\$35.25

Taft ELC Fee Structure

Cafeteria (max.300)	\$85.00	hr	\$119.85
Kitchen	\$75.00	hr	\$105.75
Gymnasium (max 214)	\$34.00	hr	\$47.94
Spotlight	\$25.00	hr	\$35.25
Library	\$25.00	hr	\$35.25
Classroom	\$25.00	hr	\$35.25



UXBRIDGE PUBLIC SCHOOLS
FOOD SERVICE DEPARTMENT MONTHLY REVIEW
Stephanie Barstow, Food Service Director

September 26, 2016

PERFORMANCE:

ENROLLMENT

School	# Students
Taft	467
Whitin	405
McCloskey	421
UHS	485
Total	1778

FREE & REDUCED STUDENTS

School	Free	Reduced
Taft	135	15
Whitin	110	10
McCloskey	122	12
UHS	124	13
Sub Total	491	50

Total Free & Reduced:	541
% of Enrollment:	30.43%

TOTAL MEALS SERVED AUGUST 31, 2016 TO SEPTEMBER 26, 2016

DAYS SERVED: 18

School	Breakfast	Lunch	% Breakfast	% Lunch
Taft	176	2643	2.09%	31.44%
Whitin	223	3724	3.06%	51.08%
McCloskey	192	3315	2.53%	43.75%
UHS	397	4220	4.55%	48.34%
Totals	591	9682	3.09%	43.44%

FINANCIAL OVERVIEW:

REVENUE

Lunch Sales & Paypams	\$39,134.87	
US/MA Reimbursement - July-TD	\$41,347.66	
Other Reimbursement	\$4,041.86	
Total Revenue	\$84,524.39	\$84,524.39

EXPENSES

FOOD AND SUPPLIES

Food Expenses	\$15,466.54
Paper / Chemicals	\$1,299.24
Other Expenses (uniform, account refund, etc.)	\$314.50
Total Food & Supplies	\$17,080.28

PAYROLL

Director/Manager	\$42,442.54
Cafeteria Workers	\$18,148.12
Total Payroll Expenses	\$60,590.66

TOTAL PROFIT / LOSS CURRENT PERIOD	\$6,853.45
TOTAL PROFIT / LOSS CURRENT YEAR	\$6,853.45

UXBRIDGE PUBLIC SCHOOLS

Grant	DESE #	VADAR #	End Date	Amount Awarded	Total Revenue Received	Total Expenditures
Title I	305	20173035	Fed 8/31	\$185,877		
Title IIA	140	20170140	Fed 8/31	\$48,271		\$769
SPED Federal 94-142 Entitlement Project Adjust	240		Fed 8/31	submitted		
SPED Program Improvement	274		Fed 8/31	not out yet		
Total DESE Federal Grants				\$234,148	\$0	\$769
Academic Support	632		State 6/30	not out yet		
Total DESE State Grants						
Total DESE Grants				\$234,148	\$0	\$769
SPED Early Childhood Special Ed Allocation	262		Fed 8/31	\$17,810		
Total				\$17,810	\$0	\$0
Total Grants				\$251,958	\$0	\$769
Circuit Breaker Reimbursement FY16				\$ 614,233.11		
Medicaid Reimbursements Received by Town						
	2015			\$ 123,570.71		
	2014			\$ 149,226.10		
	2013			\$ 208,476.31		
	2012			\$ 195,159.08		
	2011			\$ 186,352.70		

UXBRIDGE PUBLIC SCHOOLS

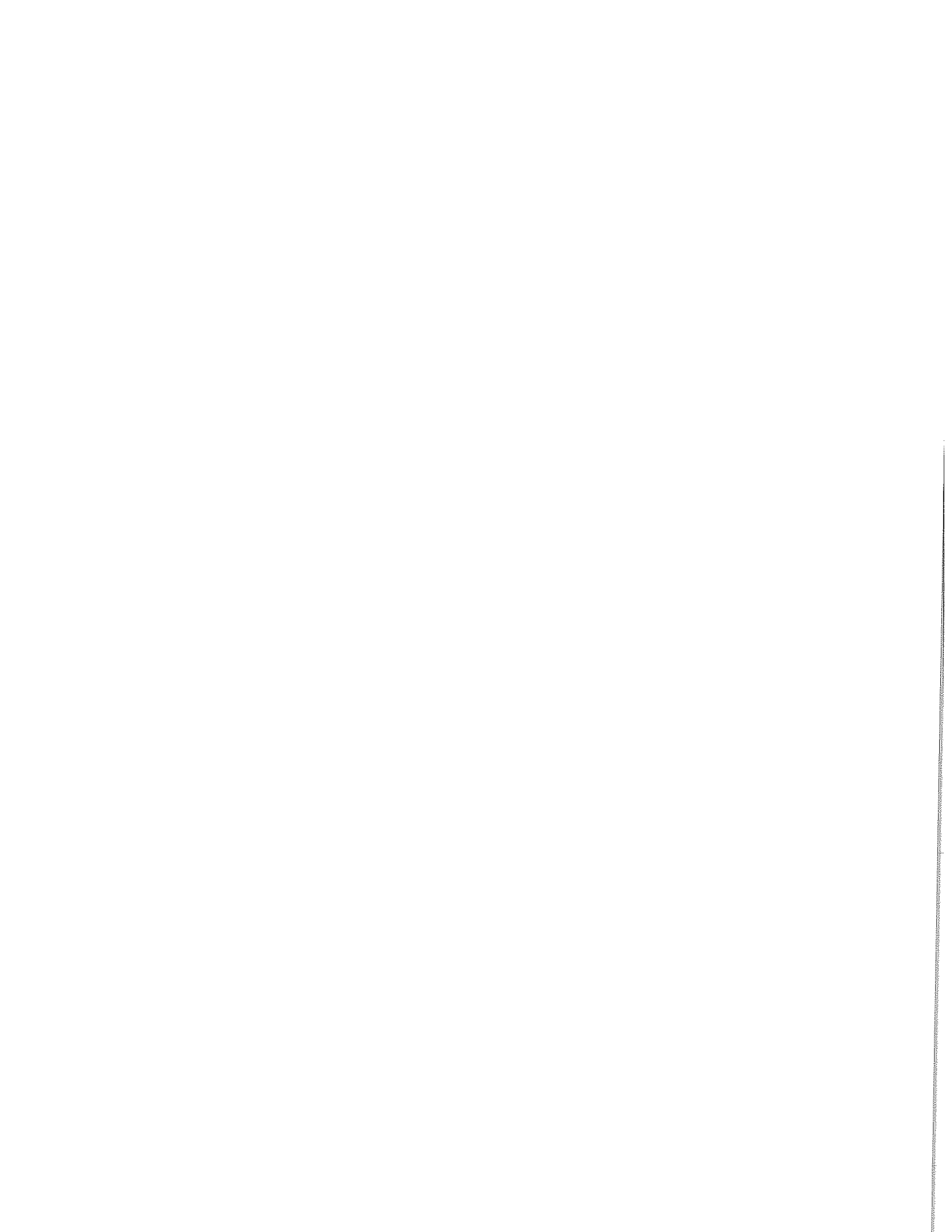
Account Number	Revolving Account Balances	FY17 8/31/2016	FY17 09/27/16	(+/-)	Comments
24-331-4830-2413ED00	McCloskey Donations	\$ 8,300.33	\$ -	\$ -	No Change
26-303-4660-2608ED00	School Choice	\$ 698,688.64	\$ 773,986.54	\$ 75,297.90	Revenue/Payments
26-303-4840-2611ED00	ERATE	\$ 174,015.58	\$ 177,910.58	\$ 3,895.00	Revenue Received
26-311-4340-2609ED00	Daycare Tuitions	\$ 153,140.77	\$ 168,355.33	\$ 15,214.56	Revenue/Payments
26-311-4340-2610ED00	Preschool Tuitions	\$ 63,151.65	\$ 76,148.65	\$ 12,997.00	Revenue Received
26-351-4340-2613ED00	HS Summer School Tuitions	\$ 4,517.62	\$ 4,813.27	\$ 295.65	Revenue/Payments
26-385-4320-2604ED00	HS Summer Basketball Camp	\$ 5,551.50	\$ 5,551.50	\$ -	No Change
26-385-4320-2605ED00	HS Football Camp	\$ 2,691.11	\$ 3,291.11	\$ 600.00	Revenue/Payments
26-385-4320-2606ED00	HS Field Hockey Camp	\$ 4,765.34	\$ 5,370.34	\$ 605.00	Revenue/Payments
26-385-4340-2602ED00	Community Schools Tuition	\$ 6,511.36	\$ 6,511.36	\$ -	No Change
	Continuing Education	\$ 1,955.00	\$ 1,955.00	\$ -	No Change
	International Exchange	\$ 52,250.00	\$ 52,250.00	\$ -	No Change
	Lost Book	\$ 13,592.77	\$ 13,592.77	\$ -	No Change
	Industrial Arts	\$ 2,004.78	\$ 2,004.78	\$ -	No Change
	Athletic Revolving	\$ 23,599.85	\$ 23,599.85	\$ -	No Change
	Kindergarten	\$ 849.00	\$ 849.00	\$ -	No Change
	DW Donations	\$ 9,337.37	\$ 9,437.37	\$ 100.00	Revenue Received
	School Playground	\$ 23,246.65	\$ 23,246.65	\$ -	No Change
	ELC Donations	\$ 4,333.27	\$ 4,333.27	\$ -	No Change
	HS Donations	\$ 12,751.24	\$ 12,751.24	\$ -	No Change
	Whitin Donations	\$ 17,680.80	\$ 17,680.80	\$ -	No Change
	Total	\$ 1,282,934.63	\$ 1,383,639.41	\$ 109,005.11	

UXBRIDGE PUBLIC SCHOOLS

	FY2017		FY2017 Transfers	FY2017		FY2017		FY2017		FY2017			
	Original Budget	Transfers		Revised Budget	YTD Expenditures	Encumbrances	Balance	Original Budget	Transfers	Revised Budget	YTD Expenditures	Encumbrances	Balance
As of 9/27/2016													
Summary Salaries													
District Administration Salaries	\$ 662,630	\$ -	\$ -	\$ 662,630	\$ 92,078	\$ -	\$ 3,000	\$ 567,551					
Taft ELC Salaries	\$ 2,259,723	\$ -	\$ -	\$ 2,259,723	\$ 21,738	\$ -	\$ -	\$ 2,237,985					
Whitin Elementary Salaries	\$ 2,233,563	\$ -	\$ -	\$ 2,233,563	\$ 33,389	\$ -	\$ -	\$ 2,200,175					
McCloskey Middle School Salaries	\$ 2,507,076	\$ -	\$ -	\$ 2,507,076	\$ 34,583	\$ -	\$ -	\$ 2,472,493					
High School Salaries	\$ 2,994,381	\$ -	\$ -	\$ 2,994,381	\$ 41,263	\$ -	\$ -	\$ 2,953,117					
Curriculum Salaries	\$ 162,130	\$ -	\$ -	\$ 162,130	\$ 21,193	\$ -	\$ -	\$ 140,937					
Technology Salaries	\$ 142,182	\$ -	\$ -	\$ 142,182	\$ 25,737	\$ -	\$ -	\$ 116,445					
Special Education Salaries	\$ 4,052,018	\$ -	\$ -	\$ 4,052,018	\$ 94,643	\$ -	\$ -	\$ 3,957,376					
Athletic Salaries	\$ 154,328	\$ -	\$ -	\$ 154,328	\$ -	\$ -	\$ -	\$ 154,328					
Total Salaries	\$ 15,168,031	\$ -	\$ -	\$ 15,168,031	\$ 364,624	\$ -	\$ 3,000	\$ 14,800,407					
As of 9/27/2016													
Summary Expenses													
School Committee	\$ 32,851	\$ -	\$ -	\$ 32,851	\$ 6,180	\$ 1,099	\$ -	\$ 25,572					
Central Office	\$ 78,500	\$ -	\$ -	\$ 78,500	\$ 19,148	\$ 23,734	\$ -	\$ 35,618					
District Wide Administration Expenses	\$ 495,825	\$ -	\$ -	\$ 495,825	\$ 156,585	\$ 73,599	\$ -	\$ 265,641					
Taft ELC Expenses	\$ 211,631	\$ -	\$ -	\$ 211,631	\$ 23,929	\$ 142,044	\$ -	\$ 45,658					
Whitin Elementary School Expenses	\$ 194,970	\$ -	\$ -	\$ 194,970	\$ 27,422	\$ 145,746	\$ -	\$ 21,801					
McCloskey Middle School Expenses	\$ 266,250	\$ -	\$ -	\$ 266,250	\$ 40,215	\$ 200,669	\$ -	\$ 25,366					
High School Expenses	\$ 352,231	\$ -	\$ -	\$ 352,231	\$ 67,809	\$ 273,113	\$ -	\$ 11,309					
Curriculum and Instruction	\$ 30,290	\$ -	\$ -	\$ 30,290	\$ 12,001	\$ 10,460	\$ -	\$ 7,829					
Technology Expenses	\$ 258,714	\$ -	\$ -	\$ 258,714	\$ 139,049	\$ 61,752	\$ -	\$ 57,914					
Special Education Expenses	\$ 354,961	\$ -	\$ -	\$ 354,961	\$ 55,766	\$ 17,944	\$ -	\$ 281,250					
Out of District Tuitions	\$ 1,903,766	\$ -	\$ -	\$ 1,903,766	\$ 193,181	\$ 41,927	\$ -	\$ 1,668,658					
Transportation Expenses	\$ 1,231,665	\$ -	\$ -	\$ 1,231,665	\$ 156,191	\$ 1,107,010	\$ -	\$ (31,536)					
Athletic Expenses	\$ 34,764	\$ -	\$ -	\$ 34,764	\$ 13,603	\$ 8,425	\$ -	\$ 12,736					
Health	\$ 5,505	\$ -	\$ -	\$ 5,505	\$ 1,998	\$ 2,745	\$ -	\$ 762					
Total Expenses	\$ 5,451,923	\$ -	\$ -	\$ 5,451,923	\$ 913,076	\$ 2,110,267	\$ -	\$ 2,428,580					
TOTAL	\$ 20,619,954	\$ -	\$ -	\$ 20,619,954	\$ 1,277,700	\$ 2,113,267	\$ -	\$ 17,228,986					

Proposed Budget Calendar - FY18

Budget Subcommittee Reviews State Aid Estimates, User Fees, and Contract Negotiation Process	August-October
School Committee Directs Administration Regarding Budget Development	September 15
Budget Update at District Business Meeting	October 4
Budget Priorities Establish by the School Committee	October 4
UPS/Finance Committee Meeting	October 5
Budget Preparation Package/Instructions to be sent to Administrators	October 7
District Business Meeting	November 1
Enrollment Data Provided to the School Committee and Town	November 1
UPS/Finance Committee Meeting	November 2
Deadline for Budget Packages to be returned to Central Office	November 4
Budget Meetings with Individual Principals	November 7-10
Budget Meetings with Special Education, Technology, C&I and Facilities	November 14-18
District Business Meeting	November 29
School Councils Meet with School Committee to Present FY18 Program Priorities	December 6
UPS/Finance Committee Meeting	December 7
Superintendent Finalizes Budget	December 22
Submit Legal Public Ad to Newspaper (Tribune)	December 23
Fee Schedule for FY18 Approved by the School Committee	January 3
UPS/Finance Committee Meeting	January 4
Legal Public Hearing Ad Posted in Newspaper (Tribune)	January 6
Budget Available to Public	January 10
School Committee Public Hearing	January 17
Revenue Estimates Received by the State	January 30
School Committee Final Budget Vote	February 7
School Committee Recommended Budget to Town Manager	February 8
Budget Document Distributed to Finance Committee	February 9
Budget Document Posted on School District Website	February 9
Annual Spring Town Meeting	May 9



To: Uxbridge School Committee
 From: Brian A. Hyde, Interim Business Manager
 Date: October 4, 2016
 Re: PRELIMINARY FY18 FIXED COST INCREASES

Dear School Committee,

As we commence the FY18 Budget planning season, Superintendent Carney and I would like you to be aware of some **very preliminary** expected fixed cost budget increases.

<u>AREA</u>	<u>PROJECTED FIXED COST INCREASES</u>	<u>% INCREASE</u>
UTILITIES	\$0.00	0%
	<ul style="list-style-type: none"> ● Removing FY15 (+15%) and FY16 (-3%) ● Average 3% annual increase ● Maintain Level Funding of Electricity (\$447K), Heating (\$291K) and Water (\$57K) = \$795,050.00 FY18 	
TRANSPORTATION	\$2,199.00	0.002%
	<ul style="list-style-type: none"> ● General Transportation \$927,752.00 (+1,846.00) ● Special education In District \$179,100.00 (+\$353.00) ● Fuel Escalation is a wild card ● \$1,106852.00 FY18 	

UNIT CONTRACTS	TBD	TBD
<ul style="list-style-type: none"> Units A <ul style="list-style-type: none"> • FY17 \$11,282,191.00 • Steps projected • Columns projected • COLA Unit C <ul style="list-style-type: none"> • FY17 \$341,107.00 • Steps projected • COLA Unit D <ul style="list-style-type: none"> • FY17 \$1,017,553 • Steps projected • COLA 		
TECHNOLOGY	\$55,000.00	13%
<ul style="list-style-type: none"> • \$421,328.00 FY17 + \$55,000.00 = \$476,328.00 • Salary increases (.5 to 1.0 FTE Tech, Director, Staff) • Hardware and Software expenses to start handling the new requirements for Next-Gen MCAS in the McCloskey and Whittin Elementary School • Maintain the current level of service that UPS provide today 		
SPECIAL EDUCATION	\$145,987.41	5%
<ul style="list-style-type: none"> • \$2,342,510.30 OOD FY17 Tuition • \$577,221.52 FY17 Transportation • \$2,919,731.82 x 0.05 = \$3,065,718.41 FY18 		
FIVE CATEGORY TOTAL	\$203,186.41	1.5%

¹DIRECTOR OF PUPIL SERVICES ENTRY PLAN

UXBRIDGE PUBLIC SCHOOLS – 2016-2017

The purpose of this Entry Plan is not only to outline my priorities if hired as the Director of Pupil Services but also to provide an opportunity for me to learn about Uxbridge, including its history, values, traditions, and norms and how each of these have influenced the district. I realize that there will be much to learn and hope that this time of transition will provide a natural opportunity to reflect on the strengths, challenges, and goals for the department as well as build trust and create a foundation for transparent communication.

GOALS

1. Establish and nurture positive and productive relationships with the members of the Uxbridge Public School community in order to better understand the history, norms, values and traditions of the school community.
2. Create a common vision for the future of the Uxbridge Public Schools Pupil Services Department, within the scope of the district's goals, which sustains the current strengths and attends to the identified areas of needed growth and improvement.
3. Serve as the gatekeeper for pupil services, responsible for striking a balance between student needs and fiscal restraint, while providing leadership regarding development and continuous assessment of our instructional practices, inclusive of program expansion.

Goal #1: Establish and nurture positive and productive relationships with the members of the Uxbridge Public School community in order to better understand the history, norms, values and traditions of the school community.

Immediate Plan

Action Plan	Timeline
Meet with current director (if possible) to identify tasks still in progress	August
Establish a tentative calendar, including stakeholder feedback, for the year to include all meetings with teachers, related services, administrators, parents, etc.	August/September
Create an introductory letter to all staff and parents	August

Short-Term Plan

Action Plan	Timeline
Meet with all Central Office Staff to review responsibilities, process and procedures specific to Uxbridge	September (ongoing, as needed)
Implement the aforementioned calendar of meetings	2016-2017 school year
Meet with Team Chairs	Ongoing, on at least a monthly basis
Attend building-based special education department meetings	Ongoing
Meet with USEPAC	Ongoing, on at least a monthly basis

Long-Term Plan

Action Plan	Timeline
Disseminate quarterly (or more, if needed) informational letter for staff and families	Ongoing
Ensure responsiveness to stakeholder needs	Ongoing

Goal #3: Serve as the gatekeeper for pupil services, responsible for striking a balance between student needs and fiscal restraint, while providing leadership regarding development and continuous assessment of our instructional practices, inclusive of program expansion.

Immediate Plan

Action Plan	Timeline
Provide overview and expectations to staff during orientation	August
Review staffing needs to fill vacancies, if any	August

Short-Term Plan

Action Plan	Timeline
Review transportation needs for the district	September - ongoing
Create teacher/administrator survey to identify priority areas for staff development and training	September/October
Perform informal observations of classrooms and team meetings	Ongoing

Long-Term Plan

Action Plan	Timeline
Work with Team Chairs and staff to outline entrance and exit criteria for programs and related services (e.g. transportation, programs, 1:1 support, etc.)	January/February - ongoing
Long range planning for Professional Development	January/February

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

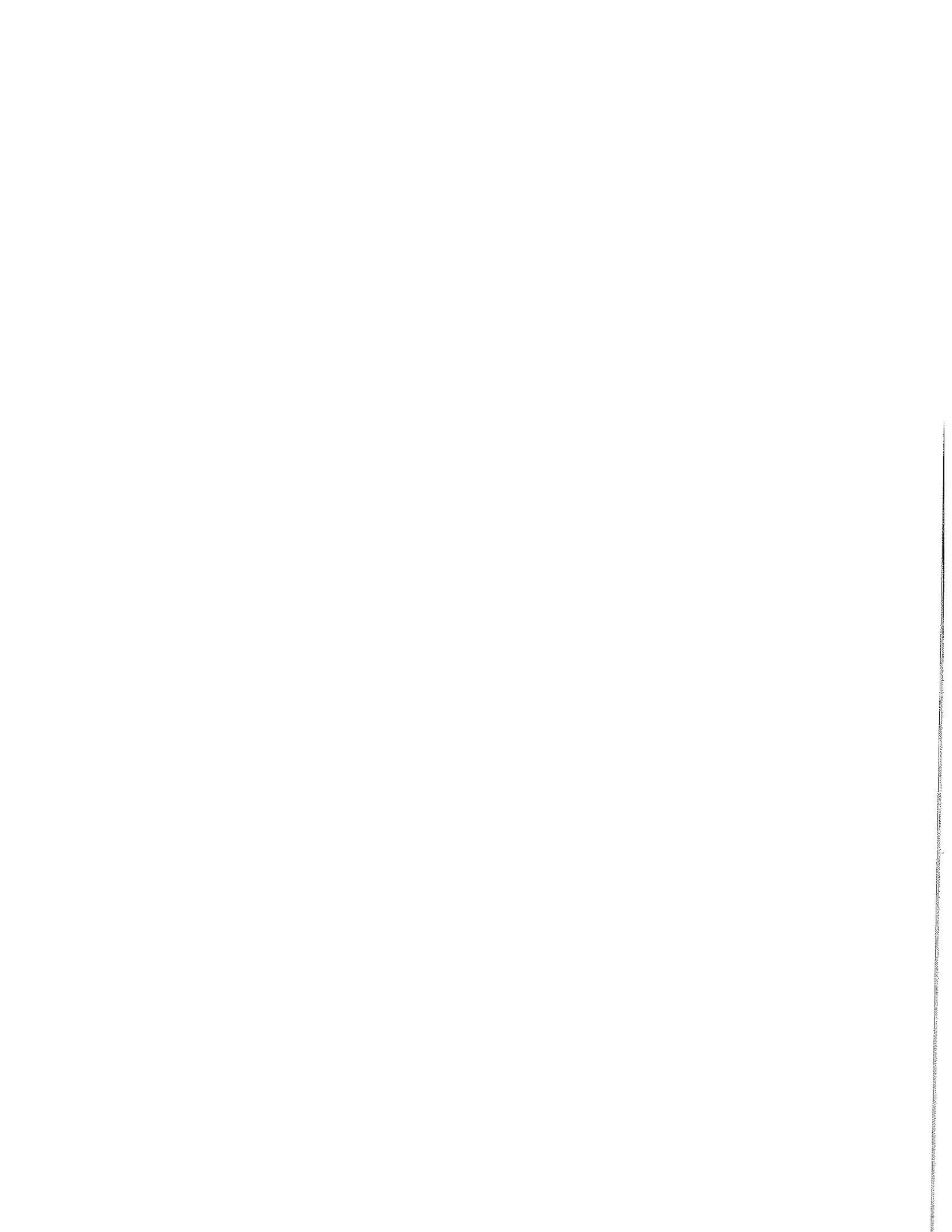
1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

SOURCE: MASC March 2016

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

First Reading: 8/2/2016
Second Reading and Vote: 10/4/2016



ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

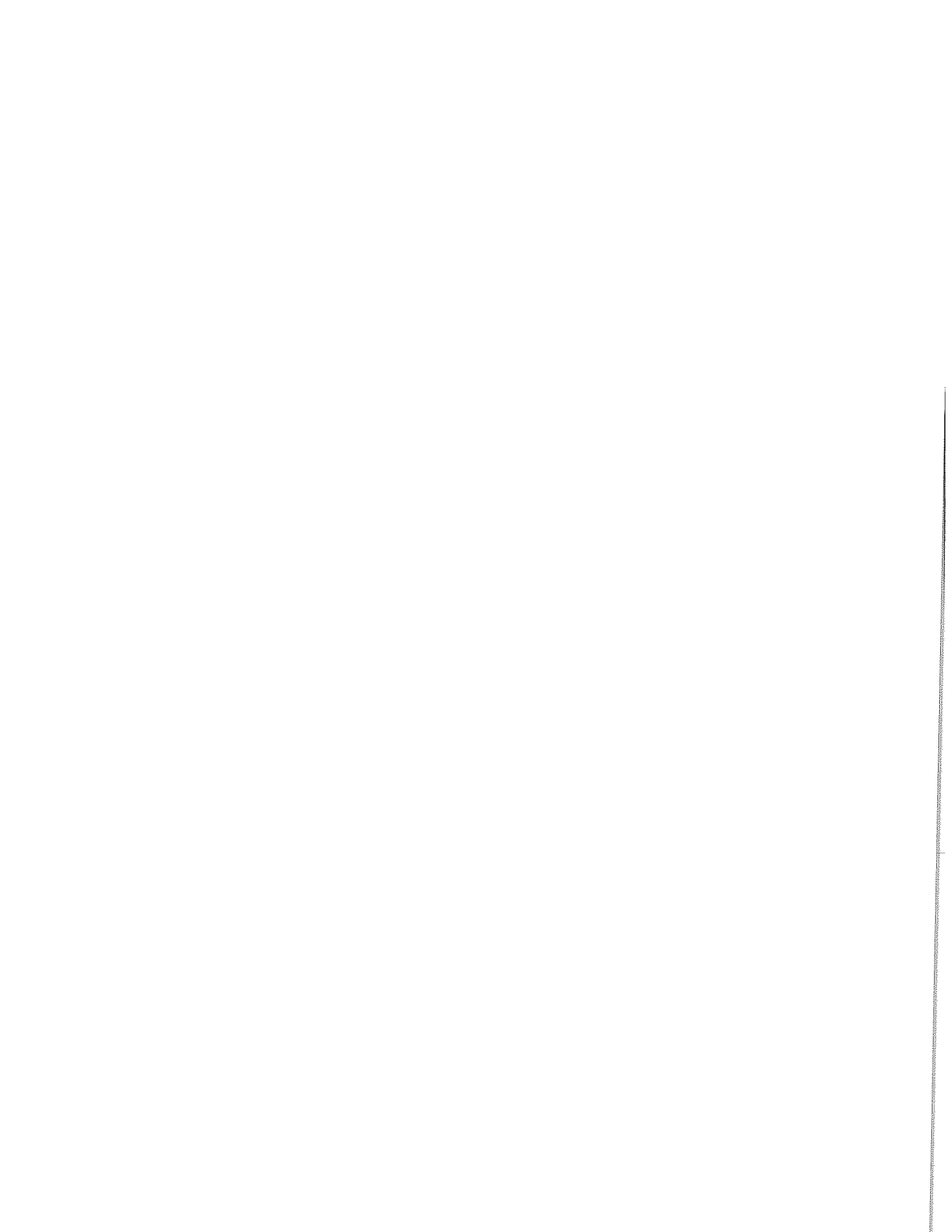
This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Alcohol, Tobacco and Drugs
GBEC, Drug Free Workplace Policy

First Reading: 8/2/2016
Second Reading and Vote: 10/4/2016



TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

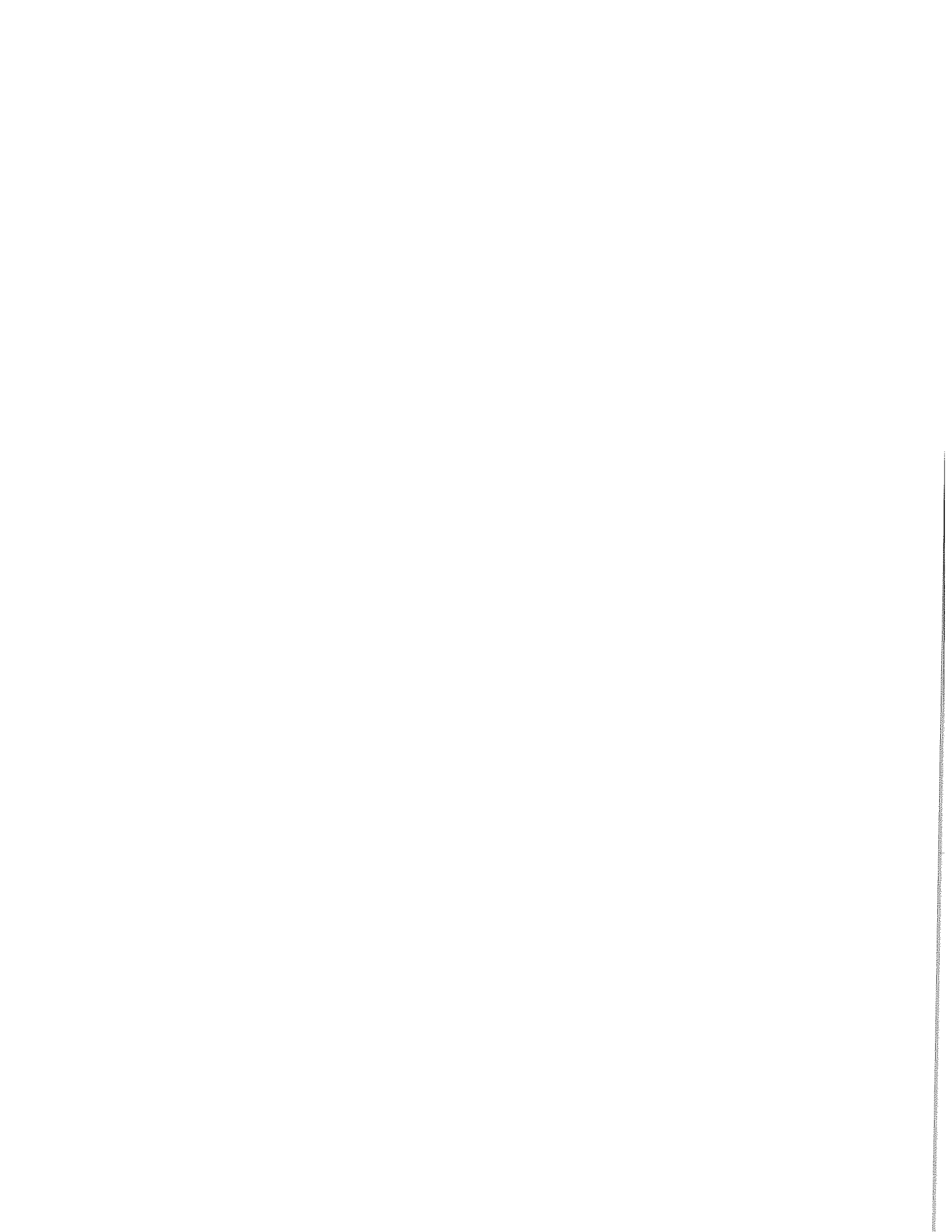
This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

First Reading: 8/2/2016
Second Reading and Vote: 10/4/2016



DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace and certifies that it will:

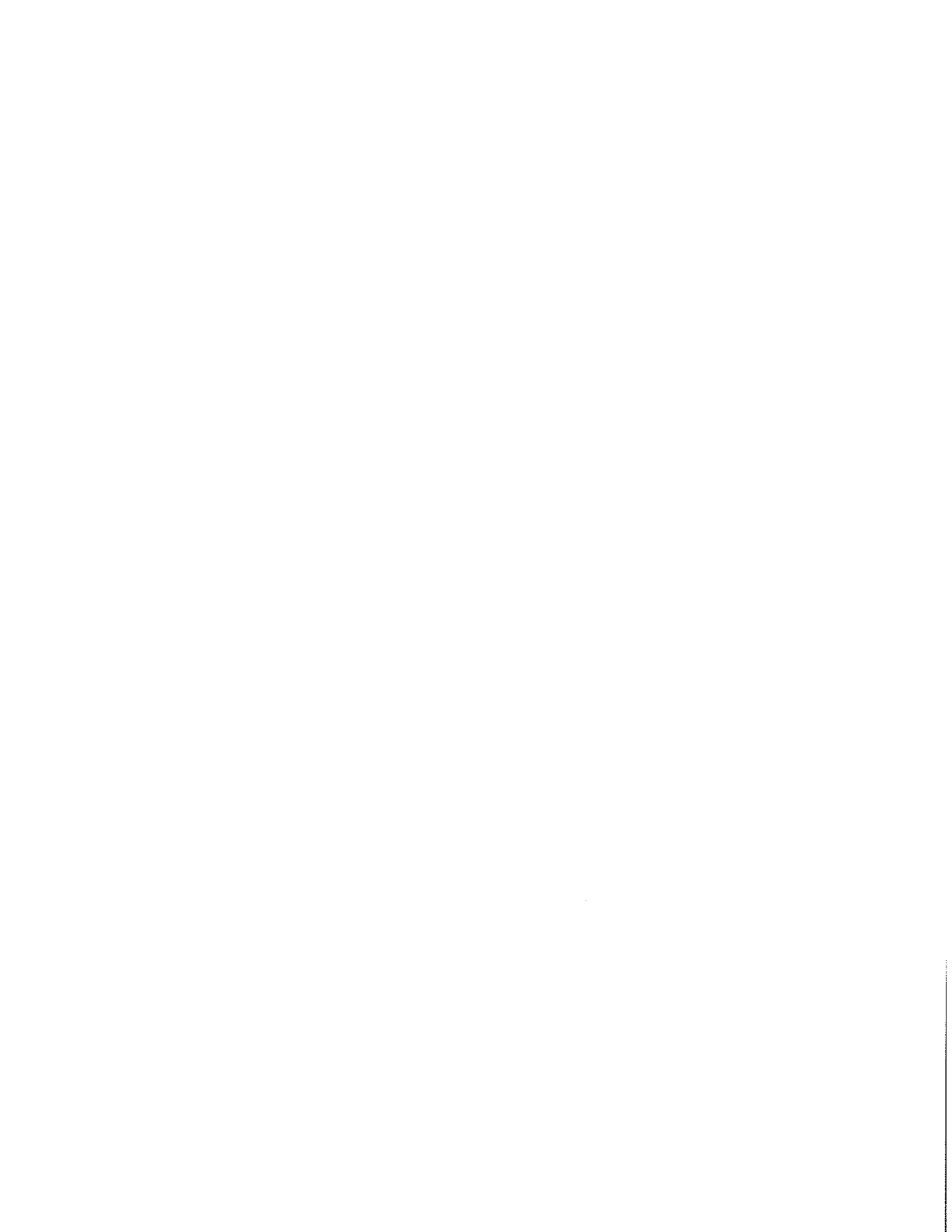
1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC March 2016

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: IHAMB, Teaching about Alcohol, Tobacco and Drugs
JICH, Drug and Alcohol Use by Students

First Reading: 8/2/2016
Second Reading and Vote: 10/04/2016



Uxbridge Public Schools Literacy Initiative 2016-17

**Rich Drolet, Ed.D.
Director of Curriculum, Instruction,
Assessment, & Accountability
Uxbridge Public Schools**

Why do we need this?

- Literacy scores are flat
- State MCAS data reveals no growth or low growth in literacy and close reading skills
- Our craft and structure, key detail, and integration of idea scores fall below state average
- New testing demands (MCAS 2.0) have raised standards for all districts, and we want our children to be competitive in reading and writing achievement
- Out ELA curricula, particularly at the elementary level, needs to be revamped
- We need better ELA curriculum alignment so all students are getting the same instruction in literacy regardless of the teacher (equity)
- Our students struggle to read in math (evidence = MCAS ORQs)
- We want to promote reading and writing in ALL the content areas

What the research tells us...

based on Ortlieb & Cheek: *School Based Interventions for Struggling Readers*

- Rather than just reading for the sake of reading, using writing in the service of reading creates another purpose for reading. Students are being asked to use reading as “knowledge fuel” for their writing now
- Writing as a reading intervention provides students with an opportunity to reflect on, synthesize, and come to a deeper understanding of what they read and know – or think they know
- Reading provides students with the opportunity to think about the decisions they as authors make in order to appeal to their readers in specific ways. This helps students to learn to read critically and with an eye for craft and structure of a text.
- It is clear that reading and writing mutually benefit each other and, when taught together, have important implications for student learning

GOAL STATEMENT

The Uxbridge
Public Schools will
improve student
achievement in
the areas of
close reading and
writing to text.



What is “close” reading?

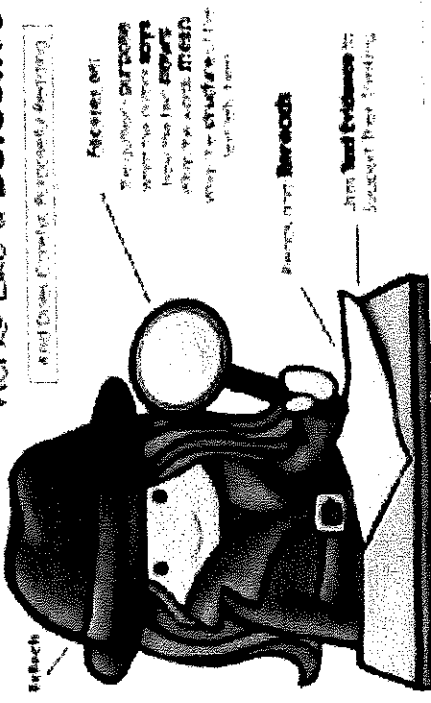
“Close Reading” is when you:

1. Read once for meaning
2. Read again for craft and structure
3. Read again to make connections or bring global significance to the piece

Close readers work like detectives to focus on the author’s purpose, how the text flows, what the words mean, what the structure of the texts tells them, reads and rereads, and then uses text evidence to support their thinking.

A Close Reader

Works Like a **Detective**



	Taft	Whitin	McCloskey	UHS
<p>Close Reading Instruction End of Year Benchmarks</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify genres, fiction and non-fiction Identify features of each genre Explain both orally and in writing what a text says Extrapolate evidence from a text, both verbally and in writing Perform these tasks comparing two or more texts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify genres, fiction, and nonfiction texts such as textbook, news article, diary, biography, autobiography, etc. Identify text features and text structures associated with each genre Summarize what a text says, both orally and in writing Extrapolate evidence, both through paraphrasing and directly quoting Perform these tasks comparing two or more texts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify genres, fiction, poetry, plays, and nonfiction texts such as textbook, news article, diary, biography, autobiography, etc. Identify text features and text structures associated with each genre, and tell how these text features and structures influence the reading of the text Summarize what a text says, both orally and in writing Extrapolate evidence, both through paraphrasing and directly quoting and analyze that evidence-whether literary or informational. Perform these tasks comparing and contrasting two or more texts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify genres, fiction, poetry, plays, and nonfiction texts such as textbook, news article, diary, biography, autobiography, etc. Identify text features and text structures associated with each genre, and tell how these text features and structures influence the reading of the text Understand the disciplinary skills requisite to read effectively science, social studies, literary, or technical texts, for Summarize what a text says, both orally and in writing Analyze one or more complex texts and create new meaning from those texts Extrapolate evidence, both through paraphrasing and directly quoting and analyze that evidence-whether literary or informational. Perform these tasks comparing and contrasting two or more texts

What is “SRSD” or Self-Regulated Strategy Development?

- Self-regulated strategy development is a way for teachers to instruct students to decompose a complex skill (breaking down or analyzing texts) to make the task appear simpler than it really is by stripping away its natural complexity
- SRSD is not just used for reading and writing. It can be used to learn how to drive stick-shift, hit a golf shot, learn how to ride a bike, etc. Learning how to write using the MEEET acronym, for example, is like riding a bike with training wheels. Something is in place to guide the student towards mastering decomposing/decontextualizing the text before he/she has acquired all of the skills that would truly allow for him/her to do this on his/her own


SRSD in Uxbridge

- An example of self-regulated strategy development was adopted Grades 3-8 at Whitin and McCloskey last year by using the acronym “MEEET” to help students practice close reading and then writing to informational text
- MEEET will begin to be incorporated at Taft and UHS this year
- We also used “POW” at Whitin last year and we will start to incorporate this at Taft and McCloskey this year

Graphic Organizer

PROMPT: _____

THEESIS STATEMENT	
M ake A CLAIM	
E vidence	Which means that...
E vidence	Which means that...
E vidence	Which means that...
T HEREFORE	This should extend your thesis as it ties together (or concludes) all you have written

<p>Remember to use self-talk! You can do it!</p> <h1>P</h1> <p>PREPARE FOR WRITING</p> 	<p>Before I read</p> <p>I ask...</p> <ul style="list-style-type: none"> Who is the author? What in the text help me read this? What prior knowledge do I have on this topic? 	<p>While I am reading</p> <ul style="list-style-type: none"> First reading: I have read this <i>once</i> for the gist READ THE PROMPT DO WHAT? DO WHAT? WHAT Second reading: Mark up text "Squiggle it, just a little bit!" 	<p>After I've read</p> <ul style="list-style-type: none"> Third reading: final and closest reading ... Choose final pieces of text Choose final ideas
<h1>O</h1> <p>ORGANIZE MY IDEAS</p>	<p>USE THE MEET ORGANIZER TO MEET YOUR WRITING GOALS!</p> <p>M = Make a CLAIM</p> <p>E = Use your EVIDENCE and tell what it MEANS</p> <p>E = Use MORE EVIDENCE and tell what it MEANS</p> <p>T = Write a THEREFORE summarizing statement</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Don't forget the self-talk! Yes, yes! You CAN do it. You're a super writer!</p> </div>		
<h1>W</h1>	<p>Using your MEET organizer, write</p>	<p>USE your writer's checklist. Make</p>	<p>Check your final product.</p>

GRADE 4 ELA APPLICATION

<p>Message</p>	<p>Roald Dahl uses description, dialogue, and character behavior to show the reader that James is <u>a very unhappy character</u>.</p>	
<p>Evidence DESCRIPTION</p>	<p>The text tells us that... "James carried nothing but a small suitcase containing a pair of pajamas and a toothbrush, [and] was sent away to live with his two aunts."</p>	<p>Which means that... James probably misses his parents, his house, and his friends, and that makes him very sad.</p>
<p>Evidence DIALOGUE</p>	<p>The text tells us that... His aunts called him names like "you disgusting little beast" or "you filthy nuisance" or you miserable creature."</p>	<p>Which means that... James does not like his aunts and wishes he could escape from their cruelty.</p>
<p>Evidence BEHAVIOR</p>	<p>The text tells us that... James used to "spend hours every day standing at the bottom of the garden, gazing wistfully at the lovely but forbidden world of woods and field and ocean that was spread out below him like a magic carpet."</p>	<p>Which means that... James dreams about one day escaping to the world that is a "magic carpet."</p>
<p>THEREFORE</p>	<p>James is not just a sad character, but sort of a prisoner who dreams of escaping.</p>	

DECOMPOSE

DECONTEXTUALIZE

SCAFFOLD

MAKE AUTHENTIC

GRADE 4 SCIENCE APPLICATION

READING INFORMATIONAL TEXT	
Message The science text explains how...	Climate change, which affects lots of things, has resulted in more snakebites in Costa Rica.
Evidence	<p>The text tells us that... El Nino sometimes makes the weather warmer.</p> <p>Which means that... Snakes are more likely to move around, even into areas where there are lot of people.</p>
Evidence	<p>The text tells us that... El Nino can also make the weather colder.</p> <p>Which means that... This makes is harder to snakes to find food, so they must travel farther to find food. They have a greater chance of encountering people that way.</p>
Evidence	<p>The text tells us that... Snakes tend to be in the rural parts of Costa Rica.</p> <p>Which means that... That means more poor people, who live in the country, are getting bitten by snakes.</p>
THEREFORE, it's important to know this because	It's important that the country's scientists conduct more research to discover why snake bites are increasing and to keep people safe in Costa Rica.

Teacher Tasks Supporting Literacy Initiative

- Teachers have rubrics they are using to assess MEEET writing
- Student self-evaluation sheets and feedback forms are being used to give feedback to students for improvement
- Teachers are collaboratively writing prompts together, looking at MCAS released items/ORQs, and examining what a good prompt entails
- We are working with ALL teachers (elementary, social studies, science, art, music, PE, etc.) to improve literacy across the content areas K-12
- Taft teachers are using the highly effective Lucy Calkins' "Writer's Workshop" model
- McCloskey Middle School "Literacy Initiative Leaders" have been put in place with grant money and we will look to expand this model in 2017-2018 at all schools

Closing Thoughts and Budget

This Literacy Plan/Initiative, and most of the professional development we are taking part in, are examples of things we are doing on our own with the resources available to us. Teachers need more *high quality* professional development, particularly in grades K-5, which will help to facilitate literacy gains.

Professional Development and Budget

- Uxbridge spends less on professional development than any other district in the Blackstone Valley, and we have so for years. We are well below the state average in what we spend on professional development. We are going to have to address this in our budget planning.

Literacy Needs and Budget Planning

- We need to look at purchasing new texts/ supporting materials/primary resources, and adding *high quality* professional development to support this literacy initiative. We also need to work on discrete writing skills, and teachers will need training/PD for that. These needs will be addressed during the FY18 budget planning process this year.