

UXBRIDGE SCHOOL COMMITTEE MINUTES

January 3rd, 2017

UXBRIDGE HIGH SCHOOL LIBRARY

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. Call to Order - Debbie Stark at 7:00pm

2. Executive Session - Level 3 Grievance - 7:02pm

Debbie made a motion to go to exec. session. John Morawski seconded. Role call vote, Charlene Miller - Yes, Jen Monica - Yes, Brett Pomeroy - yes, John Morawski - Yes, Laura McGee - Yes, Matt Keane - Yes, Debbie Stark - Yes.

We returned from executive session at 8:25pm

3. Student update - James Stark not present - Debbie Stark Read the update -

4. public comment - none

5. Pupil Services Director's Final Entry Plan Report - Stephanie Geddes

- Initial entry plan goals - (see attached)
- Entry Plan Process - (see attached)
- shared thematic findings. (see attached)
- Changes in motion (see attached)
- Special Education Staff Restructuring Plan (see attached)

6. FY17 Budget Update (FY17 Actual, Revolving Accounts, Food Service, Grants, and Transfers)

- Mr. Brian Hyde - FY17 Actual - (see attached)
- Revolving accounts -
- Food Service report -
- Grants -

Uxbridge School Committee Meeting
Minutes
January 3rd, 2017

12 Meeting Minutes - 12/21/2016 - Debbie Stark made a motion to approve minutes from 12/21, Brett Pomeroy seconded, voted 5- in favor 2 abstained.

13 Adjournment - Debbie Stark made motion to adjourn - John Morawski seconded it voted 7-0 in favor. **Respectfully Submitted,**

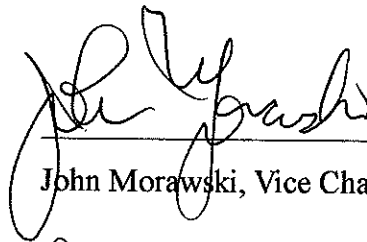
D. Brett Pomeroy

Uxbridge School Committee Secretary

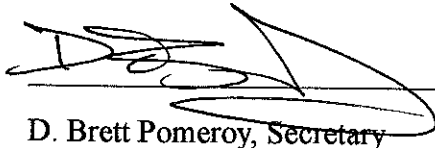
School Committee Members:



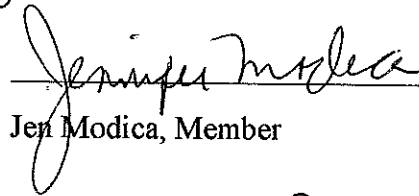
Debbie Stark, Chair



John Morawski, Vice Chair



D. Brett Pomeroy, Secretary



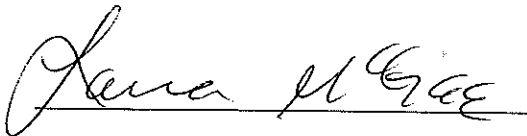
Jen Modica, Member



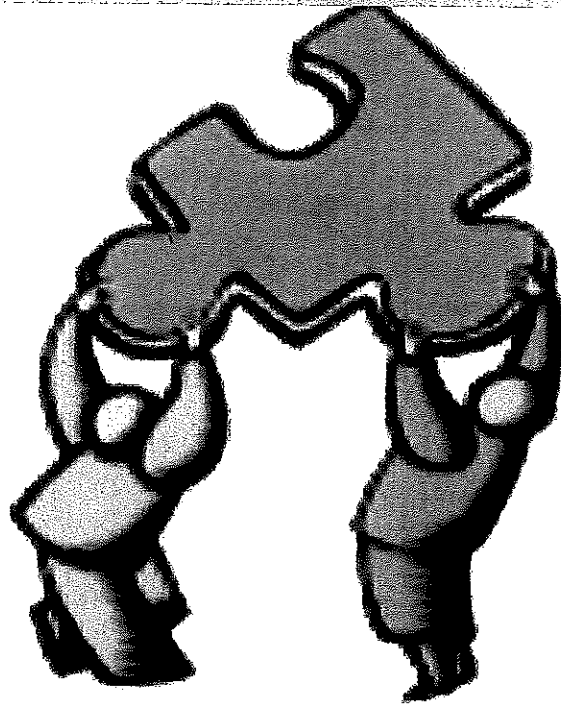
Charlene Miller, Member



Matt Keane, Member



Laura McGee, Member



Director of Pupil Services – Entry Plan

Stephanie Geddes

The purpose of my entry plan was not only to outline my priorities as the newly hired 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 those have influenced the district. The summary of findings outlined within detail themes that emerged regarding the strengths, challenges, and potential goals for the department.

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UXBRIDGE PUBLIC SCHOOLS

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STUDENT ENGAGEMENT

COMMUNITY ENGAGEMENT

Director of Pupil Services – Entry Plan Summary of Findings January 2017

Communication
& Trust
between all
stakeholders

Entry Plan Themes

Relationship
between
General and
Special
Education

Access to
District
Leadership

Inclusive
Practices for
ALL students

Director of Pupil Services – Entry Plan Summary of Findings

January 2017

January, 2017

To: Uxbridge School Committee
From: Stephanie L. Geddes, Director of Pupil Services
Re: Entry Plan Summary of Findings

I have been honored and excited to join Uxbridge Public Schools as the new Director of Pupil Services. As the new director it is my goal to work together to help our students as they travel the path in becoming independent, self-sufficient, and self-reliant learners. Uxbridge Public Schools is teeming with the potential to exceed expectations and to produce learners and leaders who strive for continuous growth.

As I join the Uxbridge Public Schools, I am personally motivated to help our staff work with every student based on their unique learning profiles. The Entry Plan was crafted as a tool to communicate my commitment to listen and learn.

I welcome and desire any and all feedback. It is imperative that we, as a community, put the students first as we strive to provide all students with opportunities to grow academically, emotionally, and socially throughout the course of their education. With district and community commitment we can ensure that the students of Uxbridge are afforded the best education possible.

Please find my initial entry plan goals outlined below.

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 will sustain the current strengths and attends to the identified areas of needed growth and improvement.
3. Serve as the gatekeeper for pupil services, responsible for balancing student needs and fiscal restraint, while providing leadership regarding development and continuous assessment of our instructional practices, inclusive of program expansion.

Director of Pupil Services – Entry Plan Summary of Findings January 2017

Entry Plan Process

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.

Actions:

1. Met with the Superintendent
2. Met with former Director of Pupil Services
3. Created a calendar of meetings for the year with the following groups and/or individuals:
 - a. Team Chairs
 - b. 504 Coordinators
 - c. BCBAs
 - d. Speech and Language Pathologists
 - e. Occupational Therapist/Physical Therapist
 - f. School specific Sped Management Meetings
 - g. School Psychologists
 - h. Each Building Administrator
 - i. ELL Teachers
4. Attend all Administrative meetings and USEPAC meetings that were established prior to my arrival
5. Sent an introductory letter to staff and families
6. Began sending quarterly newsletter to families and staff

GOAL #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 will sustain the current strengths and attends to the identified areas of needed growth and improvement.

Actions:

1. Conducted site visits to each school
2. Completed a department document review
3. Crafted and distributed a staff and family survey
4. Met with select families and staff members to discuss areas of strength & identified areas of growth
5. Created a restructuring plan for staffing

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.

Actions:

1. Met with the entire Special Education Department prior to the start of school
2. Posted, interviewed, and subsequently filled all vacancies upon my arrival
3. Conducted two trainings for all paraprofessional/ABA Tech staff
4. Performed ongoing observations of classrooms and Team meetings
5. Created a Paraprofessional Protocol group charged with creating entry/exit criteria for supports
6. Working with the Director of Curriculum to create a long-term professional development plan

Director of Pupil Services – Entry Plan Summary of Findings January 2017

Thematic Findings

COMMUNICATION & TRUST BETWEEN ALL STAKEHOLDERS

Consistently in meeting with families, there were those throughout the district who felt that they have been afforded exemplary services and support. In fact, one of the themes that became apparent throughout the entry plan process was how dedicated and caring the Uxbridge staff is. Staff members truly care about the children with whom they work and strive to provide them a top-notch education.

However, it should also be noted that there appears to be a perceived communication lapse in pockets across the district. This is by no means a district-wide issue; however, there were several staff and families who indicated surprise by district decisions as well as limited communication in their dealings with Special Education. Families who are a part of the special education community often have many questions and concerns as their child is first identified, regardless of their child's age, and it is incumbent upon our staff to ensure that they not only feel supported and heard, but are also informed regarding the special education process. In conversations with select parents, it became apparent that they did not always feel that their opinions were valued within the IEP process, nor did they feel that they were given all the pertinent information regarding their child.

Streamlining and updating the department website as well as providing for greater opportunities for parent feedback were identified as areas of need. In addition, working with the Team Chairs to provide greater consistency in how Team meetings are facilitated was a challenge is already being addressed. Further, we are working to ensure that we provide families with all of the information at our disposal and greater inclusion for families within the Team process. With greater transparency, improved consistency, PreK-12+, and increase opportunities for feedback, it is our hope and expectation that trust both within and for the department as a whole will grow.

ACCESS TO DISTRICT LEADERSHIP

Through my entry plan process in meeting with all of the stakeholders, I consistently heard that they were grateful to have set meeting times with administration. In addition, several times, I was told that they were excited to see me in their classrooms on a more consistent basis. Most of the staff members in Uxbridge are dedicated professionals who want to ensure that they are delivering exemplary services and have the most up to date information possible with regards to best practices, regulations, and trends in the field.

In order to ensure that all staff members have current information, they do require regular access to the special education administrator. In the past few years, this has become increasingly difficult, as the ever-changing demands of this position and in this field have precluded the Director from being able to engage to a level that would most benefit all Special Education students. Thus, access to a special education administrator was identified as an area of need. Both staff and parents have felt, in the past, that they have been unable to consistently collaborate with the Director of Pupil Services.

Currently, the Director of Pupil Services job description encompasses the following roles:

1. Special Education Director
2. 504 Coordinator
3. ELL Coordinator
4. Out of District Coordinator
5. Pre-School Coordinator
6. McKinney-Vento Liaison
7. Home-Hospital Tutoring Coordinator

Director of Pupil Services – Entry Plan Summary of Findings January 2017

With the current responsibilities that fall under the purview of this position, it has been challenging to ensure that all voices are heard and feel valued. As part of my entry plan, I scheduled meetings on a regular basis with all of the staff members with whom I work closely. These meetings include:

1. Central Office Administration – once weekly
2. Each Building Administrator – once monthly
3. Team Chairs – one or two times a month
4. 504 Coordinators – once every 6 weeks
5. ELL Teachers – once every 6 weeks
6. OT/PT – once every 6 weeks
7. Speech and Language Pathologists – once every 6 weeks
8. BCBAs – once every 6 weeks
9. School Psychologists – once every 6 weeks
10. Special Education Teachers – once per month, per building

The meetings outlined above do not include the administrative walkthroughs and weekly administration meetings we have as a district nor does it include monthly meetings with USEPAC and School Committee. In addition, when I began working in Uxbridge, I had 26 Out of District students for whom I was listed as case manager. Through working with one of the district's BCBAs and the Team Chair recently hired at the High School, I have shifted the responsibility of a portion of case load management to others, who can support the management of some Out of District cases. In addition, the Director of Curriculum and I have recently decided to work together to ensure the needs are met with regards to our ELL population. While translation and interpretation services will continue to run through the Pupil Services office, the curriculum and instruction aspects of our English Language Learning educators and program will be coordinated and supervised through the Curriculum office and building principals.

A need was identified for Special Education Administration to have greater visibility within the schools and be able to assist when challenges arise for both families and staff. In order to appropriately plan for the overarching needs of the district, Special Education Administration must have a greater understanding of the day-to-day happenings as well as provide needed information, knowledge, and expertise when the situation warrants it. The steps taken already and outlined herein support that need.

INCLUSIVE PRACTICES FOR ALL STUDENTS

Through my entry plan process, it became apparent that there is a continuum of services being offered to students. There are co-taught classrooms and subjects happening throughout the district, as well as supported classrooms/subjects and small group, pull out classrooms/subjects. With a variety of offerings, Uxbridge is able to offer students what the Team determines is needed at any given moment. I specifically want to commend our Pre-School for their inclusive practices and the efforts that they make to ensure students are provided with the services they need as well as time with peer models.

That being said, across the district, there appears to be a significant number of pull-out services being provided to our students. On a walkthrough of our elementary schools earlier this year, 33 pull out spaces were identified. Our recent MCAS scores indicate that our special education students are not consistently being taught the same material and/or are not being taught how to demonstrate their knowledge to the same extent as general education peers. Again, this does not reflect the experience of every special education student, but the rate of students identified as having learning disabilities who fall within the warning and needs improvement range warrants concern.

In addition, we are charged by the federal and state government to provide instruction within the *least restrictive environment*. It seems that at times Teams recommend pull-out services as the first

Director of Pupil Services – Entry Plan Summary of Findings

January 2017

intervention rather than working up to a more restrictive environment. Further, paraprofessional access and 1:1 services are quite high for a district this size. We currently have 13 1:1 paraprofessionals/ABA Techs and 29.9 paraprofessionals/ABA Techs in Uxbridge. That is a ratio of 1 paraprofessional/ABA Tech for every 6 children on IEPs. DESE came out with guidance regarding the use of paraprofessional support in 2014, which I have included in this document. It indicates that they had noted a significant increase in the use of paraprofessional support. While warranted for some students, the use of paraprofessionals (specifically 1:1 staff) can significantly limit our over-arching goal of promoting student independence. I have also included an article by Kathie Snow, *When Less is More*, which provides concrete examples of how support is sometimes provided before we allow students the opportunity to perform tasks for themselves and how it can hinder friendships and natural supports within the classroom.

RELATIONSHIP BETWEEN GENERAL AND SPECIAL EDUCATION

Related to the above thematic finding, there appears to be a divide between some of our general educators and our special educators. Not unique to Uxbridge, there is a sense of “us” and “them” for many educators. For some, working with special education students is regarded as a hardship and something that they would rather not undertake, if given the choice. It is important to note that for some, this tension results from a lack of training, not a lack of willingness on their part. Further, there are some general educators throughout the district who embrace all of the students in their classrooms and work to create an inclusive and collaborative environment.

As we work as a district to provide education to all students, our educators must develop, or hone, their collaboration skills in order to facilitate cooperative planning and instructional activities. Increasing our inclusive practices for students with disabilities requires “teachers in general education learn about special education” as was recommended by the President’s Commission on Excellence in Special Education (2002) and as has been supported by the Special Education endorsement now required by DESE. Further the National Association of State Directors of Special Education also stated, “the success of all children is dependent on the quality of both special education and general education...and that special education is not a place apart, but an integral part of education” (2002).

Our ultimate goal is for observers to walk into a room and have a difficult time discerning who is the special educator or support staff and who is the teacher; for all students to be engaged in learning in some fashion at any given moment in the day. When our specialists and special educators team with general educators, the learning can be very powerful, for both students and staff. That “marriage” of staff is considered to be best practice for many students, as it provides general educators who are content specialists working alongside our special educators who bring a variety of instructional strategies and tools to the classroom.

As part of the plan moving forward, I am working with our Director of Curriculum to identify areas of professional development as well as looking at scheduling in order to provide dedicated collaboration time to our general and special educators. As we work to build the relationships between our general and special education staff, we need to ensure proper training and time for change to occur. This will not be an overnight shift in thinking, but in taking those first few steps, I believe we will be on the path of greater achievement for all of our students. Ultimately, the goal is for everyone in the district to believe that all children can learn and all teachers can teach all students. We need to bridge the divide between special and general education in order to ensure that all students achieve growth in their learning.

Director of Pupil Services – Entry Plan Summary of Findings January 2017

Changes in Motion

ACTION STEPS

In my first four months, I have been collaborating diligently with the Administrative Team, Team Chairs, and Special Education Staff to make some immediate changes/clarifications, work towards some short-term objectives (in the next year), and begin planning for our long-range goals. The immediate changes/clarifications are outlined below:

1. IEP Process
 - a. Consistently speaking as a Team of ESY and bullying at least once a year for each child
 - b. More measurable goals
 - c. Creating more consistent service delivery grids
 - d. Working with Adori (IEP management system) to implement state recommended forms
 - e. Creating a process of sending out formal letters when IEPs have not been returned signed by parents
 - f. Parent feedback forms offered after every IEP meeting (coming in January)
 - g. Restructuring the filing system at Central Office for greater efficiency and ease of use
 - h. Ensuring documents are scanned into Adori for more immediate access
 - i. Implementing common language on N1s, IEPs, and other IEP documents
 - j. Declination of services form was implemented to align with state guidance

2. Programmatic Changes
 - a. Addition of a Social/Emotional classroom at Whittin, based on need
 - b. Addition of a program at the HS level for students who require a home-base due to social/emotional challenges
 - c. Change of current home base programming to be for students who struggle behaviorally and may require disciplinary action in school
 - d. Restructuring High School offerings in order to increase inclusive opportunities and post-secondary options
 - e. Offering an increase of co-taught options at the High School
 - f. Exploring alternative options to 1:1 staffing, when appropriate, to promote student independence
 - g. Becoming a Best Buddies Chapter at the High School level

3. Responsibilities
 - a. Sharing ELL coordination with the Director of Curriculum
 - b. Sharing the Out of District case load management with one of the district BCBA's and the High School Team Chair
 - c. Taking a more active role in scheduling and placement of students to ensure efficient use of district resources and best "fit" for each student
 - d. Increasing the collaboration with building administrators to work towards best possible outcomes for all students

Director of Pupil Services – Entry Plan Summary of Findings January 2017

Uxbridge Public Schools ~Pupil Services Department~ Strategy for Improvement 2016-2019

Strategic Objectives

Staff Engagement	Student Engagement	Community Engagement
Examine and adjust, as needed, current departmental procedures to ensure alignment with all regulatory and statutory compliance obligations while being effective and efficient to best meet student and staff needs.	Examine and adjust, as needed, current instructional practices to ensure placement for ALL students within the least restrictive environment which allows for student growth to his/her potential academically, socially, and behaviorally	Examine, support and expand current community endeavors to ensure transparent communication with Uxbridge families to increase public collaboration and trust.
Strategic Priorities/Activities SY 16-17		
IEP Process	Professional Development Plan	Quarterly Newsletters
Central Office Procedures – Hiring, Personnel Management, Budget, etc.	Paraprofessional Protocol & Criteria	Overhaul Website
Strategic Priorities/Activities SY 17-18		
504 Process	Inclusion Program Review	Best Buddies initiative
Align IEP Writing, K-12	Specialized Program Criteria	Increased opportunities for feedback
Strategic Priorities/Activities SY 18-19		
Early Intervening process	Related Services Program Review	Develop & refine interagency relationships
Align Service Delivery K-12, as developmentally appropriate	Specialized Transportation Criteria	Expand our work based learning opportunities



- > Special Education Home
- > Technical Assistance
 - Educator Evaluation
 - Training
 - Documents
 - Grants
 - IDEA 2004
- > LEAP
- > Early Childhood
- > Secondary Transition
- > MA Tiered System of Supports
- > IEP Process, Forms & Notices
 - IEP Improvement Project
- > Policy and Guidance
 - Advisories
 - MA SPP and APR
- > Parent Information
- > Complaints & Compliance
- > Special Education Appeals
- > MCAS
- > MCAS Alternate Assessment
- > Laws and Related Documents
- > General Information
- > Assistive Tech. and Accessibility
- > Links and Resources
- > Contact Us

Special Education

Technical Assistance Advisory SPED 2014-3 (revised): Identifying the Need for Paraprofessional Support

To: Administrators of Special Education, Parents, and Other Interested Parties

From: Marcia Mittnacht, State Director of Special Education

Date: February 26, 2015

The purposes of this advisory are to:

- a. Advise school districts and parents about concerns regarding inappropriate utilization of paraprofessionals.
- b. Clarify when it may be appropriate to use a paraprofessional, as well as ensuring adequate training and supervision.
- c. Provide recommended actions and sample tools to increase school district capacity to support students with disabilities.
- d. Clarify the decision-making process for assigning paraprofessionals to individual students.

A. Introduction: Response to a Cry for Help

When school personnel or parents request a paraprofessional, they are asking for help. Something is amiss. Should a school district respond simply by assigning a paraprofessional to an individual student? Absolutely not.

"If schools respond exclusively to the request for a paraprofessional, without fully understanding the meaning behind the request, it increases the likelihood of masking the underlying issues and delaying attention to them."¹ Instead, "the task is to identify the underlying issues so that they can be addressed."²

The essential premise of this advisory is that the underlying learning needs of each particular student - that is, the root causes of the teacher's or parent's "cry for help" - must first be determined. Then there needs to be consideration of the full array of supports and services that may successfully address the student's unique needs. Districts must not restrict their consideration to use of a paraprofessional.

B. Concerns Regarding Inappropriate Use of Paraprofessionals

Data reflecting substantial increases in the number of special education paraprofessionals raises concerns about whether districts are effectively responding to the educational needs highlighted by requests for a paraprofessional.

The Department is particularly concerned by reports that, in some cases, paraprofessionals have been assigned simply on the basis of a student's educational profile or to provide a teacher with temporary relief from a demanding student. This may leave unaddressed key issues such as (a) improving teacher ability to educate a full range of students with disabilities; (b) building capacity in general education to design curriculum and instruction for mixed ability groups that include students with disabilities; and (c) changing or improving student behavior.

The Department is also concerned that paraprofessionals have been assigned responsibilities that require the skills of a licensed teacher - for example, making curriculum decisions, planning lessons or designing adaptations, as compared with implementing decisions made by the teacher. There have also been reports of inadequate training and supervision, making it impossible for a paraprofessional to be effective. And, paraprofessionals may continue to be assigned even though other services or supports could more appropriately address the student's learning needs. Inappropriate use of paraprofessionals may have detrimental consequences such as over-dependence, interference with peer interactions, insular relationships, stigmatization, provocation of behavior problems, or diminished student-teacher interactions.

This is not to say that paraprofessional services should never be used.³ As with any other special education service, paraprofessionals are inherently neither appropriate nor inappropriate for a particular student. Appropriate use of paraprofessionals depends, to a large extent, on whether the paraprofessional has the requisite skills to address effectively one or more aspects of a student's unique needs and whether the paraprofessional is adequately trained and supervised to be effective. Importantly, appropriate utilization of paraprofessionals also depends on consideration of whether there are other service or support options that would be a better choice because they would address effectively these same learning needs and offer additional advantages such as fostering greater independence. The process for weighing these considerations and making a decision as to whether a paraprofessional should be assigned to a particular student, will be discussed in section E of this Advisory.

C. Over-Arching Goal of Promoting Students' Independence

It is the essential mission of elementary and secondary education to prepare all students for successful adult life, which may include independent living, competitive employment, further postsecondary education or training, and participation in the life of their community. State and federal special education laws recognize that independence is a key factor of adulthood and our public schools must always strive to build independence in our students, particularly as they begin to approach adult life.⁴

In order for these core educational principles to be realized, decisions regarding special education and related services (and, in particular, decisions regarding paraprofessional services) must be made in a way that allows the unique learning needs of each student to be met and that, at the same time, allows each student to become as independent as possible, particularly in preparation for the end of secondary education.

The following recommended actions are intended to respect and promote these essential principles.

D. Recommended Actions: School District Level

Whole school approach. School districts can develop greater regular education capacity to effectively serve diverse learners. School district leaders should review the use of paraprofessionals within the context of the whole school environment and consider adopting a tiered model of supports such as [Massachusetts' Tiered System of Supports \(MTSS\)](#). Data gathered in the analyses of students' needs can be compiled into a chart or matrix, and reviewed by school-based teams to make decisions regarding system-wide allocation of services and supports. Effective use of school-based student support teams (SSTs) may reduce the number of retentions, suspensions/expulsions, and referrals to special education. SSTs may also assist in reducing the inappropriate use of paraprofessionals. See the [MTSS quick reference guide for student support teams](#).

District culture. Some may unconsciously believe that a one-to-one paraprofessional is always needed for a student with a particular kind of educational profile. It is important for the district community to examine its own assumptions and to challenge those that perpetuate a status quo that can result in unintended negative consequences. District leaders may find it fruitful to share data on the use of paraprofessionals and to discuss with students, their families and special educators together how to achieve the best instructional services, and aim for the best academic and non-academic outcomes for students. Involving families in this discussion will assist in fully considering how the community as a whole, not just the school, can help to achieve successful adult life outcomes for all students.

E. Recommended Actions: Individual Students

The IEP decision-making process. State and federal special education law require an IEP Team to make all decisions regarding the assignment of a paraprofessional to a particular student. The Team makes this decision solely on the basis of whether paraprofessional services are appropriate to meet the unique learning needs of the particular student so that he or she will have the opportunity to receive FAPE in the least restrictive environment and at the same time prepare for "further education, employment, and independent living."²

Breaking down the IEP Team decision-making into a three-step process, that considers use of paraprofessionals within a broader context, may substantially increase the likelihood of using paraprofessionals appropriately and effectively. First, at least one member of the Team should be fully informed about the general education environment and the expectations that typical students are expected to meet in the coming year. In that context, the Team examines information available from evaluations and other information which may include concerns of the parent, and previous progress with earlier IEPs. The Team then identifies all of a student's *special education needs* arising from the disability and presenting barriers to the student's learning. The Team must differentiate among needs that can and should be met in the general education environment with accommodations or minor modifications and needs that that must be met through the delivery of specially designed instruction³ so that the student receives FAPE.

Second, the IEP Team considers the goals that are most important for the student to accomplish during the upcoming year and considers these goals in the context of the general curriculum, it's available support services as well as the *entire range of specially designed instruction, related services and accommodations* that can meet the student's particular needs.

Finally, the Team then determines the extent to which needed services can be delivered in the general education classroom and which services may require removal from the classroom. Research supports that most students with disabilities have better outcomes when they are fully included in the general education classroom, and the Team is tasked with carefully considering the risks and benefits to the student when removal appears to be necessary. It is at the intersection of these two important priorities -- the least restrictive environment (the general education classroom) and the promotion of independence, that the Team may consider the use of a one to one paraprofessional. If a one to one paraprofessional can increase the student's access to the general education environment or assist in moving toward more independence, then generally the Team should identify use of the paraprofessional.

This decision-making process offers the following advantages: (1) it assists the Team to assign paraprofessionals when necessary to meet the individual student's unique special education needs, (2) precludes assignment of a paraprofessional based on limited information - for example, solely on the basis of a student's diagnosis or the needs of a teacher, and (3) seeks to ensure that service or support options (other than a paraprofessional) are also considered and utilized if they would address effectively a student's learning needs and offer additional advantages such as fostering greater independence.²

Training and supervision. School districts have an affirmative obligation to ensure that all paraprofessionals are trained and supervised so that they will be able to provide the services for which they are responsible, as reflected in federal Office of Special Education Programs (OSEP) policy guidance. Therefore, once an IEP Team decides that a paraprofessional is needed for a student, the Team has a responsibility to determine the means by which a paraprofessional will have sufficient training and supervision. This may occasionally require additional services or consultation in the IEP.

Develop a plan for fading paraprofessional support. It is important that paraprofessional services continue in amount and duration only as needed. For many students, other services or supports can be substituted for some or all of a student's paraprofessional services. Therefore, whenever an assignment of paraprofessional services is initially made, the Team should discuss and develop a plan for reviewing the continued need for these services, including a process to review and monitor the student's progress and determine whether the student's need can be met with other services or supports. The Team may establish criteria which, if met by the student, will trigger initiation of the IEP amendment process to consider a change in services. The family is a critical partner in the planning process, with the family made well aware of any potential changes in the student's program and engaged throughout the process. There is no "standard" plan for fading paraprofessional services--each will be individually tailored for the particular student.





Anchor district policies and procedures with best-practices for student leadership. Depending on the age of the student involved, the student may be a "driver" but at all times will be a participant in whatever actions are taken. Keep the student's needs and desires at the center of discussions and to the extent possible, involve the student in the planning and actions taken. If, after all, the purpose is to promote independence, then the student should be able to take pride in actively working toward his/her increased independence and full participation in the life of the school. With the student central to the process, educators and families alike must remember that each student is different and may need different approaches, and different amounts of time to respond to different actions. Anticipate that some students may need paraprofessional support in one or more areas for years, while others may move forward in leaps and bounds toward independence.

F. Conclusion

Paraprofessionals may be an essential service for some disabled students. Yet, their inappropriate use can waste resources, limit a student's potential for independence, and leave key issues unaddressed. To respond to these potential challenges, system-wide changes can substantially increase the capacity of a school district to respond appropriately to a wide range of learners, and consideration of paraprofessional services for an individual student must be integrated into the IEP decision-making process for determining all of the student's unique special education needs and how they should be met.

The cause is important. The goal is the right one: successful adult life!

Attachment:

-  Examples
-  Student Needs Analysis (sample 1)
-  Student Needs Analysis (sample 2)
-  Student School Day Analysis (sample)

¹ A Glangreco, M.F., Doyle, M.B., Suter, J.C., *Constructively Responding to Requests for Paraprofessionals: We Keep Asking the Wrong Questions*. Remedial and Special Education 33(6), October 2012, 362-373.

² Glangreco, M.F., Halvorsen, A.T., Doyle, M.B., Broer, S.M., *Alternatives to Overreliance on Paraprofessionals in Inclusive Schools*. Journal of Special Education Leadership 17(2), October 2004, 82-90.

"My son needs a one-on-one aide in school," Lori said. "Without an aide, Rob couldn't do anything—he'd sit there and do nothing."

"How do you know," she was asked. Lori responded with information about Rob's disability, the "facts" of what he can/can't do, details of school policy (kids with certain conditions can be included in regular classes *only* if they have a one-on-one), and more. Her reply *did not* answer the how-do-you-know question. Lori could have answered the question accurately only if Rob had been permitted to be in the classroom *without* a one-on-one, and if we had observed what he was capable of doing on his own, with curriculum modifications, assistive technology, and/or the natural support of his classmates and teacher. Maybe Rob can't do much for himself because *he's never been allowed to!* Duh!

Rob *is* learning, however. He's becoming proficient in *learned helplessness*. And in the minds of many, the constant presence of the paraeducator is—in and of itself—"proof" that Rob is essentially incompetent. How in the world can we *expect* Rob's spirit to shine when it's surrounded by a shadow?

Rob is caught in a vicious cycle: he's not allowed to do much on his own, so he never learns to do much for himself, we continue to think he can't do much on his own, so we make sure he has as much help as possible, which prevents him from doing for himself, and on and on and on.

Similar outcomes occur when parents, professionals, job coaches, or others are always "helping" individuals with disabilities. Again, the simple *presence* of so much help can reinforce the (erroneous) belief that a person is *unable* and needs all this help. Thus, a self-fulfilling prophecy is realized—to the detriment of the person with a disability!

The "Duh!" Factor

WHEN LESS IS MORE

Revolutionary Common Sense
by Kathie Snow
www.disabilityisnatural.com

It seems we often believe the "worst" about a person (what he can't do), and then try to do *our* "best" by providing large amounts of help, services, interventions, and so forth. In the process, many children and adults with disabilities *learn helplessness*. And this situation can be remedied when we adopt a "less is more" strategy!

When I make the gravy that accompanies a pot roast, I know what ingredients I'll use: butter, flour, pan drippings, salt, pepper, and some herbs and spices. As I'm making it, I don't dump everything in the skillet at the same time—I could ruin my creation! Instead, I add a bit of this and that, stir and

taste, let it simmer, add a bit of this and that again, let it simmer some more, stir and taste again, and so on. This process is repeated until the gravy is *just right*. I don't want to put too much of anything in the gravy—adding a little at a time works best. The same is true when an artist paints, a hairdresser cuts hair, and in other creative endeavors. This "a-little-at-a-time" strategy can lead to more positive outcomes for individuals with disabilities!

Instead of automatically putting the *most* support in place (a one-on-one, job coach, etc.), what if we started with little or no support, and paused to give the "ingredients" (a person's abilities, the natural support of the people around him, and the environment) time to blend? Then we could add a little here and a little there, in the right amounts, so we don't interfere with (and possibly ruin) the creation that's developing.

For example, what if a child began the school year *without* a paraeducator? What if we allowed the child to explore his new environment, to see what he can do on his own? What if, when the student requires assistance, we consider: assistive technology (computer, communication device, etc.), alternate methods of

2 - When Less is More

learning/curriculum modifications (activities in lieu of reading, using a calculator instead of doing math with a pencil, etc.), natural supports from classmates and the classroom teacher, and/or other methods that meet the student's needs *and* promote autonomy, self-direction, and inclusion? Specific assistance could be added in increments, and then we could let the new ingredients "simmer" before adding more.

If the services of a paraeducator are absolutely necessary, the help can be added after trying other methods first, and the para's help would be limited to specific activities/times, and would be "student-driven:" the paraeducator would follow the student's lead and "support" instead of "direct." We would expect success, and would also be prepared for struggles and even some failures. (After all, kids who don't have disabilities experience success and failure as they learn and grow.)

This strategy could be applied to children and adults with disabilities in the home, on the job, during community or recreational activities, and everywhere else. *Less* assistance can have a greater, more positive impact on a person's life than *more*.

What if, when a person tries to do something new and she struggles, we wait for her to *ask* for help instead of jumping in unasked? And what if we *asked* her what she wanted to learn or do instead of making those decisions for her? *Consider the possibilities!*

Too much help can have many unintended negative consequences. Again, children and adults with disabilities are treated as if they're incompetent and they often acquire learned helplessness—a terrible condition that may last a lifetime! In addition, many children and adults chafe against the presence of a "shadow" or a "coach" who's attached to them at the hip. Would *you* like someone next to you all the time, watching over you, helping you, keeping you "on task"? Most of us would resist this intrusion. And when children or adults with disabilities resist,

we don't recognize their actions as a desire to be more independent. Instead, we use words like "non-compliant," "aggressive," "manipulative," "behavior problems," etc. And instead of *decreasing* the help, we *increase* it, making the situation even worse!

The constant presence of a "helper" also gets in the way of friendships and natural supports. In a classroom, for example, a child with a disability might do just fine with help from classmates. But they'll never offer to help if a one-on-one aide is always present! Worse, who will want to be friends with a kid who's

The more help a person has in his garden, the less it belongs to him.

William H. Davies

"so different" that he needs a grown-up with him all the time? In many general ed class-

rooms, if the student with a disability has a full-time aide, the classroom teacher takes no responsibility for this student. The student might be physically integrated in the classroom, but he's certainly not *included*—he and the aide are "doing their thing" and are not part of the whole. These less than desirable outcomes can also occur when a job coach or other helper is attached to an adult with a disability.

In a classroom, community activity, church environment, etc., an aide should always belong to the classroom/activity, not to the person with a disability. This will enable the teacher (or leader of the activity) and the aide to share responsibility for all, instead of singling out the person with a disability. And in the employment arena, wouldn't it be nice if a person with a disability could go to co-workers for help, just like others do? There might be some situations when a designated aide *is* needed—like helping a person with a disability in the bathroom, for example. But most of the help needed by a person with a disability can be provided by a variety of people, in the most natural way.

Isn't it time to replace learned helplessness, social stigma, and "special treatment" with self-direction and competence, real inclusion, and naturally-occurring assistance from friends, classmates, and co-workers? Less really can be more!

**Special Education Staff
Restructuring Plan**
Uxbridge ⁰⁰⁰Public Schools
2017-2018

Taft Pre-School Plan for 17-18

Staffing Changes- TOTAL increase of .4 ABA/Tech and a decrease 1.2

Paraprofessionals Classrooms	Special Education Teachers	Paraprofessionals	ABA Techs
5 - 3 day sessions 3 - 2 day sessions 1 - 5 day session 1 - 2 day (sub-sep) 1 - 1 day (Ready, Set, K)	3.6	3.3	1.9

Taft Elementary Plan for 17-18

Staffing Changes- TOTAL decrease of 4.9 Paraprofessionals and increase of 1.0

Teacher Classrooms	Special Education Teachers	Paraprofessionals	ABA Techs
K - Inclusion 1st - Inclusion 2nd - Inclusion Learning Lab Flex	4.0	9.0	3.0

Whitin Elementary Plan for 17-18

Staffing Changes- TOTAL increase of 2.0 ABA Techs and increase of 2.0

Teachers Classrooms	Special Education Teachers	Paraprofessionals	ABA Techs
3rd - Inclusion 4th - Inclusion 5th - Inclusion Learning Lab Flex Emotional/Behavioral	6.0	6.0	2.0

McCloskey Middle Plan for 17-18

Staffing Changes- TOTAL decrease of 4.0 Paraprofessionals and decrease of

LOAIS Classrooms	Special Education Teachers	Paraprofessionals	Autism Integration Specialists
6th - Inclusion 7th - Inclusion 8th - Inclusion Learning Lab Flex CONNECT	6.0	5.0	3.0

Uxbridge High Plan for 17-18

Staffing Changes- TOTAL increase of 1.0 Paraprofessional and increase of 1.0

Teacher Classrooms	Special Education Teachers	Paraprofessionals	Independence Project
Inclusion Co-Taught Learning Lab Flex Mosaic	6.0	7.0	Special Education Teacher - 1.0 Paraprofessional - 2.0

Overall Changes for 17-18
District Wide Net Loss/Gain

Professional Staff	Para/ABA Tech/SLPA/COTA	Office Staff	Administrative
4.2	8.7	0.5	1.0

What the changes will mean...

- Specialized programs at each level
 - K-12+ Learning Lab
 - K-12 Flex Program
 - Social/Emotional program at Whittin
 - Behavioral program at UHS
- Increase of inclusion vs. pull out services for students overall
- Greater visibility of and accessibility to District leadership
- Bringing students back from out of district placements

UXBRIDGE PUBLIC SCHOOLS

As of 12/29/2016	FY2017		FY2017		FY2017		FY2017		FY2017	
	Original Budget	Transfers	Revised Budget	YTD Expenditures	Encumbrances	Balance	Original Budget	Transfers	Revised Budget	YTD Expenditures
Summary Salaries										
District Administration Salaries	\$ 700,731	\$ -	\$ 700,731	\$ 270,522	\$ 4,310	\$ 425,899				
Taft ELC Salaries	\$ 2,259,674	\$ (600)	\$ 2,259,074	\$ 609,999	\$ -	\$ 1,649,075				
Whitfin Elementary Salaries	\$ 2,664,781	\$ (600)	\$ 2,664,181	\$ 659,974	\$ -	\$ 1,832,112				
McCloskey Middle School Salaries	\$ 2,507,076	\$ (600)	\$ 2,506,476	\$ 691,856	\$ -	\$ 1,814,620				
High School Salaries	\$ 3,022,164	\$ (600)	\$ 3,021,564	\$ 818,516	\$ -	\$ 2,203,048				
Curriculum Salaries	\$ 150,100	\$ -	\$ 150,100	\$ 56,355	\$ 8,180	\$ 85,566				
Technology Salaries	\$ 142,182	\$ -	\$ 142,182	\$ 60,912	\$ -	\$ 81,270				
Special Education Salaries	\$ 3,613,388	\$ -	\$ 3,613,388	\$ 1,042,035	\$ -	\$ 2,743,446				
Athletic Salaries	\$ 154,328	\$ -	\$ 154,328	\$ 64,762	\$ -	\$ 89,566				
Total Salaries	\$ 15,214,423	\$ (2,400)	\$ 15,212,023	\$ 4,274,931	\$ 12,490	\$ 10,927,002				
As of 12/29/2016										
Summary Expenses										
School Committee	\$ 32,851	\$ -	\$ 32,851	\$ 11,842	\$ 5,343	\$ 15,666				
Central Office	\$ 63,000	\$ -	\$ 63,000	\$ 29,890	\$ 8,828	\$ 24,282				
District Wide Administration Expenses	\$ 467,125	\$ -	\$ 467,125	\$ 220,680	\$ 66,897	\$ 179,548				
Taft ELC Expenses	\$ 53,814	\$ -	\$ 53,814	\$ 41,150	\$ 9,276	\$ 3,388				
Whitfin Elementary School Expenses	\$ 44,414	\$ -	\$ 44,414	\$ 30,816	\$ 8,842	\$ 4,756				
McCloskey Middle School Expenses	\$ 52,742	\$ -	\$ 52,742	\$ 27,593	\$ 19,466	\$ 5,682				
High School Expenses	\$ 88,213	\$ -	\$ 88,213	\$ 50,167	\$ 23,095	\$ 14,951				
Curriculum and Instruction	\$ 36,818	\$ -	\$ 36,818	\$ 32,821	\$ 9,574	\$ (5,577)				
Technology Expenses	\$ 258,714	\$ 2,400.00	\$ 261,114	\$ 161,621	\$ 45,690	\$ 53,804				
Special Education Expenses	\$ 353,633	\$ -	\$ 353,633	\$ 129,685	\$ 30,021	\$ 193,927				
Out of District Tuitions	\$ 1,903,766	\$ -	\$ 1,903,766	\$ 715,507	\$ 207,973	\$ 980,286				
Transportation Expenses	\$ 1,231,665	\$ -	\$ 1,231,665	\$ 439,796	\$ 777,225	\$ 14,643				
Athletic Expenses	\$ 34,764	\$ -	\$ 34,764	\$ 33,767	\$ 2,750	\$ (1,753)				
Health	\$ 6,780	\$ -	\$ 6,780	\$ 4,920	\$ 521	\$ 1,339				
Utilities	\$ 795,050	\$ -	\$ 795,050	\$ 227,879	\$ 602,539	\$ (35,368)				
Total Expenses	\$ 5,423,349	\$ 2,400.00	\$ 5,425,749	\$ 2,158,134	\$ 1,818,040	\$ 1,449,575				
TOTAL	\$ 20,637,772	\$ -	\$ 20,637,772	\$ 6,433,065	\$ 1,830,530	\$ 12,376,577				

Filter by: Segment 1: 10

Segment 2: 301, 302, 303, 311, 321, 331, 351, 390

Group as: **_***_****_*****_****_*

Parameters: Fiscal Year: 2017

Start Date: 07/01/2016

end: 06/30/2017

Ledger History - Allocated Summary - with PO - Expenditure Ledger

Account Number	Name	Allocated	Expended	PO Enc	Ending	% Var.
Group 1: Segment 2: Department						
10-301-5303-00000000-1430-8	School Committee Legal	17,271.00	-4,755.16	-2,811.85	9,703.99	43.81
10-301-5304-00000000-1110-8	School Committee Advertising	5,500.00	-1,300.00	0.00	4,200.00	23.64
10-301-5307-00000000-1110-8	School Committee Printing	1,500.00	0.00	0.00	1,500.00	0.00
10-301-5580-00000000-1110-8	School Committee Employee Recognition	500.00	-157.59	-0.83	341.58	31.68
10-301-5730-00000000-1110-8	School Committee Dues & Memberships	8,080.00	-5,629.28	-2,530.32	-79.60	100.99
Total Group 1: Segment 2: Department		32,851.00	-11,842.03	-5,343.00	15,665.97	52.31
Group 1: Segment 2: Department						
10-302-5110-00000000-1210-8	Central Office Superintendent	142,500.00	-60,288.47	0.00	82,211.53	42.31
10-302-5110-00000000-1410-8	Central Office Business & Finance Manager	110,151.00	-33,532.56	0.00	76,618.44	30.44
10-302-5112-00000000-1210-8	Central Office Superintendent Administrative	59,387.00	-24,490.62	0.00	34,896.38	41.24
10-302-5112-00000000-1410-8	Central Office Financial Administrative	166,475.00	-73,126.90	0.00	93,348.10	43.93
10-302-5210-00000000-0000-0	Central Office Electricity	8,000.00	0.00	-8,000.00	0.00	100.00
10-302-5210-00000000-4130-8	Central Office Electricity	0.00	-2,666.68	-5,333.31	-7,999.99	0.00
10-302-5215-00000000-0000-0	Central Office Heating	4,000.00	-1,333.32	-2,666.68	0.00	100.00
10-302-5230-00000000-0000-0	Central Office Other Utilities	2,000.00	-666.68	-1,333.32	0.00	100.00
10-302-5270-00000000-0000-0	Central Office Rentals & Leases	35,600.00	-13,895.06	-3,414.98	18,289.96	48.62
10-302-5290-00000000-4110-8	Central Office Contract Cleaning Services	4,500.00	-2,208.00	-2,208.00	84.00	98.13
10-302-5308-00000000-0000-0	Central Office Professional Developments	1,500.00	-2,260.00	0.00	-760.00	150.67
10-302-5340-00000000-0000-0	Central Office Telecommunications	4,000.00	-1,594.67	-2,418.29	-12.96	100.32
10-302-5345-00000000-0000-0	Central Office Postage & Mailing	6,000.00	-2,522.95	-22.95	3,454.10	42.43
10-302-5420-00000000-0000-0	Central Office Supplies	5,815.00	-2,439.30	-763.39	2,612.31	55.08
10-302-5730-00000000-0000-0	Central Office Dues & Memberships	7,085.00	-7,230.00	0.00	-145.00	102.05
Total Group 1: Segment 2: Department		557,013.00	-228,255.21	-26,160.92	302,596.87	45.68
Group 1: Segment 2: Department						
10-303-5110-00000000-1450-8	District Technology & Computer Tech	142,182.00	-60,911.94	0.00	81,270.06	42.84
10-303-5110-00000000-2110-1	District Director of Curriculums & Assessments	111,427.00	-47,142.15	0.00	64,284.85	42.31
10-303-5110-00000000-2110-2	District Special Ed Director	103,784.00	-30,562.59	0.00	73,221.41	29.45
10-303-5110-00000000-2210-2	District Special Ed Secretary	12,038.00	-4,029.01	0.00	8,008.99	33.47
10-303-5110-00000000-2220-2	District Dept Heads	11,996.00	0.00	0.00	11,996.00	0.00
10-303-5110-00000000-2320-2	District Speech/OT/PT/BCBA	165,837.00	-57,854.17	0.00	107,982.83	34.89
10-303-5110-00000000-4110-8	District Facilities Employees	167,463.00	-71,338.43	0.00	96,124.57	42.60
10-303-5118-00000000-4110-8	District Custodial Subs	14,600.00	-7,745.00	0.00	6,855.00	53.05
10-303-5140-00000000-2357-1	District Tuition Reimbursement	25,000.00	0.00	-4,310.00	20,690.00	17.24
10-303-5190-00000000-2320-2	District Diagnostic Testing Stipend	0.00	-2,296.50	0.00	-2,296.50	0.00

2

Ledger History - Allocated Summary - with PO - Expenditure Ledger

Account Number	Name	Allocated	Expended	PO Enc	Ending	% Var.
10-303-5190-00000000-2358-1	District Mentor Teachers Stipend	15,474.00	0.00	0.00	15,474.00	0.00
10-303-5190-00000000-3200-8	District Lead Nurse Stipend	3,159.00	0.00	0.00	3,159.00	0.00
10-303-5195-00000000-2330-2	District Special Ed Tutoring Services	6,024.00	-837.52	-999.50	4,186.98	30.50
10-303-5195-00000000-2357-1	District Professional Dev in Service Stipend	17,175.00	-8,375.00	-7,180.00	1,620.00	90.57
10-303-5240-00000000-4210-8	District Grounds Maintenance & Repairs	0.00	-7,665.00	0.00	-7,665.00	0.00
10-303-5240-00000000-4220-8	District Building Maintenance & Repairs	303,570.00	-147,019.40	-48,475.33	108,075.27	64.40
10-303-5240-00000000-4230-8	District Vehicle Maintenance & Repairs	8,000.00	-1,132.53	0.00	6,867.47	14.16
10-303-5290-00000000-4110-8	District Contract Cleaning Services	48,542.00	-36,055.00	0.00	12,487.00	74.28
10-303-5290-00000000-4130-8	District Solid Waste Removal Services	21,913.00	0.00	0.00	21,913.00	0.00
10-303-5300-00000000-2410-3	District English As a Second Language Instruction & Develop	1,200.00	-720.00	0.00	480.00	60.00
10-303-5300-00000000-3100-2	District Parent Liaison Services	2,500.00	-4,165.84	0.00	-1,665.84	166.63
10-303-5302-00000000-1410-8	District Independent Auditor Services	5,000.00	-2,000.00	-4,000.00	-1,000.00	120.00
10-303-5306-00000000-1450-8	District Technology Services	109,400.00	-42,292.40	-43,203.16	23,904.44	78.15
10-303-5311-00000000-2320-2	District Special Ed Vision & Medical Services	316,262.00	-105,067.92	-23,290.38	187,903.70	40.59
10-303-5311-00000000-2800-2	District Psychological Evaluations	12,600.00	-5,600.00	0.00	7,000.00	44.44
10-303-5311-00000000-3200-8	District Doctor & Medical Services	1,350.00	-1,350.00	0.00	0.00	100.00
10-303-5322-00000000-9100-2	District Placement & Treatment	1,903,766.00	-715,507.10	-213,781.91	974,476.99	48.81
10-303-5340-00000000-4130-8	District Communications	12,200.00	-1,429.99	-7,071.89	3,698.12	69.69
10-303-5350-00000000-2357-1	District Training & Professional Dev	13,610.00	-3,702.50	-8,574.00	1,333.50	90.20
10-303-5350-00000000-2357-2	District Special Ed Training & Professional Dev	3,828.00	-9,918.20	-900.00	-6,990.20	282.61
10-303-5350-00000000-2357-8	District Admin Training & Professional Dev	5,130.00	-6,611.00	-100.00	-1,581.00	130.82
10-303-5350-00000000-4110-8	District Custodial Training & Professional Dev	1,200.00	0.00	0.00	1,200.00	0.00
10-303-5385-00000000-2357-1	District Staff Assessment Systems	0.00	0.00	0.00	0.00	0.00
10-303-5450-00000000-4110-8	District Custodial Cleaning Supplies	39,000.00	-15,345.20	0.00	23,654.80	39.35
10-303-5510-00000000-1450-8	District Tech Hardware & Software Upgrade & Replacement	151,714.00	-119,328.35	-2,486.56	29,899.09	80.29
10-303-5510-00000000-2410-1	District Textbooks Materials	28,900.00	-10,032.72	-7,350.00	11,517.28	60.15
10-303-5510-00000000-2410-2	District Special Ed Educational Supplies	11,940.00	-7,250.23	-5,490.43	-800.66	106.71
10-303-5510-00000000-2420-2	District Special Ed Equipment	2,752.00	-3,595.03	-177.27	-1,020.30	137.07
10-303-5510-00000000-2800-2	District Psychological Supplies & Materials	3,629.00	-1,886.20	-724.09	1,018.71	71.93
10-303-5580-00000000-2357-8	District Professional Dev Supplies	11,550.00	-10,329.00	0.00	1,221.00	89.43
10-303-5710-00000000-1230-2	District Special Ed Aggregate Mileage Reimbursement	1,500.00	0.00	-339.07	1,160.93	22.60
10-303-5730-00000000-1230-2	District Special Ed Dues & Memberships	1,250.00	-1,400.00	0.00	-150.00	112.00
Total Group 1: Segment 2: Department	Code: 303 - District Wide	3,818,465.00	-1,550,495.92	-378,453.59	1,889,515.49	50.52
Group 1: Segment 2: Department	Code: 311 - Taft ELC					
10-311-5110-00000000-2210-8	Taft ELC Principals	96,900.00	-40,192.35	0.00	56,707.65	41.48
10-311-5110-00000000-2305-1	Taft ELC Professional Staff	1,994,800.00	-505,458.16	0.00	1,489,341.84	25.34
10-311-5110-00000000-2305-2	Taft ELC Special Ed Teachers	236,038.00	-65,456.40	0.00	170,581.60	27.73

Group as: **_***_****_*****_****_*

Parameters: Fiscal Year: 2017 Start Date: 07/01/2016 end: 06/30/2017

Ledger History - Allocated Summary - with PO - Expenditure Ledger

Account Number	Name	Allocated	Expended	PO Enc	Ending	% Var.
10-311-5110-00000000-2310-2	Taft ELC Teacher Specialist Extended Year	32,205.00	-32,205.00	0.00	0.00	100.00
10-311-5110-00000000-2310-3	Taft ELC Teachers Specialists ELL	0.00	-3.75	0.00	-3.75	0.00
10-311-5110-00000000-2315-2	Taft ELC Special Ed Team Chairs	1,647.00	0.00	0.00	1,647.00	0.00
10-311-5110-00000000-2320-2	Taft ELC Speech/OT/PT/BCBA	342,142.00	-88,001.61	0.00	254,140.39	25.72
10-311-5110-00000000-2800-2	Taft ELC Psychologist	88,899.00	-23,711.70	0.00	65,187.30	26.67
10-311-5110-00000000-3200-8	Taft ELC Nurse	59,452.00	-16,499.72	0.00	42,952.28	27.75
10-311-5112-00000000-2210-8	Taft ELC Administrative	65,254.00	-25,338.71	0.00	39,915.29	38.83
10-311-5118-00000000-2325-1	Taft ELC Substitute Teachers	31,150.00	-20,785.12	0.00	10,364.88	66.73
10-311-5118-00000000-2330-1	Taft ELC General Ed Aids	5,520.00	-1,725.00	0.00	3,795.00	31.25
10-311-5118-00000000-2330-2	Taft ELC Special Ed Aids	338,658.00	-107,197.10	0.00	231,460.90	31.65
10-311-5190-00000000-3520-8	Taft ELC Extracurriculars Stipends	5,998.00	0.00	0.00	5,998.00	0.00
10-311-5210-00000000-4120-8	Taft ELC Electricity	72,670.00	-31,372.53	-41,297.47	0.00	100.00
10-311-5215-00000000-4120-8	Taft ELC Heating Gas/Oil	70,991.00	-6,318.86	-33,681.14	30,991.00	56.35
10-311-5230-00000000-4130-8	Taft ELC Utilities Water/Sewer	12,881.00	-8,719.24	0.00	4,161.76	67.69
10-311-5308-00000000-2357-1	Taft ELC Professional Dev Services	600.00	-350.00	-99.00	151.00	74.83
10-311-5309-00000000-2720-1	Taft ELC Testing & Assessment	2,222.00	-2,130.86	0.00	91.14	95.90
10-311-5340-00000000-4130-8	Taft ELC Telecommunications	3,500.00	-1,347.68	-2,277.36	-125.04	103.57
10-311-5345-00000000-2210-8	Taft ELC Mailing & Postage	1,591.00	-500.00	0.00	1,091.00	31.43
10-311-5420-00000000-2210-8	Taft ELC Principal Supplies	600.00	-350.00	0.00	250.00	58.33
10-311-5500-00000000-3200-8	Taft ELC Nurse Medical Supplies	1,275.00	-1,070.51	-177.18	27.31	97.86
10-311-5510-00000000-2250-8	Taft ELC Principal Tech Equipment	2,180.00	-1,637.35	0.00	542.65	75.11
10-311-5510-00000000-2410-1	Taft ELC Textbook Materials	12,443.00	-11,757.67	-1,023.64	-338.31	102.72
10-311-5510-00000000-2410-2	Taft ELC Resources Supplies	764.00	-363.98	-409.80	-9.78	101.28
10-311-5510-00000000-2415-1	Taft ELC Library Media & Supplies	700.00	-500.00	-700.00	-500.00	171.43
10-311-5510-00000000-2430-1	Taft ELC General Ed Supplies	29,214.00	-22,112.43	-5,103.59	1,997.98	93.16
10-311-5730-00000000-2210-8	Taft ELC Dues/Memberships/Licenses	0.00	-100.00	-100.00	-200.00	0.00
10-311-5740-00000000-5260-8	ELC Employee Surety and Bonds	0.00	-100.00	0.00	-100.00	0.00
Total Group 1: Segment 2: Department	Code: 311 - Taft ELC	3,510,294.00	-1,015,305.73	-84,869.18	2,410,119.09	31.34
Group 1: Segment 2: Department	Code: 321 - Whitin Elem					
10-321-5110-00000000-2210-8	Whitin Elementary Principal	99,368.00	-42,040.13	0.00	57,327.87	42.31
10-321-5110-00000000-2305-1	Whitin Elementary Professionals	1,760,256.00	-458,735.76	0.00	1,301,520.24	26.06
10-321-5110-00000000-2305-2	Whitin Elementary Special Ed Teachers	303,815.00	-80,815.30	0.00	222,999.70	26.60
10-321-5110-00000000-2310-2	Whitin Elementary Teacher Specialist Extended Year	7,920.00	-7,920.00	0.00	0.00	100.00
10-321-5110-00000000-2310-3	Whitin Elementary Teacher Specialists ELL	77,699.00	-20,667.31	0.00	-57,031.69	26.60
10-321-5110-00000000-2315-2	Whitin Elementary Special Ed Team Chairs	82,299.00	-21,597.39	0.00	60,701.61	26.24
10-321-5110-00000000-2320-2	Whitin Elementary Speech/OT/PT/BCBA	91,496.00	-24,337.15	0.00	67,158.85	26.60
10-321-5110-00000000-2340-8	Whitin Elementary Library & Media	77,699.00	-20,667.31	0.00	57,031.69	26.60

Ledger History - Allocated Summary - with PO - Expenditure Ledger

Account Number	Name	Allocated	Expended	PO Enc	Ending	% Var.
10-331-5112-00000000-2210-8	McCloskey Middle Admin & Secretary	78,954.00	-28,802.36	0.00	50,151.64	36.48
10-331-5118-00000000-2325-1	McCloskey Middle Substitute Teachers	61,150.00	-6,337.50	0.00	54,812.50	10.36
10-331-5118-00000000-2330-2	McCloskey Middle Special Ed Education Aids	378,158.00	-107,376.75	0.00	270,781.25	28.39
10-331-5190-00000000-3510-8	McCloskey Middle Intramurals & Interscholastic Stipend	37,192.00	-13,876.00	0.00	23,316.00	37.31
10-331-5190-00000000-3520-8	McCloskey Middle Extracurricular Stipend	8,525.00	0.00	0.00	8,525.00	0.00
10-331-5210-00000000-4120-8	McCloskey Middle School Electricity	105,218.00	-40,438.67	-105,024.23	-40,244.90	138.25
10-331-5215-00000000-4120-8	McCloskey Middle School Heating Gas/Oil	89,709.00	-9,935.12	-65,064.88	14,709.00	83.60
10-331-5230-00000000-4130-8	McCloskey Middle Utilities Water/Sewer	18,648.00	-8,405.21	0.00	10,242.79	45.07
10-331-5308-00000000-2210-8	McCloskey Middle Professional Dev Services	4,010.00	-295.00	-195.00	3,520.00	12.22
10-331-5309-00000000-2720-1	McCloskey Middle Testing & Assessment Materials	3,879.00	-3,879.05	0.00	-0.05	100.00
10-331-5340-00000000-4130-8	McCloskey Middle Telecommunications	3,500.00	-2,101.50	-3,874.06	-2,475.56	170.73
10-331-5345-00000000-2210-8	McCloskey Middle Postage & Mailing	2,140.00	-500.00	0.00	1,640.00	23.36
10-331-5385-00000000-2451-1	McCloskey Middle Hardware Upgrade & Replacement	2,385.00	-600.00	-868.00	917.00	61.55
10-331-5385-00000000-2455-8	McCloskey Middle Software Upgrade & Replacement	3,940.00	0.00	-5,081.00	-1,141.00	128.96
10-331-5420-00000000-2250-8	McCloskey Middle Principal Tech Equipment	4,800.00	-919.90	-1,752.23	2,127.87	55.67
10-331-5500-00000000-2210-8	McCloskey Middle Principal Supplies	500.00	-375.00	0.00	125.00	75.00
10-331-5500-00000000-3200-8	McCloskey Middle Nurse Medical Supplies	2,106.00	-973.56	-4.15	1,128.29	46.42
10-331-5510-00000000-2250-8	McCloskey Middle Equipment	2,800.00	0.00	0.00	2,800.00	0.00
10-331-5510-00000000-2410-2	McCloskey Middle Resource Supplies	300.00	-1,228.53	0.00	-928.53	409.51
10-331-5510-00000000-2415-1	McCloskey Middle Library Media & Supplies	1,000.00	0.00	0.00	1,000.00	0.00
10-331-5510-00000000-2430-1	McCloskey Middle General Ed Supplies	17,637.00	-12,978.23	-6,726.02	-2,067.25	111.72
10-331-5580-00000000-2410-1	McCloskey Middle Textbook Materials	3,430.00	-3,581.04	-775.08	-926.12	127.00
10-331-5710-00000000-2210-8	McCloskey Middle Business Travel	800.00	0.00	0.00	800.00	0.00
10-331-5730-00000000-2210-8	McCloskey Middle Dues Membership & Licenses	1,621.00	-1,135.00	-195.00	291.00	82.05
Total Group 1: Segment 2: Department	Code: 331 - McCloskey Middle	3,915,098.00	-1,078,663.04	-189,559.65	2,646,875.31	32.39
Group 1: Segment 2: Department	Code: 351 - High School					
10-351-5110-00000000-2210-8	High School Principals	205,836.00	-87,084.47	0.00	118,751.53	42.31
10-351-5110-00000000-2305-1	High School Professional Staff	2,234,409.00	-579,423.56	0.00	1,654,985.44	25.93
10-351-5110-00000000-2305-2	High School Special Ed Teachers	463,659.00	-117,796.44	0.00	345,862.56	25.41
10-351-5110-00000000-2310-2	High School Teacher Extended Year	3,114.00	-3,114.00	0.00	0.00	100.00
10-351-5110-00000000-2315-2	High School Special Ed Team Chairs	78,755.00	-5,466.84	0.00	73,288.16	6.94
10-351-5110-00000000-2340-8	High School Library/Media Professionals	54,804.00	-14,577.32	0.00	40,226.68	26.60
10-351-5110-00000000-2710-1	High School Counselors	285,591.00	-73,598.77	0.00	211,992.23	25.77
10-351-5110-00000000-3200-8	High School Nurse	63,687.00	-16,668.36	0.00	47,018.64	26.17
10-351-5112-00000000-2210-8	High School Secretaries	74,764.00	-26,922.89	0.00	47,841.11	36.01
10-351-5112-00000000-2710-1	High School Guidance Secretary	37,754.00	-15,138.56	0.00	22,615.44	40.10
10-351-5118-00000000-2325-1	High School Substitute Teachers	43,965.00	-5,102.50	0.00	38,862.50	11.61

Ledger History - Allocated Summary - with PO - Expenditure Ledger

Account Number	Name	Allocated	Expended	PO Enc	Ending	% Var.
10-351-5118-00000000-2330-2	High School Special Ed Paraprofessional Aids	279,742.00	-70,716.44	0.00	209,025.56	25.28
10-351-5118-00000000-2710-1	High School Guidance Secretaries	0.00	0.00	0.00	0.00	0.00
10-351-5190-00000000-3510-8	High School Intramurals & Interscholastic Stipend	117,136.00	-50,885.83	0.00	66,250.17	43.44
10-351-5190-00000000-3520-8	High School Extracurricular Stipends	20,754.00	0.00	0.00	20,754.00	0.00
10-351-5210-00000000-4120-8	High School Electricity	179,048.00	-62,433.46	-178,994.14	-62,379.60	134.84
10-351-5215-00000000-4120-8	High School Heating Gas/Oil	75,000.00	-12,121.35	-47,878.65	15,000.00	80.00
10-351-5230-00000000-4130-8	High School Utilities Water/Sewer	9,970.00	-5,229.86	-2,951.94	1,788.20	82.06
10-351-5308-00000000-2210-8	High School Principal Professional Dev	2,490.00	-2,107.02	-97.18	285.80	88.52
10-351-5309-00000000-2720-1	High School Testing & Assessment Materials	7,281.00	-2,543.35	0.00	4,737.65	34.93
10-351-5340-00000000-4130-8	High School Telecommunications	8,400.00	-4,686.53	-11,626.35	-7,912.88	194.20
10-351-5345-00000000-2210-8	High School Postage & Mailing	2,500.00	-1,000.00	0.00	1,500.00	40.00
10-351-5350-00000000-3510-8	High School Game Management	22,979.00	-21,790.00	-2,700.00	-1,511.00	106.58
10-351-5350-00000000-3520-8	High School Student Activities	5,883.00	-550.46	-6.14	5,326.40	9.46
10-351-5385-00000000-2455-8	High School Software Upgrade & Replacement	2,880.00	-2,686.00	0.00	194.00	93.26
10-351-5420-00000000-2210-8	High School Principal Supplies	1,317.00	-298.29	-177.76	840.95	36.15
10-351-5500-00000000-3200-8	High School Nurse Medical Supplies	649.00	-647.89	0.00	1.11	99.83
10-351-5510-00000000-2250-8	High School Equipment	2,494.00	-831.39	-1,794.21	-131.60	105.28
10-351-5510-00000000-2410-2	High School Resources Supplies	469.00	-449.83	-16.10	3.07	99.35
10-351-5510-00000000-2415-1	High School Library Media & Supplies	1,473.00	-2,630.33	-169.61	-1,326.94	190.08
10-351-5510-00000000-2430-1	High School General Ed Supplies	10,740.00	-7,799.30	-116.58	2,824.12	73.70
10-351-5510-00000000-2710-1	High School Guidance & Career Center Supplies	2,550.00	-1,453.12	-1,271.88	-175.00	106.86
10-351-5510-00000000-3510-8	High School Athletic Supplies	0.00	-28.68	0.00	-28.68	0.00
10-351-5510-00000100-2410-1	High School CM Tech Ed	8,243.00	-5,876.95	-2,614.29	-248.24	103.01
10-351-5510-00000101-2410-1	High School CM Social Studies	427.00	-263.20	0.00	163.80	61.64
10-351-5510-00000102-2410-1	High School CM Science	1,989.00	-1,749.94	-419.09	-180.03	109.05
10-351-5510-00000103-2410-1	High School CM Phys Ed & Health	1,203.00	-1,112.57	-89.44	0.99	99.92
10-351-5510-00000104-2410-1	High School CM Math	269.00	-263.49	-5.36	0.15	99.94
10-351-5510-00000105-2410-1	High School CM Language	923.00	0.00	-815.91	107.09	88.40
10-351-5510-00000106-2410-1	High School CM F&CS	6,150.00	-1,109.40	-2,024.12	3,016.48	50.95
10-351-5510-00000107-2410-1	High School CM English	495.00	0.00	0.00	495.00	0.00
10-351-5510-00000108-2410-1	High School CM Audio Visual	6,345.00	-1,595.01	-150.00	4,599.99	27.50
10-351-5510-00000109-2410-1	High School CM Arts	7,612.00	-5,251.00	-1,595.74	765.26	89.95
10-351-5730-00000000-2210-8	High School Dues/Memberships/Licenses	5,535.00	-5,305.00	-105.00	125.00	97.74
10-351-5730-00000000-2710-1	High School Guidance Dues/Memberships/Licenses	545.00	-500.00	0.00	45.00	91.74
10-351-5730-00000000-3510-8	High School Athletic Dues/Memberships/Licenses	6,285.00	-6,603.00	0.00	-318.00	105.06
10-351-5740-00000000-5200-8	High School Athletics Liability Insurance	5,500.00	-5,345.00	0.00	155.00	97.18
10-351-5740-00000000-5260-8	High School Employee Surety and Bonds	0.00	-105.00	0.00	-105.00	0.00

Group as: **_***_****_*****_****_*

Parameters: Fiscal Year: 2017 Start Date: 07/01/2016 end: 06/30/2017

Ledger History - Allocated Summary - with PO - Expenditure Ledger

Account Number	Name	Allocated	Expended	PO Enc	Ending	% Var.
Total Group 1: Segment 2: Department	Code: 351 - High School	4,351,614.00	-1,230,862.40	-255,619.49	2,865,132.11	34.16
Group 1: Segment 2: Department	Code: 390 - School Transportation					
10-390-5330-00000000-3300-1	General Pupil Transportation	901,336.00	-258,516.17	-584,442.34	58,377.49	93.52
10-390-5331-00000000-3300-2	Special Ed Pupil Transportation In District	178,747.00	-92,235.53	-125,123.04	-38,611.57	121.60
10-390-5332-00000000-3300-2	Special Ed Pupil Transportation Out of District	151,582.00	-89,044.60	-67,660.00	-5,122.60	103.38
Total Group 1: Segment 2: Department	Code: 390 - School Transportation	1,231,665.00	-439,796.30	-777,225.38	14,643.32	98.81
	210 Account(s) totaling:	20,637,771.00	-6,435,835.08	-1,842,589.89	12,359,346.03	40.11

UXBRIDGE PUBLIC SCHOOLS

Revolving Account Balances	FY17		FY17 12/29/2016	(+/-)	Comments
	11/29/2016	12/29/2016			
McCloskey Donations	\$ 8,300.33	\$ 8,300.33	\$ -		NO CHANGE
School Choice	\$ 797,957.48	\$ 870,422.48	\$ 72,465.00		REVENUE
ERATE	\$ 198,982.58	\$ 198,982.58	\$ -		NO CHANGE
Daycare Tuitions	\$ 201,441.35	\$ 207,427.55	\$ 5,986.20		REVENUE/EXPENSES
Preschool Tuitions	\$ 106,457.65	\$ 108,074.65	\$ 1,617.00		REVENUE
HS Summer School Tuitions	\$ 1,402.84	\$ 255.34	\$ (1,147.50)		EXPENSES
HS Summer Basketball Camp	\$ 1,551.50	\$ 1,551.50	\$ -		NO CHANGE
HS Football Camp	\$ 66.32	\$ 66.32	\$ -		NO CHANGE
HS Field Hockey Camp	\$ 3,809.97	\$ 3,809.97	\$ -		NO CHANGE
Community Schools Tuition	\$ 4,696.36	\$ 7,606.36	\$ 2,910.00		REVENUE
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	\$ 40,388.70	\$ 41,848.40	\$ 1,459.70		REVENUE/EXPENSES
Kindergarten	\$ 849.00	\$ 849.00	\$ -		NO CHANGE
DW Donations	\$ 14,800.61	\$ 14,800.61	\$ -		NO CHANGE
School Playground	\$ 23,246.65	\$ 23,246.65	\$ -		NO CHANGE
ELC Donations	\$ 9,661.27	\$ 9,661.27	\$ -		NO CHANGE
HS Donations	\$ 12,751.24	\$ 12,751.24	\$ -		NO CHANGE
Whitin Donations	\$ 13,558.66	\$ 14,683.66	\$ 1,125.00		REVENUE
iPad Insurance	\$ 605.00	\$ 945.00	\$ 340.00		REVENUE
School Out of State Student Tuitions	\$ 2,000.00	\$ 2,000.00	\$ -		NO CHANGE
Taft Lost Book	\$ 13.99	\$ 13.99	\$ -		NO CHANGE
Whitin Lost Book	\$ 63.00	\$ 76.00	\$ 13.00		REVENUE

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

PERFORMANCE:

December 1, 2016

ENROLLMENT

School	# Students
Taft	477
Whitin	410
McCloskey	422
UHS	477
Total	1786

FREE & REDUCED STUDENTS

School	Free	Reduced
Taft	123	14
Whitin	101	9
McCloskey	98	12
UHS	100	13
Sub Total	422	48

Total Free & Reduced:	470
% of Enrollment:	26.32%

DAYS SERVED
17

TOTAL REIMBURSEABLE MEALS SERVED DURING NOVEMBER 2016

School	Breakfast	Lunch	% Breakfast	% Lunch	ADP Lunch	MPL
Taft	467	2893	5.76%	35.68%	170	12
Whitin	299	3456	4.29%	49.58%	203	13
McCloskey	176	3221	2.45%	44.90%	189	12
UHS	484	4221	5.97%	52.05%	248	13
Totals	1426	13791	4.20%	45.55%	810	12.5

FINANCIAL OVERVIEW:

REVENUE

	<u>Current Month</u>	<u>Current YTD</u>
Lunch Sales	\$18,736.76	
Paypams (prepays)	\$19,413.20	
US/ MA Reimbursement	\$25,445.77	
Catering	\$1,379.13	
Other Revenue (OLV, Vending, Rebates, Daycare)	\$2,376.32	
Total Revenue	\$67,351.18	\$242,427.75

EXPENSES

FOOD AND SUPPLIES

Food Expenses	\$36,353.00
Paper / Chemicals	\$3,033.98
Other Expenses (USDA fees, uniform, account refund, etc.)	\$1,881.01
Total Food & Supplies	\$41,267.99

PAYROLL

Employee Wages	\$28,475.80
Total Payroll Expenses	\$28,475.80

Total Expenses	\$69,743.79	\$212,871.88
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TOTAL PROFIT / LOSS CURRENT PERIOD	-\$2,392.61
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TOTAL PROFIT / LOSS OF CURRENT YEAR	\$29,555.87
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Notes:

- * Gail Thayer (27 years) and Lynn Baker (21 years) will be retiring on December 31, 2016
- * Donna Bishop (current UHS cafeteria) has been appointed to Interim Site Manager for Whitin
- * Catered BVCC Collegiate Consortium at UHS on Novemebr 8th for over 350 guests.

UXBRIDGE PUBLIC SCHOOLS

Grant	DESE #	VADAR #	End Date	Amount Awarded	Total Revenue Received	Total Expenditures
Title I	305		Fed 8/31	\$185,877	\$185,877	\$88,809
Title IIA	140		Fed 8/31	\$48,271	\$48,271	\$2,695
SPED Federal 94-142 Entitlement Project Adjust	240		Fed 8/31	\$502,339	\$502,339	\$135,978
SPED Program Improvement	274		Fed 8/31	pending		
Total DESE Federal Grants				\$736,487	\$736,487	\$227,482
Academic Support	632		State 6/30			
Total DESE State Grants						
Total DESE Grants				\$736,487	\$736,487	\$227,482
SPED Early Childhood Special Ed Allocation	262 ECC		Fed 8/31	\$17,810	\$1,471	\$7,170
Total				\$17,810	\$1,471	\$7,170
Total Grants				\$754,297	\$737,958	\$234,652
Circuit Breaker Reimbursement FY16				\$614,233	\$614,233	
Medicaid Reimbursements Received by Town						
	2016	\$	129,716			
	2015	\$	123,571			
	2014	\$	149,226			
	2013	\$	208,476			
	2012	\$	195,159			
	2011	\$	186,353			

**Uxbridge Public Schools
 FY17 BUDGET TRANSFER REQUEST
 for School Committee Approval 09/06/2016**

Batch # _____
 Date Posted _____
 Copy to Acctg _____

TRANSFER # 17-003

Use this form to increase/decrease the budgetary appropriation for an account whenever priorities or availability of funds change

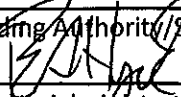
BUDGET DECREASES

<u>Account #</u>	<u>Description</u>	<u>Amount</u>
10-303-5580-00000000-2357-8	District Professional Dev Supplies	\$1,221.00
10-303-5350-00000000-2357-1	District Training and Professional Development	\$360.00
Total Decreases this page:		\$1,581.00

BUDGET INCREASES

<u>Account #</u>	<u>Description</u>	<u>Amount</u>
10-303-5350-00000000-2357-8	District Admin Training and PD	\$1,581.00
Total Increases this page:		\$1,581.00
Net Change to Budget		0.00

RATIONALE:
 Transfer to Cover Expenses in District Admin Training and PD

Business Office
 Spending Authority / School or Dept.

 Business Administrator's Authorization

Uxbridge Public Schools Budget Calendar - FY18

Budget Subcommittee Reviews State Aid Estimates, User Fees, and Contract Negotiation Process	August-October	X
School Committee Directs Administration Regarding Budget Development	September 15	X
Budget Update at District Business Meeting	October 4	X
Budget Priorities Establish by the School Committee	October 4	X
UPS/Finance Committee Liason Meeting	October 5	X
Budget Preparation Package/Instructions to be sent to Administrators	October 7	X
School Committee Budget Sub-Committee Meeting	October 12	X
District Business Meeting	November 1	X
Enrollment Data Provided to the School Committee and Town	November 1	X
UPS/Finance Committee Liason Meeting	November 2	X
Deadline for Budget Packages to be returned to Central Office	November 4	X
Budget Meetings with Individual Principals	November 7-10	X
School Committee Budget Sub-Committee Meeting	November 9	X
Budget Meetings with Special Education, Technology, C&I and Facilities	November 14-18	X
District Business Meeting	November 29	X
School Councils Meet with School Committee to Present FY18 Program Priorities	December 6	X
UPS/Finance Committee Liason Meeting	December 7	X
School Committee Budget Sub-Committee Meeting	December 14	X
Superintendent Finalizes Budget	December 22	X
Submit Legal Public Ad to Newspaper (Tribune)	December 23	X
Fee Schedule for FY18 Approved by the School Committee	January 3	X
UPS/Finance Committee Liason 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: Debbie Stark, School Committee Chair & David Genereaux, Town Manager
FROM: Kevin Carney, Superintendent of Schools
DATE: December 23, 2016
RE: **FY18 Uxbridge Public Schools Budget Summary**

Preliminary Budget Proposal

The preliminary budget is based on the information that is currently available. There are significant unknowns at this time in the fiscal year.

- Information on federal and state revenues is not yet available.
- The needs of special education students for next year are difficult to predict with some degree of accuracy until late spring.

General Summary of the Proposed Budget

The budget for Fiscal Year 2018, or FY18, covers the period of July 1, 2017 through June 30, 2018. The proposal is for a needs-based budget, which allows us to maintain staffing levels to adequately service the current programs.

The FY18 budget represents a 7.82% general fund appropriation overall increase which is 3.27% in Salaries (including \$757,000 of entitlement grants and tuitions) and 20.57% increase in Expenses – almost all of which were not included the in the FY17 appropriation but paid from *past years*’ circuit breaker and school choice revenue which have since been exhausted.

The cost of a needs-based appropriation for FY 18 is \$22,251,534; an increase of \$1,613,761 or 7.82% over FY 17.

Budget by Educational Level and Program

The school committee’s budget is divided into two broad categories; salaries and expenses. Salaries include all employees: teachers, counselors, nurses, therapists (speech, occupational, physical), psychologists, coaches, club advisors, administrative assistants, paraprofessionals, plant operations, administrators, and substitutes. The expense side of the budget includes instructional materials, school supplies, library books, textbooks, technology, transportation, plant operations, professional development, and legal costs.

Schools

Taft ELC School serves 481 students in preschool through grade two.

Salaries	\$ 2,489,099
Expenses	\$ 64,016

Whitin Elementary School serves 411 students in grades three through five.

Salaries	\$2,293,166
Expenses	\$40,363

McCloskey Middle School has 422 students in sixth through eighth grades.

Salaries \$2,534,285

Expenses \$47,956

Uxbridge High School has 482 students in grades nine through twelve.

Salaries \$2,825,053

Expenses \$112,910

Special Education

There are 263 students with Individualized Education Programs, or IEPs, who receive support in the district. Based on each student's needs a continuum of services is provided, ranging from full inclusion in general education classes to self-contained programs and tutoring. There are 26 students who attend special education programs outside of the district.

Special education salaries \$4,771,975

Special education expenses \$372,380

Out of district tuition \$2,677,935

System-Wide

System-wide salaries include the superintendent, business administrator, two business office staff, two administrative assistants, and three plant operations/facilities staff. Expenses include copier costs, cleaning and grounds, solid waste, postage, advertising, legal fees, school committee expenses, outside contractual obligations, central office contractual obligations and supplies.

Salaries \$675,140

Expenses \$1,224,436

District-Wide Curriculum, Instruction, and Technology

Curriculum and technology salaries include the director of curriculum, K-5 instructional coordinator, administrative support, curriculum and instruction leaders, mentor teacher stipends, director of technology, and two tech support positions. Expenses are professional development, instructional materials, texts, network and licensing costs, and computer hardware and software.

Salaries \$436,325

Expenses \$487,022

Transportation

Bus transportation is available with no fees for all Uxbridge K-5 students who live one (1) mile or more from their school; all Uxbridge 6-8 students who live one and one-half (1.5) miles or more from their school; and all 9-12 students. Special education students receive transportation with no fee subject to their disability.

General education transportation \$926,793

Special education transportation \$735,015

Health

Health salaries include school nurses and a lead nurse stipend. Expenses include health office supplies and the fee for the school physician.

Salaries \$287,265
Expenses \$6,683

Athletics

The athletic director and stipends for athletic coaches are salary line items. Expenses include Athletic supplies and equipment, athletic officials, athletic trainer, transportation and insurance.

Salaries \$154,328
Expenses \$165,739

Utilities

The district's utilities costs include heating, electricity, water & sewer, and telecommunications.
Expense: \$830,650

Major Variations from the Current Budget

Major variations from the current budget are as follows: Increases in Special Education Tuitions, Expenses and Contractual Obligations (\$792,916); Special Education Transportation (\$404,686); Cleaning Services (\$476,098); Copier Contracts (\$150,047), Athletics (\$130,975), Technology (\$116,060); Professional Development and Textbooks (\$73,030) Grounds Maintenance & Repairs (\$25,850) and NEASC review preparation.


I look forward to discussing this budget with you on January 3rd.

Uxbridge Public Schools FY18 ADMINISTRATIVE Budget


	FY17 ACTUAL	FY18 PROPOSED	Difference
Summary Salaries			
System-Wide Administration Salaries	\$ 700,731	\$ 675,140	\$ (25,591)
Taft ELC Salaries	\$ 2,259,074	\$ 2,489,099	\$ 230,025
Whitlin Elementary Salaries	\$ 2,664,181	\$ 2,293,166	\$ (371,015)
McCloskey Middle School Salaries	\$ 2,506,476	\$ 2,534,285	\$ 27,809
High School Salaries	\$ 3,021,564	\$ 2,825,053	\$ (196,511)
Curriculum Salaries	\$ 150,100	\$ 261,229	\$ 111,129
Technology Salaries	\$ 142,182	\$ 175,096	\$ 32,914
Special Education Salaries	\$ 3,613,388	\$ 4,771,975	\$ 1,158,587
Athletic Salaries	\$ 154,328	\$ 154,328	\$ -
Health Salaries	\$ -	\$ 287,265	\$ 287,265
Total Salaries	\$ 15,212,024	\$ 16,466,636	\$ 1,254,612
Anticipated Grants/PK Revolving	\$ 757,000		
NET	\$ 15,709,636		\$ 497,612
			3.27%
Summary Expenses			
System-Wide Administration Expenses	\$ 562,976	\$ 1,224,436	\$ 661,460
Taft ELC Expenses	\$ 53,814	\$ 64,016	\$ 10,202
Whitlin Elementary School Expenses	\$ 44,414	\$ 40,363	\$ (4,051)
McCloskey Middle School Expenses	\$ 52,742	\$ 47,956	\$ (4,786)
High School Expenses	\$ 88,213	\$ 112,910	\$ 24,697
Curriculum and Instruction	\$ 36,818	\$ 109,848	\$ 73,030
Technology Expenses	\$ 261,114	\$ 377,174	\$ 116,060
Special Education Expenses	\$ 353,633	\$ 372,380	\$ 18,747
Out of District Tuitions	\$ 1,903,766	\$ 2,677,935	\$ 774,169
Special Education Transportation	\$ 330,329	\$ 735,015	\$ 404,686
General Education Transportation	\$ 901,336	\$ 926,793	\$ 25,457
Athletic Expenses	\$ 34,764	\$ 165,739	\$ 130,975
Health Expenses	\$ 6,780	\$ 6,683	\$ (97)
Utilities Expenses	\$ 795,050	\$ 830,650	\$ 35,600
Total Expenses	\$ 5,425,749	\$ 7,691,898	\$ 2,266,149
Anticipated SC/CB/Athletic Revolving	\$ 1,150,000		
NET	\$ 6,541,898		\$ 1,116,149
			20.57%
TOTAL SALARIES AND EXPENSES	\$ 20,637,773	\$ 24,158,534	\$ 3,520,761
Anticipated Grants and Revolving Revenue	\$ 1,907,000		
NET	\$ 22,251,534		\$ 1,613,761
Town Manager Projected Increase	\$473,334		2.29%
			UPS needs Additional: 5.53%

Uxbridge Public Schools
FY18
Budget Overview

Initial Budget Proposal from the
Administration
to the School Committee
January 3, 2017




Click on speaker for an audio explanation of this presentation >>>



FY18 Initial Budget Proposal Topics

- Budget Process for FY18
- Background: FY18 School Budget
- What is a "Needs-Based" Budget
- Expected Additional Revenue
- Major Variations from the Current Budget
- Salaries
- Expenses
- The FY18 Administration Budget
- Summary
- Next Steps



BUDGET PROCESS for FY 2018

School Committee Planning Session to develop and adopt
Guiding Principles, Assumptions and Budget Calendar


Requests from Departments go to Building Principals

Requests from Principals, Technology Director, Plant Operations Manager,
Director of Curriculum and Instruction, and Pupil Services Director come to
Central Office

Superintendent and Business Manager meet with all Building Principals and
Directors to discuss needs and review requests

Central Office Administrators and Building Leadership establish District
Priorities and develop administration-proposed budgets


Proposed Operating Budget is presented to School Committee,
initially through Budget Executive Summary and PowerPoint



BACKGROUND: FY18 SCHOOL BUDGET


UNKNOWN VARIABLES

- **Collective Bargaining:** All bargaining units are up for renewal—salaries (constitute 2/3 of school budget) are listed according to the existing scale.
- **Federal and State Grants:** Increases or Decreases in Federal Grant funding is uncertain.
- **Legislative Additions or Deletions:** DESE Reporting, Title IX, Educator Evaluation, Common Core Curriculum, NGSS, etc.
- **Verified retirements:** 5 staff members to date




BACKGROUND: FY18 SCHOOL BUDGET

- Increased support needs for families and for students with behavioral, health, and social/emotional issues
- Continue implementing current Strategic Initiatives to maintain the quality of instructional services at current levels
- Maintain existing facilities and avoid deferred maintenance
- Backlog of needs – restoring lost positions, reduced budgets for past years (staffing, equipment, maintenance, etc.)
- All UPS Expenditures have been included in the FY18 School Budget. Many expected expenses were not funded in the past leaving school committees and administration to use reserve funds to maintain a level of service.



WHAT IS A "NEEDS - BASED" BUDGET?

- A proposal from the administration to the School Committee that reflects needs and priorities as identified by Principals, Directors, and Central Office
- One that includes costs that are known or projected based upon current information
- One that results from new or emerging needs or a backlog of needs reflecting prior cuts or underfunding

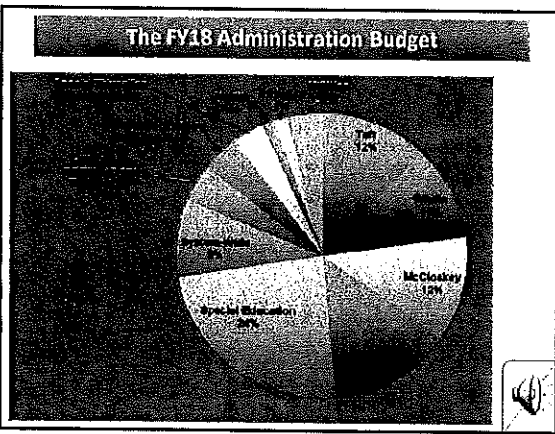


Expected Additional Revenue	
\$1,907,000	
Grants	
1. SPED 94-142	\$500,000
2. Title IIA	\$ 28,000
3. Early Childhood	\$ 16,000
4. Title 1	\$140,000
5. P5 Inclusion 391	\$ 21,000
TOTAL	\$705,000
Revolving Accounts	
1. PreK	\$ 52,000
2. Athletics	\$ 100,000
3. School Choice	\$ 450,000
4. Circuit Breaker	\$ 600,000
TOTAL	\$1,202,000

Major Variations from the Current Budget	
FY17 Expenses not included in the FY17 Operating Budget and paid from now exhausted Revolving Accounts:	
• Special Education Transportation (\$404,686)	
• Cleaning Services (\$476,098)	
• Copier Contracts (\$150,047)	
• Athletics (\$130,975)	
• Grounds and Maintenance Repairs (\$25,850)	
• Technology (\$116,060)	
• Professional Development and Textbooks (\$73,030)	
• Special Education Tuitions, Expenses and Contractual Obligations (\$729,916)	
• Preschool Teachers (\$140,000)	

SALARIES			
	FY17	FY18	
Summary Salaries	ACTUAL	PROPOSED	Difference
System-Wide Administration Salaries	\$700,731	\$675,140	\$(25,591)
Taft ELC Salaries	\$1,259,074	\$1,489,099	\$230,025
Within Elementary Salaries	\$2,664,181	\$2,293,166	\$(371,015)
McCloskey Middle School Salaries	\$2,506,476	\$2,534,285	\$27,809
High School Salaries	\$3,021,564	\$2,825,053	\$(196,511)
Curriculum Salaries	\$150,100	\$261,219	\$111,129
Technology Salaries	\$142,182	\$175,096	\$32,914
Special Education Salaries	\$3,619,388	\$4,771,975	\$1,152,587
Athletic Salaries	\$154,328	\$154,328	-
Health Salaries	-	\$287,265	\$287,265
Total Salaries 8.25%	\$15,232,034	\$16,466,636	\$1,234,602
		Anticipated Grants and PK Revolving \$757,000	
	NET 3.27%	\$15,709,636	\$497,632


EXPENSES			
	FY17	FY18	
Summary Expenses	ACTUAL	PROPOSED	Difference
System-Wide Administration Expenses	\$562,976	\$1,224,436	\$661,460
Taft-ElC Expenses	\$53,814	\$84,016	\$30,202
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High School Expenses	\$48,213	\$112,010	\$73,697
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Technology Expenses	\$763,114	\$377,174	\$116,060
Special Education Expenses	\$353,633	\$372,380	\$18,747
Out of District Tuitions	\$1,903,766	\$2,677,935	\$774,169
Special Education Transportation	\$330,329	\$735,015	\$404,686
General Education Transportation	\$901,336	\$926,793	\$25,457
Athletic Expenses	\$34,764	\$165,739	\$130,975
Health Expenses	\$6,760	\$6,683	\$(77)
Utilities Expenses	\$795,050	\$830,650	\$35,600
Total Expenses 41.27%	\$5,425,749	\$7,891,898	\$2,266,149
	Anticipated sc/cb/Athletic Revolving	\$1,150,000	
	NET 20.57%	\$6,541,898	\$1,116,149



SUMMARY			
SUMMARY	FY17	FY18	DIFFERENCE
	ACTUAL	PROPOSED	
TOTAL SALARIES AND EXPENSES 17.05%	\$20,637,773	\$24,158,534	\$3,520,761
Anticipated Grants and Revolving Revenue		\$1,907,000	
UXBRIDGE PUBLIC SCHOOLS ADMINISTRATION REQUEST	NET 7.82%	\$22,251,534	\$1,613,761

NEXT STEPS

- All School Committee members review proposed budget
- School Committee's initial discussions and prioritizing of requests (January 3)
- Presentations on Budget Detail (January 4 and 17)
- Budget Available to Public (January 10)
- Formal Public Hearing on Budgets (January 17)
- School Department revises budget as new information is available (changes in costs/revenues, state budgets, etc.)
- School Committee adoption of its budget (February 7)
- Selectmen and FinCom vote on budgets to be recommended to Town Meeting (TBD)
- Town Meeting vote on Article - Town Budgets (May 9)



For more information, please contact:

Kevin Carney, Superintendent of Schools
kcarney@uxbridge.k12.ma.us

Brian Hyde, Interim Business Manager
bhyde@uxbridge.k12.ma.us

or your child's principal

To: Uxbridge School Committee
From: Brian A. Hyde, Interim Business Manager
Date: January 3, 2016
Re: FY18 Fees

Dear School Committee,

Please consider the following proposal for FY18 User Fees and Tuitions:

ATHLETICS

Current FY17

UHS \$150.00 per sport
MMS \$100.00 per sport
Family Cap of \$500.00

Proposed FY18

UHS \$200.00
MMS \$200.00
Eliminate Family Cap
Add Late Fee of \$25.00

PRESCHOOL TUITION

Current FY17

5 days a week - \$3,500.00 (\$7.00/hr)
3 days a week - \$1,960.00 (\$6.50/hr)
2 days a week - \$1,540.00 (\$7.70/hr)

Proposed FY18

\$8.00/hr for all sections
5 days a week - \$4,000.00 with a 5% discount for pre-paying in full (net \$3,800.00)
3 days a week - \$2,400.00 with a 5% discount for pre-paying in full (net \$2,280.00)
2 days a week - \$1,600.00 with a 5% discount for pre-paying in full (net \$1,520.00)

Uxbridge Public Schools

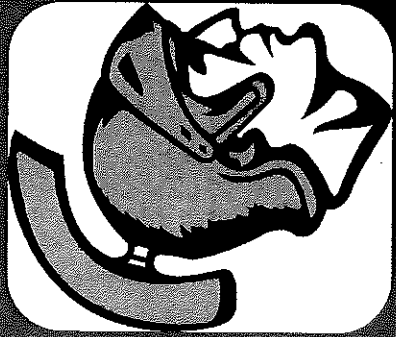
FY18

Budget Overview

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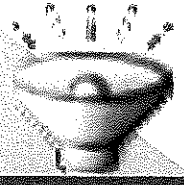


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KC

FY18 Initial Budget Proposal Topics

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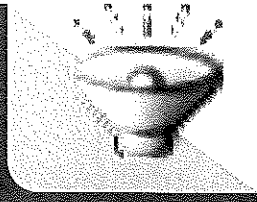
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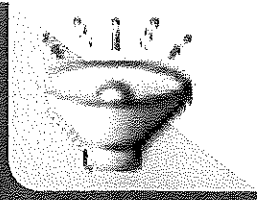
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KC

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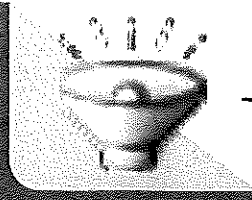


5H

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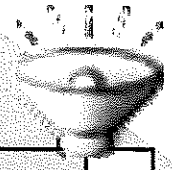
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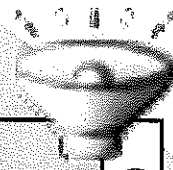
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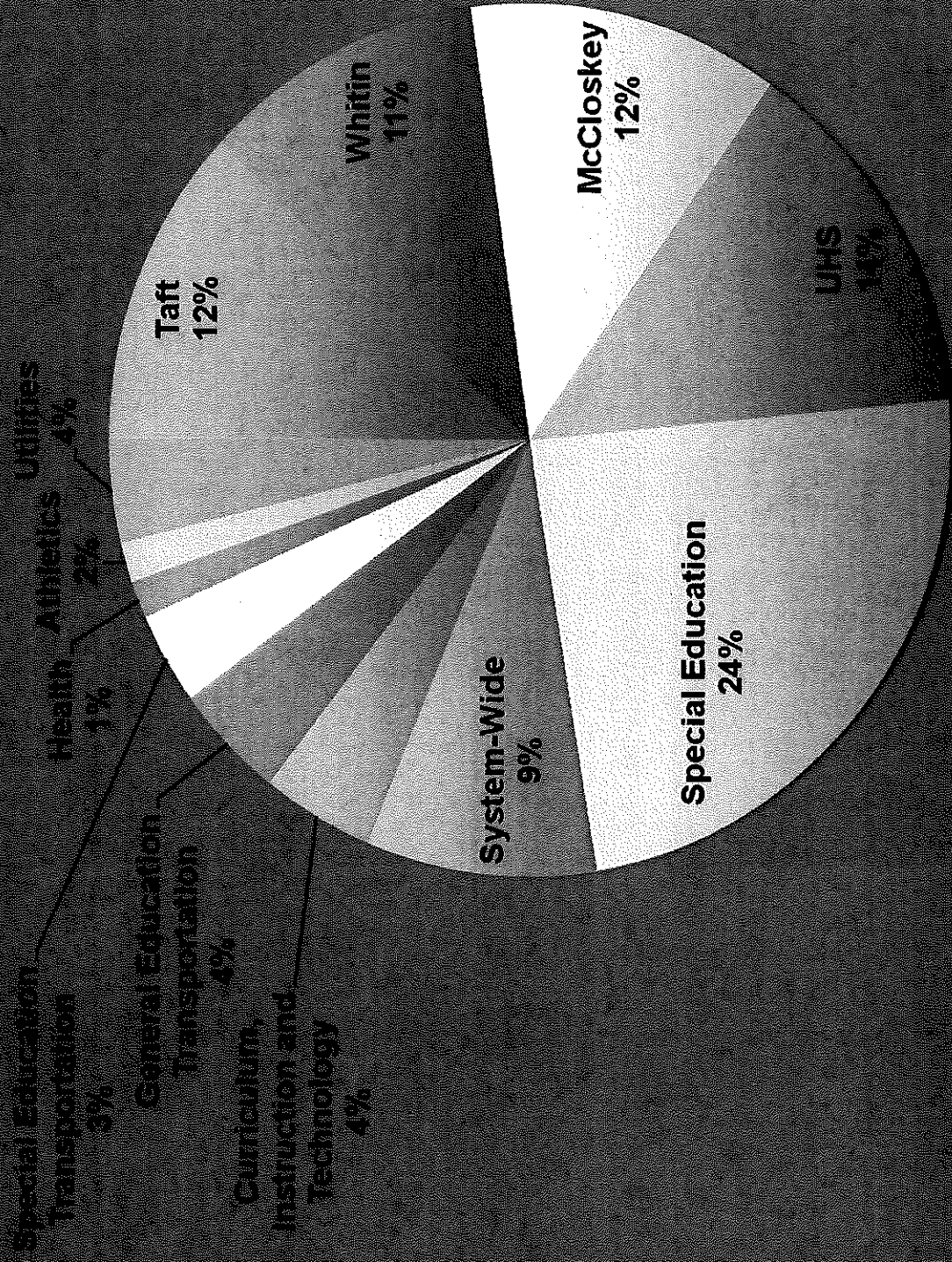
EXPENSES

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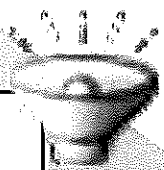
The FY18 Administration Budget



BH

SUMMARY

SUMMARY	FY17 ACTUAL	FY18 PROPOSED	DIFFERENCE
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Anticipated Grants and Revolving Revenue		\$1,907,000	
UXBRIDGE PUBLIC SCHOOLS ADMINISTRATION REQUEST	NET 7.82%	\$22,251,534	\$1,613,761



BH

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- School Department revises budget as new information is available (changes in costs/revenues, state budgets, etc.)
- School Committee adoption of its budget (February 7)
- Selectmen and FinCom vote on budgets to be recommended to Town Meeting (TBD)
- Town Meeting vote on Article - Town Budgets (May 9)



RC

For more information, please contact:

Kevin Carney, Superintendent of Schools

Brian Hyde, Interim Business Manager

or your child's principal

Uxbridge Public Schools

Office of the Superintendent
21 South Main Street • Uxbridge, MA 01569
Telephone (508) 278-8648 • Fax (508) 278-8612

Kevin M. Carney
Superintendent of Schools

December 14, 2016

Dear Mr. Genereux:

I am submitting a draft of the Uxbridge Public Schools capital improvement needs. The School Building Study Group has been reviewing the list of requests and I will be submitting the list of requests to the School Committee on January 3, 2017 for further prioritization.

The list of capital improvement needs has increased from \$2,408,000 in 2014 to \$3,672,400 in 2017. Many of the requests have not changed since 2009 and they include: roof replacements, boiler replacements, HVAC replacement, window replacement, walkway repair, and parking lot repair. These needs are expected with three school buildings that were built between 1937 and 1970 and occupy several hundred people on an annual basis.

New requests that have been added to the list for building improvement include: asbestos removal at the McCloskey Middle School, flooring replacement, replacement of cafeteria equipment, replacement of water bubblers, replacement of old technology equipment, replacement of the telephone system, and improvement of technology infrastructure in our three oldest buildings.

In the era of technology and information, our students and teachers are challenged to keep up with the demands of education because our buildings are not adequately equipped. Despite our annual commitment of approximately \$360,000 towards technology, it is simply not enough to address all of the needs appropriately. Hardware and software replacement or upgrades need to occur every five years and this is not possible without a capital plan rotation.

Further requests that have been expressed by the public for the schools to address include a UHS Softball Field, UHS Multi-Purpose Field lights, and Tennis Court repair. The first two requests were part of the original plans of the new high school complex.

The attached list identifies the new requests since 2009 in italic print. I have separated the building improvement needs for our oldest building, McCloskey Middle School, so that you can see the cost impact for necessary improvements for this one building compared to the other three schools combined.

Respectfully,

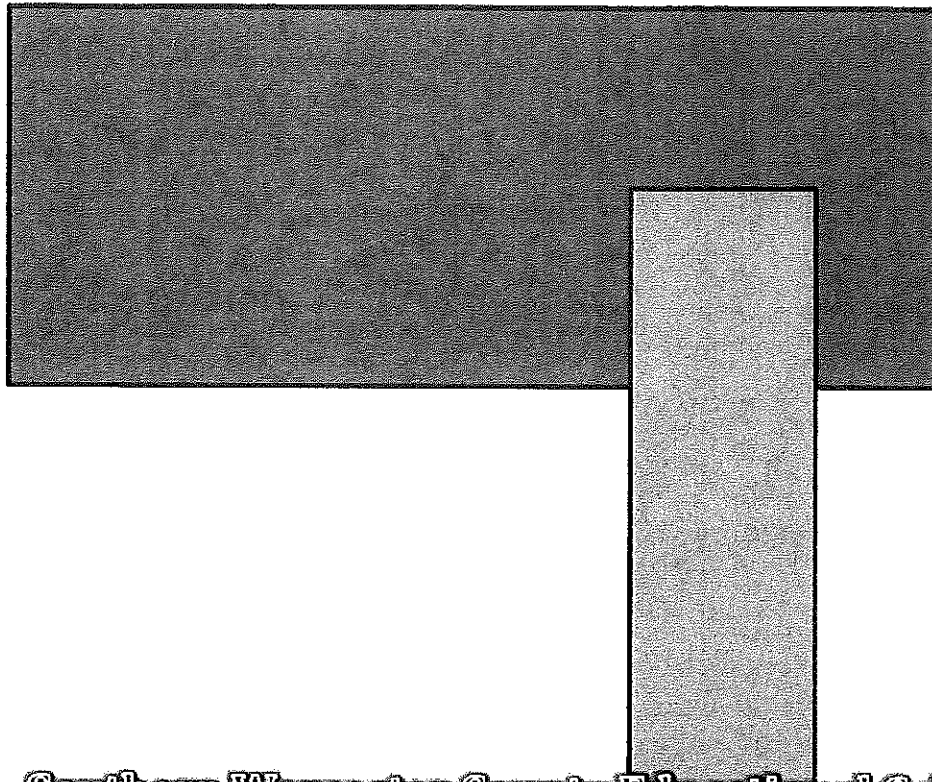
Kevin M. Carney
Superintendent of Schools

The Uxbridge Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, creed, national origin, sex, gender identity, disability, or sexual orientation in compliance with Title VI, Title IX, section 504/ADA and G.L. c 151b and 157c.

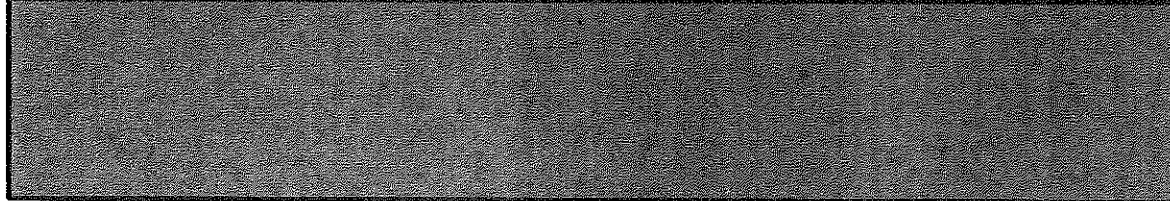
UPS Capital Plan FY17 Requests (Based on FY09 Figures) - Superintendent's Draft
 (* signifies new considerations)

	Project	Estimated Cost
District	School Roofs	\$ 200,000
District	*Water Bubblers in Whittin, Taft, MMS	\$ 40,000
District	* Replace Phone System District-Wide	\$ 49,000
District	* Replace Old Technology Equip. District-Wide	\$ 300,000
District	* Expand Bandwidth	\$ 48,400
District	* Cafeteria Equipment	\$ 100,000
District	F250 Truck w/plow	\$ 60,000
District	Parking Lot Sealcoat	\$ 20,000
TAFT	*Bathroom Insulation	\$ 10,000
TAFT	*Flooring	\$ 125,000
TAFT	*Parking lot lighting	\$ 25,000
TAFT	* Improve Taft Technology Infrastructure	\$ 150,000
UHS	*UHS Multi-Purpose Field Lights	\$ 150,000
UHS	*Screen between Baseball Field and Tennis Courts	\$ 40,000
UHS	*Tennis Court Repair	\$ 40,000
UHS	*UHS Softball/Field Hockey/Utility Field	\$ 250,000
UHS	Electric Vehicle Replacement	\$ 20,000
WES	Elementary School Boiler Replacement	\$ 130,000
	Subtotal	\$ 1,757,400
	MMS Abestos Removal	\$ 650,000
	MMS Pneumatic Replacement	\$ 200,000
	MMS Window Replacement	\$ 200,000
	MMS Boiler Replacement	\$ 80,000
	MMS Auditorium Seating	\$ 200,000
	MMS School Roof	\$ 400,000
	MMS Air Conditioning (3 rd Floor)	\$ 85,000
	MMS Storage Facility	\$ 60,000
	MMS Parking Facilities	\$ 40,000
	MMS Walkways	\$ 25,000
	Subtotal:	\$ 1,940,000
	Draft Total:	\$ 3,697,400

A FOCUS ON ACHIEVEMENT



Southern Worcester County Educational Collaborative



ANNUAL REPORT

FY 2016

“Educating a larger community.”

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Southern Worcester County Educational Collaborative

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Tel 508-764-8500

Fax 508-764-2724

swcec.org

Follow us on  @SWCEC_MA

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear SWCEC Community,

As I reflect on my first year at SWCEC, I am humbled by the dedication and compassion that each faculty member feels for the students they serve. This truly is a service oriented profession. My inquiry and exploration during my first year serving as the SWCEC Executive Director opened my eyes to an organization to be proud of. So many students are achieving at a high level and this is to be celebrated. I would like to share a few points of focus with you.

STRATEGIC HIGHLIGHTS

We are embarking on a multi-year initiative entitled 'Literacy Across ALL Content Areas' with a secondary theme of Social Emotional Learning as a stand-alone curricular content area.

FINANCIAL HIGHLIGHTS

We continue to improve our financial health and are solvent, with an end of year balance of \$745,017. Please refer to page 19 for a complete review of the FY 16 financials. In the coming years, we will continue to work toward building our obligatory reserve account so we are properly poised to develop programs and evolve our programming to meet member district needs in a timely and efficient manner.

OPERATING HIGHLIGHTS

Operationally, we have separated our Grow School Elementary and Middle/High Schools with the benefit of specialized leadership to meet the unique instructional, therapeutic and operational needs at each respective level. Our Developmental Autism Program is re-invigorated to be a high quality program with services provided by highly trained professionals for individuals contending with autism and our Developmental Medically Fragile Program continues to meet the intensive educational and medical needs of our students with seamless outreach and support for families. Our itinerant and consultative services continue to work within our member districts; doing the heavy lifting of supporting districts to avoid costly and restrictive special education placements outside of their districts.

LOOKING AHEAD

FY 17 brings excitement and an invigorated focus on literacy instruction for all students who are serviced by SWCEC. The continued growth and improvement of an already excellent program is something I am looking forward to being a part of.

Elizabeth S. Fitzmaurice

Executive Director

December 16, 2016

HISTORY / MISSION / VISION OF SWCEC

HISTORY

The Southern Worcester County Educational Collaborative was established in 1992 as a result of the merger of the Southern Worcester County Regional School District and the Southern Worcester County Regional Technical School District. The SWCEC provides a variety of educational programs and services to meet the needs of all students in the region. The SWCEC is committed to providing high quality educational programs and services to all students in the region. The SWCEC is committed to providing high quality educational programs and services to all students in the region.

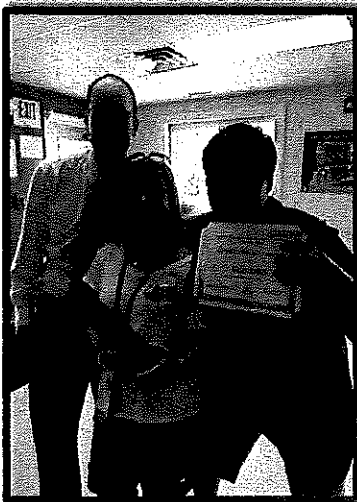
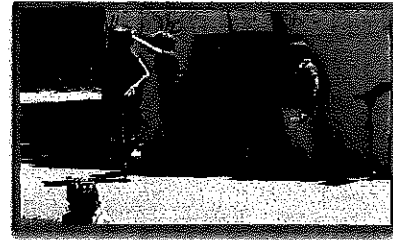
VISION

SWCEC provides programs and services which are of high quality, comprehensive in nature, fiscally efficient, and student centered. Programs and services are developed and implemented according to those needs which have been identified by member districts. Highly qualified and dedicated staff believe in maximizing each student's potential for success. Programs and services are conducted in facilities conducive to student achievement.

MISSION

The Southern Worcester County Educational Collaborative mission is to provide programs and services to meet the unique educational needs of all of its students.

PROGRAMS AND SERVICES OVERVIEW



The Grow School

Type of Program: DESE Approved Public Therapeutic Day

Grow Elementary School

121 Ashland Ave., Southbridge, MA 01550

Grow Middle/High School & Grow Career Development Program

185 Southbridge Road, Dudley, MA 01571

Ages Served: 5-22 **Grades Served:** K-12+

Primary Population/Disability:

Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Specific Learning

Calendar: School Year – 180 Days Summer – 25 Days

School Year – 6 Hours/day Summer – 5 Hours/day

Therapeutic Services Available:

Counseling, Speech Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education (APE), Applied Behavior Analysis (ABA), Vision Services, and Hearing Services

Parent Support Program:

Parent Advisory Council, Liaison with wrap-around services

Program Description:

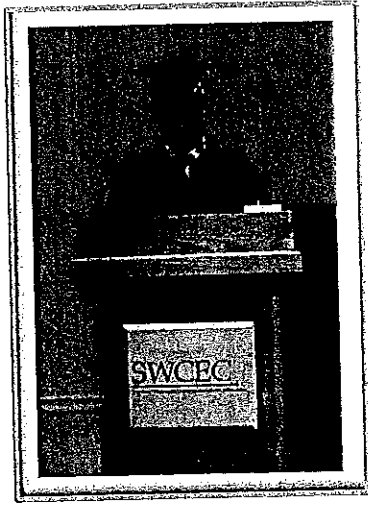
The Grow School services students grades kindergarten through twelve in small, structured, therapeutic and academic learning environments, paced to meet the needs of its students on an individual basis. The Grow School program offers a strong academic component, with vocational opportunities for upper grades, designed to accommodate the learning needs of students and to encourage their motivation to achieve. Instruction, based on MA Curriculum Frameworks, consists of specialized instructional practices delivered by highly qualified staff members utilizing a differentiated and multi-modal approach to meet student needs. Students learn self-control, social skills, and to become more confident to challenge themselves to achieve academically. Grow School students learn how to navigate their own learning, and identify a path to achievement. The Grow Career Development Program provides a comprehensive transition program for high school students, providing a strategic career pathway from job readiness to career exploration to emergence.

SPOTLIGHT ON ACHIEVEMENT

"I was introduced to Jack four years ago and at the time he was experiencing anxiety at a level that required him to frequently remove himself from the classroom. Working in collaboration with his family and outside agencies, Jack was able to begin to view himself differently and not look at his disabilities from a standpoint of what will hold him back, but rather with assistance something that is manageable and is not what defines him. Jack earned his HS Diploma in June 2016 and spoke at graduation."

Jack shared these profound words: *"I've come a long way since I first came here as a troubled, awkward individual; if I were giving a speech three years ago, I would've quit before it began, thrown a tantrum and never speak again. Now I'm up here, talking like a functioning adult, or at the very least, I learned how to pretend to be one. My time here has been a... learning experience; through it, I've learned to be more tolerant of others, I've learned how to cope with failure on a better level, and I've developed academic skills equal to, or greater than the average high school graduate. I've faced obstacles at both home, and during my education; but overall, I think going through my emotional, spiritual journey of having depression over the past seven-ish years turned me into a better person."*

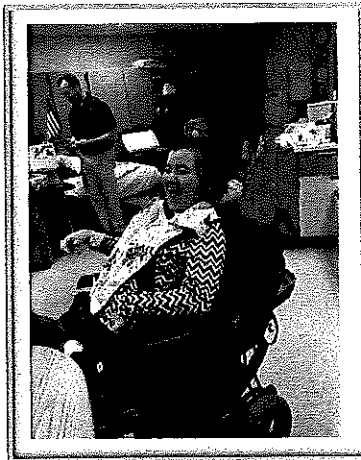
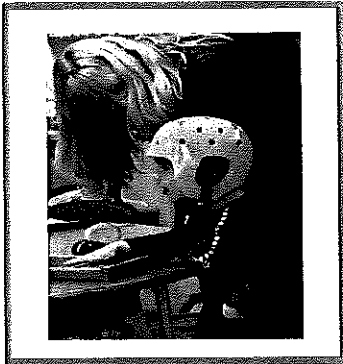
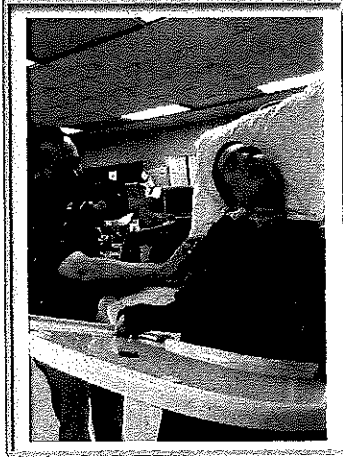
"I believe that the most important learning experience of my life is the realization that I am not alone. I have found a path to success and I have learned that I am capable of more than I thought I was."
-Jack



"Jack attended the accelerated summer program at Mt. Wachusett Community College where he received an A in Math and an A- in Psychology. Jack states that he is "Adjusting to the mayhem of college life and has even made a few friends". Jack drives his own car and has visited The Grow School on several occasions to keep us updated of his first year in college. As I look back on my time with Jack, I realize that in the right educational setting, and with family support, students are able to achieve success both academically and socially. I am proud to know Jack and working with him helped me to more fully understand that all students require our utmost diligence to help them to deal with their own individual concerns."

-Rich Deneault, School Counselor SWCEC Grow High School

PROGRAMS AND SERVICES OVERVIEW



Developmental Program ~ Medically Fragile

Ages Served: 3-22 **Grades Served:** Pre-K-12+
Type of Program: In a Host School

Primary Population/Disability:

Communication, Developmental Delay, Intellectual, Multiple Disabilities, Neurological, Physical, Sensory: Deaf-Blind, Sensory: Hearing, Sensory: Vision

Calendar:

Full year program – both school year and summer.
School Year – 210 days
School Year – 6 Hours/day Summer – 5 Hours/day

Therapeutic Services Available:

Nursing Services, Speech Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education (APE), Applied Behavior Analysis (ABA), Counseling, Vision Services, and Hearing Services

Parent Support Program:

Parent Advisory Council

Additional Program Information:

The academic and clinical staff actively partner with families and community stakeholders to provide wrap-around services to students.

Program Description:

The Specialized Developmental Program – Medically Fragile students address the curriculum through entry/access skills, which also addresses daily living skills, sensory integration techniques, oral motor skills, communication skills including augmentative programs and assistive technology, fine/gross motor activities and pre-readiness socialization skills in behavior management. Social Communication may be practiced through oral and augmentative communication. Many students may also require close medical supervision due to seizures, respiratory issues, GI tubes, etc. The programs are staffed with a nurse to address medical needs. The program also has monthly brace and wheelchair clinics to ensure all students and families are obtaining the appropriate durable medical equipment. The program is all inclusive for nursing, OT, PT, SP, Music, Adapted Physical Education and Art.

PROGRAMS AND SERVICES OVERVIEW

Developmental Program ~ Autism

Ages Served: 3-22 **Grades Served:** Pre-K-12+
Type of Program: In Host School

Primary Population/Disability:

Autism, Neurological

Calendar:

Full year program – both school year and summer.
School Year – 210 days
School Year – 6 Hours/day Summer – 5 Hours/day

Therapeutic Services Available

Speech Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education (APE), Applied Behavior Analysis (ABA), Counseling, Vision Services, Hearing Services, Nursing Services

Parent Support Program

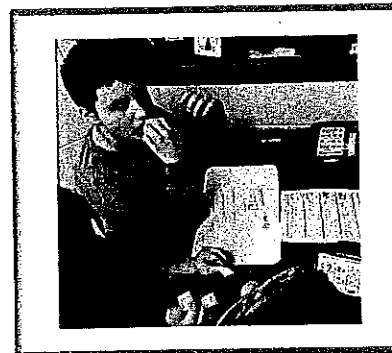
Parent Advisory Council

Additional Program Information

The academic and clinical staff actively partner with families and community stakeholders to provide wrap-around services to students.

Program Description:

The Specialized Developmental Autism Program integrates an attitude of unconditional acceptance and meeting students where they are in their learning process with the evidence-based methods of Applied Behavior Analysis that has proven effective for individuals on the autism spectrum. The program is socially engaging with powerful teaching methods, custom-designed to enable each child to develop to his or her fullest potential. A combination of individualized instruction, discreet trials, social thinking instruction and functional experiences shape programming to meet the need of students. Teaching methods include prevocational, life skills training and practiced socialization, as well as pre-academic/academic programs that are aligned with the Massachusetts Curriculum Frameworks/Common Core. Social Communication may be practiced through oral and augmentative communication, such as Picture Exchange Card System (P.E.C.S.), Speech Generating Devices, and Sign Language. The program is all-inclusive for nursing, OT, PT, SP, Music, Physical Education, Art with BCBA oversight and consultation.

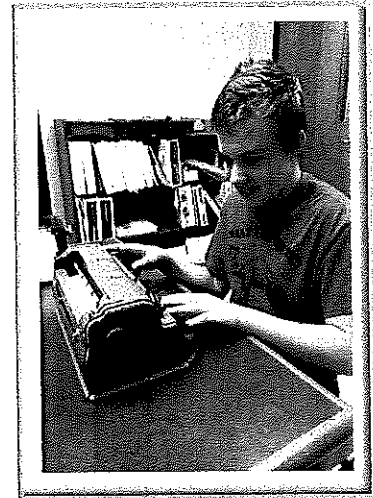


SPOTLIGHT ON ACHIEVEMENT

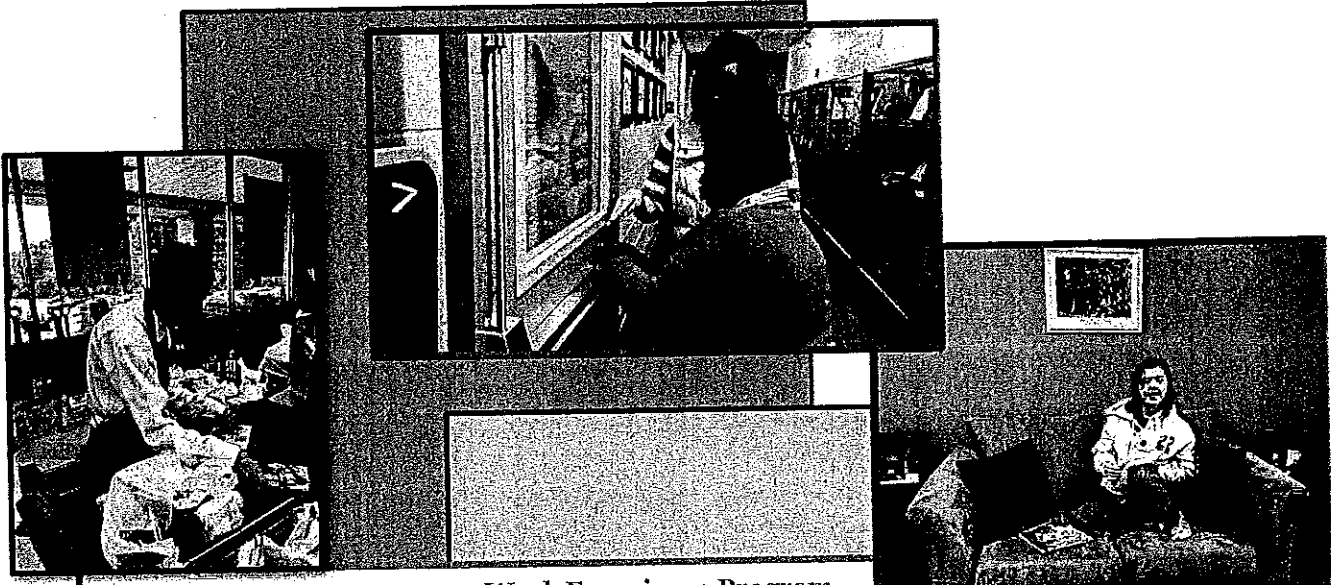
Micah is a personable, friendly 14-year-old. He is legally blind, has cerebral palsy and is limited to the use of one hand. In the past, he traveled using a walker and was unable to read or write due to his visual impairment.

From the age of five, Micah attended school at the Southern Worcester County Educational Collaborative. He participated in a SWCEC classroom, located in a member district public school space. He received several services from specialists, including Speech, OT, PT, adaptive PE, services from an Orientation and Mobility Specialist and services from a Teacher of Students with Visual Impairments. He worked hard and persevered in skill development to the point that he was ready to return to his member district and become part of the school community there.

"I am proud of graduating from the Collaborative and being in regular classes and life skill's class. Things I like about school are science and braille. I am proud of how far I came in braille. I am proud that I can be part of my IEP meeting because I am old enough. I am also proud that I can do horseback riding very well. I would like to be a builder of doll houses in the future." ~Micah C.



PROGRAMS AND SERVICES OVERVIEW



Work Experience Program

185 Southbridge Road, Dudley, MA 01571

Ages Served: 18-22 **Grades Served:** 12+

Primary Population/Disability:
Communication, Intellectual, Neurological

Calendar:

School Year – 180 Days Summer – 30 Days
School Year – 6 Hours/day Summer – 5 Hours/day

Therapeutic Services Available:

Counseling, Speech Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education (APE), Vision Services, and Hearing Services

Parent Support Program:

Parent Advisory Council, Liaison with Adult Transition Services

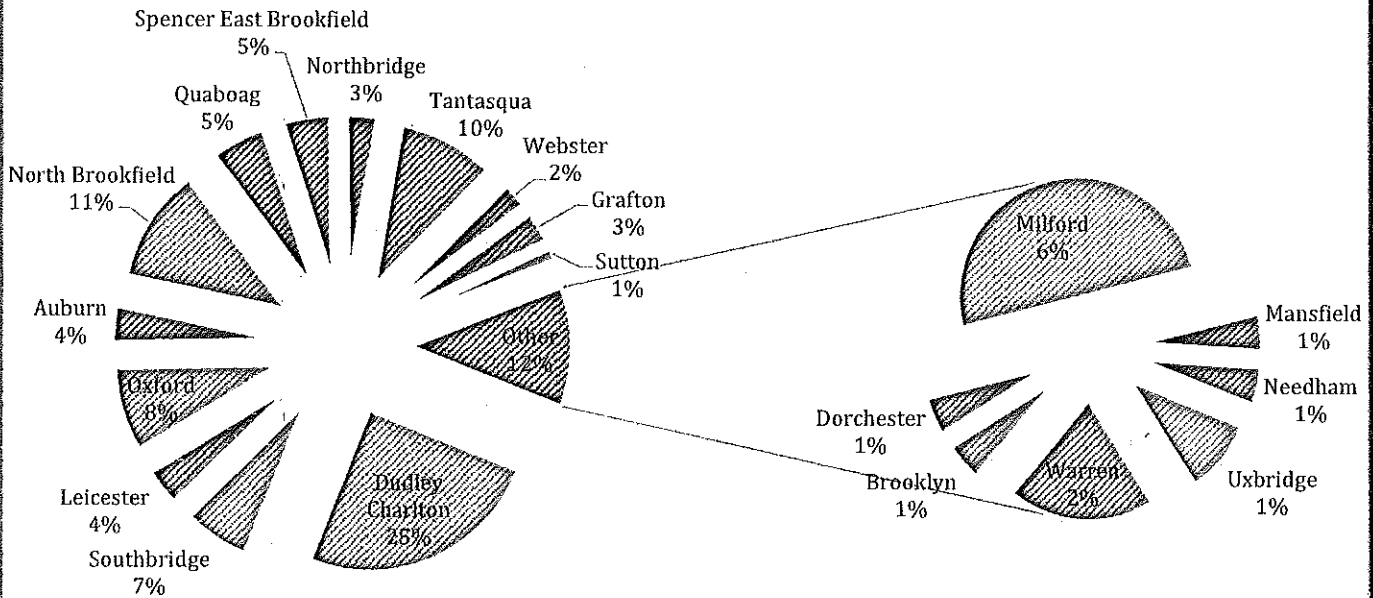
Program Description:

SWCEC Life Skills and Work Experience Programs service students ages 14-22 in need of transitional educational and vocational services to support their transition from academic services to adult services. The transition services and the planning for those services are required under the Individuals with Disabilities Education Act (IDEA). Under IDEA 2004, the Collaborative will develop a transition plan starting at the age of 14 for all students as they prepare for adulthood. Transition planning is important and it is our goal to make this transition as seamless as possible for all students. Students gain on-site work experience such as basic maintenance, recycling, and lawn care and also attend a variety of vocational sites including Old Sturbridge Village, Nichols College, Park 'n Shop, Here Today Adopted Tomorrow, Pure Fitness, Harrington Hospital, Jacob Edwards Library, the Dudley Fire Station and Sturbridge Host Hotel. Members of the community rely on our students to deliver Meals on Wheels for the Webster and Southbridge programs. Over the summer months, our students assisted with Project Bread, a federally funded program providing free lunches to school aged children at the Jacob Edwards Library in Southbridge, MA.

CONTRACT AND ASSESSMENT SERVICES

STUDENTS RECEIVING ITINERANT SERVICES 2015-2016

- Dudley Charlton
- Auburn
- Northbridge
- Sutton
- Dorchester
- Southbridge
- North Brookfield
- Tantasqua
- Uxbridge
- Milford
- Leicester
- Quaboag
- Webster
- Warren
- Mansfield
- Oxford
- Spencer East Brookfield
- Grafton
- Brooklyn
- Needham



CONTRACT AND ASSESSMENT SERVICES

CONTRACT SERVICES

Physical Therapy

Assistive
Technology/AAC
Consultation

Vision Therapy

Vocational/Transition

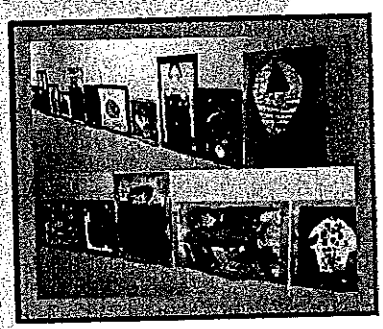


Community Based
Job Coaching

Behavioral Consultation

Adaptive Physical
Education

Hearing Impaired



Occupational Therapy

Speech and
Language Pathology

Music Therapy

Psychologist Consult

Orientation and Mobility

CONTRACT AND ASSESSMENT SERVICES

Psychoeducational/Cognitive
Evaluation

Program
Evaluation

Occupational Therapy



Functional Behavioral
Assessment

Vision
Assessment

Physical Therapy

Teacher of the Deaf
Evaluation



Speech and Language

Adaptive Physical
Education

Vocational
Evaluation

Assistive Technology/AAC

ASSESSMENT SERVICES

BENEFITS OF MEMBERSHIP

Membership pricing is generally lower than similar, private vendors resulting in cost efficiencies.

SWCEC Program	SWCEC Program FY 16 Member Rates	Comparable Private Day Schools
The Grow Elementary School	\$35,284	\$52,894 - \$84,445
The Grow Middle/High School	\$34,286	
Developmental	\$55,435	\$81,236 - \$102,470

Services and programs are designed and customized using quality indicators that are based on member feedback and guidance.

Non-member districts may access SWCEC programs and services at a 12%-15% surcharge.

SWCEC has a robust relationship with community resources that often results in many unique vocational opportunities for students and can be cultivated into post-graduate competitive job opportunities.

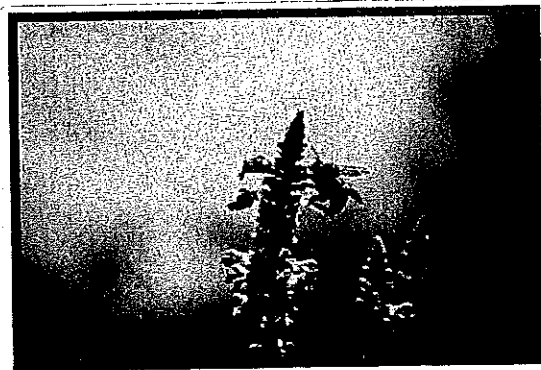


Photo by Mark S. Class of '18

Job-Alike and joint initiatives for district faculty and administrators.

Special Education Professional Development opportunities provided at no or little cost to member districts. Special educators from member districts are provided a more comprehensive professional learning community that may not be readily available within their district.

Through joint initiatives, member districts share expertise, pool resources to increase capacity, collaborate on new regulations and mandates, and launch innovations and projects to improve public education in our region.

PROFESSIONAL DEVELOPMENT OFFERINGS

Reading Across All
Curricular Content Areas

Curriculum Adaptations for
Students with Visual
Impairments

Utilizing Bookshare
in the Classroom

Augmentative Alternative Communication
(including Social Network Review)

Paraprofessional Support
in the Inclusive Classroom

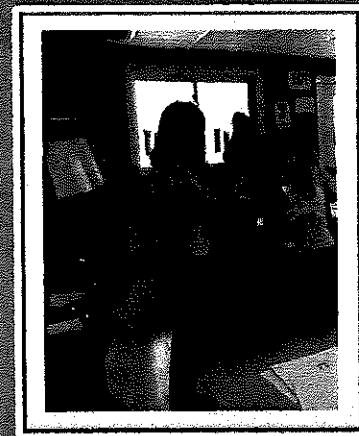
Surface Behavior Management
and De-Escalation Techniques

Paraprofessional Training
Management for Intensive Special
Needs Students

Assistive Technology



School Health,
Nursing and SNAP

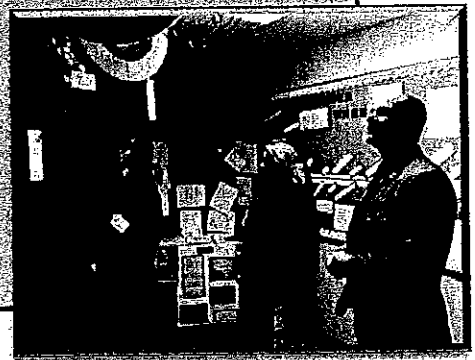
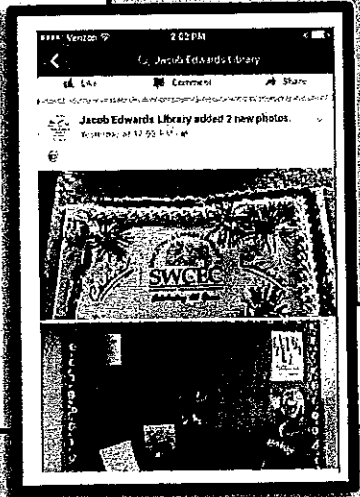
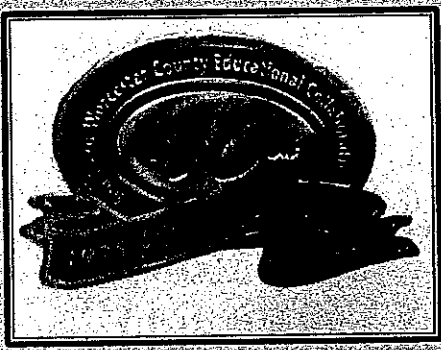
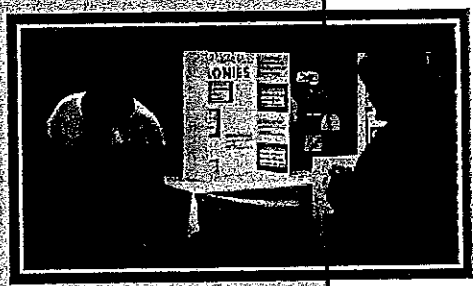


Applied Non-Violence:
Level I Practitioner, Level II Practitioner,
Train the Trainer

SWCEC TURNED 40!

1975 ~ 2015

SWCEC Open House November 18, 2015



Est. November 18, 1975

A thank you to our districts and community sponsors.

MANAGEMENT DISCUSSION AND ANALYSIS

MANAGEMENT'S DISCUSSION AND ANALYSIS

As Management of the Southern Worcester County Educational Collaborative, we offer readers of SWCEC financial statements this narrative overview and analysis of financial activities of SWCEC for the fiscal year ended June 30, 2016. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our basic statements and notes to the basic statements.

Financial Highlights

The liabilities of the Southern Worcester County Educational Collaborative (SWCEC) exceeded its assets at the close of the fiscal year by \$2,629,136 (net position).

- \$113,088 of this amount is invested in capital assets, net of related debt.
- The deficit in net position is a result of an Other Postemployment Benefits (OPEB) obligation liability in the amount of \$3,489,999.
- The total assets of SWCEC are \$1,293,837, of which \$1,168,991 are current assets.
- The total revenues of SWCEC for fiscal 2016 are \$9,157,741, an increase of \$262,473 (2.95%) over fiscal 2015.
- The total expenses of SWCEC for fiscal 2016 are \$8,914,676, a decrease of \$294,432 (-3.20%) over fiscal 2015.
- The overall financial position of SWCEC is improving. The change in net position for the fiscal year amounts to an increase of \$243,065 (8.46%).

Overview of Financial Statements

This overview is intended to serve as an introduction to SWCEC basic financial statements. SWCEC basic financial statements consist of three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements.

Governmental-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of SWCEC finances, in a manner similar to a private sector business. The statement of net position presents information on all of SWCEC assets and liabilities, with the difference between the two reports as net position. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of SWCEC is improving or deteriorating. The statement of activities presents information showing how SWCEC assets changed during the most recent fiscal year. All changes in net positions are reported as the underlying event giving rise to the change that occurs, regardless of timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods. Both of the government-wide financial statements distinguish functions that are principally supported by member tuitions and intergovernmental revenues (government activities). The governmental activities include general government, pension benefits, property and liability insurance, employee benefits, claims and judgments, and interest.

Fund Financial Statements

A fund is a grouping of related accounts or a single account that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund accounting is used to ensure and demonstrate compliance with finance-related legal requirements. All of the funds are governmental funds.

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the governmental-wide financial statements, governmental fund financial statements focus on near-term inflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a

FINANCIAL REPORT

**SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL - GENERAL FUND FOR THE YEAR ENDED JUNE 30, 2016**

	Budgeted Amounts		Actual Amounts, Budgetary Basis	Variance with Final Budget Position (Negative)
	Original	Final		
REVENUES				
Membership dues	60,000	60,000	60,000	-
Supplementary and other income	1,604,000	1,604,000	1,998,976	394,976
Summer program	103,667	103,667	111,607	7,940
Interest income	-	-	3,407	3,407
Total revenues	7,846,892	7,846,892	8,148,920	302,028
EXPENDITURES				
Administration	644,303	644,303	577,441	66,862
Instruction	3,271,357	3,271,357	3,347,529	(76,172)
Student support	152,639	152,639	146,900	5,739
Maintenance	99,676	99,676	98,635	1,041
Rent	435,415	435,415	435,415	-
Telephone and utilities	26,836	26,836	20,992	5,844
Employee benefits	1,128,757	1,128,757	1,205,163	(76,406)
Fixed assets/technology	134,410	134,410	130,895	3,515
Insurance	61,284	61,284	66,450	(5,166)
Wages and benefits - technicians	944,154	944,154	863,583	80,571
Wages and benefits - transportation	391,861	391,861	366,594	25,267
Transportation	187,338	187,338	173,527	13,811
Total expenditures	7,478,030	7,478,030	7,433,124	44,906
Excess of revenues over expenditures	368,862	368,862	715,796	346,934
OTHER FINANCING SOURCES (USES)				
Tuition Income	\$6,079,225	\$6,079,225	\$5,974,930	\$(104,295)
Total other financing sources and uses			715,796	346,934
Net change in fund balances	368,862	368,862		
Fund balances - beginning of year	921,899	537,930	181,525	-
Fund balances - end of year	\$ 1,290,761	\$ 906,792	\$ 897,321	\$ 346,934

FINANCIAL REPORT

**SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL - GENERAL FUND FOR THE YEAR ENDED JUNE 30, 2016**

Notes to schedule:

The Board of Directors annually determines the amount to be raised (after deducting the amount of anticipated revenues from other sources, including surplus revenue, if any) to maintain and operate SWCEC during the next fiscal year and then, based upon enrollment data, assesses the member and non-member districts in accordance with the terms of the agreement. An annual budget is adopted for the general fund in conformity with the guidelines described above. The original fiscal year 2015 approved budget for the general fund was \$8,404,798. The schedule on page 20, presents a comparison of budgetary data to actual results. The General Fund utilizes the same basis of accounting for both budgetary purposes and actual results. Deficits, if any, are raised in the subsequent year's budget process.

SWCEC prepares its annual budget on a basis (budget basis), which differs from generally accepted accounting principles (GAAP basis). The budget and all transactions are presented in accordance with SWCEC methods (budget basis) in the schedule on page 20, to provide meaningful comparison of actual results with budget.

Reconciliation of the budget basis to the GAAP basis is provided below:

	Revenue	Expenditures	Excess (Deficit)
Budget basis	8,148,920	7,433,124	715,796
Depreciation	-	28,209	
Capital Outlays		(28,572)	
Recognized on-behalf pension payments	1,008,821	1,008,821	
Increase in OPEB liability		473,094	
GAAP Basis	<u>9,157,741</u>	<u>8,914,676</u>	243,065

BOARD OF DIRECTORS

Southern Worcester County Educational Collaborative

2015~2016 Member Districts: Auburn ~ Dudley-Charlton ~ Grafton ~
Leicester ~ Millbury ~ Northbridge ~ North Brookfield ~ Oxford ~
Quaboag Regional ~ Southbridge ~ Spencer/East Brookfield ~ Sutton ~
Union 61/Tantasqua ~ Uxbridge ~ Webster

2015-2016 Regional Board of Superintendents

<i>Mr. Theodore Friend, Chair</i>	<i>Sutton Public Schools</i>
<i>Dr. Maryellen Brunelle, Vice Chair</i>	<i>Auburn Public Schools</i>
<i>Mr. Kevin Carney</i>	<i>Uxbridge Public Schools</i>
<i>Mr. Gregg Desto</i>	<i>Dudley-Charlton RSD</i>
<i>Dr. James Cummings</i>	<i>Grafton Public Schools</i>
<i>Dr. Judith Paolucci</i>	<i>Leicester Public Schools</i>
<i>Mr. Gregory Myers</i>	<i>Millbury Public Schools</i>
<i>Dr. Catherine Stickney</i>	<i>Northbridge Public Schools</i>
<i>Dr. Marilyn Tencza</i>	<i>North Brookfield Public Schools</i>
<i>Dr. Mark Garceau</i>	<i>Oxford Public Schools</i>
<i>Dr. Brett Kustigian</i>	<i>Quaboag RSD</i>
<i>Mr. Steven Bliss, Interim (July '15 - Sept '15)</i>	<i>Southbridge Public Schools</i>
<i>Mr. Steven Bliss, (Sept '15 - Oct '15)</i>	<i>Southbridge Public Schools</i>
<i>Ms. Sheryl Stanton, Acting (Oct '15 - Nov '15)</i>	<i>Southbridge Public Schools</i>
<i>Mr. Timothy Connors, Interim (Nov '15 - May '16)</i>	<i>Southbridge Public Schools</i>
<i>Dr. Jessica Huzienga, Receiver (May '16 - June '16)</i>	<i>Southbridge Public Schools</i>
<i>Dr. Nadine Tracy Crowe</i>	<i>Spencer-East Brookfield RSD</i>
<i>Dr. Erin Nosek</i>	<i>Tantasqua -Union 61 RSD</i>
<i>Dr. Barbara Malkas</i>	<i>Webster Public Schools</i>

SPECIAL EDUCATION ADVISORY COUNCIL

2015-2016 Special Education Advisory Council

<i>Ms. Rosemary Reidy</i>	<i>Auburn Public Schools</i>
<i>Ms. Jody O'Brien</i>	<i>Dudley-Charlton RSD</i>
<i>Mr. Arnold Lundwall</i>	<i>Grafton Public Schools</i>
<i>Ms. Mary Baker</i>	<i>Leicester Public Schools</i>
<i>Ms. Kate Ryan</i>	<i>Millbury Public Schools</i>
<i>Ms. Kathleen Perry</i>	<i>Northbridge Public Schools</i>
<i>Mr. Gregory Rosenthal</i>	<i>North Brookfield Public Schools</i>
<i>Ms. Donna Giangregorio</i>	<i>Oxford Public Schools</i>
<i>Dr. Deirdre Osypuk</i>	<i>Quaboag RSD</i>
<i>Ms. Colleen Culligan</i>	<i>Southbridge Public Schools</i>
<i>Ms. Carla Chioda</i>	<i>Spencer-East Brookfield RSD</i>
<i>Ms. Margo Austein</i>	<i>Sutton Public Schools</i>
<i>Ms. Brenda Looney</i>	<i>Tantasqua-Union 61 RSD</i>
<i>Ms. Carol Riccardi-Gahan</i>	<i>Uxbridge Public Schools</i>
<i>Ms. Kathleen Baris</i>	<i>Webster Public Schools</i>

2015-2016 SWCEC Leadership Team

Ms. Elizabeth Fitzmaurice, Executive Director

Mr. John Love, Business Administrator

Dr. Melissa Manzi, Director of Special Education and Professional Development

Ms. Kristina LeDuc, Vocational Coordinator (July 2015 – March 2016)

Mr. Kenneth Gillon, Grow School Director

Ms. Melani Galante, Grow School Assistant Director

Ms. Lena Travinski, Transportation Coordinator

Southern Worcester County Educational Collaborative

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swcec.org

