

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, October 20, 2015
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

All agenda items and the order of items are approximate and subject to change.

6:30 p.m. Call to Order:

6:31 p.m. Executive Session:

1. Exemption 3 – To Discuss Strategy with Respect to Collective Bargaining Pertaining to LEA, Unit D; and SEIU
2. Exemption 6 – To Consider the Purchase, Exchange, Lease or Value of Real Property – Review of September 15, 2015, Executive Session Minutes

7:00 p.m. Return to Public Session and Welcome:

Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:05 p.m. Superintendent's Announcements:

Presentation of Massachusetts Association of School Superintendents Award for Academic Excellence to Lexington High School Seniors

7:15 p.m. School Committee Member Announcements:

7:20 p.m. Consent Agenda (5 minutes):

1. Student Health Advisory Council Liaison Report – Margaret Coppe
2. Vote to Approve School Committee Minutes of September 25, 2015
3. Vote to Approve School Committee Minutes of October 5, 2015
4. Vote to Approve and Not Release School Committee Executive Session Minutes of September 15, 2015

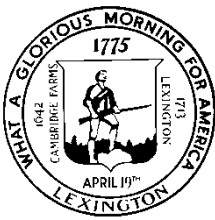
7:25 p.m. Agenda:

1. Human Resources Department Update (10 minutes)
2. Enrollment Projections and School Building Capacity (10 minutes)
3. Middle School Capital Projects Update (20 minutes)
 - a. Feedback from October 15, 2015, Public Forum Regarding Building Projects
 - b. Middle Schools: Intensive Learning Program Space, Cafeteria, Traffic Plan
5. Recommended FY 17 Capital Budget (25 minutes)
 - a. Schools
 - b. Technology
 - c. Facilities
6. 2015 MCAS Report (10 minutes)
7. Transportation Update (5 minutes)
8. FY 15 4th Quarterly Financial Report (10 minutes)
9. MASC – Vote to Take Positions on Resolutions (10 minutes)

9:05 p.m. Adjourn:

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, parents, guardians and community members will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

The next meeting of the School Committee is scheduled for Tuesday, November 17, 2015, at 7:00 p.m. in the Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420



Robert J. Harris
Assistant Superintendent for Human Resources

(781) 861-2580
email: rharris@sch.ci.lexington.ma.us
fax: (781) 861-2582

TO: Town of Lexington School Committee Members
FROM: Robert J. Harris, Assistant Superintendent for Human Resources
DATE: October 15, 2015
REF: **HUMAN RESOURCES UPDATE (FY16)**

Dear School Committee Members:

I am pleased to provide you with the information below in connection with the Human Resources Department's continuing efforts to increase employee diversity in the school district and maintain a stable workforce.

DIVERSITY HIRING

Rationale: A diverse workforce increases an organization's access to the widest possible pool of skills, abilities and ideas.

In FY16, ten-percent (10%) of Lexington Public Schools' total workforce represents racially diverse populations (see Table 1 below). In FY14, this percentage was 8.3%. Over the last three fiscal years, the total number of employees representing racially diverse backgrounds increased by 27 individuals (from 131 in FY14 to 158 in FY16, a 21% increase).

Diversity by Employee Unit
(Table 1)

	AS	AA	HI	NA	W	Grand Total	% Diversity
Unit A	34	18	12	1	660	725	9.00%
Non-Represented	16	7	3	0	262	288	9.02%
Unit C	7	13	3	0	166	189	12.17%
Unit D	4	7	4	1	112	128	12.50%
Adult Education	7	2	4	0	114	127	10.23%
Facilities	0	2	6	0	51	59	13.56%
Coaches	0	3	2	0	44	49	10.20%
ALA	2	0	0	0	44	46	4.50%
Tech Unit	1	0	0	0	13	14	7.14%
Principals	0	0	1	0	8	9	11.11%
Grand Total	69	52	35	2	1474	1634	10.00%

AS=Asian AA=African American HI=Hispanic NA=Native American W=White

In FY16, nine-percent (9%) of professional educators employed in the Lexington Public Schools represent racially diverse populations. In comparison, according to data extrapolated from the DESE's FY15 EPIMS report, 8.68% of professional educators employed in Massachusetts represent racially diverse populations.

In its May 2015 report to the School Committee, the Human Resources Department projected that, in FY16, approximately 13.2% of all newly hired professional educators would represent racially diverse backgrounds. Based on the hiring of 101 new educators for the 2015-2016 school year, the final tally shows that the percentage exceeded the projection by 1.65% (see Table 2 below).

**Percent Diversity Educator New Hires
(Table 2)**

New Educators	FY12	FY13	FY14	FY15	FY16
Percentage of system-wide new hires who represent a racially diverse population	4.80%	10.00%	12.50%	10.23%	14.85%

The percentage of newly hired professional educators representing a racially diverse workforce as shown above has more than tripled since FY12. In comparison, in FY16, the percentage of all newly hired employees representing racially diverse backgrounds more than doubled (see Table 3 below).

**Percent Diversity All New Hires
(Table 3)**

All New Hires	FY12	FY13	FY14	FY15	FY16
Percentage of system-wide new hires who represent a racially diverse population	6.40%	8.20%	12.12%	11.11%	15.48%

EMPLOYEE RETENTION

Rationale: Employee retention results in significant cost savings, improved quality of instruction and productivity, ongoing development of skills and knowledge, and promotes positive morale, job satisfaction, and organizational culture.

Table 4 below shows educator turnover from FY08 through FY16. Educator turnover is defined as the number of educators who have exited the school system due retirement, resignation, and non-rehire. In FY16, although the number of retirees was the same as it was in FY15 (see Table 5), we have some anecdotal evidence to suggest why there was a marginal increase in turnover in FY16. It may be due to an increased number of educators relocating out of state with their spouses or a significant other.

**Educator Turnover
(Table 4)**

Fiscal Year	Total Educator Turnover	Total # of Educator SW	Turnover Rate
FY08	70	674	10.40%
FY09	65	698	9.30%
FY10	45	684	6.60%
FY11	44	672	6.50%
FY12	33	669	4.90%
FY13	43	677	6.40%
FY14	42	681	6.20%
FY15	55	696	7.90%
FY16	64	721	8.90%
Average:	51.22	685.78	Average FY08 – FY16 = 7.47%

In FY15, a total of 26 professional educators retired from the Lexington Public Schools with an average of 22.88 years of employment. This number represents 3.6% of all professional educators employed in the district (see below).

**Retirees
(Table 5)**

Year	Educator Retirees	All Retirees
2000	19	21
2001	29	34
2002	22	24
2003	17	20
2004	25	39
2005	18	23
2006	26	29
2007	23	34
2008	27	33
2009	19	24
2010	17	21
2011	15	24
2012	18	21
2013	19	25
2014	26	36
2015	26*	32
16 Year Average	21.33	27.5

OPPORTUNITIES FOR GROWTH

Although the data shows that we have made some considerable gains increasing the diversity of our workforce in certain areas, at the present time, we face the following as areas for potential growth:

1. Sustain and increase our current rate of growth of diversity across all bargaining units;
2. Increase the diversity of our K-5 elementary classrooms in all schools (currently three of our six elementary schools have no minority representation among their k-5 classroom teachers), and;
3. Create a culture that supports educators from diverse backgrounds through ongoing training to develop the cultural competency of LPS staff members.



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Ian L. Dailey
Interim Director of Finance and Operations

Tel: (781) 861-2580 x68061

Fax: (781) 781-861-2560

idailey@sch.ci.lexington.ma.us

To: Dr. Mary Czajkowski, Superintendent of Schools
From: Ian Dailey, Interim Director of Finance and Operations
Date: October 16, 2015
Re: FY2017 Capital Requests – Transmittal Form

The FY2017 Capital Request includes the total of three capital requests for the School Department and 18 requests for the Department of Public Facilities. Provided below is a brief summary of the School Department requests and included as an attachment are the specific requests.

1. Furniture and Equipment Replacement Program (\$185,343):
 - a. Desks, Chairs, Lunch Tables, bookshelves, computer tables, and misc. furniture - \$111,677
 - b. Special Education and Health Services Equipment - \$63,666
 - c. Redistricting/Re-locating Expenditures - \$10,000

2. Technology Program (\$1,290,000):

The Technology program provides equipment replacements and new equipment to the support the District's Goal for enhancing the District's capacity to utilize technology as an instructional and administrative tool. The technology equipment includes workstations (desktops, laptops, and mobile devices), printers/peripherals, interactive projectors, and other network improvements.

3. Design Funds for School Traffic Safety Mitigation (\$40,000):

The requested funds will continue to move additional traffic studies forward. FY2015 funding has already allowed for Clarke and Bridge study work to be completed. Bridge updated its traffic plan at the start of the 2015-16 school year. This funding will provide funding to move projects forward at Fiske and Bowman.

4. Department of Public Facilities (\$6,317,149):

Provided in the packet is a summary listing of all Town and School Department of Public Facilities projects being proposed for FY 2017.

Attachment 1: FY17 School Department Capital Summary

Attachment 2: FY17 Public Facilities Capital Summary



Town of Lexington

Department: Schools

FY 2017-2021 Department Summary of Capital Improvement Projects

#	Priority	Project Name	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Total
668	1	Food Service Equipment	\$35,000	\$35,000	\$35,000	\$0	\$0	\$105,000
896	1	School Furniture, Equipment & Systems Program	\$185,343	\$100,000	\$100,000	\$100,000	\$0	\$485,343
898	1	Design Funds for School Traffic Safety Mitigation	\$40,000		\$40,000	\$0	\$0	
945	1	LPS Technology Capital Request	\$1,290,000	\$1,320,000	\$1,320,000	\$1,320,000	\$1,320,000	\$6,570,000
Department Totals			\$1,550,343	\$1,455,000	\$1,495,000	\$1,420,000	\$1,320,000	\$7,160,343

Approval by: _____
 (Department Head Signature required)

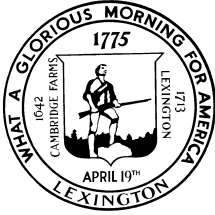


FY 2017-2021 Department Summary of Capital Improvement Projects

#	Priority	Project Name	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Total
561	1	Townwide Roofing Program	\$176,400	\$433,200	\$1,058,500	\$1,933,384	\$4,344,595	\$7,946,079
562	1	School Building Envelope and Systems Program	\$215,000	\$221,000	\$226,000	\$231,600	\$237,400	\$1,131,000
564	1	LHS Heating Systems Upgrade	\$186,000	11,190,000	\$0	\$0	\$0	\$11,376,000
653	1	Building Flooring Program	\$150,000	\$150,000	\$125,000	\$125,000	\$125,000	\$675,000
698	1	School Paving Program	\$99,500	\$1,197,500	\$161,901	\$166,000	\$172,596	\$1,797,497
749	1	Public Facilities Bid Documents	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
870	1	Hastings School Renovation/Replacement	\$1,500,000	57,500,000	\$0	\$0	\$0	\$59,000,000
961	1	Lexington Public School Educational Capacity Inc	\$3,267,000	\$0	\$0	\$0	\$0	\$3,267,000
989	1	LHS Security Evaluation and Upgrade	\$25,000	\$289,500	\$0	\$0	\$0	\$314,500
990	1	LHS Guidance Space Mining	\$151,800	\$151,800	\$0	\$0	\$0	\$303,600
991	1	LHS Nurse Office and Treatment Space	\$178,000	\$0	\$0	\$0	\$0	\$178,000
992	0	Building Resiliency Plan	\$50,000	\$0	\$0	\$0	\$0	\$50,000
993	0	LHS Fitness Center/Athletic Training Floor	\$41,220	\$0	\$0	\$0	\$0	\$41,220
994	0	Lexington High School Visual Arts Sinks	\$32,729	\$0	\$0	\$0	\$0	\$32,729
998	0	Harrington Wiring Upgrade	\$30,000	\$0	\$0	\$0	\$0	\$30,000
999	0	Harrington Electrical & Storage Needs for Staff Lun	\$9,500	\$0	\$0	\$0	\$0	\$9,500
1000	0	Harrington Replace Retractable Wall in Café/Gym	\$85,000	\$0	\$0	\$0	\$0	\$85,000
1001	0	Harrington Cafeteria Sink	\$20,000	\$0	\$0	\$0	\$0	\$20,000

Department Totals **\$6,317,149** **\$71,233,000** **\$1,671,401** **\$2,555,984** **\$4,979,591** **\$86,757,125**

Approval by: _____
 (Department Head Signature required)



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Thomas Plati
Director of Educational Technology

(781) 861-2580, ext. 68042
email: tplati@sch.ci.lexington.ma.us
fax: (781) 863-5829

TO : DR. MARY CZAJKOWSKI

FROM : TOM PLATI

RE : FY 2017 TECHNOLOGY CAPITAL BUDGET REQUEST

DATE : OCTOBER 15, 2015

Attached is the recommended FY 2017 Technology Capital Budget Request. At the School Committee meeting on Tuesday, I will have a brief six slide presentation which will focus on three parts of the request- (1) purchasing technology workstations to obtain equity of technology in our elementary schools, (2) upgrading our district and building networks, and (3) expanding one-to-one mobile technology initiative to all our grade 7 students.



Town of Lexington - FY 2017-FY 2021 Capital Improvement Projects

Project Name: Technology Capital Request Date: 9/30/2015

Submitted By: Tom Plati Department: Technology District

First Year Submission?: y Phone #: 781-861-2580 x68042 Email: tplati@sch.ci.lexington.ma.us

Description of Project:

\$ 1,290,000 for technology equipment to support the District's Strategic Goal for enhancing the District's capacity to utilize technology as an instructional and administrative tool. This technology equipment includes technology workstations (desktops, laptops, mobile devices), printers/peripherals, interactive projection systems, network head-end equipment, and improved wireless network delivery systems for the High School and middle schools.

Technology Workstations (Desktops, Laptops, Mobile Devices) - \$550,000 is requested

Nearly all of the request, \$490,000, would be utilized to replace aging computers that will be 5-6 years old during FY16 with up-to-date technology workstations. Approximately, 525 computers during FY17 will need replacement. A small part of this replacement will involve replacing the aging computer with a mobile tablet (iPad). In addition, some funds (\$60,000) will be allocated as the last stage of a three-year plan to make sure all six of our elementary schools are equitable in their technology allocation. We will not need to replace approximately \$80,000 end-of-life student technology workstations at the middle schools, if budget monies are appropriated to support the Grade 7 one-to-one iPad budget request in section below. Otherwise, the school district would need an allocation of \$630,000 in this replacement request.

Expanding One-To-One Mobile Technology Initiative at Grade 7 Middle Schools- \$295,000 is requested

Two hundred ninety-five thousand is requested to provide every Grade 7 student (590 students) at Diamond and Clarke Middle Schools an iPad for use at home and school. Funding would also provide iPads for grade 7 teachers. This plan is in line with the district's long-term technology plan to equip Lexington students with the technology they need to carry on their work in the different academic environments. During the FY16 school year, the school district successfully launched a 1 to 1 iPad program for every 8th grade student in our two middle schools. Currently, this technology is used on a regular basis in all the academic classes in the schools. Lexington educators are also collecting data during the year on this program as part of an evaluation strategy to measure key instructional goals as well as operational goals. We believe that providing such an educational environment for our 7th grade students represents a strong second step in our program with providing our middle schools the best possible environment for improving teaching and learning. Seventh grade students will join their eighth grade colleagues in carrying their own "electronic notebook" from class to class and from school to home. Teachers can plan engaging lessons with confidence knowing that all their students will have the digital tools they need in class and in home. Such a device does not limit communication between teacher and student but instead encourages more frequent communication as teachers provide instruction in an individual, group, and whole class framework. During the 2015-16 school year, we provided a classroom set of iPads to every 7^h grade team at Clarke and Diamond Middle Schools in preparation for expansion to this 1:1 format. As noted above, approval of this budget request for Grade 7 iPads will allow the school district to not have to replace approximately \$80,000 worth of technology equipment which has reached end of cycle at the two middle schools and would normally be replaced.

Expanding Individualized Mobile Tablet initiative in High School- \$55,000 is requested

Fifty-five thousand dollars is requested to expand and further embed our current mobile technology initiative at the High School to provide mobile tablets (e.g. iPads) to additional 9th grade classrooms so that these classes can utilize these mobile tablets on a regular basis to engage in classroom activities supported by technology. During the 2015-16 school year, we have in place iPads carts for every day use in the classroom to three ninth grade history/English teams providing instruction to approximately 260 ninth grade students. Additionally, our English, mathematics, history, science, and world language departments each have a classroom cart of iPads available for use by their classroom teachers. We are also continuing to monitor a program for 50+ of our struggling Grade 10 students who were provided an iPad for use at home and school. We are encouraged by the results received to date from this multi-year pilot.

Technology Peripherals \$30,000 is requested

Thirty thousand is requested to purchase and replace old printers, document readers, and other technology peripherals as the building needs arise.

Upgrading our District and Building Networks - \$178,000 is requested

One hundred seventy-eight thousand dollars is requested to upgrade networks at our schools. In FY16, we successfully reconfigured the existing wireless network topology at the high school and two middle schools through the doubling of the number existing access points at all three schools and through the replacement of existing wireless access points by more powerful units at the high school. However, additional work is needed to be done in order to handle the geometric growth in the use of mobile technology at the schools over the last several years as well as for the need to handle other technology devices such as our VOIP phone systems. Accordingly, money is requested (1) to



Town of Lexington - FY 2017-FY 2021 Capital Improvement Projects

upgrade the backbone to 10GB from the district head-end to Fiske, Bridge, Bowman, Hunnewell, and Hastings (\$105,000), (2) to upgrade the connections at Clarke and Diamond between the main network cabinets (MDF) and the secondary network cabinets (IDF) and (\$55,000), and (3) to install the necessary technology system in order to upgrade to Active Directory for all our users (\$18,000).

Installing Packet Shaper Technology - \$92,000 is requested

Ninety-nine thousand dollars is requested to install a Packet Shaper Technology System. Installing such a management system will allow the district personnel to analyze network traffic flow, sort out wide area network and Internet performance problems, and manage the amount of traffic going over our networks. Such a system also has the ability to recognize infected technology workstations and unsanctioned recreational traffic which would adversely affect our system.

Interactive Projector/Whiteboards Units - \$90,000 is requested

This FY17 request for ninety-thousand dollars will allow the Lexington School District to replace SMART interactive projection systems and installed ceiling projector systems purchased 2009 and earlier with replacement projectors and interactive projectors. Current units have come to end of life and need to be replaced. Twenty-two classrooms grades 3-12 require such replacement units. The request will also allow us to fund the installation of new units in three of our High School rooms without such unit in place. During the last fiscal year, the school district completed a four year process of equipping nearly all Grade 3 through 12 classrooms with interactive projector/whiteboard units.

Justification/Benefit:

This capital improvement project would provide the funding for

- replacement of the District's oldest computers
- expanding on our one-to-one mobile technology initiative at secondary school level
- replacement of a limited number of peripherals
- maintaining and updating the school's LAN network
- significantly improving of the managed wireless networks at the elementary and middle schools

Impact if not completed:

Without this funding, we will not be able to address our system-wide technology goals. Our oldest computers cannot function effectively and run the current versions of instructional software. These computers also have difficulty acquiring needed networking resources. The District has a 5 plus to 6 year replacement cycle for its computers and a 4 to 5 year replacement cycle for iPads. Requested funds for the LAN network will enable us to maintain a sufficient wireless environment to allow for the geometrical growth in the number of wireless devices at all school levels, especially at the High School and middle schools. Not to continue in a phased-in manner to address this network infrastructure problem will result in difficulty for students and their teachers to access needed instructional materials in a timely manner. We will continue to remain substantially behind comparable school districts if the deployment of mobile tablets (iPads) and interactive whiteboard/projector units are not funded. These technologies introduced into class environments with proper professional development can produce substantial gains in the academic achievement according to educational researchers.

Timeframe:

Delivery Date/Needed By: _____

Confirmed Availability by Vendor: Yes _____ No _____

Replace. Freq:

____ Years

Stakeholders:

Operating Budget Impact:

Cost Analysis: (double click on box and select "checked")

Funding Source: Levy Supported State Aid | Enterprise Water Sewer Recreation CPA Private Funding

Capital Funding Request



Town of Lexington - FY 2017-FY 2021 Capital Improvement Projects

	2017	2018	2019	2020	2021	Totals
Site Acquisition						
Design Engineer						
Construction						
Equipment						
Contingency						
Totals	1,290,000	1,320,000	1,320,000	1,320,000	1,320,000	6,570,000
CPA Amount						

Oper. Bud. Impact

Recurring Cost \$.00

Maintenance Cycle Years

CPA Purposes

Open Space

Recreation

Historic

Housing



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Ian L. Dailey
Interim Director of Finance and Operations

Tel: (781) 861-2580 x68061

Fax: (781) 781-861-2560

idailey@sch.ci.lexington.ma.us

To: Dr. Mary Czajkowski, Superintendent of Schools
From: Ian Dailey, Interim Director of Finance and Operations
Date: October 15, 2015
Re: School Bus Transportation Update

The Lexington Public Schools Transportation program continues to grow annually and has reached record levels this year. At this time, there are 3,427 riders successfully registered for the bus. This ridership is distributed over 73 routes and 28 buses.

Approximately one week before school started, the registration form was taken off the website due to overwhelming registrations. The reason was to ensure that anyone who completed the registration form would receive a seat on the bus. Since that time an additional 297 riders have been added to a waitlist. This waitlist has been reduced to 48 riders currently. The figures described are constantly changing as new requests are received and waitlisted requests are processed. The influx of late requests for transportation continues to be a challenge with the timing of the start of school. The team has been diligently processing requests as timely as possible, while addressing telephone calls and a number of logistical challenges related to daily operations.

In order to address feedback from parents and building principals, some modifications have been made to routes to accommodate the large loads and timeliness of routes. The changes made to date are as follows:

- Added two trips to the high school to accommodate increases in ridership
- Added bus to address overcrowding and waitlist at Bowman and Clark (Bus #25)

As noted above, Transportation was able to successfully add a bus to both Bowman and Clarke where the heaviest need existed. This reduced overall bus loads and reduced our waiting list. Additional need continues to exist at Estabrook and Fiske. C&W Transportation has already ordered and is anticipated to have additional buses this fall, specific dates are to be determined. This will help address concerns raised about the length of certain routes at these locations by redistributing riders across an additional bus, shortening the routes.



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Ian L. Dailey
Interim Director of Finance and Operations

Tel: (781) 861-2580 x68061
Fax: (781) 781-861-2560
idailey@sch.ci.lexington.ma.us

To: Dr. Mary Czajkowski, Superintendent of Schools
From: Ian Dailey, Interim Director of Finance and Operations
Date: October 16, 2015
Re: FY 2015 – 4th Quarter Financial Report

The School Department returned \$1,351,127 to the general fund at the close of the Fiscal Year. This represents a return of 1.56%. The Personal Services category of expenses made up \$554,201 or 0.64% of the total dollars returned. The expense budgets of the programs and departments made up \$796,926 or 0.92% of the total dollars returned.

Appropriation Summary	FY15 Revised Budget	FY15 YTD Expended	FY15 YTD Encumbered	FY15 Total Spending	Surplus / (Deficit)	Percent Returned
Salary and Wages	\$ 73,611,851	\$ 72,988,224	\$ 69,426	\$73,057,650	\$ 554,201	0.64%
Expenses	\$ 13,012,077	\$ 10,924,559	\$ 1,290,592	\$12,215,151	\$ 796,926	0.92%
Total 1100 Lexington Public Schools	\$86,623,928	\$83,912,783	\$ 1,360,019	\$85,272,801	\$ 1,351,127	1.56%

Salaries and Wages: While the FY15 staffing levels increased by a net 14.21 FTE by the end of the year, the balance returned to the general fund is \$554,201. The primary source for the increase in FTE is the need for additional special education staffing to meet the service delivery needs in Individual Education Plans (IEP) for our special education population. Please note the operating budget is carrying forward \$69,426 in open encumbrances for wages paid pertaining to FY15 after July 15.

The surplus is largely derived from the savings experienced by those staff members hired at/after the start of the school year compared to the salary of staff members who resigned or went on a leave of absence after the budget was approved. Savings is also experienced due to periodic turnover and resulting vacancies until the position is filled. Of note, the district is experiencing a significant number of Special Education staff that is out on leave whereby a traditional substitute cannot be hired. The Substitute Teacher line in our expense budget will need to be offset by any salary savings in Unit A. Budget Line Detail can be seen in Attachment 1.

Grant Transfer: The district each year must reconcile grants to actual expenditures. We received two separate notices of 9C cuts this fiscal year. One reduction notice was received in November and a second in January totaling approximately \$137,740. The METCO and Full Day Kindergarten Grants were the two programs impacted. The transfer required to fund 9C cuts and other grant reconciliations is \$135,374. The School Committee already approved the transfer of \$26,785 from the 1st quarter changes required due to reconciliation of expenditures to grant award. Additionally, the School Committee approved a revised transfer amount in the 3rd quarter report of up to \$135,374 to cover the net impact of the cuts. No additional funding approval is needed to cover grant expenditure short falls in FY15.

Expenses: Overall the expense budget returned a total of \$796,926 to the general fund in FY15. The operating budget is carrying forward \$1,290,557 in open encumbrances pertaining to FY15. Budget Line Detail can be seen in Attachment 2. Also, please note, in FY15 the School Department has encumbered \$55,000 to cover salaries pertaining to potential legal settlements relating to FY15. The program budgets make up \$342,464 of the stated available balance. The Student Services portion of the budget (Health Services, Guidance, and Special Education) has \$355,578 available. Special Education Tuitions makes up \$61,145 of the available balance. Administration is overspent by \$70,604, due to the Superintendent Search (\$38,655), Financial Review (\$45,000), and the Student Activity Review (\$25,000).

Return to General Fund:

The School Department also returned \$378,475 in prior year encumbrances that had been carried forward from prior years. The total FY15 return to the Town for both current year funds (\$1,351,127) and prior year funds (\$378,475) totals \$1,729,602.

Lexington Public Schools – FY2015 4th Quarter Report as of June 30, 2015

Attachment 1 – Salaries & Wages Line Detail:

LINE No	ROLL UP	FY15 FTE	FY15 Budget	Transfers / Adjustments	FY15 Adj Budget	Current FTEs (through 7/10/15 payroll)	FTE Difference -Favorable (Unfavorable)	Salaries Projection (through 7/10/15 payroll)	\$ Difference -Favorable (Unfavorable)	Notes (illustrates material changes)
1	UNIT A -LEA	660.89	53,063,354	115,000	53,178,354	634.25	26.64	\$ 50,900,649	\$ 2,277,704	1. Net FTE Transfer: -1.10 FTE 2. -28.92 FTEs on LOA, shifted to Long Term Subs 3. +3.65 FTE Supplemental Positions
2	UNIT A - STIPENDS		684,963		684,963	-		\$ 764,202	\$ (79,239)	1. Mentor stipends exceeding budget
3	UNIT A - COACHES		607,996		607,996	-		\$ 538,853	\$ 69,143	
4	Unit D - LEA	77.95	3,070,784		3,070,784	75.74	2.21	\$ 3,041,905	\$ 28,879	1. +0.38 FTE Supplemental Positions 2. 0.85 FTE Team Meetings
5	NON-UNION DISTRICT SUPPORT/MGRS	20.70	1,751,505		1,751,505	24.15	(3.45)	\$ 2,115,028	\$ (363,523)	1. Net FTE Transfer: +3.65 FTE
7	UNIT C - INSTR ASST./ Student Support/A.S.Asst	143.57	5,216,335		5,216,335	148.69	(5.12)	\$ 4,965,503	\$ 250,832	1. Net FTE Transfer: -4.43 FTE 2. +16.45 FTE Supplemental Positions 3. 0.80 FTE on LOA, shifted to Long Term Subs
7.1	NON-UNION PARAPROFESSIONALS	5.80	770,766		770,766	6.52	(0.72)	\$ 638,231	\$ 132,534	1. Net FTE Transfer: -2.40 FTE 2. +2.17 FTE Supplemental Positions 3. 0.17 FTE Pooled Print Shop Hours 4. Includes Summer School (EYS)
8	ABA/BCBA INSTRUCTORS	3.89	409,778		409,778	3.88	0.02	\$ 357,611	\$ 52,167	
9	OT ASSISTANTS	-	-		-	-	-	\$ 842	\$ (842)	1. Cost here due to split FY14/15 payroll
10	SPECIAL CLASS AIDES	6.12	211,221		211,221	12.08	(5.96)	\$ 405,778	\$ (194,557)	1. Net FTE Transfer: +3.93 FTE 2. +1.74 FTE Supplemental Positions
13	TECHNOLOGY UNIT	16.00	879,235		879,235	14.75	1.25	\$ 830,728	\$ 48,506	1. 0.25 FTE converted to summer pool hours
14	CENTRAL ADMINISTRATORS	6.00	1,023,229		1,023,229	6.00	-	\$ 1,091,276	\$ (68,048)	
15	PRINCIPALS	9.00	1,241,589		1,241,589	9.00	-	\$ 1,262,324	\$ (20,735)	
16	ALA - ASST PRINC/SUPERVISORS	39.20	4,229,592		4,229,592	38.55	0.65	\$ 4,264,755	\$ (35,163)	1. Net FTE Transfer: +0.35 FTE
17	NURSE SUBS		15,300		15,300	-		\$ 14,042	\$ 1,258	
18	TEACHER SUBSTITUTES		755,010		755,010	-		\$ 546,214	\$ 208,796	
	LONG TERM PROFESSIONAL SUBSTITUTES					29.72	(29.72)	\$ 1,124,222	\$ (1,124,222)	1. 28.9 FTEs from Line 1 currently on LOAs 2. 0.80 FTEs from Line 7 current on LOAs
	SECRETARY SUBSTITUTES		16,193		16,193			\$ 48,647	\$ (32,454)	
	PARAPROFESSIONAL SUBSTITUTES		50,000		50,000	-		\$ 77,412	\$ (27,412)	
20	SICK LEAVE BUY BACK								\$ -	
	Sal Dif		(500,000)		(500,000)				\$ (500,000)	
	All other - operating								\$ -	
	Grant/Revolving Activity					-		\$ -	\$ -	
	Adjustments (Salary Encumbrance)				-			\$ 69,426	\$ (69,426)	
SALARIES & WAGES Total		989.12	\$ 73,496,851	\$ 115,000	\$ 73,611,851	1,003.32	(14.21)	\$ 73,057,650	\$ 554,200	

Lexington Public Schools – FY2015 4th Quarter Report as of June 30, 2015

Attachment 2 – Expense Line Detail:

Line #	Program	FY15 ATM	FY15 Total Adjustments	FY15 Adjusted Budget	FY15 YTD Spent (adj)	FY15 Encumbered	FY15 Actual (adj)	Budget to Actual
1	Bowman	\$ 33,787	\$ -	\$ 33,787	\$ 30,760	\$ 4,996	\$ 35,757	\$ (1,970)
2	Bridge	\$ 34,222	\$ -	\$ 34,222	\$ 37,137	\$ 17,109	\$ 54,246	\$ (20,023)
3	Estabrook	\$ 30,862	\$ -	\$ 30,862	\$ 25,047	\$ 571	\$ 25,619	\$ 5,244
4	Fiske	\$ 30,925	\$ 3	\$ 30,928	\$ 28,261	\$ 11,533	\$ 39,794	\$ (8,866)
5	Harrington	\$ 28,311	\$ -	\$ 28,311	\$ 27,569	\$ 9,862	\$ 37,431	\$ (9,120)
6	Hastings	\$ 26,258	\$ -	\$ 26,258	\$ 25,511	\$ 186	\$ 25,697	\$ 561
7	Clarke	\$ 33,269	\$ -	\$ 33,269	\$ 37,146	\$ 14,060	\$ 51,207	\$ (17,938)
8	Diamond	\$ 30,391	\$ -	\$ 30,391	\$ 25,841	\$ 12,713	\$ 38,553	\$ (8,163)
9	Lexington High School	\$ 148,526	\$ -	\$ 148,526	\$ 124,379	\$ 27,286	\$ 151,666	\$ (3,140)
10	K-5 ELA/Lang Arts	\$ 178,470	\$ -	\$ 178,470	\$ 171,003	\$ 7,512	\$ 178,515	\$ (45)
11	K-5 Math	\$ 74,821	\$ -	\$ 74,821	\$ 68,971	\$ 1,530	\$ 70,501	\$ 4,320
12	K-5 Science	\$ 34,810	\$ -	\$ 34,810	\$ 33,293	\$ 946	\$ 34,239	\$ 571
13	K-5 Social Studies	\$ 28,506	\$ -	\$ 28,506	\$ 26,784	\$ 1,835	\$ 28,618	\$ (112)
14	6-8 ELA/Lang Arts	\$ 36,602	\$ -	\$ 36,602	\$ 33,906	\$ 505	\$ 34,411	\$ 2,191
16	6-8 World Language	\$ 31,543	\$ -	\$ 31,543	\$ 24,985	\$ 5,855	\$ 30,840	\$ 703
17	6-8 Math	\$ 109,253	\$ -	\$ 109,253	\$ 106,498	\$ 973	\$ 107,471	\$ 1,782
18	6-8 Science	\$ 63,356	\$ -	\$ 63,356	\$ 54,321	\$ 7,420	\$ 61,741	\$ 1,615
19	6-8 Social Studies	\$ 28,516	\$ -	\$ 28,516	\$ 25,105	\$ 2,958	\$ 28,063	\$ 453
21	9-12 ELA/Lang Arts	\$ 30,803	\$ -	\$ 30,803	\$ 26,454	\$ 5,403	\$ 31,857	\$ (1,054)
22	9-12 World Language	\$ 37,553	\$ -	\$ 37,553	\$ 36,557	\$ 1,187	\$ 37,745	\$ (192)
23	9-12 Math	\$ 68,242	\$ -	\$ 68,242	\$ 66,829	\$ 1,354	\$ 68,184	\$ 58
24	9-12 Science	\$ 91,926	\$ -	\$ 91,926	\$ 50,345	\$ 38,548	\$ 88,894	\$ 3,033
25	9-12 Social Studies	\$ 38,227	\$ (728)	\$ 37,499	\$ 37,225	\$ 90	\$ 37,315	\$ 184
25.1	Debate & Competitive Speech	\$ 69,432	\$ 728	\$ 70,160	\$ 68,631	\$ 1,987	\$ 70,618	\$ (458)
29	K-12 Curriculum	\$ 778,878	\$ (14,258)	\$ 764,620	\$ 369,992	\$ 51,489	\$ 421,481	\$ 343,139
30	Library/Media	\$ 175,832	\$ -	\$ 175,832	\$ 144,557	\$ 16,986	\$ 161,543	\$ 14,289
31	Technology	\$ 495,390	\$ -	\$ 495,390	\$ 473,856	\$ 20,098	\$ 493,955	\$ 1,435
32	Eng Lang Learber Educ	\$ 27,778	\$ -	\$ 27,778	\$ 26,674	\$ 776	\$ 27,450	\$ 328
33	PE/Wellness	\$ 69,416	\$ -	\$ 69,416	\$ 68,382	\$ 903	\$ 69,285	\$ 131
34	K-12 Visual Arts	\$ 81,983	\$ -	\$ 81,983	\$ 77,856	\$ 1,911	\$ 79,767	\$ 2,216
35	K-12 Performing Arts	\$ 95,339	\$ -	\$ 95,339	\$ 72,130	\$ 1,637	\$ 73,768	\$ 21,571
36	Athletics	\$ 126,837	\$ -	\$ 126,837	\$ 124,998	\$ 1,839	\$ 126,837	\$ (0)
37	Early Childhood Program	\$ 69,906	\$ -	\$ 69,906	\$ 56,216	\$ 3,970	\$ 60,186	\$ 9,720
38	Health Services	\$ 18,808	\$ -	\$ 18,808	\$ 17,726	\$ 2,491	\$ 20,218	\$ (1,410)
39.1	K-5 Guidance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
39.2	6-8 Guidance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
39.3	9-12 Guidance	\$ 7,756	\$ -	\$ 7,756	\$ 12,254	\$ 1,205	\$ 13,459	\$ (5,703)
39.4	K-12 Guidance	\$ 4,100	\$ 72,675	\$ 76,775	\$ 51,887	\$ 10,478	\$ 62,365	\$ 14,410
40.1	K-5 Special Education	\$ 34,554	\$ 88,532	\$ 123,086	\$ 45,507	\$ 3,950	\$ 49,457	\$ 73,629
40.2	6-8 Special Education	\$ 112,450	\$ (27,195)	\$ 85,255	\$ 17,852	\$ 2,577	\$ 20,428	\$ 64,827
40.3	9-12 Special Education	\$ 29,908	\$ (191)	\$ 29,717	\$ 3,636	\$ 5,371	\$ 9,008	\$ 20,709
40.4	K-12 Special Education	\$ 334,596	\$ (38,366)	\$ 296,230	\$ 90,971	\$ 16,143	\$ 107,114	\$ 189,116
41	Tuition	\$ 4,797,559	\$ -	\$ 4,797,559	\$ 4,277,023	\$ 459,391	\$ 4,736,414	\$ 61,145
42	Transportation: Special Education	\$ 1,255,000	\$ -	\$ 1,255,000	\$ 1,186,000	\$ 103,360	\$ 1,289,360	\$ (34,360)
42.1	McKinney-Vento Transportation	\$ 38,300	\$ -	\$ 38,300	\$ 6,332	\$ 17,093	\$ 23,425	\$ 14,875
43	Special Educ. Consultants	\$ 571,200	\$ (196,200)	\$ 375,000	\$ 207,901	\$ 73,785	\$ 281,686	\$ 93,314
44	Transportation: Regular Education	\$ 1,439,521	\$ -	\$ 1,439,521	\$ 1,481,511	\$ -	\$ 1,481,511	\$ (41,990)
45	Print/Copy Center	\$ 283,662	\$ -	\$ 283,662	\$ 256,567	\$ 19,739	\$ 276,306	\$ 7,356
46	Legal Services	\$ 372,360	\$ -	\$ 372,360	\$ 162,792	\$ 57,200	\$ 219,992	\$ 152,368
47	Teacher Substitutes	\$ -	\$ -	\$ -	\$ 82,743	\$ 10,668	\$ 93,410	\$ (93,410)
48	Administration	\$ 496,374	\$ -	\$ 496,374	\$ 386,499	\$ 180,480	\$ 566,978	\$ (70,604)
56	Telephone	\$ 80,960	\$ -	\$ 80,960	\$ 29,618	\$ 632	\$ 30,250	\$ 50,710
58	Prior Year Unpaid Bills	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ (50,000)
59	Revolving Fund Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60	Emergency Planning & Training	\$ 10,000	\$ -	\$ 10,000	\$ 518	\$ -	\$ 518	\$ 9,482
61	Facility Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$13,127,077	\$ (115,000)	\$13,012,077	\$10,924,559	\$ 1,290,592	\$12,215,151	\$ 796,926

report of the resolutions committee

The MASC Resolutions Committee met on June 8, 2015 to consider resolutions proposed by member districts for consideration at the 2015 Annual Meeting of the Association. Members present were: Jacob Oliveira (Ludlow), Chair, Paul Schlichtman (Arlington), John Columbus (Life Member), Cliff Fountain (Quaboag Reg.), Kathleen Robey (Life Member), Brian O'Connell (Worcester), Ann Marie Cugno, (Medford), William Fonseca (East Longmeadow), Wendy Rua (Agawam), Marc Peterson (Life Member), Beverly Hugo, (Framingham).

The following resolutions were moved forward by the Resolutions Committee and approved by the MASC Board of Directors.

RESOLUTION 1—REGARDING HIGH SCHOOL STARTING TIMES

(Submitted by the Newton School Committee)

WHEREAS there is considerable debate and discussion about the appropriate starting time for certain students, including middle and high school students, and

WHEREAS several districts in Massachusetts have debated the merits of delaying the start of school for middle and high schools in order to allow students the opportunity for adequate sleep, and

WHEREAS The American Academy of Pediatrics and the Center for Disease Control (CDC) recognize insufficient sleep in adolescents as an important public health issue that significantly affects the health and safety, as well as the academic success, of middle and high school students, and

WHEREAS research and study could help determine how districts could better arrange schedules to allow for the sleep necessary for adolescents to succeed in school,

THEREFORE BE IT RESOLVED that MASC be authorized to petition the legislature and to support legislation, including S.254, which calls for the establishment of a special commission to study the appropriate starting time for students in middle and high school.

RATIONALE: The American Academy of Pediatrics has issued a policy statement¹ indicating that lack of sleep is a public health issue that significantly affects adolescents. While adolescents need 8.5 to 9.5 hours of sleep, most high school students get 7 hours or less. Chronic sleep loss can cause issues such as depressed feelings, suicidal thoughts, risk-taking behavior, difficulty problem solving, poor judgment and lack of motivation.

The American Academy of Pediatrics strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (8.5-9.5 hours) and to improve physical (e.g., reduced obesity risk) and mental (e.g., lower rates of depression) health, safety (e.g., drowsy driving crashes), academic performance, and quality of life.

Proposed legislation S.254 (sponsored by Senators Cynthia S. Creem, William N. Brownsberger, Carolyn C. Dykema, James B. Eldridge) calls for a nine member commission that includes MASC and MASS to conduct a comprehensive study, including (i) a review of the scientific findings relative to sleep needs of adolescents, relative to the effect which middle school and secondary school start times have on the health and academic performance of students; (ii) determining the number of districts in the Commonwealth which have implemented later school day starting times for middle school and secondary schools and examining the academic performance of students; and (iii) identify resources and opportunities to assist districts in implementing later school day start times for middle school and secondary schools.

Policy Sta

¹Policy Statement, American Academy of Pediatrics, School Start Times for Adolescents, Adolescent Sleep Working Group, Committee on Adolescence, and Council on School Health

RESOLUTION 2—POVERTY AND CHILDREN

(Submitted by the Framingham School Committee)

WHEREAS one-third of the children in Massachusetts are living in or near poverty, and

WHEREAS the perils of poverty include putting students and families at risk for health, social and emotional and educational disadvantage, and

WHEREAS students in poverty and at social and emotional risk face obstacles and impediments to their success that other students do not confront, and

WHEREAS there is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address these challenges, and

WHEREAS the eradication of poverty among children is essential to generating a strong economy and vibrant society,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation that will support the eradication of poverty

among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state programs and services that serve children at greatest social and emotional risk which are easily accessible to students and families.
- Advocacy for nutrition programs that eradicate hunger among children.
- Advocacy for healthcare including vision, hearing, dental and mental health through accessible service providers.
- Support for pre-kindergarten programs for all children.
- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

RATIONALE: This resolution would help ensure that our underserved population of school children will be provided with the supports and services necessary for lasting success in the classroom and in their future. Knowing that, by eliminating the ravages of poverty, these strategies have been proven to increase positive student outcomes, this resolution will level the playing field by helping to ensure equity and to close the achievement gap for this vulnerable cohort of children.

RESOLUTION 3—TYING TEST SCORES TO CHAPTER 70 FUNDING

(Submitted by the Framingham School Committee)

WHEREAS the Commonwealth of Massachusetts bases the amount of Chapter 70 funding disbursed to each school district upon enrollment measured on October 1 of any given academic year,

WHEREAS many students transfer between Massachusetts schools and districts throughout the academic year prior to the administration of statewide standardized tests,

WHEREAS the results of standardized tests taken by transferring students will more accurately reflect the strengths and weaknesses of the sending school and district and will be a far less useful analytic tool for the receiving school and district,

THEREFORE BE IT RESOLVED that MASC support legislation to ensure that individual student MCAS and/or PARCC assessment data in a given academic year is ascribed to the school and district that claims Massachusetts Chapter 70 funding based on that student's October 1 enrollment, provided that the student is enrolled in a Massachusetts school when the tests are administered.

In addition, MASC requests the State Auditor to examine academic outcomes for students who move out of charter schools after October 1.

RATIONALE: If a school accepts Massachusetts Chapter 70 funding for a student in a given academic year,

that school should be responsible for the MCAS and/or PARCC results from that student in that academic year. This action will give the clearest assessment of a school's strengths and weaknesses and will remove any incentive for counseling students out of a school or district just prior to testing in order to avoid responsibility for a projected or expected result.

RESOLUTION 4—SUPPORT FOR AN EQUITABLE AND SUSTAINABLE PLACEMENT PROGRAM FOR STUDENTS COVERED UNDER THE MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

(Submitted by the Framingham School Committee)

WHEREAS many families receiving services under the provision of the McKinney-Vento Act are placed in housing based on availability of affordable temporary housing,

WHEREAS the average length of stay for a family's placement is 70 days,

WHEREAS many students receiving provisions from McKinney-Vento are placed in a districts outside their home district after the October 1st cutoff date for Chapter 70 funding,

WHEREAS many receiving districts have consistently experienced a shortfall in McKinney-Vento funding that negatively impacts the receiving district's budget and imposes on the taxpayers the burden from a program that was designed to be funded by federal grant monies,

WHEREAS a recent DESE report calculated 4,362 of these students to be special education students,

WHEREAS the 2013 Youth Risk Behavior Survey calculated that 22% more homeless students as compared to housed students are members of a gang and that 17% more homeless students become pregnant as compared to housed students,

WHEREAS the above-mentioned report calculated that 14% more homeless students felt sad or hopeless for more than two weeks, as compared to housed peers,

WHEREAS the Institute for Children in Poverty (2008) found that homeless children are nine times more likely to repeat a grade than their housed peers; are four times more likely to drop out than their housed peers; and are three times more likely to be placed in a special education program than their housed peers.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees file for and support legislation that will design, implement, and fund a program that will provide a more sustainable and equitable placement program for the state's homeless and McKinney-Vento students. A placement program needs to

include consideration of the social-emotional and behavioral circumstances of the student, timing of the placement in relation to budgetary considerations, proximity to the student's previously established support system, and the availability of resources the receiving district has to accommodate the student's needs.

RATIONALE: At any given moment a child and/or family will be placed in a town or city that is foreign to them. Without a complete history, and in many cases without knowledge of the student's social-emotional or behavioral needs, the receiving district must make a decision for placement based on what is best for the student. Placement may be chosen outside the receiving district.

Current governing law does not require attendance in the "home-district" or district of parent's choice. Students and their families often have to move two to three times a year. Statistics show that inconsistencies in, and experience of, multiple school placements, have a negative impact on the success rate of students. There are no provisions in the governing law that placement should take into account the proximity to the family or student's established support system.

Studies done by multiple credible agencies have consistently correlated data that provide evidence supporting the inequities between the educational status and success rates of homeless and McKinney-Vento students as compared to that of their housed peers. Evidence supports the facts that these students have to overcome barriers that include hunger, abuse, depression, learning disabilities, and tendencies for risky behaviors. Often these students are placed in districts that are underfunded and understaffed, and, because they have not been budgeted for, leaving them to improvise a way to meet the students at their level and provide a fair and equitable level of education relative to that of their housed peers.

If the MGL states that education is to be provided to all children between the minimum and maximum ages established for school attendance by the board of education it needs to be equitable no matter the housing situation of the student. The placement of, and funding for, these students must account for all social-emotional and behavioral circumstances, timing of the placement, available support system for the student, and the ability of the receiving district to accommodate the student's needs.

RESOLUTION 5—TAX REFORM BALLOT QUESTION (Submitted by the MASC Board of Directors)

WHEREAS there is a clear need to invest in our state's educational, social, and infrastructure systems, and

WHEREAS the need to rebuild our roads and bridges,

strengthen public education, and provide the necessary support to help ensure social and economic equity for the residents of Massachusetts, and

WHEREAS a reasonable solution could be a combination of tax reforms and measures of accountability to establish a more equitable source for revenue and a more effective way of measuring our success, and

WHEREAS net income growth over the past decade has demonstrated a disproportionately lower tax burden as a share of net income upon high wage earners within the current tax system than is asked of economically disadvantaged and middle class families, and

WHEREAS advocates for social and economic equity are considering seeking to ask voters to amend the Constitution of the Commonwealth to allow for greater tax equity that will not raise taxes on any but the wealthiest residents of Massachusetts,

THEREFORE BE IT RESOLVED that the MASC explore ways to promote social and economic equity through a ballot initiative whose purpose may include a state constitutional amendment, tax reform, protection of the state's neediest residents of all ages, and seeks additional revenue only from tax reform affecting the state's wealthiest residents. Further, that the goal of such a ballot referendum would be to secure a stronger financial base to underwrite needed improvements in the infrastructure of the Commonwealth as well as the educational, social and economic well-being of its residents.

RESOLUTION 6—MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the MASC Board of Directors)

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education, and

WHEREAS most boards and commissions in MA appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commissions, and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees,

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised (see italics) as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter

report of the nominating committee

(continued from page 23)

and national education workshops and conferences and organized the first of several MASC division meetings that focused on the new educator and administrator evaluation regulations.

At the national level, Mr. Oliveira was elected in 2014 to the National School Boards Associations Board of Directors. He is only the 7th member, and the first in nearly 20 years to be elected from Massachusetts. At 29, Mr. Oliveira is the youngest member of NSBA Board of Directors by over a decade. He is active as a member of Agenda for Action and Board Policy Review committees. During the 2015 Congressional session, Mr. Oliveira has been active advocating for school districts as the House and Senate debated the re-authorization of the ESEA.

In Ludlow, Mr. Oliveira is an active presence both on the School Committee as well as in many community undertakings. He also serves as Chair of the Policy and Advocacy subcommittee and as the School Committee's Legislative Liaison; and as Ludlow's representative to

the Ludlow Energy Committee; and the Lower Pioneer Valley Educational Collaborative Board of Directors. Mr. Oliveira is also very involved in local initiatives. He is currently Chair of the Ludlow Democratic Town Committee; member of the Michael J. Dias Foundation to prevent substance abuse; a member of a local credit union advisory committee and a former 8th grade CCD teacher. Nor is Mr. Oliveira's involvement in education limited to his school committee experience. As the Assistant Executive Officer of the MA State Universities Council of Presidents, his professional work entails representing the State Universities on Beacon Hill, with the Board of Higher Education, the Executive Office of Education and the public. Through his professional responsibilities, Mr. Oliveira believes he has become particularly attuned to the politics and complexities of education in the Commonwealth, especially in the budgetary and legislative processes. While in college, he served two years as the student member of the Board of Higher Education representing the nearly 50,000 students enrolled in the State University system, and three years as a member of the Framingham State University's Board of Trustees.

report of the resolutions committee (continued from page 26)

called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; 1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees and 5 additional members.

RESOLUTION 7—RELATIVE TO THE TEACHING STRATEGIES GOLD ASSESSMENTS FOR KINDERGARTEN STUDENTS

(Submitted by the Arlington School Committee)

WHEREAS the kindergarten and preschool teachers in our district understand the importance of observing, nurturing and assessing the social-emotional and cognitive growth of their students, and

WHEREAS these early education teachers do this work every single school day and specifically focus on assessing student progress at three intervals each year, and

WHEREAS requiring teachers to participate in the Teaching Strategies GOLD assessments on top of the assessments they are already doing is duplicative, and

WHEREAS the requirement to document student behavior and enter data on numerous objectives interrupts and takes time away from teaching, and

WHEREAS teachers in our district report that they and their students' parents gain little or no new information about their students from TS GOLD, and

WHEREAS teachers in our district have expressed concerns about uploading personal information about young students to the TS GOLD website, and

WHEREAS the cost of maintaining TS GOLD after federal funds run out would deprive our district schools of funds needed for more effective educational activities;

THEREFORE BE IT RESOLVED that MASC urge the Department of Early Education and Care and the Department of Elementary and Secondary Education to end the mandate that districts implement TS GOLD or any other externally developed kindergarten assessment.

AMENDMENT FORM

Please indicate which Resolution you are proposing an amendment to, and use the space below to give the language of the proposed amendment.

Resolution 1—Regarding High School Starting Times

Resolution 2—Poverty and Children

Resolution 3—Tying Test Scores to Chapter 70 Funding

Resolution 4—Support for an Equitable and Sustainable Placement Program for Students Covered under the McKinney-Vento Homeless Education Assistance Act

Resolution 5—Tax Reform Ballot Question

Resolution 6—Membership of a School Committee Member on the Board of Elementary and Secondary Education

Resolution 7—Relative to the Teaching Strategies GOLD Assessments for Kindergarten Students

PROPOSED AMENDMENT:
