



# Chelmsford School Department School Committee

## Notice of Public Meeting

Email Posting to [townclerk@townofchelmsford.us](mailto:townclerk@townofchelmsford.us) Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

**DATE: Tuesday January 22, 2019 TIME: 6:00 p.m. ROOM: Conf. Room 1**

**PLACE: CPS Central Administration Office ADDRESS: 230 North Road**

## AGENDA

### CALL TO ORDER

### PLEDGE OF ALLEGIANCE

### CHAIR OPENING STATEMENT

### CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of January 8, 2019

### CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

### GOOD NEWS

**PUBLIC COMMENTS:** The School Committee will hear from members of the public on items listed under New Business on the posted agenda.

### NEW BUSINESS

1. Chelmsford High School Alumni Association 2019 Hall of Fame Inductees
2. Spotlight on the Departments: Mathematics
3. Teachers for Global Classrooms (TGC) Presentation: CHS Teacher Brian Acheson
4. 1:1 Technology (Chromebook) Initiative
5. FY19 Budget Report: 2<sup>nd</sup> Quarter Financials
6. Dyslexia Screening Legislation
7. Personnel Report: December 2018
8. Public Input: FY20 Budget Process & Priorities
9. Approval of Conference and Field Trip Requests

### REPORTS

1. Liaison Reports

### ACTION/NEW ITEMS

1. Request for Reports & Updates

**PUBLIC COMMENTS:** The School Committee will hear from members of the public on general matters of education interest.

### ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE  
REGULAR MEETING  
January 8, 2019  
Meeting Minutes**

**Members Present:** Mr. Dennis King (Chair), Mr. Al Thomas (Vice Chair), Ms. Donna Newcomb (Secretary), and Mr. John Moses

**Also present:** Dr. Jay Lang (Superintendent), and Ms. Joanna Johnson-Collins (Director of Business and Finance)

Mr. King opened the meeting at 6:00 p.m. and led those in attendance in the Pledge of Allegiance. Tonight's meeting is being televised and recorded by Chelmsford Telemedia.

**Consent Agenda**

1. Approval of the minutes of the regular school committee meeting of December 18, 2018

**Mr. Thomas motioned to approve the minutes of the regular school committee meeting of December 18, 2018. Mr. Moses seconded. Motion carries 4-0. Ms. Skaar is not in attendance tonight.**

**CHS Student Representative Announcements**

Clare shared that there will be a concert on January 10, by the After School Ensemble Group. Choral Fest for fourth graders and CHS will occur on January 12<sup>th</sup>. Exams will be taken at CHS from January 15<sup>th</sup> through the 18<sup>th</sup>.

Kate stated that grades will close at CHS on January 18<sup>th</sup> and semester two will start on the 22<sup>nd</sup>. On January 19, 2019, the "Hawaiian Dance Blackout Dance" will be held.

**Good News**

Dr. Hirsch is not present tonight, but Dr. Lang shared several pieces of good news from her. At CHS the new English National Honor Society inducted 66 members recently. Poet, Clint Smith will be appearing at the PAC later this month. His poetry is used in ELA classes at CHS. The math and science departments began a series of collaborative professional development starting earlier today which focused on "instructional strategies". The CHS civics class visited the State House today.

**Public Comments**

None.

## **New Business**

### **1. Spotlight on the Schools: Byam Elementary School**

Principal, Jason Fredette, along with staff members and students spoke and shared a slide presentation on the good work happening at Byam. Information was shared about PBIS or Positive Behavioral Intervention Supports and Byam's PRIDE Program. At the beginning of the school year each student was given a passport which was stamped when they toured different areas of the school which addressed expectations for students throughout the school. This was reinforced by the showing of expectation videos. The video on "bus expectations" was shown tonight. Grade level meetings are held throughout the year for further support. Second Step Integration programming is used as well to help students learn critical coping skills. PBIS Tier 2 Supports are in place for additional social and emotional support for students who would benefit by the opportunities. Students who are PRIDE Ambassadors were introduced to the Committee. They provide a student "voice" for the school community. The ambassadors shared details of their responsibilities and enthusiasm for the role. More details on tonight's presentation are included in the agenda packet for this meeting.

### **2. Update: STRIVE Program (Elementary) Level**

Dr. Molly McMahon, principal of South Row Elementary School, and Amy Reese, Director of Student Support Services, reported tonight on the new elementary level therapeutic program housed at South Row. This program was added this school year to meet the needs of students in elementary school who require behavioral/therapeutic services. They shared a power point on the screen and included it in tonight's packet as well. "Striving for independence" is a goal of this program. Reinforcing the ability of STRIVE students to participate in general education programs has been successful 76.8% of the school year thus far. Data is reviewed continuously and used to address each student's behavior plan. Communications include outreach to parents and coordination of services with outside providers. Quotes from parents and staff members, about the success of the program, were shared with the Committee. Although no STRIVE student has yet been transferred back to their home school, criteria and support for this are being planned.

### **3. Update: Elementary Level Assistant Principal Positions**

The elementary principals submitted a memorandum to Dr. Lang expressing their appreciation for the hiring of the two elementary assistant principals. They came to the table to discuss some of the specific benefits that have come to the schools directly as a result of the addition of these staff members. Among the benefits are: their contributions to the district strategic plan and school improvement goals; support for instructional leadership and evaluations; increased communication with families; improved student attendance; support of specialized programs and incident management protocols.

### **4. Follow-Up: January 29, 2019, School Committee Public Forum Agenda**

A draft agenda for this upcoming Public Forum is included in tonight's packet. The Committee was pleased with the draft so it will be posted.

## **5. Follow-Up: New School Committee Member Handbook**

The final draft for this handbook is included in tonight's packet.

**Mr. Thomas motioned to adopt the new School Committee Member Handbook. Mr. Moses seconded. Motion carries 4-0.**

Dr. Lang will post the handbook on the website tomorrow morning.

## **6. FY20 Capital Plan – TOC Capital Planning Committee Recommendation**

Dr. Lang included a memorandum in tonight's packet concerning the projects which were recommended to go forward and be presented at Town Meeting in the spring. The topics moving forward are: \$452,209 for School Security Upgrade; \$285,644 for School Kitchen Code Compliance Upgrade; \$205,000 for School Parking Lot Expansion – Harrington Elementary School and \$101,706 for School Kitchen Upgrade.

## **7. Personnel Report: November 2018**

No action required.

## **8. Public Input: FY20 Budget Process & Priorities**

Dr. Lang's recommended FY20 budget will be presented on February 5, 2019, at the regular School Committee Meeting. Members of the community/public are encouraged to provide input.

Maria Santos, of 19 Parkhurst Road, spoke and requested the Committee consider adding a school social worker to the district. She stated this addition would be beneficial not only to ELL students but to the general population as well. She also would like to see increased technology to help the ELL students.

Dr. Lang acknowledged the need more social support services. Ms. Newcomb would like a discussion to take place around this need when planning for FY20. Dr. Lang agreed that the issue is important and may be discussed and local budget as well as grants may be a viable funding source.

An agenda item for the next meeting will be an update from Dr. Hirsch on the Dyslexia screening for kindergarten students. Fees for activities, athletics, parking, busses, etc. will also be discussed at budget meetings. The Chair and other members would like to see an upgrading of the district's website.

## **9. Approval of Conference and Field Trip Requests**

**Mr. Thomas motioned to approve the CHS tenth grade English Class trip to see *All My Sons* in New York City on April 24, 2019. Mr. Moses seconded. Motion carries 4-0.**

### **Reports**

#### **1. Liaison Reports**

Chelmsford Friends of Music will meet on January 16, 2019, in the Learning Commons. SEPAC will hold a meeting next week called "An IEP for My Child" and the Wellness Committee will meet in early February. Ms. Newcomb will provide the time and dates at the next meeting. The Chair thanked Dr. Lang for posting the Committee Policies on the web site.

## **Public Comments**

Maria Santos, 19 Parkhurst Road, thanked the Committee for their service. She also encouraged parental involvement in PTOs and would like to see the Committee have presentations by the various parent organizations at future meetings.

## **Adjournment**

**Mr. Thomas motioned to adjourn to go to Executive Session to deal with matters of collective bargaining. Mr. Moses seconded. A roll call vote was taken. Motion carries 4-0.**

**Tonight's meeting may be viewed in its entirety on Chelmsford Telemedia you/Tube.**

*Respectfully submitted by Sharon Giglio*



# CHELMSFORD HIGH SCHOOL ALUMNI ASSOCIATION

9 January 2019

The Chelmsford High School Alumni Association proudly announces its Twenty-ninth Annual Hall of Fame Induction. The ceremony will take place on the evening of the 23rd of March, 2019 at the UMass Lowell Conference Center in Lowell, MA. The program will include a social at 5:45 PM; dinner at 6:30 PM and the induction at 7:00 PM.

Those being inducted are as follows:

Gail F. Beaudoin  
Class of 1979

Lauren H. Cochran  
Teacher

Maura D. Duah-Asamoah  
Class of 1988

William J. Gilet, Jr.  
Class of 1989

Patricia G. McCafferty  
Class of 1976

Peter J. McHugh  
Class of 1964

Judy M. Metz  
Class of 1973

Michael G. O'Keefe  
Class of 1987

Louise Q. Tremblay  
Class of 1962

The Alumni Association will also present its "Lucy E. Simonian Golden Lion Award" which is given to an organization or an individual who has been an extraordinary supporter of the students of Chelmsford High School over the years. This year the recipient will be Evelyn S. Thoren and the presentation will be made at the induction ceremony.

For information relative to the purchase of tickets for the induction ceremony, please call Terry McSheehy at 978-251-3788 or George Simonian at 978-256-3100.

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

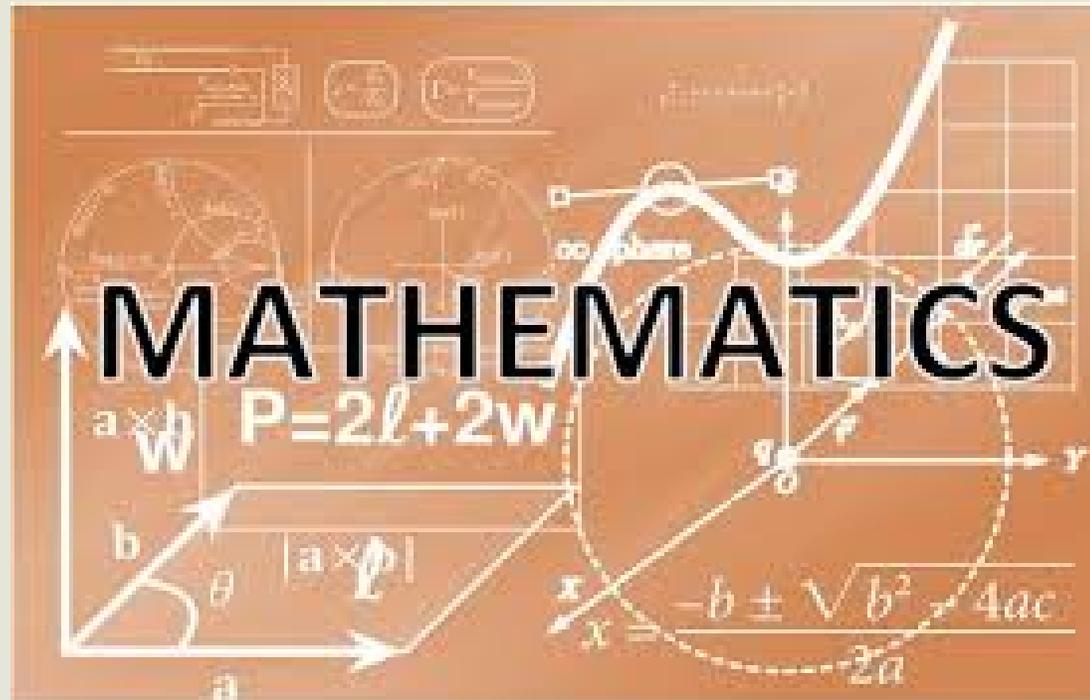
## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: January 17, 2019  
Re: Spotlight on the Departments: Mathematics

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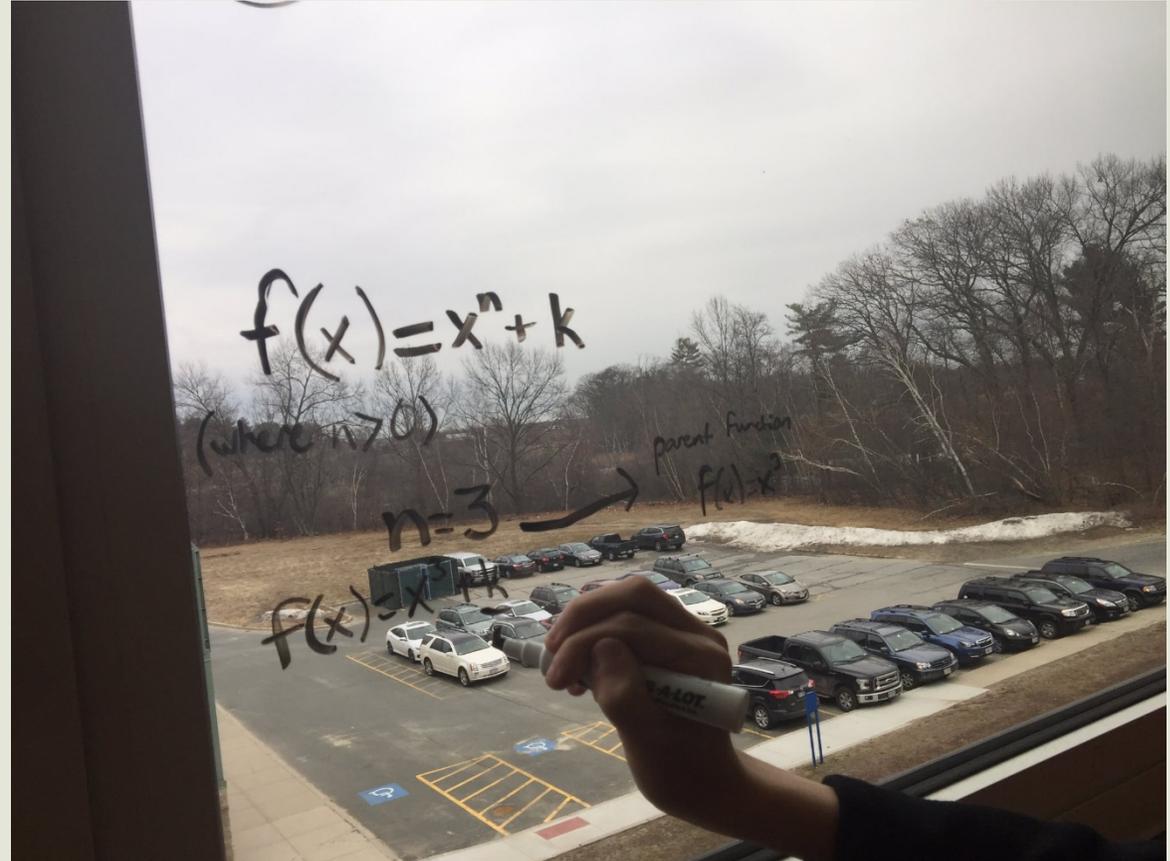
Attached please find a PowerPoint presentation provided by Dr. Matthew Beyranevand, Department Coordinator for Mathematics. I look forward to hearing Dr. Beyranevand's presentation and discussing the work that is ongoing in the district with respect to this subject area.

CPS Mathematics Department  
School Committee Presentation  
January 22, 2019



# Overview

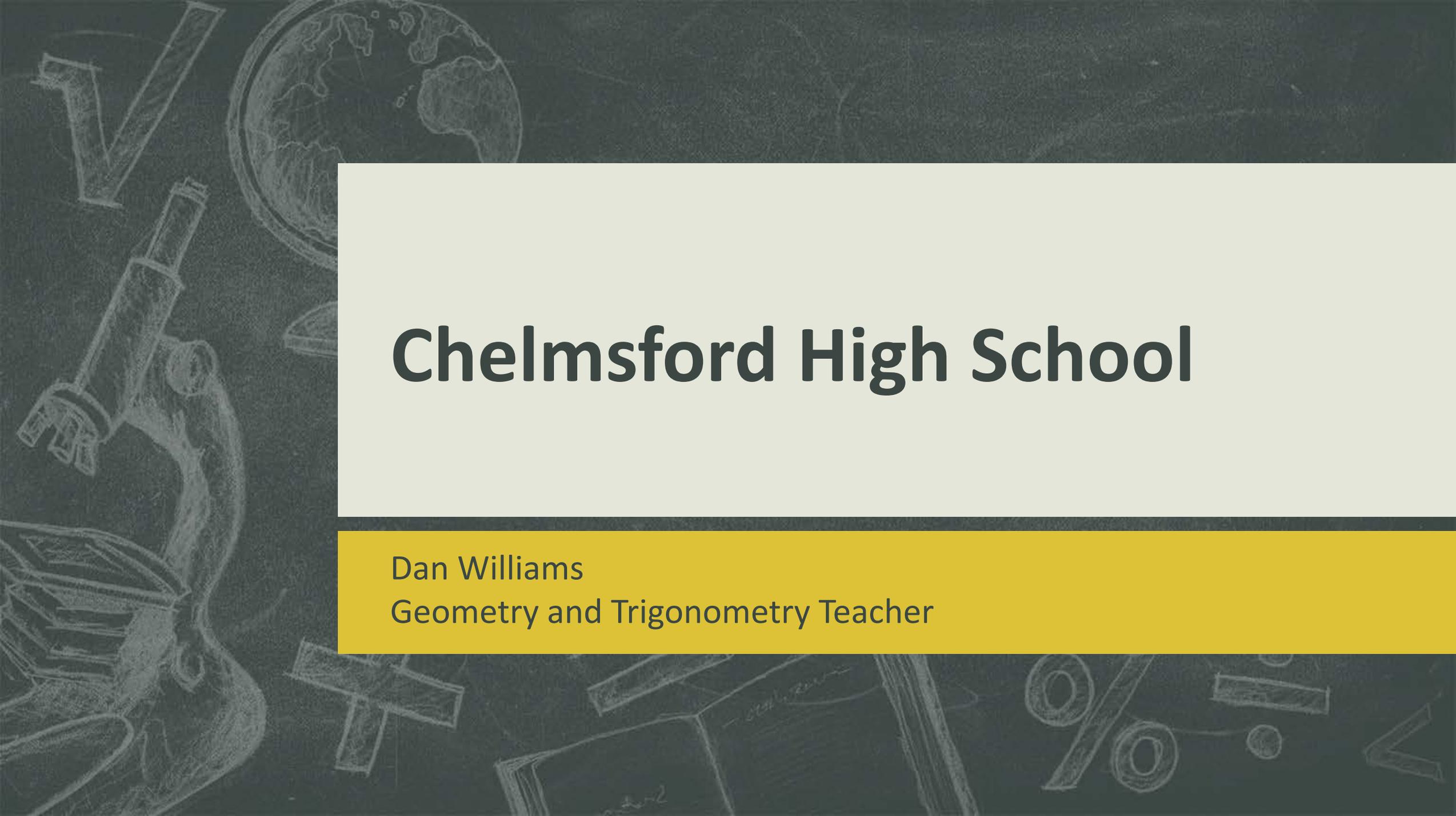
- Introductions & Philosophy of Department
- High School Mathematics
- Middle School Mathematics
- Growth Mindset
- Elementary Mathematics



# Chelmsford Public Schools Philosophy of Teaching Math

- Conceptual Understanding
- Joyful Mathematics
- Growth Mindset



The background is a dark grey chalkboard with various white chalk sketches. On the left, there is a detailed drawing of a microscope. Above it is a globe of the Earth. Below the microscope are several geometric shapes, including rectangles and a cross. In the bottom right corner, there are sketches of a percentage sign, an exclamation mark, and a right-angle symbol. The overall theme is science and mathematics.

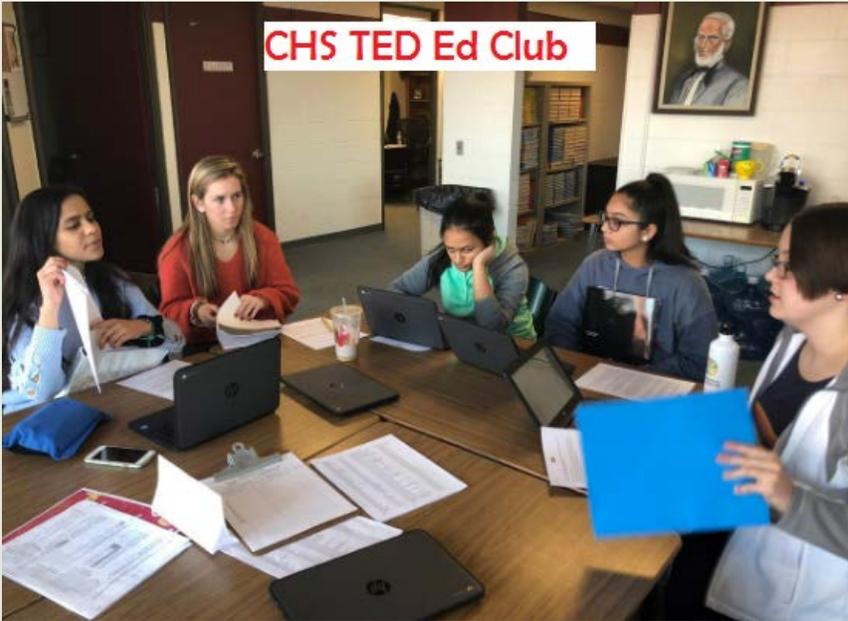
# Chelmsford High School

Dan Williams  
Geometry and Trigonometry Teacher



# Mathematics at CHS

CHS TED Ed Club

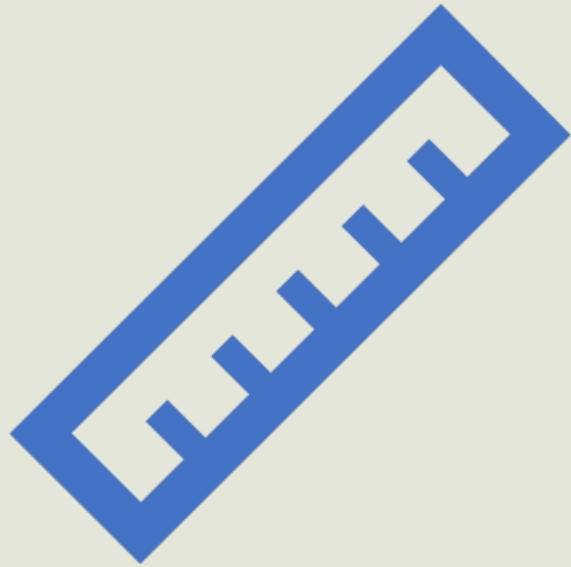


Preparing for the new MCAS



## Math Team





# Middle School Math

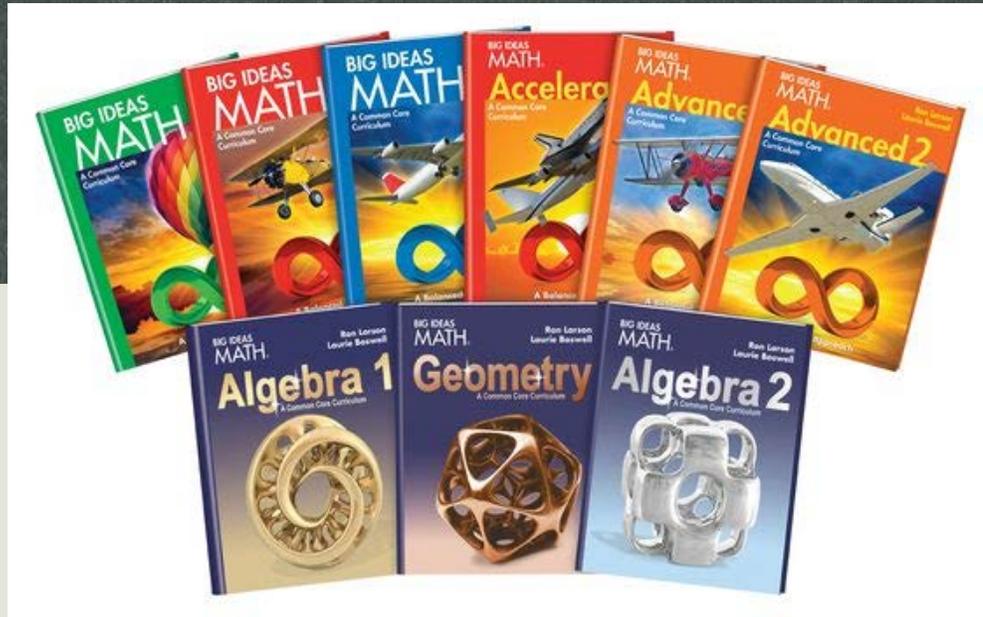
Donna Foley – Math Coach



# Big Ideas Math & Technology

Technology with  
[Bigideasmath.com](http://Bigideasmath.com)  
Homework assignments  
Tutorials  
Quizzes and Tests

Technology with I-Ready  
Diagnostic and Prescriptive



Big Ideas Math begins in  
Grade 6 and continues at CHS.

Technology Skill Practice with IXL  
[https://www.ixl.com/signin/  
chelmsford](https://www.ixl.com/signin/chelmsford)

Math Contests for grades 6, 7 & 8. Continental Math and New England Math

Continental Math

5 Contests per year (November- March)

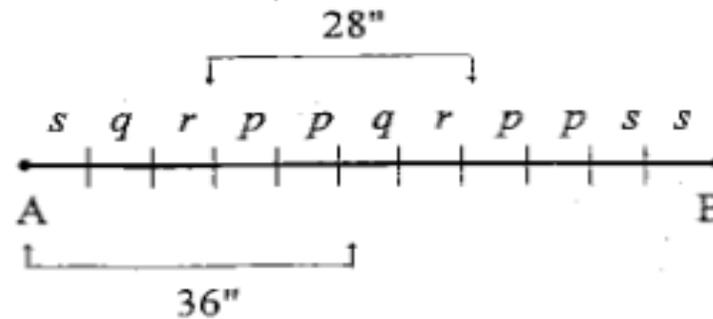
6 Questions in 30 minutes

Sample Continental Math Contest  
Question Grade 6 January

1)  $a @ b$  means  $\frac{a \times b}{a + b}$ . For example,  $10 @ 10 = \frac{100}{20} = 5$ . Find the value of  $6 @ (6 @ 6)$ .

Sample Continental Math Grade  
Question Grade 8 January

4) In the diagram at the right, sections with the same letter have the same length. Find the length of the entire segment from A to B.



# New England Math League

35 Multiple Choice Questions in 30 Minutes

Sample Questions from Grade 7 (2018)

5. The hundreds digit of the product of all whole numbers from 1 to 20 is A) 6            B) 4            C) 2            D) 0	5.
6. Which of the following is the sum of the prime factors of 2018? A) 11            B) 219            C) 1011            D) 2019	6.
7. If the length of the longest side of a triangle is 18, which of the following could <i>not</i> be the length of its second-longest side? A) 9            B) 10            C) 12            D) 17	7.
8. My final score in a competition is the average of my scores on 5 rounds. To get a final score of 88 after getting 84, 80, and 92 on the first 3 rounds, what must be my average score for the last 2 rounds? A) 88            B) 90            C) 92            D) 96	8.

Placement and Levels of Math Grades 6-8  
Meeting the needs of all Students

Grade 6 Heterogenous Grouping with Supported and Co-taught  
 Grade 7 Honors, Accelerated, Grade Level, Supported and Co-taught  
 Grade 8 Honors Algebra, Accelerated, Grade Level, Supported and Co-taught

NEML Out of 35	CML Mean	#	Term Grades				Skills Out of 50	Aptitude Out of 60
			Q1	Q2	Q3	Q4		
14	2.3	3	93	89	90		43	46
15	2.0	5	93	90	89		38	48
11	3.6	5	99	98	95		46	56
17	3.2	5	98	97	96		44	56
18	1.6	5	94	93	88		44	50
31	5.6	5	100	100	100		48	60
19	5.0	5	100	100	99		46	58
21	3.2	5	94	93	97			52
16	1.4	5	87	76	77		34	39

Placement Process  
 Data  
 Testing  
 Recommendations

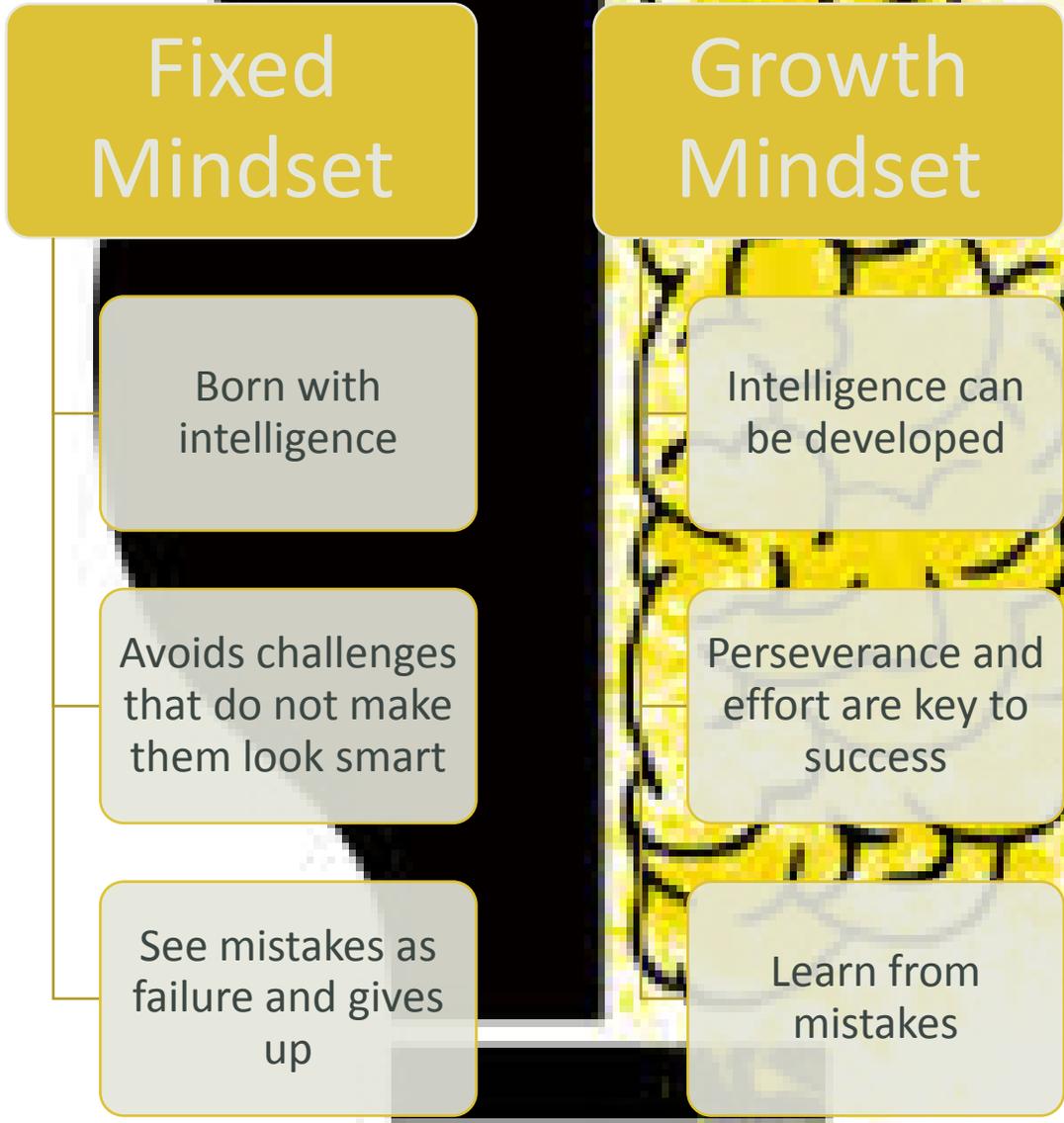
CHANGE  
THE WAY YOU  
LOOK AT THINGS  
—  
AND THE THINGS  
YOU LOOK AT  
CHANGE

WAYNE DYER

## Growth Mindset in the Classroom

Amanda Dalton, Parker  
7<sup>th</sup> Grade Math





## Fixed Mindset

Born with intelligence

Avoids challenges that do not make them look smart

See mistakes as failure and gives up

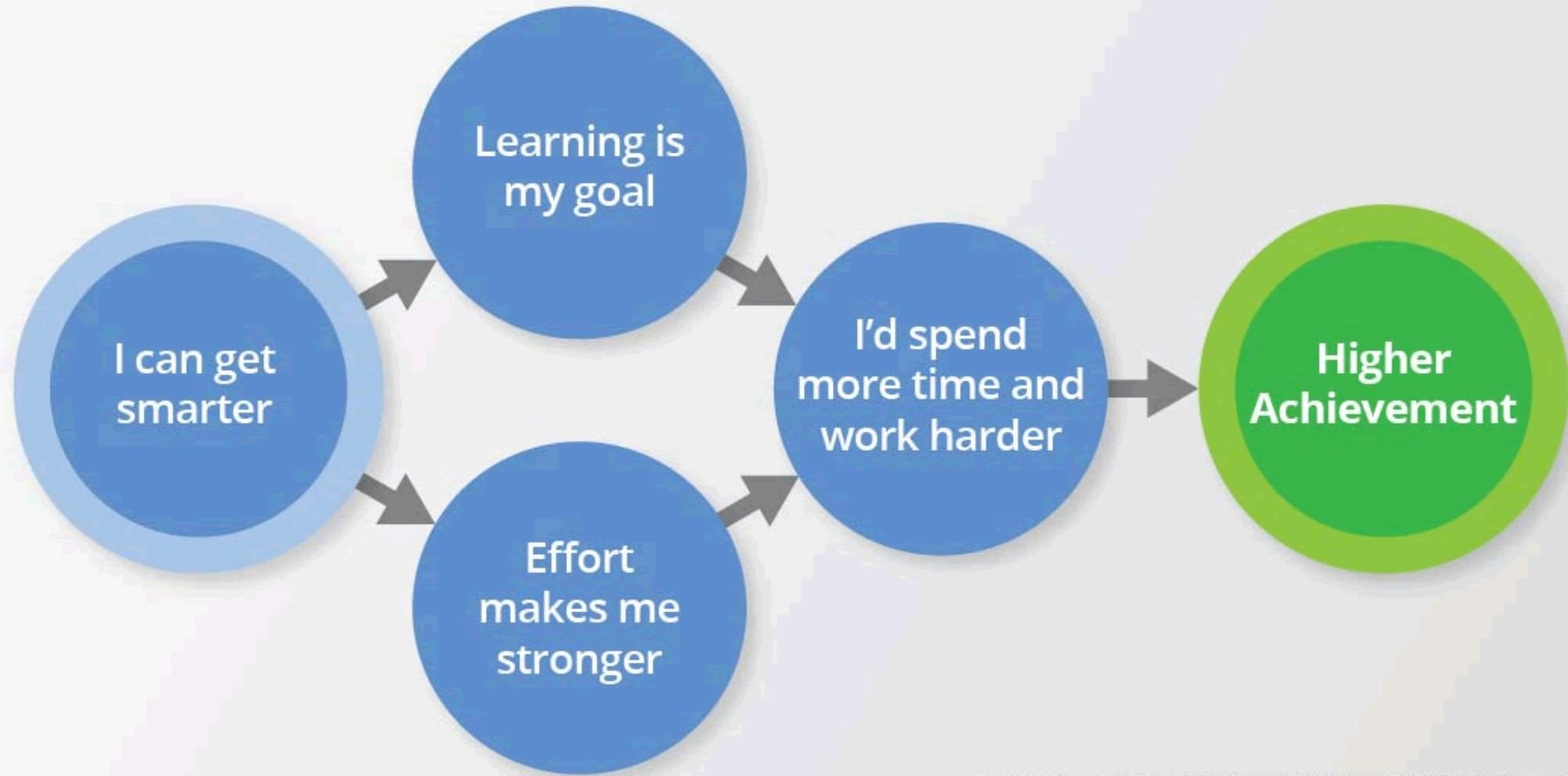
## Growth Mindset

Intelligence can be developed

Perseverance and effort are key to success

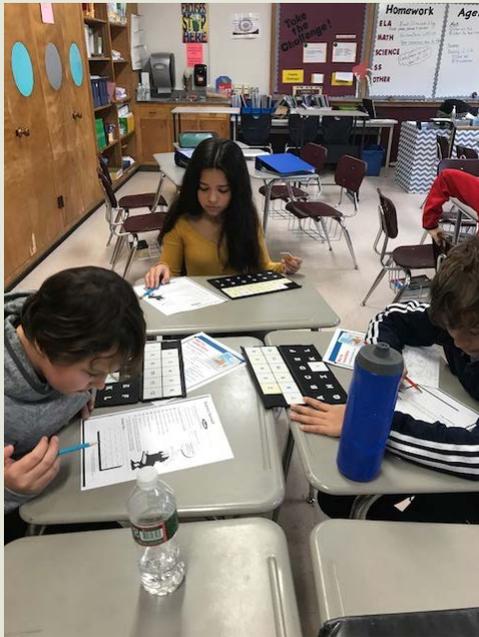
Learn from mistakes

# A Growth Mindset Drives Motivation and Achievement



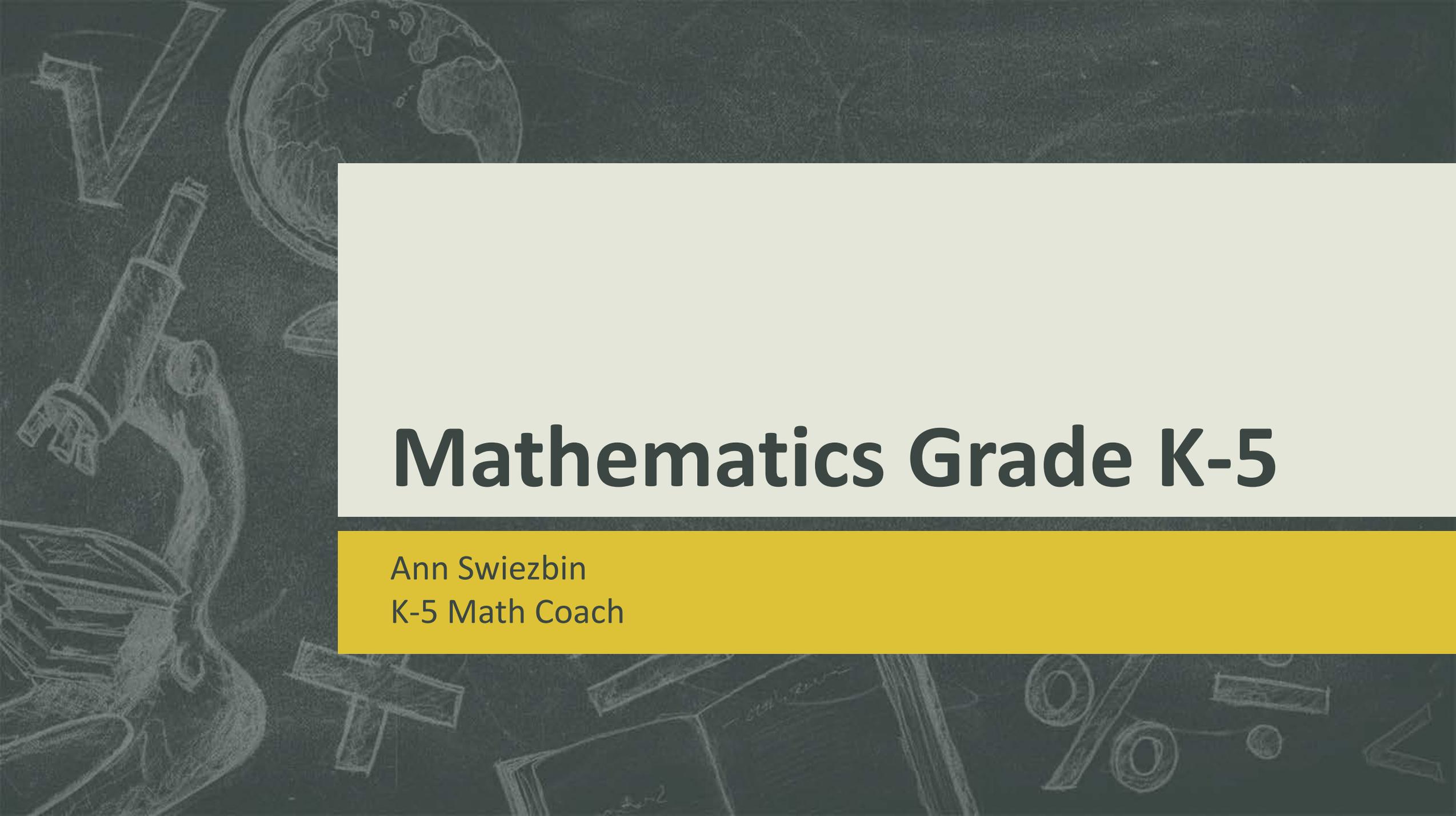
# Improving Growth Mindset In the Mathematics Classroom

Stations create movement and **engagement** for students to want to be in class.



Stations allow for teacher to give **feedback** and work in small groups





# Mathematics Grade K-5

Ann Swiezbin  
K-5 Math Coach

# K- 5 Math Curriculum

## Math Expressions

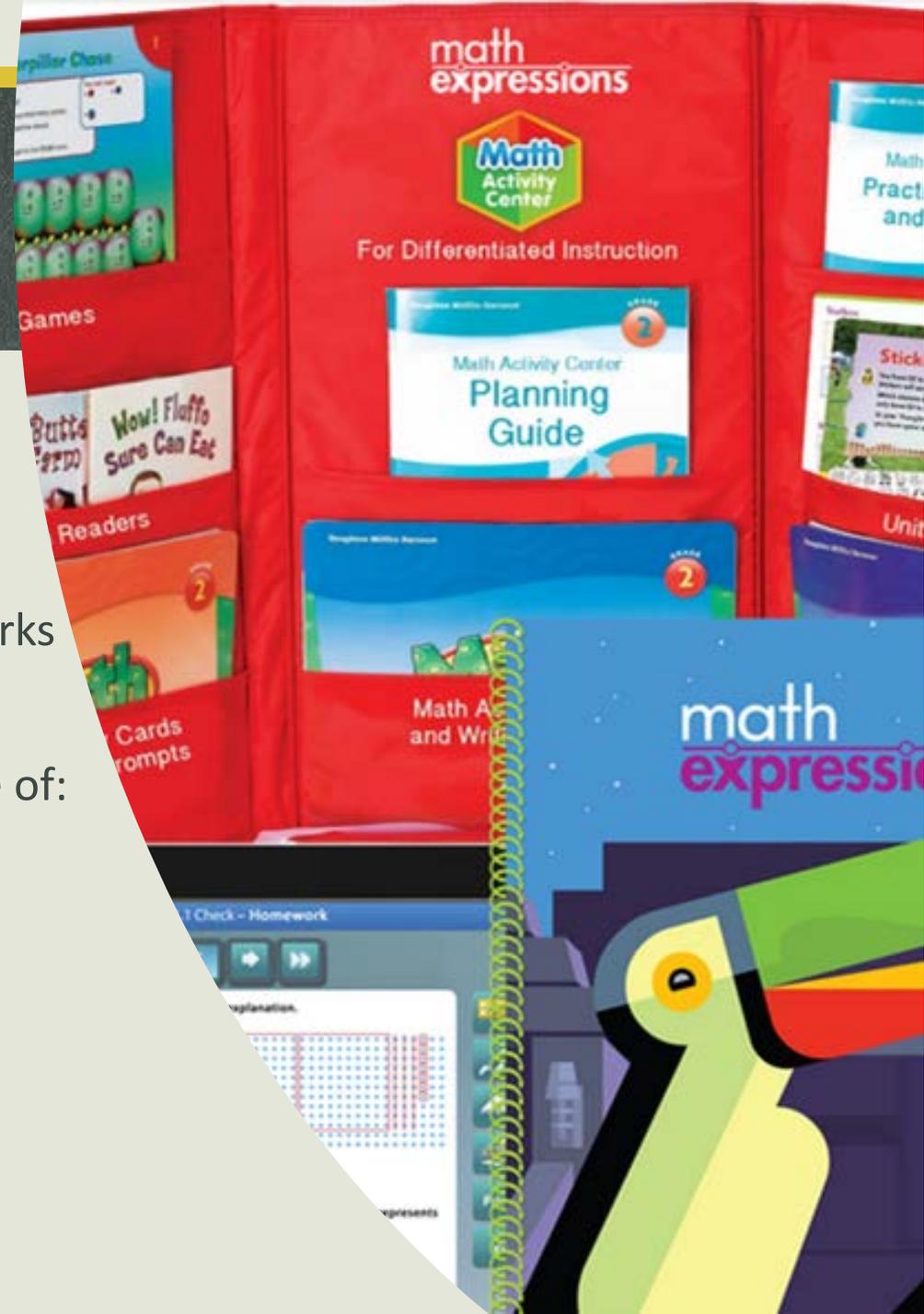
### Common Core (2018 edition)

Standards Based -Aligned with 2017 Mass Frameworks

Standards for Mathematical Practice

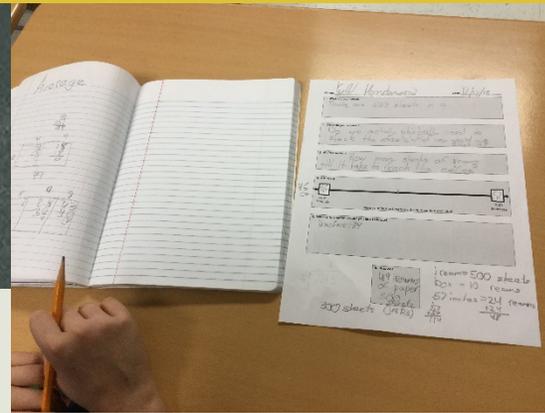
Builds mathematical understanding through the use of:

- multiple strategies and representations
- math talk
- problem solving
- flexible thinking
- proof drawings
- mathematical models

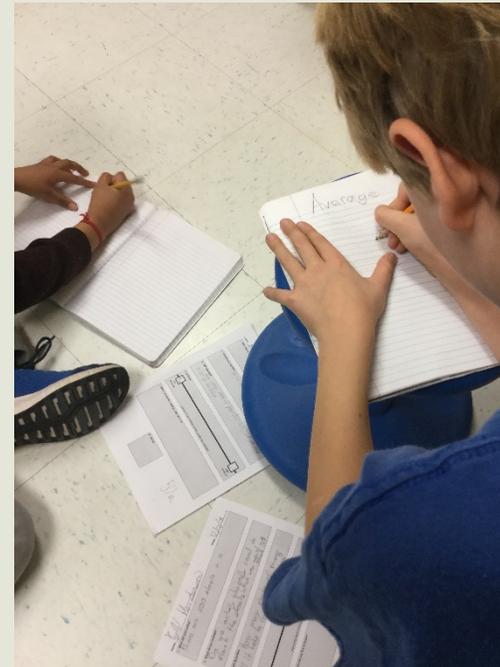
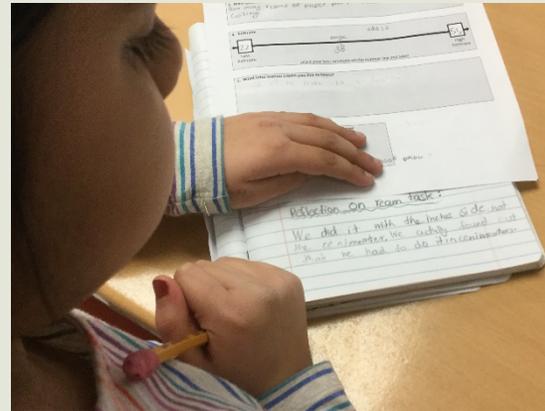


# ECOS

Integrating Reading,  
Writing, Math,  
Science, and Social  
Studies



Active Learning





# Technology: Think Central



Math Expressions online component



<http://www-k6.thinkcentral.com/ePC/start.do>



New and updated technology applications all in one package



Personal Math Trainer for fluency practice and test taking online\*



Allows access to practice assignments, homework pages, and parent letters from home devices

# Math Intervention



Level 1 intervention in the classroom in small group settings.



Title 1 Math Intervention (small groups meeting with Math Interventionists based on data/feedback from formative and summative assessments in the classroom).



Use of challenging activities, puzzles, and games for deep understanding of math concepts.



# Instructional Support



Development of pacing guides for Math Expressions and integration of math topics into ECOS for Reading, Writing, Math, Science, and Social Studies



Use of benchmark, formative, and summative assessments to provide intervention and/or challenge



Team meetings\* to discuss progress and generate ideas to develop mathematical thinking, teach core grade level concepts, and integrate mathematics across the disciplines.

Thank You



# Teachers for Global Classroom and Teachers Excellence and Achievement

BRIAN ACHESON

JANUARY 22, 2019

# Overview

Mutual  
Understanding

International  
Education

Leadership  
Development



Exchange  
Programs

Fulbright

ILEP

TEA

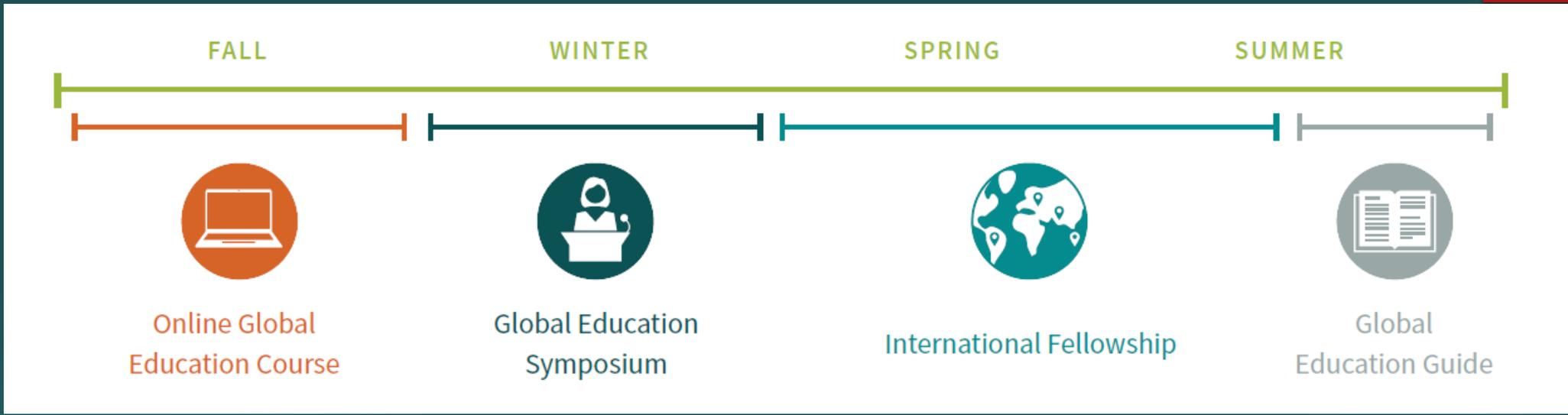
TGC

# Goals of TGC and TEA

Teacher Training  
program

Giving teachers  
opportunity to learn  
about the world to  
bring to their students

Increase diplomacy

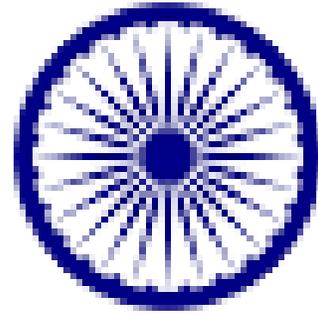


# COMPONENTS OF TGC PROGRAM

# TEA and TGC Programs

- ▶ Workshops
- ▶ Cultural Excursions
- ▶ Field Experiences

India



# About the In-Field Experience



## Delhi

5 days

Acclimating to India  
and Indian Education



## Kozhikode

7 days

Working with Host  
Teacher



## Agra

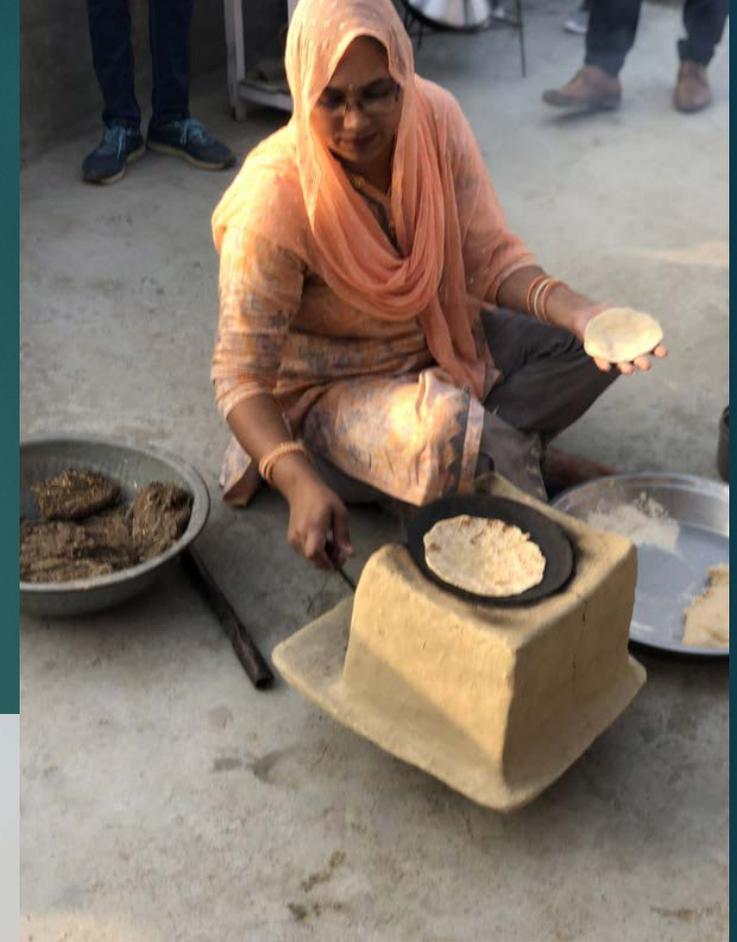
5 days

Wrap-up



Atithi Devo Bhava

# Delhi





# SCHOOL VISITS





# Sites of Delhi





# Teaching in Kozhikode





# Kozhikode Sites



# Agra



# What we learned?

- ▶ Similarities in teaching around the world
  - ▶ High demands from government
  - ▶ Balance meeting those demands and the needs of the students
  - ▶ Needing more resources
- ▶ Teachers have passion
- ▶ Teachers make due with what they have
- ▶ Technologically advanced world
- ▶ Value of clean air and water
- ▶ Appreciation for culture



# Take away



- ▶ Thesis statement
  - ▶ What effect does culture have on science curriculum?
- ▶ Travel Blog
  - ▶ Insights into culture of India beyond education
- ▶ Global Education Guide
  - ▶ Resource for those who would like more information



Atithi Devo Bhava

# Returning the favor

- ▶ Welcoming Ceremony – February 4<sup>th</sup>
- ▶ High School Classroom visits – February 4, 11, 25 and March 4, 11
- ▶ Lunches and socials during school visits
- ▶ School Committee Meeting - March 5
- ▶ Visit to elementary classrooms - TBD

# Website and Blog

▶ [brianacheson.weebly.com](http://brianacheson.weebly.com)



# School Committee

January 22, 2019

Technology Department



# Agenda

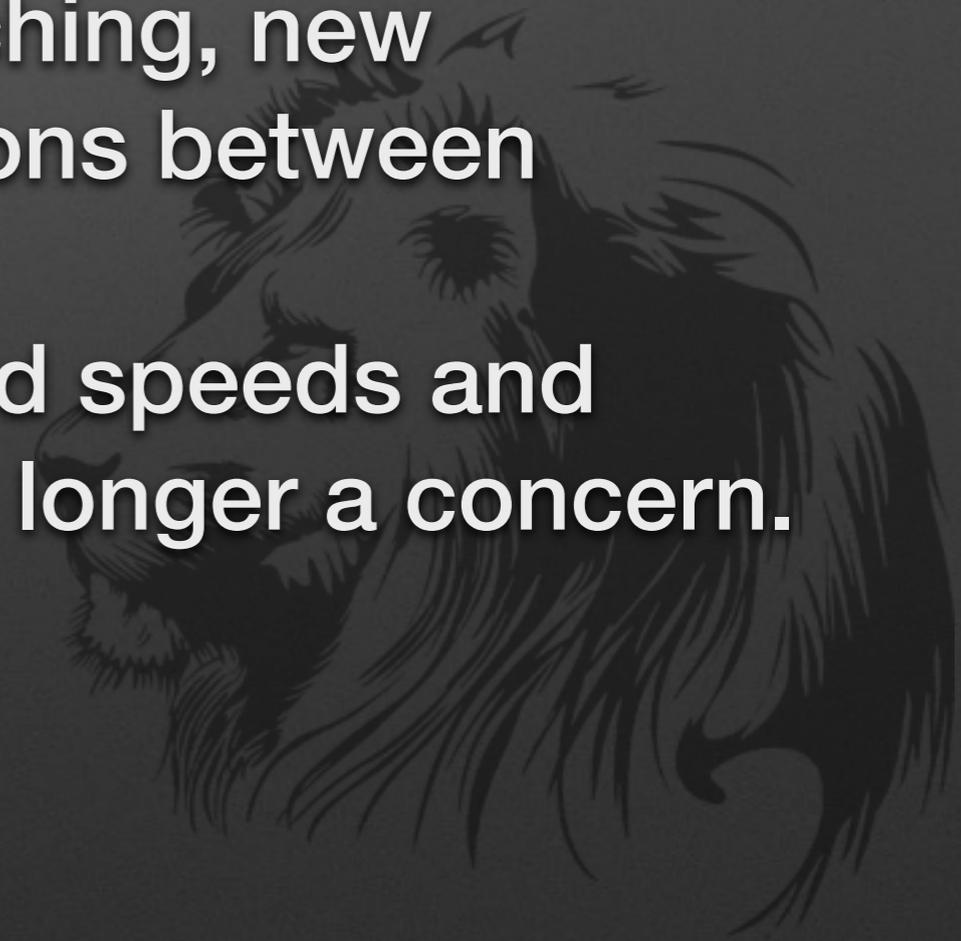
- ★ Brief Technology Department Update (Summer 2018 - Present)
- ★ 1:1 Steering Committee Documentation



# Review

## Project Recap

- ★ All remaining school buildings have undergone an entire infrastructure upgrade.
- ★ Town Capital funded McCarthy, Harrington, and Center. Digital Connections Grant \$634,000 funded CHS, Byam, South Row.
- ★ All buildings now have new switching, new wireless, and new fiber connections between closets.
- ★ Wireless devices now run at wired speeds and limiting device connections is no longer a concern.



# Review

## Device Recap

- ★ This year all MCAS testing must be completed online.
- ★ Requires more devices to finish testing within the testing window.
- ★ CHS, McCarthy, Parker - Received 10 new chromebook carts
- ★ Byam, Center, Harrington, South Row - Received 5 new chromebook carts
- ★ These additions will allow all schools to test well within the window. One middle school has gone from 27 scheduled days of testing to 11.





# 1:1 Steering Committee

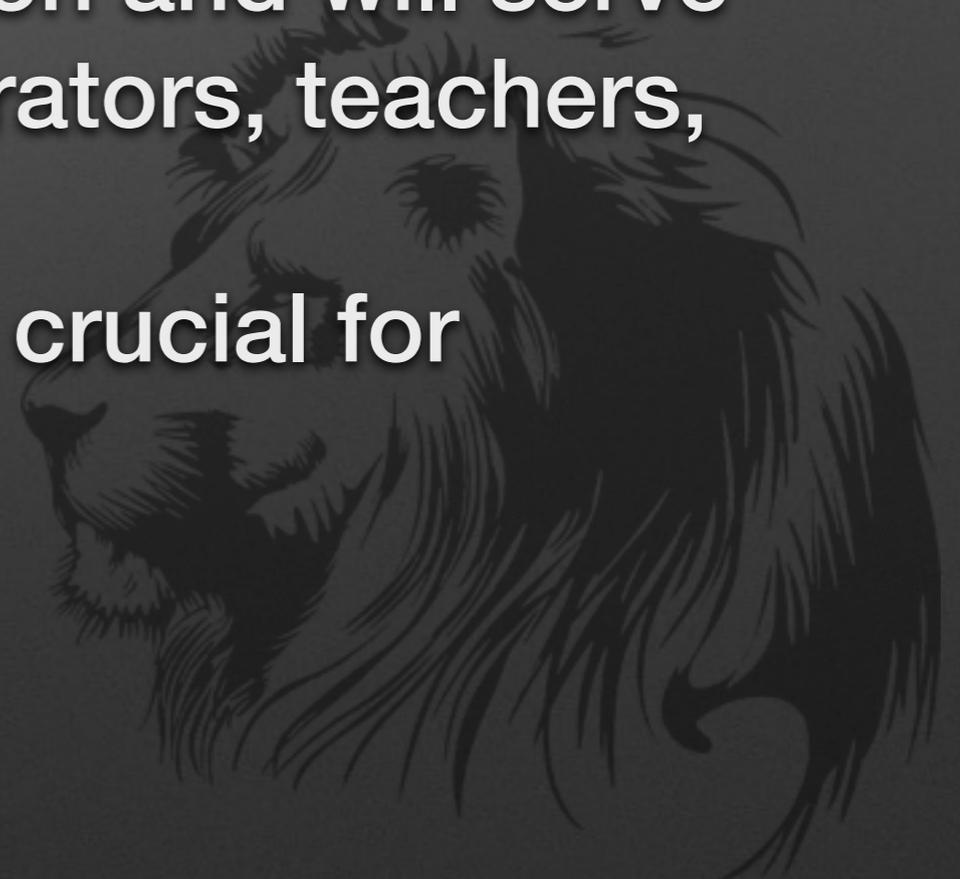
Implementation Planning



# 1:1 Steering Committee

## Implementation Planning

- ★ Committee included key stakeholder groups
- ★ 24 participants - administrators, teachers, integration specialists, technology staff, student support staff, union representation, parents.
- ★ Committee generated a comprehensive document which details important information and will serve as a reference guide for administrators, teachers, students, and parents.
- ★ Followed ISTE topics considered crucial for successful 1:1 initiatives.



# 1:1 Steering Committee

## Implementation Planning

- ★ Shared Vision
- ★ Equitable Access
- ★ Consistent and Adequate Funding
- ★ Skilled Personnel & Technical Support
- ★ Empowered Leaders
- ★ Ongoing Professional Learning
- ★ Instructional Framework for Curriculum
- ★ Student-Centered Learning
- ★ Feedback and Evaluation
- ★ Engaged Communities
- ★ Usage Protocol & Policies



# 1:1 Steering Committee

## Shared Vision

The technology vision of the Chelmsford Public Schools is to create a learning environment based upon the seamless inclusion of technology in classroom instruction and providing students and staff with access to curriculum and current information. Our 1:1 program is about access, as we strive to provide our learning community with the tools needed to make technology an integral part of learning, teaching, communicating and collaborating.

Through ongoing, comprehensive professional development, all teachers will have multiple opportunities to acquire the knowledge and skills necessary to integrate technology into their evolving curriculum and instruction. We will teach students to seek out information, solve problems, and practice positive digital citizenship. With access to the latest technology, students will have boundless opportunities to be creative, demonstrate their understanding, and develop critical thinking skills, which will prepare Chelmsford Public Schools' students for their future.



# 1:1 Steering Committee

## Equitable Access

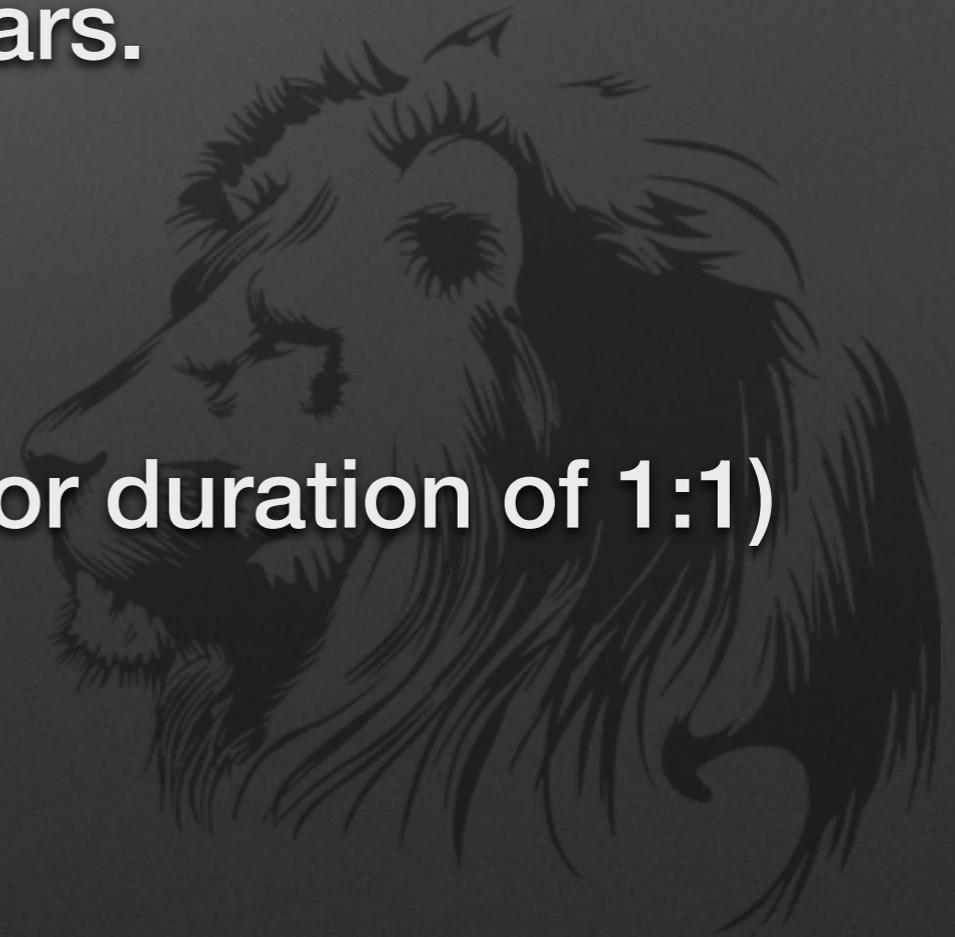
- ★ Equitable Access is the idea that every member of the organization has access to the technology that will make them successful.
- ★ All schools have enhanced infrastructure.
- ★ All schools have robust wifi.
- ★ All schools have High Speed Internet Access (upgrades coming Summer 2019).
- ★ All school have access to digital resources for learning.



# 1:1 Steering Committee

## Consistent and Adequate Funding

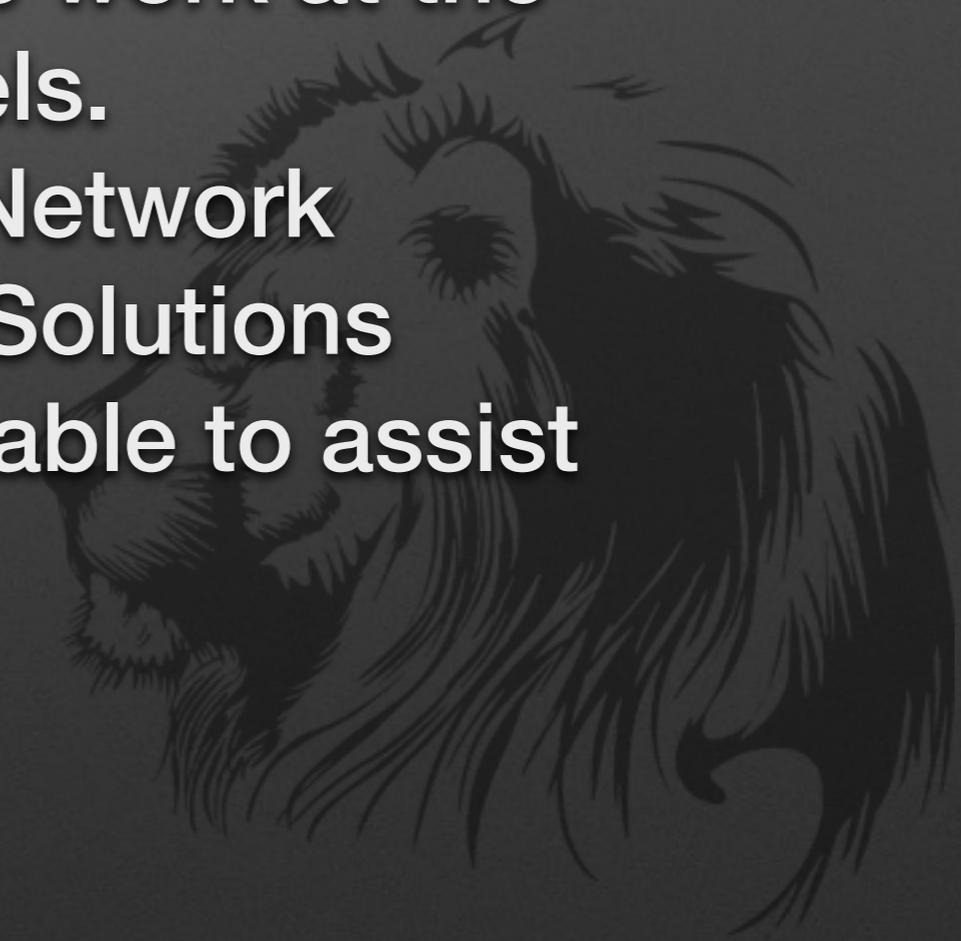
- ★ 1:1 Initiative funding is no small feat.
- ★ Requires substantial yearly expenditures to get off the ground and maintain.
- ★ Utilization of School Choice revolving fund can adequately fund this initiative.
- ★ Implementation spread over 4 years.
- ★ Year 1: \$56,300
- ★ Year 2: \$112,600
- ★ Year 3: \$168,900
- ★ Year 4: \$225,200 (this continues for duration of 1:1)



# 1:1 Steering Committee

## Skilled Personnel & Tech Support

- ★ 1:1 device deployment requires technical support staff and staff skilled in assisting users to get the most out of technology
- ★ CPS presently has 4 Technology Integration Specialists to assist users with best practice integration techniques. 3 of these work at the proposed 1:1 initiative grade levels.
- ★ CPS has a Technology Director, Network Administrator, Service Manager, Solutions Engineer, and 3 technicians available to assist users with technical issues.



# 1:1 Steering Committee

## Empowered Leaders

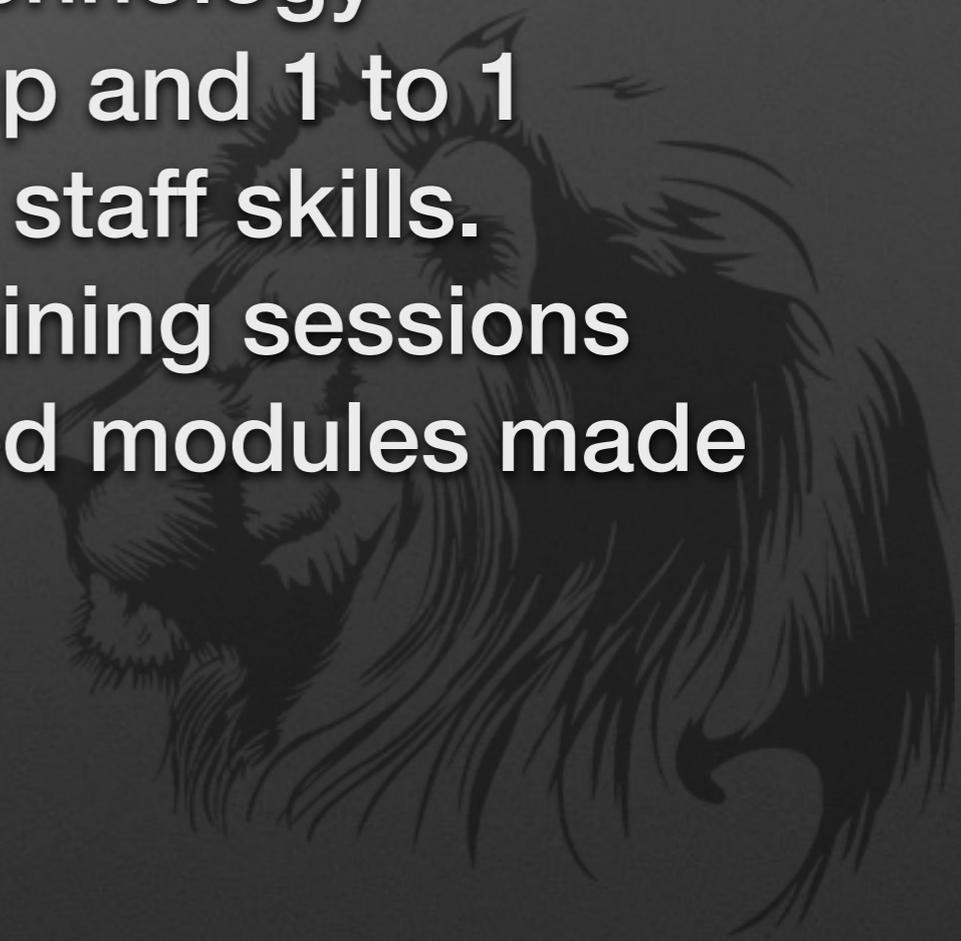
- ★ Central Administration supports administrators when they take up issues on behalf of teachers.
- ★ Administrators empower teachers to take risks while providing support whenever issues arise.
- ★ Teachers and administrators will meet periodically to address issues and concerns in a supportive environment.
- ★ Using feedback from students, teachers and administrators, we will be reflective in honing our 1:1 instructional practices.
- ★ Teachers will share best practices and be encouraged to observe peers who participate in this initiative.



# 1:1 Steering Committee

## Ongoing Professional Learning

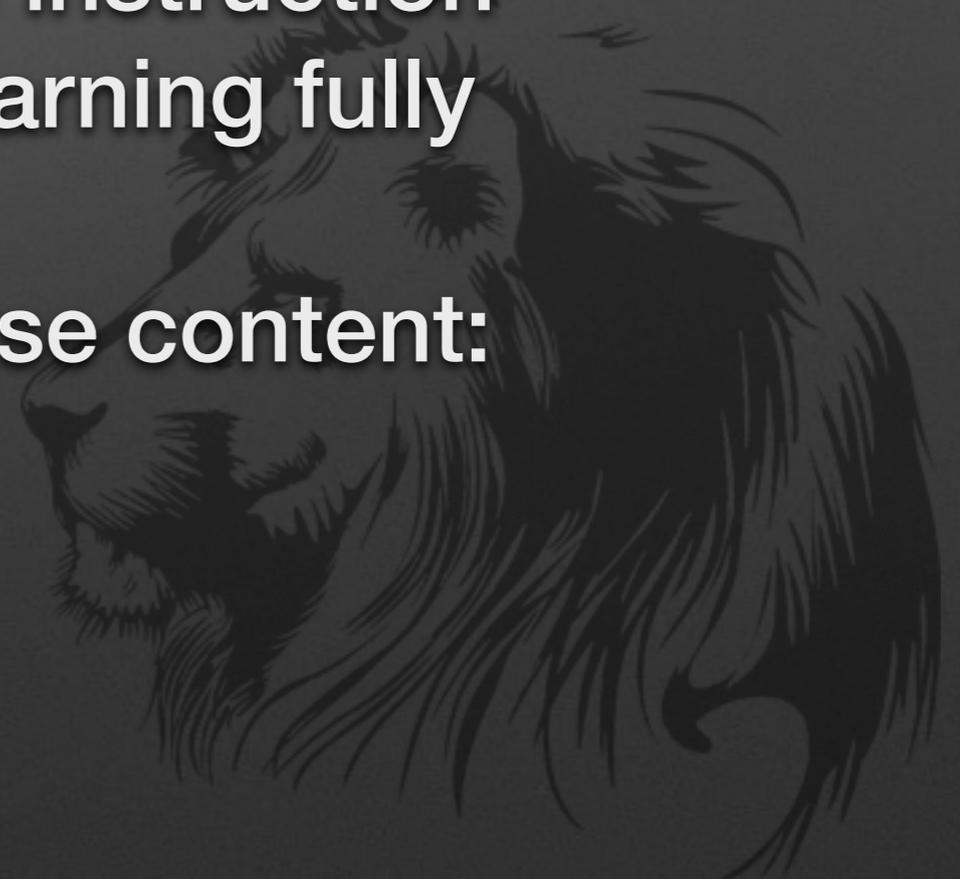
- ★ Professional learning is part of a sound 1:1 implementation.
- ★ Staff/Student skill building is continuous.
- ★ Technology classes and projects which meet technology standards enhance student skills.
- ★ Graduate courses, self-paced technology modules, half day PD, small group and 1 to 1 meetings with TIS staff, enhance staff skills.
- ★ Parent/Guardian chromebook training sessions
- ★ Parent/Guardian online self-paced modules made available



# 1:1 Steering Committee

## Instructional Framework for Curriculum

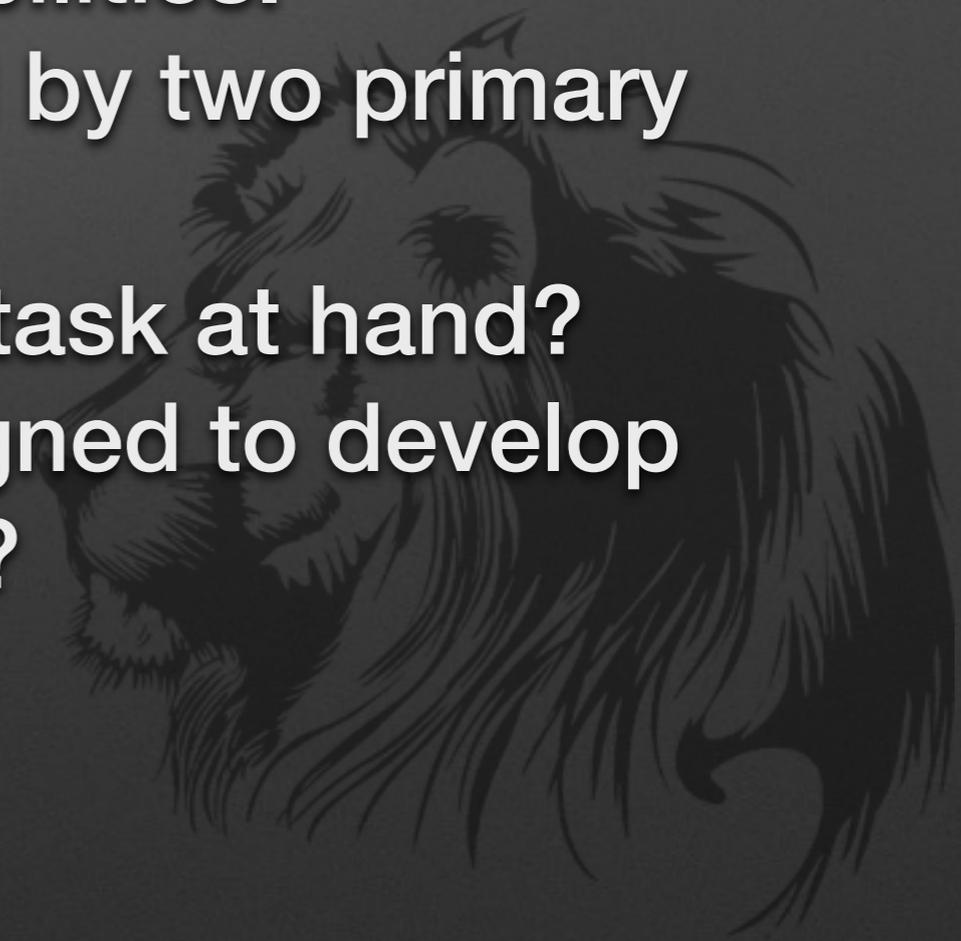
- ★ Current curriculum made available digitally through Google to all educators
- ★ Best practices for UDL (universal design for learning)
- ★ Data available for administrators and teachers to review and adjust curriculum and instruction
- ★ Blended and student-centered learning fully supported
- ★ Common platform to deliver course content: Google Classroom



# 1:1 Steering Committee

## Student Centered Learning

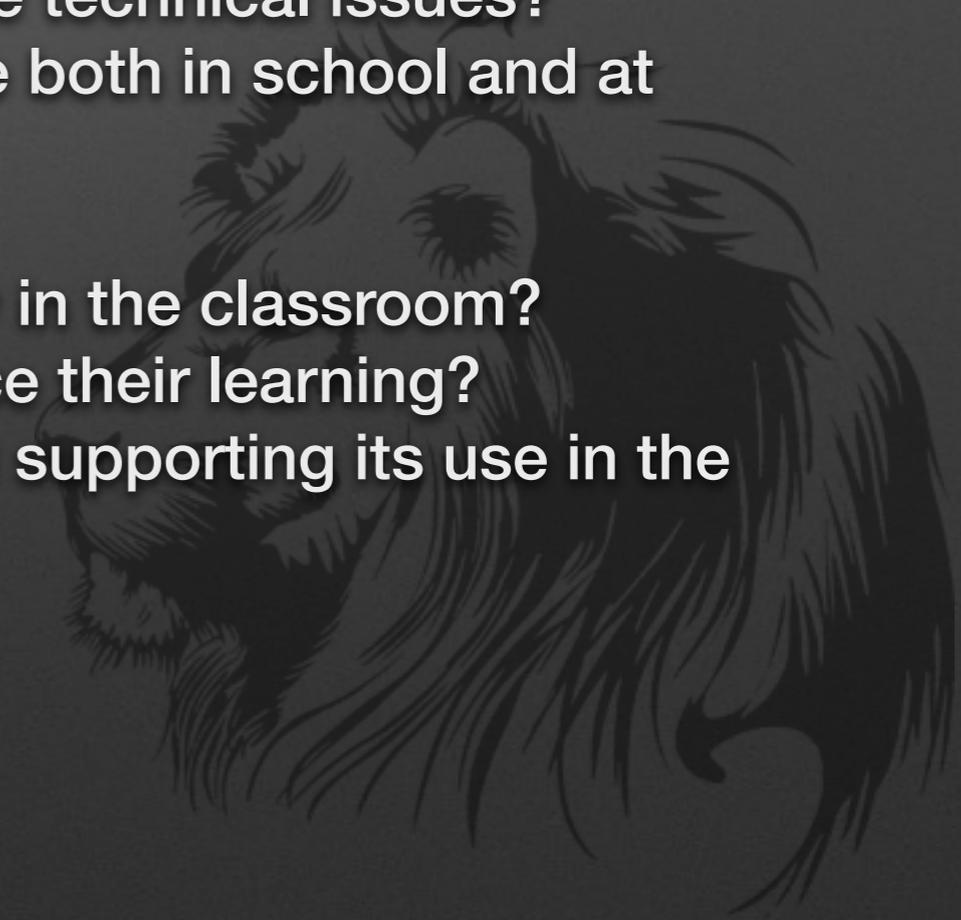
- ★ Student-centered learning moves students from passive receivers of information to active participants in their own discovery process.
- ★ What students learn, how they learn it, and how their learning is assessed are all driven by each individual student's needs and abilities.
- ★ Technology use is always guided by two primary criteria:
  - ★ What's appropriate for the task at hand?
  - ★ How can activities be designed to develop higher-order thinking skills?



# 1:1 Steering Committee

## Feedback & Evaluation

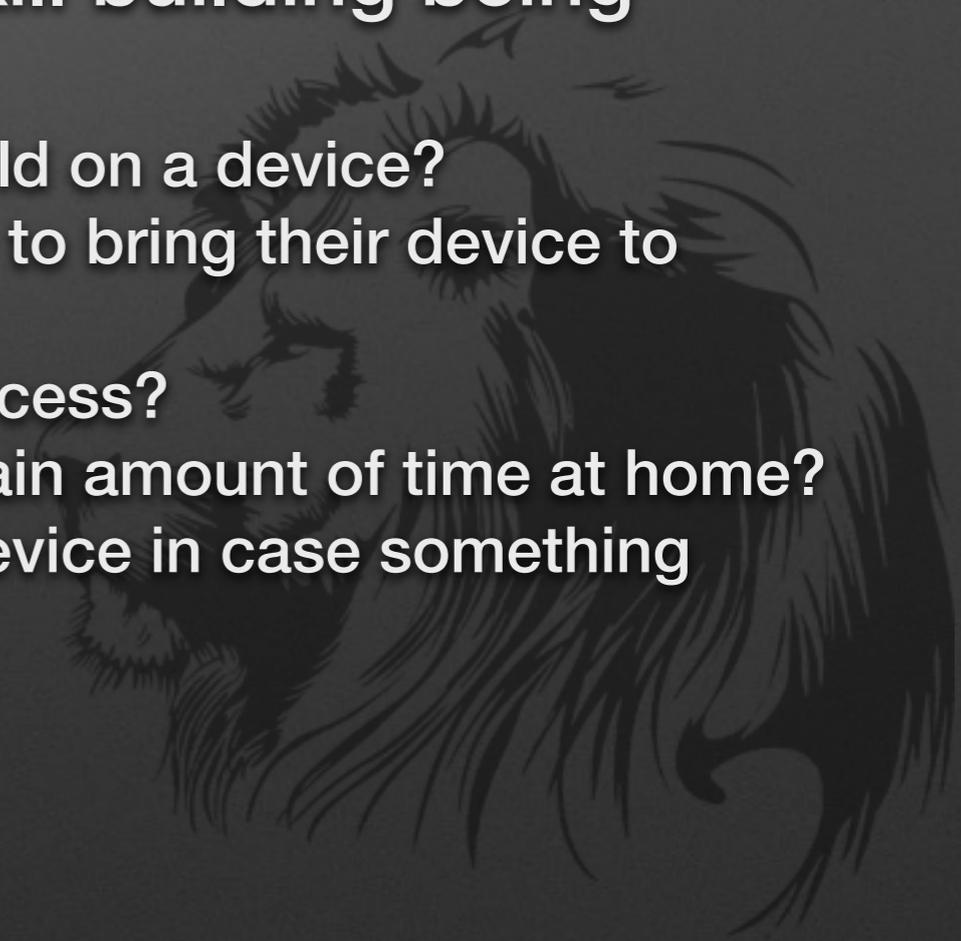
- ★ Continuous feedback and evaluation of the impact technology has on teaching, learning, and leadership is crucial to a successful 1:1 implementation.
- ★ The technology itself
  - ★ How are digital technologies and resources applied in the classroom?
  - ★ Are they useful for achieving educational goals and learning objectives?
  - ★ Are parents observing an impact on organization and learning goals?
  - ★ Is the technology performing without excessive technical issues?
  - ★ Is the technology holding up to day-to-day use both in school and at home?
- ★ Those who use the technology
  - ★ Are teachers successfully applying technology in the classroom?
  - ★ Are students able to use technology to enhance their learning?
  - ★ Are leaders successfully using technology and supporting its use in the classroom?



# 1:1 Steering Committee

## Engaged Communities

- ★ To realize the full value of educational technology, educators need support from families and the community at large.
- ★ Families require information and education.
- ★ Address parent questions and concerns and make this information available to all via FAQ documentation.
- ★ Offer education which parallels the skill building being offered to staff.
  - ★ What happens if a parent does not want a child on a device?
  - ★ What happens if a student doesn't remember to bring their device to school?
  - ★ How can we be sure families have Internet access?
  - ★ What if I don't want my child online for a certain amount of time at home?
  - ★ Can I get an insurance policy on my child's device in case something happens?



# 1:1 Steering Committee

## Usage Protocol & Policies

- ★ Set of documents that outline how devices will be distributed and collected
- ★ Expectations for student use in school
- ★ Expectations for student use outside of school
- ★ Use and Care of devices
- ★ Use of Audio/Video functions and appropriate use
- ★ Saving to the device
- ★ Network connectivity
- ★ Student Safety / Acceptable Use
- ★ Parent Responsibilities
- ★ Loss / Theft / Damage
- ★ Loan Agreement Form for parent and student



# 1:1 Steering Committee

## Thank You to Participants

- ★ This was an extensive process and through the hard work of the committee we are able to present a comprehensive guide to begin our implementation.
- ★ Thank you for your dedication to The Chelmsford Public Schools.

Committee	Members
* Silver, Bill	* Aboelsaad, Dawn
* Pereira, Tony	* Roberts, Patricia
* Wyman, Joe	* Evans, Theresa
* Sweeney, Marilyn	* Reese, Amy
* Salomaa, Joanne	* Quinn, Stephanie
* Venugopal, Devi	* Engel, Shannon
* Denny-Brown, Ann	* Mathewson, Tracey
* Young, Eileen	* Murray, Pam
* Parks, Jeff	* Ottman, Rachel
* McPhee, Kurt	* Lang, Jay
* Murray, Steve	* Hirsch, Linda
* Barker, Hana	* Russo, Rob



# CHELMSFORD PUBLIC SCHOOLS

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Mr. William Silver, Director of Information, Communication & Technology Services

## MEMORANDUM

To: Dr. Jay Lang, Superintendent  
From: Bill Silver, Director of ICTS  
Date: January 22, 2019  
RE: CPS 1:1 Initiative

In this meeting packet, I have attached the final report from the 1:1 technology initiative for your review. This document is a culmination of the work completed by the 1:1 Committee created to involve all stakeholders into process for the district to launch a 1:1 initiative for the 2019-2020 school year. It is a comprehensive document that lays out the process and decision making to allow for the district to move to a 1:1 chrombook implementation starting in grades 5 and 9. Although comprehensive, this is a living document that will guide CPS to assess and change our practices as the initiative unfolds.

I look forward to presenting this work and process to you tonight.



# CHELMSFORD PUBLIC SCHOOLS

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## Office of Information Communication & Technology Services

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### ICTS Steering Committee

Over the past several months, the *Information Communication and Technology Services Steering Committee* has met to discuss and plan for a 1:1 chromebook implementation. The committee, comprised of 24 members, represented all of our stakeholder groups. The committee brought together district and building administration, teachers, Technology Integration Specialists, technicians, union representation, and parents. It was a diverse mix of interested parties, and everyone worked very hard to make sure critical components for the roll out were addressed.

Because the committee was formed from all stakeholder groups, many questions flowed into the group from the buildings and from parents which we were able to address, make decisions about, and incorporate or cut from the plan. What resulted from this committee is a comprehensive document that can serve as a quick reference guide for all staff and parents. This guiding document describes everything from our vision for this initiative all the way to apps and extensions that will be available to students on their devices.

We followed the International Society for Technology in Education ([ISTE](#)) recommended topics to address when planning a 1:1 implementation. This gave the committee a good starting point to think about all of the changes that teachers, students, and parents would experience, as this initiative unfolds. This documentation will serve as a guide for the district as we begin this journey. These plans will require constant revisiting based upon administrator, teacher, student, and parent feedback. This is both expected and encouraged. We want the Chelmsford Public Schools' (CPS) 1:1 initiative to be successful, and it will be, because the approach we are taking is deliberate and founded in best instructional practices, which is malleable enough to make course corrections without stopping the entire flow of the program.

Below is a listing of the members who participated on our committee. I would like to thank each of them for giving so many hours of their own time to work on this implementation on behalf of our district. It is always so refreshing to watch large groups of educators and parents working so thoughtfully and diligently to bring positive change to teachers and students. This is the type of work that revitalizes and rejuvenates school districts, and I'm very excited to be part of this new chapter of CPS.

LAST NAME	FIRST NAME	EMAIL	BUILDING	ROLE
Silver	Bill	silverb@chelmsford.k12.ma.us	Central Admin	Director of ICTS
Pereira	Tony	pereiraa@chelmsford.k12.ma.us	Central Admin	ICTS Network Administrator





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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Wyman	Joe	wymanj@chelmsford.k12.ma.us	Central Admin	ICTS Service Manager
Sweeney	Marilyn	sweeneym@chelmsford.k12.ma.us	CHS	Department Coordinator (TIS/Business)
Salomaa	Joanne	salomaa@chelmsford.k12.ma.us	CHS	TIS
Venugopal	Devi	venugopald@chelmsford.k12.ma.us	McCarthy	TIS
Denny-Brown	Ann	dennybrown@chelmsford.k12.ma.us	Parker	TIS
Young	Eileen	younge@chelmsford.k12.ma.us	All Elementary	TIS
Parks	Jeff	parksj@chelmsford.k12.ma.us	Parker	Principal
McPhee	Kurt	mcpheek@chelmsford.k12.ma.us	McCarthy	Principal
Murray	Steve	murraysd@chelmsford.k12.ma.us	CHS	Principal
Barker	Hana	hanab888@gmail.com	CHS	Parent
Aboelsaad	Dawn	aboelsaadd@chelmsford.k12.ma.us	CHS	English
Roberts	Patricia	robertsp@chelmsford.k12.ma.us	CHS	Math
Evans	Theresa	tbsevans@gmail.com	McCarthy	Parent





## CHELMSFORD PUBLIC SCHOOLS

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Reese	Amy	reesea@chelmsford.k12.ma.us	CHS	Director of Student Support Services
Quinn	Stephanie	quinns@chelmsford.k12.ma.us	District	Curriculum Coordinator
Engel	Shannon	engels@chelmsford.k12.ma.us	Parker	Grade 5
Mathewson	Tracey	tmathewson@gmail.com	Parker	Parent
Murray	Pam	murrayp@chelmsford.k12.ma.us	McCarthy	Grade 5
Ottman	Rachel	ottmanr@chelmsford.k12.ma.us	McCarthy	Grade 5
Lang	Jay	langj@chelmsford.k12.ma.us	Central Admin	Superintendent
Hirsch	Linda	hirschl@chelmsford.k12.ma.us	Central Admin	Asst. Superintendent
Russo	Rob	russor@chelmsford.k12.ma.us	CHS	Bus./Engr. Dept. & Union President





# CHELMSFORD PUBLIC SCHOOLS

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## *Office of Information Communication & Technology Services*

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### Shared Vision

Develop a shared vision for educational technology among all education stakeholders.

### Equitable Access

All students, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources.

### Consistent and Adequate Funding

Ongoing funding supports technology infrastructure, personnel, digital resources and staff development.

### Skilled Personnel & Technical Support

The district has experts available who specialize in building technology skills in teachers and students. The district also makes technical support available through ICTS technical staff and the help desk ticket generating system.

### Empowered Leaders

Stakeholders at every level are empowered to be leaders in effecting change.

### Ongoing Professional Learning TIS Group/Teachers

Educators have ongoing access to technology-related professional learning and dedicated time to practice and share ideas.

### Instructional Framework for Curriculum

Information about digital curriculum resources, digital delivery systems, and how they support digital age learning and work.

### Student-Centered Learning

Planning, teaching and assessment all center on the needs and abilities of the students.

### Feedback and Evaluation

Teaching, learning, leadership and the use of ICT and digital resources are continually evaluated so adjustments can be made when necessary.

### Engaged Communities

Parents and guardians as well as teachers and students are assisted throughout the implementation. Resources will be shared which parents and guardians will find helpful. Parent Open Houses and Parent training materials will be available to the community.

### Usage Protocol and Policies

Policies and protocols which support the use of ICT and other digital resources for both learning and district/school operations.





# CHELMSFORD PUBLIC SCHOOLS

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## *Office of Information Communication & Technology Services*

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### Shared Vision

The technology vision of the Chelmsford Public Schools is to create a learning environment based upon the seamless inclusion of technology in classroom instruction and providing students and staff with access to curriculum and current information. Our 1:1 program is about access, as we strive to provide our learning community with the tools needed to make technology an integral part of learning, teaching, communicating and collaborating.

Through ongoing, comprehensive professional development, all teachers will have multiple opportunities to acquire the knowledge and skills necessary to integrate technology into their evolving curriculum and instruction. We will teach students to seek out information, solve problems, and practice positive digital citizenship. With access to the latest technology, students will have boundless opportunities to be creative, demonstrate their understanding, and develop critical thinking skills, which will prepare Chelmsford Public Schools' students for their future.





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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## Equitable Access

The CPS Network is one of the most advanced networks in the state. It has recently been heavily invested in to bring all internal connections up to current specifications. This process began in the summer of 2017 when the Parker Middle School had all switching and wireless replaced. The Parker acted as both a pilot and template to model the other buildings after. We constantly monitored the network at Parker, and very frequently interacted with staff to determine if their overall experience was enhanced with the new infrastructure. We heard comments such as: "This is amazing, I never lose connectivity.", "Everything just works!", "This is how a network is supposed to be.", "I love it. All my students can use the chromebooks at one time now." This led us to the conclusion that we had made the proper choices in hardware, and increased the overall capacity of the wireless system. Once we were certain we had appropriated the correct hardware resources to meet and exceed the needs of network users, we were able to take the components, which made up that infrastructure, and apply the appropriate pieces to others schools based on the size and user capacity at each location.

During the Summer/Fall of 2018 we upgraded the remaining buildings and now have a very robust, scalable network in place for our users. A portion of this work was funded through town capital funding, and nearly \$700,000 of this work was funded through a grant written by the ICTS department which was funded through the state. Now, every school has brand new HP/Aruba switching, HP/Aruba wireless infrastructure, brand new copper cabling to all access points, and brand new OM3 fiber cabling between all network closets in the building. The fiber cable enhancements have upgraded the bandwidth between closets and increased the bandwidth connecting the buildings back to the core switching environment at the Central Office. This upgrade also increased the number of users we can serve at any given time, and will allow us double our capacity by adding a few additional components if we ever find ourselves in a position where more is needed. Users on our wireless system can now enjoy speeds that are very close to wired connection speeds, and we can accommodate users who tend to carry more than one device (i.e. phone, watch, laptop, tablet) at any given time. Our classrooms will no longer encounter problems when every student attempts to use a device at one time. In fact, every student could use three devices at one time, and our wireless access points (APs) would handle the throughput. This is known as having the proper density for the given application.

This upgrade impacted every single corner of the building. It is available to all students, staff, and guests in every one of our schools. When upgrading infrastructure, it is important that the work will positively impact all user groups. We are pleased that everyone, regardless of classroom, subject matter, grade level, or role within the organization have the exact same equitable access to the network and the resources of the network.

Below are some basic statistics about the network makeup, and a diagram that shows the way our end users connect to the network, and how the network capacity to handle those users.

### **HP/ARUBA 5400 SERIES SWITCHES**

- Modular design with expansion bays
- Autosensing 10/100/1000 BASE-T connectivity
- All POE+ ports
- Capable of data transfer up to 754 Gb/s
- Able to upgrade firmware without taking the switch down due to multiple management cards
- Energy efficient and less noisy than 1u style switching
- High speed/capacity architecture
- Hot swappable modules





## CHELMSFORD PUBLIC SCHOOLS

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### Office of Information Communication & Technology Services

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- Redundant power supplies
- Advanced security and routing features
- Lifetime replacement warranty

#### HP/ARUBA WIRELESS SYSTEM

The Aruba 7220 controller cluster can scale up to the following levels, in fully redundant mode.

- Number of access points: Up to 1024
- Maximum number of concurrent users/device: ~24K
- Active firewall sessions: ~2M
- Concurrent IPSec Sessions: ~24K
- Maximum mac table size: 128K
- Maximum arp table size: 30K
- Firewall throughput: 40Gbps
- When both controllers in the cluster are up and running (no controller failure has occurred), the items in bold above can be multiplied by two.
- If higher scaling is required in the future (very unlikely, but in theory), the cluster can be expanded by simply adding one or more controllers in the cluster
- The AP315 access point includes a 5GHz 802.11ac 4x4:4SS MU-MIMO capable radio that can deliver up to 1,733Mbps peak data rate, and up to 3 simultaneous MU-MIMO client devices (HT20 (*under the right configuration, RF and client environment etc.*) AND a 2.4GHz: 802.11n/ac 2x2:2SS which can deliver up to 400 Mbps peak data rate (2SS/VHT40), 300Mbps at 2SS/HT40 and 144Mbps at 2SS/HT20 (*under the right configuration, RF and client environment etc.*).
- A WLAN design using the AP315 type, can be modelled around 75 client devices per access point. Given the current number of access points, the average number of clients per AP is about 5-6 while the most utilized access points have about 20 clients per AP.
- Total current clients 3,000
- Total current APs 587
- Two controllers to provide redundancy and load balance
- 802.1x authentication to avoid losing passwords
- Captive portal guest network for self service access



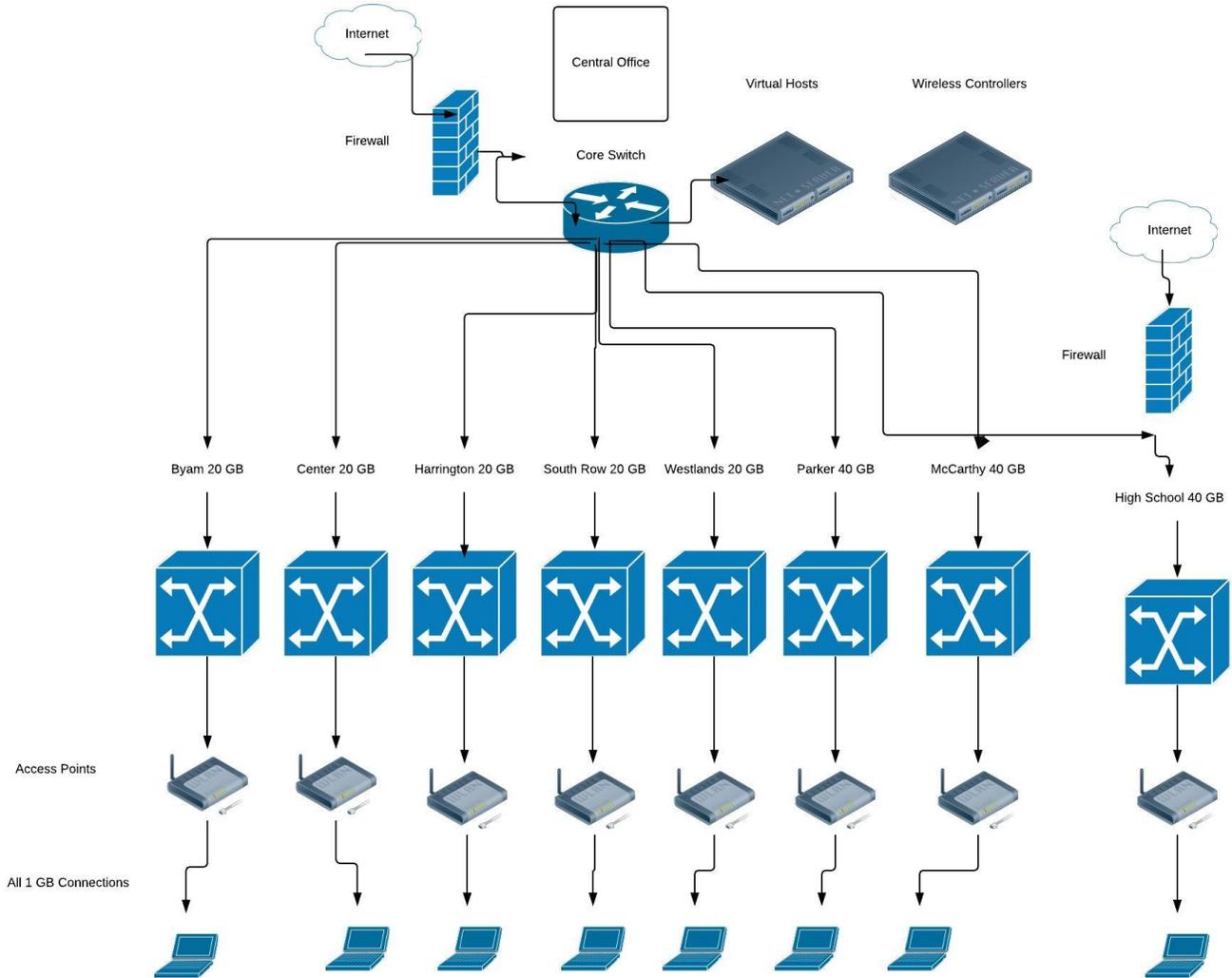


# CHELMSFORD PUBLIC SCHOOLS

Office of Information Communication & Technology Services

## CHELMSFORD PUBLIC SCHOOLS NETWORK

Tony | October 23, 2018





# CHELMSFORD PUBLIC SCHOOLS

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## *Office of Information Communication & Technology Services*

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### UPCOMING ENHANCEMENTS

Now that the infrastructure has been upgraded, we will be able to focus on some other key areas. One of those that directly impact access is the Internet bandwidth. CPS presently has two 500Mb/s connections to the Internet. Our plan is to significantly increase the amount of bandwidth available to the Internet. This, coupled with the amazing speeds at which clients connect to the network will provide an even greater end user experience when using technology.

Internet services fall under the federal government program known as E-rate. This program allows schools to receive discounts to technology purchases in two categories. We leveraged E-rate to purchase network equipment and installation services, and we will leverage it again to enhance our Internet connection. The current CPS discount rate is approximately 40%. There are a number of calculations in the background that contribute to the actual final price. These items change yearly based on school enrollment numbers and free and reduced lunch population percentages.

### DIGITAL RESOURCES

In addition to the network upgrades, we also provide equitable access to a number of digital learning resources. The 1:1 initiative will undoubtedly increase the amount of access to these resources. At present, we offer grade appropriate tools to all of our schools. Below is a sampling of these tools, but by no means an exhaustive listing of everything available.

#### **i-Ready**

iReady assesses students' academic skills in reading, helping teachers design individualized instruction for them based on their unique needs while setting a personalized pathway for students within the iReady Instruction.

#### **iXL**

iXL (from "I excel") is a math & language arts practice website for K-12 (subscription based). It has unlimited questions on thousands of math topics and a comprehensive reporting system. This review concentrates on the math part of iXL.

#### **LEXIA**

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

#### **Raz-Kids**

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. ... Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading.

#### **Brain Pop**





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.

#### **Language Live**

LANGUAGE!® Live is a comprehensive, blended literacy solution. One portion of the program is face-to-face teacher-led instruction; the other portion is technology-based, independent learning.

#### **Google G Suite for Education**

G Suite for Education is the same set of apps that you know and love—Gmail, Docs, Drive, Calendar, Hangouts, and more— but designed with new intelligent features that make work easier and bring teachers and students together.

#### **Edgenuity**

Edgenuity's® ELA, math, science, social studies, world languages, Advanced Placement®, CTE, and elective courses are designed to help students in grades 9–12 meet the rigor of Common Core and state standards, as well as your state's graduation requirements. Our courses can be used for initial credit or credit recovery as well as content or concept recovery in order to ensure subject-area mastery.

#### **Overdrive**

OverDrive is a free service offered by your library or school that lets you borrow digital content (like ebooks and audiobooks) anytime, anywhere. Every OverDrive collection is slightly different because each library or school picks the digital content they want for their users.

#### **Keyboarding Without Tears**

Keyboarding Without Tears is an elementary web-based curriculum that makes it easy for teachers to teach their students the pre-keyboarding and keyboarding skills- such as typing, general computer readiness, digital citizenship and online test prep – they need to succeed on any assignment, in any setting.

#### **Office 365**

Office 365 is an integrated experience of apps and services, designed to help you pursue your passion and grow your business. Get apps like Word, Excel, PowerPoint, and more, updated monthly with the latest features and security updates.

#### **Project Lead The Way**

PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through our pathways in computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. We also provide teachers with the training, resources, and support they need to engage students in real-world learning.





# CHELMSFORD PUBLIC SCHOOLS

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## *Office of Information Communication & Technology Services*

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### HOW TO ACCESS TECHNOLOGY

All access to technology and/or digital tools can be accessed by contacting the ICTS department and/or the Curriculum Department. All users have the ability to open help requests through our helpdesk system. Users can email the helpdesk, make their specific request, and the task will be assigned to the appropriate staff member. Parents and students can also open help tickets or requests tech help through our website. Ultimately, everything flows back through the ICTS department, and we involve the proper staff members to assist with all user needs.

Teachers also have the ability to open help tickets and make requests to work with Technology Integration Specialists (TIS), in order to gain skills they need to use technology to both enhance learning and create quality learning experiences for all students.





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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## Consistent and Adequate Funding

Consistent and adequate funding can have different meanings to different districts and groups within those districts. For our purposes we will use the CPS strategic plan to determine funding. The Superintendent of Schools, The Director of Finance and Business, The School Committee, and the Town of Chelmsford, work diligently each year to provide funding to the school department, which is adequate for the district to facilitate great teaching and learning. Goal 3 of the Superintendent's Strategic Plan calls for aligned financial and facility resources. This allows the district to ensure that students, families, and educators are supported and growing.

Each year, the Superintendent and the Director of Finance and Business prepare the best budget they can based upon prior expenditures and forecasted state funding. Each year, their work entails making hard decisions about where money is allocated; and throughout each step of the process, their driving goal is to do what is best for students.

If we look back to the budget book produced for the School Committee and the Town of Chelmsford, you will see fiscally responsible decisions, and a budget that is both balanced and supportive of high quality education for students. You can view previous budgets [HERE](#).

Entering into a 1:1 device initiative is no small undertaking. It has a major impact on every corner of the organization, and for this reason, there must always be an adequate funding source for this technology. Implementation on this scale will take a commitment of time and energy from many people, and the program must be sustained once all the human resources have been expended to get the program off the ground. This 1:1 initiative will take a substantial amount of money to build and maintain, but at the end of the day, the caliber of instruction and achievement will be enhanced throughout the district.

To properly fund this initiative, the Superintendent will recommend utilizing the school choice funds that come into the district when students who do not live in Chelmsford wish to attend school here. Each year, the Superintendent will recommend to the School Committee a number of seats to make available to non-residents. The state is then responsible for sending pupil funding for those students to Chelmsford Public Schools. Based upon past budget books the yearly expected receipt is approximately \$250,000. At present there is also a surplus in the account. This account is funded each year by students coming to school and is a reliable source of funding for this type of initiative. Please see page 76 of the FY19 budget document to verify this information.

The rough estimate for this initiative is as follows:

In year 1, we will begin a 4-year lease of chromebooks for approximately 745 students. This will supply every grade 5 and grade 9 student with a device. Students will use the device for four years and then return the device to CPS. The total cost of each device includes the device itself, management license, and a portion of a replacement cost. Because we will not insure these devices, we will purchase an overage to be able to quickly and efficiently handle any problems with devices. It is recommended to purchase 100-150 more devices than the actual number that is needed for students. This means in year 1 we would execute a lease for approximately 850-900 devices. This would give us an approximate yearly cost of \$56,300. This number can and will fluctuate based upon device actual final cost and interest rates on leases.





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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In year 2 we begin another lease the same way we did in year 1. Now four grade levels (5,6,9,10) of students have devices, and our total cost is approximately \$112,600.

We repeat this process for two more years. At this point all students in grades 5-12 have a device. When the first 4-year lease expires, we start it again to provide those now grade 9 students and the new grade 5 students a brand new device to use through their middle and high school career. Ultimately the cost is approximately \$225,200 per year to keep everything funded and every student with a device. As you can see in the chart below, this works out well with the current intake from the school choice program, and this should adequately fund the 1:1 initiative indefinitely.

Year	# OF DEVICES	COST
1	850	\$56,300
2	850+850=1700	\$112,600
3	850+850+850=2550	\$168,900
4	850+850+850+850=3400	\$225,200





## CHELMSFORD PUBLIC SCHOOLS

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### Office of Information Communication & Technology Services

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#### Skilled Personnel & Technical Support

Chelmsford Public Schools employs a variety of key personnel who are tasked with providing many levels of end user support with technology. There are staff who work on everything from triaging basic help requests all the way to performing complex and engaging technology integration practices with students and staff. Ultimately, this group is focused on both enhancing teaching and learning through the use of technology, and also helping all technology users meet both ISTE and MA State standards for technology use. Below are the current staff tasked with implementing the overall technology mission. This group oversees everything technology related throughout the district.

Last Name	First Name	Role	Email	Building
Silver	William	Director of ICTS	silverb@chelmsford.k12.ma.us	Central Administration
Sweeney	Marilyn	Coordinator Technology	sweeneym@chelmsford.k12.ma.us	CHS
Pereira	Antonio	ICTS Network Administrator	pereiraa@chelmsford.k12.ma.us	Central Administration
Wyman	Joseph	ICTS Service Manager	wymanj@chelmsford.k12.ma.us	Central Administration
Rigoli	Pam	District Data Management Officer	rigolip@chelmsford.k12.ma.us	Central Administration
Heffernan	Lisa	Data Management Assistant	heffernanl@chelmsford.k12.ma.us	Central Administration
Wedel	Paul	ICTS Solutions Engineer	wedelp@chelmsford.k12.ma.us	Central Administration
Shin	Dong	ICTS Technician	dongs@chelmsford.k12.ma.us	Central Administration
Normandin	Steven	ICTS Webmaster	normandins@chelmsford.k12.ma.us	CHS
Argenziano	Jeff	ICTS Technician (A/V)	argenzianoj@chelmsford.k12.ma.us	CHS
Young	Eileen	Technology Integration Specialist	younge@chelmsford.k12.ma.us	All Elementary





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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Venugopal	Devi	Technology Integration Specialist	venugopald@chelmsford.k12.ma.us	McCarthy
Denny-Brown	Ann	Technology Integration Specialist	dennybrownna@chelmsford.k12.ma.us	Parker
Salomaa	Joanne	Technology Integration Specialist	salomaaj@chelmsford.k12.ma.us	CHS/CHIPS
O'Sullivan	John	Librarian/Student Help Desk Coordinator	osullivanj@chelmsford.k12.ma.us	CHS
Dillman	Sue	Technology Instructor	dillmans@chelmsford.k12.ma.us	Byam
Lamson	Karin	Technology Instructor	lamsonk@chelmsford.k12.ma.us	Center
Buckley	Denise	Technology Instructor	buckleyd@chelmsford.k12.ma.us	Harrington
Warren	Sally	Technology Instructor	warrens@chelmsford.k12.ma.us	South Row

This group is also tasked with the continual skill building of all technology users throughout the district. To that end, this group frequently participates in professional development opportunities both inside and outside the district. They use these professional learning experiences to build their own skill set, and then utilize their acquired knowledge to enhance and engage technology users throughout the district. This group is responsible for teaching classes, teaching graduate level courses, preparing and providing professional development for staff, and for building the technology skills of users throughout the district.

Support is very easy for staff and students to request. Users may enter help request tickets simply by emailing our helpdesk, and they can also call HELP (4357) from any school based telephone. Calls are routed to the ICTS Service Manager, and if the manager is unavailable they are forwarded to technician cell phones. If everyone is tied up, users may leave a message which automatically generates a help ticket. Help tickets are distributed to the proper technical asset, and are generally dealt with very quickly. This group handles approximately 8,000 help requests per year, and keeps everything technology running as smoothly as possible.

As the 1:1 implementation grows, it will be crucial for this support staff to grow. There will be additional needs with basic technical support for students, parents and staff, as well as an enhanced level of integration support. At present, almost all





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of our TIS group is constrained by teaching actual computer classes. We will need their expertise to be available to teachers all day, every day, in order to support the best practice student centered and blended learning techniques, which we wish to accomplish with this implementation. In order for this to happen some additional staffing will be necessary.





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## Empowered Leaders

Stakeholders at every level empowered to be leaders in effecting consistent system-wide change.

True system-wide change requires leaders who are empowered to experiment, make decisions, take risks and adjust their course. While the term leader usually refers to those in traditional management roles, such as superintendents and principals, it can also refer to stakeholders at any level within the system — including teachers, staff, support staff and even students. Empowering stakeholders at all levels creates a system of reflective and proactive leaders who are able to make critical decisions about their own learning and teaching, and help each other solve problems.

To make and sustain the transition to a 1-to-1 learning environment, stakeholders will need a tremendous amount of trust, collaboration, communication and responsibility across the board. This requires a shift in culture to a distributed and cooperative model in which instructional leadership is shared and does not have to rely on traditional structures and formalized approaches to make decisions within the system.

By empowering stakeholders at all levels to make decisions and solve problems, the system becomes better able to address concerns while it creates and sustains pathways for growth while ensuring resources are applied judiciously.

In a 1:1 environment, all educators are empowered to implement technology driven, standards-based instruction to bring learning to life for our students. In such a system, leadership is shared by all educators, which underlies the importance of a shared governance model that enables and motivates the entire organization to shepherd change. All educators will be supported in their efforts to make this environment a reality.

In a culture that empowers leaders at all levels:

- Central Administration supports administrators when they take up issues on behalf of teachers.
- Administrators empower teachers to take risks while providing support whenever issues arise.
- Teachers and administrators will meet periodically to address issues and concerns in a supportive environment.
- Using feedback from students, teachers and administrators, we will be reflective in honing our 1-to-1 instructional practices.
- Teachers will share best practices and be encouraged to observe peers who participate in this initiative.





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## Ongoing Professional Learning

Through ongoing, comprehensive professional development, all Chelmsford Public School teachers will have multiple opportunities to acquire the knowledge and skills necessary to integrate technology into their evolving curriculum.

### **Meeting with your Technology Integration Specialist (TIS) - Individual and small group training**

Technology Integration Specialists (TISs) are available during the school day for teacher professional development. TISs can meet with individual teachers, their team, and/or co-teach with them for technology related projects. Teachers can schedule online, email, call or visit TISs in their labs to schedule a mutually convenient time to meet.

- To schedule time with the **elementary TIS, Eileen Young**, please email at [younge@chelmsford.k12.ma.us](mailto:younge@chelmsford.k12.ma.us)
- To schedule time with the **McCarthy TIS, Devi Venugopal**, please email at [venugopald@chelmsford.k12.ma.us](mailto:venugopald@chelmsford.k12.ma.us) or click [here](#) to schedule time on the calendar.
- To schedule time with the **Parker TIS, Ann Denny-Brown**, please email at [dennybrown@chelmsford.k12.ma.us](mailto:dennybrown@chelmsford.k12.ma.us) or click [here](#) to schedule time on the calendar.
- To schedule time with the **CHS TIS, Joanne Salomaa**, please email at [salomaaj@chelmsford.k12.ma.us](mailto:salomaaj@chelmsford.k12.ma.us) or click [here](#) to schedule time on the calendar
- To contact the Educational Technology Department Coordinator, please email [sweeneym@chelmsford.k12.ma.us](mailto:sweeneym@chelmsford.k12.ma.us)

### **Blended Learning Professional Development (PD) course**

This Fitchburg State University online course is team taught with content addressing: Models of Blended Learning Techniques in the classroom; Personalizing Learning through Curriculum Choice and Learning Environments; Increasing Engagement Using Technologies Integrated into Daily Classroom Instruction and Assessment. The course includes ideas for Using Assistive Technology to meet Individual Student Needs in your classroom on a daily basis. This course is designed for any classroom teacher grades PreK-12 and has no prerequisites. The course can be taken for PDP's or for graduate credit.





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## Blended and Personalized Learning

A graduate level course offered by CPS in conjunction with **Fitchburg State University**.  
PDP Certificate (66.7 PDPs) or Optional Graduate Credit (3 Credits) **Cost for graduate credit: \$285**  
To register for this course in X2 enroll in **DIS-TEC118- Blended and Personalized Learning**  
**FSU Course SPRING 2018 January 29- May 7, 2018**

Blended and Personalized Learning  
Fall 2018

STREAM CLASSWORK PEOPLE

**Syllabus**

- Syllabus Fall 2018 (Posted Sep 13)

**Unit 1 Welcome**

- Unit 1 Welcome Lesson 1 (Due Sep 20, 11:59 PM) (Posted Sep 12)
- Unit 1 Lesson 2 (Due Sep 24, 11:59 PM) (Posted Sep 12 (Edited Sep 26))

**Unit 2 Blended Overview**

- Unit 2 Lesson 1 Blended Learning Overview (Due Sep 27, 11:59 PM) (Posted Sep 12 (Edited Sep 26))
- Unit 2 Lesson 2 The Basics of Blended Learning (Due Oct 1, 11:59 PM) (Posted Sep 12)

**Unit 3 Personalized Learning Overview**

- Unit 3 Lesson 1 Personalized Learning Overview (Posted Sep 12)





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### Chelmsford Tech Integration Lessons - Earn PD Points one lesson at a time

These self-paced lessons offer many topics including but not limited to: Chromebook use, Google Fundamentals, Google Advanced, Google Classroom, Google Slides, Docs, and Sheets as well as Google Forms. The lessons include Strategies for Integrating Google in the Classroom, and Creating Safe, Responsible Digital Citizens. These lessons are chosen by the teacher and can be completed in any order, earning PDPs for those they complete.

**Chelmsford Tech Integration Lessons**  
(Earn PD Points one lesson at a time.)

**Chromebooks**

1. Tips and Tricks When Using Chromebooks  
No due date

If you are a new Chromebook user, this unit will teach you the tips and tricks on how to use your device. In this unit, you will:

- \*Get to know your system
- \*Learn to use the touchscreen
- \*Learn keyboard shortcuts
- \*Learn the touchpad shortcuts
- \*Learn some simple troubleshooting tricks

Tips and Tricks for Using Chromebooks  
Chelmsford Public Schools

**Chromebook Tips and Tricks**  
Google Docs

Each student will get a copy





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#### **Common Planning Time - Sharing and Collaborating with your peers**

Teachers plan their own use of common planning time and can invite the TIS teachers to be part of any of these meetings.

#### **1/2 Day PD Days - Training for 1:1 Chromebook program teachers**

During the 2019-2020 school year 3-4 of the half day professional development days will be spent with the first round of 1:1 teachers. Some of this time will be to reflect on the initiative, and some of the time will be dedicated to additional training. This will also be a time for the rest of the district to participate in some of the self-paced professional learning created by our TIS group. This will allow teachers who will be experiencing the 1:1 in the coming year to begin preparing for that time early.

#### **Parent training before Chromebooks are distributed - Chromebook program and Google Classroom Intro**

Online modules similar to the staff modules will be available for parents both before Chromebooks are distributed and in addition, will continue to be available throughout the year. Parents will have access to the same type of learning materials our teachers do, and they can learn more about the Google G-Suite, and how the Chromebooks work. Many parents will find this very valuable as they support their child through the 1:1 implementation.

#### **Parent Open House Sessions - Chromebook program and Google Classroom**

With our 1:1 Chromebook initiative, an overview of the Chromebook program and Google Classroom will inevitably be a valuable part of Parent Open House sessions. These sessions will give parents a brief overview of the devices and content delivery system we'll be moving to as a district, and allow some time for discussion and parent questions.





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### Instructional Framework for Curriculum

“Teachers work from a rigorous curriculum that is aligned with state standards incorporating the Massachusetts state frameworks and use multiple forms of data that informs innovative approaches to teaching. Student success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement.” -Excerpt from CPS Vision

Everyone that works in the Chelmsford Public Schools (CPS) knows a strong curriculum is the foundation upon which great teaching and learning is built. Through the hard work of our administrators and teachers, CPS has cultivated a curriculum and developed programming that challenges students and provides educators with support to be the best they can be. Our curriculum is alive. It is never stagnant, and it is continuously evolves to meet the demands of preparing our students for the world today. Over the past two decades, the realms of curriculum and technology have become bound together as educators all over the world have realized that enhancing and sharing a innovative ideas, instructional practices and materials with appropriate technology tools significantly bolsters student achievement. Technology is best able to enhance learning when educators use it intentionally within the adopted curriculum. As part of any system-wide initiative, an instructional framework is needed to pair defined content standards with digital curriculum resources that are aligned to the content learning goals. Additionally, teachers and administrators must constantly build their skills with technology to continue to engage and excite learners throughout the district. When these important pieces come together, an atmosphere of wonder, excitement, collaboration, creativity, and achievement for all learners is born.

Curriculum, technology, and it's delivery will continue to change in the Chelmsford Public Schools, as we continue in the the 21st Century. Incorporating a 1:1 initiative in our schools will bring CPS to a place where teachers can seamlessly integrate technology into their curriculum, where the best practices of Universal Design for Learning (UDL) can take place, where timely and relevant data about student achievement and growth is readily available to teachers to adjust curriculum and instruction, and where blended and student-centered learning can be fully implemented. Through ongoing curriculum enhancements, ongoing infrastructure enhancements, and ongoing professional development, a 1:1 device initiative will link everything together. CPS will forging a path that provides students with access and equity for success.

Through the 1:1 device initiative, the current curriculum will be made available to all educators through our Google Drive platform. This will allow teachers at all levels to quickly access all resources they need to do what they do best, teach. Any and all future updates or enhancements to the curriculum will be completed within Google Drive and will be immediately available to teachers and students. In addition. digital resources will also be stored in this shared environment, so educators have all the tools they need to deliver instruction to our students.

As we move forward with this initiative, teachers will deliver curriculum digitally to students. This initiative will begin in grades 5 and 9, with two additional grade levels each year until full implementation is in place in grades 5 through 12. To help teachers deliver a digital curriculum, we have chosen a tool called Google Classroom to be the medium. This tool allows teachers to bring all resources together in a user friendly environment to share with students, parents, and colleagues. Classes will be broken into modules that follow the appropriate pacing of the curriculum. From this platform, teachers can share out slide decks, videos, forms, surveys, quizzes and tests, links to additional content and materials, and also receive communication and assignments back from students. This platform is constantly being enhanced by Google, based upon educator and student feedback, and will continue to evolve with the goal of increasing engagement and student/teachers communication. Parents will also be able to sign up for student updates, which can be sent directly to email for access to work used in the classroom. Google Classroom will help facilitate a partnership in education by bringing teachers, students, and parents together for the single purpose of helping students achieve.





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Students will receive their curriculum digitally. This will be done on a district issued Chromebook, which the student will bring with them daily. Brand new technology infrastructure will ensure students have connectivity throughout the school and all of the resources they will need to learn will be available through Google G Suite for Education. This doesn't mean that students will spend the entire day online. These devices will be used at the discretion of the teacher and always in meaningful ways that enhance the core curriculum. Technology exists to enhance current teaching practices, to give learners a choice and take ownership in their learning, and to create efficiencies in the teaching and learning process. It is an additional tool for teachers to utilize with students.

Technology will be used:

- In ways that address real-world skills
- To learn the right skills at the right times for the right reasons.
- To meet specific learning objectives

Our 1:1 initiative will allow technology to assist teachers and students through a rigorous curriculum. Technology will no longer need to be applied as an add-on to existing curriculum because there are not enough devices for everyone to use. Educators will now have the ability to weave technology (whether that is a device or a supplemental software program which supports the curriculum), into learning in such a way that we can help all learners achieve their own learning goals. Technology standards will inform and support the curriculum and instructional framework. In this way, technology use becomes part of the learning objective itself rather than simply a means of achieving it.

Below is a partial listing of the tools which will be available to teachers, students, and parents.

- Chromebooks
- Google G Suite (Docs, Sheets, Slides, Forms, Calendar, Classroom etc.)
- MS Office 365
- i-Ready
- iXL
- Book Publisher websites and online resources
- Various Apps and Extensions (Please see CPS Allowed Apps & Extensions)
- Language Live (Student Support)
- Edgenuity (Online classes and Credit Recovery)
- Self-Paced Professional Development

### Google Classroom Module Layout

The Google Classroom layout is an important component of delivering a powerful and engaging curriculum. The goal is to create a student-centered approach to learning where students get to make decisions about how they will learn. In order to achieve a true student-centered learning environment, Google Classrooms must be designed in a way that supports this approach. Not only does differentiation need to occur, but we must also provide resources that allow students to make choices about how they will learn and how they will extend their learning. For these reasons, the layout of the Google





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Classroom will be standardized throughout the district. This layout mirrors most college curriculum delivery systems and typical training workshops for both online and face-to-face courses. Providing this layout will prepare students for the transition into a post-graduate world.

All Google Classrooms will be laid out in module format. This allows teachers to present topics/standards in an easy to follow pathway for students. It also allows teachers to unlock only the areas they want students to interact with at certain times instead of the entire course being available at all times. This approach will focus students on the current modules and not overwhelm them with too much information.

Each module will have following:

#### Module Objectives

- This area describes the topic/standard of the module, why it is important, the expected outcomes of learning the topic, and a bulleted list of the module task list.

#### Module Lecture/Lesson Materials

- This is where slide decks, notes, handouts, and the like would be placed. This is the place a student would go to find all the important documents and materials that accompany the module.

#### Required Reading

- This section would contain any required reading about the topic. This could be in the form of a PDF, or links to online resources. It could also be a schedule of reading a novel so students know when to read which chapters/pages.

#### Watch

- This section would contain video clips or links to video content about the current topic. There may be one, or there may be many. They might be grouped by skill level, so students can choose which content is appropriate for them. If a module project or assessment is the the production of a video by students perhaps this section would contain a sample or prior student work.

#### Discuss

- This section might be an online discussion forum, or it might be a document that is editable by the class where ideas can be shared. This section may simply be instruction to discuss the current topic in class.

#### Assignments

- All assignments for the module and due dates are listed in this section.

Standardizing the delivery of content across all classes will keep the learning process familiar for all students. As the district transitions from the traditional delivery of curriculum to a digital delivery, it will be important to provide consistency. This practice will lead to students gaining the familiarity they will need to be successful navigating learning materials in a 1:1 environment.





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### Student-Centered Learning

The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

**May 14, 2015**

[Personalized Learning Definition - The Glossary of Education Reform](http://edglossary.org/personalized-learning/)  
[edglossary.org/personalized-learning/](http://edglossary.org/personalized-learning/)

#### **What is personalized learning in the classroom?**

Personalized Learning. Personalized learning is instruction that offers pedagogy, curriculum, and learning environments to meet the individual student's needs. The experience is tailored to learning preferences and the specific interests of different learners.

[Personalized Learning - DreamBox Learning](http://www.dreambox.com/personalized-learning)  
[www.dreambox.com/personalized-learning](http://www.dreambox.com/personalized-learning)

In short, Blended Learning is utilizing digital sources integrated into the daily activity of the classroom. Similar to retail, where brick and mortar stores are adding an online element, classrooms are similarly keeping the best parts of their face-to-face lessons while incorporating new digital websites, hardware or software. The idea is to support or enhance and thus improve the learning outcome.

There are a variety of blended learning methodologies. They range from some that are almost entirely online learning to small groups of students located where digital sources are set up. Each blended learning model uses both a digital component with face-to-face lessons in a classroom. A frequently used approach starts with a formal educational setting (school, classroom) and adding in digital sources for learning that allows the student some voice and choice.

Student-centered learning moves students from passive receivers of information to active participants in their own discovery process. What students learn, how they learn it, and how their learning is assessed are all driven by each individual student's needs and abilities.

At the system level, this requires implementing curriculum planning practices, pedagogy and assessment methods that support a student-centric approach. In the classroom, teachers craft instruction and apply technology in a way that best serves each student's learning journey. Technology use is always guided by two primary criteria:

- What's appropriate for the task at hand?
- How can activities be designed to develop higher-order thinking skills?





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Some resources that explain what Blended Learning is :

[What Effective Blended Learning Looks Like \(article\)](#)

[Blended learning and the future of education: Monique Markoff at TEDxIthacaCollege \(video\)](#)

When students take responsibility for their own learning, they become explorers capable of leveraging their curiosity to solve real-world problems. To that end, the ISTE Standards guide teachers toward designing learning experiences that permit student independence and foster lifelong learning.

Technology allows for an unprecedented level of personalized learning with valuable opportunities to monitor progress and engagement, follow student thinking, and digitally assess competencies. When schools effectively leverage both technology and pedagogy, both students and teachers become empowered to make decisions about their own learning and teaching.

True student-centered learning requires more than just an increase in technology implementation. It represents a shift in the educational culture toward a system that supports technology for standards-based learning and real-world problem solving. As a system transitions to a student-centered approach, educators can more effectively apply technology to improve learning outcomes and help students develop the skills for college and career readiness.

Successful student-centered teaching emphasizes both creative and effective use of technology to meet students' individualized learning goals. Personalization increases in a blended learning classroom because the teacher's time spent with the student is on their level, usually in a small group setting. Technology use in the classroom fosters students to work at their own pace and allows teachers to work with students on an individualized level. Teachers can use technology to introduce new curriculum, such as pre-teach or reinforce, and intervene for students needing extra support. The technology also allows teachers to assign class tasks for each individual to work at their own rate. Technology expands opportunities for students work independently while teachers meet one-on-one or in small group settings with students needing extra supports. In addition, technology allows students to track their own progress and advocate for their own learning.

One model of blended learning is station rotation. There are endless ways this blended learning model in classrooms K-12 can be modified for any curriculum area. In this one particular model, students rotate through a personalized learning plan. For example, in a fifth grade math class, students are divided into three small groups. One group learns on iReady, one group is completing independent practice, and the other group is working with the teacher. Every twenty minutes, the groups travel to the next station. If this model is used three times a week, each student has had about 50 minutes (considering transition time) of small group instruction, of personalized instruction from iReady, and also 50 minutes of independent practice. Station rotations can include more than 3 stations and utilize technology at multiple stations.

Some more examples are shown in these short videos and article.

[Blended Learning Redefine your classroom. \(video\)](#)

[What Blended Looks Like in the Classroom \(video\)](#)

[Three Ways to Create a Student-Centered Learning Environment Using Technology \(article\)](#)





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Students value the opportunity to express their opinions and make choices about their lessons. Using a blended classroom model allows for that choice.

Additional Resources

[8 Strategies to Manage the 21st Century Classroom](#)





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## Feedback & Evaluation

Continuous feedback and evaluation of the impact technology has on teaching, learning, and leadership is crucial to a successful 1:1 implementation.

To gauge the progress and success of technology integration within a system, leaders need to continually assess how effectively the technology is applied at all levels. This includes evaluating the effectiveness of:

### **The technology itself**

- How are digital technologies and resources applied in the classroom?
- Are they useful for achieving educational goals and learning objectives?
- Are parents observing an impact on organization and learning goals?
- Is the technology performing without excessive technical issues?
- Is the technology holding up to day-to-day use both in school and at home?

### **Those who use the technology**

- Are teachers successfully applying technology in the classroom?
- Are students able to use technology to enhance their learning?
- Are leaders successfully using technology and supporting its use in the classroom?

A systemwide technology initiative requires a deep investment of time and resources. Technology evaluation provides a feedback loop to inform course corrections and allows leaders to measure the impact of the implementation. Ongoing evaluation and feedback provide a picture of the initiative's success and help pinpoint areas of weakness that need to be addressed.

During professional development days in the 2019-2020 school year, teachers and administrators will design questions for online surveys. The surveys will be sent, and the collected data will be shared with the appropriate groups to make any changes which will improve the program.





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### Engaged Communities

To realize the full value of educational technology, educators need support from families and the community at large. An engaged community understands the role of technology in education and supports its use in the district. Parents also require ongoing information and assistance when it comes to supporting the use of technology in the classroom. In addition to parent chromebook and 1:1 sessions that will be run by the district, we will also provide information to parents through our website that will assist them in making the best decisions for their children when it comes to the use of technology.

Successful engagement includes communicating with parents at the beginning of the process through parent meetings, PTO outreach, and open meetings. The rollout will have presentations and FAQ documents, which will provide support to parents on digital citizenship, as well as the parental role in monitoring and supporting their students' use of technology. Concerns regarding screen time, digital safety, typing ability, and conveying the role in 1:1 adoption in digital testing and educator evaluation will be communicated. Community education will be ongoing, paralleling the implementation in the schools. Feedback should be gathered at each step to address parent concerns. Community inclusion in the budgeting process will be critical to its successful adoption.

Parents can always directly contact district administrators, building leaders, and staff via phone/email with any questions or concerns. These questions and concerns will become a living FAQ page that will assist other parents with similar concerns. Some valuable information and websites are shared below in this document that will give parents answers to many of the questions they have.

#### **Current Parent Questions and Concerns:**

One area of concern for parent is the keyboarding skills students are developing in school. In the 2016 school year the technology department evaluated the current typing program that was implemented in elementary school, and compared it to a new program called Keyboarding Without Tears. The decision was made to switch to the new program, and it has been implemented in every K-4 technology class. We have seen tremendous growth and expect this program to put students on the proper path to gaining valuable keyboarding skills. Below is a recent (November 2018) diagnostic result from the program which shows Grade 4 students overall accuracy and speed. As you can see, the students are performing well, and on target to reach 15WPM by the end of the year. Most research shows that 15WPM by this age range is fantastic.





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#### Current Keyboarding Assessment Results for Grade 4

	SUMMARY REPORT	
	ACCURACY (%)	SPEED (WPM)
Byam	85%	10
Center	91%	12
Harrington	85%	10
South Row	92%	13

Although there is no program purchased for students to continue practicing keyboarding skills in middle or high school, the writing load increases significantly in the upper grade levels. In years past, much of this writing was done by hand; but with a 1:1 implementation, students will write primarily on the computer. Constant practice finding keys and becoming proficient with writing on the chromebook device will serve as an added component of keyboarding practice.

Additional parent concerns that reached the steering committee were also discussed. These included:

- What happens if a parent does not want a child on a device?
- What happens if a student doesn't remember to bring their device to school?
- How can we be sure families have Internet access?
- What if I don't want my child online for a certain amount of time at home?
- Can I get an insurance policy on my child's device in case something happens?

Some brief answers can be found here to these questions, and more questions and answers will appear in the FAQ document which will be compiled and grow over time.

If you decide you don't want your child on a device on a particular day at school, simply send a note to the teacher and let them know.

If your child forgets their device, we will have a small supply of spare devices available in the library to check out for the day.

If you decide your child has had enough time online for the day, you can have them do any assignment manually and turn it in. Students will not be penalized for turning in homework directly to the teacher instead of online.

We realize not every family has access to high speed Internet. There are several things we can look at in this situation. First, Comcast has a program for any family that qualifies for free and reduced lunch to receive Internet for a highly reduced price. The program is called [Internet Essentials](#), and all the information about the program can be found [HERE](#). Additionally, most of our libraries are open for some time after school ends, our public libraries have Internet for guests, and students can also print out items they may need or download the items to the local hard drive to work on offline. CPS





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is also looking into a program from a cellular provider that will give highly discounted hotspots and 4G access. If this program can fit into the budget, CPS could potentially have hotspots that students could borrow if they find themselves without Internet.

If you decide you would like to cover the device loaned to your child, you certainly may. A company like [The Worth Ave. Group](#) will allow parents to purchase insurance on devices. A chromebook such as the one we'll be using costs approximately \$260. A few clicks on the website will give you a quote for insurance based upon the type of coverage you want.

#### **Resources For Parents**

CPS Digital Safety and Online Bullying Curriculum Resources: <https://www.chelmsford.k12.ma.us/cyberbullyin>

Media & Screen Time Resources: <https://www.healthychildren.org/english/family-life/media/pages/default.asp>

Boston Children's Hospital - Ask The Mediatrician (Dr. Michael Rich): <https://thriving.childrenshospital.org/tag/ask-the-mediatrician-featured>

The Family Media Calculator: <https://www.healthychildren.org/English/media/Pages/default.aspx#hom>

Comcast - Internet Essentials: <https://internetessentials.com>





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### **Chelmsford Public Schools Chromebook Use Procedures and Guidelines**

#### **Chromebook Distribution**

In the fall of the 2019-2020 school year, all students in grades 5 and 9 will receive a Chromebook and charger for educational purposes after student/parent/teacher informational meetings. The Chromebooks are the sole property of the Chelmsford Public Schools and will be loaned to students for use both in school and at home throughout the school year. In order to receive a Chromebook, the following conditions must be met:

1. The student must be actively enrolled in the Chelmsford Public Schools.
2. The student must submit a Chromebook loan agreement that has been signed by both the student and their parent/guardian.
3. New students who enroll in the Chelmsford Public Schools during the school year must schedule a time with the technology department to receive their Chromebook.
4. All new students will need to submit their signed Chromebook paperwork before receiving their Chromebook.

#### **Chromebook Return**

1. Students will return their Chromebook and charger in good working condition at the end of each school year. The district may set a return date prior to the end of school, in order to have time to check devices for serviceability and to be stored for the summer. During the summer, devices may be serviced, updated, cleaned, and/or power washed. They will be stored in the library during this time.
2. Students who transfer, are withdrawn, or graduate early from the Chelmsford Public Schools must return their Chromebook and charger to the library on the effective date of termination. If the Chromebook is damaged or the charger is not returned, a fee will be assessed to the student. If the Chromebook is not returned, the Chromebook will be reported as lost or stolen and the student will be responsible for the full cost of a replacement Chromebook. Grades and transcripts will be held until the Chromebook fee is paid.

#### **Chromebook Care and Maintenance**

1. Students are responsible for the safety, maintenance, and activity of their own Chromebook.
2. Students must never loan the device to another student for any reason.
3. Students will not alter the Chromebook appearance in any way with the use of stickers, tape, glue, markers, graffiti, etc.
4. Care should be taken to protect the device from the elements. This includes accidental food and beverage spills, excess humidity and precipitation, extreme cold weather, and leaving in direct sunlight. All of these things will harm the device and are not covered under the typical warranty.
5. Students will not place heavy objects on top of the Chromebook as pressure can damage the screen.
6. Students will make sure nothing is on the keyboard before closing the Chromebook in order to prevent damage to the screen.





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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7. While the Chromebook is off, the keyboard, trackpad, and screen may be cleaned with an approved electronics cleaner, or a cloth dampened with water.
8. Do not spray the Chromebook directly with cleaners. Only use cleaners that are designed to clean LCD computer screens.
9. Cords and cables must be inserted and removed carefully to prevent undue wear and damage.
10. Chromebooks must never be left in an unlocked locker, unlocked car, or any unsupervised area.
11. All Chelmsford Public School Chromebooks are outfitted with an asset tag for inventory purposes. Asset tags may not be removed or altered in any way.

### **Chromebook Usage Expectations at School**

1. I will only use the Chromebook that is assigned to me.
2. I will only access the account and/or files assigned or shared to me.
3. I will not share files and folders that I did not create without the permission of the creator/owner.
4. I will not steal someone's password and/or identity. I will not log into any device with someone's username or password, and I will not share my username or password with anyone.
5. Chromebooks must be brought to school each day fully charged. Options to charge at school will be limited. To ensure they are charged, students should charge the devices at home each night.
6. Not having a Chromebook or not having your Chromebook in working order will not be an excuse for not participating in class or not completing assignments. Students should check with their teacher about alternate methods of completing assignments until their Chromebook is accessible again.
7. Sound will be muted unless directed by the teacher.
8. School supplied headphones will be available for use in class and students may bring their own headphones/earbuds for use with the Chromebook.
9. Printing is allowed with permission of the teacher.
10. Personal games and music are not allowed without permission of the school.
11. If a student repeatedly (three or more times as determined by any staff member) leaves their Chromebook at home, they may be required to "check out" their Chromebook. "Checking out" identifies that the student will only be able to utilize the Chromebook during school hours. The Chromebook will be checked out in the morning from a central location and returned at the end of the school day to the same central location.
12. Any attempt to alter the Chromebook or change the configuration of the device will result in an immediate disciplinary action.
13. Students will be allowed to download apps and extensions that are on the approved list which can be located here: <https://goo.gl/p6rRkc>
14. Other apps and extensions may be added for a particular course but any additional apps and extensions must be approved by the district.





## CHELMSFORD PUBLIC SCHOOLS

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#### **Chromebook Usage Expectations Outside of School**

1. Students are allowed to set up access to home wireless networks on their Chromebooks to do their schoolwork from home.
2. Students may also set up home printing capabilities for their Chromebook. This will require a wireless printer and proper settings on the Chromebook using Google Cloud Print.
3. **It is the sole responsibility of the parents/guardians to monitor and filter their home wireless network. If parents/guardians are interested in providing content filtering at home, it is suggested that parents/guardians contact their Internet provider for details and support.** THIS article has recommendations for parents who wish to enable parental filtering/controls on their home network.
4. It is highly recommended that students completely turn off their Chromebooks at night. This will allow the device to update on its own when powered on the following day.

#### **Audio/Video Recording and Photos**

1. Common courtesy dictates asking permission to take a person's photo or make an audio or video recording of them.
2. Students may record audio or use the camera to record still or video photos in a classroom or at a school outing or event only with the prior consent of the teacher, coach or responsible faculty member.
3. At all times, students are responsible for ensuring that all individuals or groups are aware and agree to the recording or photo.
4. Students must not share any audio, video or photographic likenesses without express consent from all parties involved.
5. No recording in private areas such as bathrooms and locker rooms. Recording or photo equipment is not to be used in these areas at any time.
6. Use of recording and photo equipment is governed by both school policy and by state and federal law. Students are advised that any infractions of this policy may be dealt with as a criminal offense.

#### **Saving to the Chromebook**

1. Students should save work to their school Google Drive accounts when using their Chromebook.
2. Since the Chromebook has storage limitations, it is vital that the storage space be privileged for educational use only. It is also important to note that Chromebooks will NOT be backed up by the district in cases of resetting or





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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re-imaging. Student Google Accounts are in the cloud and saved automatically so resetting or re-imaging does not affect content saved there.

3. It is the student's responsibility to ensure that their is work backed up for any items not saved to Google Drive. Items not saved to Google Drive can be lost due to mechanical failure or accidental deletion.
4. Chromebook malfunctions are not an acceptable excuse for not submitting work.

### **Network Connectivity**

1. The Chelmsford Public School District makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.
2. Students will not be penalized if the network is down and a completed assignment can not be accessed for class projects, presentations, etc. as this type of network outage will affect all students and staff in the school building.

### **Student Safety Expectations**

1. I will follow the Chelmsford Public Schools' Acceptable Use Policy.
2. I will obey all school rules concerning behavior and communication that apply to technology use.
3. I will only use my Chromebook with my school accounts.
4. I will not participate in bullying, harassing, stalking or teasing other people or publicly defaming people by spreading gossip, insults or other unkindness, and/or accessing any social network, website, blog, Wiki, etc. with the purpose of creating, viewing or participating in the humiliation of others.
5. If I see a message, comment, image or anything else online that makes me concerned for my safety or the safety of another student (for example something that could be considered harassment, bullying, or a threat), I will bring it to the attention of a teacher or administrator immediately.
6. I will visit websites as directed by my teacher as appropriate to complete any assignments. If I am unsure if a site is appropriate, I will check with a teacher, administrator, or parent/guardian before opening the website.
7. If I'm uncertain whether an activity is permitted or appropriate, I will ask a teacher or administrator before engaging in that activity.
8. I will not request, make, or forward sexually suggestive photographs.
9. I will not retrieve material that is obscene, profane, violent, discriminatory or depicts or describes illegal activities.
10. I will comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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11. I will give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text. Plagiarism is a violation of the Chelmsford Public Schools student rules.

#### **Parent/Guardian Responsibilities**

1. Talk to your children about values and the standards that your children should follow on the use of the Internet, just as you do on the use of all media information sources such as television, telephones, movies, and radio.
2. Become increasingly active participants by asking your child/children to show you what sites they are navigating to and/or what apps are being used and how they work.
3. Ensure that siblings and other family members are not using the device for personal use.
4. The following resources will assist in promoting positive conversations between you and your children regarding digital citizenship as it relates to Internet Safety, conduct, and Netiquette.
  - a. NetSmartz: <https://www.netsmartz.org/Home>
  - b. CommonSense Media: <http://www.commonsensemedia.org/blog/digital-citizenship>

#### **Loss, Theft or Damage**

1. In the event that a Chromebook is lost or stolen, students should notify their teacher and the District's Technology Department immediately. If the Chromebook cannot be recovered, students are responsible for its replacement.
2. In the event of damage to a Chromebook that is outside the typical manufacturer warranty, students will be responsible for the repair. The first time this happens, the student will pay for 50% of the repair/replacement cost, on the second and subsequent incidents the student will pay the full cost of the repair/replacement.
3. If there are any problems with a Chromebook, students should notify their teacher and the District's Technology Department immediately so that they may take prompt action to repair the Chromebook if possible. While a student Chromebook is being serviced a loaner device will be issued. All rules and policies apply to the loaner Chromebook.
4. Chromebooks are subject to inspection by the District at any time without notice.

**Chelmsford Public Schools**  
**Student and Parent Chromebook Loan Agreement Form**





## CHELMSFORD PUBLIC SCHOOLS

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### *Office of Information Communication & Technology Services*

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1. We understand that Chromebook use is a privilege not a right.
2. We understand that Chelmsford Public Schools is loaning the student a **Chromebook** that is only to be used for academic and educational purposes pertaining to coursework at Chelmsford Public Schools (CPS).
3. We understand that in the event of damage to the Chromebook that is outside the typical manufacturer warranty, we will be responsible for the repair. This first time this happens we will pay for 50% of the repair/replacement cost, on the second and subsequent incidents we will pay the full cost of the repair/replacement.
4. We understand and agree that the **Chromebook** is subject to inspection by the District at any time without notice.
5. If there are any problems with the **Chromebook**, we will notify the teacher and the District's Technology Department immediately so that they may take prompt action to repair the **Chromebook** if possible.
6. In the event that the **Chromebook** is lost or stolen, we will notify the teacher and the District's Technology Department immediately. Lost/stolen Chromebooks are not covered under warranty, and we understand that we are responsible to replace the device.
7. We understand that when the device is connected to any wireless network outside of CPS, the typical CIPA (Children's Internet Protection Act) compliant filtering that is always enforced at all school buildings will not be active. **This means that the devices will have a view of the entire Internet when connected at home, and CPS cannot be held responsible for any questionable content that may be viewed while using the device outside of CPS. We understand that it is our responsibility to use the device and the Internet appropriately for school related work only.**
8. The Chromebook and charger will be returned in good condition to the Chelmsford Public Schools upon withdrawal or transfer.
9. We agree to follow all applicable CPS policies, rules and procedures governing the use of technology (including but not limited to the *CPS Technology Acceptable Use Policy and all those listed above*), during and outside of school hours as well as on and off school property.





# CHELMSFORD PUBLIC SCHOOLS

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## *Office of Information Communication & Technology Services*

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Student will write their Chromebook asset tag sticker number below after receiving their Chromebook. (or other visual method of determining which Chromebook was assigned.)

Chromebook Asset Tag # \_\_\_\_\_

A copy of the signed agreement will be kept on file in the school. Any parent/guardian that wishes to receive a copy should place a request with the district by filling out the technology help form located on our website.

We,

\_\_\_\_\_  
Student's name – please print clearly

\_\_\_\_\_  
Parent/Guardian's name – please print clearly

have read, understand and agree to abide by the stipulations set forth in this Agreement, the Chelmsford Public Schools' Technology Acceptable Use Policy, and all District policies, rules and procedures governing the use of technology.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# CHELMSFORD PUBLIC SCHOOLS

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## Memorandum

TO: Jay Lang, Superintendent  
Members of the School Committee

FROM: Joanna Johnson-Collins, Director of Business & Finance

DATE: January 15, 2019

RE: FY2019 Financial Reports – 2<sup>nd</sup> Quarter through December 31, 2018

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Attached please find a Year-to-Date Budget Report from MUNIS detailing the school department's financial activity through December of 2018 for the \$59M annual operating budget. Further, attached please find a summary of the school department's grant and revolving fund balances for the same reporting period. Also included is a summary of the balances, by club or team (as of November 2018), for the student activity accounts for Chelmsford High School, McCarthy and Parker Middle Schools.

I have summarized a few of the larger budget variances below. Overall the labor and non-labor accounts are favorable and special education out-of-district tuitions are on target at this point of the fiscal year.

### Page 3 - Curriculum Directors: \$ 110,655 variance

This category contains the budget and actuals for curriculum coordinators, student support (special education) services leadership such as the director, assistant director, chairpersons, pre-school coordinator and their support staff. This category is primarily favorable due to the vacancy for the coordinator of SEL and counseling services from mid-August to early December (\$ 34,498). The position has been filled and other areas of this category are on track to be within the approved budget.

### Page 5-7 Instruction – Classroom Teachers: \$ 400,671 variance

This category contains the budget and actuals for general education classroom teachers and the salary reserve for lane changes. Overall this category is favorable by \$ 400,671.

The School Committee approved budget transfers in October shifting the budgeted dollars out of the salary reserve lane change account into the various labor accounts. These budget transfers were completed and are reflected in this report. After the budget transfers, the lane change account still has a favorable balance of \$ 66,366.

The remaining labor accounts have some favorable and unfavorable variances. In the cases where the account is favorable, this is due to the variance between the hired teacher (i.e. an internal transfer or a new hire) salary and what was budgeted. For example, if a classroom teacher retired, we budgeted the vacant position salary at Masters Step 3. If a new teacher was hired at Bachelors Step 1, there would be a favorable variance. Conversely, where an account is unfavorable, this is due to the salary of the teacher filling an open position being greater than what was budgeted. In the same scenario, if an internal transfer teacher who was at a Masters Step 11 is now in that position, the account is unfavorable.

### Page 7 Specialist Teachers: (\$ 2,374) variance

This category contains the budget and actuals for special education classroom teachers and other specialists (i.e. reading, and ELL). This category is unfavorable due to the budgeted offset of \$ 115,000 to the CHIPS revolving fund for the CHIPS teacher's salaries. We will make this offset journal entry in the fourth quarter of FY19, and the category will be favorable.

Page 17 School Security: (\$ 29,556) variance

This category is unfavorable since there is a budgeted offset of \$ 33,300 to the transportation revolving fund. As presented at the September 18, 2018 regular school committee meeting, the revenues collected for student parking fees (which are reflected in the transportation revolving fund) may be used to offset security costs. We will make this offset journal entry in the fourth quarter of FY19 and the category will be slightly favorable.

Page 19 Tuition Non-Public Schools: (\$ 3,280,473) variance

The special education out-of-district tuitions are budgeted in a few accounts - the local account (1930), the Circuit Breaker Revolving Fund (310), and the School Choice Revolving Fund (510). At this time, all of the encumbrances and YTD actual expenditures are coded to the local budget account (\$ 7.398M total of the \$ 7.45M originally estimated/budgeted). A few journal entries will be made at the end of FY19 transferring YTD actuals from the local operating budget account to the revolving fund, while not bringing the revolving fund into a deficit balance at any time. No journal entries have been made to date, showing the total picture of special education out-of-district tuitions in one account. Below is a summary of the accounts/funds involved in funding out-of-district tuitions.

	7/1/18 Balance (carry over)	12/31/18 Receipts (Revenue) YTD	Current Balance	Estimated Receipts Jan -June 2019	Total carry over and new (budget)	Total SPED OOD Tuitions	6/30/2019 Estimated Balance
Local Account *					4,199,088		
3 Budget Transfers**					(81,100)		
Revised Budget					4,117,988	7,450,000	
Circuit Breaker	998,985	1,783,960	2,782,945	2,319,954	5,102,899	(2,800,000)	2,302,899
School Choice Original Offset					250,000	(250,000)	
Original Valley Collab credit***					200,912	(549,502)	
Total						3,850,498	267,490

	7/1/18 Balance (carry over)	12/31/18 Receipts (Revenue) YTD	Current Balance	Estimated Receipts Jan - June 2019	Total carry over and new (budget)	Less SPED OOD Tuitions	6/30/2019 Estimated Balance
School Choice	1,329,918	211,916	1,541,834	74,008	1,615,842	250,000	1,365,842

\*The original budget amount of \$ 4,199,088 reflects the offset from circuit breaker funds in the amount of \$ 2,800,000, school choice funds in the amount of \$ 250,000, and a portion of the Valley Collaborative tuition credit/refund in the amount of \$ 200,912 to match the spring 2018 Town Meeting appropriated budget of \$ 59,000,000 for the Chelmsford Public Schools. Since the time of finalizing the FY19 budget, the circuit breaker figures have been released by MA DESE, with an annual FY19 total payment of \$ 3,093,272. This is \$ 293,272 higher than previously anticipated/budgeted.

The 2018 4<sup>th</sup> quarter circuit breaker revenue from MA DESE in the amount of \$ 1,010,642 was received July 9, 2018, therefore was not recorded as revenue in FY18, rather, recorded as revenue in FY19. If all four (4) quarterly circuit breaker revenue payments of \$ 773,318 are received in FY19, totaling \$ 3,093,272, the total circuit breaker balance (before any offsets) will be \$ 5,102,899. After the offset of \$ 2,800,000 (transferring actuals from the local budget account to the circuit breaker fund), the reserve balance in the circuit breaker fund will be \$ 2,302,899 on June 30, 2019, the FY19 fiscal year end. The difference between the estimated circuit breaker revenue (\$2.8M) and the actual revenue (\$3.1M) creates another surplus as described above. These amounts are all prior to the Valley Collaborative credit described below.

\*\* The three (3) FY19 local operating budget transfers the school committee approved from this category to other categories in the local budget thus far total \$ 81,100 (\$ 20,000 for acoustic panels at the Parker School, \$ 25,000 for a vehicle for facilities, and \$ 36,100 for school security/safety software).

\*\*\*As presented in the FY19 approved local operating budget, the District planned for receiving a credit from Valley Collaborative in FY19, as Valley has earned revenue in excess of the amount they are able to retain at fiscal year end. The amount above the allowable retainable limit must either be returned or credited to Valley's partner districts in proportion to the amount paid over the fiscal year. Chelmsford is to receive a credit of \$ 549,502.41. While this funding should be considered "one time" revenue, the original budget reflected a portion, \$ 200,912 to

# CHELMSFORD PUBLIC SCHOOLS

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be used to offset the FY19 local operating budget as it directly relates to special education tuition. The remaining portion, \$ 348,590.41, is available to the school committee as a budget reserve in FY19.

Thank you for the opportunity to provide this update.

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TOWN OF CHELMSFORD  
YEAR TO DATE BUDGET REPORT

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FOR 2019 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
0001 GENERAL FUND							
000 UNDEFINED							
1110 SCHOOL COMMITTEE							
<a href="#">11110000 51070 SC SEC SAL</a>	4,420	0	4,420	1,530.00	.00	2,890.00	34.6%
<a href="#">11110000 54000 SC SUPPLIES</a>	200	0	200	106.35	.00	93.65	53.2%*
<a href="#">11110000 57130 SC CONFERENCE</a>	2,000	-929	1,071	860.03	.00	210.75	80.3%*
<a href="#">11110000 57800 SC OTHER EXPENSES</a>	20,500	929	21,429	18,689.22	2,740.00	.00	100.0%*
TOTAL SCHOOL COMMITTEE	27,120	0	27,120	21,185.60	2,740.00	3,194.40	88.2%
1210 SUPERINTENDENT							
<a href="#">11210000 51003 ADMINISTRATOR</a>	18,664	0	18,664	5,000.00	.00	13,664.00	26.8%
<a href="#">11210000 51050 SUPT SALARY</a>	192,500	0	192,500	96,250.05	96,250.05	-.10	100.0%*
<a href="#">11210000 51070 SUPT SECRETARY SALA</a>	54,496	0	54,496	27,248.13	27,248.13	-.26	100.0%*
<a href="#">11210000 54000 SUPPLIES</a>	10,000	0	10,000	989.71	26.25	8,984.04	10.2%
<a href="#">11210000 57800 OTHER CHARGES/EXPEN</a>	38,049	0	38,049	17,944.40	1,411.85	18,692.75	50.9%*
TOTAL SUPERINTENDENT	313,709	0	313,709	147,432.29	124,936.28	41,340.43	86.8%
1220 ASST. SUPERINTENDENT							
<a href="#">11220000 51003 ADMINISTRATOR</a>	11,360	0	11,360	.00	.00	11,360.00	.0%
<a href="#">11220000 51050 ASST. SUPT. SALARY</a>	145,000	0	145,000	72,499.96	72,499.96	.08	100.0%*
<a href="#">11220000 51070 ASST. SUPT. SEC. SA</a>	53,142	0	53,142	26,570.83	26,570.83	.34	100.0%*
<a href="#">11220000 54000 ASST SUPT SUPPLIES</a>	15,000	-11,000	4,000	1,277.00	304.04	2,418.96	39.5%
<a href="#">11220000 57800 ASST SUPT OTH EXP</a>	4,000	11,000	15,000	9,993.96	913.15	4,092.89	72.7%*
TOTAL ASST. SUPERINTENDENT	228,502	0	228,502	110,341.75	100,287.98	17,872.27	92.2%
1230 DISTRICT WIDE							
<a href="#">11230000 53140 COPIER - ADMINISTRA</a>	305,250	0	305,250	134,321.74	133,802.79	37,125.47	87.8%*

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TOWN OF CHELMSFORD  
YEAR TO DATE BUDGET REPORT

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FOR 2019 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>11230000 53420 POSTAGE</u>	36,200	0	36,200	11,339.14	1,937.04	22,923.82	36.7%
<u>11230000 53990 ADVERTISING</u>	1,500	0	1,500	403.68	187.60	908.72	39.4%
<u>11230000 54206 SOFTWARE</u>	180,000	0	180,000	149,478.78	2,458.05	28,063.17	84.4%*
<u>11230000 57100 COOR. TRAVEL &amp; CONF</u>	6,000	0	6,000	3,891.62	145.00	1,963.38	67.3%*
<u>11230000 57800 COOR. DUES</u>	6,000	0	6,000	3,033.05	.00	2,966.95	50.6%*
TOTAL DISTRICT WIDE	534,950	0	534,950	302,468.01	138,530.48	93,951.51	82.4%
<hr/> 1410 BUSINESS AND FINANCE							
<u>11410000 51050 SAL/BUSINESS MANAGE</u>	119,646	0	119,646	59,823.01	59,823.01	-.02	100.0%*
<u>11410000 51070 BUS OFFICE- SECRETA</u>	240,972	0	240,972	119,433.03	119,058.03	2,480.94	99.0%*
<u>11410000 53990 BUS OFFICE-CONTR SV</u>	15,000	0	15,000	500.00	.00	14,500.00	3.3%
<u>11410000 54000 BUSINESS OFFICE-SUP</u>	3,100	0	3,100	524.72	40.47	2,534.81	18.2%
<u>11410000 57800 BUSINESS OFFICE-OTH</u>	4,500	0	4,500	928.79	320.07	3,251.14	27.8%
TOTAL BUSINESS AND FINANCE	383,218	0	383,218	181,209.55	179,241.58	22,766.87	94.1%
<hr/> 1420 HUMAN RESOURCES							
<u>11420000 51050 SAL/HR/DIRECTOR</u>	122,767	0	122,767	61,383.53	61,383.53	-.06	100.0%*
<u>11420000 51060 H/R SUBSTITUTES CO</u>	29,714	0	29,714	14,856.92	14,856.93	.15	100.0%*
<u>11420000 51070 HR SEC SALARY</u>	84,064	0	84,064	42,668.98	42,032.25	-637.23	100.8%*
<u>11420000 53990 CONTRACTED SERVICES</u>	25,000	0	25,000	.00	.00	25,000.00	.0%
<u>11420000 54000 HR SUPPLIES</u>	2,000	0	2,000	178.82	.00	1,821.18	8.9%
<u>11420000 57800 HR OTHER EXPENSES</u>	3,200	0	3,200	1,100.00	128.00	1,972.00	38.4%
TOTAL HUMAN RESOURCES	266,745	0	266,745	120,188.25	118,400.71	28,156.04	89.4%
<hr/> 1430 LEGAL SERVICES							
<u>11430000 53040 LEGAL FEES</u>	70,000	0	70,000	13,871.12	.00	56,128.88	19.8%
<u>11430076 53040 LEGAL FEES - SPED C</u>	35,000	0	35,000	18,846.32	.00	16,153.68	53.8%*
TOTAL LEGAL SERVICES	105,000	0	105,000	32,717.44	.00	72,282.56	31.2%
<hr/> 1435 LEGAL SETTLEMENTS							
<u>11435076 53990 SPED - LEGAL SETTLE</u>	20,000	0	20,000	2,799.00	.00	17,201.00	14.0%

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TOWN OF CHELMSFORD  
YEAR TO DATE BUDGET REPORT

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FOR 2019 06

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL LEGAL SETTLEMENTS	20,000	0	20,000	2,799.00	.00	17,201.00	14.0%
1450 DISTRICTWIDE MIS							
<u>11450000 51050 MIS DIR SALARY</u>	122,767	0	122,767	61,383.53	61,383.53	-.06	100.0%*
<u>11450000 51060 SALARIES</u>	185,272	0	185,272	94,135.92	92,635.92	-1,499.84	100.8%*
<u>11450000 52470 TECHNOLOGY SERVICE</u>	60,000	0	60,000	39,832.67	12,475.60	7,691.73	87.2%*
<u>11450000 54000 SUPPLIES &amp; MATERIAL</u>	6,000	0	6,000	5,646.53	253.24	100.23	98.3%*
<u>11450000 54204 SCHOOL SECURITY</u>	25,200	36,100	61,300	15,572.46	47,257.00	-1,529.46	102.5%*
<u>11450000 57100 TRAVEL IN STATE</u>	5,000	2,000	7,000	5,140.02	.00	1,859.98	73.4%*
<u>11450000 58510 EQUIPMENT- TECHNOLO</u>	35,000	0	35,000	29,194.62	3,235.10	2,570.28	92.7%*
<u>14400000 51056 SAL/NETWORK</u>	270,776	25,000	295,776	134,736.32	152,082.32	8,957.36	97.0%*
<u>14400000 52472 COMPUTER SERVICES</u>	379,000	-2,000	377,000	188,845.65	80,419.26	107,735.09	71.4%*
TOTAL DISTRICTWIDE MIS	1,089,015	61,100	1,150,115	574,487.72	449,741.97	125,885.31	89.1%
2110 CURRICULUM DIRECTORS							
<u>12110000 51050 SAL/SYS/CURR</u>	1,014,475	0	1,014,475	480,947.37	499,029.43	34,498.20	96.6%*
<u>12110000 51070 SAL/SYS/SEC</u>	35,870	0	35,870	17,845.49	.00	18,024.51	49.8%
<u>12110000 51310 CURRICULUM STIPENDS</u>	9,000	0	9,000	1,000.00	.00	8,000.00	11.1%
<u>12110000 53170 STAFF DEVELOPMENT</u>	10,000	0	10,000	2,930.17	.00	7,069.83	29.3%
<u>12110000 53990 CONTRACTED SERVICES</u>	30,500	0	30,500	22,895.00	.00	7,605.00	75.1%*
<u>12110000 54000 SUPPLIES - CURR COO</u>	1,500	0	1,500	161.74	.00	1,338.26	10.8%
<u>12110000 54630 ACHIEVEMENT/DIAGNOS</u>	25,000	-25,000	0	.00	.00	.00	.0%
<u>12110000 57140 COURSE REIMBURSEMEN</u>	10,000	0	10,000	500.00	.00	9,500.00	5.0%
<u>12110000 58510 EQUIPMENT</u>	1,500	0	1,500	815.55	.00	684.45	54.4%*
<u>12110023 53990 ELL CONTRACTED SERV</u>	0	7,000	7,000	6,714.10	.00	285.90	95.9%*
<u>12110076 51003 SALARIES ASSISTANT</u>	102,510	0	102,510	51,254.97	51,254.97	.06	100.0%*
<u>12110076 51050 SALARIES SUPERVISIO</u>	122,767	0	122,767	61,383.53	61,383.53	-.06	100.0%*
<u>12110076 54000 PARENT ADVISORY COU</u>	750	0	750	450.00	150.00	150.00	80.0%*
<u>12110076 54200 SUPPLIES SUPERVISIO</u>	3,000	2,600	5,600	3,823.20	655.00	1,121.80	80.0%*
<u>12110076 54204 COMPUTER EQUIPMENT</u>	5,000	-3,000	2,000	1,000.00	.00	1,000.00	50.0%*
<u>12110076 57100 TRAVEL IN STATE</u>	2,600	0	2,600	2,046.05	.00	553.95	78.7%*
<u>12110076 57310 DUES/OTHER</u>	15,000	400	15,400	15,373.26	.00	26.74	99.8%*
<u>12110176 51050 SALARIES PROFESSION</u>	305,963	0	305,963	152,981.53	152,981.53	-.06	100.0%*
<u>12110176 51070 SALARIES SECRETARIE</u>	83,208	0	83,208	41,500.94	20,909.98	20,797.08	75.0%*
<u>12110976 51050 SAL/CHIPS/SUPERVISIO</u>	104,462	0	104,462	52,230.88	52,230.88	.24	100.0%*
TOTAL CURRICULUM DIRECTORS	1,883,105	-18,000	1,865,105	915,853.78	838,595.32	110,655.90	94.1%

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2210 SCHOOL LEADERSHIP-BUILDING							
12210100 51003 DEANS	321,430	0	321,430	162,215.16	159,215.16	- .32	100.0%*
12210100 51050 SAL/CHS/PRINCIPAL	136,460	0	136,460	68,230.50	68,230.50	-1.00	100.0%*
12210100 51060 SALARIES - CLERKS	88,826	0	88,826	34,392.45	11,086.66	43,346.89	51.2%*
12210100 51070 SAL/CHS/CLER/SEC	132,948	0	132,948	54,808.12	.00	78,139.88	41.2%
12210100 53920 HS GRADUATION	22,734	0	22,734	.00	20,498.00	2,236.00	90.2%*
12210100 53990 PRINTING HIGH SCHOO	8,153	0	8,153	1,759.46	.00	6,393.54	21.6%
12210100 54000 SUPPLIES HIGH SCHOO	7,025	0	7,025	-376.23	.00	7,401.23	-5.4%
12210100 54205 COMPUTER SUPP CHS	9,500	0	9,500	4,409.51	319.98	4,770.51	49.8%
12210100 54206 SOFTWARE HIGH SCHOO	31,000	0	31,000	11,626.50	9,025.00	10,348.50	66.6%*
12210100 57310 PRINCIPAL DUES CHS	16,940	0	16,940	6,629.00	.00	10,311.00	39.1%
12210100 57810 PRINCIPAL CONFERENC	9,300	0	9,300	1,230.00	.00	8,070.00	13.2%
12210200 51003 ASSISTANT PRINCIPAL	108,330	0	108,330	45,737.40	60,457.44	2,135.16	98.0%*
12210200 51050 SAL/McCARTHY/PRINCI	119,383	0	119,383	59,691.45	59,691.45	.10	100.0%*
12210200 51051 SALARIES - COPY CEN	17,108	0	17,108	6,550.50	.00	10,557.50	38.3%
12210200 51060 SALARIES - CLERKS	23,446	0	23,446	6,636.39	.00	16,809.61	28.3%
12210200 51070 SAL/McCARTHY/SEC	72,651	0	72,651	30,224.65	.00	42,426.35	41.6%
12210200 53990 PRINTING MCCARTHY	5,000	0	5,000	2,775.75	500.00	1,724.25	65.5%*
12210200 54000 SUPPLIES MCCARTHY	3,000	0	3,000	.00	.00	3,000.00	.0%
12210200 54205 COMPUTER SUPPLIES M	2,500	0	2,500	154.97	60.64	2,284.39	8.6%
12210200 57310 DUES/CONFERENCES Mc	4,250	0	4,250	990.00	.00	3,260.00	23.3%
12210300 51003 ASSISTANT PRINCIPAL	108,330	0	108,330	55,164.93	53,164.93	.14	100.0%*
12210300 51050 SAL/PARKER/PRINCIPA	122,383	0	122,383	62,691.45	59,691.45	.10	100.0%*
12210300 51051 SALARIES - COPY CEN	16,071	0	16,071	6,123.04	.00	9,947.96	38.1%
12210300 51060 SALARIES - CLERKS	22,334	0	22,334	8,499.12	.00	13,834.88	38.1%
12210300 51070 SAL/PARKER/SEC	72,651	0	72,651	32,436.19	.00	40,214.81	44.6%
12210300 53990 PRINTING PARKER	5,800	0	5,800	2,994.94	281.25	2,523.81	56.5%*
12210300 54000 SUPPLIES PARKER	3,500	0	3,500	1,668.53	140.49	1,690.98	51.7%*
12210300 54205 COMPUTER SUPPLIES P	2,500	0	2,500	147.49	170.62	2,181.89	12.7%
12210300 57310 DUES/CONFERENCES PA	4,250	0	4,250	1,240.98	.00	3,009.02	29.2%
12210400 51003 ASSISTANT PRINCIPAL	49,121	0	49,121	24,560.77	24,560.83	- .60	100.0%*
12210400 51050 SAL/BYAM/PRINCIPAL	115,220	0	115,220	58,610.06	56,610.06	- .12	100.0%*
12210400 51060 SALARIES - CLERKS	18,035	0	18,035	7,218.08	.00	10,816.92	40.0%
12210400 51070 SAL/BYAM/CLER/SEC	36,454	0	36,454	13,860.16	.00	22,593.84	38.0%
12210400 53990 PRINTING BYAM	550	0	550	255.62	242.00	52.38	90.5%*
12210400 54000 SUPPLIES BYAM	2,000	0	2,000	507.02	160.00	1,332.98	33.4%
12210400 54205 COMPUTER SUPPLIES B	2,500	0	2,500	1,269.90	60.64	1,169.46	53.2%*
12210400 57310 DUES/CONFERENCES BY	1,500	0	1,500	300.00	.00	1,200.00	20.0%
12210500 51003 ASSISTANT PRINCIPAL	49,122	0	49,122	24,560.77	24,560.83	.40	100.0%*
12210500 51050 SAL/CENTER/PRINCIPA	115,220	0	115,220	58,610.06	56,610.06	- .12	100.0%*
12210500 51060 SALARIES - CLERK	17,361	0	17,361	5,441.14	.00	11,919.86	31.3%

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<a href="#">12210500 51070 SAL/CENTER/CLER/SEC</a>	36,454	0	36,454	11,160.64	.00	25,293.36	30.6%
<a href="#">12210500 53990 PRINTING</a>	750	15	765	389.20	375.00	.80	99.9%*
<a href="#">12210500 54000 SUPPLIES</a>	2,000	-15	1,985	276.62	.00	1,708.38	13.9%
<a href="#">12210500 54205 COMPUTER SUPPLIES -</a>	2,500	0	2,500	119.99	60.64	2,319.37	7.2%
<a href="#">12210500 57310 DUES/CONFERENCES C</a>	1,500	0	1,500	617.99	.00	882.01	41.2%
<a href="#">12210600 51003 ASSISTANT PRINCIPAL</a>	49,121	0	49,121	24,560.90	24,560.84	-.74	100.0%*
<a href="#">12210600 51050 SAL/HARR./PRINCIPAL</a>	113,220	0	113,220	56,610.06	56,610.06	-.12	100.0%*
<a href="#">12210600 51060 SALARIES - CLERK</a>	16,978	0	16,978	6,919.24	.00	10,058.76	40.8%
<a href="#">12210600 51070 SAL/HARR./CLER/SEC</a>	35,658	0	35,658	14,107.52	.00	21,550.48	39.6%
<a href="#">12210600 53990 PRINTING HARRINGTON</a>	750	0	750	.00	.00	750.00	.0%
<a href="#">12210600 54000 SUPPLIES HARRINGTON</a>	2,500	0	2,500	.00	.00	2,500.00	.0%
<a href="#">12210600 54205 COMPUTER SUPPLIES H</a>	2,500	0	2,500	324.95	60.64	2,114.41	15.4%
<a href="#">12210600 57310 DUES/CONFERENCES HA</a>	1,500	0	1,500	239.00	.00	1,261.00	15.9%
<a href="#">12210700 51003 ASSISTANT PRINCIPAL</a>	49,122	0	49,122	24,560.90	24,560.84	.26	100.0%*
<a href="#">12210700 51050 SAL/SO.ROW/PRINCIPA</a>	116,220	0	116,220	59,610.06	56,610.06	-.12	100.0%*
<a href="#">12210700 51060 SALARIES - CLERK</a>	16,786	0	16,786	6,597.84	.00	10,188.16	39.3%
<a href="#">12210700 51070 SAL/SO.ROW/CLER/SEC</a>	33,535	0	33,535	13,062.12	.00	20,472.88	39.0%
<a href="#">12210700 53990 PRINTING SOUTH ROW</a>	525	0	525	520.25	.00	4.75	99.1%*
<a href="#">12210700 54000 SUPPLIES SOUTH ROW</a>	2,000	0	2,000	936.47	488.96	574.57	71.3%*
<a href="#">12210700 54205 COMPUTER SUPPLIES S</a>	2,500	0	2,500	221.93	60.64	2,217.43	11.3%
<a href="#">12210700 57310 DUES/CONFERENCES SO</a>	1,000	0	1,000	300.00	.00	700.00	30.0%
<a href="#">12210976 51060 SALARIES - CLERK</a>	23,500	0	23,500	8,940.28	.00	14,559.72	38.0%
TOTAL SCHOOL LEADERSHIP-BUILDING	2,415,505	0	2,415,505	1,093,921.79	828,725.67	492,857.54	79.6%
2300 INSTRUCTION-TEACHING SERVICES							
<a href="#">12300000 51310 SALARIES-OVERTIME/S</a>	7,075	0	7,075	3,609.00	.00	3,466.00	51.0%*
<a href="#">12300000 51311 SALARIES - STIPENDS</a>	28,299	0	28,299	14,436.00	.00	13,863.00	51.0%*
<a href="#">12300000 51312 SALARIES - STIPENDS</a>	25,941	0	25,941	13,233.00	.00	12,708.00	51.0%*
TOTAL INSTRUCTION-TEACHING SERVICES	61,315	0	61,315	31,278.00	.00	30,037.00	51.0%
2305 CLASSROOM TEACHERS							
<a href="#">12305000 51450 LONGEVITY</a>	49,402	0	49,402	49,918.50	.00	-516.50	101.0%*
<a href="#">12305000 51460 SALARY RESERVE - LE</a>	126,000	-59,634	66,366	.00	.00	66,366.00	.0%
<a href="#">12305039 51050 SAL/DIST.WIDE/TECH.</a>	74,018	0	74,018	22,774.80	51,243.30	-.10	100.0%*
<a href="#">12305102 51050 SAL/CHS/ART</a>	327,311	0	327,311	95,470.12	216,914.76	14,926.12	95.4%*
<a href="#">12305106 51050 SAL/CHS/BUS.</a>	239,079	0	239,079	79,077.44	160,001.64	-.08	100.0%*

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<a href="#">12305124 51050 SAL/CHS/ ENGLISH</a>	1,256,959	9,589	1,266,548	417,657.04	876,597.64	-27,706.68	102.2%*
<a href="#">12305128 51050 SAL/CHS/F.LANG.</a>	712,547	0	712,547	220,372.72	480,955.77	11,218.51	98.4%*
<a href="#">12305134 51050 SAL/CHS/HLTH. ED.</a>	239,079	0	239,079	73,562.80	165,516.30	-0.10	100.0%*
<a href="#">12305136 51050 SAL/CHS/FAM.SCI.</a>	81,902	0	81,902	25,200.64	56,701.44	-0.08	100.0%*
<a href="#">12305139 51050 SAL/CHS/TECH. ED.</a>	198,607	0	198,607	53,958.16	87,682.01	56,966.83	71.3%*
<a href="#">12305156 51050 SAL/CHS/MATH</a>	1,413,309	23,591	1,436,900	454,455.52	982,445.37	-0.89	100.0%*
<a href="#">12305158 51050 SAL/CHS/MUSIC</a>	332,138	0	332,138	102,196.40	229,941.90	-0.30	100.0%*
<a href="#">12305174 51050 SAL/CHS/PHYS. ED</a>	297,945	792	298,737	92,675.44	206,269.74	-208.18	100.1%*
<a href="#">12305178 51050 SAL/CHS/SCIENCE</a>	1,298,966	0	1,298,966	413,267.04	848,384.04	37,314.92	97.1%*
<a href="#">12305184 51050 SAL/CHS/SOC.ST.</a>	1,220,002	2,378	1,222,380	366,739.93	825,164.82	30,475.25	97.5%*
<a href="#">12305202 51050 SAL/McCARTHY/ART</a>	161,707	0	161,707	49,756.00	111,951.00	.00	100.0%*
<a href="#">12305224 51050 SAL/McCARTHY/ENGLIS</a>	385,140	0	385,140	123,495.04	247,438.34	14,206.62	96.3%*
<a href="#">12305228 51050 SAL/McCARTHY/F.LANG</a>	215,934	0	215,934	66,441.20	149,492.70	-0.10	100.0%*
<a href="#">12305234 51050 SAL/McCARTHY/HLTH.</a>	163,804	0	163,804	50,401.28	113,402.88	-0.16	100.0%*
<a href="#">12305239 51050 SAL/McCARTHY/TECH.</a>	136,526	0	136,526	42,008.00	94,518.00	.00	100.0%*
<a href="#">12305256 51050 SAL/McCARTHY/MATH</a>	382,261	0	382,261	117,618.80	264,642.30	-0.10	100.0%*
<a href="#">12305258 51050 SAL/McCARTHY/MUSIC</a>	298,689	4,530	303,219	116,491.20	236,775.55	-50,047.75	116.5%*
<a href="#">12305274 51050 SAL/McCARTHY/PHYS.</a>	232,950	0	232,950	68,172.55	166,908.41	-2,130.96	100.9%*
<a href="#">12305278 51050 SAL/McCARTHY/SCIENCE</a>	361,709	0	361,709	117,295.28	244,413.88	-0.16	100.0%*
<a href="#">12305284 51050 SAL/McCARTHY/SOC.ST</a>	382,233	0	382,233	109,332.64	245,998.44	26,901.92	93.0%*
<a href="#">12305296 51050 SAL/McCARTHY/GRADE5</a>	662,973	0	662,973	209,992.00	452,981.50	-0.50	100.0%*
<a href="#">12305297 51050 SAL/McCARTHY/GRADE6</a>	697,306	0	697,306	205,806.57	463,569.66	27,929.77	96.0%*
<a href="#">12305302 51050 SAL/PARKER/ART</a>	107,070	0	107,070	40,788.72	66,281.67	-0.39	100.0%*
<a href="#">12305324 51050 SAL/PARKER/ENGLISH</a>	325,369	0	325,369	92,835.76	208,880.46	23,652.78	92.7%*
<a href="#">12305328 51050 SAL/PARKER/F.LANG.</a>	193,551	0	193,551	52,052.40	117,117.90	24,380.70	87.4%*
<a href="#">12305334 51050 SAL/PARKER/HLTH.ED.</a>	149,951	0	149,951	46,138.80	103,812.30	-0.10	100.0%*
<a href="#">12305339 51050 SAL/PARKER/TECH. ED</a>	136,039	0	136,039	41,858.16	94,180.86	-0.02	100.0%*
<a href="#">12305356 51050 SAL/PARKER/MATH</a>	329,769	0	329,769	101,467.44	228,301.74	-0.18	100.0%*
<a href="#">12305358 51050 SAL/PARKER/MUSIC</a>	190,702	0	190,702	43,278.32	97,376.22	50,047.46	73.8%*
<a href="#">12305374 51050 SAL/PARKER/PHYS. ED</a>	174,463	0	174,463	48,362.16	108,814.86	17,285.98	90.1%*
<a href="#">12305378 51050 SAL/PARKER/SCIENCE</a>	276,652	6,627	283,279	96,029.52	199,569.52	-12,320.04	104.3%*
<a href="#">12305384 51050 SAL/PARKER/SOC.ST.</a>	309,974	0	309,974	112,085.28	197,888.98	-0.26	100.0%*
<a href="#">12305396 51050 SAL/PARKER/GRADE5</a>	655,216	0	655,216	201,605.12	453,611.52	-0.64	100.0%*
<a href="#">12305397 51050 SAL/PARKER/GRADE6</a>	606,295	5,131	611,426	188,131.20	423,295.20	-0.40	100.0%*
<a href="#">12305400 51050 SAL/BYAM/CLASSROOMT</a>	1,349,149	794	1,349,943	448,493.60	977,951.75	-76,502.35	105.7%*
<a href="#">12305402 51050 SAL/BYAM/ART</a>	68,049	0	68,049	20,938.16	47,110.86	-0.02	100.0%*
<a href="#">12305458 51050 SAL/BYAM/MUSIC</a>	69,287	0	69,287	21,319.04	47,967.84	-0.12	100.0%*
<a href="#">12305474 51050 SAL/BYAM/PHYS. ED</a>	81,276	0	81,276	25,764.08	55,512.23	-0.31	100.0%*
<a href="#">12305491 51050 SALARIES - PROFESSI</a>	362,858	0	362,858	96,582.56	217,310.76	48,964.68	86.5%*
<a href="#">12305500 51050 SAL/CENTER/CLASSROOM</a>	1,250,656	0	1,250,656	377,502.80	837,137.00	36,016.20	97.1%*
<a href="#">12305502 51050 SAL/CENTER/ART</a>	87,226	0	87,226	33,228.96	53,997.06	-0.02	100.0%*
<a href="#">12305558 51050 SAL/CENTER/MUSIC</a>	81,902	0	81,902	25,200.64	56,701.44	-0.08	100.0%*
<a href="#">12305574 51050 SAL/CENTER/PHYS. ED</a>	87,226	0	87,226	26,838.80	60,387.30	-0.10	100.0%*
<a href="#">12305591 51050 SALARIES - PROFESSI</a>	225,298	0	225,298	69,322.56	155,975.76	-0.32	100.0%*

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<a href="#">12305600 51050 SAL/HARR./CLASSROOM</a>	1,372,684	0	1,372,684	411,282.58	926,395.56	35,005.86	97.4%*
<a href="#">12305602 51050 SAL/HARR./ART</a>	75,275	0	75,275	28,676.16	46,598.76	.08	100.0%*
<a href="#">12305658 51050 SAL/HARR./MUSIC</a>	81,902	0	81,902	23,136.26	35,816.82	22,948.92	72.0%*
<a href="#">12305674 51050 SAL/HARR./PHYS. ED</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12305691 51050 SALARIES - PROFESSI</a>	312,744	0	312,744	96,228.96	216,515.16	-.12	100.0%*
<a href="#">12305700 51050 SAL/SO. ROW/CLASSRO</a>	1,231,001	0	1,231,001	370,530.55	834,969.24	25,501.21	97.9%*
<a href="#">12305702 51050 SAL/SO. ROW/ART</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12305758 51050 SAL/SO. ROW/MUSIC</a>	68,049	0	68,049	20,938.16	47,110.86	-.02	100.0%*
<a href="#">12305774 51050 SAL/SO. ROW/PHYS. E</a>	65,279	0	65,279	20,085.84	45,193.14	.02	100.0%*
<a href="#">12305791 51050 SALARIES - PROFESSI</a>	261,115	0	261,115	80,343.12	180,772.02	-.14	100.0%*
TOTAL CLASSROOM TEACHERS	22,698,327	-6,202	22,692,125	7,055,584.10	15,235,869.06	400,671.84	98.2%
2310 SPECIALIST TEACHERS							
<a href="#">12310000 51050 TUTORING</a>	15,000	0	15,000	2,518.74	.00	12,481.26	16.8%
<a href="#">12310076 51054 SALARIES SPECIALIST</a>	1,069,596	0	1,069,596	341,922.32	704,097.32	23,576.36	97.8%*
<a href="#">12310076 51110 BOARD CERTIFIED BEH</a>	245,706	0	245,706	73,896.96	166,268.16	5,540.88	97.7%*
<a href="#">12310076 51120 OTHER SALARIES - SU</a>	96,500	0	96,500	96,470.81	.00	29.19	100.0%*
<a href="#">12310123 51050 SAL/CHS/ELL</a>	56,967	0	56,967	17,528.32	39,438.72	-.04	100.0%*
<a href="#">12310176 51054 SALARIES SPECIALIST</a>	936,317	-130,558	805,759	252,028.09	552,180.33	1,550.58	99.8%*
<a href="#">12310177 51050 SAL/CHS/READING</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12310223 51050 SAL/McCARTHY/ELL</a>	56,967	0	56,967	17,528.32	39,438.72	-.04	100.0%*
<a href="#">12310276 51054 SALARIES SPECIALIST</a>	802,992	794	803,786	241,859.44	531,898.99	30,027.57	96.3%*
<a href="#">12310277 51050 SAL/McCARTHY/READIN</a>	167,941	0	167,941	51,674.16	116,266.86	-.02	100.0%*
<a href="#">12310323 51050 SAL/PARKER/ELL</a>	56,967	0	56,967	22,757.36	36,980.71	-2,771.07	104.9%*
<a href="#">12310376 51054 SALARIES SPECIALIST</a>	620,407	0	620,407	178,016.56	430,673.29	11,717.15	98.1%*
<a href="#">12310377 51050 SAL/PARKER/READING</a>	166,269	0	166,269	51,159.68	115,109.28	.04	100.0%*
<a href="#">12310423 51050 SAL/BYAM/ELL</a>	70,957	0	70,957	21,832.96	49,124.16	-.12	100.0%*
<a href="#">12310476 51054 SALARIES SPECIALIST</a>	533,429	0	533,429	162,427.12	365,461.02	5,540.86	99.0%*
<a href="#">12310477 51050 SAL/BYAM/READING</a>	163,804	0	163,804	56,401.44	107,402.74	-.18	100.0%*
<a href="#">12310523 51050 SAL/CENTER/ELL</a>	76,361	0	76,361	23,495.68	52,865.28	.04	100.0%*
<a href="#">12310576 51054 SALARIES SPECIALIST</a>	354,067	0	354,067	108,943.76	245,123.46	-.22	100.0%*
<a href="#">12310577 51050 SAL/CENTER/READING</a>	163,804	0	163,804	50,401.28	113,402.88	-.16	100.0%*
<a href="#">12310623 51050 SAL/HARR./ELL</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12310676 51054 SALARIES SPECIALIST</a>	316,663	0	316,663	103,435.04	213,228.34	-.38	100.0%*
<a href="#">12310677 51050 SAL/HARR./READING</a>	152,863	0	152,863	47,034.80	105,828.30	-.10	100.0%*
<a href="#">12310723 51050 SAL/SO.ROW/ELL</a>	68,049	0	68,049	17,528.33	39,438.72	11,081.95	83.7%*
<a href="#">12310776 51054 SALARIES SPECIALIST</a>	291,508	130,558	422,066	125,604.08	282,609.18	13,852.74	96.7%*
<a href="#">12310777 51050 SAL/SO.ROW/READING</a>	163,804	0	163,804	50,401.28	113,402.88	-.16	100.0%*
<a href="#">12310976 51054 SALARIES- SPECIALIS</a>	410,230	5,408	415,638	174,073.28	356,564.88	-115,000.16	127.7%*
TOTAL SPECIALIST TEACHERS	7,220,972	6,202	7,227,174	2,339,341.09	4,890,207.10	-2,374.19	100.0%

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<b>2320 MEDICAL/THERAPEUTIC SERVICES</b>							
<a href="#">12320076 51053 SAL MEDICAL/THERAPE</a>	215,829	0	215,829	66,408.88	149,419.98	.14	100.0%*
<a href="#">12320076 51054 SALARIES- PHYSICAL</a>	101,983	0	101,983	27,556.06	72,449.64	1,977.30	98.1%*
<a href="#">12320076 51110 SALARIES- COTA</a>	50,334	0	50,334	15,487.36	34,846.56	.08	100.0%*
TOTAL MEDICAL/THERAPEUTIC SERVICES	368,146	0	368,146	109,452.30	256,716.18	1,977.52	99.5%
<b>2325 SUBSTITUTES</b>							
<a href="#">12325000 51004 DTD SUBSTITUTE PARA</a>	125,000	0	125,000	35,998.38	.00	89,001.62	28.8%
<a href="#">12325000 51005 DTD SUBSTITUTE TEAC</a>	300,000	0	300,000	86,116.58	.00	213,883.42	28.7%
<a href="#">12325000 51006 LTS SUBSTITUTE TEAC</a>	125,000	0	125,000	51,625.00	.00	73,375.00	41.3%
TOTAL SUBSTITUTES	550,000	0	550,000	173,739.96	.00	376,260.04	31.6%
<b>2330 PARAPROFESSIONALS/ INST ASST</b>							
<a href="#">12330076 51060 SPED - PSP'S - SYST</a>	11,600	0	11,600	.00	.00	11,600.00	.0%
<a href="#">12330100 51060 SAL/CHS/PSP</a>	13,635	0	13,635	5,249.00	.00	8,386.00	38.5%
<a href="#">12330176 51060 SPED PSP SALARY - C</a>	642,532	-83,992	558,540	182,582.17	.00	375,957.83	32.7%
<a href="#">12330200 51060 SAL/McCARTHY/PSP</a>	82,467	0	82,467	29,099.98	.00	53,367.02	35.3%
<a href="#">12330276 51060 SPED PSP SALARY - M</a>	484,420	0	484,420	172,395.99	.00	312,024.01	35.6%
<a href="#">12330300 51060 SAL/PARKER/PSP</a>	66,432	0	66,432	25,204.48	.00	41,227.52	37.9%
<a href="#">12330376 51060 SPED PSP SALARY - P</a>	418,640	0	418,640	163,492.11	.00	255,147.89	39.1%
<a href="#">12330400 51060 SAL/BYAM/PSP</a>	64,634	0	64,634	25,038.37	.00	39,595.63	38.7%
<a href="#">12330476 51060 SPED PSP SALARY - B</a>	583,344	0	583,344	210,532.72	.00	372,811.28	36.1%
<a href="#">12330500 51060 SAL/CENTER/PSP</a>	65,124	0	65,124	25,135.60	.00	39,988.40	38.6%
<a href="#">12330576 51060 SPED - PSP SALARY -</a>	340,577	0	340,577	127,481.50	.00	213,095.50	37.4%
<a href="#">12330600 51060 SAL/HARR./PSP</a>	64,635	0	64,635	23,876.10	.00	40,758.90	36.9%
<a href="#">12330676 51060 SPED PSP SALARY - H</a>	300,597	0	300,597	125,445.15	.00	175,151.85	41.7%
<a href="#">12330700 51060 SAL/SO.ROW/PSP</a>	64,144	0	64,144	24,346.86	.00	39,797.14	38.0%
<a href="#">12330776 51060 SPED - PSP SALARY -</a>	259,288	83,992	343,280	120,323.93	.00	222,956.07	35.1%
<a href="#">12330976 51060 PSP/CHIPS</a>	362,422	0	362,422	128,626.44	.00	233,795.56	35.5%
TOTAL PARAPROFESSIONALS/ INST ASST	3,824,491	0	3,824,491	1,388,830.40	.00	2,435,660.60	36.3%
<b>2340 LIBRARIANS MEDIA CENTER DIRECT</b>							
<a href="#">12340100 51050 SAL/CHS/LIBRARY</a>	86,432	0	86,432	26,594.48	59,837.58	-.06	100.0%*

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<a href="#">12340100 51060 SAL/CHS/PSP/LIBRARY</a>	48,376	0	48,376	16,472.42	.00	31,903.58	34.1%
<a href="#">12340200 51050 SAL/McCARTHY/LIBRAR</a>	59,871	0	59,871	18,421.84	41,449.14	.02	100.0%*
<a href="#">12340300 51050 SAL/PARKER/LIBRARY</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12340400 51051 TECHNOLOGY ASSISTAN</a>	47,897	0	47,897	18,246.48	29,650.53	-.01	100.0%*
<a href="#">12340400 51060 SAL/BYAM/PSP/LIBRAR</a>	47,897	0	47,897	14,737.52	33,159.42	.06	100.0%*
<a href="#">12340500 51051 TECHNOLOGY ASSISTAN</a>	47,897	0	47,897	14,737.52	33,159.42	.06	100.0%*
<a href="#">12340500 51060 SAL/CENTER/PSP/LIBR</a>	47,897	0	47,897	18,246.48	29,650.53	-.01	100.0%*
<a href="#">12340600 51051 TECHNOLOGY ASSISTAN</a>	47,897	0	47,897	14,737.52	33,159.42	.06	100.0%*
<a href="#">12340600 51060 SAL/HARR./PSP/LIBRA</a>	47,897	0	47,897	14,737.52	33,159.42	.06	100.0%*
<a href="#">12340700 51050 SAL/SO.ROW/LIBRARY</a>	45,487	0	45,487	13,996.00	31,491.00	.00	100.0%*
<a href="#">12340700 51051 TECHNOLOGY ASSISTAN</a>	47,897	0	47,897	18,246.48	29,650.53	-.01	100.0%*
TOTAL LIBRARIANS MEDIA CENTER DIRECT	657,347	0	657,347	214,374.90	411,068.43	31,903.67	95.1%
<hr/> 2357 PROFESSIONAL DEVELOPMENT STIPE							
<a href="#">12357000 51310 MENTOR STIPENDS</a>	28,000	0	28,000	8,980.50	.00	19,019.50	32.1%
<a href="#">12357000 57130 TEACHERS CONFERENCE</a>	10,000	0	10,000	.00	1,587.00	8,413.00	15.9%
<a href="#">12357000 57140 TEACHERS COURSE REI</a>	75,000	0	75,000	12,957.56	.00	62,042.44	17.3%
<a href="#">12357000 57800 SEC/PARA COURSE REI</a>	5,000	0	5,000	1,200.00	.00	3,800.00	24.0%
<a href="#">12357100 57130 CHS - TEACHER CONF</a>	13,175	0	13,175	10,270.00	678.00	2,227.00	83.1%*
<a href="#">12357200 57130 MCCARTHY TEACHER CO</a>	4,500	0	4,500	672.50	884.00	2,943.50	34.6%
<a href="#">12357300 57130 PARKER TEACHER CONF</a>	3,000	0	3,000	529.98	534.00	1,936.02	35.5%
<a href="#">12357400 57130 BYAM TEACHER CONF</a>	4,000	0	4,000	1,056.99	175.00	2,768.01	30.8%
<a href="#">12357500 57130 CENTER TEACHER CONF</a>	4,000	0	4,000	.00	175.00	3,825.00	4.4%
<a href="#">12357600 57130 HARRINGTON TEACHER</a>	4,000	0	4,000	149.00	.00	3,851.00	3.7%
<a href="#">12357700 57130 SOUTH ROW TEACHER C</a>	4,000	0	4,000	275.00	2,310.00	1,415.00	64.6%*
TOTAL PROFESSIONAL DEVELOPMENT STIPE	154,675	0	154,675	36,091.53	6,343.00	112,240.47	27.4%
<hr/> 2410 TEXTBOOKS & MEDIA MATERIALS							
<a href="#">12410000 53990 REBINDING</a>	4,000	0	4,000	1,039.50	21.00	2,939.50	26.5%
<a href="#">12410000 54000 TEXTBOOK ADOPTIONS</a>	158,500	0	158,500	125,899.37	.00	32,600.63	79.4%*
<a href="#">12410023 54000 TEXTS/ELL/GENERAL</a>	2,500	0	2,500	1,523.10	97.26	879.64	64.8%*
<a href="#">12410076 54000 SUPPLIES/CURRICULUM</a>	35,000	0	35,000	19,591.93	1,504.93	13,903.14	60.3%*
<a href="#">12410100 54000 TEXTS/CHS/GENERAL</a>	11,000	0	11,000	.00	.00	11,000.00	.0%
<a href="#">12410106 54000 TEXTS/CHS/BUS.</a>	4,000	0	4,000	3,908.80	.00	91.20	97.7%*
<a href="#">12410124 54000 TEXTS/CHS/ENGLISH</a>	12,000	0	12,000	7,888.98	3,934.49	176.53	98.5%*
<a href="#">12410128 54000 TEXTS/CHS/F. LANG.</a>	8,000	0	8,000	1,041.77	.00	6,958.23	13.0%

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<a href="#">12410156</a> 54000 TEXTS/CHS/MATH	3,000	-1,462	1,538	1,537.56	.00	.00	100.0%*
<a href="#">12410177</a> 54000 TEXTS/CHS/READING	2,000	0	2,000	548.68	1,450.80	.52	100.0%*
<a href="#">12410178</a> 54000 TEXTS/CHS/SCIENCE	30,000	-5,000	25,000	7,754.41	5,187.91	12,057.68	51.8%*
<a href="#">12410184</a> 54000 TEXTS/CHS/SOC. ST.	6,000	0	6,000	4,421.24	1,173.00	405.76	93.2%*
<a href="#">12410224</a> 54000 TEXTS/McCARTHY/ENGL	4,000	0	4,000	1,086.89	2,742.78	170.33	95.7%*
<a href="#">12410228</a> 54000 TEXTS/McCARTHY/F. L	1,900	0	1,900	131.38	.00	1,768.62	6.9%*
<a href="#">12410256</a> 54000 TEXTS/McCARTHY/MATH	7,000	0	7,000	6,377.12	600.00	22.88	99.7%*
<a href="#">12410277</a> 54000 TEXTS/McCARTHY/READ	2,000	0	2,000	1,203.93	145.46	650.61	67.5%*
<a href="#">12410278</a> 54000 TEXTS/McCARTHY/SCIE	7,500	2,500	10,000	8,037.93	1,508.09	453.98	95.5%*
<a href="#">12410284</a> 54000 TEXTS/McCARTHY/SOC.	6,000	0	6,000	3,263.83	2,736.17	.00	100.0%*
<a href="#">12410324</a> 54000 TEXTS/PARKER/ENGLIS	4,000	0	4,000	2,243.73	1,624.35	131.92	96.7%*
<a href="#">12410328</a> 54000 TEXTS/PARKER/F. LAN	1,900	0	1,900	247.88	.00	1,652.12	13.0%*
<a href="#">12410356</a> 54000 TEXTS/PARKER/MATH	7,000	0	7,000	6,377.12	600.00	22.88	99.7%*
<a href="#">12410377</a> 54000 TEXTS/PARKER/READIN	2,000	0	2,000	1,837.27	133.07	29.66	98.5%*
<a href="#">12410378</a> 54000 TEXTS/PARKER/SCIENC	7,500	2,500	10,000	8,037.23	1,508.07	454.70	95.5%*
<a href="#">12410384</a> 54000 TEXTS/PARKER/SOC. S	4,000	0	4,000	2,643.15	1,356.85	.00	100.0%*
<a href="#">12410451</a> 54000 TEXTS/BYAM/LANG. AR	3,740	0	3,740	3,667.77	.00	72.23	98.1%*
<a href="#">12410456</a> 54000 TEXTS/BYAM/MATH	18,000	0	18,000	17,736.04	.00	263.96	98.5%*
<a href="#">12410478</a> 54000 TEXTS/BYAM/SCIENCE	23,000	1,967	24,967	24,966.62	.00	-.01	100.0%*
<a href="#">12410484</a> 54000 TEXTS/BYAM/SOC. ST.	2,000	0	2,000	496.80	1,503.20	.00	100.0%*
<a href="#">12410551</a> 54000 TEXTS/CENTER/LANG.	3,260	0	3,260	3,193.32	.00	66.68	98.0%*
<a href="#">12410556</a> 54000 TEXTS/CENTER/MATH	15,000	919	15,919	15,918.84	.00	.00	100.0%*
<a href="#">12410578</a> 54000 TEXTS/CENTER/SCIENC	23,000	0	23,000	20,637.37	.00	2,362.63	89.7%*
<a href="#">12410584</a> 54000 TEXTS/CENTER/SOC. S	2,000	0	2,000	432.00	1,560.96	7.04	99.6%*
<a href="#">12410651</a> 54000 TEXTS/HARR./LANG. A	3,740	0	3,740	3,573.71	78.87	87.42	97.7%*
<a href="#">12410656</a> 54000 TEXTS/HARR./MATH	17,000	383	17,383	17,382.52	.00	.00	100.0%*
<a href="#">12410678</a> 54000 TEXTS/HARR./SCIENCE	23,000	5,678	28,678	28,678.12	.00	.00	100.0%*
<a href="#">12410684</a> 54000 TEXTS/HARR./SOC. ST	2,000	0	2,000	496.80	1,503.20	.00	100.0%*
<a href="#">12410751</a> 54000 TEXTS/SO. ROW/LANG.	3,260	0	3,260	1,538.42	1,721.00	.58	100.0%*
<a href="#">12410756</a> 54000 TEXTS/SO. ROW/MATH	15,000	161	15,161	15,161.08	.00	.00	100.0%*
<a href="#">12410778</a> 54000 TEXTS/SO. ROW/SCIEN	23,000	-7,645	15,355	9,645.95	.00	5,709.32	62.8%*
<a href="#">12410784</a> 54000 TEXTS/SO. ROW/SOC.	2,000	0	2,000	540.00	1,460.00	.00	100.0%*
TOTAL TEXTBOOKS & MEDIA MATERIALS	509,800	0	509,800	380,708.16	34,151.46	94,940.38	81.4%
2415 OTHER INSTRUCTIONAL MATERIALS							
<a href="#">12415000</a> 53990 CURRICULUM DEVELOPM	50,000	0	50,000	46,510.00	.00	3,490.00	93.0%*
<a href="#">12415058</a> 54000 SUPPLIES/MUSIC	8,000	0	8,000	2,034.36	5,590.54	375.10	95.3%*
<a href="#">12415100</a> 53990 CONTRACTUAL SERVICE	11,000	0	11,000	8,113.72	.00	2,886.28	73.8%*
<a href="#">12415100</a> 54000 LIBRARY SUPPLIES/HI	10,000	0	10,000	4,762.72	11.31	5,225.97	47.7%*
<a href="#">12415200</a> 54000 LIBRARY SUP/MCCARTH	6,000	0	6,000	2,291.31	33.62	3,675.07	38.7%*

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<a href="#">12415300 54000 LIBRARY SUPPLIES/PA</a>	6,000	0	6,000	1,815.21	.00	4,184.79	30.3%
<a href="#">12415400 54000 LIBRARY GENERAL SUP</a>	3,500	0	3,500	3,387.73	19.00	93.27	97.3%*
<a href="#">12415500 54000 LIBRARY GEN SUPPLIE</a>	3,500	0	3,500	3,137.66	173.87	188.47	94.6%*
<a href="#">12415600 54000 LIBRARY GENERAL SUP</a>	3,500	0	3,500	3,244.09	40.00	215.91	93.8%*
<a href="#">12415700 54000 LIBRARY GENERAL SUP</a>	3,500	0	3,500	3,113.30	33.91	352.79	89.9%*
TOTAL OTHER INSTRUCTIONAL MATERIALS	105,000	0	105,000	78,410.10	5,902.25	20,687.65	80.3%
2420 INSTRUCTIONAL EQUIPMENT							
<a href="#">12420000 58510 EQUIP/CENT/GENERAL</a>	35,000	0	35,000	30,076.18	943.39	3,980.43	88.6%*
<a href="#">12420002 53990 CONTRACTED SERVICES</a>	1,500	0	1,500	.00	1,500.00	.00	100.0%*
<a href="#">12420074 58510 EQUIPMENT MAINT/PE</a>	30,000	-20	29,980	25,389.13	691.80	3,899.17	87.0%*
<a href="#">12420100 58510 EQUIP/CHS/GENERAL</a>	6,000	0	6,000	.44	.00	5,999.56	.0%
<a href="#">12420139 52460 MACHINE MAINT/TECH</a>	1,200	0	1,200	.00	1,200.00	.00	100.0%*
<a href="#">12420139 58510 EQUIP/CHS/TECH.ED.</a>	9,000	0	9,000	9,000.00	.00	.00	100.0%*
<a href="#">12420174 58510 EQUIP/CHS/PHYS.ED</a>	4,000	0	4,000	3,905.06	94.94	.00	100.0%*
<a href="#">12420178 52460 MACHINE MAINT/SCIEN</a>	1,000	0	1,000	.00	1,000.00	.00	100.0%*
<a href="#">12420178 58510 EQUIP/CHS/SCIENCE</a>	5,000	0	5,000	4,568.71	417.56	13.73	99.7%*
<a href="#">12420200 58510 EQUIP/McCARTHY/GENE</a>	2,000	0	2,000	997.71	.00	1,002.29	49.9%*
<a href="#">12420274 58510 EQUIP/McCARTHY/PHYS</a>	2,500	0	2,500	1,813.94	686.00	.06	100.0%*
<a href="#">12420278 52460 MACHINE MAINT/SCIEN</a>	500	0	500	.00	500.00	.00	100.0%*
<a href="#">12420278 58510 EQUIP/McCARTHY/SCIE</a>	5,000	0	5,000	4,985.91	11.40	2.69	99.9%*
<a href="#">12420300 58510 EQUIP/PARKER/GENERA</a>	2,000	0	2,000	.00	.00	2,000.00	.0%
<a href="#">12420374 58510 EQUIP/PARKER/PHYS.E</a>	2,500	0	2,500	2,500.00	.00	.00	100.0%*
<a href="#">12420378 52460 MACH MAINT/SCIENCE/</a>	500	0	500	.00	500.00	.00	100.0%*
<a href="#">12420378 58510 EQUIP/PARKER/SCIENC</a>	5,000	0	5,000	4,973.36	26.64	.00	100.0%*
<a href="#">12420400 58510 EQUIP/BYAM/GENERAL</a>	5,000	0	5,000	.00	.00	5,000.00	.0%
<a href="#">12420474 58510 EQUIP/BYAM/PHYS.ED</a>	1,000	0	1,000	795.74	204.26	.00	100.0%*
<a href="#">12420500 58510 EQUIP/CENTER/GENERA</a>	5,000	0	5,000	.00	.00	5,000.00	.0%
<a href="#">12420574 58510 EQUIP/CENTER/PHYS.E</a>	1,000	0	1,000	788.20	164.78	47.02	95.3%*
<a href="#">12420600 58510 EQUIP/HARR./GENERAL</a>	6,000	0	6,000	.00	.00	6,000.00	.0%
<a href="#">12420674 58510 EQUIP/HARR./PHYS.ED</a>	1,000	0	1,000	999.98	.00	.02	100.0%*
<a href="#">12420700 58510 EQUIP/SO. ROW/GENER</a>	4,000	0	4,000	32.67	.00	3,967.33	.8%
<a href="#">12420774 58510 EQUIP/SO. ROW/PHYS.</a>	1,000	20	1,020	1,019.90	.00	.00	100.0%*
TOTAL INSTRUCTIONAL EQUIPMENT	136,700	0	136,700	91,846.93	7,940.77	36,912.30	73.0%
2430 GENERAL SUPPLIES							
<a href="#">12430000 54200 COPIER PAPER</a>	77,000	-1,700	75,300	28,524.02	.00	46,775.98	37.9%

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12430023 54000 SUPP./SYSTEMWIDE/EL	3,000	0	3,000	2,682.42	131.20	186.38	93.8%*
12430058 57800 OTHER EXPENSE/MUSIC	14,000	1,117	15,117	2,547.64	12,569.36	.00	100.0%*
12430076 54000 SUPPLIES SPECIAL ED	42,500	0	42,500	35,422.94	747.13	6,329.93	85.1%*
12430100 54000 SUPP./CHS/GENERAL	40,725	0	40,725	32,499.19	2,526.25	5,699.56	86.0%*
12430102 54000 SUPP./CHS/ART	23,750	0	23,750	17,600.06	6,147.36	2.58	100.0%*
12430106 54000 SUPP./CHS/BUS.	4,000	0	4,000	2,773.24	1,039.09	187.67	95.3%*
12430124 54000 SUPP./CHS/ENGLISH	2,000	0	2,000	1,850.67	109.99	39.34	98.0%*
12430128 54000 SUPP./CHS/F. LANG.	5,000	0	5,000	1,825.38	64.94	3,109.68	37.8%
12430134 54000 SUPP./CHS/HLTH. ED.	2,200	0	2,200	2,200.00	.00	.00	100.0%*
12430139 54000 SUPP./CHS/TECH. ED.	5,500	1,700	7,200	5,851.07	1,251.83	97.10	98.7%*
12430156 54000 SUPP./CHS/MATH	3,350	0	3,350	2,916.22	171.76	262.02	92.2%*
12430158 54000 SUPP./CHS/MUSIC	10,050	-1,117	8,933	3,629.41	5,302.59	1.00	100.0%*
12430177 54000 SUPP./CHS/READING	1,600	0	1,600	1,113.69	.00	486.31	69.6%*
12430178 54000 SUPP./CHS/SCIENCE	26,000	0	26,000	13,827.27	11,863.65	309.08	98.8%*
12430184 54000 SUPP./CHS/SOC. ST.	3,000	0	3,000	2,195.77	631.40	172.83	94.2%*
12430200 54000 SUPP./McCARTHY/GENE	15,000	0	15,000	10,470.99	1,529.01	3,000.00	80.0%*
12430202 54000 SUPP./McCARTHY/ART	7,300	0	7,300	4,941.75	2,355.55	2.70	100.0%*
12430224 54000 SUPP./McCARTHY/ENGL	1,600	0	1,600	1,593.87	.00	6.13	99.6%*
12430228 54000 SUPP./McCARTHY/F. L	900	0	900	900.00	.00	.00	100.0%*
12430234 54000 SUPP./McCARTHY/HLTH	800	0	800	800.00	.00	.00	100.0%*
12430239 54000 SUPP./McCARTHY/TECH	8,500	0	8,500	6,123.00	2,374.82	2.18	100.0%*
12430256 54000 SUPP./McCARTHY/MATH	2,500	0	2,500	1,717.38	636.67	145.95	94.2%*
12430258 54000 SUPP./McCARTHY/MUSI	6,750	0	6,750	6,007.09	737.47	5.44	99.9%*
12430274 54000 SUPP./McCARTHY/PHYS	100	0	100	100.00	.00	.00	100.0%*
12430277 54000 SUPP./McCARTHY/READ	2,500	-50	2,450	454.16	1,995.00	.84	100.0%*
12430278 54000 SUPP./McCARTHY/SCIE	10,500	0	10,500	4,258.28	3,455.50	2,786.22	73.5%*
12430284 54000 SUPP./McCARTHY/SOC.	4,800	0	4,800	2,506.48	2,230.81	62.71	98.7%*
12430300 54000 SUPP./PARKER/GENERA	11,500	0	11,500	7,474.22	289.38	3,736.40	67.5%*
12430302 54000 SUPP./PARKER/ART	6,500	0	6,500	5,537.87	962.13	.00	100.0%*
12430324 54000 SUPP./PARKER/ENGLIS	1,200	0	1,200	1,162.18	10.29	27.53	97.7%*
12430328 54000 SUPP./PARKER/F. LAN	900	0	900	620.91	.00	279.09	69.0%*
12430334 54000 SUPP./PARKER/HLTH.	800	0	800	800.00	.00	.00	100.0%*
12430339 54000 SUPP./PARKER/TECH.	6,000	0	6,000	5,999.46	.00	.54	100.0%*
12430356 54000 SUPP./PARKER/MATH	2,500	0	2,500	2,138.27	343.05	18.68	99.3%*
12430358 54000 SUPP./PARKER/MUSIC	6,750	0	6,750	5,892.16	857.84	.00	100.0%*
12430374 54000 SUPP./PARKER/PHYS.	100	0	100	100.00	.00	.00	100.0%*
12430377 54000 SUPP./PARKER/READIN	2,500	0	2,500	66.54	2,432.54	.92	100.0%*
12430378 54000 SUPP./PARKER/SCIENC	10,500	0	10,500	5,073.31	3,735.38	1,691.31	83.9%*
12430384 54000 SUPP./PARKER/SOC. S	3,500	0	3,500	1,766.52	1,688.06	45.42	98.7%*
12430400 54000 GENERAL SUPPLIES/BY	24,550	0	24,550	19,966.49	1,839.82	2,743.69	88.8%*
12430402 54000 SUPP./BYAM/ART	3,300	0	3,300	3,184.72	115.28	.00	100.0%*
12430439 54000 SUPP./BYAM/TECH. ED.	1,500	0	1,500	1,495.00	.00	5.00	99.7%*
12430451 54000 SUPP./BYAM/LANG. AR	3,316	0	3,316	2,513.40	442.75	359.85	89.1%*
12430456 54000 SUPP./BYAM/MATH	2,500	0	2,500	2,079.85	307.31	112.84	95.5%*

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<a href="#">12430458 54000 SUPP./BYAM/MUSIC</a>	1,100	0	1,100	1,041.69	33.37	24.94	97.7%*
<a href="#">12430478 54000 SUPP./BYAM/SCIENCE</a>	2,500	0	2,500	989.48	290.75	1,219.77	51.2%*
<a href="#">12430484 54000 SUPP./BYAM/SOC. ST.</a>	1,000	0	1,000	125.00	671.44	203.56	79.6%*
<a href="#">12430500 54000 SUPP./CENTER/GENERA</a>	20,000	0	20,000	14,608.37	3,020.22	2,371.41	88.1%*
<a href="#">12430502 54000 SUPP./CENTER/ART</a>	3,248	0	3,248	3,170.68	77.32	.00	100.0%*
<a href="#">12430539 54000 SUPP./CENTER/TECH.ED</a>	1,500	0	1,500	1,329.85	28.12	142.03	90.5%*
<a href="#">12430551 54000 SUPP./CENTER/LANG.</a>	2,884	50	2,934	2,928.46	.00	5.54	99.8%*
<a href="#">12430556 54000 SUPP./CENTER/MATH</a>	2,500	0	2,500	1,953.16	219.31	327.53	86.9%*
<a href="#">12430558 54000 SUPP./CENTER/MUSIC</a>	1,100	0	1,100	890.49	209.51	.00	100.0%*
<a href="#">12430578 54000 SUPP./CENTER/SCIENC</a>	2,500	0	2,500	821.75	247.85	1,430.40	42.8%
<a href="#">12430584 54000 SUPP./CENTER/SOC. S</a>	1,000	0	1,000	110.00	819.84	70.16	93.0%*
<a href="#">12430600 54000 SUPP./HARR./GENERAL</a>	21,000	0	21,000	18,394.62	1,229.59	1,375.79	93.4%*
<a href="#">12430602 54000 SUPP./HARR./ART</a>	3,400	0	3,400	3,297.98	102.02	.00	100.0%*
<a href="#">12430639 54000 SUPP/HARR./TECH.ED.</a>	1,500	0	1,500	1,475.00	.00	25.00	98.3%*
<a href="#">12430651 54000 SUPP./HARR./LANG. A</a>	3,316	0	3,316	1,950.47	1,365.06	.47	100.0%*
<a href="#">12430656 54000 SUPP./HARR./MATH</a>	2,500	0	2,500	1,794.20	369.32	336.48	86.5%*
<a href="#">12430658 54000 SUPP./HARR./MUSIC</a>	1,100	0	1,100	477.79	622.21	.00	100.0%*
<a href="#">12430678 54000 SUPP./HARR./SCIENCE</a>	2,500	0	2,500	890.20	30.75	1,579.05	36.8%
<a href="#">12430684 54000 SUPP./HARR./SOC. ST</a>	1,000	0	1,000	130.00	671.44	198.56	80.1%*
<a href="#">12430700 54000 SUPP./SO. ROW/GENER</a>	18,600	0	18,600	16,748.03	1,601.91	250.06	98.7%*
<a href="#">12430702 54000 SUPP./SO. ROW/ART</a>	3,052	0	3,052	2,874.32	173.87	3.81	99.9%*
<a href="#">12430739 54000 SUPP/SO.ROW./TECH.E</a>	1,500	0	1,500	300.00	1,170.00	30.00	98.0%*
<a href="#">12430751 54000 SUPP./SO. ROW/LANG.</a>	2,884	0	2,884	969.39	1,914.00	.61	100.0%*
<a href="#">12430756 54000 SUPP./SO. ROW/MATH</a>	2,500	0	2,500	1,950.29	219.76	329.95	86.8%*
<a href="#">12430758 54000 SUPP./SO. ROW/MUSIC</a>	900	0	900	728.40	161.66	9.94	98.9%*
<a href="#">12430778 54000 SUPP./SO. ROW/SCIEN</a>	2,500	0	2,500	1,248.62	99.20	1,152.18	53.9%*
<a href="#">12430784 54000 SUPP./SO. ROW/SOC.</a>	1,000	0	1,000	100.00	547.84	352.16	64.8%*
TOTAL GENERAL SUPPLIES	521,425	0	521,425	344,501.13	86,791.57	90,132.30	82.7%
2440 OTHER INSTRUCTIONAL SERVICES							
<a href="#">12440076 53981 TUTORING/INSTRUCTIO</a>	24,000	0	24,000	2,768.59	.00	21,231.41	11.5%
<a href="#">12440076 53990 CONTRACTUAL SERVICE</a>	169,150	-17,000	152,150	4,447.91	826.00	146,876.09	3.5%
<a href="#">12440076 54000 CONTINGENCY EXPENSE</a>	25,000	10,000	35,000	24,158.46	2,500.99	8,340.55	76.2%*
TOTAL OTHER INSTRUCTIONAL SERVICES	218,150	-7,000	211,150	31,374.96	3,326.99	176,448.05	16.4%
2451 CLASSROOM INST TECHNOLOGY							
<a href="#">12451100 54204 INSTR TECH/CHS</a>	70,000	0	70,000	31,254.64	32,440.15	6,305.21	91.0%*

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<a href="#">12451128 54205 INSTR TECH/CHS/F.LA</a>	10,000	0	10,000	9,505.00	.00	495.00	95.1%*
<a href="#">12451200 54204 INSTR TECH/McC</a>	50,000	0	50,000	23,028.87	20,793.55	6,177.58	87.6%*
<a href="#">12451300 54204 INSTR TECH PARKER</a>	50,000	0	50,000	12,447.33	20,821.94	16,730.73	66.5%*
<a href="#">12451414 54204 COMPUTER/EQUIP/BYAM</a>	16,000	0	16,000	3,577.14	7,013.29	5,409.57	66.2%*
<a href="#">12451514 54204 COMPUTER EQUIPMENT</a>	16,000	0	16,000	3,322.27	7,062.07	5,615.66	64.9%*
<a href="#">12451614 54204 INSTR TECH/HARR/COM</a>	16,000	0	16,000	2,581.57	8,475.24	4,943.19	69.1%*
<a href="#">12451714 54204 INSTR TECH/SROW/COM</a>	16,000	0	16,000	3,207.56	8,478.02	4,314.42	73.0%*
TOTAL CLASSROOM INST TECHNOLOGY	244,000	0	244,000	88,924.38	105,084.26	49,991.36	79.5%
2455 INSTRUCTIONAL SOFTWARE							
<a href="#">12455000 54000 INSTRUCTIONAL SOFTW</a>	175,000	0	175,000	170,145.04	4,845.24	9.72	100.0%*
TOTAL INSTRUCTIONAL SOFTWARE	175,000	0	175,000	170,145.04	4,845.24	9.72	100.0%
2710 GUIDANCE COUNSELORS							
<a href="#">12710000 51310 MTSS/SEL STIPENDS</a>	45,000	0	45,000	21,250.00	.00	23,750.00	47.2%
<a href="#">12710100 51050 GUID SALARIES /CHS</a>	490,118	0	490,118	156,003.92	334,114.32	-.24	100.0%*
<a href="#">12710100 51070 SAL/SEC/GUID</a>	75,411	0	75,411	33,487.76	.00	41,923.24	44.4%
<a href="#">12710100 51310 STIPEND - GUIDANCE</a>	10,800	0	10,800	9,311.56	.00	1,488.44	86.2%*
<a href="#">12710100 54000 SUPP./CHS/GUID</a>	20,087	0	20,087	1,673.34	5,523.54	12,890.12	35.8%
<a href="#">12710200 51050 GUID SALARIES /McC</a>	212,242	0	212,242	65,305.28	146,936.88	-.16	100.0%*
<a href="#">12710200 54000 SUPP./McCARTHY/GUID</a>	1,150	0	1,150	.00	.00	1,150.00	.0%
<a href="#">12710300 51050 GUID SALARIES /PARK</a>	158,183	0	158,183	48,671.76	109,511.46	-.22	100.0%*
<a href="#">12710300 54000 SUPP./PARKER/GUID</a>	910	0	910	.00	.00	910.00	.0%
<a href="#">12710400 51050 GUID SALARIES/BYAM</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12710400 54000 SUPP./BYAM/GUID</a>	8,590	0	8,590	2,684.00	.00	5,906.00	31.2%
<a href="#">12710500 51050 GUID SALARIES /CENT</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">12710500 54000 SUPP./CENTER/GUID</a>	8,590	0	8,590	2,798.95	.00	5,791.05	32.6%
<a href="#">12710600 51050 GUID SALARIES /HARR</a>	54,196	0	54,196	16,675.68	37,520.28	.04	100.0%*
<a href="#">12710600 54000 SUPP./HARR./GUID</a>	8,590	0	8,590	4,380.00	.00	4,210.00	51.0%*
<a href="#">12710700 51050 GUID SALARIES /SROW</a>	91,491	0	91,491	28,151.04	63,339.84	.12	100.0%*
<a href="#">12710700 54000 SUPP./SO.ROW/GUID</a>	8,590	0	8,590	841.19	190.64	7,558.17	12.0%
TOTAL GUIDANCE COUNSELORS	1,357,752	0	1,357,752	441,635.76	810,539.84	105,576.40	92.2%
2800 PSYCHOLOGICAL SERVICES							
<a href="#">12800100 51050 SAL/CHS/PSYCH</a>	250,743	0	250,743	77,151.68	173,591.28	.04	100.0%*

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<a href="#">12800200 51050 SAL/McCARTHY/PSYCH</a>	91,491	0	91,491	28,151.04	63,339.84	.12	100.0%*
<a href="#">12800300 51050 SAL/PARKER/PSYCH</a>	91,491	0	91,491	28,151.04	63,339.84	.12	100.0%*
<a href="#">12800400 51050 SAL/BYAM/PSYCH</a>	67,760	0	67,760	25,813.36	41,946.71	-.07	100.0%*
<a href="#">12800500 51050 SAL/CENTER/PSYCH</a>	67,760	0	67,760	20,849.20	46,910.70	.10	100.0%*
<a href="#">12800600 51050 SAL/HARR./PSYCH</a>	75,003	0	75,003	20,681.84	46,534.14	7,787.02	89.6%*
<a href="#">12800700 51050 SAL/SO.ROW/PSYCH</a>	91,491	0	91,491	28,151.04	63,339.84	.12	100.0%*
TOTAL PSYCHOLOGICAL SERVICES	735,739	0	735,739	228,949.20	499,002.35	7,787.45	98.9%
3200 MEDICAL/HEALTH SERVICES							
<a href="#">13200000 51007 NURSES/SUB</a>	38,000	0	38,000	12,930.00	.00	25,070.00	34.0%
<a href="#">13200000 51060 TOWN HEALTH EDUCATO</a>	22,935	0	22,935	.00	.00	22,935.00	.0%
<a href="#">13200000 53170 DOCTOR SALARY</a>	2,500	0	2,500	.00	.00	2,500.00	.0%
<a href="#">13200000 53990 CONTRACTUAL SERVICE</a>	9,300	0	9,300	8,395.00	.00	905.00	90.3%*
<a href="#">13200000 57140 COURSE REIMBURSEMEN</a>	3,000	0	3,000	1,367.00	270.00	1,363.00	54.6%*
<a href="#">13200100 51050 SAL/CHS/NURSE</a>	152,662	0	152,662	38,457.52	88,615.07	25,589.41	83.2%*
<a href="#">13200100 54000 SUPP/CHS/NURSE</a>	2,100	0	2,100	1,809.28	171.22	119.50	94.3%*
<a href="#">13200100 57100 HEALTH TRAVEL/HIGH</a>	700	0	700	.00	.00	700.00	.0%
<a href="#">13200100 58510 EQUIP/CHS/NURSE</a>	2,600	0	2,600	1,885.00	.00	715.00	72.5%*
<a href="#">13200200 51050 SAL/McCARTHY/NURSE</a>	81,902	0	81,902	25,200.64	56,701.44	-.08	100.0%*
<a href="#">13200200 53990 INSUR./McCARTHY/NUR</a>	1,300	0	1,300	343.00	.00	957.00	26.4%
<a href="#">13200200 54000 SUPP/McCARTHY/NURSE</a>	1,599	0	1,599	1,563.28	23.92	11.80	99.3%*
<a href="#">13200263 51050 SAL/McCARTHY/NURSE</a>	35,234	0	35,234	9,682.84	24,392.70	1,158.46	96.7%*
<a href="#">13200300 51050 SAL/PARKER/NURSE</a>	51,596	0	51,596	25,200.64	56,701.44	-30,306.08	158.7%*
<a href="#">13200300 54000 SUPP/PARKER/NURSE</a>	1,342	0	1,342	1,061.19	6.98	273.83	79.6%*
<a href="#">13200363 51050 SAL/PARKER/NURSE</a>	31,841	0	31,841	9,797.20	22,043.70	.10	100.0%*
<a href="#">13200400 51050 SAL/BYAM/NURSE</a>	76,361	0	76,361	23,495.68	52,865.28	.04	100.0%*
<a href="#">13200400 54000 SUPP/BYAM/NURSE</a>	1,100	0	1,100	1,032.46	.00	67.54	93.9%*
<a href="#">13200500 51050 SAL/CENTER/NURSE</a>	75,275	0	75,275	28,676.16	46,598.76	.08	100.0%*
<a href="#">13200500 54000 SUPP/CENTER/NURSE</a>	1,000	0	1,000	950.46	.00	49.54	95.0%*
<a href="#">13200600 51050 SAL/HARR./NURSE</a>	81,902	0	81,902	11,171.04	56,701.44	14,029.52	82.9%*
<a href="#">13200600 54000 SUPP/HARR./NURSE</a>	1,100	0	1,100	974.88	6.40	118.72	89.2%*
<a href="#">13200700 51050 SAL/SO.ROW/NURSE</a>	54,227	0	54,227	16,685.20	37,541.70	.10	100.0%*
<a href="#">13200700 54000 SUPP/SO.ROW/NURSE</a>	1,000	0	1,000	842.56	.00	157.44	84.3%*
<a href="#">13200976 51050 SAL/CHIPS/NURSE</a>	43,216	0	43,216	13,297.28	29,918.79	-.07	100.0%*
TOTAL MEDICAL/HEALTH SERVICES	773,792	0	773,792	234,818.31	472,558.84	66,414.85	91.4%
3300 TRANSPORTATION							
<a href="#">13300000 51060 SALARIES PSP</a>	10,800	0	10,800	1,474.00	.00	9,326.00	13.6%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<a href="#">13300000 51070 SALARIES -TRANSPORT</a>	45,900	0	45,900	22,949.94	22,949.94	.12	100.0%*
<a href="#">13300000 53988 REGULAR TRANSPORTAT</a>	1,511,340	33,300	1,544,640	604,536.00	906,804.00	33,300.00	97.8%*
<a href="#">13300000 53990 LATE BUSES/HIGH-MCC</a>	43,200	0	43,200	4,453.01	37,146.99	1,600.00	96.3%*
<a href="#">13300000 53997 TRANSPORTATION SOFT</a>	4,995	0	4,995	.00	.00	4,995.00	.0%
<a href="#">13300000 53999 HOMELESS TRANS</a>	55,000	0	55,000	2,693.55	.00	52,306.45	4.9%
<a href="#">13300076 53990 SPED TRANSPORTATION</a>	1,850,000	0	1,850,000	542,375.56	211,819.07	1,095,805.37	40.8%
TOTAL TRANSPORTATION	3,521,235	33,300	3,554,535	1,178,482.06	1,178,720.00	1,197,332.94	66.3%
3400 FOOD SERVICES							
<a href="#">13400000 51110 SALARIES-FULL TIME</a>	79,560	0	79,560	39,780.00	39,780.00	.00	100.0%*
<a href="#">13400000 53990 CAFE CONT SERVICE</a>	25,000	0	25,000	3,960.46	4,104.54	16,935.00	32.3%
TOTAL FOOD SERVICES	104,560	0	104,560	43,740.46	43,884.54	16,935.00	83.8%
3510 ATHLETIC SERVICES							
<a href="#">13510100 51040 SAL/ATHLETIC STUDEN</a>	11,902	0	11,902	4,495.92	.00	7,406.08	37.8%
<a href="#">13510100 51050 SAL/CHS/AD/TRAINER</a>	99,487	0	99,487	49,743.59	49,743.59	-.18	100.0%*
<a href="#">13510100 51060 SAL/ATHLETICTRAINER</a>	48,150	0	48,150	24,074.70	24,074.70	.60	100.0%*
<a href="#">13510100 51070 SAL/SEC/ATHL</a>	22,622	0	22,622	8,574.88	.00	14,047.12	37.9%
<a href="#">13510100 52110 ATH DEPT STADIUM LI</a>	2,000	0	2,000	642.41	400.59	957.00	52.2%*
<a href="#">13510100 52400 POOL &amp; ICE</a>	64,000	0	64,000	10,552.50	.00	53,447.50	16.5%
<a href="#">13510100 53989 OFFICIALS/POLICE</a>	85,075	0	85,075	32,423.25	.00	52,651.75	38.1%
<a href="#">13510100 53990 RECONDITIONING</a>	18,963	0	18,963	.00	12,799.98	6,163.02	67.5%*
<a href="#">13510100 53995 TRANSPORTATION</a>	103,000	0	103,000	37,484.70	.00	65,515.30	36.4%
<a href="#">13510100 54000 SUPP/CHS/ATHL</a>	55,000	0	55,000	43,671.63	492.51	10,835.86	80.3%*
<a href="#">13510100 54310 MEDICAL</a>	6,000	0	6,000	5,169.00	.00	831.00	86.2%*
<a href="#">13510100 57400 INSUR./CHS/ATHL</a>	26,860	0	26,860	26,860.00	.00	.00	100.0%*
<a href="#">13510100 57800 OTHER EXPENSES</a>	34,600	0	34,600	16,737.75	11,955.00	5,907.25	82.9%*
TOTAL ATHLETIC SERVICES	577,659	0	577,659	260,430.33	99,466.37	217,762.30	62.3%
3520 OTHER STUDENT ACTIVITIES							
<a href="#">13520064 54000 DESTINATION IMAGINE</a>	2,300	0	2,300	2,300.00	.00	.00	100.0%*
<a href="#">13520100 51050 SAL/CHS/ADVISORS</a>	38,690	0	38,690	.00	.00	38,690.00	.0%

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>13520154 53990 MATH TEAM TRANSP</u>	2,750	0	2,750	800.33	541.87	1,407.80	48.8%
<u>13520160 54000 NAT'L HONOR SOC/HIG</u>	3,400	0	3,400	.00	.00	3,400.00	.0%
<u>13520178 53910 SCIENCE CLUB/HIGH</u>	2,000	0	2,000	661.00	1,300.15	38.85	98.1%*
<u>13520194 51465 NIGHT SCHOOL HS</u>	5,000	0	5,000	761.76	.00	4,238.24	15.2%
<u>13520200 51050 SAL/McCARTHY/ADVISO</u>	22,400	0	22,400	22,373.67	.00	26.33	99.9%*
<u>13520200 51310 SAL/McCARTHY/K.B.AD</u>	1,500	0	1,500	.00	.00	1,500.00	.0%
<u>13520300 51050 SAL/PARKER/ADVISORS</u>	22,470	0	22,470	19,845.72	.00	2,624.28	88.3%*
<u>13520300 51310 SAL/PARKER/K.B.ADVI</u>	1,500	0	1,500	.00	.00	1,500.00	.0%
TOTAL OTHER STUDENT ACTIVITIES	102,010	0	102,010	46,742.48	1,842.02	53,425.50	47.6%
<hr/> 3600 SCHOOL SECURITY							
<u>13600100 51060 STCH SCHOOL SECURIT</u>	89,505	-33,300	56,205	26,665.90	59,095.33	-29,556.23	152.6%*
<u>13600100 51310 COURT LIAISON</u>	9,000	0	9,000	3,428.56	5,571.41	.03	100.0%*
<u>13600200 51060 MCC PSP - SECURITY</u>	50,334	0	50,334	19,174.88	31,159.18	-.06	100.0%*
<u>13600300 51060 PARKER - PSP - SECU</u>	50,334	0	50,334	15,487.36	34,846.56	.08	100.0%*
TOTAL SCHOOL SECURITY	199,173	-33,300	165,873	64,756.70	130,672.48	-29,556.18	117.8%
<hr/> 4110 CUSTODIAL SERVICES							
<u>14110000 51040 SALARIES - CUSTODIA</u>	385,258	0	385,258	192,715.56	.00	192,542.44	50.0%*
<u>14110000 51050 SALARIES - PROFESSI</u>	101,745	0	101,745	50,872.51	50,872.51	-.02	100.0%*
<u>14110000 51070 FACILITIES - SECRET</u>	12,734	0	12,734	6,367.27	6,367.26	-.53	100.0%*
<u>14110000 51110 SALARIES-CUST OT -</u>	8,800	0	8,800	509.61	.00	8,290.39	5.8%
<u>14110000 51310 SALARIES- CUST OVER</u>	5,000	0	5,000	4,772.02	.00	227.98	95.4%*
<u>14110000 53990 CONTRACTUAL SERVICE</u>	788,666	0	788,666	362,569.15	419,428.85	6,668.00	99.2%*
<u>14110000 54000 SUPPLIES</u>	195,000	20,000	215,000	104,641.03	83,265.04	27,093.93	87.4%*
<u>14110000 57800 OTHER CHARGES/EXPEN</u>	6,000	0	6,000	4,979.17	.00	1,020.83	83.0%*
<u>14110119 54000 SUPP/CHS/PERFORMING</u>	12,000	0	12,000	2,025.15	.00	9,974.85	16.9%
TOTAL CUSTODIAL SERVICES	1,515,203	20,000	1,535,203	729,451.47	559,933.66	245,817.87	84.0%
<hr/> 4120 HEATING OF BUILDINGS							
<u>14120000 52130 FUEL</u>	3,500	2,525	6,025	1,524.48	4,500.52	.00	100.0%*
<u>14120100 52130 FUEL/HIGH</u>	112,500	-8,800	103,700	22,459.28	84,905.48	-3,664.76	103.5%*

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
<u>14120200 52130 FUEL/MCCARTHY</u>	61,000	-775	60,225	7,050.83	52,310.58	863.59	98.6%*
<u>14120300 52130 FUEL/PARKER</u>	50,500	-3,800	46,700	9,530.27	37,169.73	.00	100.0%*
<u>14120400 52130 FUEL / BYAM</u>	32,000	-2,350	29,650	3,132.97	26,517.03	.00	100.0%*
<u>14120500 52130 FUEL - CENTER SCHOO</u>	26,000	2,000	28,000	3,154.07	24,845.93	.00	100.0%*
<u>14120600 52130 FUEL-HARRINGTON</u>	9,000	7,500	16,500	1,968.68	14,531.32	.00	100.0%*
<u>14120700 52130 FUEL-SOUTH ROW</u>	24,000	3,700	27,700	5,412.92	22,287.08	.00	100.0%*
TOTAL HEATING OF BUILDINGS	318,500	0	318,500	54,233.50	267,067.67	-2,801.17	100.9%
 4130 UTILITY SERVICES							
<u>14130000 52110 ELECTRIC</u>	18,800	0	18,800	10,065.96	7,966.04	768.00	95.9%*
<u>14130000 53410 TELEPHONE/SUPT OFFI</u>	55,000	3,765	58,765	23,968.41	34,631.89	164.70	99.7%*
<u>14130100 52110 ELECTRICITY/HIGH</u>	205,000	-8,017	196,983	91,149.16	103,009.84	2,824.00	98.6%*
<u>14130100 52310 WATER/HIGH</u>	7,600	0	7,600	3,249.46	2,707.54	1,643.00	78.4%*
<u>14130100 53410 TELEPHONE/HIGH</u>	65,000	1,670	66,670	16,370.97	50,314.42	-15.39	100.0%*
<u>14130200 52110 ELECTRICITY/McCARTH</u>	73,000	-8,234	64,766	32,894.35	31,729.65	142.00	99.8%*
<u>14130200 53410 TELEPHONE/MCCARTHY</u>	23,000	2,582	25,582	10,155.05	15,433.59	-6.64	100.0%*
<u>14130300 52110 ELECTRICITY/PARKER</u>	93,000	-7,944	85,056	31,401.87	51,397.13	2,257.00	97.3%*
<u>14130300 53410 TELEPHONE/PARKER</u>	23,000	2,129	25,129	10,393.32	14,742.06	-6.38	100.0%*
<u>14130400 52110 ELECTRICITY/BYAM</u>	44,000	515	44,515	15,470.68	29,044.32	.00	100.0%*
<u>14130400 53410 TELEPHONE/BYAM</u>	13,000	1,931	14,931	5,799.65	9,130.73	.62	100.0%*
<u>14130500 52110 ELECTRIC - CENTER</u>	41,000	331	41,331	21,005.28	20,325.72	.00	100.0%*
<u>14130500 52310 WATER CENTER SCHOOL</u>	1,500	0	1,500	198.00	198.00	1,104.00	26.4%
<u>14130500 53410 TELEPHONE - CENTER</u>	11,000	2,448	13,448	5,490.29	8,010.54	-52.83	100.4%*
<u>14130600 52110 ELECTRICITY/HARR</u>	46,000	0	46,000	18,387.22	25,936.78	1,676.00	96.4%*
<u>14130600 52310 WATER/HARRINGTON</u>	3,500	0	3,500	1,208.29	1,476.71	815.00	76.7%*
<u>14130600 53410 TELEPHONE/HARR</u>	12,000	2,002	14,002	5,458.52	8,561.51	-18.03	100.1%*
<u>14130700 52110 ELECTRICITY/SO ROW</u>	34,000	4,940	38,940	17,290.13	21,649.87	.00	100.0%*
<u>14130700 53410 TELEPHONE/SO ROW</u>	10,000	1,882	11,882	5,086.90	6,908.04	-112.94	101.0%*
TOTAL UTILITY SERVICES	779,400	0	779,400	325,043.51	443,174.38	11,182.11	98.6%
 4210 MAINTENANCE OF GROUNDS							
<u>14210000 59238 GENERAL MAINT</u>	5,000	25,000	30,000	24,439.00	.00	5,561.00	81.5%*
<u>14210100 59238 GROUNDS/HIGH</u>	20,000	0	20,000	918.04	1,678.68	17,403.28	13.0%
TOTAL MAINTENANCE OF GROUNDS	25,000	25,000	50,000	25,357.04	1,678.68	22,964.28	54.1%
 5150 EMPLOYEE SEPERATION COSTS							
<u>15150000 51140 RETIREMENT/SICK BUY</u>	78,672	0	78,672	60,597.67	.00	18,074.33	77.0%*

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
TOTAL EMPLOYEE SEPERATION COSTS	78,672	0	78,672	60,597.67	.00	18,074.33	77.0%
<hr/>							
9300 TUITION NON-PUBLIC SCHOOLS							
<a href="#">19300076 53990 TUITIONS</a>	4,199,088	-81,100	4,117,988	3,085,830.71	4,312,630.99	-3,280,473.70	179.7%*
TOTAL TUITION NON-PUBLIC SCHOOLS	4,199,088	-81,100	4,117,988	3,085,830.71	4,312,630.99	-3,280,473.70	179.7%
TOTAL UNDEFINED	59,000,000	0	59,000,000	22,817,277.36	32,650,618.12	3,532,104.52	94.0%
GRAND TOTAL	59,000,000	0	59,000,000	22,817,277.36	32,650,618.12	3,532,104.52	94.0%

\*\* END OF REPORT - Generated by Joanna Johnson-Collins \*\*

CHELMSFORD PUBLIC SCHOOLS  
FY19 GRANT AND REVOLVING FUND SUMMARY  
AS OF DECEMBER 31, 2018

MUNIS #	DESE #		FY19 Award	Balance 7/1/2018	Receipts	Expenditures	Encumbrances	Current Ending Balance (ties to Munis)	Remaining Revenue	Ending Balance with Remaining Revenue
<b>Federal &amp; State Grants</b>										
140	140	Title IIA Teacher Quality - FY18	84,426	0.00	84,426.00	84,426.00		0.00	-	-
180	180	Title III - FY18	25,156	0.00	25,156.00	25,156.00		0.00	-	-
240	240	SPED Entitlement Allocation - FY18	1,163,872	0.00	962,300.00	975,283.82	108,748.49	(121,732.31)	201,572.00	79,839.69
262	262	SPED Early Childhood (EEC) - FY18	35,445	0.00	35,445.00	35,445.00		0.00	-	-
305	305	Title I - FY18	165,957	0.00	165,957.00	165,957.00		0.00	-	-
309	309	Title IVA - FY18	8,091	0.00	8,091.00	8,091.00		0.00	-	-
<b>FY19 Grants</b>										
140	140	Title IIA Teacher Quality - FY19	90,252	0.00	27,077.00	31,526.44	2,100.00	(6,549.44)	63,175.00	56,625.56
180	180	Title III - FY19	29,011	0.00	6,715.00	7,144.84		(429.84)	22,296.00	21,866.16
240	240	SPED Entitlement Allocation - FY19	1,217,493	0.00	121,749.00	69,797.70	266,741.60	(214,790.30)	1,095,744.00	880,953.70
262	262	SPED Early Childhood - FY19	36,504	0.00	15,789.00	15,789.75		(0.75)	20,715.00	20,714.25
305	305	Title I - FY19	175,093	0.00	22,210.00	30,712.52	16,337.57	(24,840.09)	152,883.00	128,042.91
309	309	Title IVA - FY19	11,930	0.00	1,193.00	980.00		213.00	10,737.00	10,950.00

<b>Other Grant Funds</b>										
237	---	ATEF Grant	3,038	427.37	3,037.51	2,539.99	7.00	917.89		917.89
250	---	Essential School Heath Grant (State)	3,000			2,872.50		(2,872.50)	3,000.00	127.50
254	---	Terraonics Science Grant (Energy Consv Comr	7,500		7,500.00	6,700.00		800.00		800.00
273	---	E-rate	36,138		36,138.38	36,138.38		0.00		-
301	---	Lowell General Hospital Circle Health (Private Grant 10K)		3,561.36		695.00	2,099.95	766.41		766.41
301	---	Project Lead the Way (Private Grant)	5,000		5,000.00	455.62	700.00	3,844.38		3,844.38
301	---	Science Eco Rise (Private Grant)	2,852	0.00	2,852.00			2,852.00		2,852.00
301	---	Analog Robotics (Private Grant)	5,000					0.00		-
310	---	Circuit Breaker	-	998,984.99	1,783,960.00			2,782,944.99		2,782,944.99
313	---	Lockhead Martin Robotics (Private Grant)	2,500	0.00	2,500.00	1,413.43		1,086.57		1,086.57

<b>Revolving Accounts</b>										
			Estimated Receipts	Balance 7/1/2018	Receipts	Expenditures	Encumbrances	Current Ending Balance	Estimated Revenue	Ending Balance with Estimated Revenue
501	---	Café (School Nutrition)	1,006,450.00	614,053.66	552,202.99	598,608.02	345,103.89	222,544.74	34,215.00	256,759.74
502	---	Athletic	365,000.00	13,455.67	179,228.25	204,853.15		(12,169.23)	69,000.00	56,830.77
503	---	Gifts & Donations		24,368.56	2,067.35	2,353.35		24,082.56		24,082.56
504	---	Lost / Damaged Books	0.00	4,309.78	602.00	0.00		4,911.78		4,911.78
505	---	Musical Instrument Repair	0.00	0.00	0.00	0.00		0.00		-
506	---	Adult Education/Music/Guidance	195,000.00	73,661.04	99,095.75	78,958.87	3,022.00	90,775.92		90,775.92
507	---	Childcare	2,080,000.00	1,980,165.47	989,906.35	944,306.97	505,685.65	1,520,079.20		1,520,079.20
508	---	Out of Town Tuition Reimbursement		59,988.70				59,988.70		59,988.70
509	---	Summer School	5,600.00	6,527.61	5,630.55	2,000.00		10,158.16		10,158.16
510	---	School Choice	285,924.00	1,329,917.63	211,916.00	0.00		1,541,833.63		1,541,833.63
511	---	Civic Activities	0.00	126,673.97	102,380.81	49,591.74	8,521.18	170,941.86		170,941.86
516	---	Transportation	320,000.00	227,032.36	354,721.44	128,628.20	181,393.01	271,732.59		271,732.59
517	---	Student Activity	95,000.00	32,356.66	121,761.00	55,621.48		98,496.18		98,496.18
518	---	Turf Fields	89,900.00	49,124.75	24,935.00	14,922.36		59,137.39		59,137.39

**Chelmsford High School Student Activities**  
**Balance Sheet New**  
 As of November 30, 2018

	Nov 30, 18
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
CHS Enterprise Checking	48,531.71
Enterprise Agency Account	237,394.61
<b>Total Checking/Savings</b>	285,926.32
<b>Total Current Assets</b>	285,926.32
<b>TOTAL ASSETS</b>	<b>285,926.32</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Other Current Liabilities</b>	
Equity - Athletics	9,383.91
Equity - ATWE	4,482.47
Equity - Badminton	0.54
Equity - Band	3,790.05
Equity - Basketball Girls	603.08
Equity - Best Buddies	920.12
Equity - Career Center	1,236.36
Equity - Cheerleading	6,347.75
Equity - Chelmsford Garden Club	25.00
Equity - Chorus	2,054.96
Equity - Class of 16	4,754.70
Equity - Class of 18	11,608.98
Equity - Class of 19	37,957.20
Equity - Class of 20	5,452.84
Equity - Class of 21	2,632.24
Equity - Class of 22	250.00
Equity - Cross Country	540.40
Equity - Dance Team	1,245.41
Equity - DECA	7,829.90
Equity - ECO Club	871.46
Equity - Field Hockey	7,839.99
Equity - Field Trips	0.00
Equity - Fine Arts	4,479.70
Equity - Football	18,655.54
Equity - Gen. Student Body Fund	18,667.37
Equity - Golf	447.05
Equity - Gymnastics	77.45
Equity - Ice Hockey Boys	8,160.96
Equity - Ice Hockey Girls	440.85

**Chelmsford High School Student Activities**  
**Balance Sheet New**  
As of November 30, 2018

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	<u>Nov 30, 18</u>
Equity - International Relation	117.91
Equity - Key Club	165.67
Equity - Lacrosse Boys	1,239.41
Equity - Lacrosse Girls	3,032.33
Equity - LIME	3,660.93
Equity - Lion Yearbook	5,851.37
Equity - Melting Pot Club	341.59
Equity - Mme Queenan Boutique	452.15
Equity - Mock Trial	121.50
Equity - National Business HS	436.78
Equity - National Honor Society	1,162.63
Equity - NEHS	322.00
Equity - Orchestra	536.40
Equity - PAVE Program	851.78
Equity - Reality Check	865.56
Equity - Resiliency	0.00
Equity - SAGA	857.04
Equity - Science Organization	0.00
Equity - Ski Team	2,681.35
Equity - Soccer Boys	6,302.51
Equity - Soccer Girls	8,505.75
Equity - Softball	7,477.05
Equity - Speech & Debate Team	1,564.59
Equity - Student Council	823.20
Equity - Student Trainers	364.75
Equity - Swim Team Boys	1,695.64
Equity - Swim Team Girls	2,210.81
Equity - Tech Ed Student Build	40.66
Equity - Tennis Boys	416.15
Equity - Tennis Girls	1,049.32
Equity - Theatre Guild	51,129.97
Equity - Thomas Jefferson Forum	580.66
Equity - Track	3,287.05
Equity - Tri-M	89.40
Equity - Unidentified Deposit	5,353.44
Equity - Voice Student News	320.00
Equity - Volleyball Boys	1,267.00
Equity - Volleyball Girls	4,648.67

**Chelmsford High School Student Activities**  
**Balance Sheet New**  
As of November 30, 2018

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	<u>Nov 30, 18</u>
Equity - World Language HS -LFS	1,188.80
Equity - Wrestling	4,158.22
<b>Total Other Current Liabilities</b>	<u>285,926.32</u>
<b>Total Current Liabilities</b>	<u>285,926.32</u>
<b>Total Liabilities</b>	<u>285,926.32</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>285,926.32</u></u>

**McCarthy Middle School**  
**Balance Sheet**  
 As of November 30, 2018

	Nov 30, 18
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
McCarthy Agency Account	28,198.61
McCarthy Principal Account	13,388.76
	41,587.37
<b>Total Checking/Savings</b>	41,587.37
<b>Total Current Assets</b>	41,587.37
<b>TOTAL ASSETS</b>	<b>41,587.37</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Equity</b>	
Band	2,369.21
Chorus	1,614.74
Cross Country	1,030.21
Drama	19,634.47
General Student Body Fund	6,345.99
Grade 5 Field Trips	3,517.45
Grade 6 Field Trips	1.25
Grade 7 Field Trips	3,135.05
Interest - Agency Account	381.76
Interest - Principal Account	107.79
Orchestra	674.69
Project 300	1,227.24
School Store	404.71
Year Book	1,142.81
	41,587.37
<b>Total Equity</b>	41,587.37
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>41,587.37</b>

**Parker Middle School**  
**Balance Sheet**  
As of November 30, 2018

	Nov 30, 18
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
Parker Agency Account	38,254.21
Parker Principal Account	15,895.49
<b>Total Checking/Savings</b>	54,149.70
<b>Total Current Assets</b>	54,149.70
<b>TOTAL ASSETS</b>	<b>54,149.70</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Equity</b>	
Band	52.55
Chorus	1,542.52
Drama	23,465.19
General Student Body Fund	783.31
Grade 5 Field Trips	1,156.21
Grade 6 Field Trips	732.27
Grade 7 Field Trips	1,428.38
Grade 8 Field Trips	12,266.38
Interest - Agency Account	134.48
Interest - Principal Account	68.13
Orchestra	3,159.19
School Store	601.56
Science-Plant Club	301.58
Show Choir	65.41
Student Council	7,310.94
Yearbook	1,081.60
<b>Total Equity</b>	54,149.70
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>54,149.70</b>

# CHELMSFORD PUBLIC SCHOOLS

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Dr. Linda J. Hirsch, Assistant Superintendent

## MEMORANDUM

To: Dr. Jay Lang, Superintendent  
From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*  
Date: January 22, 2019  
RE: Massachusetts Dyslexia Screening Law

On October 19, 2018, the state legislature approved the new dyslexia screening law - [Chapter 272 of the Acts of 2018](#). The new law requires the Department of Elementary and Secondary Education (DESE), in consultation with the Department of Early Education and Care (EEC), to provide guidelines to assist districts in developing screening procedures or protocols for students that demonstrate one or more potential indicators of a neurological learning disability, including, but not limited to, dyslexia.

The dyslexia definition is as follows:

*"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." (International Association of Dyslexia).*

Currently, Chelmsford Public Schools does not screen incoming or current students for dyslexia. We screen incoming kindergarten students using the *BRIGANCE Early Childhood* screener. *BRIGANCE* testing covers a variety of school based curriculum topics through a series of 12 assessments, including language development, science and math proficiencies, and gross motor skills. Once in school, kindergarten students are also screened with *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* which is a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

The Department of Elementary and Secondary Education does not endorse the use of any product but has provided suggestions of tools that districts may want to consider using when working with students with dyslexia. The state Dyslexia Guidelines are in development for implementation for School Year 2019-2020. Both our special education department and reading coordinator are reviewing these materials and attending workshops and webinars provided through DESE to keep abreast of the development of the screening process.

Once there is a screening plan in place, as provided by DESE, I will provide you with an update. If you have any additional questions, please feel free to contact me.

# CHELMSFORD PUBLIC SCHOOLS

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*Cheryl L. Kirkpatrick, Ed.D., Director of Personnel and Professional Learning*

*Office of Human Resources*

*230 North Road, Chelmsford, MA 01824*

*Telephone: (978) 251-5100 Fax: (978) 251-5110*

*[kirkpatrickc@chelmsford.k12.ma.us](mailto:kirkpatrickc@chelmsford.k12.ma.us)*

TO: Dr. Jay Lang, Superintendent

FROM: Dr. Cheryl Kirkpatrick, Director of Personnel and Professional Learning

DATE: January 16, 2019

RE: **Personnel Report DECEMBER 2018**

Please see the attached Personnel Report which includes retirements, resignations, new hires and assignment changes. Thank you for sharing this report with the members of the Chelmsford School Committee.

**Personnel Report - DECEMBER 2018**

**New Hires**

**Healy, Erin**

**Paraprofessional**

**Center Elementary School**

Effective date: 01/02/2019

**Resignations:**

**Petropoulos, Christina**

**Paraprofessional**

**Center Elementary School**

Effective date: 12/21/18

**Retirements:**

**None**

**Assignment Changes:**

**Thakur, Ishita**

**(.5 Paraprofessional at CHIPS)**

**1.0 Paraprofessional at CHIPS**

Effective date: 1/2/19

# CHELMSFORD PUBLIC SCHOOLS

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Jay Lang, Ed.D., Superintendent

## **Memorandum**

To: Members of the School Committee  
From: Jay Lang, Ed.D., Superintendent of Schools  
Date: January 17, 2019  
Re: Public Input: FY20 Budget Process and Priorities

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The Superintendent's recommended FY20 budget will be presented on Tuesday February 5, 2019 at the regular school committee meeting. An opportunity is being provided for members of the community/public to express their opinion and/or provide input on the FY20 budget process and priorities to be considered as the budget is being developed by the administration and will be deliberated by the school committee.

## **Conference & Field Trips Requests**

None