



CITY OF MELROSE
MELROSE SCHOOL COMMITTEE
MINUTES• JUNE 14, 2016

Aldermanic Chamber

Regular Meeting

6:00 PM

(ID # 4933) Executive Session

To approve executive session minutes of May 24, 2016 (5 minutes)

(ID # 4932) Executive Session

To conduct strategy session in preparation for negotiations with non union personnel - the Director of Finance and Administrative Affairs (30 minutes)

(ID # 4931) Executive Session

To conduct strategy sessions in preparation for negotiations with the MEA (15 minutes)

(ID # 4941) Consent

MHS Field Trip Request - iRaiders

Adopted

(ID # 4954) Consent

MHS Field Trip Request - Yearbook Log 2017

Adopted

(ID # 4938) Consent

Personnel Report

Adopted

(ID # 4948) Consent

Monthly Budget Summary

Adopted

(ID # 4939) Consent

Warrants

Adopted

- (ID # 4949) **Announcements - Superintendent**
Superintendent Updates (5 minutes)
- (ID # 4934) **Announcements - Superintendent**
Class of 2016 Update (5 minutes)
- (ID # 4935) **Announcements - Superintendent**
Staffing Updates (5 minutes)
- (ID # 4942) **Educational Programs and Personnel**
Foreign Language Final Program Review (45 minutes)
- (ID # 4953) **Educational Programs and Personnel**
Appointment of the Director of Finance and Administrative Affairs (5 minutes)
- (ID # 4943) **Policy and Planning**
Field Trip Policy (5 minutes) Action Needed
- (ID # 4950) **Finance and Facilities**
No New Business
- (ID # 4944) **Announcements - Chair**
Configuration of Instructional Programs (30 minutes)
- (ID # 4945) **Announcements - Chair**
MHS Student Advisory Committee (5 minutes)
- (ID # 4946) **Announcements - Chair**
SMART Goals for School Committee and District (30 minutes) Action Needed
- (ID # 4947) **Announcements - Chair**
Liaison Reports and Review (10 minutes)
- (ID # 4952) **Executive Session**
To conduct strategy session in preparation for negotiations with non union personnel - the Director
- (ID # 4951) **Executive Session**
To conduct strategy sessions in preparation for negotiations with the MEA

Note: The listed agenda items are those that are reasonably anticipated by the Chair to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

MELROSE PUBLIC SCHOOLS
Melrose, Massachusetts
FIELD TRIP APPLICATION FORM

Please complete all of the information requested below when submitting a field trip request for School Committee and/or Superintendent approval. If an item does not apply, please indicate N/A.

OVERNIGHT and OUT-OF-STATE/COUNTRY TRIPS NEED SUPERINTENDENT and SCHOOL COMMITTEE APPROVAL.

All approvals are required prior to the scheduled field trip.

1. Grade(s) or Class(es) 9-12
2. School Melrose High School
3. Destination Robotics contest at Merrimack High School, Merrimack, NH
4. Departure: Date Saturday 6/4/16 Time 6:30AM Departing From Melrose High School
5. Return: Date Saturday 6/4/16 Time 6PM Returning To Melrose High School
6. Number of Students Attending 10-15
7. Ratio of Chaperones to Students Higher than 1:15
8. Room/Cabin Assignments and Supervision Plan None
9. Behavior Contract None
10. Signed Field Trip Parental Consent and Release from Liability Agreement Forms Will obtain
11. Medical Release Forms Obtained None
12. Means of Transportation/# of vehicles Private vehicles
13. Cost of Trip (% paid by fundraising) 100% covered by fundraising
14. Educational Objectives Directly Related to Curricula All aspects of STEM
15. Daily Itinerary (attach separate copy) All activities at Merrimack High School
16. Evidence of Conformance to Applicable Statutes:
Hazing Law _____ ADA Accommodations _____

Submitted by Daniel Griscom, President, iRaiders Robotics Club Date 5/23/16

Approved by Principal*  Date 5-25-16

Approved by Superintendent  Date 5-25-16

Approved by School Committee _____ Date _____

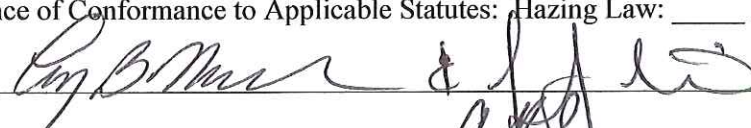
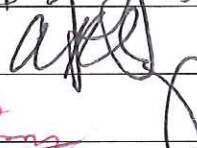
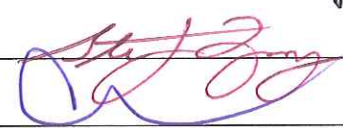
***NOTE:** A field trip involving students from multiple schools must have the written approval of **all** building principals.

MELROSE PUBLIC SCHOOLS
Melrose, Massachusetts
FIELD TRIP APPLICATION FORM

Please complete all of the information requested below when submitting a field trip request for School Committee and/or Superintendent approval. If an item does not apply, please indicate N/A.

OVERNIGHT and OUT-OF-STATE/COUNTRY TRIPS NEED SUPERINTENDENT and SCHOOL COMMITTEE APPROVAL.

All approvals are required prior to the scheduled field trip.

1. Grade(s) or Class(es) : Junior & Seniors in Yearbook Log 2017
 2. School: Melrose High School
 3. Destination: Disney Youth Education Series, Orlando, Florida, Walt Disney World
 4. Departure: Date: 2/17/17 Time: 12:00pm Departing From: MHS/ Boston Logan Airport
 5. Return: Date : 2/22/17 Time : 5:49 pm Returning To: Boston Logan Airport
 6. Number of Students Attending: 10-15 students
 7. Ratio of Chaperones to Students : 2 chaperones in total
 8. Room/Cabin Assignments and Supervision Plan : 3-4 students per room (depending on exact number)
 9. Behavior Contract : Yes; in accordance with MHS & Melrose Public Schools policies
 10. Signed Field Trip Parental Consent and Release from Liability Agreement Forms: Yes; upon field trip approval
 11. Medical Release Forms Obtained: Yes; upon field trip approval.
 12. Means of Transportation/# of vehicles : N/A
 13. Cost of Trip (% paid by fundraising) : Estimated to be \$1000-1200 (% paid by fundraising is TBD)
 14. Educational Objectives Directly Related to Curricula: This field trip meets the Common Core ELA standards; as well as cross-curricula standards in social studies & math. Please see attached for detail.
 15. Daily Itinerary (attach separate copy): Please see attached.
 16. Evidence of Conformance to Applicable Statutes: Hazing Law: _____ ADA Accommodations: _____
- Submitted by:  Date: 5/31/16
- Approved by Content Area Director, if applicable:  Date: 5/31/16
- Approved by Principal*:  Date: 6-6-16
- Approved by Superintendent:  Date: 6/8/16
- Approved by School Committee: _____ Date: _____

***NOTE:** A field trip involving students from multiple schools must have the written approval of **all** building principals.

Proposal:

“Let the story unfold: a hands-on experience capturing four years of memories in a yearbook- to last a lifetime.”

Disney Youth Education Series - Walt Disney World, Florida

Club: Yearbook Log 2017

Friday, February 17th through Wednesday, February 22nd, 2017

Mrs.Amy Mirasolo & Mrs.Jennifer Chernisky (Mochi)

Trip Overview:

Through the years, yearbook has gone from a leisurely extra-curricular activity that met only once or twice a month, to a rigorous experience that produces an outstanding product which utilizes the most up to date technology in unforeseen ways. As education is moving toward the incorporation of technology in the classroom daily, and 21st century skills become more vital to students' success; it is important for Yearbook to keep up with these trends. The Disney Youth Education Series (offered both in Florida & California) provides opportunities for students & educators alike to engage in these workshops and develop skills to further advance the production process. These programs take place in the information-rich setting of the Disney Parks, to give students and their teachers/advisors a hands-on, educational adventure. Disney's programs are accredited, standards-based and specifically designed to reinforce classroom lessons and curriculum. Practicing teamwork, critical thinking and problem solving skills will allow our students to participate in one-of-a-kind moments using the magic of Disney to enhance the experience.

Students and staff members will attend a series of Disney Youth Education Series Workshops (in Florida) for three hours a day- for two (possibly three pending availability) days, in addition to having up to three hours of application/homework time based on that day's particular workshop. Students are encouraged to examine how a story can unfold, combining creativity & immersing experiences alongside attractions that have the ability to transport students into an alternate reality. These programs are a “backstage pass” into the creative world of Disney Imagineering where teamwork and problem-solving skills ignite the desire to dream the next big idea, in our case- yearbook. This technology based, field trip is open to all students at Melrose High School who are members of the Yearbook Club, and in good academic standing in all of their classes.

- Expected number of chaperones: 2
- Expected number of students to attend: no less than 10, no more than 16
- Itinerary: please see attached
- Projected Costs: \$1000- \$1200
- Club: Yearbook
- Grades: 11th & 12th

Goals & Objectives through the Disney Youth Series Workshops:

The following goals and objectives are fully aligned with the Common Core for English Language Arts and Social Studies.

Workshop #1- *Disney's Fundamentals of Photo Storytelling in conjunction w/Jostens*

- “Epcot serves as the backdrop for this exploration of photography and its relationship to story. Created by Walt Disney Imagineers, the unique storytelling environment of Epcot is a compilation of artistic techniques that draws Guests into the art of the theme park. Epcot provides students with the opportunity to discover and apply the craft of storytelling through the art and science of photography. Students will discover their artistic eye and come to understand the technical and creative elements that result in images with impact that connect people, places and events. This program has been developed in conjunction with Jostens.”
- **Learning Objectives:**
After completing Fundamentals of Photo Storytelling, students will be able to:
 - Discuss and identify photographic decisive moments.
 - Apply creativity and photographic elements to produce images with impact.
 - Analyze photographs to further develop individual technique and skill level.
 - Understand the need and role of preparation, technical competence and the development of the creative eye for capturing an image that tells a story.

- Discuss the need and importance of captioning.
- Develop captions suitable for yearbooks, scrapbooks, newspaper, newsletter, internet and more.
- Discuss how their experience and skills will influence how they use photographs to tell stories that connect people, places and events.
- Synergize their existing and newly found skills to identify and tell a story through photographs that connect people, places and events.
- Use comparative analysis to determine what makes one image better than another.

Workshop #2- *Disney's Leadership Strategies: The Inside Track*

- “Students will explore the relationship between good leadership and successful business strategies. Participants will discover the value of communication, training, and empowerment in creating an environment conducive to performance excellence and the achievement of business results.”

- **Learning Objectives:**

After completing Disney Leadership Strategies, students will be able to demonstrate leadership skills and the value of effective leadership within a team by doing the following:

- Articulate 3 distinct leadership styles and the primary strength of each.
- Articulate the relationship between Cast Excellence, Guest Satisfaction and Business Results.
- Discuss and demonstrate the benefits of employee training and development as a means of creating successful empowerment.
- Discuss and demonstrate recognition and its value.
- Articulate the role of communication in developing and implementing business objectives.
- Demonstrate the responsibility of a leader to their team members by summarizing the role of a Walt Disney World Resort leader.

Workshop #3- *Disney's Managing your Personal Brand*

- “Disney's Hollywood Studios becomes the backdrop for students' exploration of self-awareness, and the realization that they have the power to improve their circumstances through the choices they make each day. Students discover elements that make up their personal brand and the necessity of controlling their brand in order to protect a future they may not even have imagined yet. Today's students are faced with an explosion of challenges and opportunities, both inside the classroom and beyond. With modern technology—particularly social media—students can be caught unaware of how their actions and behaviors affect their ability to take advantage of opportunities. Through insightful discussion and engaging activities, students come to realize that they already hold the power to form positive impressions, develop skills and forge relationships that can help them obtain their dreams. This power lies in the choices they make—and in the management of their personal brand.”

- **Learning Objectives:**

After completing Managing Your Personal Brand, students will be able to:

- Discuss the influence of effective branding.
- Recognize the process of corporate branding can be modified and applied to individuals.
- Recognize and discuss how personal appearance can affect perception.
- Recognize the impact of personal appearance on personal branding.
- Define the term personal branding.
- Take actionable steps to modify their personal appearance to reflect their inner character and personal brand and convey their promise of value.
- Discuss how their behaviors influence how others perceive them.
- Identify and modify behaviors in order to be reflective of their promise of value.
- Define the terms "skills" and "interests."
- Identify personal skills.
- Identify the various areas that they have control over, and those that they do not.
- Identify benefits and consequences of social media publishing to their personal brand.
- Identify and articulate actionable steps to prevent inappropriate postings on social media sites.

Goals & Objectives Related to Melrose High School Yearbook:

- Students will become familiar with Design software.
- Students will work with various types of technology to produce a “book of memories” such as: digital camera, computer, and scanner.
- Students will apply computer skills and design principles to the production of yearbook pages.
- Design a well-organized story of a school year using pictures.
- Creatively use words to support the yearbook theme in an appropriate way.
- Develop photography skills that will allow staff members to capture the essence of the academic and athletic environments in the school.
- Build communication with each other, (MHS) teachers and staff, (MHS) students and parents, Jostens, Inc. and Lifetouch Inc., through various correspondence including email, telephone, and personal meetings.

Educational Objectives Directly Related to Curricula:

This trip is supplemental to the Yearbook experience; it is not part of the instruction, but rather a supplement to further students’ understanding. Students will not be penalized for not attending this field trip. Although no longer a course, this trip still adheres to the “English Curriculum Area Learning Expectations” which include:

- Demonstrate the ability to communicate effectively.
- Demonstrate the ability to use technology responsibly and effectively.
- Demonstrate the ability to problem solve effectively.

Plan for Fundraising to Reduce the Cost of the Trip:

Each year Yearbook has a monthly calendar raffle during the month of October. Additional fundraisers may include: Liberty Bell nights, a Chipotle night, selling Melrose umbrellas, a summer-time carwash and possibly other fundraisers. Students/families that require financial assistance will be offered financial plans which fit their needs. Each year we have at least one student who cannot afford the trip, therefore, we meet with the student and their family privately to work out a separate payment plan. We also put that student in charge of specific fundraising to help with the cost of their trip. We will offer this opportunity again to our students/families that have financial need. We believe it is important for all students to have this unique opportunity and should not be prohibited or limited by monetary circumstances.

How does this trip benefit students’ learning? What will the students gain from going on this trip? How does this trip further students’ education at Melrose High School?

All Students-

- Upon returning students will be able to:
 - Collaborate:
 - Work efficiently and together to create a unified staff.
 - Communicate:
 - Effectively with each other, classmates, advisors, admin, faculty & staff, field reps (Jostens and Life Touch), and community members.
 - Utilize:
 - Technology to its fullest potential.
 - Complete:
 - Original photos/work. Academic integrity is of the utmost importance, and cheating and plagiarism in any form have serious consequences.

Personnel Report
May 2016

Status	Position	Hoover Elementary Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Leave	Elementary Teacher	Kathryn Polcari			April 25, 2016	Leave	

Status	Position	Honore Mann Elementary Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
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Status	Position	Lincoln Elementary Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Retirement	PE/Health	Eugene Metto		March 10, 2016		Retirement	
Resignation	Health	Caiffinn Casey		May 9, 2016	June 30, 2016	Accepted Position Closer to Home	
Transfer	School Social Worker	Jennifer Centore					
Status	Position	Roosevelt Elementary Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Resignation	Grade 4 Teacher	Sandra Mullen		April 29, 2016	June 30, 2016	Career Change	

Status	Position	Winthrop Elementary Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Resignation	Kindergarten Teacher	Melissa Cleuzo		May 30, 2016	June 30, 2016	Personal	

Status	Position	Middle School Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Resignation	Science Teacher	Hannah Ramos		March 24, 2016	June 30, 2016	Full Time Graduate Program	Gillian Victor
New Hire	Science Teacher	Gillian Victor	May 31, 2016				Replacing H. Ramos
Resignation	Science Teacher	Tracy Waters		April 5, 2016	June 30, 2105	Relocation	Robert Jackson
New Hire	Science Teacher	Robert Jackson	May 19, 2016				Replacing Tracy Waters
Leave	Science Teacher	Elizabeth Gustafson				Leave	Leanne Soden
New Hire	LTS-Science Teacher	Leanne Soden	May 19, 2016				Replacing Elizabeth Gustafson
Leave	World History	Maureen Connell				Leave	
New Hire	World History LTS	Middle	March 8, 2016				Replacing Maureen Connell
Resignation	Grade 6 Science	Joanne Healey		24-May-16	30-Jun-16	Personal	
Resignation	Special Education Teacher	Gordon Gravelese		17-May-16	30-Jun-16	Personal	
Status	Position	High School Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Leave	SPED Psychologist	Susan Olson			March 21, 2016	Leave	Kim Roberts
New	LTS-SPED Psychologist	Kim Roberts	March 17, 2016				Replacing Susan Olson
Resignation	Biology	Kathleen Roy		March 10, 2016	June 30, 2016	Not Returning from Parental Leave	Shannon Kane
New Hire	Biology	Shannon Kane	May 25, 2016				Replacing K. Roy
Retirement	Special Education	Cheryl Whitney		January 12, 2016	June 30, 2016	Retirement	
Resignation	Director of Math and Business Technology	Christina Cardella		May 10, 2016	June 30, 2016	Accepted Another Position	
Resignation	Math Teacher	Darren Eady		May 20, 2016	June 30, 2016	Personal	
Leave	Italian Teacher	Asha Weider		April 29, 2016	June 30, 2016	Leave	
Status	Position	ECC Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Retirement	Pre-K Teacher	Lisa Bernardino		May 17, 2016	June 30, 2016	Retirement	
Resignation	Preschool Teacher	Caitlin Gambardella		May 2, 2016	June 30, 2016	Relocation	
Transfer	School Social Worker .3	Jennifer Centore			June 30, 2016	Transfer to Lincoln	
Status	Position	Administration Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing

Status	Position	System Wide Name	Hire Letter Date	Resignation Recd	Departure Date	Reason for Departure	If Transfer In/New Hire Person Who They Are Replacing
Resignation	Elementary Music	Joy Indrelic		April 29, 2016		Personal	

Status	Position	Various School	Open Positions Posting Date	
New	Director of Finance and Administrative Affairs	District	February 11, 2016	Replacing Jay Piccone
New	PE/Health	Lincoln	April 27, 2016	Replacing Eugene Metto
New	Special Education Teacher	MHS	April 27, 2016	Replacing Cheryl Whitney
New	Biology	MHS	April 26, 2016	Replacing Kathleen Roy
New	LTS-Italian Teacher	MHS	May 4, 2016	Replacing A. Weider-LOA
New	Elementary Instrumental Music Teacher	Various	May 4, 2016	Replacing J. Indrelic
New	Special Education	Lincoln	May 4, 2016	New Position
New	Grade 4 Teacher	Roosevelt	May 16, 2016	Replacing S. Mullen
New	Preschool Teacher	ECC	May 16, 2016	Replacing C. Gambardella
New	Kindergarten Teacher	Roosevelt	May 16, 2016	New Position
New	Special Education Teacher	Middle	May 20, 2016	Replacing G. Gravelese
New	Math Teacher	MHS	May 24, 2016	Replacing D. Eady
New	.3 School Social Worker	ECC	May 27, 2016	J. Centore Transfer

Attachment: Personnel Report 6-1-16-2 (4938 : Personnel Report)



Melrose Public Schools Administrative Offices

360 LYNN FIELDS PARKWAY, MELROSE, MA 02176

Telephone: (781) 662-2000 V/TTY
Fax: (781) 979-2149

CYNDY S. TAYMORE
Superintendent of Schools
Email: ctaymore@melroseschools.com

DANIEL M. SULLIVA
Interim Director of Finance and Administrative Affairs
Email: dsullivan@melroseschools.com

To: Melrose School Committee

From: Daniel Sullivan, Interim Director of Finance and Administrative Affairs

Date: June 14, 2016

Re: FY16 Monthly Report –May

Attached you will find the FY16 Monthly Update for 11 months ended May 31, 2016, which consists of:

- A one page summary of budget categories and applied funds
- The FY16 year-to-date budget report printed directly from MUNIS for the period ending May 31, 2016.

After a detailed review of the remaining FY16 required expenditures, and open purchase orders, at this time, barring unforeseen extraordinary costs, I have no concerns in our ability to close the FY16 fiscal year with a balanced budget. We will continue to monitor our financial position and inform you if those conditions change.

Attachment: cover memo school committee June 14 2016 (4948 : Monthly Budget Summary)

Summary of Budget Categories and Applied Funds

FY2016 May

Budget Category Summary

FY2016 BUDGET FUNDING	AMOUNTS
City Appropriation	\$25,172,195
Applied Funds	\$2,953,500
Total	\$28,125,695

Budget Categories as voted by School Committee	FY16 Budget	Expended/Encumbered	Current Balance
Salaries	\$24,506,026	\$23,796,547	\$709,479
Non Salary	\$3,619,670	\$4,109,396	(\$489,726)
Total	\$28,125,696	\$27,905,943	\$219,753

Applied Funds Summary

Fund/Account	FY16 Beginning Balance	FY16 Projected Revenue for Budget Funding	FY16 Revised Projected Revenue for Budget Funding	FY16 Projected to be Applied
Athletic Revolving	\$1,473	\$258,000	\$258,000	\$258,000
Facilities	\$74,732	\$430,000.00	\$430,000	\$430,000
Trans. Revolving	\$29,265	\$141,500	\$141,500	\$141,500
Computer - E-Rate	\$31,736	\$0	\$0	\$0
Medicaid	\$85,331	\$300,000	\$300,000	\$360,000
School Choice/Tuition	\$0	\$40,000	\$40,000	\$40,000
Circuit Breaker	\$84,681	\$550,000	\$550,000	\$550,000
Concessions	\$1	\$4,000	\$4,000	\$4,000
Music Revolving	\$854	\$50,000	\$50,000	\$50,000
Education Stations - After School Prog.	\$86,366	\$230,000	\$230,000	\$230,000
OFS Contractual	\$224,669	\$640,000	\$640,000	\$640,000
TOTAL	\$619,109	\$2,643,500	\$2,643,500	\$2,703,500
METCO	\$0	\$250,000	\$250,000	\$250,000
GRAND TOTAL	\$619,109	\$2,893,500	\$2,893,500	\$2,953,500

Attachment: FY16 Budget Summary and Applied Funds - May 2016 (4948 : Monthly Budget Summary)

06/06/2016 14:55
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YEAR TO DATE BUDGET REPORT

MAY 2016

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FOR 2016 11

ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
12 HOOVER							
1 PROFESSIONAL SALARIE							
1112102 51110 2305 HV TEACHER- ART	26,140	0	26,140	20,108.00	6,032.40	- .40	100.0%*
1112112 51110 2305 HV TEACHER- HEAL	29,815	0	29,815	22,652.52	6,880.34	282.14	99.1%*
1112122 51110 2305 HV TEACHER -MUSI	35,981	0	35,981	27,677.80	8,303.30	- .10	100.0%*
1112126 51110 2305 HV TEACHER PHYS	21,427	0	21,427	16,481.80	4,944.55	.65	100.0%*
1112350 51101 2210 HV PRINCIPAL SAL	98,083	0	98,083	90,480.05	7,540.00	62.95	99.9%*
1112350 51103 2305 HV TEACHER SALAR	780,769	0	780,769	591,669.79	178,345.08	10,754.13	98.6%*
1112350 51113 2310 HV ACADEMIC INTE	24,336	0	24,336	15,145.00	2,756.00	6,435.00	73.6%
1112400 51106 2800 HV PSYCHOLOGICAL	37,269	0	37,269	22,062.58	6,204.12	9,002.30	75.8%
1112400 51107 2310 HV SPED TEACHER	212,199	159	212,358	163,352.20	49,005.66	.00	100.0%*
1112400 51108 2320 HV THERAPIST OT,	84,160	-590	83,570	70,243.60	11,766.82	1,559.95	98.1%*
TOTAL PROFESSIONAL SALARIE	1,350,179	-431	1,349,748	1,039,873.34	281,778.27	28,096.62	97.9%
2 CLERICAL SALARIES							
1112350 51201 2210 HV SECRETARY SAL	27,923	431	28,354	25,056.82	2,637.56	659.39	97.7%*
TOTAL CLERICAL SALARIES	27,923	431	28,354	25,056.82	2,637.56	659.39	97.7%
3 OTHER SALARIES							
1112400 51303 2330 HV SPED AIDES SA	138,093	0	138,093	122,407.29	12,796.64	2,889.07	97.9%*
TOTAL OTHER SALARIES	138,093	0	138,093	122,407.29	12,796.64	2,889.07	97.9%
5 SUPPLIES & MATERIALS							
1112102 55500 2415 HV ART INSTRUCTI	1,695	0	1,695	1,426.63	.00	268.37	84.2%
1112112 55502 2410 HV HEALTH INSTR	232	0	232	550.97	.00	-318.97	237.5%*
1112120 55502 2410 HV LIBRARY INSTR	515	0	515	.00	.00	515.00	.0%
1112122 55502 2410 HV MUSIC INSTR M	353	0	353	335.75	.00	17.25	95.1%*

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

06/06/2016 14:55
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 CITY OF MELROSE v10.5
 YEAR TO DATE BUDGET REPORT

MAY 2016

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FOR 2016 11

ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1112126 55502 2410 HV PHYS ED INSTR	451	0	451	.00	.00	451.00	.0%
1112350 55500 2415 HV INSTRUCTIONAL	4,460	0	4,460	3,501.84	.00	958.16	78.5%
1112350 55500 2430 HV GENERAL SUPPL	8,900	0	8,900	11,722.06	.00	-2,822.06	131.7%*
TOTAL SUPPLIES & MATERIALS	16,606	0	16,606	17,537.25	.00	-931.25	105.6%
6 OTHER EXPENSES							
1112122 55503 2420 HV MUSIC INSTR E	95	0	95	525.76	.00	-430.76	553.4%*
1112350 57613 2210 HV MEMBERSHIPS/D	550	0	550	550.00	.00	.00	100.0%*
TOTAL OTHER EXPENSES	645	0	645	1,075.76	.00	-430.76	166.8%
TOTAL HOOVER	1,533,446	0	1,533,446	1,205,950.46	297,212.47	30,283.07	98.0%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
13 HORACE MANN							
1 PROFESSIONAL SALARIE							
1113102 51110 2305 HM TEACHER-ART	28,529	175	28,704	18,939.78	8,834.82	929.31	96.8%*
1113112 51110 2305 HM TEACHER-HEALT	21,427	0	21,427	15,090.80	4,527.24	1,808.96	91.6%*
1113122 51110 2305 HM TEACHER- MUSI	53,685	0	53,685	41,296.20	9,089.67	3,299.28	93.9%*
1113126 51110 2305 HM TEACHER- PHYS	30,915	0	30,915	23,273.00	6,981.89	660.11	97.9%*
1113350 51101 2210 HM PRINCIPAL SAL	96,986	0	96,986	88,218.48	7,351.54	1,415.98	98.5%*
1113350 51103 2305 HM TEACHER SALAR	716,640	0	716,640	538,941.58	145,029.96	32,668.46	95.4%*
1113350 51113 2310 HM ACADEMIC INTE	24,336	0	24,336	16,354.00	2,405.00	5,577.00	77.1%*
1113400 51106 2800 HM PSYCHOLOGICAL	30,435	0	30,435	23,411.60	7,023.45	- .05	100.0%*
1113400 51107 2310 HM TEACHER- SPED	302,738	-51,784	250,954	188,062.20	56,418.66	6,472.75	97.4%*
1113400 51108 2320 HM THERAPIST OT,	57,186	0	57,186	28,674.92	9,477.78	19,033.30	66.7%*
TOTAL PROFESSIONAL SALARIE	1,362,877	-51,609	1,311,268	982,262.56	257,140.01	71,865.10	94.5%*
2 CLERICAL SALARIES							
1113350 51201 2210 HM SECRETARY SAL	26,438	963	27,401	24,215.12	2,548.96	637.24	97.7%*
TOTAL CLERICAL SALARIES	26,438	963	27,401	24,215.12	2,548.96	637.24	97.7%*
3 OTHER SALARIES							
1113400 51303 2330 HM SPED AIDES SA	98,737	-692	98,045	67,139.66	5,759.48	25,145.87	74.4%*
TOTAL OTHER SALARIES	98,737	-692	98,045	67,139.66	5,759.48	25,145.87	74.4%*
5 SUPPLIES & MATERIALS							
1113102 55500 2415 HM ART INSTRUCTI	1,787	0	1,787	1,674.96	.00	112.04	93.7%*
1113112 55502 2410 HM HEALTH INSTR	245	0	245	.00	.00	245.00	.0%*
1113120 55502 2410 HM LIBRARY INSTR	443	0	443	.00	.00	443.00	.0%*
1113122 55502 2410 HM MUSIC INSTR M	473	0	473	.00	.00	473.00	.0%*

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1113126 55502 2410 HM PHYS ED INSTR	475	0	475	475.00	.00	.00	100.0%*
1113350 55500 2415 HM INSTR SUPPLIE	7,701	0	7,701	6,390.54	.00	1,310.46	83.0%
1113350 55500 2430 HM GENERAL SUPPL	8,225	0	8,225	7,193.27	.00	1,031.73	87.5%
TOTAL SUPPLIES & MATERIALS	19,349	0	19,349	15,733.77	.00	3,615.23	81.3%
6 OTHER EXPENSES							
1113122 55503 2420 HM MUSIC EQUIP/T	100	0	100	95.00	.00	5.00	95.0%*
1113350 55503 2420 HM INSTRUCTIONAL	1,597	0	1,597	.00	.00	1,597.00	.0%
1113350 57613 2210 HM MEMBERSHIPS/D	1,993	0	1,993	550.00	.00	1,443.00	27.6%
TOTAL OTHER EXPENSES	3,690	0	3,690	645.00	.00	3,045.00	17.5%
TOTAL HORACE MANN	1,511,091	-51,338	1,459,753	1,089,996.11	265,448.45	104,308.44	92.9%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
14 LINCOLN							
1 PROFESSIONAL SALARIE							
1114101 51103 2310 LN TEACHER ELL	51,338	36,596	87,934	68,057.46	19,876.42	- .03	100.0%*
1114102 51110 2305 LN TEACHER- ART	39,210	0	39,210	30,162.00	9,048.60	- .60	100.0%*
1114112 51110 2305 LN TEACHER-HEALT	32,140	0	32,140	22,636.20	6,790.86	2,712.94	91.6%
1114122 51110 2305 LN TEACHER-MUSIC	49,164	0	49,164	37,818.40	11,345.51	.09	100.0%*
1114126 51110 2305 LN TEACHER- PHYS	44,722	282	45,004	34,683.68	10,320.52	- .04	100.0%*
1114350 51101 2210 LN PRINCIPAL SAL	92,700	300	93,000	85,846.08	7,153.84	.00	100.0%*
1114350 51103 2305 LN TEACHER SALAR	1,170,034	-14,620	1,155,414	906,859.28	220,173.21	28,381.67	97.5%*
1114350 51113 2310 LN ACADEMIC INTE	24,336	0	24,336	.00	.00	24,336.00	.0%
1114400 51106 2800 LN PSYCHOLOGICAL	88,607	-25,928	62,679	46,941.82	14,497.19	1,240.20	98.0%*
1114400 51107 2310 LN TEACHER SPED	281,716	51,338	333,054	269,861.82	63,033.62	158.56	100.0%*
1114400 51108 2320 LN THERAPIST OT,	101,053	10,526	111,579	96,705.76	14,873.68	.00	100.0%*
TOTAL PROFESSIONAL SALARIE	1,975,020	58,495	2,033,515	1,599,572.50	377,113.45	56,828.79	97.2%
2 CLERICAL SALARIES							
1114350 51201 2210 LN SECRETARY SAL	27,692	205	27,897	24,653.26	2,595.08	648.77	97.7%*
TOTAL CLERICAL SALARIES	27,692	205	27,897	24,653.26	2,595.08	648.77	97.7%
3 OTHER SALARIES							
1114400 51303 2330 LN SPED AIDE SAL	245,694	-27,853	217,841	197,608.21	21,436.41	-1,203.97	100.6%*
TOTAL OTHER SALARIES	245,694	-27,853	217,841	197,608.21	21,436.41	-1,203.97	100.6%
5 SUPPLIES & MATERIALS							
1114102 55500 2415 LN ART INSTRUCTI	2,318	0	2,318	2,422.18	.00	-104.18	104.5%*
1114112 55502 2410 LN HEALTH INSTR	310	0	310	.00	.00	310.00	.0%
1114120 55502 2410 LN LIBRARY INSTR	687	0	687	.00	.00	687.00	.0%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1114122 55502 2410 LN MUSIC INSTR M	472	0	472	461.89	.00	10.11	97.9%*
1114126 55502 2410 LN PHYS ED INSTR	602	0	602	472.00	.00	130.00	78.4%
1114350 55500 2415 LN INSTR SUPPLIE	12,715	0	12,715	9,005.91	.00	3,709.09	70.8%
1114350 55500 2430 LN GENERAL SUPPL	10,575	0	10,575	4,422.49	.00	6,152.51	41.8%
TOTAL SUPPLIES & MATERIALS	27,679	0	27,679	16,784.47	.00	10,894.53	60.6%
6 OTHER EXPENSES							
1114122 55503 2420 LN MUSIC INSTR E	127	0	127	190.00	.00	-63.00	149.6%*
1114350 55503 2420 LN INSTRUCTIONAL	1,437	0	1,437	.00	.00	1,437.00	.0%
1114350 57613 2210 LN MEMBERSHIPS/D	1,745	0	1,745	.00	.00	1,745.00	.0%
TOTAL OTHER EXPENSES	3,309	0	3,309	190.00	.00	3,119.00	5.7%
TOTAL LINCOLN	2,279,394	30,847	2,310,241	1,838,808.44	401,144.94	70,287.12	97.0%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
16 ROOSEVELT							
1 PROFESSIONAL SALARIE							
1116101 51103 2310 RV TEACHER ELL	53,566	-22,763	30,803	23,694.43	7,108.34	.03	100.0%*
1116102 51110 2305 RV TEACHER ART	42,793	263	43,056	28,409.74	13,252.22	1,393.95	96.8%*
1116112 51110 2305 RV TEACHER HEALT	32,140	0	32,140	24,722.80	7,416.83	.37	100.0%*
1116122 51110 2305 RV TEACHER MUSIC	58,930	996	59,926	45,666.75	13,599.25	660.19	98.9%*
1116126 51110 2305 RV TEACHER PE	44,722	0	44,722	34,909.40	10,472.83	-660.23	101.5%*
1116350 51101 2210 RV PRINCIPAL SAL	99,237	0	99,237	90,830.88	7,569.24	836.88	99.2%*
1116350 51103 2305 RV TEACHER SALAR	1,246,435	-3,163	1,243,272	995,374.74	244,281.47	3,615.92	99.7%*
1116350 51113 2310 RV ACADEMIC INTE	24,336	0	24,336	15,431.00	3,185.00	5,720.00	76.5%
1116400 51106 2800 RV PSYCHOLOGICAL	77,724	0	77,724	74,022.80	3,701.14	.06	100.0%*
1116400 51107 2310 RV SPED TEACHER	376,929	-6,483	370,446	261,981.96	82,799.10	25,665.03	93.1%*
1116400 51108 2320 RV THERAPIST OT,	82,079	0	82,079	62,170.00	18,644.41	1,264.59	98.5%*
TOTAL PROFESSIONAL SALARIE	2,138,891	-31,150	2,107,741	1,657,214.50	412,029.83	38,496.79	98.2%
2 CLERICAL SALARIES							
1116350 51201 2210 RV SECRETARY SAL	28,075	1,904	29,979	26,681.82	2,637.56	659.39	97.8%*
TOTAL CLERICAL SALARIES	28,075	1,904	29,979	26,681.82	2,637.56	659.39	97.8%
3 OTHER SALARIES							
1116400 51303 2330 RV SPED AIDE SAL	204,423	34,336	238,759	206,640.73	21,297.69	10,820.84	95.5%*
TOTAL OTHER SALARIES	204,423	34,336	238,759	206,640.73	21,297.69	10,820.84	95.5%
5 SUPPLIES & MATERIALS							
1116102 55500 2415 RV ART INSTRUCTI	2,595	0	2,595	2,209.29	.00	385.71	85.1%
1116112 55502 2410 RV HEALTH INSTR	355	0	355	.00	.00	355.00	.0%
1116120 55502 2410 RV LIBRARY INSTR	788	0	788	.00	.00	788.00	.0%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1116122 55502 2410 RV MUSIC INSTR M	541	0	541	.00	.00	541.00	.0%
1116126 55502 2410 RV PHYS ED INSTR	690	0	690	543.84	.00	146.16	78.8%
1116350 55500 2415 RV INSTR SUPPLIE	11,820	0	11,820	3,851.30	.00	7,968.70	32.6%
1116350 55500 2430 RV GENERAL SUPPL	11,855	0	11,855	9,108.46	3.99	2,742.55	76.9%
1116350 55502 2410 RV INSTR MATERIA	0	0	0	2,503.83	.00	-2,503.83	100.0%*
TOTAL SUPPLIES & MATERIALS	28,644	0	28,644	18,216.72	3.99	10,423.29	63.6%
6 OTHER EXPENSES							
1116122 55503 2420 RV MUSIC INSTR E	145	0	145	110.00	.00	35.00	75.9%
1116350 55503 2420 RV INSTR EQUIPME	547	0	547	.00	.00	547.00	.0%
1116350 57613 2210 RV MEMBERSHIPS/D	550	0	550	.00	.00	550.00	.0%
TOTAL OTHER EXPENSES	1,242	0	1,242	110.00	.00	1,132.00	8.9%
TOTAL ROOSEVELT	2,401,275	5,090	2,406,365	1,908,863.77	435,969.07	61,532.31	97.4%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
17 WINTHROP							
1 PROFESSIONAL SALARIE							
1117102 51110 2305 WN TEACHER-ART	32,140	0	32,140	22,446.38	7,416.84	2,276.78	92.9%*
1117112 51110 2305 WN TEACHER HEALT	21,427	0	21,427	16,481.80	4,944.55	.65	100.0%*
1117122 51110 2305 WN TEACHER MUSIC	90,931	-18,082	72,849	56,036.80	11,862.22	4,949.96	93.2%*
1117126 51110 2305 WN TEACHER PHYS	42,753	0	42,753	32,886.60	9,865.97	.43	100.0%*
1117350 51101 2210 WN PRINCIPAL SAL	98,756	0	98,756	90,272.40	7,522.70	960.90	99.0%*
1117350 51103 2305 WN TEACHER SALAR	1,179,362	-57,576	1,121,786	871,774.10	241,107.79	8,904.18	99.2%*
1117350 51113 2310 WN ACADEMIC INTE	24,336	0	24,336	11,563.50	2,892.50	9,880.00	59.4%*
1117400 51106 2800 WN PSYCHOLOGICAL	74,698	0	74,698	65,285.34	3,549.38	5,863.28	92.2%*
1117400 51107 2310 WN TEACHER SPED	242,728	2,434	245,162	188,586.14	56,575.86	.00	100.0%*
1117400 51108 2320 WN THERAPIST OT,	44,642	9,127	53,769	41,360.80	12,408.24	.00	100.0%*
TOTAL PROFESSIONAL SALARIE	1,851,773	-64,097	1,787,676	1,396,693.86	358,146.05	32,836.18	98.2%
2 CLERICAL SALARIES							
1117350 51201 2210 WN SECRETARY SAL	26,185	0	26,185	23,118.45	2,433.52	633.03	97.6%*
TOTAL CLERICAL SALARIES	26,185	0	26,185	23,118.45	2,433.52	633.03	97.6%
3 OTHER SALARIES							
1117400 51303 2330 WN SPED AIDE SAL	57,633	7,748	65,381	61,329.62	6,263.32	-2,212.30	103.4%*
TOTAL OTHER SALARIES	57,633	7,748	65,381	61,329.62	6,263.32	-2,212.30	103.4%
5 SUPPLIES & MATERIALS							
1117102 55500 2415 WN ART INSTRUCTI	2,210	0	2,210	1,977.28	.00	232.72	89.5%
1117112 55502 2410 WN HEALTH INSTR	310	0	310	44.00	.00	266.00	14.2%
1117120 55502 2410 WN LIBRARY INSTR	561	0	561	.00	.00	561.00	.0%
1117122 55502 2410 WN MUSIC INSTR M	598	0	598	831.68	.00	-233.68	139.1%*

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1117126 55502 2410 WN PHYS ED INSTR	602	0	602	449.80	.00	152.20	74.7%
1117350 55500 2415 WN INSTR SUPPLIE	4,839	0	4,839	8,692.66	.00	-3,853.66	179.6%*
1117350 55500 2430 WN GENERAL SUPPL	11,436	0	11,436	5,970.35	.00	5,465.65	52.2%
1117350 55502 2410 WN INSTR MATERIA	493	0	493	177.05	.00	315.95	35.9%
TOTAL SUPPLIES & MATERIALS	21,049	0	21,049	18,142.82	.00	2,906.18	86.2%
6 OTHER EXPENSES							
1117122 55503 2420 WN MUSIC INSTR E	127	0	127	344.95	.00	-217.95	271.6%*
1117350 55503 2420 WN INSTRUCTIONAL	1,087	0	1,087	3,646.62	.00	-2,559.62	335.5%*
1117350 57613 2210 WN MEMBERSHIPS/D	1,335	0	1,335	550.00	.00	785.00	41.2%
TOTAL OTHER EXPENSES	2,549	0	2,549	4,541.57	.00	-1,992.57	178.2%
TOTAL WINTHROP	1,959,189	-56,349	1,902,840	1,503,826.32	366,842.89	32,170.52	98.3%

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0111 SCHOOL GENERAL FUND

ORIGINAL
APPROP

TRANFRS/
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REVISED
BUDGET

YTD EXPENDED

ENCUMBRANCES

AVAILABLE
BUDGET

PCT
USED

18 FRANKLIN

1 PROFESSIONAL SALARIE

1118350 51103 2310 FN SPED TEACHER	110,192	0	110,192	97,397.27	23,419.20	-10,624.47	109.6%*
1118350 51108 2320 FN THERAPIST OT,	81,748	0	81,748	61,867.64	22,896.83	-3,016.47	103.7%*
1118400 51106 2800 PSYCHOLOGIST SAL	30,435	15,401	45,836	35,258.60	10,577.62	.13	100.0%*
TOTAL PROFESSIONAL SALARIE	222,375	15,401	237,776	194,523.51	56,893.65	-13,640.81	105.7%

3 OTHER SALARIES

1118400 51303 2330 FN SPED AIDE SAL	24,440	0	24,440	.00	.00	24,440.00	.0%
TOTAL OTHER SALARIES	24,440	0	24,440	.00	.00	24,440.00	.0%
TOTAL FRANKLIN	246,815	15,401	262,216	194,523.51	56,893.65	10,799.19	95.9%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
21 MIDDLE SCHOOL							
1 PROFESSIONAL SALARIE							
1121000 51101 2210 MS PRINCIPALS SA	210,817	0	210,817	193,765.29	16,141.46	910.25	99.6%*
1121000 51103 2220 MS CURRICULUM LE	239,055	0	239,055	184,432.65	50,402.67	4,219.68	98.2%*
1121000 51103 2340 MS LIBRARIAN SAL	58,200	0	58,200	44,769.20	13,430.76	.04	100.0%*
1121000 51103 2710 MS GUIDANCE SALA	216,108	-17,722	198,386	152,604.60	45,781.38	.00	100.0%*
1121000 51103 3520 MS EXTRA CURRICU	35,000	0	35,000	19,303.25	15,696.75	.00	100.0%*
1121000 51105 3200 MS NURSE	67,025	0	67,025	50,601.33	16,423.67	.00	100.0%*
1121101 51103 2310 MS TEACHER ELL	26,864	0	26,864	20,602.40	6,180.69	80.91	99.7%*
1121102 51103 2305 MS ART TEACHER S	53,566	2,236	55,802	42,924.60	12,877.38	.00	100.0%*
1121104 51103 2305 MS BUS/COMP TEAC	49,331	8,710	58,041	44,646.68	13,393.86	.00	100.0%*
1121110 51103 2305 MS FOREIGN LANGU	285,486	6,901	292,387	243,772.53	53,791.37	-5,176.95	101.8%*
1121112 51103 2305 MS HEALTH TEACHE	133,198	0	133,198	77,437.80	23,231.34	32,528.86	75.6%
1121116 51103 2305 MS LANGUAGE ARTS	621,220	0	621,220	473,370.12	128,414.00	19,435.88	96.9%*
1121118 51103 2305 MS MATH TEACHER	605,082	3,193	608,275	468,934.62	125,657.66	13,682.50	97.8%*
1121122 51103 2305 MS MUSIC TEACHER	84,393	9,041	93,434	69,824.00	20,947.23	2,662.78	97.2%*
1121126 51103 2305 MS PHYS ED TEACH	206,925	0	206,925	154,726.80	46,418.04	5,780.16	97.2%*
1121128 51103 2305 MS SCIENCE TEACH	546,407	-23,474	522,933	380,924.40	101,310.24	40,698.03	92.2%*
1121130 51103 2305 MS SOCIAL STUDIE	563,547	0	563,547	430,847.34	128,952.72	3,746.94	99.3%*
1121132 51103 2305 MS TECH ED TEACH	149,857	0	149,857	115,274.62	34,582.38	.00	100.0%*
1121400 51106 2800 MS PSYCHOLOGICAL	125,078	0	125,078	96,213.80	28,864.14	.06	100.0%*
1121400 51107 2310 MS TEACHER SPED	867,674	0	867,674	626,939.58	165,359.64	75,374.78	91.3%
1121400 51108 2320 MS THERAPIST- OT	55,963	2,435	58,398	44,921.60	13,476.48	.00	100.0%*
TOTAL PROFESSIONAL SALARIE	5,200,796	-8,681	5,192,115	3,936,837.21	1,061,333.86	193,943.92	96.3%
2 CLERICAL SALARIES							
1121000 51201 2210 MS SECRETARY SAL	94,866	0	94,866	84,040.20	8,210.44	2,615.36	97.2%*
TOTAL CLERICAL SALARIES	94,866	0	94,866	84,040.20	8,210.44	2,615.36	97.2%
3 OTHER SALARIES							
1121000 51304 2330 HALL MONITORS MI	0	12,663	12,663	11,571.00	1,218.00	-126.42	101.0%*

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1121400 51303 2330 MS AIDE SALARY	280,812	11,318	292,130	260,114.83	28,357.84	3,657.07	98.7%*
TOTAL OTHER SALARIES	280,812	23,980	304,792	271,685.83	29,575.84	3,530.65	98.8%
5 SUPPLIES & MATERIALS							
1121000 55500 2415 MS INSTRUCTIONAL	14,337	0	14,337	9,569.09	.00	4,767.91	66.7%
1121000 55500 2430 MS GENERAL SUPPL	18,329	0	18,329	11,949.92	259.90	6,119.18	66.6%
1121102 55500 2415 MS ART INSTRUCTI	5,492	0	5,492	105.46	.00	5,386.54	1.9%
1121104 55500 2415 MS BUS/COMP INST	1,360	0	1,360	205.08	.00	1,154.92	15.1%
1121104 55502 2410 MS BUSINESS INST	3,080	0	3,080	.00	.00	3,080.00	.0%
1121110 55500 2415 MS FOREIGN LANG	666	0	666	286.40	.00	379.60	43.0%
1121110 55502 2410 MS FORGN LANG IN	2,726	0	2,726	.00	.00	2,726.00	.0%
1121112 55500 2415 MS HEALTH INSTR	1,174	0	1,174	707.22	.00	466.78	60.2%
1121114 55500 2415 MS TECH ED INSTR	5,395	0	5,395	11,517.81	972.38	-7,095.19	231.5%*
1121116 55502 2410 MS LANG ARTS INS	5,361	0	5,361	5,253.65	.00	107.35	98.0%*
1121118 55500 2415 MS MATH INSTRUCT	2,639	0	2,639	2,317.00	.00	322.00	87.8%
1121118 55502 2410 MS MATH INSTR MA	345	0	345	610.02	24.46	-289.48	183.9%*
1121120 55500 2415 MS LIBRARY INSTR	1,888	0	1,888	.00	.00	1,888.00	.0%
1121120 55502 2410 MS LIBRARY INST	1,170	0	1,170	1,700.00	.00	-530.00	145.3%*
1121122 55500 2415 MS MUSIC INSTRUC	1,035	0	1,035	.00	.00	1,035.00	.0%
1121126 55500 2415 MS PHYS ED INSTR	1,447	0	1,447	2,189.00	.00	-742.00	151.3%*
1121128 55500 2415 MS SCIENCE INSTR	4,856	0	4,856	2,168.50	.00	2,687.50	44.7%
1121128 55502 2410 MS SCIENCE INSTR	0	0	0	.00	218.57	-218.57	100.0%*
1121130 55500 2415 MS SOCIAL STUDIE	2,398	0	2,398	.00	.00	2,398.00	.0%
1121130 55502 2410 MS SS INSTR MATE	1,738	0	1,738	1,193.98	.00	544.02	68.7%
TOTAL SUPPLIES & MATERIALS	75,436	0	75,436	49,773.13	1,475.31	24,187.56	67.9%
6 OTHER EXPENSES							
1121000 53611 2210 MS PRINTING	6,760	0	6,760	2,972.69	.00	3,787.31	44.0%
1121000 57613 2210 MS MEMBERSHIPS/D	1,393	0	1,393	795.00	.00	598.00	57.1%
1121118 55503 2420 MS MATH INSTR EQ	978	0	978	978.00	.00	.00	100.0%*
1121120 55503 2420 MS LIBRARY INSTR	188	0	188	.00	.00	188.00	.0%
1121122 55503 2420 MS MUSIC INSTR E	216	0	216	285.00	.00	-69.00	131.9%*
1121130 55503 2420 MS SOC STUD INST	735	0	735	2,722.08	.00	-1,987.08	370.4%*
TOTAL OTHER EXPENSES	10,270	0	10,270	7,752.77	.00	2,517.23	75.5%
TOTAL MIDDLE SCHOOL	5,662,180	15,299	5,677,479	4,350,089.14	1,100,595.45	226,794.72	96.0%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
31 HIGH SCHOOL							
1 PROFESSIONAL SALARIE							
1131000 51101 2210 HS PRINCIPALS SA	322,523	429	322,952	298,111.42	24,840.14	.00	100.0%*
1131000 51103 2220 HS CURRICULUM LE	358,582	4,371	362,953	282,352.44	75,604.03	4,996.43	98.6%*
1131000 51103 2340 HS LIBRARIAN SAL	51,338	0	51,338	39,490.80	11,847.24	.00	100.0%*
1131000 51103 2710 HS GUIDANCE SALA	269,811	17,722	287,533	219,227.80	65,768.34	2,536.88	99.1%*
1131000 51103 3520 HS EXTRA CURRICU	56,000	0	56,000	64,413.47	.00	-8,413.47	115.0%*
1131101 51103 2310 HS TEACHER ELL	26,864	0	26,864	20,602.20	6,180.69	81.11	99.7%*
1131102 51103 2305 HS ART TEACHER	133,877	0	133,877	112,631.20	15,932.71	5,313.09	96.0%*
1131104 51103 2305 HS BUS/COMPUTER	107,171	5,085	112,256	101,599.82	10,655.71	.00	100.0%*
1131110 51103 2305 HS FOREIGN LANGU	596,574	1,277	597,851	461,997.60	137,257.56	-1,403.87	100.2%*
1131112 51103 2305 HS HEALTH TEACHE	49,331	-49,331	0	.00	.00	.00	.0%*
1131116 51103 2305 HS LANGUAGE ARTS	672,644	0	672,644	542,894.46	121,680.98	8,068.56	98.8%*
1131118 51103 2305 HS MATH TEACHER	625,523	0	625,523	458,531.29	137,615.28	29,376.43	95.3%*
1131122 51103 2305 HS MUSIC TEACHER	38,571	9,041	47,612	36,324.20	10,897.29	390.52	99.2%*
1131126 51103 2305 HS PHYS ED TEACH	248,305	29,812	278,117	212,312.60	63,693.78	2,111.09	99.2%*
1131128 51103 2305 HS SCIENCE TEACH	638,506	4,198	642,704	478,421.34	118,129.65	46,152.64	92.8%*
1131130 51103 2305 HS SOCIAL STUDIE	590,706	-21,371	569,335	444,106.40	125,229.01	.00	100.0%*
1131132 51103 2305 HS TECH ED TEACH	55,802	0	55,802	33,567.18	11,847.24	10,387.58	81.4%*
1131400 51106 2800 HS PSYCHOLOGICAL	114,638	0	114,638	88,307.00	26,492.10	-161.10	100.1%*
1131400 51107 2310 HS SPED TEACHER	596,329	9,901	606,230	466,325.52	139,904.58	.00	100.0%*
TOTAL PROFESSIONAL SALARIE	5,553,095	11,134	5,564,229	4,361,216.74	1,103,576.33	99,435.89	98.2%
2 CLERICAL SALARIES							
1131000 51201 2210 HS SECRETARY SAL	79,722	0	79,722	72,418.56	6,034.88	1,268.56	98.4%*
1131000 51201 2710 HS GUIDANCE SECR	31,043	0	31,043	12,418.69	.00	18,624.31	40.0%
TOTAL CLERICAL SALARIES	110,765	0	110,765	84,837.25	6,034.88	19,892.87	82.0%
3 OTHER SALARIES							
1131000 51304 2330 HS HALL MONITORS	49,080	-12,663	36,417	32,320.41	3,410.40	686.61	98.1%*
1131400 51303 2330 HS AIDES SALARY	193,325	4,311	197,636	160,482.17	16,694.40	20,459.76	89.6%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
TOTAL OTHER SALARIES	242,405	-8,351	234,054	192,802.58	20,104.80	21,146.37	91.0%
5 SUPPLIES & MATERIALS							
1131000 54500 2210 HS OFFICE SUPPLI	0	0	0	1,267.00	.00	-1,267.00	100.0%*
1131000 55500 2415 HS INSTRUCTIONAL	9,903	0	9,903	3,014.63	.00	6,888.37	30.4%
1131000 55500 2430 HS INSTR SUPPLIE	23,958	0	23,958	16,870.49	.00	7,087.51	70.4%
1131102 55500 2415 HS ART INSTRUCTI	9,785	0	9,785	14,807.15	.00	-5,022.15	151.3%*
1131104 55500 2415 HS BUS/COMP INST	6,600	0	6,600	1,586.95	.00	5,013.05	24.0%
1131104 55502 2410 HS BUSINESS INST	2,643	0	2,643	953.57	.00	1,689.43	36.1%
1131110 55500 2415 HS FOREIGN LANG	710	0	710	283.76	.00	426.24	40.0%
1131110 55502 2410 HS FORGN LANG IN	3,865	0	3,865	905.58	.00	2,959.42	23.4%
1131112 55500 2415 HS HEALTH INSTR	628	0	628	.00	.00	628.00	.0%
1131112 55502 2410 HS HEALTH INSTR	1,385	0	1,385	1,103.74	.00	281.26	79.7%
1131116 55500 2415 HS LANGUAGE ARTS	3,311	0	3,311	5,251.50	.00	-1,940.50	158.6%*
1131116 55502 2410 HS LANG ARTS INS	2,308	0	2,308	.00	.00	2,308.00	.0%
1131118 55500 2415 HS MATH INSTRUCT	3,059	0	3,059	4,584.93	.00	-1,525.93	149.9%*
1131118 55502 2410 HS MATH INSTR MA	920	0	920	824.85	24.46	70.69	92.3%*
1131120 55502 2415 HS LIBRARY INSTR	4,007	0	4,007	3,718.17	198.00	90.83	97.7%*
1131122 55500 2415 HS MUSIC INSTRUC	6,604	0	6,604	6,425.10	.00	178.90	97.3%*
1131126 55500 2415 HS PHYS ED INSTR	59	0	59	.00	.00	59.00	.0%
1131126 55502 2410 HS PE INSTR MATE	1,318	0	1,318	1,318.00	.00	.00	100.0%*
1131128 55500 2415 HS SCIENCE INSTR	5,597	0	5,597	5,732.56	.00	-135.56	102.4%*
1131128 55502 2410 HS SCIENCE INSTR	5,175	0	5,175	2,591.56	8.35	2,575.09	50.2%
1131130 55502 2410 HS SS INSTR MATE	7,475	0	7,475	2,954.52	2,205.40	2,315.08	69.0%
TOTAL SUPPLIES & MATERIALS	99,310	0	99,310	74,194.06	2,436.21	22,679.73	77.2%
6 OTHER EXPENSES							
1131000 53611 2210 HS PRINTING	9,138	0	9,138	4,515.00	.00	4,623.00	49.4%
1131000 55503 2420 HS INSTRUCTIONAL	6,906	0	6,906	.00	.00	6,906.00	.0%
1131000 57612 2210 HS GRADUATION EX	8,000	0	8,000	1,614.53	4,303.75	2,081.72	74.0%
1131000 57613 2210 HS DUES	10,638	0	10,638	20,740.00	.00	-10,102.00	195.0%*
1131110 55503 2420 HS FOR LANG EQU	260	0	260	521.00	1,000.00	-1,261.00	585.0%*
1131118 55503 2420 HS MATH INSTR EQ	2,128	0	2,128	723.23	.00	1,404.77	34.0%
1131122 55503 2420 HS MUSIC EQUIPME	8,856	0	8,856	1,264.98	.00	7,591.02	14.3%
1131128 55503 2420 HS SCIENCE EQUIP	0	0	0	211.03	659.00	-870.03	100.0%*
1131130 55503 2420 HS SOC STUD INST	3,450	0	3,450	5,799.60	.00	-2,349.60	168.1%*

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 ACCOUNTS FOR:
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APPROPTRANFRS/
ADJSTMTSREVISED
BUDGET

YTD EXPENDED

ENCUMBRANCES

AVAILABLE
BUDGETPCT
USED

TOTAL OTHER EXPENSES

49,376

0

49,376

35,389.37

5,962.75

8,023.88

83.7%

TOTAL HIGH SCHOOL

6,054,951

2,783

6,057,734

4,748,440.00

1,138,114.97

171,178.74

97.2%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
35 ATHLETICS							
2 CLERICAL SALARIES							
1135700 51201 3510 ATHLETIC SEC SAL	24,884	1,211	26,095	23,408.86	2,353.20	333.05	98.7%*
TOTAL CLERICAL SALARIES	24,884	1,211	26,095	23,408.86	2,353.20	333.05	98.7%
3 OTHER SALARIES							
1135700 51350 3510 AT COACH SALARY	313,000	-1,211	311,789	325,446.05	.00	-13,657.16	104.4%*
TOTAL OTHER SALARIES	313,000	-1,211	311,789	325,446.05	.00	-13,657.16	104.4%
5 SUPPLIES & MATERIALS							
1135700 55500 3510 AT GENERAL EXPEN	8,965	0	8,965	7,486.94	514.80	963.26	89.3%
1135701 55500 3510 AT OFFICIAL SALA	49,930	0	49,930	60,526.00	.00	-10,596.00	121.2%*
1135702 55500 3510 AT FOOTBALL	31,295	0	31,295	42,539.72	312.37	-11,557.09	136.9%*
1135703 55500 3510 AT BASKETBALL BO	1,400	0	1,400	3,245.11	.00	-1,845.11	231.8%*
1135704 55500 3510 AT BASEBALL	2,110	0	2,110	4,131.04	.00	-2,021.04	195.8%*
1135705 55500 3510 AT TRACK BOYS	7,900	0	7,900	6,717.47	.00	1,182.53	85.0%
1135706 55500 3510 AT ICE HOCKEY BO	29,165	0	29,165	26,939.71	.00	2,225.29	92.4%*
1135707 55500 3510 AT GOLF	1,200	0	1,200	1,551.31	.00	-351.31	129.3%*
1135708 55500 3510 AT TENNIS BOYS	700	0	700	1,168.29	929.30	-1,397.59	299.7%*
1135709 55500 3510 AT SWIM BOYS	4,500	0	4,500	4,974.81	.00	-474.81	110.6%*
1135710 55500 3510 AT WRESTLING	1,366	0	1,366	1,284.31	.00	81.69	94.0%*
1135711 55500 3510 AT SOCCER BOYS	3,000	0	3,000	6,283.43	.00	-3,283.43	209.4%*
1135712 55500 3510 AT FIELD HOCKEY	3,600	0	3,600	3,474.86	.00	125.14	96.5%*
1135713 55500 3510 AT BASKETBALL GI	2,800	0	2,800	2,558.05	.00	241.95	91.4%
1135714 55500 3510 AT SWIM GIRLS	3,800	0	3,800	6,398.98	.00	-2,598.98	168.4%*
1135715 55500 3510 AT GYMNASTICS	4,600	0	4,600	6,012.31	.00	-1,412.31	130.7%*
1135716 55500 3510 AT TENNIS GIRLS	850	0	850	1,846.57	982.94	-1,979.51	332.9%*
1135717 55500 3510 AT SOFTBALL	1,550	0	1,550	3,234.08	.00	-1,684.08	208.7%*
1135718 55500 3510 AT TRACK GIRLS	7,900	0	7,900	5,315.93	.00	2,584.07	67.3%
1135719 55500 3510 AT VOLLEYBALL	1,200	0	1,200	3,285.27	.00	-2,085.27	273.8%*
1135720 55500 3510 AT SOCCER GIRLS	3,400	0	3,400	3,559.31	.00	-159.31	104.7%*

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1135721 55500 3510 AT INTRAMURALS	2,800	0	2,800	.00	.00	2,800.00	.0%
1135723 55500 3510 AT ICE HOCKEY GI	28,000	0	28,000	19,078.88	.00	8,921.12	68.1%
1135725 55500 3510 AT LACROSSE GIRL	1,934	0	1,934	5,515.64	.00	-3,581.64	285.2%*
1135726 55500 3510 AT LACROSSE BOYS	2,674	0	2,674	10,297.22	460.00	-8,083.22	402.3%*
TOTAL SUPPLIES & MATERIALS	206,639	0	206,639	237,425.24	3,199.41	-33,985.65	116.4%
6 OTHER EXPENSES							
1135700 53450 3510 AT TRANSPORT	79,331	0	79,331	91,330.00	.00	-11,999.00	115.1%*
1135700 57613 2210 AT DUES	4,351	0	4,351	3,715.00	.00	636.00	85.4%
TOTAL OTHER EXPENSES	83,682	0	83,682	95,045.00	.00	-11,363.00	113.6%
TOTAL ATHLETICS	628,205	0	628,205	681,325.15	5,552.61	-58,672.76	109.3%

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
41 SPECIAL EDUCATION							
1141400 53900 9400 SP TUITION COLLA	223,536	0	223,536	103,543.31	17,189.98	102,802.71	54.0%
1141400 53901 9300 SP TUITION NON-P	1,439,859	0	1,439,859	1,386,242.69	257,200.37	-203,584.06	114.1%*
TOTAL UNDEFINED CHAR	1,663,395	0	1,663,395	1,489,786.00	274,390.35	-100,781.35	106.1%
1 PROFESSIONAL SALARIE							
1141400 51102 2110 SP ADMIN SALARIE	364,788	2,626	367,414	267,550.54	84,722.28	15,141.17	95.9%*
1141400 51102 2210 SP DIRECTOR SALA	115,273	1,000	116,273	108,405.87	8,867.16	-1,000.00	100.9%*
1141400 51108 2320 SP THERAPIST SAL	292,866	34,641	327,507	241,237.04	70,422.96	15,847.23	95.2%*
1141400 51111 2320 SP P/T AIDE SALA	59,314	0	59,314	35,706.08	8,662.48	14,945.44	74.8%
TOTAL PROFESSIONAL SALARIE	832,241	38,267	870,508	652,899.53	172,674.88	44,933.84	94.8%
2 CLERICAL SALARIES							
1141400 51201 2110 SP SECRETARY SAL	101,453	0	101,453	78,051.84	6,504.32	16,896.84	83.3%
TOTAL CLERICAL SALARIES	101,453	0	101,453	78,051.84	6,504.32	16,896.84	83.3%
3 OTHER SALARIES							
1141400 51303 3300 SP TRANSPORTATIO	352,531	0	352,531	345,935.70	24,947.09	-18,351.79	105.2%*
TOTAL OTHER SALARIES	352,531	0	352,531	345,935.70	24,947.09	-18,351.79	105.2%
4 CONTRACTED SERVICES							
1141400 52400 2320 SP TUITION RELAT	140,000	0	140,000	282,481.83	18,902.81	-161,384.64	215.3%*
1141400 53451 3300 SP TRANSPORTATIO	0	0	0	30.00	.00	-30.00	100.0%*
TOTAL CONTRACTED SERVICES	140,000	0	140,000	282,511.83	18,902.81	-161,414.64	215.3%
5 SUPPLIES & MATERIALS							

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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YEAR TO DATE BUDGET REPORT

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ACCOUNTS 0111	FOR: SCHOOL	GENERAL FUND		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
41	SPECIAL EDUCATION									
1141400	55450	2430	SP HEALTH NURSE	9,000	0	9,000	1,520.18	.00	7,479.82	16.9%
1141400	55500	2410	SP SPEECH/HEARIN	2,300	0	2,300	3,645.50	.00	-1,345.50	158.5%*
1141400	55500	2415	SP INSTRUCTIONAL	6,798	0	6,798	.00	.00	6,798.00	.0%
1141400	55500	2430	SP INSTR SUPPLIE	5,000	0	5,000	2,029.06	.00	2,970.94	40.6%
1141400	55500	2710	SP GUIDANCE SUPP	2,706	0	2,706	.00	.00	2,706.00	.0%
1141400	55502	2410	SP INSTRUCTIONAL	6,000	0	6,000	179.99	.00	5,820.01	3.0%
1141400	55508	2800	SP EVALUATION SU	14,718	0	14,718	5,162.17	197.76	9,358.07	36.4%
TOTAL SUPPLIES & MATERIALS				46,522	0	46,522	12,536.90	197.76	33,787.34	27.4%
6	OTHER EXPENSES									
1141400	53450	3300	SP TRANSPORATION	290,000	0	290,000	382,832.39	109,431.68	-202,264.07	169.7%*
1141400	53611	2110	SP PRINTING	1,000	0	1,000	285.00	.00	715.00	28.5%
1141400	57601	2440	SP TRAVEL	3,500	0	3,500	.00	.00	3,500.00	.0%
TOTAL OTHER EXPENSES				294,500	0	294,500	383,117.39	109,431.68	-198,049.07	167.2%
TOTAL SPECIAL EDUCATION				3,430,642	38,267	3,468,909	3,244,839.19	607,048.89	-382,978.83	111.0%

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
96 CURRICULUM AND PD							
1 PROFESSIONAL SALARIE							
1196000 51100 2110 CR DIRECTOR SALA	119,033	1,167	120,200	110,953.87	9,246.16	.00	100.0%*
1196107 51103 2310 CR INSTRUCTIONAL	146,168	-1,167	145,001	102,940.33	30,999.00	11,061.64	92.4%*
TOTAL PROFESSIONAL SALARIE	265,201	0	265,201	213,894.20	40,245.16	11,061.64	95.8%
2 CLERICAL SALARIES							
1196000 51201 2110 CR SECRETARY SAL	45,439	0	45,439	40,374.72	3,364.56	1,699.72	96.3%*
TOTAL CLERICAL SALARIES	45,439	0	45,439	40,374.72	3,364.56	1,699.72	96.3%
5 SUPPLIES & MATERIALS							
1196000 54508 2710 CR TESTING MATER	3,700	0	3,700	3,251.64	.00	448.36	87.9%
1196000 55500 2430 CR GENERAL SUPPL	2,800	0	2,800	1,713.83	.00	1,086.17	61.2%
1196000 55501 2410 CR ENRICHMENT IN	1,500	0	1,500	1,262.65	.00	237.35	84.2%
1196000 55502 2410 CR INSTR MATERIA	23,509	0	23,509	28,986.50	.00	-5,477.50	123.3%*
1196101 55500 2415 CR ELL INSTR SUP	1,500	0	1,500	1,500.00	.00	.00	100.0%*
TOTAL SUPPLIES & MATERIALS	33,009	0	33,009	36,714.62	.00	-3,705.62	111.2%
6 OTHER EXPENSES							
1196000 55503 2420 CR INSTR EQUIPME	41,000	0	41,000	35,528.00	.00	5,472.00	86.7%
1196000 57613 2210 CR MEMBERSHIPS A	3,000	0	3,000	2,871.55	.00	128.45	95.7%*
1196000 57617 2357 CR PROF DEVELOPM	85,465	0	85,465	38,881.10	49,279.45	-2,695.55	103.2%*
TOTAL OTHER EXPENSES	129,465	0	129,465	77,280.65	49,279.45	2,904.90	97.8%
TOTAL CURRICULUM AND PD	473,114	0	473,114	368,264.19	92,889.17	11,960.64	97.5%

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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YEAR TO DATE BUDGET REPORT

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
97 ADMIN							
1 PROFESSIONAL SALARIE							
1197000 51100 1210 AD SUPERINTENDEN	174,836	0	174,836	161,196.96	13,448.92	190.12	99.9%*
1197000 51100 1410 AD BUSINESS MANA	111,968	-318	111,650	100,067.27	.00	11,582.67	89.6%*
1197000 51100 3510 AD ATHLETICS DIR	94,177	0	94,177	86,692.96	7,219.08	264.96	99.7%*
1197000 51102 4450 AD TECHNOLOGY DI	43,746	0	43,746	40,816.83	.00	2,929.17	93.3%*
1197000 51199 4400 AD NETWORKING SA	65,067	318	65,385	60,355.44	5,029.62	.00	100.0%*
1197000 51199 4450 AD HELP DESK TEC	42,118	7,805	49,923	46,079.69	3,843.24	.00	100.0%*
1197123 51100 2220 AD VISUAL & PERF	77,631	943	78,574	60,456.81	18,117.00	.00	100.0%*
TOTAL PROFESSIONAL SALARIE	609,543	8,748	618,291	555,665.96	47,657.86	14,966.92	97.6%
2 CLERICAL SALARIES							
1197000 51201 1000 AD SCHOOL RECEPT	36,435	0	36,435	32,125.52	2,685.80	1,623.68	95.5%*
1197000 51201 1200 AD SUPERINTENDEN	67,702	0	67,702	61,130.29	5,098.52	1,473.19	97.8%*
1197000 51201 1230 AD VOLUNTEER COO	12,000	0	12,000	12,000.00	.00	.00	100.0%*
1197000 51201 1410 AD BUSINESS SECR	131,056	-943	130,113	117,811.20	9,821.28	2,480.71	98.1%*
1197000 51201 1420 AD PERSONNEL SEC	141,310	0	141,310	127,703.55	10,602.16	3,004.29	97.9%*
1197000 51201 1450 AD INFORMATION M	61,082	0	61,082	56,335.34	4,698.60	48.06	99.9%*
1197000 51201 4450 AD COMPUTER TECH	50,368	-7,805	42,563	38,661.44	3,224.08	677.55	98.4%*
TOTAL CLERICAL SALARIES	499,953	-8,748	491,205	445,767.34	36,130.44	9,307.48	98.1%
5 SUPPLIES & MATERIALS							
1197000 54610 1210 AD CENTRAL OFFIC	1,100	0	1,100	1,053.05	50.34	-3.39	100.3%*
1197000 54610 1410 AD BUSINESS OFFI	1,500	0	1,500	558.77	.00	941.23	37.3%*
1197000 54610 1420 AD PERSONNEL OFF	500	0	500	528.07	.00	-28.07	105.6%*
TOTAL SUPPLIES & MATERIALS	3,100	0	3,100	2,139.89	50.34	909.77	70.7%
6 OTHER EXPENSES							
1197000 53611 1420 AD PRINTING PERS	2,000	0	2,000	978.00	.00	1,022.00	48.9%

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1197000 57600 1110 AD EXPENSES SCHO	4,000	0	4,000	2,489.53	.00	1,510.47	62.2%
1197000 57600 1210 AD EXPENSES CENT	9,000	0	9,000	1,086.16	214.95	7,698.89	14.5%
1197000 57613 1110 AD DUES SCHOOL C	5,500	0	5,500	5,594.00	.00	-94.00	101.7%*
1197000 57613 1210 AD DUES ADMINIST	8,500	0	8,500	8,823.76	.00	-323.76	103.8%*
1197000 58609 1410 AD BUSINESS OFFI	500	0	500	.00	.00	500.00	.0%
TOTAL OTHER EXPENSES	29,500	0	29,500	18,971.45	214.95	10,313.60	65.0%
TOTAL ADMIN	1,142,096	0	1,142,096	1,022,544.64	84,053.59	35,497.77	96.9%

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
99 SYSTEM-WIDE							
1199000 53401 1430 SW LEGAL SERVICE	50,000	0	50,000	77,363.54	23,000.00	-50,363.54	200.7%*
1199000 57616 5260 SW INSURANCE	18,620	0	18,620	17,477.00	.00	1,143.00	93.9%*
TOTAL UNDEFINED CHAR	68,620	0	68,620	94,840.54	23,000.00	-49,220.54	171.7%
1 PROFESSIONAL SALARIE							
1199000 51104 2305 SW CONT OBLIGATI	120,000	0	120,000	70,935.00	.00	49,065.00	59.1%
1199000 51110 2325 SW SUBSTITUTE TE	195,000	0	195,000	232,532.69	7,130.30	-44,662.99	122.9%*
1199000 51199 3200 SW HEALTH SERVIC	7,000	0	7,000	7,000.00	.00	.00	100.0%*
1199000 51199 5500 SW TRAFFIC SUPER	163,594	0	163,594	144,365.12	11,953.72	7,275.16	95.6%*
TOTAL PROFESSIONAL SALARIE	485,594	0	485,594	454,832.81	19,084.02	11,677.17	97.6%
4 CONTRACTED SERVICES							
1199000 52400 1410 SW CONSULTANTS	5,000	0	5,000	6,077.50	22,500.00	-23,577.50	571.6%*
TOTAL CONTRACTED SERVICES	5,000	0	5,000	6,077.50	22,500.00	-23,577.50	571.6%
5 SUPPLIES & MATERIALS							
1199000 53614 4130 SW TELEPHONE	68,000	0	68,000	54,092.78	9,526.54	4,380.68	93.6%
1199000 55500 2420 SW MAINTENANCE O	61,180	0	61,180	64,356.29	4,677.69	-7,853.98	112.8%*
1199104 55500 2210 SW COMPUTER LICE	83,404	0	83,404	97,174.10	.00	-13,770.10	116.5%*
TOTAL SUPPLIES & MATERIALS	212,584	0	212,584	215,623.17	14,204.23	-17,243.40	108.1%
6 OTHER EXPENSES							
1199000 53611 2210 SW PRINTING	1,500	0	1,500	1,293.98	239.69	-33.67	102.2%*
1199000 53615 1210 SW POSTAGE	17,000	0	17,000	20,243.27	.00	-3,243.27	119.1%*

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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 CITY OF MELROSE v10.5
 YEAR TO DATE BUDGET REPORT

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ACCOUNTS FOR: 0111 SCHOOL GENERAL FUND	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1199000 57601 1210 SW TRAVEL	13,000	0	13,000	13,266.48	.00	-266.48	102.0%*
1199104 55503 2420 SW COMPUTER MAIN	0	0	0	5,519.93	5,980.00	-11,499.93	100.0%*
TOTAL OTHER EXPENSES	31,500	0	31,500	40,323.66	6,219.69	-15,043.35	147.8%
TOTAL SYSTEM-WIDE	803,298	0	803,298	811,697.68	85,007.94	-93,407.62	111.6%
TOTAL SCHOOL GENERAL FUND	28,125,696	0	28,125,696	22,969,168.60	4,936,774.09	219,753.31	99.2%
TOTAL EXPENSES	28,125,696	0	28,125,696	22,969,168.60	4,936,774.09	219,753.31	

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	28,125,696	0	28,125,696	22,969,168.60	4,936,774.09	219,753.31	99.2%

** END OF REPORT - Generated by Dan Sullivan **

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 CITY OF MELROSE v10.5
 YEAR TO DATE BUDGET REPORT

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REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	1	Y	Y
Sequence 2	5	Y	Y
Sequence 3	10	Y	N
Sequence 4	0	N	N

 Report title:
 YEAR TO DATE BUDGET REPORT

Includes accounts exceeding 0% of budget.

Print totals only: N

Print Full or Short description: F

Print full GL account: N

Format type: 1

Double space: N

Suppress zero bal accts: Y

Include requisition amount: N

Print Revenues-Version headings: N

Print revenue as credit: Y

Print revenue budgets as zero: N

Include Fund Balance: N

Print journal detail: N

From Yr/Per: 2016/ 1

To Yr/Per: 2016/13

Include budget entries: Y

Incl encumb/liq entries: Y

Sort by JE # or PO #: J

Detail format option: 1

Include additional JE comments: N

Multiyear view: D

Amounts/totals exceed 999 million dollars: N

Year/Period: 2016/11

Print MTD Version: N

Roll projects to object: N

Carry forward code: 2

 Find Criteria
 Field Name Field Value

Fund 0111

FUNCTION

UMAS/GRT YR

DEP/GRT LINE

LOCATION

PROGRAM

S.R. CODE

EXP CAT/LEVL

Character Code

Org

Object 5*

Project

Account type



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CITY OF MELROSE v10.5
YEAR TO DATE BUDGET REPORT

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REPORT OPTIONS

Account status
Rollup Code

Attachment: FY16 Period 11 MUNIS YTD Budget Report (4948 : Monthly Budget Summary)

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CITY OF MELROSE v10.5
 PRELIMINARY CITY OF MELROSE WARRANT REPORT

P 1
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DATE: 06/01/2016 WARRANT: S16116 AMOUNT: \$ 63,445.30

 Patrick D Dello Russo
 CFO/City Auditor

To the Accounting Office:
 The following named bills of the School Department amounting in the
 agreed to total above are hereby approved and you are requested to
 place them on a warrant payment.

Approved: _____

Attachment: Warrant S16116 #1 FY16 Wire Transfers (4939 : Warrants)

06/01/2016 14:47 |CITY OF MELROSE v10.5
 cleduc |PRELIMINARY PREPAID INVOICE LIST

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WARRANT: S16116 06/01/2016

VENDOR	VENDOR NAME	R	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING							
13560	BROOKS, MARTHA	000000	167970		DD	06/01/2016	72.00	286084	9719	CK#22710 REIMB FOOD DRAMA
13464	EVELYN HILL, IN	000000	167989		DD	06/01/2016	2,655.00	286104	9720	CK#2711 FIELD TRIP MEALS
11513	STATUE CRUISES	000000	167991		DD	06/01/2016	2,736.00	286106	9721	CK#2712 NYC FIELD TRIP
13485	TERRANOVA, CHRI	000000	167992		DD	06/01/2016	90.00	286107	9722	CK#2713 REIMB NYC FIELD TR
12011	SULLIVAN KEVIN	000000	167993		DD	06/01/2016	600.00	286108	9723	CK#2714 DJ 8TH GR SEMI
8345	AVELLINOS RESTA	000000	167994		DD	06/01/2016	2,250.00	286109	9724	CK#2715 FOOD 8TH GR SEMI
11243	AMERICAN CANCER	000000	167996		DD	06/01/2016	792.24	286111	9725	CK#1694 DONATION
869005	VARSITY SPIRIT	000000	167997		DD	06/01/2016	4,873.24	286112	9726	CK#1738 CHEERLEADING UNIFO
342265	HAWRYLUK, ALAN	000000	167998		DD	06/01/2016	300.00	286113	9727	CK#1769 ORCHESTRA PIT MUSI
509051	MSSAA - NASSP M	000000	167999		DD	06/01/2016	60.00	286114	9728	CK#1772 SPRING CONFERENCE
821520	TAKATA, JUDITH	000000	168000		DD	06/01/2016	250.00	286116	9729	CK#1774 ORCHESTRA PIT MUSI
9254	CAMPBELL, CHERY	000000	168003		DD	06/01/2016	300.00	286119	9731	CK#1775 ORCHESTRA PIT MUSI
10842	WATSON, ELIZABE	000000	168006		DD	06/01/2016	350.00	286120	9732	CK#1776 ORCHESTRA PIT MUSI
13353	PUTUKIAN, LISA	000000	168007		DD	06/01/2016	350.00	286123	9733	CK#1777 ORCHESTRA PIT MUSI
650058	O'KEEFE, WALTER	000000	168008		DD	06/01/2016	250.00	286124	9734	CK#1778 ORCHESTRA PIT MUSI
13352	BIELA, EVAN	000000	168009		DD	06/01/2016	100.00	286125	9735	CK#1779 ORCHESTRA PIT MUSI
9258	HARRISON, JANET	000000	168010		DD	06/01/2016	350.00	286126	9736	CK#1780 ORCHESTRA PIT MUSI
320903	GRIFFIN, BETH A	000000	168011		DD	06/01/2016	350.00	286127	9737	CK#1781 ORCHESTRA PIT MUSI
13354	SMITH, MARSHUNA	000000	168012		DD	06/01/2016	50.00	286128	9738	CK#1782 ORCHESTRA PIT MUSI
13418	CABRAL, DAVID A	000000	168013		DD	06/01/2016	100.00	286129	9739	CK#1783 ORCHESTRA PIT MUSI
806455	STONEHAM SPORTS	000000	168014		DD	06/01/2016	123.00	286130	9740	CK#1788 SCHOOL STORE SHIRT
522407	MCGINN BUS CO.	000000	168015		DD	06/01/2016	3,810.00	286132	9741	CK#1789 PROM BUS CLASS 201
633500	NORTH SUBURBAN	000000	168016		DD	06/01/2016	1,280.00	286133	9742	CK#1790 FIELD TRIP BUS CLA
13223	VLAHOS, WILLIAM	000000	168018		DD	06/01/2016	800.00	286134	9743	CK#1791 DJ CLASS 2016 PROM
10629	M2B PHOTO BOOTH	000000	168019		DD	06/01/2016	1,315.00	286135	9744	CK#1792 PHOTOBOOTH CLASS 2
822015	TANNETTA, GERAR	000000	168020		DD	06/01/2016	127.44	286136	9745	CK#1793 REIMB RED CARPET C
522407	MCGINN BUS CO.	000000	168021		DD	06/01/2016	3,175.00	286137	9746	CK#1794 BUSES JR PROM
10965	EDSALL, HANNAH	000000	168022		DD	06/01/2016	59.95	286138	9747	CK#1795 REIMB PROM TICKETS
13438	BOURGUE, MINA	000000	168023		DD	06/01/2016	88.71	286139	9748	CK#1796 REIMB B-DAY WISHES
546220	MELROSE PUBLIC	000001	168024		DD	06/01/2016	400.00	286140	9749	CK#1797 DVD PROCEEDS BEAUT
633500	NORTH SUBURBAN	000000	168025		DD	06/01/2016	320.00	286141	9750	CK#1798 FIELD TRIP BUS DEE
171700	COMMUNITY COALI	000001	168026		DD	06/01/2016	2,040.00	286142	9751	CK#1799 REG FEE GRAD NIGHT
8330	KEON'S AT BLACK	000000	168027		DD	06/01/2016	5,539.32	286143	9752	CK#1800 PROM CLASS 2017
822015	TANNETTA, GERAR	000000	168028		DD	06/01/2016	1,239.85	286144	9753	CK#1801 REIMB PROM FAVORS
689110	READY REFRESH	000000	168029		DD	06/01/2016	12.28	286145	9754	CK#1803 WATER
228833	DONOVAN, LISA	000000	168030		DD	06/01/2016	700.00	286146	9755	CK#1804 REIMB FIELD TRIP E
670900	PASCARELL-MIRAS	000000	168032		DD	06/01/2016	452.57	286148	9756	CK#1805 REIMB YEARBOOK MIS
13487	CAMPBELL, DANIE	000000	168033		DD	06/01/2016	500.00	286149	9757	CK#1806 DJ CLASS 2016
270753	FEET WISE, INC.	000000	168035		DD	06/01/2016	1,661.50	286151	9758	CK#1808 T-SHIRTS CLASS 201
12344	GILLETTE STADIU	000000	168036		DD	06/01/2016	18,565.52	286152	9759	CK#1812 CLASS 2017 PROM
270753	FEET WISE, INC.	000000	168037		DD	06/01/2016	1,742.00	286153	9760	CK#1813 CLASS 2017 T-SHIRT
633500	NORTH SUBURBAN	000000	168038		DD	06/01/2016	320.00	286154	9761	CK#1814 US FIELD TRIP BUS
8330	KEON'S AT BLACK	000000	168039		DD	06/01/2016	700.68	286155	9762	CK#1815 CLASS 2017
11616	DIFRUSCIA, DEBO	000000	168040		DD	06/01/2016	80.00	286156	9763	CK#1818 REIMB SENIOR AWARD
537930	MELROSE BANDAID	000000	168041		DD	06/01/2016	1,474.00	286157	9764	CK#1820 FIELD TRIP EXPENSE
11616	DIFRUSCIA, DEBO	000000	168042		DD	06/01/2016	40.00	286158	9765	CK#1827 REIMB SENIOR AWARD

Attachment: Warrant S16116 #1 FY16 Wire Transfers (4939 : Warrants)



06/01/2016 14:47
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|CITY OF MELROSE v10.5
|PRELIMINARY PREPAID INVOICE LIST

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WARRANT: S16116 06/01/2016

VENDOR	VENDOR NAME	R	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	VOUCHER	CHECK	COMMENT
							63,445.30	CASH ACCOUNT 01	104000	TOTAL

Attachment: Warrant S16116 #1 FY16 Wire Transfers (4939 : Warrants)



06/01/2016 14:47
cleduc

|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST

|P
|apwarrnt 4

CASH ACCOUNT:

UNDEFINED ACCOUNT.

WARRANT: S16116 06/01/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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** END OF REPORT - Generated by Christine LeDuc **

Attachment: Warrant S16116 #1 FY16 Wire Transfers (4939 : Warrants)

06/03/2016 11:53
 cleduc

CITY OF MELROSE v10.5
 PRELIMINARY CITY OF MELROSE WARRANT REPORT

P 1
 apwarrrnt

DATE: 06/14/2016 WARRANT: S16117 AMOUNT: \$ 35,832.73

 Patrick D Dello Russo
 CFO/City Auditor

To the Accounting Office:
 The following named bills of the School Department amounting in the
 agreed to total above are hereby approved and you are requested to
 place them on a warrant payment.

Approved: _____

Attachment: Warrant S16117 #2 FY16 Priority (4939 : Warrants)

06/03/2016 11:53
cleduc|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST|P
|apwarrnt 2

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16117 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13554	AA TRANSPORTATION, INC 1 1577168 530030 3000	00000 METCO	86486	INV OTH CHGS	06/14/2016	146948 1,850.00 1,850.00 CHECK TOTAL 1,850.00	167937	286050	
128180	CAPITAL LEASE GROUP LT 1 1141400 53450 3300	00000 SPED	165317	INV IN TRAN	06/14/2016	61671 10,921.41 10,921.41 CHECK TOTAL 10,921.41	168169	286289	
13540	DEANNA HICKEY 1 19224 480000	00000 WINT ECAMP		INV MISC REV	06/14/2016	REFUND E CAMP 78.60 78.60 CHECK TOTAL 78.60	167690	285801	
13552	MEGAN E. HUTH 1 16104 480000	00000 SUMMER INS		INV MISC REV	06/14/2016	REFUND SUMMER INST. 105.00 105.00 CHECK TOTAL 105.00	167700	285812	
522407	MCGINN BUS CO. 1 1577168 530030 3000	00000 METCO	86483	INV OTH CHGS	06/14/2016	38758 1,035.00 1,035.00 CHECK TOTAL 1,035.00	167938	286051	
539600	MELROSE DESTINATION IM 1 1196000 55501 2410	00000 CUR&PDEV		INV CR ENR MAT	06/14/2016	DI MELROSE REIMB. 1,460.00 1,460.00 CHECK TOTAL 1,460.00	167697	285808	
13566	LAURE NOLAN 1 16214 480000	00000 MEL PRE-K		INV MISC REV	06/14/2016	REFUND ECC PROGRAM 685.20 685.20 CHECK TOTAL 685.20	168160	286279	
633500	NORTH SUBURBAN TRANSP 1 1577168 530030 3000	00000 METCO	86711	INV OTH CHGS	06/14/2016	JUNE 2016 12,060.00 12,060.00 CHECK TOTAL 12,060.00	167691	285802	
10467	READY NURSE STAFFING S 1 1121000 51105 3200	00000 M.S.	86757	INV MS NURSE	06/14/2016	32455-282396 2,002.00 2,002.00 Invoice Net 2,002.00	167692	285803	
10467	READY NURSE STAFFING S 1 1121000 51105 3200	00000 M.S.	86757	INV MS NURSE	06/14/2016	32455-284770 1,963.00 1,963.00 Invoice Net 1,963.00	167693	285804	
10467	READY NURSE STAFFING S	00000	86757	INV	06/14/2016	32455-285517	167694	285805	

Attachment: Warrant S16117 #2 FY16 Priority (4939 : Warrants)



06/03/2016 11:53
cleduc

|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST

|P
|apwarrnt 3

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16117 06/14/2016

VENDOR	G/L	ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1	1121000	51105	3200	M.S.	MS NURSE	2,041.00			
					Invoice Net		2,041.00			
							CHECK TOTAL	6,006.00		
13171	BARBARA ROSADO						REIMB. MARCH/APRIL	167696	285807	
	1	1141400	53450	3300	SPED	IN TRAN	597.94			
					Invoice Net		597.94			
							CHECK TOTAL	597.94		
8995	VERIZON NEW ENGLAND IN						04/30/16	167698	285810	
	1	1199000	53614	4130	SYS-WIDE	PHONE SW	1,033.58			
					Invoice Net		1,033.58			
							CHECK TOTAL	1,033.58		
=====							=====			
13 INVOICES							WARRANT TOTAL	35,832.73	35,832.73	
=====							=====			

Attachment: Warrant S16117 #2 FY16 Priority (4939 : Warrants)

06/03/2016 11:53
 cleduc

 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT SUMMARY

 |P
 |apwarrnt 4

WARRANT: S16117 06/14/2016

FUND	ORG		ACCOUNT			AMOUNT	AVLB	BUDGET
0111	1121000	MIDDLE SCHOOL	0111-3-000-000-21-000-00-40-51105	-3200	MS NURSE	6,006.00	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-53450	-3300	SP TRANSPORTATION MPS	11,519.35	146,308.08	
0111	1196000	CURRICULUM & PROF	0111-3-000-000-96-000-00-00-55501	-2410	CR ENRICHMENT INST MAT	1,460.00	146,308.08	
0111	1199000	SYSTEM-WIDE	0111-3-000-000-99-000-00-00-53614	-4130	SW TELEPHONE	1,033.58	146,308.08	
FUND TOTAL						20,018.93		
1577	1577168	METCO	1577-3-016-008-00-000-22-02-530030-3000		OTHER CHARGES	14,945.00	28,731.00	
FUND TOTAL						14,945.00		
1610	16104	SUMMER INSTITUTE	1610-3-000-000-00-000-29-04-480000-		MISC REVENUE	105.00		.00
FUND TOTAL						105.00		
1621	16214	MELROSE PRE-K	1621-3-000-000-00-000-29-04-480000-		MISC REVENUE	685.20		.00
FUND TOTAL						685.20		
1922	19224	WINTHROP E-CAMP	1922-3-000-300-17-111-29-04-480000-		MISC REVENUE	78.60		.00
FUND TOTAL						78.60		
=====								
WARRANT SUMMARY TOTAL						35,832.73		
=====								
GRAND TOTAL						35,832.73		
=====								

Attachment: Warrant S16117 #2 FY16 Priority (4939 : Warrants)

06/03/2016 11:53
 cleduc

 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT LIST BY VOUCHER

 |P
 |apwarrrnt 5

WARRANT: S16117 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285801	13540	DEANNA HICKEY	167690		INV	06/14/2016	78.60	REFUND E CAMP
285802	633500	NORTH SUBURBAN TRANSPORTATION	167691	86711	INV	06/14/2016	12,060.00	TRANS. FOR JUNE
285803	10467	READY NURSE STAFFING SERVICES	167692	86757	INV	06/14/2016	2,002.00	SUB NURSE FOR 4/4,5,6,
285804	10467	READY NURSE STAFFING SERVICES	167693	86757	INV	06/14/2016	1,963.00	SUB NURSE FOR 4/25,26,
285805	10467	READY NURSE STAFFING SERVICES	167694	86757	INV	06/14/2016	2,041.00	SUB NURSE FOR 5/2,3,4,
285807	13171	BARBARA ROSADO	167696	165303	INV	06/14/2016	597.94	REIMBURSEMENT TRANS FO
285808	539600	MELROSE DESTINATION IMAGINATION	167697		INV	06/14/2016	1,460.00	REIMB. DESTINATION IMA
285810	8995	VERIZON NEW ENGLAND INC.	167698	86705	INV	06/14/2016	1,033.58	FOR ACCT#617 815 6781
285812	13552	MEGAN E. HUTH	167700		INV	06/14/2016	105.00	REFUND SUMMER INST.
286050	13554	AA TRANSPORTATION, INC	167937	86486	INV	06/14/2016	1,850.00	RES.#146948 NEW AMS. T
286051	522407	MCGINN BUS CO.	167938	86483	INV	06/14/2016	1,035.00	TRANSPORTATION SIX FLA
286279	13566	LAURE NOLAN	168160		INV	06/14/2016	685.20	REFUND ECC PROGRAM
286289	128180	CAPITAL LEASE GROUP LTD.	168169	165317	INV	06/14/2016	10,921.41	LEASE JUNE
WARRANT TOTAL							35,832.73	

** END OF REPORT - Generated by Christine LeDuc **

Attachment: Warrant S16117 #2 FY16 Priority (4939 : Warrants)

06/03/2016 08:34
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CITY OF MELROSE v10.5
 PRELIMINARY CITY OF MELROSE WARRANT REPORT

P 1
 apwarrrnt

DATE: 06/14/2016 WARRANT: S16118 AMOUNT: \$ 8,100.37

 Patrick D Dello Russo
 CFO/City Auditor

To the Accounting Office:
 The following named bills of the School Department amounting in the
 agreed to total above are hereby approved and you are requested to
 place them on a warrant payment.

Approved: _____

Attachment: Warrant S16118 #3 FY16 Ed Stations (4939 : Warrants)



06/03/2016 08:34
cleduc

|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST

|P 2
|apwarrnt

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16118 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
76508 AMANDA BERTHEL	1 19072 540001 3000	00000		INV	06/14/2016	REIMB SUPPLIES 5/9	168146	286265	
		EDUC STAT		MISC EXP		25.99			
		Invoice Net				25.99			
				CHECK TOTAL		25.99			
11206 DORO FOODS INC	1 19072 540001 3000	00000	16138	INV	06/14/2016	C/K LUNCH WEEK 1	168147	286266	
		EDUC STAT		MISC EXP		1,200.00			
		Invoice Net				1,200.00			
				CHECK TOTAL		1,200.00			
11206 DORO FOODS INC	1 19072 540001 3000	00000	16138	INV	06/14/2016	C/K LUNCH WEEK 2	168148	286267	
		EDUC STAT		MISC EXP		960.00			
		Invoice Net				960.00			
				CHECK TOTAL		960.00			
11206 DORO FOODS INC	1 19072 540001 3000	00000	16138	INV	06/14/2016	C/K LUNCH WEEK 3	168149	286268	
		EDUC STAT		MISC EXP		1,200.00			
		Invoice Net				1,200.00			
				CHECK TOTAL		1,200.00			
11206 DORO FOODS INC	1 19072 540001 3000	00000	16138	INV	06/14/2016	C/K LUNCH WEEK 4	168150	286269	
		EDUC STAT		MISC EXP		1,200.00			
		Invoice Net				1,200.00			
				CHECK TOTAL		1,200.00			
11206 DORO FOODS INC	1 19072 540001 3000	00000	16138	INV	06/14/2016	C/K LUNCH WEEK 5	168151	286270	
		EDUC STAT		MISC EXP		1,200.00			
		Invoice Net				1,200.00			
				CHECK TOTAL		1,200.00			
11221 GYMSTREET USA CORPORAT	1 19072 540001 3000	00000	16101	INV	06/14/2016	C/K F/T 06-29-2016	168152	286271	
		EDUC STAT		MISC EXP		1,500.00			
		Invoice Net				1,500.00			
				CHECK TOTAL		1,500.00			
13473 EILEEN KARPENKO	1 19072 540001 3000	00000		INV	06/14/2016	REIMB SUPPLIES 4-12	168153	286272	
		EDUC STAT		MISC EXP		15.25			
		Invoice Net				15.25			
				CHECK TOTAL		15.25			
9048 LISA'S FAMILY PIZZA	1 19072 540001 3000	00000		INV	06/14/2016	TICKET #25 148432	168154	286273	
		EDUC STAT		MISC EXP		26.50			
		Invoice Net				26.50			
9048 LISA'S FAMILY PIZZA	1 19072 540001 3000	00000		INV	06/14/2016	TICKET #30 151648	168155	286274	
		EDUC STAT		MISC EXP		35.00			
		Invoice Net				35.00			
				CHECK TOTAL		61.50			

Attachment: Warrant S16118 #3 FY16 Ed Stations (4939 : Warrants)

06/03/2016 08:34
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 |CITY OF MELROSE v10.5
 |PRELIMINARY DETAIL INVOICE LIST

 |P
 |apwarrnt 3

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16118 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
546220	MELROSE PUBLIC SCHOOLS 1 19072 540001 3000	00001		INV EDUC STAT Invoice Net	06/14/2016	OPEN HOUSE C/C 4-28 100.00 100.00 CHECK TOTAL 100.00	168156	286275	
737730	S&S WORLDWIDE 1 19072 540001 3000	00000		INV EDUC STAT Invoice Net	06/14/2016	9067726 367.75 367.75 CHECK TOTAL 367.75	168158	286277	
757861	SCHOOL SPECIALTY 1 19072 540001 3000	00000		INV EDUC STAT Invoice Net	06/14/2016	308102456206 269.88 269.88 CHECK TOTAL 269.88	168159	286278	
=====						=====			
13 INVOICES						WARRANT TOTAL	8,100.37	8,100.37	
=====						=====			

Attachment: Warrant S16118 #3 FY16 Ed Stations (4939 : Warrants)



06/03/2016 08:34
cleduc

|CITY OF MELROSE v10.5
|PRELIMINARY WARRANT SUMMARY

|P
|apwarrnt 4

WARRANT: S16118 06/14/2016

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
1907	19072	EDUCATION STATIONS 1907-3-300-300-00-000-29-02-540001-3000 MISC EXP	8,100.37	6,497,522.04	
FUND TOTAL			8,100.37		
WARRANT SUMMARY TOTAL			8,100.37		
GRAND TOTAL			8,100.37		

Attachment: Warrant S16118 #3 FY16 Ed Stations (4939 : Warrants)

06/03/2016 08:34
 cleduc

 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT LIST BY VOUCHER

 |P
 |apwarrnt 5

WARRANT: S16118 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
286265	76508	AMANDA BERTHEL	168146		INV	06/14/2016	25.99	REIMB SUPPLIES 5/9/16
286266	11206	DORO FOODS INC	168147	16138	INV	06/14/2016	1,200.00	JOSEPHSON CAMPUS KIDS
286267	11206	DORO FOODS INC	168148	16138	INV	06/14/2016	960.00	JOSEPHSON CAMPUS KIDS
286268	11206	DORO FOODS INC	168149	16138	INV	06/14/2016	1,200.00	JOSEPHSON CAMPUS KIDS
286269	11206	DORO FOODS INC	168150	16138	INV	06/14/2016	1,200.00	JOSEPHSON CAMPUS KIDS
286270	11206	DORO FOODS INC	168151	16138	INV	06/14/2016	1,200.00	JOSEPHSON CAMPUS KIDS
286271	11221	GYMSTREET USA CORPORATION	168152	16101	INV	06/14/2016	1,500.00	FIELD TRIP SUMMER 2016
286272	13473	EILEEN KARPENKO	168153		INV	06/14/2016	15.25	REIMB SUPPLIES 4-12-20
286273	9048	LISA'S FAMILY PIZZA	168154		INV	06/14/2016	26.50	TICKET #25 148432 PIZZ
286274	9048	LISA'S FAMILY PIZZA	168155		INV	06/14/2016	35.00	TICKET #30 151648 PIZZ
286275	546220	MELROSE PUBLIC SCHOOLS	168156		INV	06/14/2016	100.00	CUSTODIA0L 04-28-2016
286277	737730	S&S WORLDWIDE	168158		INV	06/14/2016	367.75	9067726 SUPPLIES 5-10-
286278	757861	SCHOOL SPECIALTY	168159		INV	06/14/2016	269.88	308102456206 SUPPLIES
WARRANT TOTAL							8,100.37	

** END OF REPORT - Generated by Christine LeDuc **

Attachment: Warrant S16118 #3 FY16 Ed Stations (4939 : Warrants)

06/03/2016 11:54
cleduc

CITY OF MELROSE v10.5
PRELIMINARY CITY OF MELROSE WARRANT REPORT

P 1
apwarrnt

DATE: 06/14/2016 WARRANT: S16119 AMOUNT: \$ 230,350.91

Patrick D Dello Russo
CFO/City Auditor

To the Accounting Office:
The following named bills of the School Department amounting in the
agreed to total above are hereby approved and you are requested to
place them on a warrant payment.

Approved: _____

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

06/03/2016 11:54
cleduc|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST|P
|apwarrnt 2

CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING			WARRANT: S16119	06/14/2016			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK	
6800	ACTION AMBULANCE SERVI	00000	165319	INV	06/14/2016	16-75558	167701	285813		
	1 1141400 53450 3300	SPED		IN TRAN		4,000.00				
		Invoice Net				4,000.00				
						CHECK TOTAL	4,000.00			
18325	AMAZON	00000	164213	INV	06/14/2016	174675088309	167703	285815		
	1 1482166 530501 2430	TEA QUAL		MISC SUP		326.48				
		Invoice Net				326.48				
18325	AMAZON	00000	161913	INV	06/14/2016	207303420781	167704	285816		
	1 1621200 55501 2430	MEL PRE-K		ED SUPPLY		241.45				
		Invoice Net				241.45				
18325	AMAZON	00000	161913	INV	06/14/2016	207302560368	167705	285817		
	1 1621200 55501 2430	MEL PRE-K		ED SUPPLY		197.55				
		Invoice Net				197.55				
						CHECK TOTAL	765.48			
8343	DIANE ASTLE BAGLEY	00000		INV	06/14/2016	GRANT STIPEND	167706	285818		
	1 1492125 52400 3000	DOJ/MAAV		CONTR SVCS		120.00				
		Invoice Net				120.00				
						CHECK TOTAL	120.00			
11843	KATEY BARAW	00000		INV	06/14/2016	GRANT STIPEND	167707	285819		
	1 1492125 52400 3000	DOJ/MAAV		CONTR SVCS		80.00				
		Invoice Net				80.00				
						CHECK TOTAL	80.00			
13019	BRANDON BATES	00000	86730	INV	06/14/2016	REIMB. COLLEGE COURS	167708	285820		
	1 1196000 57617 2357	CUR&PDEV		CR PROFDEV		600.00				
		Invoice Net				600.00				
						CHECK TOTAL	600.00			
11499	JOANNE BENTON	00000	164105	INV	06/14/2016	MENTORING MELROSE	167939	286052		
	1 1196000 57617 2357	CUR&PDEV		CR PROFDEV		6,375.00				
		Invoice Net				6,375.00				
						CHECK TOTAL	6,375.00			
139700	CENGAGE LEARNING	00000	164216	INV	06/14/2016	58024652	167709	285821		
	1 1477166 530501 2430	TITLE I		MISC SUP		6,806.25				
		Invoice Net				6,806.25				
						CHECK TOTAL	6,806.25			
158552	CIT TECHNOLOGY FIN. SE	00000	86668	INV	06/14/2016	28594600	167711	285823		
	1 19072 540001 3000	EDUC STAT		MISC EXP		77.23				
		Invoice Net				77.23				
158552	CIT TECHNOLOGY FIN. SE	00000	86669	INV	06/14/2016	28594601	167712	285824		
	1 1199000 55500 2420	SYS-WIDE		SYS EQUIP		458.28				
		Invoice Net				458.28				

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

06/03/2016 11:54
 cleduc

 |CITY OF MELROSE v10.5
 |PRELIMINARY DETAIL INVOICE LIST

 |P
 |apwarrnt 3

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16119 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	535.51		
10849	CIT TECHNOLOGY FIN	SER	00000	161869 INV	06/14/2016	28595202	167710	285822	
	1 19092 540001 3000			EDUC STAT MISC EXP		248.65			
				Invoice Net		248.65			
						CHECK TOTAL	248.65		
123795	CTS SERVICES, INC.		00000	86797 INV	06/14/2016	69304	167895	286009	
	1 16152 540001 3000			E-RATE REI MISC EXP		292.50			
				Invoice Net		292.50			
123795	CTS SERVICES, INC.		00000	86797 INV	06/14/2016	69374	167896	286010	
	1 16152 540001 3000			E-RATE REI MISC EXP		439.50			
				Invoice Net		439.50			
						CHECK TOTAL	732.00		
3730	DOHERTY, LAUREN M		00000	86730 INV	06/14/2016	REIMB. COLL. COURSE	167921	286034	
	1 1196000 57617 2357			CUR&PDEV CR PROFDEV		380.00			
				Invoice Net		380.00			
						CHECK TOTAL	380.00		
228833	LISA DONOVAN		00000	INV	06/14/2016	REIMB. BUS GRANT	167713	285825	
	1 1590312 52400 3520			YELLOW SCH CONTR SVCS		200.00			
				Invoice Net		200.00			
						CHECK TOTAL	200.00		
13556	MANUEL J FERNANDEZ		00000	86485 INV	06/14/2016	1219	167897	286011	
	1 1577165 52400 3000			METCO CONTR SVCS		1,000.00			
				Invoice Net		1,000.00			
						CHECK TOTAL	1,000.00		
342210	HAVERHILL PUBLIC SCH00		00000	163904 INV	06/14/2016	09DN16	167898	286012	
	1 1141400 52400 2320			SPED OTH COST		1,821.12			
				Invoice Net		1,821.12			
342210	HAVERHILL PUBLIC SCH00		00000	163904 INV	06/14/2016	10DN16	167899	286013	
	1 1141400 52400 2320			SPED OTH COST		1,821.12			
				Invoice Net		1,821.12			
342210	HAVERHILL PUBLIC SCH00		00000	163904 INV	06/14/2016	11DN16	167900	286014	
	1 1141400 52400 2320			SPED OTH COST		1,474.24			
				Invoice Net		1,474.24			
342210	HAVERHILL PUBLIC SCH00		00000	163904 INV	06/14/2016	12DN16	167901	286015	
	1 1141400 52400 2320			SPED OTH COST		1,474.24			
				Invoice Net		1,474.24			
						CHECK TOTAL	6,590.72		
8563	HEATHER PROVENZANO		00000	164221 INV	06/14/2016	HORACE MANN	167903	286017	
	1 1496165 52400 3000			DESAC 2 CONTR SVCS		2,012.50			
				Invoice Net		2,012.50			

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

06/03/2016 11:54
cleducCITY OF MELROSE v10.5
PRELIMINARY DETAIL INVOICE LISTP 4
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CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16119 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
CHECK TOTAL						2,012.50			
13206	THE HOME FOR LITTLE WA	00000	163842	INV	06/14/2016	104184	167714	285826	
1	1141400 53901 9300	SPED		NON-PUBLIC		5,095.05			
		Invoice Net				5,095.05			
13206	THE HOME FOR LITTLE WA	00000	163874	INV	06/14/2016	104187	167715	285827	
1	1141400 53901 9300	SPED		NON-PUBLIC		5,095.05			
		Invoice Net				5,095.05			
CHECK TOTAL						10,190.10			
394530	JUSTICE RESOURCE INSTI	00000	163740	INV	06/14/2016	12351016MEL	167716	285828	
1	1141400 53901 9300	SPED		NON-PUBLIC		7,867.50			
		Invoice Net				7,867.50			
394530	JUSTICE RESOURCE INSTI	00000	163733	INV	06/14/2016	12451016MEL	167717	285829	
1	1141400 53901 9300	SPED		NON-PUBLIC		3,918.08			
		Invoice Net				3,918.08			
CHECK TOTAL						11,785.58			
419653	LABBB COLLABORATIVE	00000	163826	INV	06/14/2016	2164756	167718	285830	
1	1475162 53900 9400	94-142MA		COLLAB		4,327.04			
		Invoice Net				4,327.04			
419653	LABBB COLLABORATIVE	00000	163878	INV	06/14/2016	2164595	167719	285831	
1	1475162 53900 9400	94-142MA		COLLAB		5,671.20			
		Invoice Net				5,671.20			
419653	LABBB COLLABORATIVE	00000	163878	INV	06/14/2016	2164844	167720	285832	
1	1475162 53900 9400	94-142MA		COLLAB		112.20			
		Invoice Net				112.20			
CHECK TOTAL						10,110.44			
424800	LANDMARK SCHOOL BUSINE	00000	163790	INV	06/14/2016	19980	168170	286290	
1	1141400 53901 9300	SPED		NON-PUBLIC		5,184.00			
		Invoice Net				5,184.00			
424800	LANDMARK SCHOOL BUSINE	00000	163790	INV	06/14/2016	19981	168171	286291	
1	1141400 53901 9300	SPED		NON-PUBLIC		6,336.00			
		Invoice Net				6,336.00			
424800	LANDMARK SCHOOL BUSINE	00000	163790	INV	06/14/2016	19982	168172	286292	
1	1141400 53901 9300	SPED		NON-PUBLIC		2,016.00			
		Invoice Net				2,016.00			
424800	LANDMARK SCHOOL BUSINE	00000	163789	INV	06/14/2016	18964	168173	286293	
1	1141400 53901 9300	SPED		NON-PUBLIC		3,329.93			
		Invoice Net				3,329.93			
424800	LANDMARK SCHOOL BUSINE	00000	163789	INV	06/14/2016	18965	168174	286294	
1	1141400 53901 9300	SPED		NON-PUBLIC		3,329.93			
		Invoice Net				3,329.93			
424800	LANDMARK SCHOOL BUSINE	00000	163789	INV	06/14/2016	18966	168175	286295	
1	1141400 53901 9300	SPED		NON-PUBLIC		3,329.93			
		Invoice Net				3,329.93			

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CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING			WARRANT: S16119	06/14/2016		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	23,525.79		
437500	CHRISTINE LEDUC					1629	167721	285833	
1	16032 57600	1000	00000	USE/FACILI	INV 06/14/2016	154.43			
				Invoice Net	MISC EXP	154.43			
437500	CHRISTINE LEDUC					1630	167722	285834	
1	1199000 53615	1210	00000	SYS-WIDE	INV 06/14/2016	1.30			
				Invoice Net	POSTAGE	1.30			
437500	CHRISTINE LEDUC					1631	168062	286178	
1	1199000 53615	1210	00000	SYS-WIDE	INV 06/14/2016	8.37			
				Invoice Net	POSTAGE	8.37			
						CHECK TOTAL	164.10		
13548	ADONIS LOGAN					STIPEND STEP GRANT	167702	285814	
1	1492125 52400	3000	00000	DOJ/MAAV	INV 06/14/2016	160.00			
				Invoice Net	CONTR SVCS	160.00			
						CHECK TOTAL	160.00		
456000	LUCEY'S SERVICE STATIO					27851	167723	285835	
1	1141400 53450	3300	00000	SPED	INV 06/14/2016	548.23			
				Invoice Net	IN TRAN	548.23			
456000	LUCEY'S SERVICE STATIO					27846	167724	285836	
1	1141400 53450	3300	00000	SPED	INV 06/14/2016	32.00			
				Invoice Net	IN TRAN	32.00			
						CHECK TOTAL	580.23		
536900	MAAV					52	167727	285839	
1	1492125 52400	3000	00000	DOJ/MAAV	INV 06/14/2016	5,985.50			
				Invoice Net	CONTR SVCS	5,985.50			
536900	MAAV					52A	167728	285840	
1	1492126 530501	2430	00000	DOJ/MAAV	INV 06/14/2016	1,715.74			
				Invoice Net	SUPPLIES	1,715.74			
536900	MAAV					52B	167729	285841	
1	1492128 530030	3000	00000	DOJ/MAAV	INV 06/14/2016	1,326.26			
				Invoice Net	OTH COSTS	1,326.26			
						CHECK TOTAL	9,027.50		
13531	ANDREA C MAJOR					100	167905	286018	
1	1577165 52400	3000	00000	METCO	INV 06/14/2016	675.00			
				Invoice Net	CONTR SVCS	675.00			
						CHECK TOTAL	675.00		
460210	MBTA STUDENT PASS PROG					186406-7	167726	285838	
1	1577168 530030	3000	00000	METCO	INV 06/14/2016	468.00			
				Invoice Net	OTH CHGS	468.00			
						CHECK TOTAL	468.00		

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CASH ACCOUNT: 01				104000		CASH UNRESTRICTED CHECKING		WARRANT: S16119		06/14/2016		
VENDOR	G/L ACCOUNTS			R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
497515	MCJ TRANSPORTATION			00000	165305	INV	06/14/2016	158		167943	286056	
	1 1141400 53450 3300			SPED		IN TRAN		1,575.00				
						Invoice Net		1,575.00				
								CHECK TOTAL	1,575.00			
534335	CITY OF MELROSE - DPW			00000	165357	INV	06/14/2016	GAS USAGE MARCH		167730	285842	
	1 1141400 53450 3300			SPED		IN TRAN		2,095.13				
						Invoice Net		2,095.13				
								CHECK TOTAL	2,095.13			
557650	METROPOLITAN COUNCIL F			00000	86476	INV	06/14/2016	SUPPORT SERVICES		167731	285843	
	1 1577165 52400 3000			METCO		CONTR SVCS		1,600.00				
						Invoice Net		1,600.00				
								CHECK TOTAL	1,600.00			
30962	MPS			00000	162609	INV	06/14/2016	88198391		167732	285844	
	1 1131130 55502 2410			HS SOC ST		HS SS MAT		2,162.20				
						Invoice Net		2,162.20				
30962	MPS			00000	162609	INV	06/14/2016	88215822		167733	285845	
	1 1131130 55502 2410			HS SOC ST		HS SS MAT		43.24				
						Invoice Net		43.24				
								CHECK TOTAL	2,205.44			
607253	NEUROPSYCHOLOGY SERVIC			00000	163903	INV	06/14/2016	MEL232		167902	286016	
	1 1141400 52400 2320			SPED		OTH COST		1,800.00				
						Invoice Net		1,800.00				
								CHECK TOTAL	1,800.00			
633500	NORTH SUBURBAN TRANSP			00000	167128	INV	06/14/2016	442		167740	285852	
	1 18072105 540001 3000			MS STUDENT		DRAMA CLUB		640.00				
						Invoice Net		640.00				
								CHECK TOTAL	640.00			
630067	NORTHEAST BEHAVIORAL H			00000	163879	INV	06/14/2016	044677		167734	285846	
	1 1141400 53901 9300			SPED		NON-PUBLIC		4,210.92				
						Invoice Net		4,210.92				
								CHECK TOTAL	4,210.92			
12186	NORTHEASTERN UNIVERSIT			00000		INV	06/14/2016	STEP0616		167735	285847	
	1 1492125 52400 3000			DOJ/MAAV		CONTR SVCS		1,875.00				
						Invoice Net		1,875.00				
								CHECK TOTAL	1,875.00			
631900	NORTHSHORE EDUCATION C			00000	163877	INV	06/14/2016	007014		167736	285848	
	1 1141400 53900 9400			SPED		COLL TUIT		5,340.72				
						Invoice Net		5,340.72				
631900	NORTHSHORE EDUCATION C			00000	163858	INV	06/14/2016	007018		167737	285849	

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CASH ACCOUNT: 01

104000

CASH UNRESTRICTED CHECKING

WARRANT: S16119 06/14/2016

VENDOR	G/L	ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1	1475162	53900	9400	94-142MA	COLLAB	5,340.72			
					Invoice Net		5,340.72			
631900	NORTHSHORE	EDUCATION C	00000	163744	INV	06/14/2016	007015	167738	285850	
	1	1475162	53900	9400	94-142MA	COLLAB	5,340.72			
					Invoice Net		5,340.72			
631900	NORTHSHORE	EDUCATION C	00000	163745	INV	06/14/2016	007016	167739	285851	
	1	1475162	53900	9400	94-142MA	COLLAB	5,340.72			
					Invoice Net		5,340.72			
					CHECK TOTAL		21,362.88			
11808	JACQUELINE PEREIRA		00000		INV	06/14/2016	STEP GRANT STIPEND	167741	285853	
	1	1492125	52400	3000	DOJ/MAAV	CONTR SVCS	80.00			
					Invoice Net		80.00			
					CHECK TOTAL		80.00			
687000	PITNEY BOWES INC		00000	86793	INV	06/14/2016	1000479461	167743	285855	
	1	1199000	53611	2210	SYS-WIDE	SW PRINT	239.69			
					Invoice Net		239.69			
					CHECK TOTAL		239.69			
13541	NICOLE REID		00000	86730	INV	06/14/2016	REIMB. COLL. COURSE	167744	285856	
	1	1196000	57617	2357	CUR&PDEV	CR PROFDEV	600.00			
					Invoice Net		600.00			
					CHECK TOTAL		600.00			
8977	RICOH USA, INC.		00000	86792	INV	06/14/2016	062714312	167745	285857	
	1	1197000	57600	1210	ADMIN	EXP CEN OF	204.46			
					Invoice Net		204.46			
					CHECK TOTAL		204.46			
723925	RISO, INC.		00000	86687	INV	06/14/2016	CNIN067434	168167	286286	
	1	1199000	55500	2420	SYS-WIDE	SYS EQUIP	485.36			
					Invoice Net		485.36			
					CHECK TOTAL		485.36			
757850	SCHOOLS FOR CHILDREN,		00000	163804	INV	06/14/2016	0000121669	167746	285858	
	1	1141400	53901	9300	SPED	NON-PUBLIC	6,369.51			
					Invoice Net		6,369.51			
757850	SCHOOLS FOR CHILDREN,		00000	163805	INV	06/14/2016	0000121628	168176	286296	
	1	1141400	53901	9300	SPED	NON-PUBLIC	3,734.30			
					Invoice Net		3,734.30			
757850	SCHOOLS FOR CHILDREN,		00000	163806	INV	06/14/2016	0000121197	168178	286298	
	1	1141400	53901	9300	SPED	NON-PUBLIC	13,443.48			
					Invoice Net		13,443.48			
757850	SCHOOLS FOR CHILDREN,		00000	163806	INV	06/14/2016	0000121629	168179	286299	
	1	1141400	53901	9300	SPED	NON-PUBLIC	4,481.16			
					Invoice Net		4,481.16			

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CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16119 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	28,028.45		
758347	ADAM SCHULER					5	168063	286179	
	1 16032 540001 3000	00000		INV	06/14/2016	630.00			
				USE/FACILI	MISC EXP A	630.00			
				Invoice Net		5A	168064	286180	
758347	ADAM SCHULER					174.00			
	1 16032 540001 3000	00000		INV	06/14/2016	174.00			
				USE/FACILI	MISC EXP A				
				Invoice Net					
						CHECK TOTAL	804.00		
763600	SEEM COLLABORATIVE					61619	167906	286019	
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	231.75			
				SPED	OTH COST	231.75			
				Invoice Net		61620	167907	286020	
763600	SEEM COLLABORATIVE					386.25			
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	386.25			
				SPED	OTH COST	61621	167908	286021	
				Invoice Net		772.50			
763600	SEEM COLLABORATIVE					772.50			
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	61622	167909	286022	
				SPED	OTH COST	103.00			
				Invoice Net		103.00			
763600	SEEM COLLABORATIVE					61623	167910	286023	
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	103.00			
				SPED	OTH COST	103.00			
				Invoice Net		61624	167911	286024	
763600	SEEM COLLABORATIVE					463.50			
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	463.50			
				SPED	OTH COST	61625	167912	286025	
				Invoice Net		103.00			
763600	SEEM COLLABORATIVE					103.00			
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	61626	167913	286026	
				SPED	OTH COST	772.50			
				Invoice Net		772.50			
763600	SEEM COLLABORATIVE					61627	167914	286027	
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	412.00			
				SPED	OTH COST	412.00			
				Invoice Net		61628	167915	286028	
763600	SEEM COLLABORATIVE					566.50			
	1 1141400 52400 2320	00000	163901	INV	06/14/2016	566.50			
				SPED	OTH COST	61605	167916	286029	
				Invoice Net		840.00			
763600	SEEM COLLABORATIVE					840.00			
	1 1141400 52400 2320	00000	163902	INV	06/14/2016	61604	167917	286030	
				SPED	OTH COST	147.00			
				Invoice Net		147.00			
763600	SEEM COLLABORATIVE					60609A	168066	286182	
		00000	163824	INV	06/14/2016				

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CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16119 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 1141400 53900 9400	SPED		COLL TUIT		610.14			
		Invoice Net				610.14			
763600	SEEM COLLABORATIVE	00000	163824	INV	06/14/2016	60619	168070	286186	
	1 1141400 53900 9400	SPED		COLL TUIT		2,440.56			
		Invoice Net				2,440.56			
763600	SEEM COLLABORATIVE	00000	163752	INV	06/14/2016	60623 PLUS	168166	286285	
	1 1475162 53900 9400	94-142MA		COLLAB		1,508.64			
		Invoice Net				1,508.64			
		CHECK TOTAL				9,460.34			
763600	SEEM COLLABORATIVE	00001	163847	INV	06/14/2016	60609	168065	286181	
	1 1475162 53900 9400	94-142MA		COLLAB		3,660.84			
		Invoice Net				3,660.84			
		CHECK TOTAL				3,660.84			
740491	ST. ANN'S HOME, INC.	00000	163734	INV	06/14/2016	182,928	167747	285859	
	1 1141400 53901 9300	SPED		NON-PUBLIC		4,060.80			
		Invoice Net				4,060.80			
740491	ST. ANN'S HOME, INC.	00000	163734	INV	06/14/2016	183,062	167748	285860	
	1 1141400 53901 9300	SPED		NON-PUBLIC		4,196.16			
		Invoice Net				4,196.16			
740491	ST. ANN'S HOME, INC.	00000	163734	INV	06/14/2016	183,191	167749	285861	
	1 1141400 53901 9300	SPED		NON-PUBLIC		4,060.80			
		Invoice Net				4,060.80			
740491	ST. ANN'S HOME, INC.	00000	163735	INV	06/14/2016	182,930	167750	285862	
	1 1141400 53901 9300	SPED		NON-PUBLIC		4,060.80			
		Invoice Net				4,060.80			
740491	ST. ANN'S HOME, INC.	00000	163735	INV	06/14/2016	183,064	167751	285863	
	1 1141400 53901 9300	SPED		NON-PUBLIC		4,196.16			
		Invoice Net				4,196.16			
740491	ST. ANN'S HOME, INC.	00000	163735	INV	06/14/2016	183,193	167752	285864	
	1 1141400 53901 9300	SPED		NON-PUBLIC		4,060.80			
		Invoice Net				4,060.80			
		CHECK TOTAL				24,635.52			
799533	STAPLES CREDIT PLAN	00000	161910	INV	06/14/2016	1546873491 PLUS	167753	285865	
	1 1621200 55501 2430	MEL PRE-K		ED SUPPLY		244.83			
		Invoice Net				244.83			
		CHECK TOTAL				244.83			
11263	MARGARET CREDLE THOMAS	00000	86482	INV	06/14/2016	WORKSHOP FIN/VOICE	167918	286031	
	1 1577165 52400 3000	METCO		CONTR SVCS		1,000.00			
		Invoice Net				1,000.00			
		CHECK TOTAL				1,000.00			
862424	UNIVERSITY OF MASSACHU	00000		INV	06/14/2016	S16-541	167755	285867	
	1 16202 540001 3000	MEDICAID		MISC EXP		446.51			
		Invoice Net				446.51			

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CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16119 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
862424 UNIVERSITY OF MASSACHU 1 16202 540001 3000	00000 MEDICAID Invoice Net	INV	06/14/2016	MISC EXP	S16-446 121.14 121.14 CHECK TOTAL	167756	285868		
864106 UNIVERSITY RHODE ISLAN 1 19182 540001 3520	00000 HVR ECAMP Invoice Net	INV	06/14/2016	MISC CHGS	1395 12,829.75 12,829.75 CHECK TOTAL	167919	286032		
553617 VALLEY COLLABORATIVE 1 1475162 53900 9400	00000 94-142MA Invoice Net	INV	06/14/2016	COLLAB	1609562 3,624.00 3,624.00 CHECK TOTAL	167757	285869		
553617 VALLEY COLLABORATIVE 1 1475162 53900 9400	00000 163827 Invoice Net	INV	06/14/2016	COLLAB	1609564 3,611.20 3,611.20 CHECK TOTAL	167758	285870		
484680 W B MASON 1 16092 55500 2430	00000 WINTH Invoice Net	INV	06/14/2016	SUPPLIES	I340326295 PLUS 496.60 496.60 CHECK TOTAL	167725	285837		
883000 DOREEN WARD 1 1577167 57601 1000	00000 METCO Invoice Net	INV	06/14/2016	TRAVEL	REIMB. FIELD TRIPS 3,631.00 3,631.00 CHECK TOTAL	167940	286053		
13236 ANDREW WATSON 1 1482165 52400 3000	00000 TEA QUAL Invoice Net	INV	06/14/2016	CONTR SVCS	WORKSHOP MEMORY 1,650.00 1,650.00 CHECK TOTAL	167754	285866		
=====						=====	=====	=====	=====
102 INVOICES						WARRANT TOTAL	230,350.91	230,350.91	
=====						=====	=====	=====	=====

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

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 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT SUMMARY

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WARRANT: S16119 06/14/2016

FUND	ORG		ACCOUNT			AMOUNT	AVLB	BUDGET
0111	1131130	HIGH SCHOOL SOCIAL	0111-3-000-000-31-130-00-50-55502	-2410	HS SS INSTR MATERIALS	2,205.44	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-52400	-2320	SP TUITION RELATED COS	13,291.72	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-53450	-3300	SP TRANSPORTATION MPS	8,250.36	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-53900	-9400	SP TUITION COLLABORATI	8,391.42	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-53901	-9300	SP TUITION NON-PUBLIC	102,376.36	146,308.08	
0111	1196000	CURRICULUM & PROF	0111-3-000-000-96-000-00-00-57617	-2357	CR PROF DEVELOPMENT	7,955.00	146,308.08	
0111	1197000	ADMIN	0111-3-000-000-97-000-00-00-57600	-1210	AD EXPENSES CENTRAL OF	204.46	146,308.08	
0111	1199000	SYSTEM-WIDE	0111-3-000-000-99-000-00-00-53611	-2210	SW PRINTING	239.69	146,308.08	
0111	1199000	SYSTEM-WIDE	0111-3-000-000-99-000-00-00-53615	-1210	SW POSTAGE	9.67	146,308.08	
0111	1199000	SYSTEM-WIDE	0111-3-000-000-99-000-00-00-55500	-2420	SW MAINTENANCE OF EQUI	943.64	146,308.08	
FUND TOTAL						143,867.76		
1475	1475162	94-142 MAIN	1475-3-016-002-00-000-20-01-53900	-9400	COLLABORATIVES	38,537.28	25,050.97	
FUND TOTAL						38,537.28		
1477	1477166	TITLE I	1477-3-016-006-15-000-20-02-530501	-2430	MISC SUPPLIES	6,806.25	9,131.37	
FUND TOTAL						6,806.25		
1482	1482165	TEACHER QUALITY/TI	1482-3-016-005-00-000-20-02-52400	-3000	CONTRACT SERVICES	1,650.00	14,137.00	
1482	1482166	TEACHER QUALITY/TI	1482-3-016-006-00-000-20-02-530501	-2430	MISC SUPPLIES	326.48	1,961.51	
FUND TOTAL						1,976.48		
1492	1492125	D.O.J./MAAV	1492-3-012-005-00-000-20-02-52400	-3000	CONTRACTUAL SERVICES	8,300.50	23,760.42	
1492	1492126	D.O.J./MAAV	1492-3-012-006-00-000-20-02-530501	-2430	SUPPLIES	1,715.74	-14,438.66	
1492	1492128	D.O.J./MAAV	1492-3-012-008-15-000-20-02-530030	-3000	OTHER COSTS	1,326.26	-12,147.92	
FUND TOTAL						11,342.50		
1496	1496165	DESAC 2	1496-3-016-005-00-000-20-02-52400	-3000	CONTRACT SERVICES	2,012.50	-1,071.50	
FUND TOTAL						2,012.50		
1577	1577165	METCO	1577-3-016-005-00-000-22-01-52400	-3000	CONTRACT SERVICES	4,275.00	9,175.00	
1577	1577167	METCO	1577-3-016-007-00-000-22-02-57601	-1000	TRAVEL	3,631.00	-7,974.45	
1577	1577168	METCO	1577-3-016-008-00-000-22-02-530030	-3000	OTHER CHARGES	468.00	28,731.00	
FUND TOTAL						8,374.00		
1590	1590312	YELLOW SCHOOL BUS	1590-3-000-300-31-00	-23-02-52400 -3520	CONTRACT SERVICES	200.00	-200.00	
FUND TOTAL						200.00		
1603	16032	USE OF FACILITIES	1603-3-000-000-00-000-29-02-540001	-3000	MISC EXP AUDITORIUM	804.00	1,923,050.42	
1603	16032	USE OF FACILITIES	1603-3-000-000-00-000-29-02-57600	-1000	MISC EXPENSE	154.43	1,923,050.42	

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)



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|CITY OF MELROSE v10.5
|PRELIMINARY WARRANT SUMMARY

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|apwarrnt

WARRANT: S16119 06/14/2016

FUND	ORG		ACCOUNT			AMOUNT	AVLB BUDGET
				FUND TOTAL		958.43	
1609	16092	WINTHROP	1609-3-000-000-00-000-29-02-55500 -2430	SUPPLIES		496.60	24,664.31
				FUND TOTAL		496.60	
1615	16152	E-RATE REIMBURSEME	1615-3-000-000-00-000-29-02-540001-3000	MISC EXP		732.00	380,714.07
				FUND TOTAL		732.00	
1620	16202	MEDICAID	1620-3-000-000-00-000-29-02-540001-3000	MISC EXP		567.65	2,144,480.94
				FUND TOTAL		567.65	
1621	1621200	MELROSE PRE-K	1621-3-000-000-15-000-29-02-55501 -2430	EDUCATIONAL SUPPLIES		683.83	-722,647.13
				FUND TOTAL		683.83	
1807	18072105	MIDDLE STUDENT ACT	1807-3-000-000-21-105-29-02-540001-3000	DRAMA CLUB EXP		640.00	-36,848.33
				FUND TOTAL		640.00	
1907	19072	EDUCATION STATIONS	1907-3-300-300-00-000-29-02-540001-3000	MISC EXP		77.23	6,497,522.04
				FUND TOTAL		77.23	
1909	19092	EDUCATION STATIONS	1909-3-300-300-00-000-29-02-540001-3000	MISC EXP		248.65	-73,817.00
				FUND TOTAL		248.65	
1918	19182	HOOVER E-CAMP	1918-3-000-300-12-111-29-02-540001-3520	MISC CHARGES & EXPENDI		12,829.75	-29,565.00
				FUND TOTAL		12,829.75	
=====							
WARRANT SUMMARY TOTAL						230,350.91	
=====							
GRAND TOTAL						230,350.91	
=====							

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

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CITY OF MELROSE v10.5
PRELIMINARY WARRANT LIST BY VOUCHER

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apwarrnt

WARRANT: S16119 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285813	6800	ACTION AMBULANCE SERVICE, INC	167701	165319	INV	06/14/2016	4,000.00	TRANSPORTATION FOR APR
285814	13548	ADONIS LOGAN	167702		INV	06/14/2016	160.00	STIPEND STEP GRANT FOR
285815	18325	AMAZON	167703	164213	INV	06/14/2016	326.48	CHOICE WORDS
285816	18325	AMAZON	167704	161913	INV	06/14/2016	241.45	ANXIETY & DEPRESSION
285817	18325	AMAZON	167705	161913	INV	06/14/2016	197.55	ANXIETY & DEPRESSION
285818	8343	DIANE ASTLE BAGLEY	167706		INV	06/14/2016	120.00	STEP GRANT STIPEND FOR
285819	11843	KATEY BARAW	167707		INV	06/14/2016	80.00	STEP GRANT STIPEND FOR
285820	13019	BRANDON BATES	167708	86730	INV	06/14/2016	600.00	COURSE REIMBURSEMENT
285821	139700	CENGAGE LEARNING	167709	164216	INV	06/14/2016	6,806.25	SUPPLIES
285822	10849	CIT TECHNOLOGY FIN SERV, INC.	167710	161869	INV	06/14/2016	248.65	LEASE PLAN
285823	158552	CIT TECHNOLOGY FIN. SERV., INC.	167711	86668	INV	06/14/2016	77.23	LEASE
285824	158552	CIT TECHNOLOGY FIN. SERV., INC.	167712	86669	INV	06/14/2016	458.28	LEASE
285825	228833	LISA DONOVAN	167713		INV	06/14/2016	200.00	REIMB. YELLOW SCHOOL B
285826	13206	THE HOME FOR LITTLE WANDERERS	167714	163842	INV	06/14/2016	5,095.05	TUITION APRIL FOR C.F.
285827	13206	THE HOME FOR LITTLE WANDERERS	167715	163874	INV	06/14/2016	5,095.05	TUITION APRIL FOR D.N.
285828	394530	JUSTICE RESOURCE INSTITUTE	167716	163740	INV	06/14/2016	7,867.50	TUITION APRIL FOR A.P.
285829	394530	JUSTICE RESOURCE INSTITUTE	167717	163733	INV	06/14/2016	3,918.08	TUITION APRIL FOR S.A.
285830	419653	LABBB COLLABORATIVE	167718	163826	INV	06/14/2016	4,327.04	TUITION APRIL FOR H.W.
285831	419653	LABBB COLLABORATIVE	167719	163878	INV	06/14/2016	5,671.20	TUITION APRIL FOR G.G.
285832	419653	LABBB COLLABORATIVE	167720	163878	INV	06/14/2016	112.20	AT SERVICES MARCH&APRI
285833	437500	CHRISTINE LEDUC	167721		INV	06/14/2016	154.43	USE OF FACILITIES EXP.
285834	437500	CHRISTINE LEDUC	167722		INV	06/14/2016	1.30	POSTAGE EXP.
285835	456000	LUCEY'S SERVICE STATION INC	167723	165320	INV	06/14/2016	548.23	REPAIRS
285836	456000	LUCEY'S SERVICE STATION INC	167724	165320	INV	06/14/2016	32.00	REAPIRS
285837	484680	W B MASON	167725	866773	INV	06/14/2016	496.60	FOR INV.I340326295,CR#

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

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cleducCITY OF MELROSE v10.5
PRELIMINARY WARRANT LIST BY VOUCHERP 14
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WARRANT: S16119 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285838	460210	MBTA STUDENT PASS PROGRAM	167726	86469	INV	06/14/2016	468.00	MONTHLY STUDENT PASSES
285839	536900	MAAV	167727		INV	06/14/2016	5,985.50	CONT. SERV. FOR APRIL
285840	536900	MAAV	167728		INV	06/14/2016	1,715.74	SUPPLIES
285841	536900	MAAV	167729		INV	06/14/2016	1,326.26	OTHER
285842	534335	CITY OF MELROSE - DPW	167730	165357	INV	06/14/2016	2,095.13	SCHOOL GAS USAGE FOR M
285843	557650	METROPOLITAN COUNCIL FOR	167731	86476	INV	06/14/2016	1,600.00	ACADEMIC SUPPORT SERVI
285844	30962	MPS	167732	162609	INV	06/14/2016	2,162.20	SUPPLIES
285845	30962	MPS	167733	162609	INV	06/14/2016	43.24	SUPPLIES
285846	630067	NORTHEAST BEHAVIORAL HEALTH	167734	163879	INV	06/14/2016	4,210.92	TUITION APRIL FOR H.A.
285847	12186	NORTHEASTERN UNIVERSITY	167735		INV	06/14/2016	1,875.00	PROGRAM FEES
285848	631900	NORTHSHORE EDUCATION CONSORTIUM	167736	163877	INV	06/14/2016	5,340.72	TUITION MAY FOR J.D.
285849	631900	NORTHSHORE EDUCATION CONSORTIUM	167737	163858	INV	06/14/2016	5,340.72	TUITION MAY FOR S.S.
285850	631900	NORTHSHORE EDUCATION CONSORTIUM	167738	163744	INV	06/14/2016	5,340.72	TUITION MAY FOR L.M.
285851	631900	NORTHSHORE EDUCATION CONSORTIUM	167739	163745	INV	06/14/2016	5,340.72	TUITION MAY FOR S.N.
285852	633500	NORTH SUBURBAN TRANSPORTATION	167740	167128	INV	06/14/2016	640.00	BUS FROM MELROSE TO HA
285853	11808	JACQUELINE PEREIRA	167741		INV	06/14/2016	80.00	STIPEND STEP GRANT FO
285855	687000	PITNEY BOWES INC	167743	86793	INV	06/14/2016	239.69	RED INK
285856	13541	NICOLE REID	167744	86730	INV	06/14/2016	600.00	COURSE REIMBURSEMENT
285857	8977	RICOH USA, INC.	167745	86792	INV	06/14/2016	204.46	YELLOW TONER
285858	757850	SCHOOLS FOR CHILDREN, INC.	167746	163804	INV	06/14/2016	6,369.51	TUITION JUNE FOR A.W.
285859	740491	ST. ANN'S HOME, INC.	167747	163734	INV	06/14/2016	4,060.80	TUITION APRIL FOR D.H.
285860	740491	ST. ANN'S HOME, INC.	167748	163734	INV	06/14/2016	4,196.16	TUITION MAY FOR D.H.
285861	740491	ST. ANN'S HOME, INC.	167749	163734	INV	06/14/2016	4,060.80	TUITION JUNE FOR D.H.
285862	740491	ST. ANN'S HOME, INC.	167750	163735	INV	06/14/2016	4,060.80	TUITION APRIL FOR P.F.

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

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PRELIMINARY WARRANT LIST BY VOUCHERP 15
apwarrnt

WARRANT: S16119 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285863	740491	ST. ANN'S HOME, INC.	167751	163735	INV	06/14/2016	4,196.16	TUITION MAY FOR P.F.R.
285864	740491	ST. ANN'S HOME, INC.	167752	163735	INV	06/14/2016	4,060.80	TUITION JUNE FOR P.F.R
285865	799533	STAPLES CREDIT PLAN	167753	161910	INV	06/14/2016	244.83	1546873491, 1546874131,
285866	13236	ANDREW WATSON	167754	164190	INV	06/14/2016	1,650.00	WORKSHOP WORKING & LON
285867	862424	UNIVERSITY OF MASSACHUSETTS WORCESTE	167755		INV	06/14/2016	446.51	ADM. ACT. CLAIMS ACCT#
285868	862424	UNIVERSITY OF MASSACHUSETTS WORCESTE	167756		INV	06/14/2016	121.14	DIRECT SERV. CLAIMS AC
285869	553617	VALLEY COLLABORATIVE	167757	16328	INV	06/14/2016	3,624.00	TUITION FOR K.B.
285870	553617	VALLEY COLLABORATIVE	167758	163827	INV	06/14/2016	3,611.20	TUITION & TRAINING W.M
286009	123795	CTS SERVICES, INC.	167895	86797	INV	06/14/2016	292.50	PROJECTOR REPAIR
286010	123795	CTS SERVICES, INC.	167896	86797	INV	06/14/2016	439.50	PROJECTOR REPAIR
286011	13556	MANUEL J FERNANDEZ	167897	86485	INV	06/14/2016	1,000.00	WORKSHOP 5/23 ENSURING
286012	342210	HAVERHILL PUBLIC SCHOOLS	167898	163904	INV	06/14/2016	1,821.12	TUITION SEPT. FOR D.N.
286013	342210	HAVERHILL PUBLIC SCHOOLS	167899	163904	INV	06/14/2016	1,821.12	TUITION OCT. FOR D.N.
286014	342210	HAVERHILL PUBLIC SCHOOLS	167900	163904	INV	06/14/2016	1,474.24	TUITION NOV. FOR D.N.
286015	342210	HAVERHILL PUBLIC SCHOOLS	167901	163904	INV	06/14/2016	1,474.24	TUITION DEC. FOR D.N.
286016	607253	NEUROPSYCHOLOGY SERVICE	167902	163903	INV	06/14/2016	1,800.00	EVALUATION
286017	8563	HEATHER PROVENZANO	167903	164221	INV	06/14/2016	2,012.50	HORACE MANN TIME 3/9 T
286018	13531	ANDREA C MAJOR	167905	86479	INV	06/14/2016	675.00	STRAND THEATRE 6/11
286019	763600	SEEM COLLABORATIVE	167906	163901	INV	06/14/2016	231.75	VISION/MOBILITY SVCS
286020	763600	SEEM COLLABORATIVE	167907	163901	INV	06/14/2016	386.25	VISION/MOBILITY SVCS
286021	763600	SEEM COLLABORATIVE	167908	163901	INV	06/14/2016	772.50	VISION/MOBILITY SVCS
286022	763600	SEEM COLLABORATIVE	167909	163901	INV	06/14/2016	103.00	VISION/MOBILITY SVCS
286023	763600	SEEM COLLABORATIVE	167910	163901	INV	06/14/2016	103.00	VISION/MOBILITY SVCS
286024	763600	SEEM COLLABORATIVE	167911	163901	INV	06/14/2016	463.50	VISION SVCS
286025	763600	SEEM COLLABORATIVE	167912	163901	INV	06/14/2016	103.00	VISION/MOBILITY SVCS

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

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PRELIMINARY WARRANT LIST BY VOUCHERP 16
apwarrnt

WARRANT: S16119 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
286026	763600	SEEM COLLABORATIVE	167913	163901	INV	06/14/2016	772.50	VISION/MOBILITY SVCS
286027	763600	SEEM COLLABORATIVE	167914	163901	INV	06/14/2016	412.00	VISION/MOBILITY SVCS
286028	763600	SEEM COLLABORATIVE	167915	163901	INV	06/14/2016	566.50	VISION/MOBILITY SVCS
286029	763600	SEEM COLLABORATIVE	167916	163902	INV	06/14/2016	840.00	TUTORING SVCS
286030	763600	SEEM COLLABORATIVE	167917	163902	INV	06/14/2016	147.00	TUTORING SVCS
286031	11263	MARGARET CREDLE THOMAS	167918	86482	INV	06/14/2016	1,000.00	WORKSHOPS FINDING VOIC
286032	864106	UNIVERSITY RHODE ISLAND	167919	16238	INV	06/14/2016	12,829.75	SCHOOL PROGRAM 4/11-4/
286034	3730	DOHERTY, LAUREN M	167921	86730	INV	06/14/2016	380.00	COURSE REIMBURSEMENT
286052	11499	JOANNE BENTON	167939	164105	INV	06/14/2016	6,375.00	MENTORING SVCS FROM AU
286053	883000	DOREEN WARD	167940	86488	INV	06/14/2016	3,631.00	REIMBURSEMENT NEW AMS.
286056	497515	MCJ TRANSPORTATION	167943	165305	INV	06/14/2016	1,575.00	TRANS. FOR MAY
286178	437500	CHRISTINE LEDUC	168062		INV	06/14/2016	8.37	POSTAGE EXP.
286179	758347	ADAM SCHULER	168063		INV	06/14/2016	630.00	FOR SERVICES 4/12,14,2
286180	758347	ADAM SCHULER	168064		INV	06/14/2016	174.00	REIMBURSEMENT TECH. /R
286181	763600	SEEM COLLABORATIVE	168065	163847	INV	06/14/2016	3,660.84	TUITION PART OF MAY FO
286182	763600	SEEM COLLABORATIVE	168066	163824	INV	06/14/2016	610.14	TUITION PART OF MAY FO
286186	763600	SEEM COLLABORATIVE	168070	163824	INV	06/14/2016	2,440.56	TUITION JUNE FOR M.M.
286285	763600	SEEM COLLABORATIVE	168166	163752	INV	06/14/2016	1,508.64	FOR INV#60623 & CR#C
286286	723925	RISO, INC.	168167	86687	INV	06/14/2016	485.36	DUPLICATOR LEASE
286290	424800	LANDMARK SCHOOL BUSINESS OFFICE	168170	163790	INV	06/14/2016	5,184.00	TUITION APRIL FOR J.V.
286291	424800	LANDMARK SCHOOL BUSINESS OFFICE	168171	163790	INV	06/14/2016	6,336.00	TUITION MAY FOR J.V.
286292	424800	LANDMARK SCHOOL BUSINESS OFFICE	168172	163790	INV	06/14/2016	2,016.00	TUITION JUNE FOR J.V.
286293	424800	LANDMARK SCHOOL BUSINESS OFFICE	168173	163789	INV	06/14/2016	3,329.93	TUITION APRIL FOR L.C.
286294	424800	LANDMARK SCHOOL BUSINESS OFFICE	168174	163789	INV	06/14/2016	3,329.93	TUITION MAY FOR L.C.

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

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 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT LIST BY VOUCHER

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WARRANT: S16119 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
286295	424800	LANDMARK SCHOOL BUSINESS OFFICE	168175	163789	INV	06/14/2016	3,329.93	TUITION JUNE FOR L.C.
286296	757850	SCHOOLS FOR CHILDREN, INC.	168176	163805	INV	06/14/2016	3,734.30	TUITION JUNE FOR C.O.
286298	757850	SCHOOLS FOR CHILDREN, INC.	168178	163806	INV	06/14/2016	13,443.48	TUITION APRIL & MAY FO
286299	757850	SCHOOLS FOR CHILDREN, INC.	168179	163806	INV	06/14/2016	4,481.16	TUITION JUNE FOR B.S.
WARRANT TOTAL							230,350.91	

** END OF REPORT - Generated by Christine LeDuc **

Attachment: Warrant S16119 #4 FY16 School Rush (4939 : Warrants)

06/03/2016 11:55
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CITY OF MELROSE v10.5
PRELIMINARY CITY OF MELROSE WARRANT REPORT

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apwarrrnt

DATE: 06/14/2016 WARRANT: S16120 AMOUNT: \$ 7,234.18

Patrick D Dello Russo
CFO/City Auditor

To the Accounting Office:
The following named bills of the School Department amounting in the
agreed to total above are hereby approved and you are requested to
place them on a warrant payment.

Approved: _____

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

06/03/2016 11:55
 cleduc

 |CITY OF MELROSE v10.5
 |PRELIMINARY DETAIL INVOICE LIST

 |P
 |apwarrnt 2

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16120 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
500 A & A AUTO CARE CO, IN 1 1141400 53450 3300	000000 SPED	165315	INV	06/14/2016	37400 65.22 65.22	167683	285793		
	Invoice Net		IN TRAN		CHECK TOTAL	65.22			
500 A & A AUTO CARE CO, IN 1 1141400 53450 3300	000000 SPED	165315	INV	06/14/2016	37415 85.22 85.22	167684	285794		
	Invoice Net		IN TRAN		CHECK TOTAL	85.22			
42000 ASSOCIATION FOR SUPERV 1 1621200 55501 2430	000000 MEL PRE-K	86798	INV	06/14/2016	0012407266 59.00 59.00	167876	285990		
	Invoice Net		ED SUPPLY		CHECK TOTAL	59.00			
9264 AVB PRESS 1 1141400 52400 2320	000000 SPED	163889	INV	06/14/2016	23815 233.85 233.85	167685	285795		
	Invoice Net		OTH COST		CHECK TOTAL	233.85			
51900 BSN SPORTS, LLC 1 1135702 55500 3510	000000 FOOTBALL	162876	INV	06/14/2016	97688513 312.37 312.37	167878	285992		
	Invoice Net		ATH FTBL		CHECK TOTAL	312.37			
13542 AMY COLBY 1 19162 540001 3000	000000 MIDDLE SCH	163472	INV	06/14/2016	REIMB. LAKESHORE 183.33 183.33	167879	285993		
	Invoice Net		MISC CHGS		CHECK TOTAL	183.33			
10202 CRISIS PREVENTION INST 1 1141400 52400 2320	000000 SPED	163905	INV	06/14/2016	CUSI0078874 689.50 689.50	168072	286188		
	Invoice Net		OTH COST		CHECK TOTAL	689.50			
207964 JOHN D'ANGELO 1 1141400 53450 3300	000000 SPED	1653721	INV	06/14/2016	REIMB. 7 D 87.50 87.50	167880	285994		
	Invoice Net		IN TRAN		CHECK TOTAL	87.50			
242000 EASTERN BUS COMPANY IN 1 18102 55500 2430	000000 HOOVER	16243	INV	06/14/2016	143263 240.00 240.00	168191	286312		
	Invoice Net		SUPPLIES		CHECK TOTAL	240.00			
9678 EDTECH TEACHER, INC. 1 1477165 52400 3000	000000 TITLE I	164203	INV	06/14/2016	504503421 595.00 595.00	167686	285797		
	Invoice Net		CONTR SVCS						

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

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 |CITY OF MELROSE v10.5
 |PRELIMINARY DETAIL INVOICE LIST

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 |apwarrnt 3

CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16120 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
9678	EDTECH TEACHER, INC. 1 1482165 52400 3000	00000	164197	INV TEA QUAL Invoice Net	06/14/2016 CONTR SVCS	502785539 595.00 595.00 CHECK TOTAL	167687	285798	
						1,190.00			
13471	LITANIA SPORTS GROUP, 1 1135700 55500 3510	00000	162870	INV ATHL Invoice Net	06/14/2016 ATH GEN EX	0000287545 414.80 414.80 CHECK TOTAL	167881	285995	
						414.80			
534336	CITY OF MELROSE - POLI 1 1135726 55500 3510	00000	162873	INV SCHL GF Invoice Net	06/14/2016 LACROSSE B	12066 230.00 230.00 CHECK TOTAL	167884	285998	
						12093			
534336	CITY OF MELROSE - POLI 1 1135726 55500 3510	00000	1628281	INV SCHL GF Invoice Net	06/14/2016 LACROSSE B	12093 230.00 230.00 CHECK TOTAL	167885	285999	
						230.00			
534336	CITY OF MELROSE - POLI 1 1135726 55500 3510	00000	162880	INV SCHL GF Invoice Net	06/14/2016 LACROSSE B	12122 230.00 230.00 CHECK TOTAL	168190	286310	
						690.00			
542100	MELROSE HIGH SCHOOL FO 1 16092 540001 3000	00000	161465	INV WINTH Invoice Net	06/14/2016 MISC EXP	1621 88.50 88.50 CHECK TOTAL	167882	285996	
						1620			
542100	MELROSE HIGH SCHOOL FO 1 1577156 530501 2430	00000	86484	INV METCO Invoice Net	06/14/2016 MISC SUP	72.00 72.00 CHECK TOTAL	167883	285997	
						160.50			
575105	LOIS MORGAN 1 1141400 53450 3300	00000	165383	INV SPED Invoice Net	06/14/2016 IN TRAN	REIMB. 7D 90.00 90.00 CHECK TOTAL	167886	286000	
						90.00			
13310	JON MORRIS 1 1121128 55502 2410	00000	162533	INV MS SCIENCE Invoice Net	06/14/2016 MS SCI MAT	REIMB. BARNES&NOBLE 218.57 218.57 CHECK TOTAL	167887	286001	
						218.57			
590850	PEAP-ACA ORDERS 1 18102 55500 2430	00000	16241	INV HOOVER Invoice Net	06/14/2016 SUPPLIES	284641 63.00 63.00 CHECK TOTAL	167888	286002	
						63.00			
13549	NATIONAL ASSOCIATION O 1 1482166 530501 2430	00000	164220	INV TEA QUAL Invoice Net	06/14/2016 MISC SUP	133120 215.00 215.00	168073	286190	

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

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|PRELIMINARY DETAIL INVOICE LIST|P 4
|apwarrnt

CASH ACCOUNT: 01

104000

CASH UNRESTRICTED CHECKING

WARRANT: S16120 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	215.00		
703500	QUILL CORPORATION					5480117	167689	285800	
	1 1141400 53450 3300	00000	165353	INV 06/14/2016		91.83			
				SPED IN TRAN		91.83			
				Invoice Net					
						CHECK TOTAL	91.83		
710400	READING TROPHY & SHIRT					90655	167889	286003	
	1 1135700 55500 3510	00000	162877	INV 06/14/2016		100.00			
				ATHL ATH GEN EX		100.00			
				Invoice Net					
						CHECK TOTAL	100.00		
13530	SOCORELIS & LEE, INC					1940579	167890	286004	
	1 1141400 53450 3300	00000	165322	INV 06/14/2016		560.00			
				SPED IN TRAN		560.00			
				Invoice Net					
13530	SOCORELIS & LEE, INC					1940580	167891	286005	
	1 1141400 53450 3300	00000	165322	INV 06/14/2016		635.00			
				SPED IN TRAN		635.00			
				Invoice Net					
						CHECK TOTAL	1,195.00		
244275	THE T-STOP					1605049	167892	286006	
	1 16092 540001 3000	00000	16540	INV 06/14/2016		95.00			
	2 16192 540001 3000			WINTH MISC EXP		95.00			
	3 16222 540001 3000			H MANN MISC CHGS		95.00			
	4 1810200 540001 3000			LINCOLN MISC EXPS		95.00			
	5 1811200 540001 3000			HOOVER MISC EXP		95.00			
				ROOSE MISC EXP		95.00			
				Invoice Net					
						CHECK TOTAL	475.00		
1457	TARPEY, KATHLEEN J					REIMB. AGWAY	167893	286007	
	1 16222 540001 3000	00000	16876	INV 06/14/2016		59.49			
				LINCOLN MISC EXPS		59.49			
				Invoice Net					
						CHECK TOTAL	59.49		
823500	CAROL TAURASI					REIMB. 7D/PHYS.	168193	286313	
	1 1141400 53450 3300	00000	165385	INV 06/14/2016		117.50			
				SPED IN TRAN		117.50			
				Invoice Net					
						CHECK TOTAL	117.50		
9496	THOMSON REUTERS-WEST					833809513	168194	286315	
	1 1197000 57600 1110	00000	86799	INV 06/14/2016		94.00			
				ADMIN EXP SCH CM		94.00			
				Invoice Net					
						CHECK TOTAL	94.00		
905650	WINCHESTER INDOOR LAWN					RC350475	167894	286008	
	1 1135708 55500 3510	00000	162875	INV 06/14/2016		103.50			
				B TENNIS B TENNIS		103.50			
				Invoice Net					

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)



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|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST

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CASH ACCOUNT: 01 104000 CASH UNRESTRICTED CHECKING WARRANT: S16120 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
CHECK TOTAL						103.50			
=====						=====			
30 INVOICES						WARRANT TOTAL	7,234.18	7,234.18	
=====						=====			

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

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 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT SUMMARY

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WARRANT: S16120 06/14/2016

FUND	ORG		ACCOUNT			AMOUNT	AVLB	BUDGET
0111	1121128	M.S.SCIENCE	0111-3-000-000-21-128-00-40-55502	-2410	MS SCIENCE INSTR MATER	218.57	146,308.08	
0111	1135700	ATHLETICS	0111-3-000-000-35-700-00-50-55500	-3510	AT GENERAL EXPENSES	514.80	146,308.08	
0111	1135702	ATHLETICS FOOTBALL	0111-3-000-000-35-702-00-50-55500	-3510	AT FOOTBALL	312.37	146,308.08	
0111	1135708	ATHLETICS TENNIS	0111-3-000-000-35-708-00-50-55500	-3510	AT TENNIS BOYS	103.50	146,308.08	
0111	1135726	SCHOOL GENERAL FUN	0111-3-000-000-35-726-00-00-55500	-3510	AT LACROSSE BOYS	690.00	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-52400	-2320	SP TUITION RELATED COS	923.35	146,308.08	
0111	1141400	SPED	0111-3-000-000-41-400-00-00-53450	-3300	SP TRANSPORATION MPS	1,732.27	146,308.08	
0111	1197000	ADMIN	0111-3-000-000-97-000-00-00-57600	-1110	AD EXPENSES SCHOOL COM	94.00	146,308.08	
FUND TOTAL						4,588.86		
1477	1477165	TITLE I	1477-3-016-005-15-000-20-02-52400	-3000	CONTRACT SERVICES	595.00	129,307.03	
FUND TOTAL						595.00		
1482	1482165	TEACHER QUALITY/TI	1482-3-016-005-00-000-20-02-52400	-3000	CONTRACT SERVICES	595.00	14,137.00	
1482	1482166	TEACHER QUALITY/TI	1482-3-016-006-00-000-20-02-530501	-2430	MISC SUPPLIES	215.00	1,961.51	
FUND TOTAL						810.00		
1577	1577156	METCO	1577-3-015-006-00-000-22-02-530501	-2430	MISC SUPPLIES	72.00	.00	
FUND TOTAL						72.00		
1609	16092	WINTHROP	1609-3-000-000-00-000-29-02-540001	-3000	MISC EXP	183.50	24,664.31	
FUND TOTAL						183.50		
1619	16192	HORACE MANN	1619-3-000-000-00-000-29-02-540001	-3000	MISC CHARGES & EXPENDI	95.00	13,336.15	
FUND TOTAL						95.00		
1621	1621200	MELROSE PRE-K	1621-3-000-000-15-000-29-02-55501	-2430	EDUCATIONAL SUPPLIES	59.00	-722,647.13	
FUND TOTAL						59.00		
1622	16222	LINCOLN	1622-3-000-000-00-000-29-02-540001	-3000	MISC EXP	154.49	-3,933.39	
FUND TOTAL						154.49		
1810	18102	HOOVER - EXP	1810-3-000-000-00-000-29-02-55500	-2430	SUPPLIES	303.00	71,674.20	
1810	1810200	HOOVER	1810-3-000-000-12-000-29-02-540001	-3000	MISC EXP	95.00	-57,176.41	
FUND TOTAL						398.00		
1811	1811200	ROOSEVELT	1811-3-000-000-16-000-29-02-540001	-3000	MISC EXP	95.00	-3,524.30	
FUND TOTAL						95.00		

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)



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|CITY OF MELROSE v10.5
|PRELIMINARY WARRANT SUMMARY

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|apwarrnt 7

WARRANT: S16120 06/14/2016

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
1916	19162	MIDDLE SCHOOL	1916-3-000-300-21-000-29-02-540001-3000	MISC CHARGES & EXPENDI	183.33
				FUND TOTAL	183.33
=====					
				WARRANT SUMMARY TOTAL	7,234.18
=====					
				GRAND TOTAL	7,234.18
=====					

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

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PRELIMINARY WARRANT LIST BY VOUCHERP
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WARRANT: S16120 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285793	500	A & A AUTO CARE CO, INC	167683	165315	INV	06/14/2016	65.22	REPAIRS
285794	500	A & A AUTO CARE CO, INC	167684	165315	INV	06/14/2016	85.22	REPAIRS
285795	9264	AVB PRESS	167685	163889	INV	06/14/2016	233.85	SUPPLIES
285797	9678	EDTECH TEACHER, INC.	167686	164203	INV	06/14/2016	595.00	WORKSHOP EMPOWER STUDE
285798	9678	EDTECH TEACHER, INC.	167687	164197	INV	06/14/2016	595.00	WORKSHOP DIFFERENTIATI
285800	703500	QUILL CORPORATION	167689	165353	INV	06/14/2016	91.83	SUPPLIES
285990	42000	ASSOCIATION FOR SUPERVISION AND	167876	86798	INV	06/14/2016	59.00	RENEW MEMBERSHIP C. TA
285992	51900	BSN SPORTS, LLC	167878	162876	INV	06/14/2016	312.37	DEFENDER PANTS
285993	13542	AMY COLBY	167879	163472	INV	06/14/2016	183.33	REIMBURSEMENT SUPPLIES
285994	207964	JOHN D'ANGELO	167880	1653721	INV	06/14/2016	87.50	REIMB. 7D
285995	13471	LITANIA SPORTS GROUP, INC.	167881	162870	INV	06/14/2016	414.80	POWER VOLLEYBALLNET
285996	542100	MELROSE HIGH SCHOOL FOOD SERVICE	167882	161465	INV	06/14/2016	88.50	PARENT BREAKFAST
285997	542100	MELROSE HIGH SCHOOL FOOD SERVICE	167883	86484	INV	06/14/2016	72.00	METCO MEETING W/SUPERI
285998	534336	CITY OF MELROSE - POLICE	167884	162873	INV	06/14/2016	230.00	DETAIL
285999	534336	CITY OF MELROSE - POLICE	167885	1628281	INV	06/14/2016	230.00	DETAIL
286000	575105	LOIS MORGAN	167886	165383	INV	06/14/2016	90.00	7D RENEWAL/PHYS XAM
286001	13310	JON MORRIS	167887	162533	INV	06/14/2016	218.57	REIMBURSEMENT BARNES &
286002	590850	PEAP-ACA ORDERS	167888	16241	INV	06/14/2016	63.00	AWARDS & PINS CUST. ID
286003	710400	READING TROPHY & SHIRT CO INC	167889	162877	INV	06/14/2016	100.00	PLAQUES
286004	13530	SOCORELIS & LEE, INC	167890	165322	INV	06/14/2016	560.00	INSPECTIONS
286005	13530	SOCORELIS & LEE, INC	167891	165322	INV	06/14/2016	635.00	INSPECTIONS
286006	244275	THE T-STOP	167892	16540	INV	06/14/2016	475.00	TSHIRTS/ART WORK SET U
286007	1457	TARPEY, KATHLEEN J	167893	16876	INV	06/14/2016	59.49	REIMBURSEMENT AGWAY
286008	905650	WINCHESTER INDOOR LAWN TENNIS CENTER	167894	162875	INV	06/14/2016	103.50	COURT RENTALS
286188	10202	CRISIS PREVENTION INSTITUTE, INC	168072	163905	INV	06/14/2016	689.50	SUPPLIES

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

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 |CITY OF MELROSE v10.5
 |PRELIMINARY WARRANT LIST BY VOUCHER

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 |apwarrnt 9

WARRANT: S16120 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
286190	13549	NATIONAL ASSOCIATION OF SCHOOL PSYCH	168073	164220	INV	06/14/2016	215.00	HOMEWORK, ORGANIZATION
286310	534336	CITY OF MELROSE - POLICE	168190	162880	INV	06/14/2016	230.00	DETAIL
286312	242000	EASTERN BUS COMPANY INC	168191	16243	INV	06/14/2016	240.00	FOR HOOVER SCHOOL
286313	823500	CAROL TAURASI	168193	165385	INV	06/14/2016	117.50	REIMBURSEMENT 7D
286315	9496	THOMSON REUTERS-WEST	168194	86799	INV	06/14/2016	94.00	MA GEN'L LAWS ACCT#100
WARRANT TOTAL							7,234.18	

** END OF REPORT - Generated by Christine LeDuc **

Attachment: Warrant S16120 #5 FY16 School (4939 : Warrants)

06/03/2016 11:56
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CITY OF MELROSE v10.5
 PRELIMINARY CITY OF MELROSE WARRANT REPORT

P 1
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DATE: 06/14/2016 WARRANT: S16121 AMOUNT: \$ 6,130.00

 Patrick D Dello Russo
 CFO/City Auditor

To the Accounting Office:
 The following named bills of the School Department amounting in the
 agreed to total above are hereby approved and you are requested to
 place them on a warrant payment.

Approved: _____

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

06/03/2016 11:56
cleduc|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST|P 2
|apwarrnt

CASH ACCOUNT: 01

104000

CASH UNRESTRICTED CHECKING

WARRANT: S16121 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
14100	LAWRENCE J. ALIOTO 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/17/16 56.00 56.00 CHECK TOTAL	167759	285871	
53250	CHARLES BACHELDER 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/12/16 106.50 106.50 CHECK TOTAL	167760	285872	
13477	JOHN BARBOUR 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/12/16 106.50 106.50 CHECK TOTAL	167761	285873	
10822	PATRICK BARRETT 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/4/16 78.00 78.00 CHECK TOTAL	167762	285874	
13490	KENNETH BELCASTRO 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	4/16/16 56.00 56.00 CHECK TOTAL	167763	285875	
87225	PHILLIP BOARDMAN 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/4/16 56.00 56.00	167764	285876	
87225	PHILLIP BOARDMAN 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/12/16 56.00 56.00 CHECK TOTAL	167765	285877	
11214	EUGENE BORGONZI 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	4/20/16 JV 56.00 56.00 CHECK TOTAL	167766	285878	
13467	AMY BOYDEN 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	12/13/15 71.00 71.00 CHECK TOTAL	167767	285879	
13533	KAILLIE BRISCOE 1 1135701 55500	3510	00000	INV ATH O/MIS Invoice Net	06/14/2016	5/23/16 134.00 134.00 CHECK TOTAL	167768	285880	

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)



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|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST

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CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING			WARRANT: S16121		06/14/2016		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
115725	JOHN A. BURKE 1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167769	285881	
			ATH 0/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				
115725	JOHN A. BURKE 1 1135701 55500	3510	00000	INV	06/14/2016	5/18/16		167945	286058	
			ATH 0/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				
				CHECK TOTAL		100.00				
13466	RAYMOND BUTLER 1 1135701 55500	3510	00000	INV	06/14/2016	4/28/16		167770	285882	
			ATH 0/MIS	ATH OF/MIS		73.00				
			Invoice Net			73.00				
				CHECK TOTAL		73.00				
134337	PAUL CARON 1 1135701 55500	3510	00000	INV	06/14/2016	5/11/16		167771	285883	
			ATH 0/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
				CHECK TOTAL		78.00				
135750	WILLIAM J CARROLL 1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167772	285884	
			ATH 0/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
				CHECK TOTAL		78.00				
143500	THOMAS CERRETANI 1 1135701 55500	3510	00000	INV	06/14/2016	5/20/16		167947	286060	
			ATH 0/MIS	ATH OF/MIS		73.00				
			Invoice Net			73.00				
				CHECK TOTAL		73.00				
154500	ROBERT CHRISTIANSEN 1 1135701 55500	3510	00000	INV	06/14/2016	5/6/16		167773	285885	
			ATH 0/MIS	ATH OF/MIS		73.00				
			Invoice Net			73.00				
				CHECK TOTAL		73.00				
189900	STEPHEN J CRONIN 1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167774	285886	
			ATH 0/MIS	ATH OF/MIS		100.00				
			Invoice Net			100.00				
				CHECK TOTAL		100.00				
10021	DANIEL D. HANAFIN 1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167805	285917	
			ATH 0/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
				CHECK TOTAL		78.00				
210607	GLEN DAVIS 1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167775	285887	
			ATH 0/MIS	ATH OF/MIS		73.00				
			Invoice Net			73.00				
				CHECK TOTAL		73.00				

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)



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|CITY OF MELROSE v10.5
|PRELIMINARY DETAIL INVOICE LIST

|P 4
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CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING			WARRANT: S16121		06/14/2016		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
216160	BOB DELVECCHIO 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/12/16 56.00 56.00		167776	285888	
						CHECK TOTAL	56.00			
13440	WILLIAM DENNING 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	4/1/16 56.00 56.00		167777	285889	
13440	WILLIAM DENNING 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	4/14/16 84.00 84.00		167778	285890	
						CHECK TOTAL	140.00			
8735	DENNIS E. HANSBURY 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/6/16 78.00 78.00		167806	285918	
						CHECK TOTAL	78.00			
9132	KATHERINE H. DOHERTY 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/20/16 85.00 85.00		167780	285892	
						CHECK TOTAL	85.00			
227615	BRIAN DOHERTY 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/23/16 78.00 78.00		167779	285891	
						CHECK TOTAL	78.00			
237245	DANIEL DURANT 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/17/16 78.00 78.00		167781	285893	
						CHECK TOTAL	78.00			
10978	HARRY M. ELLS 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/6/16 50.00 50.00		167782	285894	
10978	HARRY M. ELLS 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/11/16 50.00 50.00		167783	285895	
10978	HARRY M. ELLS 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/12/16 50.00 50.00		167784	285896	
10978	HARRY M. ELLS 1 1135701 55500	3510	00000	ATH O/MIS Invoice Net	INV 06/14/2016 ATH OF/MIS	5/4/16 50.00 50.00		167948	286061	
						CHECK TOTAL	200.00			

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)



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CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING			WARRANT: S16121		06/14/2016		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
13476 WAYNE FILLBACK	1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167785	285897	
			ATH O/MIS	ATH OF/MIS		106.50				
			Invoice Net			106.50				
						CHECK TOTAL	106.50			
10930 SAMUEL B. FINN	1 1135701 55500	3510	00000	INV	06/14/2016	5/20/16		167949	286062	
			ATH O/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
						CHECK TOTAL	78.00			
8442 WILLIAM C. FORTUNATO	1 1135701 55500	3510	00000	INV	06/14/2016	5/11/16		167786	285898	
			ATH O/MIS	ATH OF/MIS		56.00				
			Invoice Net			56.00				
						CHECK TOTAL	56.00			
10823 TIMOTHY GENECCO	1 1135701 55500	3510	00000	INV	06/14/2016	5/19/16		167787	285899	
			ATH O/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
						CHECK TOTAL	78.00			
12213 DON GOODICK	1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167789	285901	
			ATH O/MIS	ATH OF/MIS		121.50				
			Invoice Net			121.50				
						CHECK TOTAL	121.50			
324765 JOSEPH GUINAN	1 1135701 55500	3510	00000	INV	06/14/2016	5/13/16		167950	286063	
			ATH O/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				
						CHECK TOTAL	50.00			
13423 WILLIAM HALLINAN	1 1135701 55500	3510	00000	INV	06/14/2016	5/11/16		167790	285902	
			ATH O/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				
						CHECK TOTAL	50.00			
328490 JULIE HALLORAN	1 1135701 55500	3510	00000	INV	06/14/2016	5/10/16		167791	285903	
			ATH O/MIS	ATH OF/MIS		134.00				
			Invoice Net			134.00				
						CHECK TOTAL	134.00			
347450 DANIEL HENRY	1 1135701 55500	3510	00000	INV	06/14/2016	5/11/16		167807	285919	
			ATH O/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
						CHECK TOTAL	78.00			
8307 EDWARD HYDE	1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16		167808	285920	
			ATH O/MIS	ATH OF/MIS		56.00				
			Invoice Net			56.00				

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

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 |PRELIMINARY DETAIL INVOICE LIST

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CASH ACCOUNT: 01

104000

CASH UNRESTRICTED CHECKING

WARRANT: S16121 06/14/2016

VENDOR	G/L	ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
							CHECK TOTAL	56.00		
13451 NIKOLAOS G. ILIOPULOS			00000		INV	06/14/2016	5/6/16	167809	285921	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		56.00			
			Invoice Net				56.00			
							CHECK TOTAL	56.00		
381980 JON IZZO			00000		INV	06/14/2016	5/6/16	167810	285922	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		134.00			
			Invoice Net				134.00			
							CHECK TOTAL	134.00		
12225 DONALD L. JANUARY			00000		INV	06/14/2016	5/12/16	167811	285923	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		78.00			
			Invoice Net				78.00			
							CHECK TOTAL	78.00		
13135 LINDA KEYES			00000		INV	06/14/2016	5/23/16	167952	286066	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		56.00			
			Invoice Net				56.00			
							CHECK TOTAL	56.00		
11628 CORRIN KRAJEWSKI			00000		INV	06/14/2016	5/23/16	167812	285924	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		78.00			
			Invoice Net				78.00			
							CHECK TOTAL	78.00		
457485 NEIL LUSAS			00000		INV	06/14/2016	5/12/16	167813	285925	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		106.50			
			Invoice Net				106.50			
							CHECK TOTAL	106.50		
12280 WILLIAM G. MABARDY			00000		INV	06/14/2016	5/10/16	167953	286067	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		50.00			
			Invoice Net				50.00			
							CHECK TOTAL	50.00		
9154 MICHAEL HINOJOSA			00000		INV	06/14/2016	5/23/16	167951	286064	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		56.00			
			Invoice Net				56.00			
							CHECK TOTAL	56.00		
11038 STEPHEN MOSHO			00000		INV	06/14/2016	5/16/16	167954	286068	
1 1135701 55500 3510			ATH O/MIS		ATH OF/MIS		50.00			
			Invoice Net				50.00			
							CHECK TOTAL	50.00		

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 |PRELIMINARY DETAIL INVOICE LIST

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CASH ACCOUNT: 01		104000	CASH UNRESTRICTED CHECKING			WARRANT: S16121	06/14/2016			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK	
13425	WILLIAM MURPHY									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/13/16	167955	286069		
			ATH O/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				
13425	WILLIAM MURPHY									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/16/16	167956	286070		
			ATH O/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				
						CHECK TOTAL	100.00			
584460	DANIEL MURPHY									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/12/16	167815	285927		
			ATH O/MIS	ATH OF/MIS		106.50				
			Invoice Net			106.50				
						CHECK TOTAL	106.50			
9555	KEVIN MYLES									
	1 1135701 55500	3510	00000	INV	06/14/2016	4/19/16	167816	285928		
			ATH O/MIS	ATH OF/MIS		56.00				
			Invoice Net			56.00				
9555	KEVIN MYLES									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/17/16	167817	285929		
			ATH O/MIS	ATH OF/MIS		56.00				
			Invoice Net			56.00				
						CHECK TOTAL	112.00			
592723	JACK NAJJAR									
	1 1135701 55500	3510	00000	INV	06/14/2016	4/25/16	167818	285930		
			ATH O/MIS	ATH OF/MIS		56.00				
			Invoice Net			56.00				
592723	JACK NAJJAR									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/23/16	167957	286071		
			ATH O/MIS	ATH OF/MIS		56.00				
			Invoice Net			56.00				
						CHECK TOTAL	112.00			
671125	JOSEPH E. PASCUCCI									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/20/16	167959	286073		
			ATH O/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
						CHECK TOTAL	78.00			
674640	LOUIS PEARLSTEIN									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/11/16	167819	285931		
			ATH O/MIS	ATH OF/MIS		73.00				
			Invoice Net			73.00				
						CHECK TOTAL	73.00			
12436	DAVID PINCIARO									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/19/16	167820	285932		
			ATH O/MIS	ATH OF/MIS		78.00				
			Invoice Net			78.00				
						CHECK TOTAL	78.00			
690025	KEN PONDELLI									
	1 1135701 55500	3510	00000	INV	06/14/2016	5/6/16	167821	285933		
			ATH O/MIS	ATH OF/MIS		50.00				
			Invoice Net			50.00				

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CASH ACCOUNT: 01

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CASH UNRESTRICTED CHECKING

WARRANT: S16121 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	50.00		
695500	ROBERT PRESTERA					5/23/16	167822	285934	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	78.00			
				Invoice Net		78.00			
						CHECK TOTAL	78.00		
8302	SHERMAN RAWDING					5/20/16	167960	286074	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	73.00			
				Invoice Net		73.00			
						CHECK TOTAL	73.00		
9417	RICHARD MINASIAN					4/25/16	167814	285926	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	56.00			
				Invoice Net		56.00			
						CHECK TOTAL	56.00		
13492	BRIAN RICHARDSON					5/17/16	167823	285935	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	78.00			
				Invoice Net		78.00			
						CHECK TOTAL	78.00		
721910	DANIEL RIORDAN					5/19/16	167962	286076	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	56.00			
				Invoice Net		56.00			
						CHECK TOTAL	56.00		
803910	RITA STEVENS GEORGES					5/10/16	167788	285900	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	134.00			
				Invoice Net		134.00			
						CHECK TOTAL	134.00		
13489	ROBERT RODDENBERRY					5/11/16	167963	286077	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	56.00			
				Invoice Net		56.00			
						CHECK TOTAL	56.00		
730800	RICHARD ROSE					5/12/16	167824	285936	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	73.00			
				Invoice Net		73.00			
						CHECK TOTAL	73.00		
736410	JACK RYAN					5/6/16	167825	285937	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	73.00			
				Invoice Net		73.00			
736410	JACK RYAN					5/11/16	167826	285939	
1	1135701 55500	3510	00000	ATH O/MIS	ATH OF/MIS	73.00			
				Invoice Net		73.00			

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

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|PRELIMINARY DETAIL INVOICE LIST|P
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CASH ACCOUNT: 01

104000

CASH UNRESTRICTED CHECKING

WARRANT: S16121 06/14/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	146.00		
767412	BURT SHAPIRO					5/10/16	167965	286079	
	1 1135701 55500	3510	00000	INV 06/14/2016		50.00			
				ATH O/MIS	ATH OF/MIS	50.00			
				Invoice Net		50.00			
767412	BURT SHAPIRO					5/18/16	167967	286081	
	1 1135701 55500	3510	00000	INV 06/14/2016		50.00			
				ATH O/MIS	ATH OF/MIS	50.00			
				Invoice Net		50.00			
						CHECK TOTAL	100.00		
13478	LAURA A SICILIANO					4/12/16 PLUS	167968	286083	
	1 1135701 55500	3510	00000	INV 06/14/2016		400.00			
				ATH O/MIS	ATH OF/MIS	400.00			
				Invoice Net		400.00			
						CHECK TOTAL	400.00		
13474	JAMIE TAMBURRINI					5/12/16	167828	285940	
	1 1135701 55500	3510	00000	INV 06/14/2016		56.00			
				ATH O/MIS	ATH OF/MIS	56.00			
				Invoice Net		56.00			
						CHECK TOTAL	56.00		
831550	KEVIN THIBAUT					4/19/16	167829	285941	
	1 1135701 55500	3510	00000	INV 06/14/2016		56.00			
				ATH O/MIS	ATH OF/MIS	56.00			
				Invoice Net		56.00			
						CHECK TOTAL	56.00		
13534	KELLY TIERNEY					5/20/16	167830	285942	
	1 1135701 55500	3510	00000	INV 06/14/2016		78.00			
				ATH O/MIS	ATH OF/MIS	78.00			
				Invoice Net		78.00			
						CHECK TOTAL	78.00		
9424	MARTIN VALITON					5/12/16	167831	285943	
	1 1135701 55500	3510	00000	INV 06/14/2016		106.50			
				ATH O/MIS	ATH OF/MIS	106.50			
				Invoice Net		106.50			
						CHECK TOTAL	106.50		
13475	JAY WALSH					5/12/16	167832	285945	
	1 1135701 55500	3510	00000	INV 06/14/2016		106.50			
				ATH O/MIS	ATH OF/MIS	106.50			
				Invoice Net		106.50			
						CHECK TOTAL	106.50		
916010	YUHO YAMAGUCHI					5/8/16	167833	285946	
	1 1135701 55500	3510	00000	INV 06/14/2016		78.00			
				ATH O/MIS	ATH OF/MIS	78.00			
				Invoice Net		78.00			
						CHECK TOTAL	78.00		
=====									
80 INVOICES						WARRANT TOTAL	6,130.00	6,130.00	
=====									

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|PRELIMINARY WARRANT SUMMARY

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WARRANT: S16121 06/14/2016

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
0111	1135701	ATHLETICS OFFICIAL 0111-3-000-000-35-701-00-50-55500 -3510 AT OFFICIAL SALARY	6,130.00		146,308.08
		FUND TOTAL	6,130.00		
=====					
WARRANT SUMMARY TOTAL			6,130.00		
=====					
GRAND TOTAL			6,130.00		
=====					

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

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PRELIMINARY WARRANT LIST BY VOUCHERP 11
apwarrnt

WARRANT: S16121 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285871	14100	LAWRENCE J. ALIOTO	167759		INV	06/14/2016	56.00	B/BASEBALL FR. 5/17
285872	53250	CHARLES BACHELDER	167760		INV	06/14/2016	106.50	G/B/TRACK VAR. 5/12
285873	13477	JOHN BARBOUR	167761		INV	06/14/2016	106.50	G/B/TRACK VAR. 5/12
285874	10822	PATRICK BARRETT	167762		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/4
285875	13490	KENNETH BELCASTRO	167763		INV	06/14/2016	56.00	B/BASEBALL JV 4/16
285876	87225	PHILLIP BOARDMAN	167764		INV	06/14/2016	56.00	B/BASEBALL FR. 5/4
285877	87225	PHILLIP BOARDMAN	167765		INV	06/14/2016	56.00	B/BASEBALL JV 5/12
285878	11214	EUGENE BORGONZI	167766		INV	06/14/2016	56.00	B/LACROSSE JV 4/20
285879	13467	AMY BOYDEN	167767		INV	06/14/2016	71.00	B/SWIM VAR. 12/13
285880	13533	KAILLIE BRISCOE	167768		INV	06/14/2016	134.00	G/LACROSSE JV/V 5/23
285881	115725	JOHN A. BURKE	167769		INV	06/14/2016	50.00	G/SOFTBALL JV 5/12
285882	13466	RAYMOND BUTLER	167770		INV	06/14/2016	73.00	G/SOFTBALL VAR. 4/28
285883	134337	PAUL CARON	167771		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/11
285884	135750	WILLIAM J CARROLL	167772		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/12
285885	154500	ROBERT CHRISTIANSEN	167773		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/6
285886	189900	STEPHEN J CRONIN	167774		INV	06/14/2016	100.00	G/B/TRACK VAR. 5/12
285887	210607	GLEN DAVIS	167775		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/12
285888	216160	BOB DELVECCHIO	167776		INV	06/14/2016	56.00	B/BASEBALL JV 5/12
285889	13440	WILLIAM DENNING	167777		INV	06/14/2016	56.00	B/BASEBALL JV 4/1
285890	13440	WILLIAM DENNING	167778		INV	06/14/2016	84.00	B/BASEBALL JV 4/14
285891	227615	BRIAN DOHERTY	167779		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/23
285892	9132	KATHERINE H. DOHERTY	167780		INV	06/14/2016	85.00	G/LACROSSE VAR. 5/20
285893	237245	DANIEL DURANT	167781		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/17
285894	10978	HARRY M. ELLS	167782		INV	06/14/2016	50.00	G/SOFTBALL JV 5/6
285895	10978	HARRY M. ELLS	167783		INV	06/14/2016	50.00	G/SOFTBALL JV 5/11

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WARRANT: S16121 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285896	10978	HARRY M. ELLS	167784		INV	06/14/2016	50.00	G/SOFTBALL JV 5/12
285897	13476	WAYNE FILLBACK	167785		INV	06/14/2016	106.50	G/B/TRACK VAR. 5/12
285898	8442	WILLIAM C. FORTUNATO	167786		INV	06/14/2016	56.00	B/BASEBALL JV 5/11
285899	10823	TIMOTHY GENECCO	167787		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/19
285900	803910	RITA STEVENS GEORGES	167788		INV	06/14/2016	134.00	G/LACROSSE V/JV 5/10
285901	12213	DON GOODICK	167789		INV	06/14/2016	121.50	G/B/TRACK JV/VAR. 5/12
285902	13423	WILLIAM HALLINAN	167790		INV	06/14/2016	50.00	G/SOFTBALL JV 5/11
285903	328490	JULIE HALLORAN	167791		INV	06/14/2016	134.00	G/LACROSSE V/JV 5/10
285917	10021	DANIEL D. HANAFIN	167805		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/12
285918	8735	DENNIS E. HANSBURY	167806		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/6
285919	347450	DANIEL HENRY	167807		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/11
285920	8307	EDWARD HYDE	167808		INV	06/14/2016	56.00	B/LACROSSE JV 5/12
285921	13451	NIKOLAOS G. ILIOPULOS	167809		INV	06/14/2016	56.00	B/LACROSSE JV 5/6
285922	381980	JON IZZO	167810		INV	06/14/2016	134.00	B/LACROSSE V/JV 5/6
285923	12225	DONALD L. JANUARY	167811		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/12
285924	11628	CORRIN KRAJEWSKI	167812		INV	06/14/2016	78.00	G/LACROSSE VAR. 5/23
285925	457485	NEIL LUSAS	167813		INV	06/14/2016	106.50	G/B/TRACK VAR. 5/12
285926	9417	RICHARD MINASIAN	167814		INV	06/14/2016	56.00	B/BASEBALL FR. 4/25
285927	584460	DANIEL MURPHY	167815		INV	06/14/2016	106.50	G/B/TRACK V/JV 5/12
285928	9555	KEVIN MYLES	167816		INV	06/14/2016	56.00	B/BASEBALL FR. 4/19
285929	9555	KEVIN MYLES	167817		INV	06/14/2016	56.00	B/BASEBALL FR. 5/17
285930	592723	JACK NAJJAR	167818		INV	06/14/2016	56.00	B/BASEBALL FR. 4/25
285931	674640	LOUIS PEARLSTEIN	167819		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/11
285932	12436	DAVID PINCIARO	167820		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/19

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

06/03/2016 11:56
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PRELIMINARY WARRANT LIST BY VOUCHERP 13
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WARRANT: S16121 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
285933	690025	KEN PONDELLI	167821		INV	06/14/2016	50.00	G/SOFTBALL JV 5/6
285934	695500	ROBERT PRESTERA	167822		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/23
285935	13492	BRIAN RICHARDSON	167823		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/17
285936	730800	RICHARD ROSE	167824		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/12
285937	736410	JACK RYAN	167825		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/6
285939	736410	JACK RYAN	167826		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/11
285940	13474	JAMIE TAMBURRINI	167828		INV	06/14/2016	56.00	B/LACROSSE JV 5/12
285941	831550	KEVIN THIBAUT	167829		INV	06/14/2016	56.00	B/BASEBALL FR. 4/19
285942	13534	KELLY TIERNEY	167830		INV	06/14/2016	78.00	G/LACROSSE VAR. 5/20
285943	9424	MARTIN VALITON	167831		INV	06/14/2016	106.50	G/B/TRACK VAR. 5/12
285945	13475	JAY WALSH	167832		INV	06/14/2016	106.50	G/TRACK V/JV 5/12
285946	916010	YUHO YAMAGUCHI	167833		INV	06/14/2016	78.00	B/LACROSSE VAR. 5/8
286058	115725	JOHN A. BURKE	167945		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/18
286060	143500	THOMAS CERRETANI	167947		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/20
286061	10978	HARRY M. ELLS	167948		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/4
286062	10930	SAMUEL B. FINN	167949		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/20
286063	324765	JOSEPH GUINAN	167950		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/13
286064	9154	MICHAEL HINOJOSA	167951		INV	06/14/2016	56.00	B/BASEBALL JV 5/23
286066	13135	LINDA KEYES	167952		INV	06/14/2016	56.00	G/LACROSSE JV 5/23
286067	12280	WILLIAM G. MABARDY	167953		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/10
286068	11038	STEPHEN MOSHO	167954		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/16
286069	13425	WILLIAM MURPHY	167955		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/13
286070	13425	WILLIAM MURPHY	167956		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/16
286071	592723	JACK NAJJAR	167957		INV	06/14/2016	56.00	B/BASEBALL JV 5/23
286073	671125	JOSEPH E. PASCUCCI	167959		INV	06/14/2016	78.00	B/BASEBALL VAR. 5/20

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

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 |PRELIMINARY WARRANT LIST BY VOUCHER

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WARRANT: S16121 06/14/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT
286074	8302	SHERMAN RAWDING	167960		INV	06/14/2016	73.00	G/SOFTBALL VAR. 5/20
286076	721910	DANIEL RIORDAN	167962		INV	06/14/2016	56.00	B/BASEBALL FR. 5/19
286077	13489	ROBERT RODDENBERRY	167963		INV	06/14/2016	56.00	B/BASEBALL JV 5/11
286079	767412	BURT SHAPIRO	167965		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/10
286081	767412	BURT SHAPIRO	167967		INV	06/14/2016	50.00	G/SOFTBALL FR. 5/18
286083	13478	LAURA A SICILIANO	167968		INV	06/14/2016	400.00	B/BB 4/12,14,27,29-5/1
WARRANT TOTAL							6,130.00	

** END OF REPORT - Generated by Christine LeDuc **

Attachment: Warrant S16121 #6 FY16 Officials (4939 : Warrants)

SUPERINTENDENT'S UPDATE

June 14, 2016

Steven Malley Receives MaFLA Recognition

Mr. Malley has received the MaFLA (Massachusetts Foreign Language Association) New Teacher Commendation, an award that recognizes new teachers for demonstrated excellence in teaching as well as involvement in school community and professional activities. Specifically, the selection committee recognized Mr. Malley “for the strength of your teaching, service and professionalism.” He will be honored at a luncheon in November, 2016.



MEMORANDUM

To: Ms. Cyndy Taymore, Superintendent

From: Mr. John Buxton, Administrator for Counseling and Student Services

Date: June 8, 2016

Re: Class of 2016 Outcomes

The Melrose High School Counseling Department is pleased to share the following information regarding the Class of 2016 as outlined in the following documents:

Class of 2016 Outcome Summary

<u>Outcome</u>	<u>Number</u>	<u>% of students</u>
4 Yr College	202	87.4%
2 Yr College	11	4.8%
Career Education	4	1.7%
College Prep School	3	1.3%
Employed	5	2.2%
Military	4	1.7%
Unknown	2	0.9%

Total:
231

Class of 2016 Outcomes by Career Intentions

Please see the attached spreadsheet for a list of careers chosen by members of the Class of 2016, based upon data in Naviance and students that self-reported their career interests.

Class of 2016 College Applications and Results

Please see the attached spreadsheet for a complete list of colleges where the Class of 2016 applied, and the results.

Careers	Students
Actors	1
Broadcast News Analysts	1
Choreographers	1
Editors	1
Film and Video Editors	2
Interior Designers	3
Media and Communication Workers, All Other	1
Music Directors	1
Poets, Lyricists and Creative Writers	2
Public Relations Specialists	2
Radio and Television Announcers	1
Reporters and Correspondents	1
Technical Writers	1
Accountants	4
Customs Brokers	1
Government Property Inspectors and Investigators	1
Management Analysts	1
Market Research Analysts and Marketing Specialists	1
Personal Financial Advisors	1
Actuaries	2
Mathematicians	1
Statisticians	1
Child, Family, and School Social Workers	2
Art, Drama, and Music Teachers, Postsecondary	1
Career/Technical Education Teachers, Secondary School	1
Computer Science Teachers, Postsecondary	1
Criminal Justice and Law Enforcement Teachers, Postsecondary	2
English Language and Literature Teachers, Postsecondary	1
Middle School Teachers, Except Special and Career/Technical Educati	1
Secondary School Teachers, Except Special and Career/Technical Edu	1
Special Education Teachers, Middle School	1
Vocational Education Teachers, Postsecondary	1
Architects, Except Landscape and Naval	1
Computer Hardware Engineers	2
Engineers, All Other	1
Marine Architects	1
Anesthesiologists	1
Critical Care Nurses	1
Dentists, General	1
Genetic Counselors	1
Low Vision Therapists, Orientation and Mobility Specialists, and Visio	1
Nurse Anesthetists	1
Nurse Practitioners	2
Obstetricians and Gynecologists	1
Pediatricians, General	1
Physical Therapists	1

Physician Assistants	2
Psychiatrists	4
Recreational Therapists	1
Registered Nurses	1
Speech-Language Pathologists	1
Surgeons	1
Veterinarians	1
Veterinary Assistants and Laboratory Animal Caretakers	1
Lawyers	4
Paralegals and Legal Assistants	1
Biochemists and Biophysicists	1
Biological Scientists, All Other	1
Clinical Psychologists	1
Counseling Psychologists	1
Neuropsychologists and Clinical Neuropsychologists	3
Political Scientists	1
School Psychologists	1
Sociologists	1
Administrative Services Managers	1
Chief Executives	1
Financial Managers, Branch or Department	2
General and Operations Managers	1
Marketing Managers	2
Public Relations and Fundraising Managers	1
Bookkeeping, Accounting, and Auditing Clerks	1
Childcare Workers	1
Fitness Trainers and Aerobics Instructors	2
Hairdressers, Hairstylists, and Cosmetologists	1
Makeup Artists, Theatrical and Performance	1
Recreation Workers	1
Criminal Investigators and Special Agents	2
Advertising Sales Agents	1
Real Estate Brokers	1
Real Estate Sales Agents	1
Travel Agents	1
Air Traffic Controllers	1
Ship Engineers	1

MHS Class of 2016 Applications**Apply Accept Attend**

Adelphi University	1	1	0
The University of Alabama	3	2	1
Albertus Magnus College	1	1	0
Alfred University	1	1	0
American International College	1	1	0
American University	3	1	0
Amherst College	5	0	0
Arizona State University	2	2	0
Assumption College	11	8	1
College of the Atlantic	1	1	0
Azusa Pacific University	1	1	0
Babson College	10	1	1
Barry University	1	1	0
Bates College	2	0	0
Becker College	6	3	2
Bentley University	12	5	2
Berklee College of Music	1	0	0
Binghamton University	1	0	0
Boston College	11	3	1
Boston University	33	14	2
Bowdoin College	5	0	0
Brandeis University	9	3	1
University of Bridgeport	2	2	0
Bridgewater State University	22	14	2
Brown University	10	2	2
Bryant University	8	4	1
Bunker Hill Community College	11	11	6
Burlington College	1	0	0
Butler University	1	0	0
California Polytechnic State University, San Luis Obispo	1	0	0
University of California, Berkeley	1	0	0
University of California, Davis	1	1	0
University of California, Irvine	1	0	0
University of California, Los Angeles	2	0	0
University of California, San Diego	1	0	0
Carnegie Mellon University	4	1	0
Case Western Reserve University	2	1	0
Castleton University	1	1	0
Central Connecticut State University	1	1	1
University of Central Florida	1	1	0
Champlain College	1	1	0
University of Chicago	1	0	0
Clark Atlanta University	1	0	0
Clark University	5	4	1

Attachment: Class of 2016 Applications and Outcomes (4934 : Class of 2016 Update (5 minutes))

Clarkson University	2	1	1
Clemson University	3	2	0
Coastal Carolina University	3	3	0
Colby College	6	3	0
Colby-Sawyer College	6	3	0
University of Colorado at Boulder	1	0	0
Colorado State University	1	0	0
Columbia University	2	0	0
Connecticut College	3	1	0
University of Connecticut	12	8	2
The Cooper Union for the Advancement of Science & Art	1	0	0
Cornell University	3	1	1
Curry College	24	18	2
Daniel Webster College	1	1	0
Dartmouth College	5	0	0
Davidson College	1	0	0
Dean College	8	8	2
University of Delaware	2	1	0
University of Denver	1	0	0
Drexel University	6	5	0
Duke University	3	0	0
East Carolina University	4	4	2
Eastern Connecticut State University	3	2	0
Eckerd College	1	1	0
Edinboro University of Pennsylvania	1	1	1
Elms College	1	1	0
Elon University	1	0	0
Emerson College	3	2	2
Emmanuel College	9	6	2
Endicott College	22	14	1
Fairfield University	10	5	1
Fisher College	1	0	0
Fitchburg State University	18	9	4
Florida A&M University	1	0	0
Florida Gulf Coast University	2	0	0
Florida State University	1	0	0
Fordham University - Lincoln Center Campus/Rose Hill Campus	6	3	0
Framingham State University	27	13	1
Franklin Pierce University	5	4	1
Furman University	1	1	0
The George Washington University	4	3	3
Georgia Institute of Technology	2	2	0
Goucher College	1	1	0
Hamilton College - NY	2	0	0
Hampshire College	1	0	0
Hampton University	1	1	0
University of Hartford	2	1	0

University of West England, Hartpury Campus	1	1	0
Harvard University	10	1	1
Haverford College	1	0	0
Heriot-Watt University	1	1	0
High Point University	1	1	1
Hilbert College	1	1	0
Hofstra University	1	1	0
College of the Holy Cross	7	3	1
Howard University	4	0	0
Husson University	2	2	1
Iona College	2	2	0
Ithaca College	1	1	0
James Madison University	1	0	0
Johns Hopkins University	5	0	0
Johnson & Wales University (Providence)	12	7	1
Johnson State College	2	1	0
Keene State College	13	9	2
King's College	1	1	0
Kingsborough Community College of the CUNY	1	0	0
Lasell College	7	4	0
Le Moyne College	1	1	0
Lehigh University	1	1	0
Lesley University	8	8	1
Lincoln University	1	0	0
Louisiana State University	3	2	0
Loyola Marymount University	1	0	0
Loyola University Maryland	1	1	0
Loyola University New Orleans	2	1	1
Lynchburg College	1	1	0
Lyndon State College	2	1	0
University of Maine at Farmington	1	1	1
University of Maine	12	4	0
Manhattan College	2	0	0
Manhattanville College	1	1	0
Marist College	2	1	1
Maryland Institute College of Art	1	0	1
University of Maryland, College Park	2	1	0
Massachusetts College of Art and Design	3	1	0
Massachusetts College of Liberal Arts	8	3	0
MCPHS - Massachusetts College of Pharmacy & Health Sciences	8	7	1
Massachusetts Institute of Technology	4	0	0
Massachusetts Maritime Academy	2	2	1
University of Massachusetts, Amherst	93	48	15
University of Massachusetts, Boston	18	17	8
University of Massachusetts, Dartmouth	27	20	5
University of Massachusetts, Lowell	62	41	11
McGill University	2	2	1

Mercyhurst University	1	0	0
Merrimack College	33	26	8
University of Miami	1	0	0
Middlebury College	2	0	0
Middlesex Community College	3	3	1
University of Minnesota, Twin Cities	1	1	0
University of Mississippi	1	0	0
Mitchell College	1	1	0
Morehouse College	1	0	1
Morgan State University	1	0	0
Mount Holyoke College	1	1	1
Mount Ida College	1	1	1
New England College	8	7	0
New England Conservatory of Music	1	1	0
University of New England	14	11	2
University of New Hampshire at Durham	51	36	6
University of New Haven	1	1	1
New York University	8	1	0
Newbury College	5	4	0
Newcastle University	1	1	0
Nichols College	6	2	1
Norfolk State University	3	3	2
North Carolina A&T State University	1	0	0
The University of North Carolina at Chapel Hill	2	0	0
University of North Carolina at Wilmington	1	0	0
North Carolina Central University	1	1	0
North Carolina State University	2	1	1
North Shore Community College	6	6	3
Northeastern University	37	9	5
Northwestern University	4	1	0
Norwich University	5	5	0
Nova Southeastern University	1	1	0
Oberlin College	1	1	0
Old Dominion University	1	1	0
University of Oregon	1	1	1
Oxford Brookes University	1	1	0
Pace University, New York City	8	3	0
Pennsylvania State University - All Campuses	2	2	1
University of Pennsylvania	3	0	0
Philadelphia University	1	1	0
Plymouth State University	24	19	2
Portland State University	1	1	0
Providence College	16	7	0
Purchase College State University of New York	1	1	1
Purdue University	1	0	0
Quinnipiac University	14	10	1
Regent University	1	0	0

Attachment: Class of 2016 Applications and Outcomes (4934 : Class of 2016 Update (5 minutes))

Regis College	10	7	2
Rensselaer Polytechnic Institute	5	3	1
Rhode Island College	2	1	0
University of Rhode Island	21	15	2
Rhodes College	1	0	0
University of Richmond	2	0	0
Ringling College of Art and Design	1	0	0
Rivier University	8	5	1
Rochester Institute of Technology	1	1	1
University of Rochester	4	2	1
Roger Williams University	11	8	2
Rollins College	1	0	0
Sacred Heart University	7	2	0
Saint Anselm College	26	19	4
Saint Joseph's College-ME	3	3	2
Saint Joseph's University	2	2	0
Saint Michael's College	9	5	1
Salem State University	63	47	9
Salve Regina University	12	7	1
San Diego State University	2	0	0
Santa Clara University	1	0	0
Santa Monica College	1	1	1
School of the Art Institute of Chicago	1	0	0
The Sheffield College	1	1	0
Simmons College	5	3	1
Skidmore College	2	2	0
Smith College	1	1	0
University of South Carolina	4	3	1
University of South Florida, Tampa	1	0	0
University of Southern California	1	0	0
University of Southern Maine	5	3	0
Southern New Hampshire University	11	9	1
Spelman College	2	1	0
Springfield College	7	4	1
St. John's University - Queens Campus	3	2	1
College of St. Joseph	1	1	0
Stevens Institute of Technology	1	0	0
Stonehill College	17	11	1
Stony Brook University	1	1	0
Suffolk University	17	15	5
SUNY College at Potsdam	1	1	0
Swarthmore College	1	0	0
Syracuse University	2	2	0
The University of Tampa	1	1	0
Temple University	6	4	3
University of Tennessee, Knoxville	1	1	0
Texas A&M University	1	1	0

Texas Christian University	1	0	0
The University of Texas, Austin	1	0	0
The Ohio State University	1	0	0
The Peterson School	1	1	1
Thomas College	3	3	1
Trinity College	2	1	0
Tufts University	13	1	1
Tulane University	2	0	0
Union College	3	2	0
United States Air Force Academy	1	0	0
Unity College	1	1	0
University at Buffalo The State University of New York	1	1	0
University of the Virgin Islands-St. Thomas	2	2	0
Utica College	2	2	0
Vanderbilt University	1	0	0
Vassar College	1	1	1
University of Vermont	20	13	1
Villanova University	7	3	2
Virginia Commonwealth University	2	1	1
Virginia State University	2	1	0
University of Virginia	2	1	0
Washington University in St. Louis	1	0	0
Wells College	1	0	0
Wentworth Institute of Technology	10	8	2
Wesleyan University	4	0	0
University of West Florida	2	1	0
Western New England University	8	5	1
Westfield State University	36	24	5
Wheaton College MA	4	4	1
Wheelock College	4	4	0
College of William and Mary	1	0	0
Williams College	1	0	0
Worcester Polytechnic Institute	10	7	2
Worcester State University	25	14	3
Xavier University of Louisiana	3	0	0
Yale University	1	0	0

2014-2015
Resignations, Retirements Non-Renw

7.3.a

	A	B	C	D	E	F	G	H	I
2									
3	Last	First	Reason	Date	School	Position			
4	Bernardino	Lisa	Retirement	6/30/2016	ECC	Pre-School			
5	Metto	Eugene	Retirement	6/30/2016	Lincoln	PE/Health			
6	Ruggiero	Patricia	Retirement	6/30/2016	Districtwide	Director of PE, Health and Athletics			
7	Whitney	Cheryl	Retirement	6/30/2016	MHS	Special Education			
8									
9									
10	Blaney	Ellen	Resignation	6/30/2016	Horace Mann	Special Education	Personal		
11	Cardella	Christina	Resignation	6/30/2016	MVMMS/MHS	Math Dept. Chair	Accepted another position		
12	Casey	Caitlin	Resignation	6/30/2016	Roosevelt/Winthrop	Health	Position closer to home		
13	Cieuzo	Melissa	Resignation	6/30/2016	Winthrop	Kindergarten	Personal		
14	DiFruscia	Deborah	Resignation	6/30/2016	Districtwide	Dir. Of Performing/Visual Arts	Personal		
15	Eady	Darren	Resignation	6/30/2016	MHS	Mathematics	Personal		
16	Eramo	Rosa	Resignation	6/30/2016	MHS	Biology	Personal		
17	Gambardella	Caitlin	Resignation	6/30/2016	ECC	Multi-age classroom teacher	Relocation		
18	Gravelese	Gordon	Resignation	6/30/2016	MVMMS	Special Education	Personal		
19	Healey	Joann	Resignation	6/30/2016	MVMMS	Science	Personal		
20	Indrelie	Joyce	Resignation	6/30/2016	Districtwide	Elementary Music	Personal		
21	Krystofolski	Alena	Resignation	6/30/2016	Winthrop	2nd Grade	Personal		
22	Mullen	Sandra	Resignation	6/30/2016	Roosevelt	3rd Grade	Career Change		
23	Ramos	Hannah	Resignation	6/30/2016	MVMMS	Science	Returning to School	Filled	
24	Roy	Kathleen	Resignation	6/30/2016	MHS	Science	Not Returning from LOA	Filled	
25	Waters	Tracy	Resignation	6/30/2016	MVMMS	Science	Relocation	Filled	
26									
27									
28	Non-Renew								
29	Barriss	Maryann	Non-Renew	6/30/2015	Lincoln	4th Grade	LTS		
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31	2016-2017 LOA								
32	Gustafson	Elizabeth	LOA		MVMMS	Science	LTS	Filled	
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Attachment: Staffing Update - 2015-2016 Resignations Retirements Non-Renew (4935 : Staffing Updates

Global Language Program Review

Melrose Public Schools
October 2014-June 2016



Key Questions

The team developed the following guiding questions used throughout the self-study phase of the process:

- How does the Global Language Program support skills and concepts in culture, collaboration, communication, comparison, and communities?
-

Key Questions

- How does the Global Language Program build proficiency in reading, writing, listening, and speaking vertically and horizontally? How is proficiency measured?
 - How can and does technology support the goals of proficiency?
 - What are the best instructional practices that build and motivate students to achieve long-term proficiency?
 - How does the curriculum and instruction develop oral fluency in the target language?
-

Process

- Review of curriculum, materials, and assessment for grades 6-12
- Surveys of parents, teachers, and students
- Site visit
- Action planning

Strengths of the Program

- Variety of languages ending in capstone courses
 - Vertical and horizontal alignments mapped in UbD format
 - Performance-based assessments throughout the program sequence
 - Enrollment in grades 6-8 and completion of the MassCore 2-year graduation requirement
 - Four language exchanges
 - Parent support of the program
-

Opportunities for Growth

- Create opportunities for students to use the target language outside of the classroom.
- Increase the use of the target language within the classroom.
- Continue to support students who struggle at the more advanced levels of the language sequence.

Exemplary Program Rubric

Strengths

- Scheduling of GL courses
- Inclusion of all students
- AP/DE courses in all languages
- Enrollment data is studied
- Communication of events
- Performance assessments
- Availability of GL resources
- Periodic program review
- Exchange programs & awards

Opportunities

- Senior enrollment in GL courses
- Students continuing past level 4
- Communicating proficiency targets
- Support GL teachers in joining professional organizations
- Service learning
- Developing a system of proficiency testing

Recommendations

- **Assessment:** Assess students' proficiency using external measures in order to evaluate student progress toward ACTFL national standards.
 - **Instruction:** Increase the consistent implementation of the 6 ACTFL core practices.
 - **Community:** Increase opportunities for students' use of target language use outside of the classroom.
 - **Enrollment:** Increase the number of students completing a language at the high school from 40% to 70% of high school seniors by 2020.
-

Statement of Impact

This work will better prepare students...

- for 21st century learning and careers.
- to build proficiency in a second language and culture.
- to be global citizens.
- to be active learners.

Implications

- Materials will be needed to support identified areas of need.
- Professional development funds will need to be allocated to support identified needs.



<https://www.techwomen.org/announcements/thank-you-to-our-5000-twitter-followers>

Melrose Public Schools

Global Language Program Review

2014-2016

Objective:

Evaluate the effectiveness of curriculum, instruction, and assessment in global language 6-12 as measured by student achievement, student work, curriculum alignment, and instructional practices.

Guiding Questions:

- How does the Global Language Program support skills and concepts in culture, collaboration, communication, comparison, and communities?
- How does the Global Language Program build proficiency in reading, writing, listening, and speaking vertically and horizontally? How is proficiency measured?
 - How can and does technology support the goals of proficiency?
- What are the best instructional practices that build and motivate students to achieve long-term proficiency?
- How does the curriculum and instruction develop oral fluency in the target language?

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Executive Summary

The findings of the Global Language Program Review Team's self-study and ensuing action planning are outlined in this document. To complete the self-study and action planning, a team of teachers spanning grades 6-12 met once a month for two years from October 2014 to June 2016. The Global Language Program Review team developed and utilized the following guiding essential questions throughout the self-study phase of the program review:

- How does the Global Language Program support skills and concepts in culture, collaboration, communication, comparison, and communities?
- How does the Global Language Program build proficiency in reading, writing, listening, and speaking vertically and horizontally? How is proficiency measured?
- How can and does technology support the goals of proficiency?
- What are the best instructional practices that build and motivate students to achieve long-term proficiency?
- How does the curriculum and instruction develop oral fluency in the target language?

The team began by reviewing each language in the department and reflecting upon the curriculum, instruction, and assessment. The team identified the following strengths:

- the variety of languages offered.
- the expectation of inclusivity of all students with respect to language enrollment.
- specific culture instruction.
- recent horizontal and vertical curriculum revisions that reflect best practices.
- recent horizontal and vertical assessment revisions that reflect best practices.
- recent text and technology acquisitions that facilitate improved student engagement.
- best instructional practices for teaching all students.
- four exchange programs.
- parental support for language learning.

The review team also found that the current program met the following criteria from the Massachusetts Foreign Language Association (MaFLA) Exemplary Program Award¹:

- Foreign language programming scheduled for the same amount of time as other core courses.
- Administrative support for the inclusion of all students in foreign language programming.
- Full sequence of language is available to students who begin the language and available to students of all skill levels.
- Enrollment data is maintained and trends are studied.
- All teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.

¹ This rubric, still in draft form, was generated in February, 2016 with the dual intent to identify exemplary programs in Massachusetts for national award consideration, and to provide guidance for the improvement of global language programs.

- There is regular communication to stakeholders through a variety of means regarding FI events, research, and surveys.
- Performance assessments with department-wide rubrics are consistently administered.
- Department-wide rubrics with student work are calibrated by the department.
- Resources are available to the department in a (virtual) common planning area.

Based upon its review of the data, the team also found the following opportunities for growth in the department:

- the presence of specific, proficiency-based practices,
- practices to encourage students to use the target language both within and outside of the classroom,
- the following criteria from the MaFLA Exemplary Program Award:
 - senior enrollment in foreign language programming
 - retention of students after the required course sequence
 - systematic proficiency assessment and data analysis
 - supporting staff to join professional organizations.

An action plan is included to address the areas of need identified through the program review process, which include proficiency assessment, further aligning instruction, engaging the community, and increasing enrollment for years 3 and 4. The department has developed a plan to systematically assess for proficiency using external measures. The instructional focus will be increasing the implementation of the six American Council on the Teaching of Foreign Languages (ACTFL) core practices. The department will seek opportunities for students to use the target language outside of the classroom. Finally, the department will take steps to increase the percentage of seniors who continue their language study.

The program review found no policy implications but did find budget implications. Proficiency testing requires an annual fee per student. Teachers' time for planning will need to be allocated to support needed instructional professional development and advocacy opportunities. Specialized professional development may be needed in some areas of the Core Instructional Practices.

Improving our global language curriculum with a focus on proficiency will support students in becoming skilled 21st Century Learners with a stronger global perspective. Regular, independent assessment can help to set proficiency targets, and focused classroom instruction can help students to reach them. Strengthening our learning community by including local communities to our already thriving international community will help students see the relevance of studying and using a second language. The plurality and inclusivity of our program is impressive and requires continued commitment to enrollment practices and policies to ensure that a greater number of students take long term advantage of the programming available.

Program Review Process

Members of the Global Language Program Review Team

Melrose Veterans Memorial Middle School

- Molly Riendeau, French Teacher, MVMMS

Melrose High School

- Nicsa Dagger-Cain, Spanish Teacher, MHS
- Isaac Haven, Latin Teacher, MHS
- Steven Malley, Spanish Teacher, MHS
- Anahí Pari-di-Monriva, Italian, Spanish Teacher, MHS

Administrators

- Margaret Adams, Assistant Superintendent for Teaching and Learning
- Kim Talbot, Director of Global Language, Grades 6-12

Protocol

The Global Language Program Review Process (PRP) engaged in systematic evaluation consisting of the following three components:

- *Self-Study*

The key work in this phase consists of three stages: 1.) developing essential questions to focus the self-study; 2.) documenting the district's curriculum and instructional resources in preparation for evaluation; 3.) conducting the self-study.

- *Action Planning*

This phase is the district's response to the Program Review Team's report and recommendations. The action plan sets the agenda for program development and curriculum updates/changes, identifies professional development needs, and is used in the budgeting process to allocate resources.

- *Program and Professional Development and Implementation*

This phase is the implementation of updates and/or changes based on the report's recommendations. During this phase professional development is provided and recommended resources are reviewed, piloted, and purchased. The effectiveness of any updates and/or changes are monitored through teacher observation, student achievement, and staff self-reflection and collaboration.

The findings of the Global Language Program Review for self-study and action planning are outlined in this document. To complete the self-study and action planning, a team of teachers spanning grades 6-12 met during the 2014-2015 and 2015-2016 school year.

Self-Study

This phase of the process involved an in-depth review of the existing program and began actual program evaluation. During this period, the Program Review Team, under the direction of the Assistant Superintendent and the Director for Global Languages Grades 6-12, reviewed and documented the course of study at each grade level. In addition, the review process involved the interpretation of assessment data from district determined measures and draft essential questions to be answered by the review. A site visit was conducted on December 7, 2015. The team also surveyed students, parents, and staff regarding their experience with the global language curriculum and instruction.

The Program Review Team developed guiding essential questions to serve as a guide for program evaluation. The questions were framed with consideration of alignment to state standards, validation of written curriculum, range of student work, current instructional practices, student performance, and program rigor. The Global Language Program Review team developed the following guiding essential questions used through the self-study phase:

- How does the Global Language Program support skills and concepts in culture, collaboration, communication, comparison, and communities?
- How does the Global Language Program build proficiency in reading, writing, listening, and speaking vertically and horizontally? How is proficiency measured?
- How can and does technology support the goals of proficiency?
- What are the best instructional practices that build and motivate students to achieve long-term proficiency?
- How does the curriculum and instruction develop oral fluency in the target language?

A site visit was conducted on December 7, 2015. Teachers from local schools that have participated in Melrose hosted professional development or other partnership endeavours were invited to participate. Members of the site visit team began the day with an introduction to the process and reviewed a draft of the Self-Study. The team then spent the day engaged in focus group interviews with students and faculty, and observing instruction in all languages at all levels.

Every effort was made to cause as little disruption to the learning process as possible. At the high school, students scheduled for B block and D block global languages were interviewed during their language class, and students from the middle school were interviewed during their D block language class. High school teachers selected one student from B block and one student from D block (for a total of 8 students per block), and middle school teachers selected 2 grade 8 students from D block (for a total of 8 students). Teams were scheduled to visit a variety of languages and levels at both the middle school and high school.

The site team debriefed and generated findings before reporting those findings to the Program Review Committee. The site visit schedule and participants are noted in the Appendix G.

Components of Program Review

Components of this program review document include discussion of the major findings compiled in the review of student work, curriculum documents, materials, and assessment materials. The Program Review Team reviewed and evaluated curriculum documents and validated them as being representative of what in fact, they do teach. The review team also reviewed assessment data, staffing information, and scope of past professional development efforts. The review process included surveys and interviews of students, parents, and teachers.

Action Planning

The Program Review Team will draft an action plan based upon its findings. The action plan will be disseminated to stakeholders for review and feedback. This plan establishes short and long range goals for professional development and outlines proposed changes in the program. Projected budgetary needs are outlined in this plan as well. The Administration and Program Review Team will continue to monitor and document changes in the curriculum with assistance from staff. Every three years the documented curriculum will be reviewed and revised as necessary.

Action Planning Implementation

At this stage, the district will pilot and evaluate program changes and new materials (as necessary). Curriculum documents will also be reviewed and updated to reflect any necessary changes. Proposed new resources will be included in budget development, following review by the Curriculum Materials Working Group. As with all curricula, the administration and staff will continue to articulate 6-12 horizontal and vertical alignment. The Administration and the Program Review Team will monitor the implementation and success of the Action Plan.

Summary of Meetings for Year 1 2014-2015

Date	Topic
December 16 th	Review Proposed Timeline Develop Essential Questions
February 24 th	Latin Presentation of Courses, Curriculum, Assessments Review Surveys of Stakeholders
March 24 th	French and German Presentation of Courses, Curriculum, Assessments
April 30 th	Spanish Presentation of Courses, Curriculum, Assessments
May 11 th	Review of Surveys and protocol Parent survey to grades 6-12 Student survey 6 Leslie will talk to Team Leaders Student survey 7-8 GL teachers HS – Advisory Teacher survey

Summary of Meetings for Year 2 2015-2106

Date	Topic
September 28th	Review and analysis of Italian curricular materials Review and analysis of parent surveys
October 26th	Review and analysis of GL teacher survey Review and analysis of student survey 6-8 Review and analysis of student survey 9-12 Prepare for site visit logistics
December 7th	Debrief with Site Visit team
March 14th	Review draft of of narrative of final report
March 28	Draft action plan
April 14th	Review final report

Timeline of Global Language Program Review

Develop Guiding Essential Questions.	October-November 2014
Gather Curriculum Documents and Assessment.	October-September 2014
Gather Assessment Data. Mid-Year and Finals Grades 6-12	October-September 2014
Gather Budget and Staffing Information.	October-November 2013
Ongoing Collection of Student Work.	December-June 2015
Review of Information Collected by Level. - Grades 9-12 - Grades 6-8	September 2015-June 2016
Survey teacher and students.	April 2015, June, 2015, September 2015
Conduct focus groups of students.	December 2015
Develop and administer parent survey.	April 2015
Analyze survey results.	September - October 2015
Develop Themes from the Data Collected regarding curriculum, assessment, and instruction.	April 2015 - December 2015
Recruit and Orient Visiting Team. Site Visit of Visiting Team	September - December 2015
Document Findings of Visiting Team.	January 2016
Complete K-12 Program Review Document.	February-March 2016
Develop Action Plan.	April-June 2016

Program Review Findings

Description of Program

Melrose Middle School

Melrose Veterans Memorial Middle School offers students the opportunity to study French, German, Italian, Latin, and Spanish. Exploratory courses in French, German, and Italian are offered at grade 6 using an elective/ exploratory model, where the class meets every other day for one trimester. At the end of the sixth grade students choose their language of focus. French, German, Italian, and Spanish are offered in grade 7 and meet every other day for the entire year. Students continue to study the same language in grade 8 where the class meets every day for the year. All modern language courses are unlevleed and meet in the two “off team” blocks in the middle school schedule. There is no special educator personnel assigned to the courses with the exception of the paraprofessionals who are assigned as a one-on-one. As enrollment has increased we added a third “off team” class for grade 8 in both Spanish and French.

In 2014 we ran a pilot to offer Latin to accelerated students in grade 8 for the year. We also offered Latin to grade 7 students for one trimester. Currently, Latin meets during the Challenge Block 5/7 days in the cycle so students in grade 8 can attend “extended team time.”

Melrose High School

Melrose High School offers students the opportunity to continue their language study in French, German, Italian, Latin, and Spanish. Most students continue language studies in level 2 at MHS. Some students begin a new language in level 1. Due to staffing, there is not always a level 1 course offered for each language every year. Students with experience in a language who wish to begin study at a higher level take a performance-based placement test to determine their placement. There is a restrictive policy regarding the issuance of waivers and very few students - if any - are exempt from language study.

Melrose offers most courses at the Honors and College Prep levels and offers an Advanced Placement (AP) course in all languages. Based on enrollment and staffing, some levels (Honors/College Prep) may be combined in the same class. There is no special educator personnel assigned to global language classes, but there has been a paraprofessional assigned to classes with the greatest need.

Dual enrollment course provide students opportunities to enroll in a course at the high school and receive college credit. A dual enrollment Latin course in partnership with the University of Massachusetts at Boston exists that replaces the Advanced Placement course in Latin and we are currently working on a pilot for a dual enrollment Spanish (351 level) course with Salem State University to be offered in the 2016-2017 school year.

Other School District Programs

The following summary of course offerings is taken from a database designed in 2014 and regularly updated on a volunteer basis by members of Eastern Massachusetts Foreign Language Administrators (EMFLA) including Melrose Public Schools (see Appendix A). Thirty-six middle schools and 39 high schools are represented in the data.

Of the middle schools who responded, 6 offer students a choice of four languages to study. Newton and Melrose both offered students 5 languages, the greatest number of languages from which to choose. Five high schools reported offering students a choice of 4 languages. Three high schools including Melrose reported offering students a choice of 5 languages - the greatest number of those schools represented. Only Melrose reported offering an Advanced Placement (AP) level course for each of the languages offered. Every school at both the middle and high levels reported offering Spanish. Of the middle schools represented, 30 offer French, 11 offer Chinese/Mandarin and Latin, Italian is offered at 5 schools, and German at 3. At the high school level, 34 schools offer French, 16 schools offer Latin, 15 offer Chinese/Mandarin, Italian is offered at 9 schools and German is offered at 3.

Staffing and Enrollment Data

Faculty

Melrose Veterans Memorial Middle School employs four full-time language teachers, one .2 teacher, and two high school teachers teach one section of Latin each to middle school students for a total of 4.6 teaching sections. There is one teacher dedicated for each of the following language: French, German, and Italian. Spanish has one full time teacher and one .2 teacher who teaches one grade 8 class. All teachers possess at least an initial license in the language they instruct, and no teacher teaches out of their area of certification for any language courses. This results in all teachers identified as “highly qualified.” All students are instructed by a highly qualified teacher in that language.

Melrose High School employs 7 full-time teachers, one .8 teacher who teaches his fifth class at MVMMS, and one .8 teacher who teaches only 4 classes for a total of 8.6 teaching sections. There is one teacher dedicated to each of the following: French, German, Italian, and Latin. There are three teachers dedicated to Spanish, one teacher split between Spanish and French, and another split between Spanish and Italian. All teachers possess at least an initial license in the language(s) they instruct and no teacher teaches out of their area of certification for any language courses - including teachers who teach multiple languages. All students, who take language, are instructed by a highly qualified teacher in that language.

Student Enrollment

Beginning in 2012-2013, Melrose High School increased its global language requirement from one year to two years anticipating the MASS Core requirements that were released later in that year. Students who successfully complete the middle school sequence of courses continue their study at MHS at level 2.

In 2015-2016, 82.3% of students at MHS were enrolled in a global language. The percentage of high school students enrolled in global language courses has been decreasing since its height of 91% in the 2012-2013 academic year. Conversely, 93% of students at MVMMS were enrolled in a global language in 2015-2016. This percentage has been steadily increasing since the 2011-2012 school year in which 79% of the middle school population was enrolled in a global language. In 2015-2016 36% of seniors are enrolled in global languages. This is the smallest percentage since 2013-2014 where 52% of seniors were enrolled. Also in 2015-2016, 74 students were enrolled in capstone courses (the most advanced course offered in a language sequence), which is significantly lower than the 98 students enrolled in 2012-2013.

Spanish is consistently the most enrolled of the language courses offered 7-12, followed by French and Italian, then German, and Latin. Though Spanish has the highest number of students enrolled, it is consistently in the bottom half of our languages with respect to the percent of seniors who complete 4 years of study. German consistently posts the highest or second highest percent of seniors who complete 4 years of study. Please consult Appendix B for the reported enrollment data beginning in 2011.

As identified by the program review team, the strengths identified in regards to staffing and student enrollment are as follows:

- highly qualified teachers dedicated to particular languages.
- continued commitment to provide all middle school students an opportunity to study language.
- the variety of languages offered at both the high school and middle school levels.
- the commitment to offering a capstone (AP) class for each language.

Areas for future exploration in regards to staffing and student enrollment are as follows:

- continue to explore partnerships to encourage students to continue language study. In 2017-2018, we project to offer Dual Enrollment courses in French, German, and Italian as well.
- continue to promote the importance of the study of Global Language and support our non-traditional students.
- support the growth of the Latin program.

Assessment Data

The Global Language Department rigorously and routinely examines multiple sources of data to inform curriculum and instruction at the program and classroom levels. The department runs a protocol to identify celebrations, concerns, and implications when analyzing common assessment data and use the implications information to adjust our practice.

Local Data

The data sets, the program review team chose to analyze, stem from department generated questions. As a rule, we analyze data that assesses student performance in the target language. All of our local data is based on performance assessments. Examples of questions we asked about the 2015 final exam data set are as follows:

- What is the ratio of students scoring proficient to not proficient on the performance assessment?
- How do the midyear exam data bands compare to the final exam data bands?
- Are there patterns across languages by level on these performance assessments?
- How does assessment data vary from 2014 to 2016?
- What is the performance of cohorts over time?
- What is the difference between students' performance dependent if enrolled in Honors and College Prep?

In review of final exam data for 2014-2015 (See Appendix F), we found 78% of students met the district-defined proficiency benchmark² in all grades 7-12. The College Prep level had a lower level of students meeting the proficiency benchmark when compared to the Honors level. All but four of the exams had mean scores of 75% or above, which is the proficiency benchmark. See Appendix F for further details. As a result, we are focused on improving our instruction at the College Prep level - particularly in level 3 courses.

Advanced Placement Data

The table below reflects the student participation in the Advanced Placement exams. Beginning in 2012, Melrose High School offered Advanced Placements exams in all of the languages offered. There has been a steady decline overall of Advanced Placement students in global language courses and in 2015 the number of Advanced Placement participants (18) was nearly half that of 2014. Since 2012, the average for French students has been at the passing level. The average for Italian has been steadily increasing

² Mastery = 100%-90%; Proficient (Prof) 89%-75%; Approaching Proficient (App Prof) 74%-60%; Not Proficient (Not Prof) 59%-0%

while the average for Latin has remained flat. Both Spanish and German have had fluctuations in their scores over the years. The year 2015 has the highest overall average since 2011 when only 3 AP exams were offered. In general, the number of test takers per language is relatively low and may indicate individual student efforts as opposed to overall program results. As a result, we are investigating alternate capstone courses that may be more attractive to seniors.

Longitudinal Global Language Advanced Placement Data

Year	French		German		Italian		Latin		Spanish		Total	Total
	AVG	#	AVG	#	AVG	#	AVG	#	AVG	#	AVG	#
2009	2	2	2.4	5	2.67	9	5	1	2.2	5	2.85	22
2010	2.57	7	2	7	0	0	1	7	2.67	6	2.06	27
2011	2.5	12	2.57	7	0	0	0	0	3.8	5	2.96	24
2012	3.4	7	3.9	7	2.4	11	1	1	2.1	16	2.56	42
2013	3.4	9	5	1	1.8	17	1.2	6	2.9	8	2.86	41
2014	3.143	7	4	2	2.57	7	1	4	2.154	13	2.57	33
2015	4	4	2	1	2.7	7	0	0	3	6	2.93	18

Co-Curricular Support and Recognition

There are five clubs at Melrose High School with ties to the Global Language department - one for each language. The advisors for the clubs apply through Central Office for the stipended position and are under the purview of student activities. In addition, the teachers of French, German, Italian, and Spanish volunteer their time to coordinate biennial homestay exchanges with sister schools in Paris, Hamburg, Soverato, and Valencia. There is a Melrose High School Foreign Language Honor Society through which recognition is extended to juniors who have an A average in the language, an overall GPA of 3.75 and are either an active member of the language club or have competed in a national language exam. Finally, Melrose piloted the Seal of Biliteracy in 2014-2015 and used this recognition to replace the “4 years of study award.” In 2015-2016 this award will actively seek to recognize all students at MHS who meet the criteria of biliteracy in two languages³.

³ <http://sealofbiliteracy.org/>

Definition of Proficiency

The following description of *proficiency* is quoted directly from the ACTFL Proficiency Guidelines of 2012⁴ a publication of the American Council of the Teaching of Foreign Language The ACTFL.

Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and unrehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on foreign language teaching and learning in the United States.

Proficiency vs Seat Time

The American Council on the Teaching of Foreign Language (ACTFL)⁵ is the national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. Its proficiency guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and unrehearsed context. They are often used in conjunction with state curriculum frameworks to describe the continuous levels of proficiency of an individual student's facility within a particular world language.

Having students progress through learning a world language in accordance with the attained levels of proficiency articulated in the ACTFL standards (i.e. Advanced, Intermediate, and Novice and their subdivisions of High, Mid, and Low) rather than through the completion of a sequence of leveled courses has been a long-standing goal of world language educators. Practical and logistical limitations have led to the inability to implement such a model within most schools.⁶ It is generally accepted that 150 hours of global language study is required to move through each proficiency level with the exception of

⁴ <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

⁵ <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

⁶ http://rwd1.needham.k12.ma.us/program_dev/documents/WLReview.pdf

Intermediate Mid. The following table illustrates the ideal proficiency targets to be achieved at the end of each level.

Proficiency Level	Grade/level of language	Grade/level of language
Novice High	grade 8	grade 9 (level 1)
Intermediate Low	grade 9 (level 2)	grade 10 (level 2)
Intermediate Mid (weak)	grade 10 (level 3)	grade 11 (level 3)
Intermediate Mid	grade 11 (level 4)	grade 12 (level 4)
Intermediate High	grade 12 (level 5/AP)	

As the Global Language Department in Melrose continues to evolve and embrace a competency based learning model as well as serve as a pilot district for the Seal of Biliteracy in Massachusetts⁷, the department is aggressively pursuing solutions to the limitations previously mentioned. These two practices will help us to get closer to the goals to having students progress through our program based on proficiency rather than seat time and pushing students to challenge themselves to higher proficiency levels.

To support the second goal, Melrose has combined the capstone classes of 5 Honors and Advanced Placement. This serves not only to ease scheduling constraints but to address the inequity in course offerings based on enrollment, as well as to encourage more students to push themselves toward the AP standards.

To move Melrose closer to a proficiency-based model for scheduling, teachers proposed and have implemented the following practice for students who are studying language at the CP level and want to pursue language study when no CP course exists at the next level of study. These students will enroll in the same level course but study at the Honors level. This is the first year of this practice in the German sequence, where students who completed German 3 CP but do not have the skills to enter German 4 H are studying German 3 at the Honors level, and the second year of the practice in Latin where Latin 2 CP students continue their study the following year as Latin 2 H students. Over the past 2 years, this practice has not only allowed more than 10 students to pursue their language study but has helped us to resolve some of the logistical challenges of scheduling a proficiency-based language program.

⁷ <https://malegislature.gov/Bills/189/House/H422>

Overall Quality of the Program

The Massachusetts Foreign Language Association (MaFLA) is beginning the process of identifying exemplary language programs. Until such time as a program award is adopted, The Pennsylvania Exemplary Program (PEP)⁸ is a strong model to follow. The PEP program assessment of high quality foreign language programs is defined by eleven categories across 4 ratings: gold globe, silver globe, bronze globe, and globe. To receive a rating, a high school must meet or exceed 8 of 11 program indicators in that rating. Appendix D contains this rubric.

Melrose falls in the “gold” on this rubric for five categories including “provide a variety of languages in a 4 year high school sequence; participate in Advanced Placement, International Baccalaureate, level 5; schedule classes that are one level per period; administer standards-based, performance assessment(s); and provide special program features”.

Melrose rates in “silver” range for five indicators: “maintain high percentage of total world language enrollment; retain students at higher levels; provide an extended sequence of instruction in a commonly taught language; implement key instructional practices; maintain membership in professional organizations”.

As a result, Melrose is in the range of an overall “silver” rating, needing to improve on three categories to earn a “gold.” in the PEP model.

The MaFLA Exemplary Secondary Program Award, drafted in February 2016, assembles industry standards on best practices and high performing programming with strong student outcomes based on six criteria: program characteristics, curriculum, staff, advocacy, achievement, and overall quality. It is intended to be a working document for programs who wish to work toward attaining the Exemplary program distinction. The Levels 1 through 3 described are potential areas of entry for programs to use as a checklist to identify areas of need as well as an advocacy tool for administrative support for program strengthening, with Level 1 being the lowest, and Level 3 being the closest to program award attainment.

In the standard of “program characteristics” Melrose ranks in the “program award” range in scheduling, student participation in grades 6-10, languages and levels, and enrollment data. Melrose scores in the “level 2” range for student retention as 50% of our students remain in level 4 or above; and “level 1” for less than 55% of seniors participating in foreign language programming. Melrose scores in the “level 3” range in all 3 sub criteria of “curriculum” including aligned with standards, best practices, and proficiency targets. In the standard of “staff” Melrose ranks in the award category for professional development, and in the “level 3” category for highly qualified staff. Melrose scored in the level 1 category with respect to our teachers’ participation in professional organizations.

Melrose scores in the program award range for “Advocacy” for promoting language learning in the community, and “level 3” for service learning. For “Achievement,” Melrose scores in the award range for performance assessments, and in the “level 2” range for proficiency assessments. Finally, in the “Overall

⁸ http://www.psmla.net/pep_awards

Quality” criteria, Melrose scores in the award range for all 3 criteria: resources, program review process, and other noteworthy evidence.

There is currently no fixed number of criteria and sub-criteria required to apply for the program award. Melrose currently ranks in the program award area in 10 of the 20 criteria; “level 3” in 5 criteria, “level 2” in 2 categories, and “level 1” in 3 categories. See Appendix H for more details.

Essential Questions

How does the GL Program support skills and concepts in culture, communication, connection, comparison, and communities?

Culture

The textbooks have strong connections to the culture of the countries and communities that speak the language. Recent upgrades to textbooks have allowed the inclusion of non-traditional communities in Africa and the Caribbean. Culture is also explored in video and textbook as well as fun facts.

Culture is an ongoing component of all common assessments. Students are asked to present their knowledge of the cultural concepts presented. Students are asked to respond in writing to compare and contrast the target culture with their native culture.

Each year, students engage in a research project based on a cultural component of the target language. For example at the high school, the level 2 cultural research assignment focuses on cities, Level 3 regional, and Level 4 is of a famous cultural icon. Over the past two years many of these projects have evolved into project-based learning with the support of the academic facilitator and the library media specialists (<http://melrosehigh.melroseschools.com/library/project-database/>). Consideration is being given to continue to integrate current events with research projects. Research has developed in the department to include opportunities for students to research different cultural groups beyond an Eurocentric view.

Other opportunities exist in the department for students to develop cultural understanding. Exchanges and clubs provide students opportunities beyond the classroom. Strengthening the cultural components of the clubs was an area of opportunity as seen by the review team. Specifically, there is a need for student clubs at the high school to go deeper into culture beyond food and movies.

At times, cultural groups have been brought to MVMMS - particularly in German, French, and Spanish. French/Togalese singer concert was held at MVMMS. A Spanish troupe performed at the middle school. German concerts have been held yearly. An opportunity exists to continue these cultural performance at the high school perhaps using cultural grants and other sources of funding.

Communication

The aim of Global Languages is 90% target language in all classrooms. This includes instruction, activities, readings, questions, etc. So that without sacrificing clarification, comprehension, and metalinguistic knowledge, all language classes will provide as much comprehensible input in the target language as possible. This percentage does not only refer to the output of the instructor but also the students, who will be communicating through speaking, writing, and reading in the target language.

All Global Languages classes foster communication in the target language among students and assess students with communication pieces for writing and speaking. Broadly, students are taught and encouraged to hold polite conversations, to describe themselves and others, to give opinions and defend them, and more. This includes Latin class, especially in levels 3 and 4. All exams include writing and

speaking components, which include emails, conversations, etc. to fully assess the student's ability in communication.

Lastly, all classes promote communication through reading. This is accomplished by reading authentic and adapted texts in the target language, as well as by discussing them as a class or with their peers. For example, 90% of schoolwork in Latin levels one and two are focused on developing reading skills. Just as with speaking and writing, exams include reading pieces to assess this form of communication.

Connection

Each of the languages makes connections in different ways. Lessons on culture present connections to the science, the arts, and social sciences. Strategies are taught in all levels and languages specifically for connection and transfer (like graphic organizers, note taking, annotation, research projects, and presentational speaking).

Latin 1 connects to other disciplines with derivatives (English), literature, architecture, history, anthropology, plotting in politics, and with other languages (Italian, Spanish). There is a bulletin board in the classroom for students to post Latin Moments in other classes and in the community.

In French, another example, during the one-way homestay last spring and in the 2015-2016 full exchange, a collaborative research project on Enlightenment was included.

While the department has some connections with other disciplines, these are not explicit. New textbooks have helped. The research component at the high school has provided an opportunity for students to use reading, writing, technology, speaking, and listening skills. In order to strengthen this area, global language teachers must gain more of an understanding of the other disciplines written curriculum and content standards.

Comparison

Cultural comparisons are evident throughout all languages through assessment and instruction. Culture is assessed in all languages using a compare/contrast format. Beginning in grade 8, students compare the target culture to one, which they are familiar, and are asked to do so on the mid year and final exams. Regular classroom activities support this comparative practice. Currently in Latin, the series of open response assessments ask students to compare particular aspects of Roman culture to their native culture. Museum trips and other outside activities encourage students to make comparisons among the arts. In particular, the Latin Club has explored local museums to find examples of Roman connections and also to find examples of Roman architecture in the community.

Linguistic comparisons are made through instructional strategies. In particular, the Latin program identifies specific comparisons using model sentences between English and Latin. Additionally, students apply Latin to other languages (Spanish, Italian) as well as English.

Communities

The high school language clubs seek to create one student centered community for language and cultural learning. There are clubs for each language taught which includes Latin, French, Spanish, German and Italian. The student centered communities at Melrose High School are strong and self sufficient. All global language students, not just club member, have the opportunity to test their skills by taking the

national language exams in all languages. Students pay the cost of the exam. The following is a summary of each of the clubs:

- The Latin Club currently has 10 members and seeks to encourage students through the National Latin Examination. Twenty of our students took the exam this year.
- The French Club produced the Croque Monsieur Party. The Club seeks to build cultural interest for the target language by hosting monthly events focused on items of interest to the students. Examples of these activities are movie watching, volleyball, scavenger hunt and experimenting with the French cuisine. The National French Examination has yearly students participation with 31 candidates this year.
- The Spanish Club has 52 members and hosts events regularly, including movies, bingo, volleyball, cooking demonstrations, and trips to the Museum of Science. This year, 37 students participated in the National Spanish Exam.
- The German Club participates in cooking demonstrations too, volleyball, epals, and concerts among other activities. Students did not take the National German Exam this year but it is given most years, including to students in 8th grade.
- The Italian Club has 55 members, and like the other clubs, they celebrate the culture of Italy. Members get together to play bingo in the target language and volleyball.

Neither German nor Italian National exams were offered last year due to lack of interest but in past years, lot of students have participated.

Our community of students are not only broken down by languages. They are also separated into sub communities with local and international goals. The main objectives of these goals are to increase connection with local residents and to bridge our students into international communities.

On the local side, the Global Language Department celebrates students who do well in the National Language Exams, students of the Spanish language volunteering to teach Spanish at a local preschool and write children books as seniors which are read to other students, Latin students sending ambassadors with a video to help students want to continue their study and also Club tutors, French students hosting the Canadian game Kinball and they can use the Bruins ICE curriculum. Finally, 8th students of the Italian language going to a field trip to the North End.

On the international side, the language communities encourage exchanges with foreign students. The Spanish Department has established an exchange program with students from Valencia, the Italian Department with Calabria, and the German Department with Hamburg. Last spring the French Department arranged one way homestay. This school year will be a full exchange which includes a collaborative research project on the Enlightenment.

The club outside of the exchanges do not have other connections to the local and global language community.

How does the GL department build proficiency in listening, reading, speaking, and writing?

The members of the Global Language Department at Melrose have dedicated themselves to sharing ideas, common goals, and best practices in order to promote proficiency across all languages and levels. One

similar goal, which unites them, is their rigorous work on common curriculum planning, assessments, and the creation of UBD's (Understanding by Design) curriculum maps, which are all in a common format.

Across all languages and levels, there are similar ways of measuring performance, as well as similar ways of scaffolding practice in order to reach the objectives of each unit and culminating performance task. Each course has a mid-year and a final exam with measurable reading, writing, speaking, and listening tasks. All courses also contain four written Open Response assessments and four spoken Core Assignments over the course of the academic year.

In order to teach proficiency in listening, reading, speaking, and writing, teachers constantly use similar best practices and activities which they modify to fit the needs of their individual classes and students. Many of these activities touch on multiple skills at a time. Some of the formative assessments and activities include having the students perform dialogues, improvised skits, mime, total physical response, and "integration" activities which involve tasks combining both the use of audios and texts. Other common activities include using online videos, music, video/audio apps on the iPads, interpersonal prompted dialogue activities, the extra activities and practices in the online books, and using related websites such as Conjuguemos to scaffold lessons and promote proficiency. The members of the department are also dedicated to speaking as much of the target language as possible during class time. Some have challenged themselves and set professional practice Smart Goals of speaking the target language at least 90% of the time, as data has shown this to be a very effective practice.

During the monthly department meetings and professional development sessions, the members of the department collaborate and share ideas on improving and revising their practices and curriculum, and the changes in the way they run their classes can be seen daily. Oftentimes, teachers from within the department, as well as from other districts, present best practices and provide a plethora of proficiency-building activities, many of which are technology related and geared towards 21st century collaboration skills for students.

With the revision of their UBD curriculum maps, the members of the department have also begun utilizing specific professional development teachings related to best assessment practices. They understand that student proficiency is linked to student motivation, and the members of the department have dedicated themselves to revamping written Open Response and spoken Core Assignment prompts to boost motivation so that the students produce as much as possible in real life scenarios. Other ways that the members of the department promote proficiency through motivation is seen in the use of language games such as vocabulary races, conjugation chart races, kahoot quizzes, and forms of Jeopardy, as well as using Skype and promoting the use of WhatsApp to connect with the foreign language-exchange partners.

Within the department, the members have begun to work with the process of leveling students and assessments according to the ACTFL Proficiency Scale. They have also begun to set personal, professional Smart Goals with the scale in mind.

Curriculum

All courses have an Enacted Curriculum document, or pacing guide, that highlights the knowledge and skills taught at each level. These documents are also used as pacing guides. Beginning in 2014 the Global Language Department began the process of revising its curriculum documents into Understanding by Design format. These units outline the skills and performance tasks for each unit in each level. They

address all domains of language in addition to culture. Teachers will continue to create and revise curriculum documents as outlined in the action plan.

Completion of Curriculum Documents in the Understanding by Design Format

	7	8	1	2	3	4
Latin	N/A	x	x	X		
French	X	X		X	X	
German	X	X	N/A	X	X	
Italian		x		X	X	X
Spanish	X	X	X	X	X	X

How is proficiency measured?

The Global Language Department has common assessments to assess student *performance* which points toward proficiency⁹. Assessing for proficiency has become the advisable practice according to ACTFL beginning in 2014¹⁰. The department administers common assessments (open response, core assignments, midyear and final exams) and evaluates student performance using common rubrics (for speaking, writing, and writing about culture) for every level and language.

The Global Language Department does not currently assess student *proficiency* regularly. In a proficiency based assessment, proficiency is measured through an external and objective series of exams that can include an oral proficiency interview, a written performance task and others¹¹. A grant from the Melrose Education Foundation¹² supported a pilot of proficiency assessment¹³ for graduating seniors in French, German, Italian, and Spanish, and a proficiency assessment for interpretive reading¹⁴ in Latin in the spring of 2016.

Exams

Final exams are given to all students in grades 7, 8, and all levels in all classes at the high school. All students also take a mid year exam with the exception of grade 7 students who only have 45 days of instruction by the mid year. These exams follow a common format and are consistent horizontally as well as vertically. The mid year exams and final exams measure performance in listening, reading, writing, speaking, and culture (see Appendix C). The Latin exams focus on interpretive reading, summary of Latin text (rather than the traditional translation), and cultural comparisons. Continued revision of assessments to ensure rigor across all languages and grade spans is ongoing.

⁹ <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

¹⁰ https://live.blueskybroadcast.com/bsb/client/CL_DEFAULT.asp?Client=562094&PCAT=4798&CAT=4798

¹¹ <http://www.actfl.org/professional-development/proficiency-assessments-the-actfl-testing-office>

¹² <http://www.melroseeducationfoundation.org/>

¹³ <http://avantassessment.com/stamp4s.html>

¹⁴ <http://www.languageTesting.com/alira-the-actfl-latin-interpretive-reading-assessment>

Several languages (French, Spanish) have taken the additional step to revise unit assessments to reflect the format and skills assessed in the common exams.

Open Response and Core Assignments (ORCA)

Open Response (OR) tasks measure student's written target language performance in French, German, Italian, and Spanish. Currently the open response task in Latin assesses cultural comparisons in English. These tasks are graded with a common rubric and follow a predetermined sequence of length and type of writing that is consistent with Common Core expectations (see Appendix C). Students in grade 7 complete two open response questions, 3 in grade 8, and 4 at the high school levels.

Core Assignment (CA) tasks measure student's spoken target language performance in French, German, Italian, Spanish, and eventually Latin. Currently the core assignment task in Latin assesses summary skills of a Latin passage. These tasks are graded with a common rubric and follow a predetermined sequence of length and type of interaction that is consistent with Advanced Placement expectations¹⁵ (see Appendix C). Students in grade 7 complete one common assessment, 2 in grade 8, and 3 at the high school levels.

The department is working toward building anchor papers for written common assessments, and audio samples for common speaking assessments through the practice of commonly grading student work.

What are the best instructional practices that build and motivate students to achieve long-term proficiency?

Across language strands, Global Language teachers are aware of and, on a regular basis, consciously plan classroom support of performance skills in both receptive and productive domains of language: listening, speaking, reading, and writing. Classroom instruction supports performance-based sections of the common assessments. This planned instructional support takes many forms, including annotation of both reading and listening activities, reading comprehension quizzes, and self-check exercises that also foster student independence.

Listening comprehension and speaking skills are intensively promoted. In addition to planned instructional activities in these domains, such as interviews or extemporaneous dialogues, students tend to be seated in groups, which supports spontaneous speaking as well as teamwork goals. Global Language teachers make every effort to speak to students in the target language as much as possible (up to 90% of the time across levels), even in the College Prep (CP) classes. Teacher use of target language also includes giving instructions and checking for understanding. Often, students are given, or asked to create, a cheat sheet of questions to ask in the target language; these questions often relate to classroom management, permissions, or other behaviors: "May I please go to the bathroom/my locker/the Guidance Department?"

Global Language teachers not only often work together, across languages, but also work informally with teachers from core content courses (ELA, Social Studies), to plan and model learning experiences that integrate multiple skills and leverage student knowledge across the curriculum. This allows teachers to impart vocabulary and grammar topics and students to apply what they know right away, thus avoiding lecture formats. For example, in teaching reading comprehension, Global Language teachers leverage

¹⁵ http://apcentral.collegeboard.com/apc/public/exam/exam_information/4554.html

(and reinforce) students' ELA experience by asking them to summarize unfamiliar passages, distill the main idea from details, and support their analysis with evidence from the text.

Global Language teachers make use of a variety of resources to support student proficiency. Teachers regularly use instructor's manuals, stage or chapter tests, workbooks, audio CDs, online texts (only partial access to the Level 4 text across languages) and other online resources (such as Conjuguemos, Duolingo, Quizlet, Wordreference) to support performance and proficiency goals.

How can and does technology support the goals of proficiency?

In the Global Language Program, technology is organic and is used as a means to an end rather than the end product. Every classroom has a Smartboard and projector which facilitates technology in the classroom and teachers make regular use of Google Apps for education. In addition, all high school teachers are scheduled for iPad use once per cycle, and many teachers use this resource outside of their scheduled time. The middle school schedules time in the library or computer lab for individual student access to technology. Generally, technology is used for practice, teacher tools, communication between students, and production of target language.

Students practice discrete skills by using the technology associated with the textbooks. In particular, the new French and Latin materials allow students to log into the online version of the text and additional practice. Some of these activities are graded online. Separate web sites such as quizlet or conjuguemos are also used to for independent practice and formative assessments. Technology is used to help struggling students master the building blocks of the language.

Teachers use technology as an instructional tool. They use Smart Notebook and Powerpoint for presenting information to students. Class Dojo and Classcraft are used as classroom management resources, and Remind is used to help students and families remember important events.

Technology is used for communication. For example, language clubs use social media to remind members of meetings and to share minutes. Epals is used in Grade 7 and 8 German classes for students to communicate with students in Germany, and for high school French classes to communicate with students in France as well. Skype has also been used to for exchange participants to communicate with their partners. The department as a whole maintains a blog (found here: <http://melroseschools.com/category/global-language-department/>) and a Twitter account (@MelroseFL) and many teachers also maintain Twitter accounts to communicate cultural events and other language-related happenings to their students in order to help them use their language skills outside of the classroom.

Students also use technology for production of target language. At the high school, students make short videos with Puppet Pals, Educreations, or other video apps such as Youtube and upload them to a private account for class viewing. Edmodo is used in split classes with the help of the academic facilitator in order for students to interact with each other and the material asynchronously by posting and responding to comments. The library media specialists and academic facilitator support students in the use of technology to complete and present cultural research projects, a database of which can be found at the following link: <http://melroshigh.melroseschools.com/library/project-database/>. Digital voice recorders and cameras are also widely used by high school teachers and, to a lesser extent, by middle school teachers for the purpose of supporting students' production of the target language.

Survey Data

Parent Survey

The survey was administered in the spring of 2015 via an email to all middle and high school parents and 193 parents responded. Seventy-five percent of the respondents were middle school parents. Parents of students in French, German, and Italian represent a third each of the respondents. There is no grade 6 class in Spanish.

Overall, parents responded positively about the global language program. Less than 3% had a negative response to their children learning another language

When asked to respond to languages that should be taught in Melrose, almost 100% responded Spanish, 98% French, 68% German, 75% Latin and 66% Italian. Sixty-four respondents indicated Mandarin Chinese. Other languages that are suggested by a handful of respondents included Portuguese, Arabic, Russian, Japanese, and American Sign Language.

Eighty-one percent of parents agree or strongly agree that Melrose Public Schools should have an elementary global language program. Almost one third of parents believed instruction should begin in Kindergarten. Approximately 65% said global language instruction should begin in the primary grades K-3. No respondents said instruction should wait for ninth grade. Approximately half of respondents believe global languages should receive as much instructional time as English.

The majority of respondents believe that their children have had a positive experience with the program. Three quarters agree or strongly agree that their child enjoys learning a language at school, while only 30% of parents report their child uses their language they study outside of class. The lower number for usage outside of the classroom may be due to that most of the parent respondents were from the middle school where students' language learning is at the beginning stages.

Half of the respondents strongly agree or agree that the language program offered at our school appears to be of a high quality. One third disagree or strongly disagree that the program is of high quality. Fifty-five percent of parents believe the program offered at the school meets the needs of their child and the pace is appropriate. Approximately 80% would welcome the opportunity to move more quickly or slower within the program depending on their child's needs.

Parents are not aware of the goals of the global language programs. Seventy percent of parents indicate they don't know the goals of the curriculum, while 46% of parents are not aware of how technology is incorporated into global language.

Strengths

Almost 90% of parent respondents say that it is important or extremely important for their child to learn another language. Parents responded that strengths of the program included instructor (50%), language opportunities (60%), the variety of languages (58%), and the exchange program (47%). Parents commented that the instructor plays an important role in having their child love and enjoy the language.

Some parents responded that their children use language for travel or to communicate with family. The variety of language offered in the district was viewed as positive.

Areas of Need

Only 20% of respondents indicated the development of listening, reading, writing, and speaking skills as strengths. Approximately 40% indicated development of speaking skills as a need of improvement. Students don't have enough opportunities to practice the language outside of school. The exchange provides one opportunity that may not be sufficient. Parents expressed concern that some of the language classes, especially in Spanish, are too large.

Student Survey- Middle School

Eighth graders were surveyed in the fall of 2015. Sixth graders in the spring of 2015 enrolled in a course were surveyed. The student sample was representative of the language offerings.

The overwhelming majority (85%) of students report they are enjoying learning a new language and feel good about their progress, particularly in reading and speaking. Ninety-three percent of students agree that it is important to learn a new language, and 87% connect this importance to their future. While 83% of students reported that the content of their language class was relevant, very few students (38%) believe that language learning helps in other classes and only half (51%) believe there are opportunities to use their language outside of the classroom. Seventy percent of students want to continue their language study beyond the required number of years. Students at the middle school reported that they plan to use their language for enjoyment, 75% plan to use it for travel and 64% for fun. Sixty-four percent plan to use it to talk to people from different cultures.

Assessment

Students reported that assessments and other assignments are aligned with what they are learning (91%) and demonstrate what they know (85%). Students report that they can best show what they know by speaking performance tasks (57%) and group projects (65%). Formal oral presentations in class and individual projects (30% and 39%) were reported by students as the least effective way to demonstrate what they know. The vast majority of students (85%) feel that their grade reflects the skills used in the language.

In class

The majority of students (72%) indicated that the teacher makes the objectives clear to the class. Seventy-eight percent reported learning about culture, geography, and history of some of the countries where the target language is spoken. Working with classmates and speaking in class emerged as favorite student activities. See table below for a full list of middle and high school reported activities that students find most helpful in class. Seventy-five percent of students are comfortable using target language in class.

List of Classroom Activities in order of Helpfulness as Reported by Students

Middle School	High School
working with a partner	group projects
group projects	working with a partner
speaking activities	listening comprehension
in-school field trips	writing assignments
out of school field trips	listening to songs to memorize
cultural interaction (pen pals and exchanges)	textbook based activities
individual projects	singing songs to memorize
listening comprehension	independent computer text-based activities
reading comprehension	
textbook assignments	
writing assignments	
independent computer text-book assignments	

Strengths

Opportunities for spontaneous speaking in the classroom was identified as a strength by students. Students felt that speaking was the best way for them to show their knowledge of the language. They want to use language to for travel, fun, and to interact with others. They feel confident speaking in class. Students are comfortable using the target language in class and feel that their grade reflects their skills in language. They learned about language, culture, and geography. Students felt that their language learning experience was overall positive, relevant, and important.

Areas of Need

Students do not see how the language they are studying connects to how they will use it outside of the classroom. They are not making connections of how their skills will help them in their other classes. Students at this level do not feel reading and writing activities are useful. They aren't confident completing them. They also find textbook based activities online and in print the least the useful. However, students do feel that they can use reading and writing to best show their language knowledge. Student data on their confidence by the 4 domains and by level is represented in the table below.

Students' reported levels of confidence by domain of language

Middle School	High School
reading (76%)	reading (66%)
speaking (75%)	writing (56%)
listening (72%)	listening/speaking (49%)
writing (66%)	

Student Survey- High School

Four hundred fifty nine students took the survey in the spring of 2015 during the advisory/flex block. The student sample was representative of the language offerings. Honors level students comprised 65% of the students who responded.

The majority (64%) of students agree that they enjoy learning a new language and feel good about their progress, particularly in reading and writing. Seventy-nine percent of students agree that learning a new language is not only important, but important to their future (71%). Slightly more than half of the students (57%) reported that the content of their language class is relevant, and a few (25%) believe that language study helps in other classes. A little over a third (37%) reported having opportunities to use their language outside of class. Fifty-eight percent of students want to continue studying a language beyond the 2 year requirement, and students at the high school reported that they plan to use their language for enjoyment (59%), plan to use it for travel and slightly over half (55%) for fun. Forty-three percent plan to use it to talk to people from different cultures.

Assessments

Students reported that assessments and other assignments are aligned with what they are learning and demonstrate what they know (82%, 76%). Students report that they can best show what they know by writing tasks (57%), group projects (54%), and reading tasks (50%). Formal oral presentations and speaking tasks (22%, 37%) were reported by students as the least effective way to demonstrate what they know. The majority of students (68%) indicated that their grade reflects the skills used in the language.

In class

The majority of students (71%) reported that the teacher makes the objectives clear to the class, and 91% reported learning about culture, geography, and history of some of the countries where the target language is spoken. Working with classmates emerged as favorite student activities. The majority (61%) of students are comfortable using target language in class, and students are most comfortable reading and writing.

Strengths

Students felt that their language learning experience was relevant to them and learned about language, culture, and geography. Learning was relevant to their lives and they believe it is important to learn a

language. Students feel that the assessments that allow them to demonstrate their learning and other assessments allow them to share their knowledge. Students preferred being assessed through reading and writing which was different than the middle school. The inclusion of culture is also a strength as 91% of students reported that they had learned about culture in their global language class.

Areas of Need

Students do not see how they will use the language they are studying outside of the classroom. They are not making connections of how their skills will help them in their other classes. Students at this level felt least confident in speaking and listening activities than presenting their knowledge in reading and writing.

Teacher Survey

Nine of the fifteen global language teachers responded to the survey given in the spring of 2015. In terms of instructional practices to motivate students to learn, teachers reported all of the following:

- Grades are used as a motivator for students to read, listen, write, and speak in the target language. Teachers try to make the use of the language fun.
- Teachers report attempting to encourage oral language through roleplays and skits.
- Games and activities, as well as the use of popsicle sticks, are used as motivational tools.
- Videos are used to motivate students to learn about the culture in the classroom.

Teachers also use a variety of instructional practices to encourage language use across the four domains. Quizzes and tests are used to assess students both orally and in writing. Teachers support interpretive skills by giving students something specific to listen for when they are working on that skill, and when supporting reading, teachers spoke most often of making the content really relevant and giving a variety of reading materials that are connected to other skill areas. Students are grouped frequently in partners and small groups to facilitate collaboration. Teachers agree that there are not enough opportunities to provide for students to interact with the target language community.

Teachers report making use of several resources to incorporate technology. Smartboards are used in the classroom to model lessons. Teachers at the high school make use of the IPADs such as Puppet Pals and Educreations. Audio recorders were also used to record students. Some teachers use technology to connect students to other cultures.

Site Visit Summary

On December 7, 2015, a site visit was conducted as part of the Global Language Program Review process. Four teams of four global language educators spanning grades 6-16 including teachers of French, German Italian, Latin, and Spanish, and 4 administrators spent the day immersed in the program. They observed classes taught in every language at every level by every teacher, and interviewed one group of grade 8 students and two groups of high school students. The middle and high school faculty were interviewed by the site visit team. At the conclusion of the observations and interviews, the site visit team debriefed and generated broad themes of findings connected to the essential questions provided by the Global Language Program Review committee. The six summary statements are included below.

Summary Statement: Teachers gave positive feedback to students, both orally and written, to encourage risk-taking and improvement.

- Teacher stated, “Yes that is one great answer.”
- Teachers stated, “Bravo, good job, molto bene.”
- Teachers encouraged students to respond by providing follow up supportive comments.
- Teacher praised, “Great effort.”
- Student work was displayed.
- Teacher had created a system for organized feedback and for the retaking of an exam.
- There was descriptive feedback on student work posted in hallways and in classroom.

Summary Statement: All teachers created a positive classroom environment built on enthusiasm, risk-taking, and mutual respect.

- Students were not afraid to answer in target language. They were willing to take risks.
- Students and teachers appeared to have mutual respect for each other.
- Teachers made use of humor to support the creation of positive classroom environment.
- Teachers showed enthusiasm for their content.
- Students were running to be first to play a game.
- Students made interesting connections when it came to a poem.

Summary Statement: The best lessons for proficiency are those that include all 4 domains, provide multiple scaffolded entry points, require target language use, employ role plays, and target a variety of learners.

Summary Statement: Culture is embedded and a focus in classes.

- In German, students discussed how we always say please when greeting others.
- The Latin Moments provides an opportunity for students to share places where they have heard or used Latin.
- Middle school teachers indicate they have common culture questions on exams and common assignments across the languages.
- Teachers make use of realia in the classroom to learn about culture.
- There was a bookcase of German language magazines in one classroom.
- The teacher explained, “When you speak to someone in another language, ...”

- In a middle school Italian class, students were asked to share their definition of a stereotype. Students were also asked to take on a different perspective not their own.

Areas for Growth

Summary Statement: When teaching for proficiency, teachers at all levels need to commit to using 90% of target language. Particularly the goal should be that target language is not later translated for students. Routines are a good way to start for use of target language in the classroom.

- Make more use of target language use, even if it slows down the class.
- The department needs to make a commitment of all teachers to use target language.
- Students' use of target language could be increased. Take the first semester to understand what is said and develop routines for use of target language.
- What is the balance of target versus English? There is a time and place for English. Perhaps, when students need to understand complex tasks, English is used. On the other hand, when building vocabulary and content, the target language should be used. Use visuals and total physical response to teach vocabulary.
- Stay away from the translation. Students don't need to listen or learn the target language if they are conditioned to wait for the English translation.
- Target language when it was used was related to the unit/topic. The observers were not able to identify more examples of spontaneous speech.

Summary Statement: Technology can be used as a means to an end rather than an end in itself.

- When observing the use of IPADs in the classroom, the IPAD seems to lead the lesson.
- IPAD Day was motivating for the student. However, consider if the, technology is guiding the learning, versus the technology being a tool that is used by the teacher to accomplish multiple goals.
- Students reported using the IPAD to do Internet research. Students did not report as much use of the apps.
- There was use of technology observed in the classroom.
- There are other ways to use the Smartboard. Observers noted that the Smartboard was used to present information, or as a whiteboard.
- Consider if technology is used for the sake of using technology. Instead, think of technology as a tool box.
- How can Google Apps for Education support writing in the global language department? Consider a policy around translation. Use lots of in-class writing. Provide explicit instruction on the use of Google translate and its errors. Use funny Youtube video of popular songs or shows to highlight the danger of translating using Google.
- Teach students to use a variety of their resources including Google Apps for Education. Create an assessment where they can use any of their resources to complete the task.

Summary of Findings

Overall strengths determined by the committee

The program review found that the Global Language program in grades 6-12 has many strengths. The program offers five different languages at the middle and high school along with courses offering Advanced Placement. Ninety-five percent of students at the middle school are enrolled in global languages. One hundred percent of students meet the 2 year requirement at the high school level.

Curriculum revision over the past four years has strengthened the program articulation vertically and horizontally. Curriculum documents outline units of study for each language and level using the common Understanding by Design format. Continual revision of curriculum maps will continue every year. Instruction in culture is embedded within units of study and is outlined in the curriculum maps and lessons. Units of study are developed around topics of high interest to student. The department has four foreign exchanges that provide an opportunity for cultural exchange by both teachers and students. A broad group of students participate in the exchanges.

All of the curriculum materials have been updated in the last two years except for Italian. The department is waiting for a more age appropriate text to be released for Italian. The textbooks provide for more engaging materials and more recent cultural information. In Italian, the teachers make use of many authentic resources available online.

Technology is consistently used in the classroom for language learning for different purposes. Staff will continue to develop further projects and tasks that leverage the use of technology. Project based learning and use of research tools is continuing to develop each year with increased teacher use of this instructional approach.

As curriculum was developed and strengthened, assessments have been clearly articulated across languages and levels of study. Performance-based common assessments in the form of exams, open responses, and core assignments are outlined and assessed with common rubrics. Assessments focus on providing information on students' language proficiency across all four domains listening, speaking, reading, and writing. There is a culture pointing towards increasing language proficiency through the use of performance tasks. Students are now comfortable with this form of assessment. The department will continue to revise and develop performance tasks into the future.

As indicated by the survey results, parents support the program. Almost 90% of parent respondents say that it is important or extremely important for their child to learn another language. Parents responded that strengths of the program included instructors, language opportunities, the variety of languages, and the exchange programs. Parents commented that the instructor plays an important role in having the student love and enjoy the language. Some parents responded that their children use language for travel or to communicate with family. The variety of language offered in the district was positive.

Using the Massachusetts Draft (Massachusetts Foreign Language Association) MaFLA exemplary program review rubric, the program ranks in the “Secondary Program Award” range in half of the 20 criteria including scheduling, student participation in 7-10 programming, languages and levels, enrollment data, professional development, promoting language learning in the community, performance assessments, resources, program review process, and other noteworthy evidence. Melrose also falls in the “level 3” range in 5 categories including curriculum aligned with standards, best practices, proficiency targets, highly qualified teachers, and service learning. For a complete version of the rubric see Appendix H.

Overall needs determined by the committee:

Creating further opportunities for students to speak the target language in and outside of the language is an area of focus. Language clubs are often focused more on surface features of culture and language use. Beginning with ninth grade, clubs could focus on providing options for students to interact with native language speakers of the target language in authentic ways. Clubs could also strengthen discussions about race and culture as they relate to the study of the target language. Potentially, consider the development of language clubs for the middle school.

Focus on the use of target language in the classes at all levels to reach 90% of the class by both teacher and students, which is also one of the newly released ACTFL 6 core strategies. The department has already developed a list of common phrases to be used across all grades, as well as sentence stems that allow for more accountable talk. Rubrics that measure proficiency need to be developed and calibrated throughout the languages.

Increase the use of target language outside of the classroom including use of clubs as means to generate interest; hold meetings with officers between events and activities. High school students can go to the elementary schools or the Franklin to engage the younger students in the Global Languages offered in Melrose Public Schools. Initiate a “language lunch” at the high school to give students an opportunity to practice the language in a relaxed setting with their peers. Continue to provide students with opportunities to take the National Exams at both the high school and middle school levels. Foster collaboration with students in the program and the ESL students at the middle and high school who speak the target language.

Continue to promote the importance of the study of Global Language and support our non-traditional languages students, i.e. English Language Learners, students with disabilities, other students struggle with meeting two year language requirement. Continue to motivate students to continue language beyond the two year requirement at the high school. Develop strategies and lessons that connect language to the relevance for their life. At times, students can become behavioral challenges for teachers because they do not necessarily want to be in the class or see the relevance of the class.

The following represents the needs as identified by the team that are specific to each language in the program:

- In the French program, further connections with local target language communities is needed. Teachers will create and share lessons that maximize the use of the target language in the

classroom between students. Methods to reconnect students with topics that we have left behind will be developed. Teachers will integrate more authentic materials in the classroom to prepare for the AP exam.

- Review the German exams for level of difficulty of questions. Look into the possibility of making a connection to the Melrose Veterans Memorial Project from the World Wars.
- There are no quality textbooks for the middle and high school level (up to level 3) in Italian. The program is currently awaiting for new texts to be viable. Continue to seek out authentic texts to use in class.
- Latin 1 and 2 curriculum are completely outlined. Continued mapping of other higher levels of Latin. While students are given the option to participate in Latin 1 has eighth graders, the students choose to not continue with Latin in high school giving preference to their other modern language choice.
- Curriculum units have been outlined for levels 1-4 with 5 still to be completed. Next year, level 5 will be taught as a dual enrollment course with Salem State. Level 5 will be outlined in the summer of 2017 after teaching the course.

Based on the MaFLa Program Award Rubric, areas of opportunity include increasing the percentage of seniors who participate in foreign language programming, retaining more students after the required course sequence, continued systematic proficiency assessment and data analysis, and supporting staff to join professional language associations.

Action Plan

Assessment: Assess students' proficiency using external measures in order to assess students' progress towards ACTFL national standards.

Actions	Who is Responsible	Timeline	Benchmarks	Resources Needed
Assess implementation of STAMP and ALIRA this spring. Decide if to assess students on a yearly basis with STAMP and ALIRA at the end of Level 4 for future year.	Team of teachers who administered proficiency tests.	Spring 2016	Decision based on when to give the assessment.	Meeting time
Administer the STAMP/ALIRA assessment annually	Director of Global Languages	2016-2020	Assessment completed.	STAMP and ALIRA tests for all students in Level 4 and grant funding
Analyze the data to plan for specific actions in the area of curriculum, instruction, and resources.	Teams of language teachers	2016-2020 School Year	Action plan completed.	STAMP and ALIRA results and data

Communicate proficiency targets for each level to parents and students. The proficiency target will outline specifically what students can do in listening, speaking, reading, and writing at the end of each level.	Each teacher	2016-2017 School Year	Include proficiency targets on syllabi, Aspen, and parent letter.	Clear, concise, and parent/student friendly model of the proficiency levels
Set goals with students and develop action plan of how they will meet proficiency level targets by the end of the year.	Each teacher and every student	Beginning in January 2017 Continued every year	All students have set goals and development action plan.	Proficiency targets

Instruction: Increase the implementation of the 6 ACTFL core practices (90% target language use by teachers and students, providing timely and meaningful feedback, incorporating authentic and cultural texts, planning communicative activities, planning curriculum using Understanding By Design, and teaching grammar in context).

Actions	Who is Responsible	Timeline	Benchmarks	Resources Needed
Increase the use of target language by students and teachers in the classroom. Provide professional development to teachers and build a banks of strategies.	Teachers Director of Global Languages	2016-2017	Professional Development provided. Banks of strategies completed. Increase use of target language by teachers and students.	Bank of strategies for staying in the target language
Incorporate authentic and cultural texts, print and audio.	Teachers Director of Global Languages	2016-2017	Bank of authentic and cultural texts	Authentic and cultural texts
Provide timely and meaningful feedback to students using rubrics.	Teachers Director of Global Languages	2017-2018	Rubrics created and implemented in the classroom. Professional development provided to the teachers.	Sample rubrics Time for professional development on creation of proficiency based rubrics
Provide activities in the class that create opportunities for authentic communication (Communicative Activities)	Teachers Director of Global Languages	2017-2018	Bank of communicatives created Professional development provided to the teachers Observable communicative activities in the classroom	Sample communicative activities Time for professional development on development of proficiency based rubrics
Teach grammar embedded in context.	Teachers	2019-2020	Bank of communicatives created	Supporting professional

	Director of Global Languages		Professional development provided to the teachers Observable communicative activities in the classroom	development from ACTFL. Investigate programs who are implementing. Form a teaching team and coach MPS staff.
Outline UbD units in French for Levels 1, 4, and 5.	Teachers of French in Levels 1, 4, and 5	2016-17 Level 4 2017-2018 Level 5	Units are completed including proficiency targets and authentic resources.	Time for teachers to develop or revise units, and curate resources
Outline UbD units in German for Levels 3, 4, and 5	Teachers of Levels 3, 4, and 5	2016-2017	Units are completed including proficiency targets and authentic resources.	Time for teachers to develop or revise units, and curate resources
Outline UbD units in Italian for Levels 7, 1, and 5	Teachers in Levels 7, 1, and 5	2017-2018	Units are completed, including proficiency targets and authentic resources.	Time for teachers to develop or revise units, and curate resources
Outline Ubd units in Latin for Levels 3 and 4	Teachers in Levels 3 and 4	2016-17 Level 3 2017-2018 Level 4	Units are completed including proficiency targets and authentic resources.	Time for teachers to develop or revise units, and curate resources
Outline UBD Units in Spanish for Levels 7, and 5	Teachers in Levels 7, and 5	Summer 2017	Units are completed including proficiency targets and authentic resources.	Time for teachers to develop or revise units, and curate resources

Community: Increase opportunities for students' use of target language use outside of the classroom.

Actions	Who is Responsible	Timeline	Benchmarks	Resources Needed
Identify community resources by language.	Teachers and students	2016-2017	List of community resources created.	Community resources identified.
Develop a pilot with one level for service language learning.	Teachers Director of Global Languages	2017-2018	Pilot completed	Strategies for service language learning.
Assess results of the pilot of service language learning to develop next steps to scale up.	Teachers Director of Global Languages	Spring 2018	Pilot completed and next steps developed	Strategies for service language learning.
Extend the pilot of service language learning to an additional level of students.	Teachers Director of Global Languages	2018-2019	Pilot completed and next steps developed.	Resources identified for service language learning.
Formalize service language learning component in the curriculum.	Teachers Director of Global Languages	2019-2020	Service language learning established component	Service language learning is incorporated into the curriculum.
Investigate and establish a Latin Exchange	Latin Teacher	2017-2022	Latin exchange established.	Consult with students and other faculty.
Develop common mission for language clubs to include broader definition of culture (identify 2 cultural activities that are inclusive of all students).	Language Club Advisors	2016-2017	Common mission developed.	Language clubs have common mission that include culture.
Develop language clubs at the middle school.	Language Club Advisors at Middle School Principal MVMMS	2016-2017	Language clubs established at middle school.	Voluntary language club advisors at middle school

Enrollment: Increase the number of students completing a language at the high school from 40% to 70% of high school seniors by 2020.

Actions	Who is Responsible	Timeline	Benchmarks	Resources Needed
Dual Enrollment available to students in Spanish and Latin	Director of Global Languages Salem State University consultants UMass Boston consultants	2016-2017	Students enrolled in dual enrollment	Partnership with Salem State University
Dual Enrollment with Salem State University in French, German, Italian	Director of Global Languages Salem State University consultants UMass Boston consultants	2017-2018	Students enrolled in dual enrollment	Partnership with Salem State University
Assess reasons why students do not continue with language past two year requirement	Level 3 and 4 global language teachers poll their students.	Spring 2017 Spring 2018	Survey of students completed	Survey Time to survey students
Investigate how students can move through language levels by showing competency versus actual seat time.	Teachers Director of Global Languages	2016-2017	Plan for resequencing courses developed and implemented.	Professional development on competency based education
Pilot an unleveled language class at level 2.	Teachers of Level 2 Director, Global Languages	2017-2018	Pilot implemented.	Professional development for teachers to support unleveled of courses
Pilot resequencing the courses to be based on language level versus number of years in the program in levels 2.	Teachers of Level 2	2017-2018	Pilot implemented.	Professional development on strategies to support proficiency based teaching

Resequence (and possibly rename) all courses at the high schools using language proficiency levels levels 1-4.		2018-2019	Resequence of courses implemented.	Professional development on strategies to support proficiency based teaching
Redesign upper level courses (4 and 5) to include marketable themes (e.g. TL for business)		2018-2019	New courses developed.	Professional development, curriculum, and materials to support new courses

Appendix A

Global Languages Course Offerings In Other Communities

This list was voluntarily compiled by members of the Eastern Massachusetts Foreign Language Administrators beginning in 2014.

Middle School Offerings

School	Languages Offered
Andover	French, Latin, Mandarin, Spanish
Boston Latin	Chinese, French, German, Italian, Spanish (all AP)
Brockton	Chinese, Latin, Spanish
Brookline	Chinese, Japanese & Latin, Spanish
Burlington	French, Italian, Latin, Spanish
Concord	French, Mandarin, Spanish
Dennis-Yarmouth	French, German, Spanish
Dover-Sherborn	French, Latin, Spanish
Falmouth	French, Spanish
Hamilton-Wenham	Spanish
Hopkinton	French, Spanish
Hudson	Portuguese, Spanish
Littleton	French, Latin, Spanish
Manchester-Essex	French, Spanish
Mansfield	French, Spanish
Masconomet RSD	French, Mandarin, Spanish
Medfield	French, Mandarin, Spanish
Medford	French, Spanish

Melrose	French, German, Italian (Latin), Spanish
Milton	French, Latin, Spanish
Needham	French, Spanish
Newburyport	Spanish
Newton	French, Italian, Latin, Mandarin, Spanish
North Reading	French, Spanish
Northboro/Southboro	French, Spanish
Norwood	French, Spanish
Randolph	Spanish
Reading	French/Spanish
Sandwich	French, Latin, Mandarin, Spanish
Sharon	Chinese, French, Spanish
Triton	French, Spanish
Walpole	French, Spanish
West Bridgewater	French, Spanish
Westwood	French, Mandarin, Latin, Spanish
Wilmington	French, Italian, Spanish
Winchester	French, Italian, Spanish

High School Offerings

School	Languages Offered (*AP level offered)
Andover	French*, Latin*, Mandarin, Spanish*
Boston Latin	Chinese*, French*, German*, Italian*, Spanish*
Brockton	Chinese, Latin, Spanish
Brookline	Spanish, Chinese, Japanese & Latin
Burlington	French, Italian, Latin, Spanish*
Concord	French, Mandarin, Spanish
Dennis-Yarmouth	French, German, Spanish
Dover-Sherborn	French, Latin, Spanish
Falmouth	French, Spanish
Fontbonne	French*, Latin, Spanish*
Foxborough	ASL, French*, Spanish*
Hamilton-Wenham	Spanish
Hopkinton	French, Mandarin, Spanish
Hudson	Portuguese, Spanish
Littleton	French*, Latin, Spanish*
Manchester-Essex	French*, Spanish*
Mansfield	French, Spanish
Masconomet RSD	French, Mandarin, Spanish
Medfield	French*, Latin, Mandarin, Spanish*
Medford	French, Italian, Spanish
Melrose	French*, German*, Italian *(Latin), Spanish*
Milton	French, Latin, Spanish
Needham	French, Spanish

Newburyport	Spanish
Newton	French, Italian, Latin, Mandarin, Spanish
North Reading	French, Spanish
Northboro/Southboro	French, Spanish
Norwood	French*, Italian, Latin *Spanish*
Randolph	French, Mandarin, Spanish
Reading	French/Spanish
Sandwich	French*, Latin, Mandarin, Spanish*
Sharon	ASL, Chinese*, French*, Latin*, Spanish*
Triton	French, Italian, Mandarin, Spanish
Walpole	French, Spanish
Wayland	French*, Latin* Mandarin (year 1 only), Spanish*
West Bridgewater	French, Spanish*
Westwood	French, Mandarin, Latin, Spanish
Wilmington	French, Italian, Spanish
Winchester	French, Italian, Spanish

Appendix B

Enrollment Data

Total Enrollment by Grade 7-8 and Language Level

	7	8	I	II	III	IV	V	AP
2011-2012	235	252	127	264	233	161	38	46
2012-2013	260	240	131	274	211	149	51	47
2013-2014	275	241	106	265	205	165	41	37
2014-2015	283	258	61	261	227	153	73	18
2015-2016	252	269	55	268	224	167	48	26

Seniors enrolled in Level 5/Advanced Placement

Year	# of seniors in FL capstone	# of seniors in MHS	% of seniors in GL	
2011-2012	94	255	36.86	(includes 9 duplicates)
2012-2013	101	223	45.29	(includes 4 duplicates)
2013-2014	113	217	52.07	(includes 7 duplicates)
2014-2015	91	227	40.09	(includes 1 duplicate) / no Latin 4
2015-2016	83	234	35.47	

Percent of Seniors Who Remain in a Language for 4 Years

Year	French	German	Italian	Latin	Spanish
2011-2012	32%	68%	35%	61%	30%
2012-2013	53%	44%	56%	12%	34%
2013-2014	20%	31%	38%	22%	29%
2014-2015	27%	60%	41%	0%	38%

French Historical Enrollment Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7 th grade	46	85	60	78	73
8 th grade	73	44	79	53	76
Total: MVMMS	92	129	129	131	149
I	13	23	10	0	9
II	33	56	45	62	41
III	40	27	52	36	56
IV	16	37	19	44	28
V		8	1	5	5
AP	7	9	7	4	8
MHS Total	109	160	134	151	147
Total	201	289	263	282	296

German Historical Enrollment Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7 th grade	40	29	30	41	38
8 th grade	22	38	26	31	38
MVS Total	62	67	56	72	76
I	17	14			
II	30	18	24	19	24
III	40	26	14	18	22
IV	13	15	20	14	10
V	3	6	8	17	7
AP	10	1	3	1	4
MHS Total	113	80	69	69	67
Total	175	147	125	141	143

Italian Historical Enrollment Data

	2011-2012	2012-2013	2013-2014	2013-2014	2015-2016
7 th grade	50	41	82	49	45
8 th grade	47	46	40	76	50
MVMMS Total	97	87	122	125	95
I	---	18	9	25	
II	49	29	39	38	74
III	33	47	25	32	34
IV	46	25	35	24	26
V	11	12	10	12	4

AP	11	19	9	8	7
MHS Total	150	150	127	139	145
Total	247	237	238	239	240

Latin Historical Enrollment Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7th grade				90	0
8th grade	0	0	0	22	38
I	56	51	46	9	11
II	37	49	41	29	13
III	41	20	24	28	10
IV	19	11	11	0	10
AP	1	7	4	0	
MHS Total	154	138	126	66	44
Total	<u>154</u>	138	126	<u>88</u>	82

Spanish Historical Enrollment Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7th grade	99	105	103	115	96
8th grade	110	112	96	98	105
MVMSS Total	209	217	199	213	201
I	41	25	41	27	28
II	115	122	116	113	115
III	79	100	90	113	95

IV	67	61	80	71	92
V	24	25	23	39	27
AP	17	11	14	5	10
MHS Total	343	344	364	368	367
Total	552	561	563	581	568

Middle School Total Enrollment

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
MVMMS (7&8)	584	576	563	583	560
MVMMS FL	460	500	506	541	521
%FL 7,8	79%	87%	90%	93%	93%

Melrose High School Total Enrollment

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
MHS	977	961	928	932	950
MHS FL	869	872	820	793	781
% FL 9-12	89%	91%	88%	85%	82%

Appendix C

Performance Assessments

1. Matrix of Requirements by Level (must be the same for all levels)

Level	Open Response	Open Response	Open Response	Open Response	Core Assignment Research	Core Assignment Interpersonal TL	Core Assignment Presentational TL	Core Assignment Interpersonal/Presentational : TL
MVMM S 7	none	1 ¶ Expository - English	1 ¶ Narrative	1 ¶ Narrative	focus-country EL	5 exchanges @ 15-20 s.	30s / 45s	
MVMM S 8	none	1 ¶ Narrative	2 ¶s Narrative	2 ¶s Narrative	focus-country EL	5 exchanges @ 15-20 s.	45s / 60 s	
HS 1	1 ¶ Narrative	1 ¶ Narrative	2 ¶s Narrative	2 ¶s Narrative	focus –country EL	5 exchanges @ 15-20 s. summary(Latin)	45s / 60 s Summary (Latin)	Summary (Latin)
HS 2	2 ¶s Narrative	2 ¶s Narrative	3 ¶s Narrative	3 ¶s Narrative	focus-region or province EL	5 exchanges @ 15-20 s. Summary (Latin)	60s / 75 s Summary (Latin)	Summary (Latin)
HS 3	3 ¶s Narrative	3 ¶s expository	3-4 ¶s expository	3-4 ¶s expository	focus – city TL	5 exchanges @ 15-20 s Summary (Latin)	75s / 90s Summary (Latin)	Summary (Latin)
HS 4	3-4 ¶s expository	3-4 ¶s expository	3-4 ¶s Argumentative	3-4 ¶s Argumentative	focus – cultural icon TL	5 exchanges @ 15-20 s. Summary (Latin)	90s / 105s Summary (Latin)	Summary (Latin)
HS 5	3-5 ¶s Persuasive/ expository	3-5 ¶s + Persuasive/ expository	3-5 ¶s + Persuasive/ expository	3-5 ¶s + Persuasive/ expository	focus- AP theme TL	5 exchanges @ 15-20 s.	105 / 120s	
HS AP	3-5 ¶s Persuasive/ expository	3-5 ¶s + Persuasive/ expository	3-5 ¶s + Persuasive/ expository	3-5 ¶s + Persuasive/ expository	focus- AP theme TL	TL 5 exchanges @ 15-20 s.	105 / 120s	

Open Response Notes: Narrative writing is not text based, but rather based on personal experience such as describing a typical day at school or one's family. Expository is text based, for example, "Read the

following text and discuss....” Argumentative may be text based or it may rely on students’ prior knowledge.

Core Assignment Notes: The mid-terms and finals assess different types of speaking. One form is interpersonal such as an interview, and the other is presentational, such as comparing two texts or relating a personal experience.

The matrix of requirements for assessments is the same for all global language levels offered. However, the expectations increases as the student advances. In the middle school, students have six major performance tasks, while the high school requires eight. The students develop their skills beginning with writing short narratives and speaking for less than a minute to writing persuasive/expository formal essays and different types of speaking at the highest level in the High School. The time required from students for presentational speaking increases as the student acquires more knowledge of the language as they progress through the levels.

2. HS MY and Final Exam Criteria 2014-2015

Section	Quantity	Total Value	Notes/Questions
Listening	3 sections TL: @5 questions (Latin – Derivatives) (levels 4 and 5 only have 2 sections @ 5 questions @ 1.5 points each)	15 (points for Latin? 30?)	Given during the exam block
Reading	3 sections TL: @5 questions (levels 4 and 5 only have 2 sections @ 5 questions @ 1.5 points each)	15 (points for Latin? 30?)	Given during the exam block
TL Writing	1 TL section “at least one paragraph” (Not for Latin this year)	30	Given during the exam block
TL Speaking	1 TL section – (Summaries: 2 sections@15 points?)	30	Interview with the teacher Student presentation Student dialogue Given outside of the exam block
Culture	1 English section (4H and higher – TL)	10 (4 Honors – 20)	“at least 2 paragraphs “ Given during the exam block

The 2014-2015 high school mid-year and final exams have five sections each and are in the target language. The assessment covers listening, reading, writing, speaking and culture. All are given during the exam block, with the exception of the speaking part, in which the teacher has the option to give it before the test day. The writing and speaking parts are the sections that have most weight.

MVMMS MY and Final Exam Criteria

Section	Quantity	Total Value	Notes/Questions
Listening	3 sections TL: @5 questions	20	1 T/F section for 8 MY and 7 F Given during the “performance” period
Reading	3 sections TL: @5 questions	20	8 F one section needs to be about culture Given during the main testing period
Culture	1 English section “at least one paragraph”	10	“at least 1 paragraph” 7 MY “at least 2 paragraphs” 8MY, F Given during the main testing period
TL Writing	1 TL section “at least one paragraph”	25	Given during the main testing period
TL Speaking	1 TL section –	25	Interview with the teacher 4-6 questions Given outside of the main test period

The 2014-2015 middle school mid-year and final exams have five sections as outlined above as in the high school. The exams are in the target language with the exception of culture component that it is done in English. The point weight is distributed more evenly, although culture only counts for ten points. The expectations are less than in the high school, particularly the speaking section. The exam is given during the assigned block. Similar to the high school, the speaking can be done ahead of time.

Appendix D

Pennsylvania Program Excellence Award

2015 PSMLA Exemplary Program Award Rubric

To receive an award, a high school must meet or exceed 8 of 11 program indicators in a column. Only Globe Award may have 1 indicator off the PEP Rubric.	Golden Globe Award	Silver Globe Award	Bronze Globe Award	Globe Award
				
1. Maintain high percentage of total world language enrollment	90% to 100% of total school enrollment is enrolled in a foreign language class	77% to 89 % of total school enrollment is enrolled in a foreign language class	56% to 76 % of total school enrollment is enrolled in a foreign language class	35% to 55 % of total school enrollment is enrolled in a foreign language class
2. Provide a variety of languages in a 4 year high school sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 to 1000, and 1 additional language for each additional 1000 students (All in four year sequence)	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 additional language for each additional 1000 students in at least a 3 year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 to 1500, and 1 additional language for each additional 1000 students in at least a 2 yr sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 700, 3 languages per 701 and above
3. Retain students at higher levels	50% or more of students in a language in 9 th grade continue to level 4 and above	40% to 49% of students in a language in 9 th grade continue to level 4 and above	30% to 39% of students in a language in 9 th grade continue to level 4 and above	15% to 29% of students in a language in 9 th grade continue to level 4 and above
4. Participate in AP, IB, level 5, and/or CIS program	At least one AP, IB, level 5, or CIS program for every traditional language offered	At least one such class for every traditional language offered	At least two such classes	At least one such class
5. Schedule classes that are one level per period	No multi-level (split) world language classes per school in commonly taught languages	No more than 1 multi-level (split) world language class per school in commonly taught languages	No more than 2 multi-level (split) world language classes per school in commonly taught languages	No more than 3 multi-level (split) world language classes per school in commonly taught languages
6. Provide an extended sequence of instruction in a commonly taught language	12 years or more (sequential program begins in grade 1 or kindergarten) in at least one language	6 years (sequential program begins in grade 7) in at least one language	5 years (sequential program begins in grade 8) in at least one language	4 years (sequential program in at least one language through 11 th or 12 th grade
7. Implement Key Instructional Practices	90% to 100% of world language teachers follow key instructional practices as described	80% to 89% of world language teachers follow key instructional practices as described	70 % to 79% of world language teachers follow key instructional practices as described	60% to 69% of world language teachers follow key instructional practices as described
8. Administer standards-based, performance assessment(s)	District-wide, standards-based assessment in all traditional languages taught, at two benchmark levels, non-traditional at 1 level	District-wide, standards-based assessment in all languages taught, at one benchmark level	District-wide, standards-based assessment in all languages taught, at one benchmark level	District-wide, standards-based assessment across all languages taught, at one benchmark level
9. Engage in yearly staff development on world language topics	80% to 100% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one in-house world language specific workshop (equivalent to a 5 hour day)	60% to 79% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one in-house world language specific workshop (equivalent to a 5 hour day)	50 % to 59% of world language teachers participate in at least one full day local, state, or national world language conference per year in addition to at least one in-house world language specific workshop (equivalent to 2.5 hour half day)	40% to 49% of world language teachers participate in at least one full day local, state, or national world language conference per year or one in-house world language specific workshop (equivalent to 2.5 hour half day)
10. Maintain membership in professional organization	90% to 100% of world language teachers belong to a professional world language organization	80% to 89% of world language teachers belong to a professional world language organization	70 % to 79% of world language teachers belong to a professional world language organization	40% to 69% of world language teachers belong to a professional world language organization
11. Provide special program features	Three program features per school that connect world language students to outside resources & provides language practice outside of the classroom	Two program features per school that connect world language students to outside resources & provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources & provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom

Based on the 2015 PSMLA Exemplary Program Award Rubric and the Global language Department statistics, the Melrose Middle School and High High School qualifies for Silver or Gold Award. However, enrollment and retention data for the high school is at the Bronze level. Encouraging students to stay in the program can easily bring the program into the Silver Award.

Appendix E

Curriculum Map Sample (French 3)

French 3 Curriculum Map

French 3: How can I personally interpret my world?

Honors	Term 1	Term 2	Term3	Term 4
Text and chapters	<i>Bien dit! 3</i> Géoculture 1 Chapter 1 Chapter 2 OR#1, CA#1	<i>Bien dit! 3</i> Géoculture 2 Chapter 3 Chapter 4 OR#2, CA#2	<i>Bien dit! 3</i> Géoculture 3 Chapter 5 & Liaison 1 (ch1-5) Chapter 6 OR#3, CA#3	<i>Bien dit! 3</i> Géoculture 4 Chapter 7 Chapter 8 OR#4, CA#4
Theme (SWBAT) Students Will Be Able To...	1. express likes, dislikes and preferences 2. ask about plans 3. tell when and how often you did something 4. describe a place in the past ----- ----- 5. ask about future plans 6. make polite requests 7. make a phone call	1. set the scene for a story 2. continue and end a story 3. relate a sequence of events 4. tell what happened to someone else ----- ----- 5. say what happened 6. ask for and give advice 7. share good and bad news	1. express astonishment and fear 2. forbid and give warning 3. give general directions 4. complain or offer encouragement ----- ----- 5. express certainty & possibility 6. express doubt & disbelief 7. break news	1. caution 2. tell why something happened 3. make predictions and express assumptions 4. express and support an opinion ----- ----- 5. express a point of view 6. speculate about what happened 7. ask for assistance

	8. write a formal letter	8. renew old acquaintances	8. ask about information	8. get information and explain
grammar	Regular verbs in the present Irregular verb in the present *Verbs followed by the infinitive The <i>passé composé</i> The <i>passé composé</i> and <i>imparfait</i> *Reflexive verbs in <i>passé composé</i> ----- The future Feminine forms of nouns *Conduire The future perfect The present participle *Conditionnel de <i>politesse</i>	The <i>passé simple</i> Relative pronouns with <i>ce</i> *Adjective placement and meaning The past perfect Sequence of tenses in indirect discourse *The past infinitive ----- Reciprocal verbs The past conditional *<i>Manquer & Plaire</i> The subjunctive Subj. w/necessity, desire & emotions *Disjunctive (stress) pronouns	Subjunctive: expressions of fear The imperative *<i>Voir & Regarder</i> <i>Apporter, Amener, Emporter,</i> <i>Emmener</i> Verbs w/ <i>à/de</i> & the infinitive *Idiomatic expressions ----- Subjunctive: doubt & uncertainty <i>Croire & Paraître</i> *<i>Quelque part, quelqu'un, quelque chose & quelquefois</i> Object pronouns (d.o., i.o., y, en) <i>Qui est-ce qui/que, Qu'est-ce qui/que</i> *Negative expressions	The comparative and superlative The passive voice *Prepositions <i>Quand, lorsque & dès que</i> Subjunctive after a conjunction *<i>Éteindre</i> ----- Contractions w/ <i>lequel (au-/du-)</i> The past subjunctive *Adverbs The conditional <i>Vaincre</i> *<i>chacun(e)</i>

Vocab theme	Back-to-school activities & classes After-school activities	Legends, fairy tales & fables	Nature & animals Extreme outdoor sports	Natural phenomena Environmental issues & solutions
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	What you did last summer: activities, things & places ----- Professions and services Telephone and formal letter vocabulary Chapter skill-based vocab Text & outside readings vocab Additional class expressions	Historical accounts from Africa ----- Reciprocal actions & emotions Life events & emotions Chapter skill-based vocab Text & outside readings vocab Additional class expressions	----- Newspapers & magazines The news Chapter skill-based vocab Text & outside readings vocab Additional class expressions	----- Political campaign & Government Government services/personnel Chapter skill-based vocab Text & outside readings vocab Additional class expressions
culture	<i>La France</i> ----- Chevaux de polo Les moniteurs <i>Lecture: Un papillon dans la cité</i> ----- -- <i>Designer Olfactif</i> <i>Curriculum vitae</i> <i>Lecture: Le Petit Prince</i> CHRONIQUES <i>p.80-89</i>	<i>L'Afrique francophone</i> ----- --- <i>La littérature maghrébine en français</i> <i>Écrire en français (Beckett: Godot)</i> <i>Lecture: Les origines de l'inimitié entre l'homme et les animaux</i> ----- <i>Maroc: nouveau code de la famille</i> <i>Sorties entre copains! ("date")</i>	<i>L'Amérique francophone</i> ----- ----- <i>Les oies voyageuses</i> <i>Les parcs publics en France</i> <i>Lecture: Je viens d'une île de soleil,</i> <i>Le Canada</i> ----- ----- <i>"Mon Quotidien", un journal pour les 10-14 ans</i> <i>Créole ou français en Haïti</i> <i>Lecture: Profession journaliste</i>	<i>L'Europe francophone</i> ----- <i>Dépollution par le lombric</i> <i>La Minuterie</i> <i>Lecture: Jean de Florette</i> ----- <i>Cité de la paix et de l'intégration</i> <i>Les juges en France</i> <i>Lecture: De l'esprit des lois</i> CHRONIQUES <i>p.350-359</i>

		<i>Lecture: Le fils d'Agatha Moudio</i> CHRONIQUES <i>p.170-179</i>	CHRONIQUES p. 260-269	
strategies	Reading: Creating mental images Writing: Including sensory details ----- ----- Reading: Summarizing Writing: Use details & organization	Reading: Using chronology Writing: Using realistic dialogue ----- ----- Reading: Using background knowledge Writing: Using similes	Reading: Using inferences Writing: Using multiple techniques ----- ----- Reading: Background knowledge & context clues Writing: Defining your style	Reading: Identifying the main idea Writing: Defining your audience ----- ----- Reading: Taking notes Writing: Introductions & conclusions

French 3 BD3 Unit 1

Title: Unit 1
 Topic: 1.1 – Back-to-school & after-school activities
 1.2 – What you did last summer: activities, things and places

Subject/Course:
 French 3 - Bien Dit! 3
 Approximate length: 18 class periods
 Grade: 10-11
 Designer(s): Jon Morisseau

Fr3 U1 Stage 1

Unit 1 - Stage 1 - Desired Results

Transfer:

Communication: Students use the skills of listening, speaking, reading, and writing.
 Cultures: Students gain knowledge and understanding of other cultures and compare them to their own.
 Connections: Students make connections with other subject areas and acquire information.
 Communities: Students participate in communities at home and around the world in other languages.
 Comparison: Students develop insight into the nature of language and culture by comparing their own language and culture to others.

MA Standards:

Interpersonal Communication: 1.8-1.10, 1.14, 1.22 ; Interpretive Communication: 2.5, 2.7-2.9, 2.17 ;
 Presentational Communication: 3.7-3.9, 3.11, 3.14 ; Culture: 4.1, 4.4, 4.7, 4.13 ;
 Linguistic Comparisons: 5.2, 5.4, 5.7, 5.10; Cultural Comparisons: 6.3, 6.4, 6.5

Core Course Objectives, Modern Languages HS year 3, 4 (Stage 2 Outcomes):
 Interpersonal Communication

1 Students interact with others, asking or answering questions to initiate, maintain, or end conversations, orally or in writing, using strings of sentences with sentence “connectors” or tag questions.

2 Students ask and respond to questions to ask for, give, and clarify information.

3 Students verbally exchange information or opinions about people, activities, or events, as presented in authentic materials.

4 Students exchange opinions about people, activities, or events in a variety of situational contexts, orally or in writing.

Intepretive Communication

5 Students identify main ideas with accompanying details from a variety of appropriately contextualized multimedia sources.

6 Students describe or interpret information gained from reading articles in a magazine, journal, or newspaper.

7 Students describe or interpret texts within a variety of time frames.

8 Students read, listen to, and comprehend authentic and adapted materials, such as short stories, narratives, advertisements, and brochures.

9 Students comprehend and react appropriately to learned expressions, sentences, questions, polite commands, and directions in both oral and written messages.

Presentational Communication

10 Students give oral or written presentations on planned activities or cultural topics, such as current events, literature, and historical and biographical texts.

11 Students describe or recount essential elements (e.g., characters, settings, events) as found in a variety of fiction or nonfiction sources.

12 Students write greeting cards, notes, letters, and e-mails to specific audiences.

Cultures

13 Students describe distinctive contributions made by people in target cultures.

14 Students interact appropriately in the target language in representative social and cultural activities, using register appropriate to audience and reflecting understanding of the mores of the target culture.

15 Students provide examples of how target cultures vary among (target language) countries, for example, geographically, politically, demographically, and economically.

Essential Questions

Overarching:

1. How can one personally interpret one's world?
2. How are we defined by our past?

Topical:

Essential Understandings

Overarching:

1. Stylistic, emotional and metaphorical elements - often subjective - all affect how one views and interacts with one's environment.
2. Personal and shared past experience define who we are now and how we see the world.

Topical:

1. How does verbal language nuance meaning? 2. How do a narrator's choices impact the message conveyed to the audience?	1. Tense and helping verbs convey both significant and subtle differences in meaning and perspective. 2. Choice of tense is often not about right and wrong; it is about the specific message the narrator wishes to communicate.
Knowledge <i>Students will know...</i> Vocabulary related to... · school and leisure activities (likes/dislikes) - faire la fête, l'emploi du temps, ce que j'aime... · making plans - pourquoi on n' ___ pas, désolé(e)... · telling when & how often one did something (travel) - faire de la randonnée, tous les deux jours... · describing a place in the past - c'était, il faisait ___, il y avait... Grammar patterns, structures and syntax to... · recount present action with Regular Verbs · recount present action with Irregular Verbs · qualify actions using common Helping Verbs such as vouloir/pouvoir/devoir/aller/venir de. · narrate and specify past events in the passé composé · differentiate between describing and recounting the past using passé composé and imparfait · relate Reflexive Actions in the passé composé Culture · notable geographical sites of France · notable events/figures of French history · French secondary education · municipal cultural celebrations	Skills <i>Students will be able to ...</i> Interpretive · interpret suggestions and invitations · analyze the differences in use between specific past actions and ongoing/habitual past actions or conditions · identify need/desire/capability/immediacy of an action · extrapolate the application of past-tense patterns & rules to reflexive actions · evaluate the pros/cons of approaches to secondary education Expressive · make plans (offer/accept/refuse ideas and invitations) · synthesize the formation and usage patterns of the past tenses in narration · express the nature of an action · give an opinion about events or education Comparative · compare/contrast approaches to secondary education · compare/contrast cultural celebrations · compare/contrast the use of verbal linguistic elements to convey nuance

Fr3 U1 Stage 2

Unit 1 - Stage 2 - Assessment Evidence	
Formative: Performance Tasks · Visual Project (Timeline of a historical event) · Speaking (integration of listening & reading) - o express what one must/can/is going to do - o make plans with a friend · Writing (presentational/informational writing) - o re-tell a story w/passé composé - o describe a scene w/imparfait · Géoculture quiz · Vocabulaire 1 quiz · Vocabulaire 2 quiz · Grammar quizzes - o présent régulier et irrégulier - o passé composé - o imparfait - o PC vs. imparfait · Online self-corrected homework submitted by end of each cycle · 2-column notes for cultural (Culture, Chroniques, & outside articles), grammatical or vocabulary information (in-class and HW) · Classwork supporting listening, reading, writing, and speaking · Think/pair/share · Daily Bell Work and Summarizers/exit tickets · Essay Organizer: Venn Diagram of 2 situations/events · Completion of Grammar Inquiries	Summative: Curriculum-Embedded Performance Assessments · Prose Constructed Response* - based on a third-person narration { } students describe and narrate a personal past event · Core Assignment* - based on (a choice of) image series, students orally describe and recount ongoing conditions / habitual actions in the past · Unit 1 Integrated Domain Test* (including culture) [PCR &/or CA may be part of unit assessment] Student Self-Assessment: · Self & peer correcting of certain class/HW activities · Vocabulary quiz corrections · Grammar quiz corrections · Dictation corrections · Student peer editing for writing · Student reflective survey (1/unit) Evaluative Criteria: · Common Department Rubrics for writing, speaking, and culture*

- o PC vs. imparfait - o Present vs. Past of reflexive verbs · Completion of 2 Dictées: - o Passé composé - o PC vs. imparfait	
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Fr3 U1 Stage 3

Unit 1 - Stage 3 - Learning Plan
Strategies · Two column notes for grammar, culture and vocabulary supplements/clarification · Venn diagrams or split page for culture and/or grammar compare/contrast · Differentiated Instruction using DCAP strategies, among others: - o Preferential seating - o Visual cues - o Redirection - o Re-teaching - o Modified assignments quizzes and tests - o Flexible grouping · Shared curriculum plan, daily agenda, digital/print resources · Organization: class locations for info, extra copies, question Parking Lot · Bell Work activators and summarizers (exit ticket, 3-2-1, Q&A) · Think, pair, share, write · Collaboration with colleagues · Home/School communication: beginning and end of unit, every other week or as needed · Conference as-needed with: students, parents, school counselors and administrators · After school extra-help Resources Textbook: Bien Dit! 3 · Vocabulary: - o p.6 Voici mon lycée (optional: p.R16 Vocabulaire supplémentaire - À l'école) - o p.7 Les passe-temps préférés de mes copains - o p.7 Exprimons-Nous!: To express likes, dislikes and preferences - o p.9 Exprimons-Nous!: To ask about plans / To respond - o p.18 Une carte postale de Damien (optional: p.R16 Vocabulaire supplémentaire - À la montagne)

- o p.19 Mes copains aussi sont partis en vacances
- o p.19 Exprisons-Nous!: To tell when and how often you did something
- o p.21 Exprisons-Nous!: To describe a place in the past
- Grammar topics:
 - o p.10 Regular verbs in the Present
 - o p.12 Irregular Verbs in the Present
 - o p.14 Verbs followed by the infinitive (vouloir,pouvoir,devoir,aller,venir de)
 - o p.22 The passé composé
 - o p.24 The passé composé and imparfait
 - o p.26 Reflexive verbs in the passé composé
- Culture topics:
 - o p.0-1 Géoculture - La France
 - o p.2-3 L'histoire - La France [option: teach Géoculture w/Ch1 and L'histoire w/Ch2]
 - o p.8 Flash Culture - Le CAP/BEP
 - o p.12 Flash Culture - Les bacs
 - o p.16 Chevaux de polo
 - o p.17 Les Moniteurs
 - o p.20 Flash Culture - Les grandes vacances
 - o p.22 Flash Culture - Les festivals

Handouts

- o Readings from a variety of sources (predominantly online) related to the unit
- o Extra practice grammar explanations, exercises from Grammar Tutor workbook
- o Class notes as needed (absences, etc.)

Online Activities:

Textbook site: <http://my.hrw.com>

- o DVD program: Géoculture, Vocabulaire
- o Trackable web-based textbook and workbook activities
- o Supplemental Practice activities (section-based comprehension checks)
- o Grammavision video grammar summaries
- o Projectable Transparencies (short Bell Work activities; answer keys for group- & self-correction)
- o Practice and assessment print and audio files
- o Master vocab lists for each of two chapter sections
- o Media Guide: scripts and additional print files for audio-visual activities and note-taking
- o @HomeTutor: thematic practice and games on variety of vocabulary and grammar topics

Conjuguemos: <http://www.conjuguemos.com>

- o Trackable practice/quiz activities for both vocabulary and grammar (especially verb conjugations)

Quizlet: <http://quizlet.com/class/293383>

- o Trackable practice/quiz activities for Vocabulaire 1 & 2 in each chapter, based on textbook master lists

Supplemental Content Resources:

Citations: Anatole France : Imparfait - « Il ne savait rien, ne voulait rien savoir, en quoi il se conformait à son génie,
dont il ne surchargeait point l'aimable petitesse, et son heureux instinct lui conseillait de comprendre
peu plutôt que de comprendre mal. »

Appendix F

Performance Band Data from Final Exam 2015

Based on the performance bands on this final assessment of 2015, a student scoring in the 90th percentile or higher is considered to have mastered the material. While students scoring in the 75% to 89% range are considered proficient, approaching proficiency is defined as scoring within the range of 74% to 60%. Scores below 50% are considered “not proficient.” The analysis below summarizes one particular group of students’ performance on the end of year assessment in 2015. The department regularly analyzes cohort data, year-to-year exam data, and vertical and horizontal data collaboratively. It is important to note that there is good deal of variance in the sample sizes of each group that is reported.

Course	Mastery %	Prof %	App Prof %	Not Prof %	Mean Score
French 7	12.00%	54.67%	29.33%	4.00%	78.80%
French 8	5.88%	66.67%	21.57%	5.88%	78.10%
French 2 CP	0.00%	9.09%	59.09%	31.82%	65.80%
French 2 H	18.42%	52.63%	28.95%	0.00%	81.10%
French 3 CP	9.09%	54.55%	36.36%	0.00%	77.80%
French 3 H	4.17%	91.67%	4.17%	0.00%	83.20%
French 4 CP	0.00%	28.57%	64.29%	7.14%	71.50%
French 4 H	25.00%	64.29%	10.71%	0.00%	83.00%

French 2H and 4 H have the highest percentage of students scoring in the “mastery” level. French 2 CP and 4 CP have the lowest percentage of students scoring in the “mastery” level. French 2 CP also had the highest percentage of students who scored “not proficient” while French 2 H, 3CP, 3H, and 4H had no students in this category. The overall mean scores fell in the proficiency range with the exception of French 2CP and 4CP. The vast majority of all French students scored in the “proficient” range or higher.

Course	Mastery %	Prof %	App Prof %	Not Prof %	Mean Score
German 7	33.33%	50.00%	11.11%	5.56%	84.10%
German 8	10.34%	55.17%	17.24%	17.24%	77.10%
German 2 CP	0.00%	37.50%	62.50%	0.00%	73.60%
German 2 H	30.00%	70.00%	0.00%	0.00%	85.50%
German 3 CP	0.00%	33.33%	66.67%	0.00%	73.20%
German 3 H	18.18%	81.82%	0.00%	0.00%	85.20%
German 4 H	77.78%	22.22%	0.00%	0.00%	92.40%

German 7, 2H, and 4H have the highest percentage of students scoring in the “mastery” level. German 2 CP and 3 CP have the lowest percentage of students scoring in the “mastery” level. German 8 had the highest percentage of students who scored “not proficient” while all high school German classes had no students in this category. The overall mean scores fell in the proficiency range with the exception of German 2CP. The vast majority of all German students scored in the “proficient” range or higher.

Course	Mastery %	Prof %	App Prof %	Not Prof %	Mean Score
Italian 7	51.02%	42.86%	6.12%	0.00%	89.10%
Italian 8	26.03%	52.05%	20.55%	1.37%	82.70%
Italian 1 CP	23.53%	58.82%	17.65%	0.00%	83.60%
Italian 2 CP	12.50%	37.50%	43.75%	6.25%	76.70%
Italian 2 H	36.36%	54.55%	9.09%	0.00%	87.10%
Italian 3 CP	10.00%	70.00%	20.00%	0.00%	79.30%
Italian 3 H	28.57%	57.14%	14.29%	0.00%	84.70%
Italian 4 H	0.00%	20.00%	48.00%	32.00%	66.70%

Italian 7 and 2H have the highest percentage of students scoring in the “mastery” level. Italian 3 CP and 4H have the lowest percentage of students scoring in the “mastery” level. Italian 4 had the highest percentage of students who scored “not proficient” while Italian 7, 1CP, 2H, 3CP, and 3 H had no students in this category. The overall mean scores fell in the proficiency range with the exception of Italian 4H. The vast majority of all Italian students scored in the “proficient” range or higher.

Course	Mastery %	Prof %	App Prof %	Not Prof %	Mean Score
Latin 1H	22.22%	51.85%	22.22%	3.70%	80.10%
Latin 2 CP	0.00%	70.00%	30.00%	0.00%	77.80%
Latin 2 H	0.00%	69.23%	30.77%	0.00%	78.90%
Latin 3 Prose	11.76%	64.71%	23.53%	0.00%	80.60%

Latin 1 and Prose have students scoring in the “mastery” level. Latin 1 H also has the only students who scored in the “not proficient” range. The overall mean scores all fell in the proficiency range. The vast majority of all Latin students scored in the “proficient” range or higher.

Course	Mastery %	Prof %	App Prof %	Not Prof %	Mean Score
Spanish 7	46.67%	40.95%	7.62%	4.76%	85.20%
Spanish 8	27.55%	57.14%	13.27%	2.04%	83.20%
Spanish 1 CP	11.54%	53.85%	19.23%	15.38%	75.60%
Spanish 2 CP	15.79%	49.12%	26.32%	8.77%	77.70%
Spanish 2 H	43.14%	52.94%	1.96%	1.96%	88.20%
Spanish 3 CP	2.22%	57.78%	35.56%	4.44%	75.70%
Spanish 3 H	28.57%	65.08%	6.35%	0.00%	85.60%
Spanish 4 CP	5.26%	89.47%	5.26%	0.00%	82.70%
Spanish 4 H	46.81%	44.68%	8.51%	0.00%	87.50%

Spanish 2H, and 4H have the highest percentage of students scoring in the “mastery” level. Spanish 3 CP and 4 CP have the lowest percentage of students scoring in the “mastery” level. Spanish 1CP had the highest percentage of students who scored “not proficient” while Spanish 3H, 4CP, and 4H had no students in this category. The overall mean scores for all exams fell in the proficiency range. The vast majority of all Spanish students scored in the “proficient” range or higher.

Appendix G

Site Visit

Site Visit Schedule

December 7

Time (Block)	Team #1	Team #2	Team #3	Team #4	Time (Block)
8:00-8:45am A block Melrose High School: Room 138	Arrival and briefing Dr. Margaret Adams, Assistant Superintendent of Curriculum and Instruction Dr. Kim Talbot, Global Language Director, 6-12				
8:50-9:10	MHS German 2 CP Room HS 327	MHS student interview Room 138	MHS Italian 2CP Room HS 321	MHS Spanish 2 CP Room HS 325	8:50-9:10
9:15-9:40	MVMMS Grade 6 Italian Room C404	MVMMS Grade 6 German Room C313	MHS Latin 3 Room HS 324	MHS French 4 H/CP Room HS 320	9:15-9:35
9:45-10:10	MVMMS Grade 7 Spanish Room C413	MHS French 2 CP Room HS 320	MHS Italian 3H Room HS 324	MHS German 5H/AP Room HS 327	9:45-10:10
10:15-10:40	MHS French 3H	MHS Spanish 4 CP	MHS Spanish 2H	MVMMS Grade 7 French	10:15-10:40

Attachment: GLFinalReport (1) (4942 : Foreign Language Final Program Review (45 minutes))

	Room HS 323	Room HS 326	Room HS 322	Room C303	
10:44-11:09 10:44-11:09	MVMMS Faculty Interview at MVMMS	MHS Italian 5/AP HS 321	MHS Interviews: MHS Student Interviews	MHS Interviews: MHS Student Interviews	10:45-11:12
11:15-11:35	MVMMS Grade 7 German 7 Room C313	MHS Faculty Interview	MVMMS Grade 7 Italian 7 Room C404	MHS Faculty Interview	11:12-11:32
11:40am-12:15 pm	Lunch Melrose High School Room 138				
12:20-12:40 PM	MVMMS Interviews Grade 8 Students	MHS Latin 4 Room HS 324	MHS German 2 H Room HS 327	MVMMS Italian 8 Room C404	12:10-12:40
12:45-1:06 PM	MHS Italian 4H Room HS 325	MVMMS Grade 8 German 8 Room C313	MHS French 3 H Room HS 323	MHS Spanish 3 CP Room HS 322 & MHS Spanish 3H Room HS 326	12:45-1:05
1:10-1:30 PM	Classes: MHS Latin 1 CP Room HS 324	Classes MHS Spanish 4 H Room HS 322	MVMMS classes 8 French	Classes: MHS Italian 2 H Room HS 322	1:10-1:30
1:30-2:45pm	Debrief and develop findings				

Melrose High School: Room 138	Dr. Margaret Adams, Assistant Superintendent	
2:50-4:00pm	Meet with the Global Language Program Review Committee -Present Findings -Ask Questions -Reflect on the Process	

Site Visit Participants

Stephanie Lowe	Joyce Anderson <i>French</i>	Elizabeth C Zajac <i>French</i>	Erica Guandalini Ford
<i>German</i>	Debbie Waters <i>Spanish</i>	Peter Barrios-Lech <i>Latin</i>	<i>French</i>
Anna Tirone <i>Italian</i>	Terresa Pietro <i>Spanish</i>	Julie Caldarone <i>Spanish</i>	Wendy Diozzi <i>Spanish</i>
Diane Brookes <i>Spanish</i>	Sharon Kalagher <i>Spanish</i>	Amy St. Arnaud <i>Spanish</i>	Ellen Comiskey <i>Spanish</i>
Nicole Marotta <i>Spanish</i>			Grace Tripp <i>Spanish</i>

Appendix H

MaFLA Program Award Rubrics for Exemplary Secondary

MaFLA Program Award Rubrics for Exemplary Secondary

Program Award Rubric: Exemplary Secondary (6/7-12) (MELROSE Self-Assessment)

The MaFLA Exemplary Secondary Program Award assembles industry standards on best practices and high performing programming with strong student outcomes. It is intended to be a working document for programs who wish to work toward attaining the Exemplary program distinction. The Levels 1 through 3 described are potential areas of entry for programs to use as a checklist to identify areas of need as well as an advocacy tool for administrative support for program strengthening.

The highlighted sections below indicate the assessment of the program based upon the analysis of the data collected.

	Level 1	Level 2	Level 3	Secondary Program Award
1. Program Characteristics				
1a. Schedule	Foreign language programming is scheduled for at least 125 minutes a week.	Foreign language programming is scheduled for the same time amount as other core courses during the school day.	Foreign language programming is scheduled for the same time amount as other core courses during the school day.	Foreign language programming is scheduled for the same time amount as other core courses during the school day.
1b. Student Participation in Programming in 6/7th Through 10th Grades	There is administrative support for inclusion of traditional students in a foreign language programming but there are still multiple waivers given for a variety of reasons.	There is administrative support for inclusion of most students in foreign language programming but there are still multiple waivers given for a variety of reasons.	There is administrative support for inclusion of most students in foreign language programming but there are limited waivers given. There are courses available for all levels of student participation in the	There is administrative support for inclusion of all students in foreign language programming. There are courses available for all levels of student participation in the four high school years.

			four high school years.	
1c. Languages and Levels	Language choice decisions are made by all stakeholders in thoughtful decisionmaking. The full sequence of the language is available to students who begin the language and available to students of all skill levels.			
1d. Enrollment Data	Enrollment data is maintained and trends are studied.			
1e. Student Participation	At least 55% of high school seniors participate in foreign language programming.	At least 60% of high school seniors participate in foreign language programming.	At least 65% of high school seniors participate in foreign language programming.	At least 70% of high school seniors participate in foreign language programming.
1f. Student Retention	40% or more students in a language in 9th grade continue to level 4 and above.	50% or more students in a language in 9th grade continue to level 4 and above.	55% or more students in a language in 9th grade continue to level 4 and above.	60% or more students in a language in 9th grade continue to level 4 and above
Curriculum				
2a. Aligned with Standards	There is a formal curriculum based on the MaFLA Endorsed, World Readiness Standards for Learning Languages, that clearly articulates alignment with two of the Five C's and the standards for all three modes of communication.	There is a formal curriculum based on the MaFLA Endorsed, World Readiness Standards for Learning Languages, that clearly articulates alignment with three of the Five C's and the standards for all three modes of communication.	There is a formal curriculum based on the MaFLA Endorsed, World Readiness Standards for Learning Languages, that clearly articulates alignment with four of the Five C's and the standards for all three modes of communication.	There is a formal curriculum based on the MaFLA Endorsed, World Readiness Standards for Learning Languages, that clearly articulates alignment with all Five C's and the standards for all three modes of communication.
2b. Best Practices	Evidence for 3 of the 5 Best Practices exists, but is not consistent among all teachers.	Evidence for 4 of the 5 Best Practices exists, but is not consistent among all teachers.	Evidence for all 5 of the Best Practices exists, but is not consistent among all teachers.	Documented evidence exists to show consistency in best practices in all teachers of department: 1. Students and teachers use Target Language 90+. 2. Teachers design and carry out interpersonal communication tasks for pairs, small groups, and full class.

				3. Teachers incorporate authentic cultural texts. 4. Grammar is taught implicitly, only as a concept, and within meaningful contexts with focus on meaning over form. 5. Teachers provide timely and meaningful feedback using a wide variety of ways so that students can self correct their understanding and output. (See ACTFL Core Practices.)
2c. Proficiency Targets	Proficiency targets based on the ACTFL Proficiency Guidelines are set, reflect the national norm (based on 135-150 hours of instruction for every sub proficiency level), but are not communicated to students, families, or other stakeholders.			Proficiency targets based on the ACTFL Proficiency Guidelines are set, reflect the national norm (based on 135-150 hours of instruction for every sub proficiency level), and are communicated to students, families, and other stakeholders.
3a. Highly qualified	FL Teachers are licensed and highly proficient (as determined through target language interview process which includes members of the foreign language department).	FL Teachers are licensed and highly proficient (as determined through target language interview process which includes members of the foreign language department).	FL Teachers are highly qualified (http://www.nadsf.org/docs/pdf/resources/documents/Q_to_consider_when_hiring_a_WL_teacher.pdf), licensed, and highly proficient (as determined through target language interview process which includes members of the foreign language department).	FL Teachers are highly qualified (http://www.nadsf.org/docs/pdf/resources/documents/Q_to_consider_when_hiring_a_WL_teacher.pdf), licensed, and highly proficient (as determined through target language interview process which includes members of the foreign language department). They have training in secondary specific pedagogy.
3b. Lifelong Learners	70% of teachers consistently engage in lifelong learning, such as:	80% of teachers consistently engage in lifelong learning, such as:	90% of teachers consistently engage in lifelong learning, such as: ● involvement in professional learning communities	All teachers consistently engage in lifelong learning, such as: ● involvement in professional learning communities or networks, web resource curation ● action research ● author articles and/or studies ● present at conferences, etc.

			● es or networks, web resource curation ● action research ● author articles and/or studies ● present at conferences, etc.	
3c. Professional Development	70% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	80% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	90% of teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.	All teachers are supported in participation in varied FL specific professional development, presenting, attending sessions, workshops, webinars, conferences, etc.
3d. Professional Membership	70% of faculty participate in foreign language specific organization membership such as MaFLA, ACTFL, EMFLA, a foreign language collaborative, etc.	80% of faculty participate in foreign language specific organization membership such as MaFLA, ACTFL, EMFLA, a foreign language collaborative, etc.	90% of faculty participate in foreign language specific organization membership such as MaFLA, ACTFL, EMFLA, a foreign language collaborative, etc.	100% of faculty participate in foreign language specific organization membership such as MaFLA, ACTFL, EMFLA, a foreign language collaborative, etc.
Advocacy				
4a. Promoting Language Learning in the Community	Evidence for 2 of the 4 bullets exists, but is not consistent.	Evidence for 3 of the 4 bullets exists, but is not consistent.	Families, the district, and the community are sporadically: ● informed through a variety of means (town newspaper	Families, the district, and the community are regularly: ● informed through a variety of means (town newspaper, district mailings and website, social media, student take-home flyers...) of FL related events, accomplishments and programming.

			, district mailings and website, social media, student take-home flyers...) of FL related events, accomplishments and programming. ● informed of foreign language research and innovations. ● invited to events and displays. ● invited to participate in periodic surveys related to language interest, program goals, program impact, etc. Students, FL teachers, administrators also participate.	● informed of foreign language research and innovations. ● invited to events and displays. ● invited to participate in periodic surveys related to language interest, program goals, program impact, etc. Students, FL teachers, administrators also participate.
4b. Service Learning in	Some service learning takes place, but is not systemic.			At least one formal opportunity per year is provided for students to participate in service learning within

the Community				the school district or the larger community.
Achievement				
5a. Performance Assessment	Performance assessments are an instrument of assessment in the program. -Performance assessments are occasionally administered. -Department-wide rubrics are created by the department to align with ACTFL performance descriptors.	Performance assessments are an important instrument of assessment in the program. Performance assessments are occasionally administered. Department-wide rubrics are created to align with ACTFL performance descriptors. Department-wide rubrics with student work are calibrated by members of all levels (K-5/6) of the department.	Performance assessments are the driving instrument of assessment in the program. Performance assessments are administered at meaningful intervals in the program. Department-wide rubrics are created to align with ACTFL performance descriptors. Department-wide rubrics with student work are calibrated by members of all levels (K-5/6) of the department.	Performance assessments are the driving instrument of assessment in the program. Performance assessments are administered consistently at meaningful intervals in the program. Department-wide rubrics are created to align with ACTFL performance descriptors. Department-wide rubrics with student work are calibrated by members of all levels (K-12) of the department.
5b. Proficiency Assessment	Proficiency is externally assessed at least annually in the four skills or the three modes of communication.	Proficiency is externally and assessed at least annually in the four skills or the three modes of communication. A system of proficiency assessment is being developed in which specific levels of study are targeted and studied. Proficiency data is evaluated by the department staff.	Proficiency is externally and assessed at least annually in the four skills or the three modes of communication. A system of proficiency assessment is developed in which specific levels of study are targeted and studied. Proficiency data is compared and evaluated over time by the department staff.	Proficiency is externally assessed at least annually in the four skills or the three modes of communication. A system of proficiency assessment is developed in which specific levels of study are targeted and studied. Proficiency data has been compared and evaluated over time by the department staff. Programmatic decisions are based on careful analysis of results.

Overall Quality of the Program		
6a. Resources	Some resources are available to the department and may include: ● professional foreign language specific library ● technology ● vertically- and horizontally-articulated curriculum. ● thematically-organized authentic resources bank ● instructional strategies and assessments bank	Resources are available to the department in a common planning area, and include: ● professional foreign language specific library ● technology ● vertically- and horizontally-articulated curriculum. ● thematically-organized authentic resources bank ● instructional strategies and assessments bank Time is allocated over the year for inter-level and intra-level program coordination and articulation.
6b. Program Review Process	Periodic program evaluation is undertaken based on program goals and internal and external measures of student progress including proficiency. Language offering decisions are made with all the stakeholders.	
6c. Other Noteworthy Evidence	Evidence of other noteworthy achievements, qualities, or characteristics not noted in criteria 1-5, based on a dossier. This could include: ● project based learning, ● exchanges, ● programming that connects with higher ed, ● foreign language week programming, ● student awards in FL, ● teacher awards in FL, ● scholarships in FL, ● other ways that the program is noteworthy.	

IJOA: Field Trips and Student Travel

Melrose Public Schools field trips are intended to allow students experiences that provide them with insight, information, or knowledge that might not be learned within the classroom. As it is widely acknowledged that not all students learn in the same way, field trips allow students the opportunity to expand their learning in ways different from those typically available inside the classroom.

A field trip is student travel away from school premises that is approved by the school district through established procedures for the purpose of curriculum-related study, co-curricular activities, or for interscholastic programs.

A. Types of Field Trips

1. **Curriculum-related:** a classroom-associated learning experience to afford students the opportunity to gain insight, information or knowledge, such as, but not limited to, a walk on adjacent conservation land, a visit to a historic site or museum, or attendance at a cultural performance.
2. **Co-curricular:** school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes, such as, but not limited to, clubs, student organizations, or academic-related teams.
3. **Interscholastic:** in-district or out-of-district events in which students participate as representatives of the Melrose Public Schools, such as, but not limited to, athletics, cheerleading, and the performing arts.

B. Duration of Field Trips

1. Day Trips

- a. a one-way distance from the school that does not exceed 100 miles and
- b. overnight travel is not involved

2. Long-distance and Overnight Trips

- a. a one-way distance from the school that exceeds 100 miles; or
- b. overnight travel is planned between the hours of midnight and six a.m., inclusive;
- or
- c. an overnight stay is planned; and
- d. the trip is within the continental United States

3. International Trips

- a. a multi-day program beyond the borders of the continental United States.

C. Inclusion

Reasonable accommodations will be provided to allow eligible students with disabilities to participate in scheduled field trips.

D. Funding

The Melrose Public Schools will strive to offer field trips with a minimum of expense to the individual student. Reasonable charges may be assessed to cover the actual field-trip costs. The Melrose Public Schools will attempt to provide field-trip financial assistance to those who qualify and require them. However, no student is guaranteed a full or partial scholarship for the purpose of attending any field trip.

E. Chaperone Disclosures

As required by State Law, all chaperones who are municipal employees shall comply with the disclosure requirements established under the Conflict of Interest law and regulations of the Ethics Commission.

F. Application

1. Components of the Procedures for Field Trips

The Superintendent of Schools shall develop and promulgate written procedures for the operation of field trips that will provide for the health and safety of the students and meet the requirements of state law or regulation. Matters to be addressed include, but are not limited to, the following:

- a. accommodations;
- b. approval process;
- c. cancellation/trip insurance;
- d. consent/waiver;
- e. costs;
- f. Criminal Offender Record Information (CORI) checks for all chaperones;
- g. emergency contacts;
- h. forms;
- i. fundraising;
- j. liability insurance;
- k. medical insurance and medical care;

- l. provision during schools hours for those students not participating;
- n. scholarships;
- o. student behavior;
- p. supervision/chaperones;
- q. Transportation; and
- r. travel plan.

2. Planning

The Principal is responsible for seeing that a teacher, advisor, or group of individuals proposing a field trip plans, implements, and assesses the field trip with the following guidelines in mind:

- a. the objectives of the trip are specifically related to the curriculum, co-curricular experiences, or interscholastic events;
- b. the total ongoing school program will not be adversely affected by participation of staff and students taking the trip;
- c. the planning of the trip provides for the safety and access of students;
- d. appropriate educational experiences will be provided for those eligible students who do not participate in curriculum-related, field trips scheduled on school days;
- e. the proposed program is feasible within the time allocated;
- f. if possible, and where appropriate, there should be a preview of the place to be visited by a teacher or staff member, unless the trip has been experienced previously;
- g. the financial impact on school system and family resources will be considered;
- h. the planning of the field trip provides a minimum of two adult chaperones and adult-student ratio appropriate for the particular student group and the trip where practical;
- i. the primary transportation for overnight field trips will be a commercial carrier licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). Carriers with a safety rating of "conditional" or "unsatisfactory" will not be used. Trip itineraries will leave enough time for drivers to rest in conformity with federal hour-of service requirements. (Any contract with a private carrier must prohibit the use of subcontractors unless approved by the Superintendent. The Superintendent shall not approve use of any subcontractor unless the subcontractor meets the criteria referenced previously in this section.)

- j. if primary transportation for any field trip, whether day, overnight, or international trip, is other than U.S. commercial carrier, the form of transportation will be noted on the Consent/Waiver form; and
- k. both male and female chaperones should be selected and assigned where appropriate.

3. Authorization

A. Day Trips

The building principal is vested with the authority to approve day trips.

B. Long-distance and Overnight Trips

The Superintendent of Schools is vested with the authority to approve long-distance and overnight trips.

C. International Trips

The Melrose School Committee is vested with the authority to approve all trips beyond the borders of the continental United States.

D. Cancellation/Exclusion from School Sponsored Trips

The Superintendent has the authority to cancel any field trips up until the time of departure for any reason. In such event, school officials will make a reasonable effort to obtain a refund of monies paid by students and parents. However, such refunds are not guaranteed. In the event a student fails to meet expectations for appropriate conduct on a field trip, including but not limited to those set forth in the school's Code of Conduct, school staff may contact the student's parents or guardian, and staff shall have the discretion to send the student home. The student's parents or guardian shall be responsible for any additional expense incurred in such circumstances. Students may also be disciplined in accordance with the school's Student Handbook and/or applicable code of conduct.

E. Non-school Sponsored Trips

Teachers and other school staff sometimes privately conduct educational tours or trips involving the participation of Melrose students. The School Committee neither sanctions nor prohibits such activities, nor assumes any responsibility for them. Teachers and other school staff are prohibited from soliciting students for privately run trips through the school system. Teachers and other school staff are expected to clearly state that such trips are not school-sponsored and that the Melrose

School Committee and the Melrose Public Schools do not sanction the trip or assume any responsibility.

STUDENT TRAVEL

All student trips which include late night or overnight travel (between midnight and 6:00 am) must have prior approval of the Superintendent of Schools. Initial approval by the Superintendent of Schools is required before engaging students in fundraising activities. The Superintendent of Schools will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The Superintendent of Schools requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The Superintendent of Schools will only review for approval school-sanctioned trips. The Superintendent of Schools will not review or approve trips that are privately organized and run without school sanctioning.

LEGAL REFS.:

Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002; M.G.L. 69:1B; 71:37N

STUDENT TRAVEL REGULATIONS

A. Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches whenever practical.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory”. FMCSA ratings are available at <http://www.saferys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor’s qualifications.

B. Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered “optional school programs” and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication Student Learning Time Regulations Guide)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

If hotel accommodations have a swimming pool, staff will notify students that they may not swim unless a lifeguard is present and on duty.

C. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

D. Implementation

The Superintendent of Schools will develop appropriate procedures pursuant to this policy.

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA) <http://www.fmcsa.gov>

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach

Safety Checklist) <http://www.uma.org/consumerhelp/studentguide.asp>

Department of Defense’s approved list of motor carriers

<http://www.mtmc.army.mil/content/504/approvedlist.pdf>

LEGAL REFS.:

Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002 M.G.L.
69:1B; 71:37N; 71:38R 603 CMR 27.00

MSC first vote:

MSC second vote:

Configuration of Instructional Programs

June 11, 2016

Enrollments in the Melrose Public Schools have increased to the point where the elementary schools, in their current configuration, have reached their physical capacity to equitably house all students. The Melrose School Committee has followed this situation closely and understands that action must be taken to provide enough quality learning space for the district's educational program beginning in the 2017-2018 school year.

What resources are available regarding Melrose enrollment changes?

- Enrollment reports received from administration over time (in meeting packets)
- Budget documents (on website and in meeting packets)
- DESE data:
(<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=01780000&orgtypecode=5&>)
- New England School Development Council (NESDEC) Demographic Study presented 11/10/15:
<http://melrosecityma.iqm2.com/Citizens/FileOpen.aspx?Type=1&ID=2497&Inline=True>
pp. 115-161

What resources will we use to inform our opinions and next steps?

- Information provided by the Permanent School Building Committee
- FY17 Budget
- Community feedback
- Relevant Collective Bargaining Agreements
- Relevant Student Handbooks
- Committee policies

What Committee policies apply?

Policies from the Committee's Policy Manual, including but not limited to:

- *JB: Equal Educational Opportunities*
<http://melroseschools.com/school-committee/district-policy-manual/j-students/jb-equal-educational-opportunities/#sthash.i4cSGGmr.dpbs>
- *JC: Elementary School Assignment and Class Size*
<http://melroseschools.com/school-committee/district-policy-manual/j-students/jc-elementary-school-assignment-and-class-size-policy/#sthash.h5BQq4DC.dpbs>
- *IE: Organization of Instruction*
<http://melroseschools.com/school-committee/district-policy-manual/i-instruction/ie-organization-instruction/#sthash.iUxokey0.dpbs>
- *IHA: Instructional Program*
<http://melroseschools.com/school-committee/district-policy-manual/i-instruction/iha-instructional-program/#sthash.MrIRAWmf.dpbs>
- *FA: Facilities Development Goals*
<http://melroseschools.com/school-committee/district-policy-manual/f-facilities-development/fa-construction/#sthash.KwWQv2cT.dpbs>

- *FB: Facilities Planning*
<http://melroseschools.com/school-committee/district-policy-manual/f-facilities-development/fb-facilities-planning/#sthash.4tGWrOOP.dpbs>

Next Steps:

- Receive information from the Permanent School Building Committee
- Understand timelines and deadlines for potential options
- Understand city impact and potential decisions under authority of the Board of Aldermen
- Hear from the community
- Determine other impacts and consequences (e.g. policy decisions)
- Consider a timeline for decision-making
- Build rolling agenda to accommodate decision-making timeline
- Vote decision and begin preparation for follow-through

Memorandum

To: Superintendent Cyndy Taymore

From: Marianne Farrell

Date: June 6, 2016

Re: 2016-2017 School Committee Representatives

The students listed below were elected to serve as the 2016-2017 School Committee Representatives:

Tess Castergine
Conlan Cesar
Rachel Freed
Maria Tramontozzi

SMART Goals Review

June 14, 2016

Each year the Committee follows a process for goal-setting and developing action items around those goals. The timeline continues as follows:

- 5/24: Overarching Goals Affirmed (our vision for the district: 1, 2, 3, and 4 below).
- 6/14: SMART Goal Review/Edit/Approval. At this meeting, the Committee is expected to:
- Review SMART goals below and determine if/whether they have been completed to the Committee's satisfaction.
 - Determine whether to eliminate a goal (i.e. if it's been completed and/or the intention is not to re-work it) or set new dates (if the goal remains of interest because it's incomplete or needs to be repeated).
 - Propose recommended new goals as desired.
 - Either vote the SMART Goals or continue the work at the 6/28 meeting.
- 6/28: Action Item Development aligned with Overarching and SMART Goals

The SMART goals (1.a, 2.a, 2.b, etc. below) were approved on May 26, 2015. Each year's SMART goals should take us one step closer to the vision described in the Overarching Goals. The original March 11, 2014 goals presentation by MASC Representative Dorothy Presser can be found here:

<http://melrosecityma.iqm2.com/Citizens/FileOpen.aspx?Type=1&ID=1401&Inline=True>.

Student Achievement:

1. **The Melrose Public Schools will ensure that all students are prepared for their choice of post-secondary pursuits by providing a rigorous, innovative and supportive learning environment that meets Massachusetts and community standards.**
 - 1.a By June 2016, the Melrose School Committee will determine what data is needed by the committee for monitoring student achievement, as measured by agenda items, meeting minutes, and an annual data plan.

Instructional Practices & Support:

2. **The Melrose Public Schools will recruit, develop, evaluate, and retain highly-qualified, diverse, and effective staff members to support a professional culture designed to prepare every student for success.**
 - 2.a By June 2016, the Melrose School Committee will advocate for and monitor progress toward the goals outlined in the Five Year Strategic Technology Instruction Plan 2015-2020, as measured by agenda items and meeting minutes.
 - 2.b By June 2016, the Melrose School Committee will gain an understanding of what supports are needed by our highly-qualified teaching teams in order to enhance student outcomes.

Community Engagement:

3. **The Melrose Public Schools will engage the community in a vision for our students' achievement that is grounded in the belief that first-rate public education is our community's most valuable asset.**

- 3.a By December 2015, The Melrose School Committee will propose a budget development process for the FY17 MPS Budget that continues the extended outreach to the community, and will continue to enhance the budget document.
- 3.b By September 2015, the Melrose School Committee will develop a plan for increasing both their professional development and also their advocacy for the district, as measured by agenda items, meeting minutes, and both a Professional Development Plan and an Advocacy Plan.

Fiscal Issues:

- 4. **The Melrose Public Schools will responsibly, strategically, and transparently allocate resources based on their ability to positively impact teaching and learning to realize continuous improvement in student achievement.**
 - 4.a By November 2015, the Melrose School Committee will engage in the discussion of the need for additional funding to support the growth budget as presented on May 5, 2015, and will continue to provide information to the community at large of the district needs, as measured by agenda items and meeting minutes.
 - 4.b By November 2015, the Melrose School Committee will continue to provide information to the community at large that informs the community of the district needs, as measured by agenda items, meeting minutes, and information posted on the Melrose Schools web pages.
 - 4.c By June 2016, the Melrose School Committee will review the district Finance policies to ensure that appropriate oversights are in place.

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