

## **SCHOOL COMMITTEE REPORT**

### **School Committee**

Pamela Messenger, Chairperson, Term Expires, 2011  
Cynthia Murphy, Vice Chairperson, Term Expires, 2012  
Cynthia Foster, Term Expires 2010  
Rebecca Lundrigan, Term Expires 2011  
Roger Chadwick, Term Expires 2012  
Elizabeth Leary, Term Expired, 2009

### **School Committee Operation**

The Boxford School Committee meets twice per month with a formal agenda on the first and third Tuesday at Town Hall. All meetings are posted at Town Hall and are open to the public as described in the State Open Meeting Law.

The School Committee has all the powers conferred on it by state law and must perform those duties mandated by the state. Its responsibilities are varied, but relate primarily to policy determination. Some of the duties of the School Committee include:

- \*Preparation of an annual budget
- \*Program evaluations
- \*Approval of curriculum and materials
- \*Planning school services
- \*Collective bargaining
- \*Public relations

While the School Committee acts directly as the policymaking body relative to general educational policy, it does not operate in a vacuum. The School Committee actively seeks the counsel and support of the administration, staff, School Councils, the Parent Teacher Organization (PTO), Boxford Elementary School Trust (B.E.S.T.), the Special Education Parent Advisory Council, parents and the community. This input is generated through written and verbal communication within the school community, and working closely with other Town Boards and committees. Additional information about the School Committee and its operation as well as the Cole and Spofford Pond Schools can be found on the school district web sites at [www.boxfordschools.org](http://www.boxfordschools.org) and [www.tritownschoolunion.com](http://www.tritownschoolunion.com).

Individuals and groups wishing to address the School Committee at a meeting may do so as part of the agenda under "Remarks from the Public" or contact the chairperson by telephone or in writing.

## **Milestones**

In May, Betsy Leary completed six years of service on the School Committee including five years as Chairman. Cynthia Murphy was re-elected to a second three year term. Roger Chadwick was elected to serve a three year term.

## **Staff Anniversaries**

Sixteen staff members celebrated five-year anniversaries of service in our schools. Five-year service pins were presented to Beth Yando, Kathy Cyr, Nancy Marino, and Donna McArdle. Ten year pins were presented to Melissa Siwek, Kathy Colangelo, Jim Christofferson, Betsy Mudgett, Betsy Gadbois, Pat Regis, and Gail Waitt. Fifteen year pins were presented to Wendy Levy and Debra Holt. Robert Whiteneck, Jane Bonaventura and Lynne Nechtem were recognized for twenty years of service to the Boxford Elementary Schools.

## **New Staff Appointments**

Mary Lee Kennefick (Grade 2) has returned to a full time teaching role because of Terry Marcille's move to teach Spanish.

## **Achievements of Note in 2009**

***Foreign Language:*** A Spanish program is in its third full year in both schools and has been well received by the students. The program implementation is staffed by one full time and one part time teacher to provide instruction in Spanish for all students in Grades K-6 during the school day.

***Grade 6 Social Studies Revision:*** In response to a K-12 curriculum evaluation involving Boxford teachers and Masconomet teachers, the social studies/world cultures curricula for 6<sup>th</sup> and 7<sup>th</sup> grades was revised to provide a better foundation for the students to enter middle school. This September, 6<sup>th</sup> graders at Spofford Pond School began a new curriculum on modern world cultures, and will study the former 6<sup>th</sup> grade curriculum of ancient civilizations in 7<sup>th</sup> grade at Masconomet. New materials were purchased and extensive preparation and sharing of resources by the teachers at both grade levels has made this a success.

***Mathematics and Writing Coaches:*** In an ongoing effort to provide academic support to all students, we have maintained two full time positions, a math coach and a writing coach at the Spofford Pond School. Regular education students, who could benefit from additional support in these core subject areas, as identified by individual assessments or by classroom teacher referral, can meet with either of these coaches individually or in small group settings, to strengthen their skills.

***Response to Intervention:*** Staff at both the Harry Lee Cole and Spofford Pond Schools completed a series of meetings in preparation for the implementation of Response to Intervention (RTI) in our schools. The RTI program is now in place at both schools. The RTI program uses district and state assessments, as well as teacher recommendations and observations to identify struggling learners. Each grade has been assigned a RTI liaison that works with the curriculum support specialists to create a RTI plan that specifically addresses each student's needs.

***Boxford PTO and Boxford Elementary School Trust Support:*** The School Committee appreciates the continuing support of the PTO and B.E.S.T. for the many program enrichment activities and grants awarded each year to our teachers and schools. More information about the Boxford PTO can be found at [www.boxfordpto.org](http://www.boxfordpto.org) and about B.E.S.T. at [www.bestforboxford.org](http://www.bestforboxford.org).

The PTO, through its "Teachers Wishes" program, provided significant support to grade level teams and special subject teachers for a wide variety of programs and activities. In addition, the PTO provided funding to grade levels to provide for curriculum based interactive enrichment and assembly programs. The PTO also partnered with B.E.S.T. to extend the infusion of "smart technology" in our classrooms as well as the installation of a WeatherBug Tracking Station at the Spofford Pond School. This program includes the use of many tools for use across the curriculum.

B.E.S.T. continued its partnership with the PTO and the School Committee to complete the final phases of its "Touched By Technology: campaign which has brought state of the art technology integration tools to our teachers and classrooms. B.E.S.T. began a new multi-year "Think Green" initiative which will focus on the importance of keeping the environment in mind through the integration of environmental awareness into the curriculum for our children.

***Solar Panels Come to Boxford:*** Funding for Solar Panels installed on the roof of Spofford Pond School was secured with the assistance of the Massachusetts Technology Collaborative and the Commonwealth Solar Initiative. Installation of the panels was completed in fall 2009. Data from the panels is being incorporated into the science curriculum. Statistics regarding the generation of electricity by the solar panels can be viewed by visiting Solren View at [http://www.solrenview.com/cgi-bin/CGIhandler.cgi?sort=pvi\\_IDS&cond=site\\_ID=151](http://www.solrenview.com/cgi-bin/CGIhandler.cgi?sort=pvi_IDS&cond=site_ID=151).

***H1N1 Influenza Response:*** In the spring, the new H1N1 strain of influenza quickly became a public health concern at all levels of government. In response to this public health threat, several measures were taken by our school district to minimize spread of the H1N1 virus. Hand sanitizers were installed in all school buildings, proper hand washing and cough/sneeze covering techniques were taught to all students and staff, information on symptoms related to student and staff absences was collected, and students with influenza-like illness (ILI) were asked to stay home until they had been fever-free for 24 hours. The Superintendent's office published weekly statistics on absences of students and staff, which never rose to alarming levels. In the fall, the

Directors of Health in Boxford, Topsfield and Middleton organized several free vaccination clinics for students and all town residents.

***Homework Help and Study Skills Program:*** With an IDEA grant funded through the federal stimulus program (ARRA), a before/after school homework help and study skills program was established this fall. This program is open to all students in Grades 2-6 who need extra assistance with their homework as well as review of strategies to help make the homework process easier. The study skills portion of the program is provided for students who do not have any homework and who need to strengthen their skills in the areas of Mathematics and Language Arts.

***Regionalization Readiness Grant & Corresponding Study:*** The Tri-Town School Union received a \$25,000 grant from the Department of Elementary and Secondary Education (DESE) to study the possibility of a K-6 Regional School District. The TTU employed Future Management Systems, Inc. to research and investigate the possible governance structures that we may employ to meet our future educational needs as well as proper planning for succession of the Superintendent of Schools upon retirement.

The study was completed and submitted to the administration, the school committees, community leaders and the DESE. The options highlighted in the study were as follows:

- Form a K-6 Regional School District
- Strengthen the existing School Union
- Do nothing

A Regional Readiness Sub-Committee was formed to review the FMS Study and evaluate options for recommendation to the Tri-Town School Union Committee. After a great deal of due diligence from the Superintendent of Schools, Director of Special Education, Director of Finance & Human Resources, Town Administrators, Members of Boards of Selectmen (from all three towns), Members of the individual School Committees, and members of the community at large, the Sub-Committee is recommending that the existing School Union is strengthened to improve its ability to serve the three districts and assist with a reasonable succession plan. The four areas that the Sub-Committee is recommending are addressed as follows:

- Modify the existing governance structure and meeting schedule
- Adjust the existing leadership structure at the Central Office no later than July 1, 2012.
- Review existing educational programs and strive for consistency across the three school systems
- Implement a fiscal agent for Central Office expenses no later than July 1, 2010.

The Tri-Town School Union has excelled in delivering comprehensive support and leadership to the educational process of the three elementary school districts and the towns. The leadership has worked hard to engage in collaborative efforts that are

productive and cost-effective while maintaining the identity of each of the member towns.

After ten years of stability and productivity, the current governance structure and leadership model has come to a crossroad. The Regional Readiness Report suggests that the governance structure and existing leadership model is not sustainable for the long term. In addition, there is a growing shortage of qualified candidates for Superintendents and other Central Office positions in the Commonwealth. Districts that are considered “more attractive” because of their governance structure and compensation are experiencing difficulty locating Superintendents and other key leadership to fill the roles. If we do not change the way we conduct business with our governance and leadership models, then we will risk losing the stability and standards of excellence that we have worked so hard to achieve.

### **Strategic Planning/District Goals**

The School Committee reviewed and updated our Mission Statement, Core Values and setting Goals for 2009-2012. The new plan was approved at a public meeting in February, 2009, and is posted at [www.tritownschoolunion.com](http://www.tritownschoolunion.com).

### **MISSION STATEMENT**

The mission of the Boxford Elementary Schools is to pursue educational excellence by creating and sustaining a learning community that challenges its members to reach their full intellectual, social, creative, emotional, and physical potential.

### **CORE VALUES**

**High Expectations for Academic Excellence:** All students strive for a high level of academic achievement. Our schools provide educational opportunities that challenge students to their individual potential while encouraging all students to take academic risks and engage in critical thinking. All school staff members are dedicated to the consistently high level of performance necessary to support our students’ academic achievement. The hard work by students and staff necessary to achieve these goals is expected, recognized and celebrated.

**Personal Integrity:** Consistent honesty, respect and personal responsibility regarding all our words and actions are fundamental principles. The common bonds within the school community are expressed through mutual cooperation, empathy and support.

**Clear and Consistent Curriculum Implementation:** Equitable learning opportunities for all are provided through an academic curriculum, which is clearly understood by all and consistently implemented to meet grade level benchmarks.

**Welcoming Environment:** All members of the community strive to make our school environment safe, nurturing and welcoming so as to foster the achievement of our shared Mission and Core Values. The connections between the schools and the Boxford community are valued and continuously renewed.

## **DISTRICT GOALS 2009-2012**

**Goal #1: Student Achievement** - All students will achieve to their academic and personal potential.

**Goal #1A:** All students will achieve their academic and personal potential in English Language Arts, Mathematics, Science Technology and Engineering and History/Social Studies as measured by local assessment measures and the Massachusetts Comprehensive Assessment System.

**Goal #1B:** All students will achieve their academic and personal potential in Art, Music, Physical Education, Foreign Language, Library Media Science, Health and Wellness as measured by local assessments.

**Goal #2: Clear Consistent Curriculum** - Curriculum will be implemented consistently within each grade level.

**Goal #3: Learning Needs of Children** - All children will have the opportunity to learn in ways that match their abilities and needs.

**Goal #4: Welcoming Environment** - All children, staff, parents and community members will experience a friendly supportive environment that recognizes, respects, plans for and rewards personal integrity, hard work and civic responsibility.

**Goal #5: Physical Plant and Space Needs** - All students, staff, parents and community members will work in a respectful environment that includes well maintained schools that provide appropriate space for all approved programs and will incorporate green initiatives whenever possible.

**Goal #6: Staff Recruitment and Retention** - We will continue to plan to address current and future needs regarding the recruitment, development and retention of teaching and leadership personnel and the future structure of the school district.

**Goal #7: Technology** - We will provide and maintain updated technology to support the educational and administrative needs across the curriculum.

**Goal #8: Health and Wellness** - We will work to ensure that school curriculum, programs, procedures, and policies incorporate aspects of physical and emotional health and the wellness of the school community.

## School Management

Principals are responsible for the daily operation of each school. At Cole School, a Coordinator of Early Childhood Education combines the former roles of assistant principal, special education services coordinator and preschool coordinator. At Spofford Pond School, a Coordinator of Student Support Services combines the former roles of assistant principal and evaluation team leader. The responsibilities of school-based administrators include curriculum implementation, instruction, personnel matters, student issues and the physical plant. School Site Councils are in place in each school. Members include the principal, parents (elected), teachers (elected), and a community member (appointed by the principal). The role of the School Site Council is to advise the principal on areas of school improvement. Meetings are generally held on the second Monday of each month and are open to the public.

The Superintendent is appointed by the Tri-Town School Union Committee (Superintendency Union 58). The School Union Committee jointly employs the Superintendent (PK-6), Director of Finance and Human Resources, Director of Special Education, and Director of Facilities and Operations as well as the secretarial and bookkeeping staff of the Central Office. The Superintendent acts as the Chief Executive Officer of the School Committee in the operation of the schools.

## School Enrollment, October 1, 2009

	<b>PS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
<b>Harry Lee Cole School</b>	60*	100	97	121					<b>318</b>
<b>Spofford Pond School</b>					122	121	143	145	<b>532</b>
<b>Total K-6 Enrollment</b>		<b>100</b>	<b>97</b>	<b>121</b>	<b>122</b>	<b>121</b>	<b>143</b>	<b>145</b>	<b>850</b>

*\* An Integrated Pre-School program is offered at Cole School. Sixty (60) students are enrolled in this program. These students are not included in the 850 official October 1, 2009 enrollment total. The Pre-School is a tuition-based nearly self-sustaining program.*

## Fiscal Management

The School Department operating budgets for the years 2008-2009 and 2009-2010

approved at the Annual Town Meeting are as shown in the table below. The figures used present the required local contribution after the application of revenue from State and Federal Grants and Local Revolving Accounts (Pre-School, Kindergarten Tuition, Special Education Tuition, School Food Service and Facility Rental).

<b>Category</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2009 to FY 2010 Increase/ Decrease</b>	<b>FY 2009 to FY 2010 Percentage Increase/ Decrease</b>
Total Salaries	\$6,907,016	\$7,132,888	\$225,872	3.27%
Instructional Materials and Textbooks	\$ 264,274	\$262,514	(\$1,761)	(0.67%)
Equipment	\$ 62,845	\$47,817	(\$15,029)	(23.91%)
Professional Development	\$ 76,916	\$76,825	(\$91)	(0.12%)
Regular and Special Education Transportation	\$ 446,398	\$410,474	(\$35,923)	(8.05%)
Utilities	\$ 283,797	\$306,378	\$ 22,581	7.96%
Operations and Maintenance of Facilities	\$ 202,991	\$201,687	(\$1,304)	(0.64%)
Special Education Tuition and Services	\$ 506,452	\$439,577	(\$66,875)	(13.20%)
Health Insurance	\$ 959,241	\$1,042,813	\$83,572	8.71%
Less: Applied Income from Grants & Revolving Funds	(\$ 603,419)	(\$542,938)	(\$60,481)	(10.02%)
<b>TOTAL Local Appropriation</b>	<b>\$9,106,511</b>	<b>\$9,378,035</b>	<b>\$ 198,364</b>	<b>2.98%</b>

### **Educational Reform: Massachusetts Comprehensive Assessment System (MCAS)**

As Educational Reform in Massachusetts heads into its sixteenth year, school district accountability continues to be at the forefront of the reform effort. The Boxford School

Committee’s goal is to increase the number and percentage of our students achieving at the Advanced and Proficient Levels in each grade and in each subject tested. The Department of Education has rated each school district and school in terms of its performance and improvement over the past three years. Detailed information about the School District Accountability System Cycle IV ratings including determinations regarding the requirement to achieve Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB) law can be found on the Massachusetts Department of Education web site, which can be reached through a link on our school district web site.

The Massachusetts Comprehensive Assessment System (MCAS) now includes the following areas and grades:

- Grade Three: Reading and Mathematics
- Grade Four: English Language Arts, Writing and Mathematics
- Grade Five: Reading, Mathematics, Science and Technology, History and Social Studies
- Grade Six: Reading and Mathematics

The School Performance Index was introduced for the 2003 MCAS Administration. Performance points are awarded to a school or district for each student in the MCAS test group during the rating period. The goal is for each school and district to achieve a Composite Performance Index of 100 by the year 2014.

**Third Grade** students participated for the eighth time in the Reading examination in March of 2009. Our students participated in the third year Mathematics test in May. Our third grade students ranked # 140 out of 328 districts in the state in 2009 in Reading and # 95 in Mathematics. Results for our students for the past seven years are presented in the following table:

<b>GRADE 3 READING PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ABOVE PROFICIENT</b>	NA	NA	NA	26%	17%	17%	10%
<b>PROFICIENT</b>	86	86	81	55	57	54	54
<b>NEEDS IMPROVEMENT</b>	12	13	17	18	25	24	31
<b>WARNING</b>	2	1	2	1	1	4	5
<b>COMPOSITE PERFORMANCE INDEX (Out of 100)</b>	94.7	95.8	93.8	93.5	92.5	88.2	87.4

<b>GRADE 3 MATHEMATICS PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ABOVE PROFICIENT</b>	NA	NA	NA	7%	28%	36%	21%
<b>PROFICIENT</b>	NA	NA	NA	67	49	40	50
<b>NEEDS IMPROVEMENT</b>	NA	NA	NA	26	20	19	23
<b>WARNING</b>	NA	NA	NA	0	3	4	7
<b>COMPOSITE PERFORMANCE INDEX (Out of 100)</b>	NA	NA	NA	91.9	91.4	90.7	87.8

**Fourth Grade** students participated in the eleventh administration of the required Massachusetts Comprehensive Assessment System (MCAS) in March and May. Students were tested in Mathematics and English Language Arts. Our composite performance in Mathematics ranked #32 out of 328 districts statewide and in English Language Arts we ranked #74 on a statewide basis. Results for our students by levels of performance are presented in the tables below:

<b>GRADE 4 ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ADVANCED</b>	9%	13%	9%	6 %	24%	8%	20%
<b>PROFICIENT</b>	64	56	65	51	59	61	58
<b>NEEDS IMPROVEMENT</b>	26	27	25	41	16	30	15
<b>WARNING</b>	21	3	1	3	1	1	6
<b>COMPOSITE PERFORMANCE INDEX (Out of 100)</b>	<b>90.0</b>	<b>89.4</b>	<b>90.9</b>	<b>84.8</b>	<b>94.0</b>	<b>90.8</b>	<b>90.1</b>
<b>STUDENT GROWTH PERCENTILE</b>							<b>61.0</b>

<b>GRADE 4 MATHEMATICS PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ADVANCED</b>	20%	25%	28%	28%	29%	31%	20%
<b>PROFICIENT</b>	35	40	43	35	41	41	41

<b>NEEDS IMPROVEMENT</b>	44	32	26	35	30	28	34
<b>WARNING</b>	1	3	2	2	1	0	5
<b>COMPOSITE PERFORMANCE INDEX (Out of 100)</b>	<b>84.2</b>	<b>87.4</b>	<b>90.9</b>	<b>86.9</b>	<b>89.6</b>	<b>91.5</b>	<b>86.5</b>
<b>STUDENT GROWTH PERCENTILE</b>							<b>49.0</b>

**Fifth Grade** students participated in Science and Technology examination for the seventh year and in the English Language Arts and Mathematics tests for the fourth year. The History/Social Studies Test has been suspended for two years by the State. Our overall performance placed the Spofford Pond School students at # 16 on a statewide ranking of 305 participating school districts in English Language Arts, #15 in Mathematics and #22 in Science and Technology.

<b>GRADE 5 ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ADVANCED</b>	NA	NA	NA	27%	32%	37%	23%
<b>PROFICIENT</b>	NA	NA	NA	57	48	51	64
<b>NEEDS IMPROVEMENT</b>	NA	NA	NA	15	19	11	13
<b>WARNING</b>	NA	NA	NA	1	1	1	0
<b>COMPOSITE PERFORMANCE INDEX (Out of 100)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>95.1</b>	<b>93.8</b>	<b>95.9</b>	<b>95.9</b>
<b>STUDENT GROWTH PERCENTILE</b>							<b>57.0</b>

<b>GRADE 5 SCIENCE and TECHNOLOGY PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ADVANCED</b>	42%	50%	25%	37%	40%	31%	28%
<b>PROFICIENT</b>	45	41	54	49	40	48	48
<b>NEEDS IMPROVEMENT</b>	10	8	19	12	17	19	22
<b>WARNING</b>	2	1	2	2	3	2	2



<b>GRADE 6 ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ADVANCED</b>	NA	NA	NA	22%	26%	34%	31%
<b>PROFICIENT</b>	NA	NA	NA	66	67	56	60
<b>NEEDS IMPROVEMENT</b>	NA	NA	NA	13	8	8	8
<b>WARNING</b>	NA	NA	NA	0	0	2	2
<b>COMPOSITE PERFORMANCE INDEX (Out of 100)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>96.3</b>	<b>97.6</b>	<b>95.9</b>	<b>96.7</b>

<b>ALL GRADES</b>	<b>ENGLISH LANGUAGE ARTS 2009</b>	<b>MATHEMATICS 2009</b>
<b>ADVANCED</b>	<b>21%</b>	<b>32%</b>
<b>PROFICIENT</b>	<b>59%</b>	<b>43%</b>
<b>NEEDS IMPROVEMENT</b>	<b>16%</b>	<b>21%</b>
<b>WARNING</b>	<b>3%</b>	<b>4%</b>
<b>COMPOSITE PERFORMANCE INDEX</b>	<b>92.7</b>	<b>90.5</b>
<b>STUDENT GROWTH PERCENTILE</b>	<b>57.5</b>	<b>59.0</b>

### **Curriculum and Program Development**

The Boxford Elementary Schools maintain web sites which contain detailed information about our ongoing initiatives in curriculum, instruction and professional development. These web pages can be located at [www.tritownschoolunion.com](http://www.tritownschoolunion.com) and [www.boxfordschools.org](http://www.boxfordschools.org).

### **Special Education**

The special education program in Boxford has always been outstanding and we continue to assess and modify our program needs each year to ensure we remain flexible enough to meet the complexity and numbers of our students with disabilities. School districts are mandated by state and federal laws to provide special education services to those students with disabilities who require specialized instruction in order to make effective educational progress and to ensure that these services occur in the least restrictive environment. Special Education programs are required to be individually tailored to ensure the individual student makes steady progress towards meeting the same curriculum standards as all students in our district. Therefore, this is an area over which the local School Committee has little control in terms of costs, which can have a major

impact upon our budget. Clearly, there are diverse student needs that must be addressed through our educational programs and the School Committee asks for your continued support with the local budget to ensure all children's needs are fulfilled to the best of our ability.

As of December 1, 2009, there were 132 special education students in the Boxford Elementary Schools, grades Kindergarten through grade 6, and another 18 students of preschool age in need of special education. The percentage of Boxford students (Kindergarten through 6th grade) receiving special education services is approximately 14.5%. We have expanded one of the existing special education programs at the Spofford Pond School this year and it is now a partnership with the Middleton Public Schools. This program provides an intensive language-based and behaviorally well supported education program for special education student with unique needs. This staffing partnership has a teacher from each district and highly trained aides from each district working collaboratively with the students. The Spofford Pond School community has fully embraced and welcomed all the students and this unique program is a model of shared resources to provide effective and efficient education programs for students.

The District is deeply committed to an inclusion philosophy pursuing effective ways to integrate all our children into regular education settings. We continue to implement an inclusive Co-Teaching Model at Spofford Pond School, which combines the strengths of a classroom teacher with those of a special educator to provide intensive instruction right in the regular education classroom setting, one of the goals and requirements of the special education regulations. This structure enables us to provide the most appropriate instruction in the least restrictive setting possible. In addition, Boxford has affiliations with the Greater Lawrence Educational Collaborative and Northshore Education Consortium to provide specialized educational programs to low incidence populations of special needs students and to serve as a resource to work collaboratively with member districts to address a variety of special education issues, as well as to provide professional development opportunities for staff.

### **Closing Statement**

The School Committee endeavors to maintain a focus on teaching and learning measured by increased student achievement in a standard based environment, with appropriate emphasis on the arts, culture and technology to prepare our children for a global economy.

We continue to benefit from the support of the entire Boxford community. In addition, the ongoing support we receive from the Parent Teacher Organization (PTO), the Boxford Elementary School Trust (B.E.S.T), and the Jonathan Tyler Barker Fund, among others, enables the School Committee to accomplish more than we could within our budget alone. As in past years, we express our sincere gratitude and ask for your continued support to provide the quality education Boxford has always been proud to offer its youngest residents.

Respectfully submitted,

Pamela Messenger, Chairperson  
Cynthia Murphy, Vice Chairperson  
Cynthia Foster  
Rebecca Lundrigan  
Roger Chadwick