



Northbridge Public Schools

Northbridge School Committee

87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 www.nps.org

Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla, Vice-Chairperson,
Michael Clements, Kate Tracy, Randi Zanca

Northbridge Public Schools School Committee Meeting Tuesday, February 14, 2017 6:30 PM Northbridge High School Media Center

- I. Call to Order (6:30PM)
- II. Attendance
- III. Executive Session: Executive Session: To move into Executive Session Regarding Grievance Hearing with AFL-CIO, STATE COUNCIL 93, LOCAL 1709, Unit C - Custodial, and to Reconvene in Open Session
- IV. Regular Session Call to Order
- V. Pledge of Allegiance
- VI. Statement of Audio and Video Recording
- VII. Statement of Mission
- VIII. Public Comment (7:05)
- IX. Recognition
 - a. Emery Amtmann – Northbridge Middle School Project 351 Representative
- X. Student Representative's Report (7:10)
- XI. Consent Agenda (7:12)
 - a. School Committee Meeting Minutes from 7PM, January 24, 2017
 - b. Warrant 37-30s 1/19/17 \$277,090.28
- XII. Action (7:15)
 - a. Field Trip – Overnight Student Council Trip to Conference
 - b. Pre-school Proposal for 2017-2018
 - c. Youth Risk Behavior Survey for NHS
 - d. Bullying Surveys
 - e. SWCEC FY17 Second Quarter Report
 - f. School Calendar 2017-2018
 - g. Superintendent's Formative Evaluation/Performance Goals

It is the policy of the Northbridge Public Schools not to discriminate on the basis of race, color, gender, religion, national origin, sexual orientation, gender identity, disability, age, or homelessness in its educational programs, services, activities, or employment.

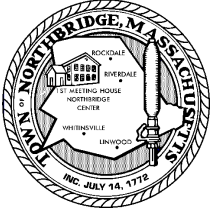
- XIII. Presentation (7:35)
 - a. NPS English Language Acquisition Program

- XIV. Discussion (7:50)
 - a. 2017-2018 Program of Studies for Northbridge High School
 - b. Proposed Visit from Chinese Students – 4/2/17 - 4/9/17
 - c. Budget Update FY18
 - d. Appointment to Screening Committee for Town Manager

- XV. School Committee Individual Comments (8:45)

- XVI. Executive Session: To move into Executive Session Regarding Negotiations with Non-Union Personnel not to Reconvene in Open Session

- XVII. Adjournment



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Northbridge Public Schools School Committee Meeting Minutes Tuesday, January 24th, 2016 7:00 PM Northbridge High School Media Center

I. Call to Order (7:21)

II. Attendance

Michael Clements	Absent
Mike LeBrasseur	Absent
Joseph Strazzulla	Present
Kate Tracy	Present
Randi Zanca	Present

Also in attendance were Superintendent Catherine Stickney, Business Manager Melissa Walker, and Student Representative Connor Nowlan.

III. Pledge of Allegiance

IV. Statement of Audio and Video Recording

V. Statement of Mission

VI. Public Comment:

None

VII. Superintendent's Report

Catherine Stickney wanted to share with the SC and community this evening that Mr. Gauthier is currently taking a medical leave from NHS. In his absence we have a team of Mrs. Amy McKinstry and Mr. Bill Bishop serving as acting principals. Mr. Bishop is a

retired principal who has worked with Mrs. McKinstry in the past. We all wish Mr. Gauthier the best.

We have jumped right into a busy time in the classrooms coming back from vacation. We've hosted teachers and administrators from Millbury, Auburn, and Dudley-Charlton for two Learning Walks in the district.

We also had an Early Release day for professional development. We focused on student engagement, the next science standards, and the identification and reporting of bullying and harassment.

As the term is ending at the high school and we are collecting our mid-year data at the elementary level, we are seeing amazing reports of progress at NES. We are still reviewing the Balmer data and are eager to share their results with you as well.

It was Cathy's pleasure to join Joseph Canoy with the other Worcester County Superintendent's Association Annual Scholars for the luncheon at Clark University. It was an amazing celebration of collective brilliance, inspiration, and hope for the future all in one room!

Over the past two weeks, we have hosted tours for vendors as part of the MassIT program. We are 1 of 20 schools moving forward in the funding process.

We hosted a workshop with the Northbridge Coalition presented by Paul Richard from the SHINE Institute. We discussed the topic of mental health for our young people and how to find support. We also welcomed Dr. Larry Berkowitz, founder of the Riverside Trauma center to meet with our staff and some of our high school parents this week. We appreciated his assistance

Cathy also wanted to share that she has applied for the Attorney General's Opioid Prevention Grant for Northbridge. We propose to work with Whitin Community Center, the Rockdale Youth Center, and Family Continuity to provide after school support for

students and families. There is a letter of support from Sen. Moore written to the Attorney General on our behalf supporting our proposal. We will also look to continue the groups into the summer and incorporate some mentoring and park activities.

The Our Kids book group will appear again on About the Valley on Feb 9th to assist in garnering support for a summer parks program.

Additionally, Cathy is continuing to work on obtaining grant funding to provide lunches for our students during the summer. We plan to work collaboratively with the Community Garden and the Rockdale Youth Center to pilot a small program. Cathy hopes to have more positive news on this in the future.

Cathy is also proud to announce that Lauren Giroud scored the second highest score at Central Districts in percussion and has been named to the All State Concert band. Congratulations, Lauren.

The Middle School Drama program presented Law and Order: The Fairy Tale Unit and did a spectacular job! The high school is gearing up for their performance of Annie in February.

Our new website is up and running. We are still adjusting and working out the bugs, and we appreciate everyone's patience in the process.

Please follow us on Facebook and Twitter - especially for those early morning weather announcements.

VIII. Consent Agenda

- a. School Committee Regular Meeting Minutes from 7:00PM on January 10, 2017
- b. Warrant 37-28s 01/05/17 \$248,766.12

The motion was made by Randi Zanca to accept the consent agenda as presented. The motion was seconded by Kate Tracy. The vote was taken by roll call vote and the following votes were recorded:

Michael Clements Absent

Mike LeBrasseur	Absent
Joseph Strazzulla	Yes
Kate Tracy	Yes
Randi Zanca	Yes

3 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 3-0.

IX. Discussion:

a. Field Trip- Out-of-State High School Ski Trip

Andrew Zollo proposed an Out-of-State Ski Trip to Killington, VT. The date of the trip is February 11th, 2017 and the cost is \$75.00 per student. They will be doing a joint ski trip with NIPMUC students and faculty.

The motion was made by Randi Zanca to move this item to an action item. The motion was seconded by Kate Tracy. The vote was taken by roll call vote and the following votes were recorded:

Michael Clements	Absent
Mike LeBrasseur	Absent
Joseph Strazzulla	Yes
Kate Tracy	Yes
Randi Zanca	Yes

3 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 3-0.

Field Trip- Out-of-State High School Ski Trip

The motion was made by Kate Tracy to approve the Out-of-State Field Trip to Killington, VT.

The motion was seconded by Randi Zanca. The vote was taken by roll call vote and the following votes were recorded:

Michael Clements	Absent
Mike LeBrasseur	Absent
Joseph Strazzulla	Yes

Kate Tracy Yes

Randi Zanca Yes

3 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 3-0.

b. Field Trip- Overnight Student Council Trip to Conference

The Student Council is requesting to go to an overnight conference. The Student Council Conference will take place in Hyannis, MA at the Cape Cod Resort and Conference Center. The dates of the conference are March 8-10, 2017.

c. Pre-school Proposal

Jill Healy discussed the Pre-school program. Jill stated that a survey was sent out in November to the parents of NES/Balmer students and district wide in December. The purpose of this survey was to show the needs of the community and solicit input for the number of days a student will need preschool regardless of age. One of the biggest needs was to add a 5 day, full day program and a 5 day AM program for 3 year olds. Jill stated that registration ends February 28th and she will have a better idea of what parents are looking for.

d. Youth Risk Behavior Survey

Catherine Stickney stated that youth risk behavior survey is distributed every two years at NHS. This survey is a confidential survey that is completed in-house so we own the data and we are able to pick and choose our own questions. There is a parent opt-out for the survey.

e. Bullying Surveys

There are bullying surveys for different groups. There is a survey for parents/guardians, faculty, grades 3-4, and grades 5-12. The format of the survey is online and paper copy. The survey is anonymous.

f. SWCEC

Quarterly Sharing- No Comments.

g. Budget Timeline

Melissa Walker reviewed the budget timeline. The next meeting of the Budget Subcommittee is January 31, 2017 at 6:30pm to discuss revenue and discuss the direction in which we are headed.

h. School Calendar 2017-2018

The School Calendar has been shared with the NTA and Leadership team. We are looking to have a bagged lunch option for students on the early release days.

i. Superintendent's Formative Evaluation

Catherine Stickney shared her Formative Evaluation. Catherine discussed the progress made toward the goals and supplied evidence for each of them: Professional Practice Goal, District Improvement Goal, and Student Learning Goal.

X. School Committee Individual Comments

Joseph Strazzulla- Spoke in regards to the letter from Senator Michael Moore to Attorney General Healey. He is glad that we applied for the grant that addresses Youth Opioid Prevention. Joseph also acknowledged the Press Release regarding the NHS hockey team helping out at Bruins MDSC Hockey event.

XI. Adjournment 8:43

The motion was made by Kate Tracy to adjourn the meeting at 8:43pm. The motion was seconded Randi Zanca. A vote was taken by roll call and the following votes were recorded:

Michael Clements	Absent
Mike LeBrasseur	Absent
Joseph Strazzulla	Yes
Kate Tracy	Yes
Randi Zanca	Yes

3 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 3-0.

SCHOOL COMMITTEE
AGENDA ITEM SUMMARY
Meeting of
(ACTION ITEM)

Agenda Item #
For School Committee

2017

SUBJECT: Overnight Field trip request for Northbridge High School Student Council Members 2016-2017

Person(s) preparing Agenda Item: Michael Gauthier - Carol Lourie

Title: Student Council MASC Annual State Conference 2017

Listing of Attachments (supporting documentation): Attached

BACKGROUND: March 8-10, 2016 to Hyannis, Massachusetts. Cape Cod Resort & Conference Center

STATUS: Pending School Committee approval

RECOMMENDATION: NPS School Committee approve the NHS Student Council of 2016-2017 trip to the aforementioned location. NHS has utilized this facility before for a Student Council State Conference trip.

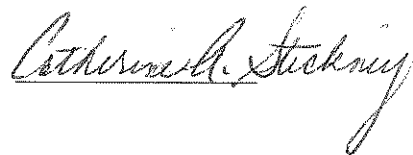
Financial Implication: Each member responsible for their own registration costs as well as transportation costs.

All members and chaperones will be traveling together via chartered bus.

Recommended by: Michael Gauthier



Recommended by the Superintendent:



Proposed Preschool Rates 2017-2018

Current Rates				
Program	Current	Proposed	Increase	% Increase
2 day half day	1,530.00			
4 half day	2,610.00	2,700.00	90.00	3.4%
4 full day	4,140.00	4,275.00	135.00	3.3%

Proposed Rates for 2017-2018		
Pending School Committee Approval		
Program	Annual	Monthly (9 payments)
4 day AM	2,700.00	300.00
4 day PM	2,502.00	278.00
5 day AM	3,420.00	380.00
5 day PM	3,177.00	353.00
4 full days	4,275.00	475.00
5 full days	5,400.00	600.00

Early Payment Discount: If the annual tuition is paid in full by September 1st, a 3% discount may be applied.

Central Massachusetts Youth Risk Behavior Survey - High School

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

YOUR RESPONSES ARE ANONYMOUS! - DO NOT PUT YOUR NAME ON THIS SURVEY. YOUR EMAIL ADDRESS IS NOT CONNECTED TO THE RESPONSES YOU SUBMIT. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. If you are not comfortable answering a question, just leave it blank. If you do not plan to take this seriously, please tell your teacher you would simply rather not take it.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names or email addresses will be collected or reported.

Thank you very much for your help.
(Only the 1st 4 questions are "required")

* Required

1. 1. How old are you? *

Please select from the drop down menu
Mark only one oval.

- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21

2. 2.What is your Sex? *

Please select from the drop down menu
Mark only one oval.

- Male
- Female

8. 8. Approximately how much do you weigh with your shoes ON

Pick the one closest to what you weigh

Mark only one oval.

- 85-90 lbs
- 90-95 lbs
- 95-100 lbs
- 100-105 lbs
- 105-110 lbs
- 110-115 lbs
- 115-120 lbs
- 120-125 lbs
- 125-130 lbs
- 130-135 lbs
- 135-140 lbs
- 140-145 lbs
- 145-150 lbs
- 150-155 lbs
- 155-160 lbs
- 160-165 lbs
- 165-170 lbs
- 170- 175 lbs
- 175-180 lbs
- 180-185 lbs
- 185-190 lbs
- 190-195 lbs
- 195-200 lbs
- 200-205 lbs
- 205-210 lbs
- 210-215 lbs
- 215-220 lbs
- 220-225 lbs
- 225-230 lbs
- 230-235 lbs
- 235-240 lbs
- 240-245 lbs
- 245-250 lbs
- 250-255 lbs
- 255-260 lbs
- More than 260 lbs

9. **9. Is there at least ONE teacher or other adult in this school that you can talk to if you have a problem?**

Mark only one oval.

- YES
- NO
- Not Sure

10. **10. Can you talk with at least one of your parents or other adult family members about things that are important to you?**

Mark only one oval.

- YES
- NO
- Not Sure

11. **11. Are there any adults in your neighborhood you could talk to about something important?**

Mark only one oval.

- NO!
- Not really
- I guess there is SOMEone
- YES!

The next 4 questions are about SAFETY

12. **12. How often do you wear a seat belt when riding in a car driven by someone else?**

Mark only one oval.

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

13. **13. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

14. **14. During the past 30 days, how many times did YOU drive a car or other vehicle when you had been drinking alcohol?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

15. **15. During the past 30 days, how many days did you text or email while driving a car or other vehicle?**

Mark only one oval.

- A. I did not drive a car or other vehicle during the past 30 days.
- B. 0 days
- C. 1 or 2 days
- D. 3 to 5 days
- E. 6 to 9 days
- F. 10 to 19 days
- G. 20 to 29 days
- H. All 30 days

The next 11 questions ask about violence-related behaviors.

16. **16. During the past 30 days, how many days did you carry a weapon such as a gun, knife, or club?**

Mark only one oval.

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

17. **17. During the past 30 days, how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?**

Mark only one oval.

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

18. **18. During the past 12 months, how many days did you carry a gun? (Do NOT count the days when you carried a gun only for hunting or for a sport, such as target shooting.)**

Mark only one oval.

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

19. **19. During the past 30 days, how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?**

Mark only one oval.

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

20. **20. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

21. **21. During the past 12 months, how many times were you in a physical fight?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

22. **22. During the past 12 months, how many times were you in a physical fight ON SCHOOL PROPERTY?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

23. **23. Have you ever been forced to have sexual intercourse when you did not want to?**

Mark only one oval.

- YES
- NO

24. **24. During the past 12 months, how many times did anyone force you to do sexual things that you did not want to do?**

(Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

25. **25. During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to?**

(Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

Mark only one oval.

- A. I did not date or go out with anyone during the past 12 months
- B. 0 Times
- C. 1 time
- D. 2 or 3 times
- E. 4 or 5 times
- F. 6 or more times

26. **26. During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose?**

(Count such things as being hit, slammed into something, or injured with an object or weapon.)

Mark only one oval.

- A. I did not date or go out with anyone during the past 12 months
- B. 0 times
- C. 1 time
- D. 2-3 times
- E. 4 or 5 times
- F. 6 or more times

The next 2 questions ask about bullying.

Bullying is when 1 or more students repeatedly tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

27. **27. During the past 12 months, have you ever been bullied on school property?**

Mark only one oval.

- A. Yes
- B. No

28. **28. During the past 12 months, have you ever been electronically bullied?**

(Include being bullied through texting, messaging, instagram, Facebook, or other social media)

Mark only one oval.

- A. Yes
- B. No

The next 5 questions ask about sad feelings and attempted suicide.

Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life

29. **29. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?**

Mark only one oval.

- A. Yes
- B. No

30. **30. During the past 12 months, did you ever seriously consider attempting suicide?**

Mark only one oval.

- A. Yes
- B. No

31. **31. During the past 12 months, did you make a plan about how you would attempt suicide?**

Mark only one oval.

- A. Yes
 B. No

32. **32. During the past 12 months, how many times did you actually attempt suicide?**

Mark only one oval.

- A. 0 times
 B. 1 time
 C. 2 or 3 times
 D. 4 or 5 times
 E. 6 or more times

33. **33. If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?**

Mark only one oval.

- A. I did not attempt suicide during the past 12 months
 B. Yes
 C. No

34. **34. During the past 12 months, how many times did you do something to purposely hurt or injure yourself without wanting to die, such as cutting, burning, or bruising yourself on purpose?**

Mark only one oval.

- A. 0 times
 B. 1 or 2 times
 C. 3 to 5 times
 D. 6 to 9 times
 E. 10 to 19 times
 F. 20 or more times

The next 4 questions ask about cigarette smoking.

35. **35. Have you ever tried cigarette smoking, even one or two puffs?**

Mark only one oval.

- A. Yes
 B. No

36. **36. How old were you when you first tried cigarette smoking, even one or two puffs?**

Mark only one oval.

- A. I have never tried cigarette smoking, even one or two puffs
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

37. **37. During the past 30 days, how many days did you smoke cigarettes?**

Mark only one oval.

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

38. **38. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?**

Mark only one oval.

- A. I did not smoke cigarettes during the past 30 days
- B. Less than 1 cigarette per day
- C. 1 cigarette per day
- D. 2 to 5 cigarettes per day
- E. 6 to 10 cigarettes per day
- F. 11 to 20 cigarettes per day
- G. More than 20 cigarettes per day

The next 3 questions ask about electronic vapor products such as Blue, NJoy, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo. electronic vapor products include e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens.

39. **39. Have you ever used an electronic vapor product?**

Mark only one oval.

- A. Yes
- B. No

40. **40. During the past 30 days, how many days did you use an electronic vapor product?**

Mark only one oval.

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

41. **41. During the past 30 days, how did you usually get your own electronic vapor products?**

Mark only one oval.

- A. I did not use any electronic vapor products during the past 30 days
- B. I bought them in a store such as a convenience store, supermarket, discount store, gas station, or vape store
- C. I got them on the internet
- D. I gave someone else money to buy them for me
- E. I borrowed them from someone else
- F. A person 18 years or older gave them to me
- G. I took them from a store or another person
- H. I got them some other way

The next 3 questions ask about other tobacco products

42. **42. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, Marlboro Snus, General Snus, Ariva, Stonewall, or Camel Orbs?**

(Do NOT count any electronic vapor products.)

Mark only one oval.

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

43. **43. During the past 30 days, how many days did you smoke cigars, cigarillos, or little cigars?**

Mark only one oval.

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

44. **44. During the past 12 months, did you ever try to quit using all tobacco products, including cigarettes, cigars, smokeless tobacco, shisha, or hookah tobacco, and electronic vapor products?**

Mark only one oval.

- A. I did not use tobacco products during the past 12 months
- B. Yes
- C. No

The next 4 questions ask about drinking alcohol.

This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

45. **45. During your life, on how many days have you had at least one drink of alcohol?**

Mark only one oval.

- A. 0 days
- B. 1 or 2 days
- C. 3 to 9 days
- D. 10 to 19 days
- E. 20 to 39 days
- F. 40 to 99 days
- G. 100 or more days

46. **46. How old were you when you had your first drink of alcohol other than a few sips?**

Mark only one oval.

- A. I have never had a drink of alcohol other than a few sips
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

47. 47. During the past 30 days, how many days did you have at least one drink of alcohol?

Mark only one oval.

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

48. 48. During the past 30 days, how did you usually get the alcohol you drank?

Mark only one oval.

- A. I did not drink alcohol during the past 30 days
- B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
- C. I bought it at a restaurant, bar, or club
- D. I bought it at a public event such as a concert or sporting event
- E. I gave someone else money to buy it for me
- F. Someone gave it to me
- G. I took it from a store or family member
- H. I got it some other way

The next 2 questions ask about how many drinks of alcohol you had in a row, that is within a couple of hours.

For the first question, the number of drinks you need to think about is different for female and male students.

49. 49. During the past 30 days, how many days did you have 4 or more drinks of alcohol in a row (if you are female) or 5 or more drinks of alcohol in a row (if you are male)?

Mark only one oval.

- A. 0 Days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. Every day

50. **50. During the past 30 days, what is the largest number of alcoholic drinks you had in a row?**

Mark only one oval.

- A. I did not drink alcohol during the past 30 days
- B. 1 or 2 drinks
- C. 3 drinks
- D. 4 drinks
- E. 5 drinks
- F. 6 or 7 drinks
- G. 8 or 9 drinks
- H. 10 or more drinks

The next 3 questions ask about marijuana use.

Marijuana also is called grass, pot, hemp, bud, chronic, and many other terms.

51. **51. During your life, how many times have you used marijuana?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 29 times
- F. 30 to 39 times
- G. 40 to 49 times
- H. 50 to 100 times
- I. 100 or more times

52. **52. How old were you when you tried marijuana for the first time?**

Mark only one oval.

- A. I have never tried marijuana
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

53. **53. During the past 30 days, how many times did you use marijuana?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 29 times
- F. 30-39 times
- G. 40 or more times

The next 10 questions ask about other drugs.

54. **54. During the past 30 days, how many times did you use any form of cocaine, including powder, crack, or freebase?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 29 times
- F. 30 to 39 times
- G. 40 or more times

55. **55. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

56. **56. During your life, how many times have you used heroin (also called smack, junk, or China White)?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 29 times
- F. 30 to 39 times
- G. 40 or more times

57. **57. During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

58. **58. During your life, how many times have you used ecstasy (also called MDMA, or "Molly")?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 29 times
- F. 30 to 39 times
- G. 40 or more times

59. **59. During your life, how many times have you used synthetic marijuana (also called K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks)?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

60. **60. During your life, how many times have you taken steroid pills or shots without a doctor's prescription?**

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

61. **61. During your life, how many times have you taken a prescription pain medicine without a doctor's prescription or differently than how the doctor told you to use it?**

(Count drugs such as OxyContin, Percocet, Vicodin, Codeine, Adderall, Ritalin, or Xanax)

Mark only one oval.

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 29 times
- F. 30 to 39 times
- G. 40 or more times

62. **62. During your life, how many times have you used a needle to inject any illegal drug into your body?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 or more times

63. **63. During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?**

Mark only one oval.

- YES
- NO

The next 9 questions ask about sexual behavior.

64. **64. Have you ever had sexual intercourse?**

Mark only one oval.

- A. Yes
- B. No

65. **65. How old were you when you had sexual intercourse for the first time?**

Mark only one oval.

- A. I have never had sexual intercourse
- B. 11 years old or younger
- C. 12 years old
- D. 13 years old
- E. 14 years old
- F. 15 years old
- G. 16 years old
- H. 17 years old or older

66. **66. During your life, with how many people have you had sexual intercourse?**

Mark only one oval.

- A. I have never had sexual intercourse
- B. 1 person
- C. 2 people
- D. 3 people
- E. 4 people
- F. 5 people
- G. 6 or more people

67. **67. During the past 3 months, with how many people did you have sexual intercourse?**

Mark only one oval.

- A. I have never had sexual intercourse
- B. I have had sexual intercourse, but not during the past 3 months
- C. 1 person
- D. 2 people
- E. 3 people
- F. 4 people
- G. 5 people
- H. 6 or more people

68. **68. Did you drink alcohol or use drugs before you had sexual intercourse the last time?**

Mark only one oval.

- A. I have never had sexual intercourse
- B. Yes
- C. No

69. **69. The last time you had sexual intercourse, did you or your partner use a condom?**

Mark only one oval.

- A. I have never had sexual intercourse
- B. Yes
- C. No

70. **70. The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? (Select only one response.)**

Mark only one oval.

- A. I have never had sexual intercourse
- B. No method was used to prevent pregnancy
- C. Birth control pills
- D. Condoms
- E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
- F. A shot (such as Depo-Provera or any injectable birth control), a patch (such as Ortho Evra), or a birth control ring (such as Nuva Ring) (or any birth control ring)
- G. Withdrawal or some other method
- H. Not sure

71. **71. During your life, with whom have you had sexual contact?**

Mark only one oval.

- A. I have never had sexual contact
- B. Females
- C. Males
- D. Males and Females

The next 2 questions ask about body weight.

72. **72. How do you describe your weight?**

Mark only one oval.

- A. Very underweight
- B. Slightly underweight
- C. About the right weight
- D. Slightly overweight
- E. Very overweight

73. **73. Which of the following are you trying to do about your weight?**

Mark only one oval.

- A. Lose weight
- B. Gain weight
- C. Stay the same weight
- D. I am not trying to do anything about my weight

74. **74. During the past 30 days, did you exercise to lose weight or to keep from gaining weight?**

Mark only one oval.

- Yes
 No

75. **75. During the past 30 days, did you eat less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight?**

Mark only one oval.

- Yes
 No

76. **76. During the past 30 days, did you go without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight?**

Mark only one oval.

- Yes
 No

77. **77. During the past 30 days, did you take any pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight? (Do not include meal replacement products such as Slim Fast)**

Mark only one oval.

- Yes
 No

78. **78. During the past 30 days, did you vomit or take laxatives to lose weight or to keep from gaining weight?**

Mark only one oval.

- Yes
 No

79. **79. During the past 7 days, how many days did you eat breakfast?**

Mark only one oval.

- A. 0 days
 B. 1 day
 C. 2 days
 D. 3 days
 E. 4 days
 F. 5 days
 G. 6 days
 H. 7 days

The next 4 questions ask about physical activity.

80. **80. During the past 7 days, how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spend in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time.)**

Mark only one oval.

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

81. **81. On an average school day, how many hours do you watch TV?**

Mark only one oval.

- A. I do not watch TV on an average school day
- B. Less than 1 hour per day
- C. 1 hour per day
- D. 2 hours per day
- E. 3 hours per day
- F. 4 hours per day
- G. 5 or more hours per day

82. **82. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work?**

(Include activities such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media)

Mark only one oval.

- A. I do not play video or computer games or use a computer for something that is not school work
- B. Less than 1 hour per day
- C. 1 hour per day
- D. 2 hours per day
- E. 3 hours per day
- F. 4 hours per day
- G. 5 or more hours per day

83. **83. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)**

Mark only one oval.

- A. 0 teams
- B. 1 team
- C. 2 teams
- D. 3 or more teams

The next 6 questions ask about Cell phone/ Smartphone and home computer usage

84. **84. Do you own a cell phone?**

Mark only one oval.

- Yes
 No

85. **85. How often do you use your cell/smart phone for social media (that is texting, or other sites such as Facebook, Instagram, Twitter, Snapchat, etc.) during the school day?**

Mark only one oval.

- I do not own a cell/smart phone
 Never during the school day
 Only during break, lunch, or passing times.
 At least once per class period
 Multiple times per class period
 Constantly

86. **86. Do your parents/guardians have restrictions set on your phone either through an App , or by collecting your phone from you at times?**

Mark only one oval.

- I do not own a cell phone
 Yes, they control the times I can use data and/or restrict what I can access on my phone
 No, I have unlimited access on my phone.

87. **87. Do you have a desktop or laptop computer at home that you can access the internet and complete homework assignments on?**

Mark only one oval.

- YES
 NO

88. **88. If you do have a computer at home, is the computer in your bedroom or where you sleep?**

Mark only one oval.

- I do not have a computer to use at home
 Yes
 NO

89. **84. Do your parents/guardians have restrictions on your home computer or laptop?**

Mark only one oval.

- I do not have a home computer or laptop
 Yes, I have restricted access to certain content on my home computer or laptop
 No, I have unlimited access to content on my home computer or laptop.

The next question asks about concussions.

(A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.)

90. **89. During the past 12 months, how many times did you have a concussion from playing a sport or being physically active?**

Mark only one oval.

- A. 0 times
- B. 1 time
- C. 2 times
- D. 3 times
- E. 4 or more times

The last 5 questions ask about other health related topics

91. **90. Have you ever been tested for HIV, the virus that causes AIDS?**

(Do not count tests done if you donated blood)

Mark only one oval.

- A. Yes
- B. No
- C. Not sure

92. **91. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?**

Mark only one oval.

- A. During the past 12 months
- B. Between 12 and 24 months ago
- C. More than 24 months ago
- D. Never
- E. Not sure

93. **92. Has a doctor or nurse ever told you that you have asthma?**

Mark only one oval.

- A. Yes
- B. No
- C. Not sure

94. 93. On an average school night, how many hours of sleep do you get?

Mark only one oval.

- A. 4 or less hours
- B. 5 hours
- C. 6 hours
- D. 7 hours
- E. 8 hours
- F. 9 hours
- G. 10 or more hours

95. 94. During the past 12 months, how would you describe your grades in school?

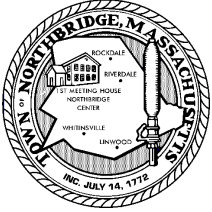
Mark only one oval.

- A. Mostly A's
- B. Mostly B's
- C. Mostly C's
- D. Mostly D's
- E. Mostly F's

This is the end of the survey. Thank you very much for your help.

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Youth Risk Behavior and Health Survey 2017 Information and Parental/Guardian Opt-Out Form

January 2017

Dear Parent/Guardian,

The Northbridge School District is excited to inform you of a great opportunity for our youth and our community. This spring, students in grades 9-12 from Northbridge High Schools will take part in a youth survey that utilizes questions from the Youth Risk Behavior Survey (YRBS) and the Youth Health Survey (YHS). The survey has been completed here at NHS in 2013 and 2015 and has provided valuable insights that enable us to develop curriculum and local programs to respond to identified areas of concern that are revealed through the survey. The Massachusetts Department of Elementary and Secondary Education (DESE) and the UMASS Center for Survey Research both endorse the survey and support the efforts.

The surveys are the largest and most respected source of data on youth risk behaviors and health issues that contribute to the leading causes of mortality, morbidity, and social problems in the United States. Surveys are administered in high schools around the country. Understanding youth risk behaviors and health statistics empowers our community to identify and plan for areas of need, as well as recognize and celebrate our areas of strength. The results may also help us seek funding for health programs in areas of need.

We hope to administer this survey every two to three years in order to track our progress. We have data from our administration in 2013 and 2015 and look forward to comparing the results from this year.

The survey will be administered to grades 9-12 this spring. The survey is available for you to view at www.NPS.org/YRBS or if you would like to see a print copy you may stop by the Superintendent's office or the Main Office of the High School. The survey is completely voluntary. Precautions are made to ensure strict confidentiality. Students will NOT put their names on the survey, and there is no tracking of individual responses. Students will answer multiple choice questions about nutrition and physical activity, bullying, health related issues like obesity, chronic disease, mental health, intentional/ unintentional injuries or violence, alcohol and other drugs, sexual behaviors, and community resources. Students can skip any question that they do not wish to answer. In addition, students may stop participating in the survey at any point. Students are also advised that if they do not intend to participate with integrity, they are asked not to participate at all.

We would like ALL students in grades 9-12 to voluntarily take part in this important survey. No action will be taken against your child if he/she does not participate. If you DO NOT want your child to participate in the survey, please complete the section below and return it to the main office by **Friday**. If you have any questions, please don't hesitate to contact us. As always, thank you for your support. See the back of this sheet for more information about the survey. Please note, if we do not receive a request to opt out we will issue the survey to your child.

-X-----X-----X-----X-----

PARENT/GUARDIAN OPT OUT REQUEST FOR YOUTH RISK BEHAVIOR SURVEY *Please detach and return if you are opting out of having your students take this survey.*

Child's name: _____ Grade: _____

I have read this form about the Youth Risk Survey and DO NOT want my child to participate in the survey.

Parent/Guardian's signature: _____ Date: _____

Excellence - Accountability - Collaboration: "Every Student, Every Classroom, Every Day"

It is the policy of the Northbridge Public Schools not to discriminate on the basis of race, color, gender, religion, national origin, sexual orientation, gender identity, disability, age, or homelessness in its educational programs, services, activities, or employment.

FAQ - 2017 Youth Risk Behavior Survey (YRBS) Fact Sheet

Q. Why is the survey being done?

A. The school will use survey results to help measure how many youth practice health-risk behaviors. Survey results also will be used to create school and community health programs to help reduce these behaviors to help keep our kids safe.

Q. Are sensitive questions asked?

A. Yes. Some questions are sensitive. To help solve health problems among our youth, we must first understand them. For example, attempted suicide, tobacco use, alcohol and other drug use, and weapon carrying are also sensitive issues. Therefore, survey questions are written in a direct but sensitive way.

Q. Will students' names be used or linked to the surveys?

A. NO. The surveys have been designed to protect each student's privacy. Students do not put their name on the survey. No personal information is collected from the students other than the required demographic information which they provide. (Age, gender, Grade level, Race etc.)

Q. Do students take the survey more than once to see how their behaviors change?

A. The survey is administered every 2-3 years. The last time it was administered at NHS was in 2015.

Q. How was my child picked to be in the survey?

A. Students in grades 9 through 12 all over the nation participate in this survey.

Q. How long does it take to fill out the survey? Does the survey include a physical test?

A. The survey is scheduled to take approximately one class period with most students completing it in about 30-35 minutes. It is a computer based administration.

Q. Who supports this survey?

A. These surveys were created by the US Centers for Disease Control and Prevention and are supported by many MA organizations interested in the health of youth. People from over 100 state and local health and education agencies and 19 federal agencies helped develop the survey.

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Bullying Survey – Faculty

Are you an Administrator in the district?

- Yes
- No

Please identify your position:

- Teacher or Specialist
- Guidance, Nurse, SAC or Psychologist
- Paraprofessional
- Office Staff
- Special Education Teacher
- Maintenance

What grades do you work with?

Check all that apply

- PK-1
- 2-4
- 5-8
- 9-12

Have you been told to report bullying incidents to a particular individual in your school?

- No, I have not been told to report to a specific individual
- Yes, I am supposed to report to the Principal
- Yes, I am supposed to report to the Assistant Principal
- Yes, I am supposed to report to another person.

How frequently, on average, do you feel that you report bullying incidents?

- Once a day or more often
- A few times a week
- Once a week on average
- A few times a month
- Once every other week
- Once a month
- Once every few months
- 2-3 times a year
- Once a year or less often

How responsive do you feel your school administrator is to your reports?

1 2 3 4 5
Not responsive Responsive

How effective do you feel your school administrator is in their response to bullying incidents?

1 2 3 4 5
Not effective Effective

How well does your school administration support the actions YOU take to resolve bullying situations?

1 2 3 4 5
Not Supportive Very Supportive

How confident do you feel about your own ability to respond to bullying incidents?

1 2 3 4 5
Not confident Very confident

Among the following problems, please number the top three problems in your opinion in your school.
Using the numbers 1, 2 and 3.

- Physical bullying
- Psychological bullying
- Bullying via cell phone
- Online bullying from the night before that “creeps” into school
- General problems with cell phones as a distraction
- Group bullying between cliques
- Sexual harassment

In general, how well trained in bullying intervention and prevention do you consider your school’s faculty and administration to be?

1 2 3 4 5
Not trained at all Very well trained

Check off the following procedures which your school follows:

- A designated reporter, to take all bullying reports
- A procedure for handling off-campus bullying and cyberbullying
- A report form for bullying incidents
- An easy method for reporting suspected bullying
- A clear set of procedures, listed in the student handbook, that are taken in all bullying reports
- A policy of always following up with reporters

Bullying Survey: Parents and Guardians

What grade/s is your child/children in?

- Pre-kindergarten
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Has your child ever been bullied?

- Yes
- No
- I don't know

Do you know who to report to if your child is bullied?

- Yes
- No

What was the nature of the bullying?

Choose ALL that apply

- Physical bullying – pushing, shoving, tripping, harming physically
- My child was humiliated or embarrassed regularly
- My child was made to feel very frightened about going to school
- My child was excluded, rejected, isolated, left out
- Other children “ganged up” on my child
- People spread cruel rumors about my child
- Someone posted or sent something cruel or humiliating about my child online
- Other _____

Did you report the bullying or cyberbullying to someone at school?

- Yes
- No

How satisfied were you with the school's response to this report?

Completely dissatisfied 1 2 3 4 5
 Completely satisfied

Did the school make your child feel better and safer about attending school?

Not at all 1 2 3 4 5
 Very much so

Did the situation ultimately resolve?

- Yes, definitely
- Somewhat, but not entirely
- A little bit, but not really
- No, not at all

If your child is bullied again, do you know who to report it to?

- Yes
- No

Grade 3-4 Student Survey: Bullying and Cyber-bullying

What grade are you in?

- Grade 3
- Grade 4
- Grade 5

Are you a ... (This question is optional)

- Boy
- Girl

This year, has a grown-up at school talked with your class about bullying?

- Yes
- No
- I don't know

This year, has a grown-up at school talked to you about cyber-bullying?

- Yes
- No
- I don't know

Do you know what "cyber-bullying" is?

- I don't know
- It's when someone bullies you on the Internet, like during a game
- It's when someone bullies you at school

Do you ever play games on the internet?

- Yes
- No

Do you have your own cell phone?

- Yes
- No

Has anyone ever sent you a mean text message?

- Yes
- No
- I'm not sure

Has anyone ever been mean to you on the Internet, maybe while playing a game?

- No
- Yes, this happened to me once
- Yes, this has happened to me more than once

Where was someone mean on the Internet?

You can pick MORE than one answer, if you like

- While I was playing a game (like "Club Penguin" or Runescape")
- Someone sent me a mean email
- On Facebook, VINE, Instagram, Snap Chat, etc.
- Someone left a mean comment or message for me

Do you know the person who was mean to you on the Internet?

- Yes, it was a kid from school
- Yes it was someone I knew but not from school
- No, I didn't know the person

Who did you tell when this happened?

You can pick MORE than one answer, if you like

- I never told anyone
- I told my parents
- I told my friends
- I told my teacher
- I told another adult at school
- I told someone else outside of school

Has anyone ever bullied you at school?

- No never
- Yes, one time
- Yes, more than one time

Who bullied you, or who usually bullies you?

- 1 particular boy
- 1 particular girl
- A couple of boys
- A couple of girls
- A group of girls and boys

Do you have any friends in the “bullying group”?

- Yes I had friends in that group
- I knew some of the kids in the group, but we weren’t friends
- I used to be friends with someone in the group
- I’m not friends with anyone in the group

Were you friends with the bully?

- I didn’t know the bully at all
- I knew them a little, but we’re not friends
- We used to be friends
- We are still friends

Where were you bullied?

Check all the places you were bullied.

- On the bus
- In the school hallway
- In the cafeteria
- On the playground
- In the bathroom
- In a classroom

How were you bullied?

Check each thing that has happened to you

- A bully laughed at me
- A bully called me a name
- A bully did something with my stuff
- A bully left me out
- A bully did something physical to me (hit, tripped, pushed, or hurt me)
- A bully told me that if I told, something worse would happen

Who did you tell when this happened?

Check each person that you told.

- I never told anyone
- I told my friends
- I told my parents
- I told my teacher
- I told another adult at school
- I told someone else outside of school

Do you think that bullying happens a lot at school?

- No it never happens
- It happens sometimes, but not a lot
- It happens pretty often
- It happens a lot

Have you ever bullied someone at school?

- Just once or twice
- Yes, I sometimes bully kids at school
- No, I've never done this

Have you ever bullied someone on the Internet?

- Just once or twice
- Yes, I sometimes bully kids on the Internet
- No, I've never done this

Grades 5-12 Survey: Bullying and Cyberbullying

What grade are you in?

- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Are you... (optional)

- Male
- Female

Does your school have any programs to help stop bullying?

- Yes
- No
- I don't know

Does your school have any programs to help stop cyberbullying?

- Yes
- No
- I don't know

Do you ever use the Internet for: games, Facebook, texting, chat, pictures, etc.

- Yes
- No, I only use the Internet for homework

Has anyone ever said something cruel to you in a text or during a game online?

- Yes, once
- Yes, more than once
- No

Do you know the person who was mean to you on the Internet?

- Yes
- No

Who did you tell when this happened?

Check off all the people you told

- I never told anyone
- I told my friends
- I told my parents or another family member
- I told an adult at school
- I told some other adult
- I reported it online to the website

Do you have your own cell phone?

- No
- Yes but I can't use it to text or go online
- Yes and I can use it to text or go online

How often do you bring your cell phone to school?

- Never
- Just now and then
- Most/all of the time

Has anyone ever sent you a mean text message?

- Yes, once
- Yes, more than once
- No

Did you receive the mean text during the school day?

- Yes
- No

Who did you tell when this happened?

Check off all the people you told

- I never told anyone
- I told my friends
- I told my parents or another family member
- I told an adult at school
- I told some other adult
- I reported it online to the website

Has anyone ever bullied you at school?

- Yes, many times
- Yes, a few times
- Yes, once
- No

Who bullied you? (If you were bullied more than once, describe the person(s) who most often bullied you)

- A boy
- A girl
- A group of boys
- A group of girls
- A group of boys and girls

Were you friends with the bully or bullies?

- No, I didn't know them at all
- No, I knew them but none were friends
- The bully, or some of them were former friends
- At least one person who bullied me was a friend

Where were you bullied?

Choose ALL that apply

- The bus
- The cafeteria
- Walking to school
- In the hallways
- In the classroom
- Somewhere outside of school (online, the mall, at someone's house)

How were you bullied?

Choose ALL that apply

- Laughed at me; got others to laugh at me
- Called me names, taunted me
- Ruined or stole my stuff
- Wrote things about me on a wall or in public
- Online bullying "spilled over into school"
- Pushed me, shoved me, hit me, tripped me, hurt me physically
- Started rumors about me

Who did you tell when this happened?

Choose ALL that apply

- I never told anyone
- I told my friends
- I told my parents
- I told an adult at school
- I told some other adult

Do you think bullying happens a lot at school?

- No, it is rare
- It happens sometimes but not often
- It happens regularly (like each week)
- It happens often (like every day)

Have you ever bullied someone at school?

Check ALL that are true.

- Yes, once or twice
- Yes, sometimes
- No, but I've been friends with kids who bully others
- No, but I've stood by when others are getting bullied
- No, I've never been involved in bullying

Have you ever bullied someone online or by texting?

Check ALL that are true.

- Yes, once or twice
- Yes, sometimes
- No, but I've been friends with kids who cyberbully others
- No, but I've seen it happen to others
- No, I've never been involved in cyberbullying



SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

FY17 SECOND QUARTER REPORT

October 2016 – December 2016

Mission
The Southern Worcester County Educational Collaborative mission is to provide programs and services to meet the unique educational needs of all of its students
Vision
SWCEC provides programs and services, which are of high quality, comprehensive in nature, fiscally efficient, and student centered. Programs and services are developed and implemented according to those needs, which have been identified by member districts. Highly qualified and dedicated staff believes in maximizing each student's potential for success. Programs and services are conducted in facilities conducive to student achievement.
History
The Southern Worcester County Educational Collaborative was established in 1975 as an Educational Collaborative servicing regular and special education students and families. Southern Worcester County Educational Collaborative services students ages 3-22 in a small, structured therapeutic and academic learning environments, paced to meet the needs of its students on an individualized basis. The Southern Worcester County Educational Collaborative program offers a strong academic component designed to accommodate the learning needs of our students and to encourage their motivation to achieve.

Program Overview and Accomplishments

Developmental Program ~ Medically Fragile

Ages Served: 3-22 **Grades Served:** Pre-K-12+

Type of Program: In a Host School

Director: Dr. Melissa Manzi

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

Calendar: Full year program – both school year and summer

School Year – 210 days

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

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

Parent Support Program: Parent Advisory Council

Additional Program Information:

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

Program Description:

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

The Specialized Developmental Medical Program located at the Dudley Elementary School now has 8 students enrolled in the program, with a recent referral resulting in a new student. We participated in our theme-based activities we continued to focus on numbers, colors shapes, and letters. We prepared for the holidays by learning about some of the Thanksgiving and Christmas traditions and created holiday themed art work. Our art gallery was filled with gingerbread men and women, Christmas trees, trains, and sleighs. We also built our own sleigh out of cardboard by following the step-by-step directions in a book we created. The best part was taking turns going on the sleigh ride! One of our students was invited to Ms. Miller's 3rd grade class to decorate Gingerbread cookies, and we had some of the students come to our room to sing Christmas Carol's. We attended an assembly to say goodbye to Mrs. Caffelle who retired, and our students presented her with a card they made for her. The last week of school before vacation, we read the "Polar Express". Each student made a train ticket and worked on coloring, matching, and pre writing activities, which coordinated with the book. We ended 2016 with a Polar Express Christmas party for those who "Believe". While wearing our pajamas we read the story again, went on a train ride to the North Pole and then had to listen for the sound of the bell to see who could open the 1st gift of Christmas! After all the gifts were open we watched the Polar Express movie and then went

Generating Devices, and Sign Language. The program is all-inclusive for nursing, OT, PT, SP, Music, Physical Education, Art with BCBA oversight and consultation.

The Specialized Developmental Autism Program located at Bartlett High School continues to have 5 students enrolled in the program. The primary academic focus remains centered on building communication skills, especially those related to sharing wants and needs. Our program was able to take part in various outings. The students have been taking turns delivering Meals on Wheels, through Tri-Valley, to families in Webster. Students have also visited the Dudley library and shopped at Price Chopper in Webster and Park 'N Shop in Dudley to purchase supplies for cooking activities. Just before vacation, the whole class took a field trip to the Auburn Mall to do holiday shopping for their families. Students enjoyed strolling around the mall, shopping, and eating in the food court. During the month of December, the class studied various holiday traditions and took part in art activities to follow up with theme of those traditions.

Developmental Program ~ Work Experience

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

Type of Program: In Host School

Director: Dr. Melissa Manzi

Primary Population/Disability:

Communication, Intellectual, Neurological

Calendar:

School Year – 180 Days Summer – 30 Days

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

Therapeutic Services Available:

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

Parent Support Program: Parent Advisory Council, Liaison with Adult Transition Services

Program Description:

SWCEC Life Skills and Work Experience Programs service students ages 14-22 in need of transitional educational and vocational services to support their transition from academic services to adult services. The transition services and the planning for those services are required under the Individuals with Disabilities Education Act (IDEA). Under IDEA 2004, the Collaborative will develop a transition plan starting at the age of 14 for all students as they prepare for adulthood. Transition planning is important and it is our goal to make this transition as seamless as possible for all students. With one student enrolled in the program, we collaborated with the vibrant Life Skills Program at Bartlett High School this year.

Students gain on-site work experience such as basic maintenance, recycling and also attend a variety of vocational sites including Old Sturbridge Village, Nichols College, Park 'n Shop, Pure Fitness, Harrington Hospital, Jacob Edward's Library and Sturbridge Host Hotel. Members of the community rely on our students to deliver Meals on Wheels for the Webster and Southbridge programs.

home for Christmas break so we could come back to school, all rested and ready for a new year full of fun and learning!

The Specialized Developmental Medical Program at Bartlett High School continues to have 5 students enrolled in the program. The students have been taking turns delivering Meals on Wheels, through Tri-Valley, to families in Webster. Students have also visited the Dudley library and shopped at Price Chopper in Webster and Park 'N Shop in Dudley to purchase supplies for cooking activities. Just before vacation, the whole class took a field trip to the Auburn Mall to do holiday shopping for their families. Students enjoyed walking around the mall, shopping, and eating in the food court. During the month of December, the class studied various holiday traditions and took part in art activities to follow up with theme of those traditions. On the last day of school before vacation, we had a holiday celebration and even had a special visitor.



Developmental Program ~ Autism

Ages Served: 3-22 **Grades Served:** Pre-K-12+

Type of Program: In Host School

Director: Dr. Melissa Manzi

Primary Population/Disability: Autism, Neurological

Calendar: Full year program – both school year and summer

School Year – 210 days

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

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

Parent Support Program: Parent Advisory Council

Additional Program Information:

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

Program Description:

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

The Grow Elementary School

Ages Served: 5-12 **Grades Served:** K-6

Type of Program: DESE Approved Public Therapeutic Day

121 Ashland Ave., Southbridge, MA 01550

Principal: Ms. Jennifer Desto

Primary Population/Disability: Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Specific Learning

Calendar: School Year – 180 Days Summer – 25 Days

School Year – 6 Hours/day

Summer – 5 Hours/day

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

Parent Support Program:

Parent Advisory Council, Liaison with wrap-around services

Program Description:

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

Staff at Grow Elementary School is here to provide students with a safe, responsible, and respectful learning experience of discovery and excellence. A big initiative this year has been on increasing literacy skills across curriculum while developing strong readers, writers, critical thinkers, and problem-solvers. The progress has been remarkable. There are students who came back from summer break reluctant to pick up a book. Now, we cannot get students to put their "chapter books" (a big deal at this level) down!

The Grow Elementary School Counseling Team has started incorporating the Social Thinking concepts into individual and group counseling to provide additional support the PBIS program. Social Thinking is a curriculum devised to assist children with the ability to think about how their behaviors affect how others think about them and react to them. They have started out by talking about "Expected" and "Unexpected" behaviors at school, in the classroom, in the cafeteria, and at home. In addition, students have been learning how to become "Social Detectives" to figure out the expected behaviors in different environments.

The Zones of Regulation is an instrumental tool in supporting students to regulate their feelings, emotions, and behaviors. Pairing up with the characters from the adorable movie "Inside Out", students have been able to identify when they are in the "yellow zone" as being happy, joyful, and ready to learn. In contrast, when they are feeling in the "red zone", they are able to identify that they are mad/angry, terrified, and out of control.

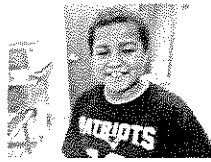
During this quarter, the Grow Elementary School has welcomed 10 new students, with two students currently pending to joins us. Sadly but proudly, staff and students had to bid fair well to 6 students who returned to their sending districts. The currently enrollment for Grow

Elementary is as follows:

K – Grade 2: 6, Grade 2 – Grade 3: 6 (with one pending referral), Grade 3 – Grade 4: 6 (with one pending referral), Grade 4 – Grade 5: 8, Grade 5 – Grade 6: 15

Total Enrollment: 41 (with 2 pending referrals)

The months of October, November, and December have flown by quickly. Staff and students have enjoyed engaging in interactive lessons, exploring new content, and participating in fun activities that brought the school together. The Holiday Feast was such an amazing event that created great memories! Staff prepared all the essential ingredients to make a special dinner for all!



While teachers and support staff are working hard to assist students in regulating their behaviors, their need for on-going therapy is evident. However, during the past three months, ODR's (office discipline referrals) have dropped significantly. From November through December, there was approximately 150 less ODR's filed! Knowing that the next few months can be challenging for many students due to the school breaks, MCAS testing, change in seasons, etc., staff continue to implement new and on-going initiatives to support student access to learning.

During the past three months, Grow Elementary School partnered with Angels Answer, Inc. to provide meals for students in need over the weekends. This program is offered to all students and there is no cost to participate. With parental consent, children are provided with a backpack of food to cover two meals a day over the weekend. In addition, snacks and toiletries (periodically) are also provided. Many families received bags of food prior to the winter break. They were extremely grateful of this opportunity.

Every decision made at Grow Elementary School must be in the best interest of our students; fostered in a nurturing environment. As educators, we are here to inspire a love for learning while encouraging our students to take academic risks within a safe and supportive school. We are committed to addressing their behavioral and social-emotional needs.

The Grow Middle/High School and Career Development

Ages Served: 10-18 **Grades Served:** 6-12+

Type of Program: DESE Approved Public Therapeutic Day

185 Southbridge Road, Dudley, MA 01571

Principal: Mr. Anthony Cacace

Primary Population/Disability: Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Specific Learning

Calendar: School Year – 180 Days Summer – 25 Days

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

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

Parent Support Program:

Parent Advisory Council, Liaison with wrap-around services

Program Description:

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

Continuing with our school wide initiative, *Reading Across the Curriculum:*

We have seen much success as our students receive reading homework, daily reading and journal entries reflecting on their reading topics. We have noticed a shift and acceptance of this new culture from students, families and staff. It has become "what we do."

Our teachers are actively using the newly implemented Planbook.com and weekly review of their plans occurs with active feedback. Staff follow specific criteria for their plans to ensure differentiation, rigor, and higher order thinking.

Their plans include Agendas, Objectives, Direct instruction, Guided Practice, Independent Practice, Evaluation, Homework, Differentiation and standards for each class they teach.

Our revised behavior tracking system has proven beneficial with breaking student behavior down by interval as well as daily. We have received lots of positive feedback from both parents and stakeholders.

Our SWISS data also shows steady improvement in several areas compared to last year's timelines.

Our middle school staff and students remain fully engaged in our PBIS program and take advantage of the many reward opportunities offered. Our High School students also partake in our token economy and earn points/tickets with various opportunities to participate in

interest boosting activities weekly. All students are able to use their earned points to purchase items at our school store.

This holiday season the Middle High School received an extremely generous donation of 74 Ham and Pork Shoulders from the Josephs Project. These Ham and Pork shoulders were distributed to each child to ensure they were able to have an enjoyable holiday meal with their families or guardians.

The tradition of Student/Staff cookie bake off continued this year as well. We had several samplings of desert offerings made by the staff and students together, with a vote taken and the most popular chosen. Winning classrooms were able to pick from a variety of reward incentives.

We had the Worcester District Attorney Joe Early and Dudley Drug Court Judge Tim Bibau present at the Middle High School about the Opioid Epidemic to our High School students. This was an eye opening presentation that touched the lives of several of our students. It was extremely informative and full of impact for our students.

Our staff and students participated in our traditional Thanksgiving staff vs student football game after our annual traditional Thanksgiving feast, where staff comes to school early on the Tuesday before Thanksgiving and prepare turkey, mashed potatoes, green beans, corn, gravy and several other side dishes along with a variety of homemade desserts. This is a long-standing tradition dating back 15 years ago.

Our staff and students also began a new tradition related to our reading initiative where each class created a Scarecrow related to a book they were reading in class. Each class participated and displayed scarecrows on the front lawn for all to see. Each scarecrow was individual and designed after a significant impactful character of the novel they were reading.

Our staff continues to further their professions through professional development both on and off campus. Several staff participated in PBIS conferences, reading initiatives, college courses, evaluation trainings, evidence binder training, Applied Non Violence and Surface Behavior Management trainings, Data collection, Lesson Plan development and refreshers in IEP writing. Our counseling staff continues to provide innovative services, through conferences and on line classes including, group therapy, and social groups related to multiple current topics and play therapy.

During the second quarter, The Grow Middle High School has a total enrolment of 67. This represents an increase from 58 on 8/31/16.

Grow-59, GCDP-5, RISE-3

Break down of students per grade:

6th- 1, 7th- 15, 8th-15, 9th-16, 10th-5, 11th-13, 12th-2

The Middle High School accepted 16 referrals and helped to transition 4 students to either out of district placements or new communities. We are currently working with districts on several other referrals.

Assessment Services

<i>Districts Serviced</i>	<i>Evaluations / Assessments</i>	<i>Number Conducted</i>
Southbridge Public Schools	Speech-Language Evaluation	1
	Alternative / Augmentative Communication	1
Spencer East Brookfield Public Schools	Assistive Technology Evaluation	3
Sutton Public Schools	Assistive Technology Evaluation	2
Dudley-Charlton Regional School District	Functional Behavioral Assessment (FBA)	1
	Assistive Technology Evaluation	1
Milford Public Schools	Assistive Technology Evaluation	3
Fitchburg Public Schools	Functional Behavioral Assessment (FBA)	1
Oxford Public Schools	Psychoeducational / Cognitive Evaluations	6

Professional Development Services

<i>Training Schedule:</i>	<i>Date:</i>	<i>Audience:</i>
Applied Non Violence	10/1/2016 – 10/22/2016	Southbridge Staff Members
Applied Non Violence	10/3/2016 – 10/27/2016	Leicester Staff Members SWCEC Staff Members
Reading Across the Curriculum	10/7/2016	SWCEC Professional Staff
Paraprofessional Training – Managing the Intensive Special Needs Students	10/7/2016 & 11/8/2016	SWCEC Paraprofessionals Auburn Public School Staff Members Quaboag Regional School District Staff Member
Surface Behavior Management	10/7/2016	SWCEC Staff
Augmentative Alternative Communication – Social Network	10/7/2016	SWCEC Staff Tantasqua Regional School District Speech and Language
Curriculum Adaptation for Students with Visual Impairments	11/8/2016	Quaboag Regional School District Staff Member
Assistive Technology / Augmentative Alternative Communication	11/8/2016	SWCEC Speech and Language Millbury Public Schools Speech and Language Staff Members Spencer East Brookfield Regional School District Occupational Therapy Staff Members
School Health / Nursing	11/8/2016	SWCEC Nurses Auburn Public Schools Nursing Staff Members

Contracted Services

SWCEC provides therapeutic and contracted services to our member districts to support them in the provision of related services to their students as required under their Individualized Education Plan (IEP). These services for the 2nd Quarter include Adaptive Physical Education, Occupational Therapy, Physical Therapy, Speech and Language Therapy, Vision Services, Orientation and Mobility Services, Deaf Services, Job Coach/Vocational Programming Services, Consultation Services Psychoeducational Evaluation and Counseling Services. The number of students serviced by SWCEC within our member schools is approximately 300 students, but this number changes as the individual student IEPs change. SWCEC also adds services as requested by its member districts when approved by the Regional Board of Superintendents.

Districts Serviced	Therapeutic & Contracted Services Provided
Dudley Charlton Regional School District	Physical Therapy Vision Services Speech Therapy
Grafton Public Schools	Orientation & Mobility
Leicester Public Schools	Orientation & Mobility Vision Services Music Therapy
Northbridge Public Schools	Vison Services
North Brookfield Public Schools	Assistive Technology
Oxford Public Schools	Music Therapy
Quaboag Regional School District	Music Therapy Speech Therapy
Southbridge Public Schools	Orientation & Mobility Assistive Technology Work Experience Consultation
Tantasqua Regional School District	Orientation & Mobility Music Therapy
Spencer East Brookfield Regional School District	Assistive Technology Orientation & Mobility Speech Therapy Music Therapy
Webster Public Schools	Vision Services
Uxbridge Public Schools	Vision Services Counseling Services
Brooklyn Public Schools	Vision Services Music Therapy Assistive Technology

Transportation Services

Southern Worcester County Educational Collaborative drivers were busy in the second quarter of the 2016-2017 school year. Over the three months, there were 8 new students added to the roster. The same numbers of students were removed from the roster due to family relocations or program changes. This created a steady stream of changes to bus routes and driver student assignments. At the end of December there were 66 active student riders receiving services through SWCEC. These students attend SWCEC programs, Assabet Valley Regional Technical High School and schools in the Dudley Charlton Regional School District as well as SWCEC programs. In December 1 bus route was eliminated; no longer necessary after the single rider experienced a change in placement. SWCEC provides transportation services to the following school districts: Dudley Charlton and Grafton.

Financial Update

October - December, 2016	
FY2017 Adopted Budget by the Board	\$7,477,392
Second Quarter Anticipated Revenue @ 25% of Budget	\$1,869,348
Second Quarter Earned Revenue	\$2,054,850
Second Quarter Anticipated Expenditures @25% of Budget	\$1,869,348
Second Quarter Actual Expenditures	\$1,897,805
FY2017 Second Quarter Income	\$157,045
YTD Income (Loss)	\$161,010

NORTHBRIDGE PUBLIC SCHOOL DISTRICT CALENDAR 2017-2018

DRAFT - For Planning Only 1-24-17

CALENDAR KEY
No School - Closed
Staff Only
<u>Early Release Day</u>

AUGUST

M	T	W	T	F
28	29	30	31	

SEPTEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August

- 28 Professional Development - Full Day
- 29 Teacher Meeting Day
- 30 First Day of School for Grades 1-12
- 31 First Day of School for Kindergarten

September

- 4 Labor Day
- 5 First Day of School for Preschool

October

- 6 Professional Development - Full Day
- 9 Columbus Day

November

- 10 Veterans Day Observance
- 22 Thanksgiving Early Release
- 23-24 Thanksgiving Recess

December

- 25-29 Winter Recess

January

- 1 New Year's Day, Winter Recess
- 12 Professional Development - Full Day
- 15 Martin Luther King, Jr. Day
- 31 Parent Conferences, Early Release Day

February

- 19-23 February Recess

March

- 7 Parent Conferences/Early Release Day
- 30 Good Friday

April

- 16-20 April Recess

May

- 23 Early Release Day
- 28 Memorial Day Observed

June

- 1 Graduation
- 8 Last Day for Preschool
- 13 Last Day - Early Release (180th day)
- Possible make-up days (185 days)

FEBRUARY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

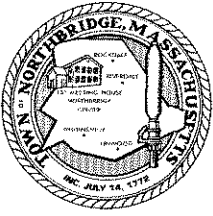
JUNE

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<u>Early Release Schedule</u>	
Breakfast served. NO LUNCH is served.	
High School	10:20
Middle School	10:50
Balmer School	11:30
Elementary School	11:40

School Committee Meetings	Meetings begin at 7:00 at the High School Media Center, Televised on Channel 194	
September 12, 26	January 9, 23	April 10, 24
October 10, 24	February 13, 27	May 8, 22
November 14, 28	March 13, 27	June 12, 26
December 12	**School Committee meeting dates are subject to change**	

	2016		Nov Daily % Att	2015		Nov Daily % Att	2014		Nov Daily % Att
	Tues 11/22/16	Wed 11/23/2016		Tues 11/24/2015	Wed 11/25/15		Tues 11/25/2014	Wed 11/26/14	
	# Stu Ab/Daily%			# Stu Ab/Daily%			# Stu Ab/Daily%		
HS	37/81%	94/77%	94%	33/83%	108/76%	93%	41/84%	90/79%	93%
MS	29/93%	105/84%	96%	32/91%	121/82%	95%	33/93%	110/84%	95%
WEB	21/92%	73/84%	96%	30/90%	73/84%	96%	20/93%	94/80%	95%
NES	21/92%	31/90%	95%	22/91%	45/86%	96%	20/92%	76/83%	94%
District %	90%	84%	95%	89%	82%	95%	91%	82%	94%



The Northbridge Public Schools Town of Northbridge

87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 www.nps.org

Dr. Catherine Stickney, Superintendent
Kathleen Perry, Director of Pupil Personnel Services

Amy McKinstry, Director of Curriculum
Melissa Walker, Business Manager

Superintendent's Goals for 2016-2017

The Northbridge Leadership Team is incorporating the theories from the book, *Coherence*, by Michael Fullan and Joanne Quinn this year. We are looking to continue to focus on the main goals as articulated in Year Two of the Strategic Plan.

Professional Practice Goal

In order to inform professional development at each building and improve the quality of instruction in all classrooms across the district, the Leadership Team will revise their current Learning Walk process to increase the value and effectiveness of the feedback to each building. We will measure our progress by reviewing each building's Learning Walk data throughout the year, as well as evaluation data relative to each building's focus area(s). We will also collect qualitative feedback from staff members who participate in the process, and the staff members receiving building-based feedback, as to the value added to their instructional knowledge and understanding.

Key Actions:

- Revise Northbridge Norms
- Review and customize rubrics at each school
- Provide professional development in conducting learning walks
- Provide professional development by which staff members can "calibrate" and practice with videos and discussion
- Schedule Learning Walks
- Participate with other districts to conduct Learning Walks
- Utilize data to improve instruction and programs

Superintendent's Rubric: I.A; I.B; I.C; I.D; I.E; II.C; IV.A; IV.D; IV.E; IV.F

Excellence - Accountability - Collaboration: "Every Student, Every Classroom, Every Day"

It is the policy of the Northbridge Public Schools not to discriminate on the basis of race, color, gender, religion, national origin, sexual orientation, gender identity, disability, age, or homelessness in its educational programs, services, activities, or employment.

Formative Evaluation: Significant Progress

- The Northbridge Norms have been revised by the Leadership Team with input from the staff and School Councils at each school.
- Customized rubrics have been generated and implemented at each school.
- Professional development sessions have occurred at each school.
- Learning Walks have been scheduled and implemented.
- Staff and administrators have participated in our Learning Walks.
- We are reviewing the findings at each school with staff members to coordinate programmatic improvements based upon the data.

District Improvement Goal

This is a crucial year to provide the community with more information regarding our budgetary needs and facility needs. I will implement a comprehensive communication plan to disseminate information regarding school programs, recognitions, and budget information. The goal is to promote a better understanding of the programs and services the school system provides for the students of Northbridge. I will utilize various forms of media including cable television, YouTube, Facebook, Twitter, print media, Rams Radio, and the website. I will also plan a variety of different means of outreach in the community, including senior citizen projects, community preschool literacy support, a grandparents support group, and community book groups. This will result in a better understand of the school system and its needs, while providing support to the community. Data will be gathered to measure growth in participation as success of the outreach.

Key Actions:

- Schedule taping and shows for community outreach
- Work with Broadcast Academy to create footage to share
- Work with the Senior Center, the Library, and local preschools for collaboration on projects
- Schedule activities to provide and disseminate information within the community – budget forums, grandparents' group; Coalition; PTA; School Councils
- Implement the new website
- Increase the use of social media across the district
- Work with staff and student interns to produce more print articles and media releases

Superintendent's Rubric: III.A; III.B; III.C; III.D; IV.B; IV.D; IV.E; IV.F

Excellence - Accountability - Collaboration: "Every Student, Every Classroom, Every Day"

It is the policy of the Northbridge Public Schools not to discriminate on the basis of race, color, gender, religion, national origin, sexual orientation, gender identity, disability, age, or homelessness in its educational programs, services, activities, or employment.

Formative Evaluation: Significant Progress

- The Superintendent taped one episode of The Dr. Stickney Show at Homecoming. An additional episode regarding a day in the life of a Northbridge student is being planned.
- The Broadcast Academy is producing its own student work to share on YouTube.
- The Community Book Group is now scheduled for its third show regarding engaging the community to support our youth outside of school.
- A student intern and faculty are working to produce print media for local outlets.
- All schools now have social media outlets to reach more families.
- The new website is now live.
- Collaboration with Community Compact grants have started to include Senior Citizens in a writing project with our Grade 6 students, and local preschools will be partnering with us to provide behavioral supports in the classroom and assistance to parents.
- Three Budget Forums were held to gain input from the community to determine priority areas for future planning.

Student Learning Goal

Based upon the 2016 MCAS scores, a discrepancy between the performance of all students and students classified “students with disabilities” remains. I will work directly with the administrative team and staff members at each school to address this discrepancy. By focusing specifically on closing this achievement gap, the overall performance rating for each school should improve. This work will occur by supporting professional development, reexamining special education programming, supporting the educator evaluation implementation, and providing systematic, research-based educational curricula in our programs. The goal will be to improve the SGP of students with disabilities by 5% across for ELA and Math across the district.

Key Actions:

- Analyze MCAS data
- Work with teachers to analyze data and drill to specific standards and skills that need to be better supported in the curriculum
- Analyze the assessments in place for students with disabilities; analyze researched based programs in place for students with disabilities

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- Analyze the programs in place and the service delivery for students
- Analyze the means by which we determine MCAS accommodations for each student
- Develop a specific action plan for each school to articulate the details of the improvement plan
- Provide targeted professional development for special education teachers, team chairs, and content area teachers to better meet the needs of each student in given settings based upon the action plan

Superintendent's Rubric: II.A; II. B; II.C; II.D; II.E; IV.B; IV.D; IV.E; IV.F

Formative Evaluation: Some Progress

- Action plans based upon the Strategic Plan are being revised to include more data specific foci.
- Data work regarding monitoring student growth continues in grades preschool through Grade 8.
- MCAS data has been analyzed at the High School to create MCAS Improvement Plans.
- Professional development has been implemented to focus on specific programs and student needs.
- Assessments used to measure overall achievement for all students are being reviewed for efficiency and relevance.

Presented to School Committee: September 27, 2016

Approved by School Committee: October 11, 2016

Formative Evaluation Presented: January 24, 2017

Excellence - Accountability - Collaboration: "Every Student, Every Classroom, Every Day"

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Northbridge Norms

Well-structured lessons

Northbridge Public School educators design rigorous, inclusive standards-based lessons and activities that provide **ALL students** with multiple learning opportunities.

Northbridge Public School students can articulate what they are supposed to know and be able to do in a way that clearly reflects standards-based learning.

Student engagement

Northbridge Public School educators facilitate student-centered learning by providing **ALL students** with high-interest learning tasks, real-life applications that promote higher order thinking skills, and effective and actionable feedback.

Northbridge Public School students are active learners who engage in higher order thinking and have meaningful classroom discussions about the learning with their teachers and peers.

Meeting diverse needs

Northbridge Public School educators provide **ALL students** with multiple and varied learning and assessment opportunities that take into consideration their social and emotional needs, cultural differences, and multiple intelligences.

Adjustments to practice

Northbridge Public School educators use formative and summative assessment data, as well as qualitative feedback from **ALL students**, to inform their lessons and drive daily instruction.

Every Classroom...Every Student...Every Day

Life Ready...Future Ready!!!

2016 - 2017 Learning Walk Schedule

School	Date	Time	Guests
Balmer	Wednesday, 12/14/16	8:45 - 11:15 a.m.	
Northbridge High School	Tuesday, 12/20/16	8:15 - 10:45 a.m.	John Paire, MS Prin. - DCRSD Karen Ares - STEAM Director - DCRSD Bill Chaplain, HS Principal
NES	Friday, 1/6/17	8:45 - 11:15 a.m.	Jenn Bellville, Millbury Elmwood Principal,(K-3) Millbury
Northbridge Middle School	Tuesday, 1/10/17	8:15 - 10:45 a.m.	Dean Packard & John Paire, DCRSD Kathy Lauze, Maryellen Brunelle, Auburn

Northbridge High School	Tuesday, 1/24/17	8:15 - 10:45 a.m.	
Balmer	Thursday, 2/2/17	8:45 - 11:15 a.m.	
Northbridge Middle School	Tuesday, 2/7/17	8:15 - 10:45 a.m.	
NES	Thursday, 2/16/17	10:00 - 12:30 p.m.	

Northbridge High School	4/3 - 4/7	8:15 - 10:45 a.m.	
Balmer	Tuesday, 4/11/17	8:45 - 11:15 a.m.	
Northbridge Middle School	Wednesday, 5/10/17	8:15 - 10:45 a.m.	
NES	Tuesday, 4/25/17	12:30 - 2:00 p.m.	

No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
<p>FOCUS: Student Engagement</p> <p>Northbridge Public School teachers facilitate student-centered learning by providing <u>ALL students</u> with high-interest learning tasks, real-life applications that promote higher order thinking skills, and effective and actionable feedback.</p> <p>Northbridge Public School students are active learners who engage in higher order thinking and have meaningful classroom discussions about the learning with their teachers and peers.</p>			

<p>Student - Centered Learning</p>	<p>Student ownership of learning is not evident. Teacher leads discussion.</p>	<p>Some evidence of student-initiated learning. Both the students and teachers lead the discussion by asking and answering questions.</p>	<p>Student ownership of learning is evident. The students are leading the majority of the discussion by asking and answering questions of each other. The teacher may ask guiding questions that moves the discussion forward.</p>
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<p>ALL students have access and opportunity</p>	<p>Few students are consistently engaged in inquiry, exploration, or problem solving.</p>	<p>Most students are consistently engaged in inquiry, exploration, or problem solving, and some demonstrate the ability to independently sustain interaction in order to complete the academic tasks.</p>	<p>Most students are consistently engaged in inquiry, exploration, or problem solving, and most demonstrate the ability to independently sustain interaction in order to complete the academic tasks.</p>
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<p>High interest learning tasks/Real-life application</p>	<p>Few students sampled can articulate the purpose for learning and make real world connections.</p>	<p>Some students sampled can articulate the purpose for learning and make real world connections.</p>	<p>Most students sampled can articulate the purpose for learning and make real world connections.</p>
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<p>Higher Order Thinking Skills</p>	<p>The task provides few opportunities for students to ask and answer questions about the learning that require critical thinking. Assessments and work products require students to utilize low-level skills i.e. recalling and understanding (comprehension).</p>	<p>The task provides opportunities for students to ask and answer questions about the learning content that require some critical thinking. Assessments and work products require students to utilize some higher level skills i.e. analysis and evaluation.</p>	<p>The task provides frequent opportunities for students to initiate and sustain opportunities for critical thinking and analysis. Assessments and work products require students to use skills on the higher end of Bloom's Taxonomy (analysis, evaluation, creation, problem solving, logical reasoning, etc)</p>
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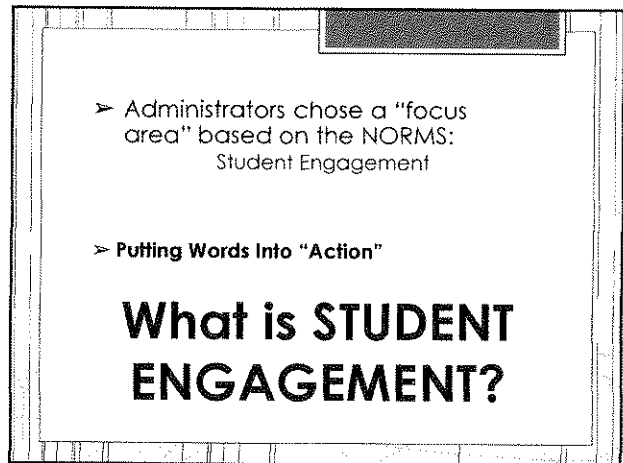
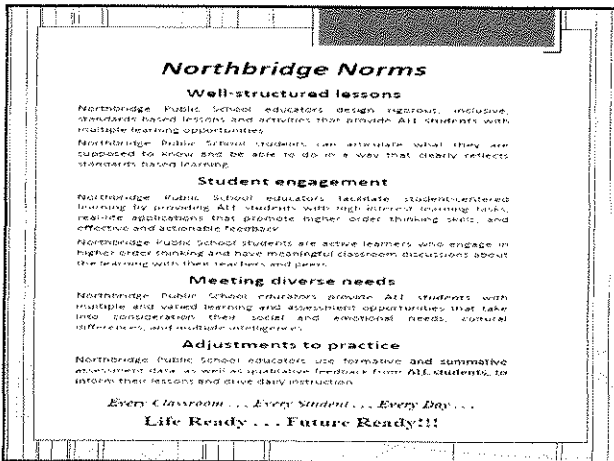
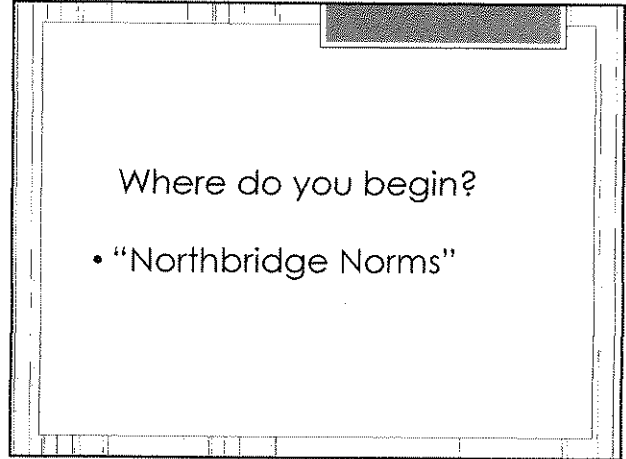
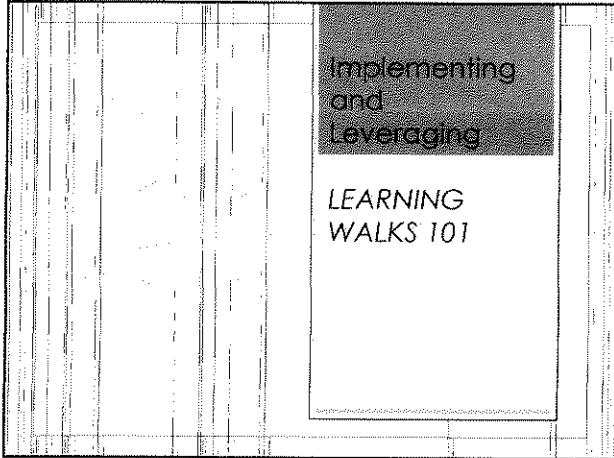
<p>Effective and Actionable Feedback</p>	<p>The teacher is giving limited or no feedback to students during lesson. Feedback provided affirms student effort but provides no specifics on addressing areas that require improvement.</p>	<p>Students receive and understand timely, frequent and actionable feedback (e.g., verbal, written, visual) regarding their progress towards meeting the standard and/or lesson objective.</p>	<p>There is evidence of teachers providing student-specific feedback, of students providing peer feedback, and of students self-reflecting on their own strengths and weaknesses regarding the standard and/or objective.</p>
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**Meaningful
Classroom
Discussions**


Given the opportunity for discussion a **few** students share their thinking and respond to peer ideas.

Given the opportunity for discussion **some** students use of techniques such as (think, pair, share and turn and talk) support student engagement through accountable talk and advances students' thinking related to key concepts and big ideas.

Given the opportunity for discussion **most** student have the opportunity to reflect on their own thinking and on their peer's reasoning through engaged conversation/accountable talk.



What does student engagement look?



Developing practice. . .
 Providing practice. . .
 Sustaining practice. . .

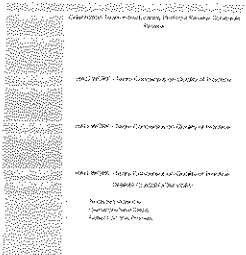
No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
FOCUS: Student Engagement			

Why do "learning walks"?

- **Reinforce attention** to an instructional focus on teaching and learning
- **Gather data** about instructional practice and students' learning to supplement other data about school and student performance
- **Stimulate discussions** about teaching and learning through evidence collection (calibration)
- **Learn from other participants** through their observations, questions, experiences, and perspectives
- **Deepen understandings** and practices related to continuous improvement
- **Provide feedback** to the school's stakeholders and helps direct professional development initiatives at both the school and district levels
- **Monitor growth** of teaching practices within a building and the district

Choose a team/teams and create a schedule

- Include both external and internal "eyes" whenever possible (school level/district level, coaches, teachers, admins.)
- Three to four people per team
- As many teams as you can muster (3-4)



Then

- The team meets to discuss guidelines for the Learning Walk: times, focus areas, group norms (no phones, "Vegas" rules, etc.)
- The larger group breaks into smaller groups with an assigned facilitator/time keeper
- Each team visits 3-6 classrooms for 10 – 12 minutes recording evidence with 5 – 7 minutes of HALL WORK (calibration) in between
- During HALL WORK, teams briefly review their evidence and identify two to three pieces of salient data that reflect the focus area (representative or non-representative)

Capturing data



- To capture data, members will **listen** to the teacher and students, **observe** actions of all participants, and talk to students **ONLY** when *appropriate (for clarity)*
- Just the facts – no assumptions
- Observe the classroom environment and dynamic

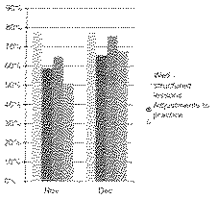
Analyzing the Data

- When all the teams regroup, the real work begins
- Each team is given time to look at their evidence and discuss which pieces are most applicable, based on the descriptors in their focus charts
- Two to four pieces of evidence are selected for each classroom visited by the team and written on stickies placed on a trend chart, based on where they fall in the focus chart
- When all evidence for all classrooms has been displayed, the facilitator initiates a discussion about what trends are present for all classrooms
- The facilitator records all relevant data derived by the team

Calibration and Reporting

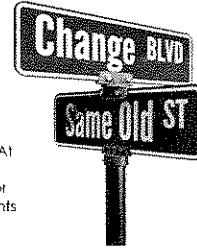
- The facilitator calculates the data on the trend chart to share with building principal
- The group chooses summary finding statements and establishes **grows** and **glows** (at least three commendations and three recommendations)
- Learning Walk facilitator provides building principal with finalized data (within 24 hours)
- Building principals share data with all stakeholders, as appropriate

What do buildings do with the data?

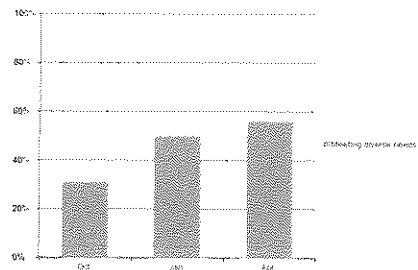
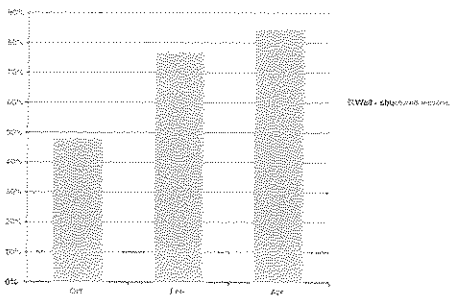


- Share with LT or DCs (root-cause analysis)
- Share in PLCs – get staff feedback
- Identify PD needs
- Utilize your resources (staff meetings, PLC groups, PD days, etc.)
- Guide future learning walks
- Inform coaching cycles
- FOLLOW-UP!!!!

Does it really change practice?



Recommended: At least three times during the year for multiple data points



Practice...



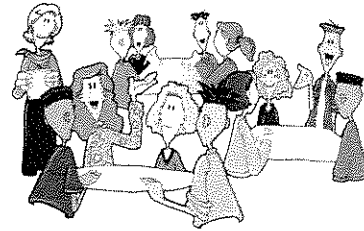
Building Consensus...



Thank you!
Exit Ticket: Please share one new idea or
concept you learned during this session!

NHS
Learning Walk Focus
2016-2017

Focus Area:
Student Engagement



We revised our
Northbridge Norms

What does student
engagement look
like for teachers?
For students?




Student engagement

Northbridge Public School teachers facilitate student-centered learning by providing **ALL students** with high-interest learning tasks, real-life applications that promote *higher order thinking* skills, and effective and actionable feedback.

Northbridge Public School students are active learners who engage in higher order thinking and have meaningful classroom discussions about the learning with their teachers and peers.

Within your groups, highlight the words, phrases, concepts that you think should be included in our “look fors.”



Student engagement

Northbridge Public School teachers facilitate student-centered learning by providing ALL students with high-interest learning tasks, real-life applications that promote higher order thinking skills, and effective and actionable feedback.

Northbridge Public School students are active learners who engage in higher order thinking and have meaningful classroom discussions about the learning with their teachers and peers.

No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
<p>FOCUS: Student Engagement</p> <p>Northbridge Public School teachers facilitate student-centered learning by providing ALL students with high-interest learning tasks, real-life applications that promote higher order thinking skills, and effective and actionable feedback.</p> <p>Northbridge Public School students are active learners who engage in higher order thinking and have meaningful classroom discussions about the learning with their teachers and peers.</p>			

No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
<p>The given standards-based characteristic is not evident or is so infrequent that its impact is negligible during the learning walk.</p>	<p>The standards-based characteristic is emerging in the class. It may include new strategies and techniques that are being tried but are not yet fully developed or implemented consistently. The practice may engage only some students, may intermittently help students to access the content, may be more procedural or mechanical, or may not be based on appropriate learning standards.</p>	<p>The standards-based characteristic is established in the class. The strategies and techniques are implemented with consistency. The practice engages all students and is used purposefully to allow all students to access the content, understand the concepts, and reach appropriate learning standards.</p>	<p>The standards-based characteristic encompasses practice at the <i>Providing</i> level that has become embedded into classroom culture. Student voice and student ownership of learning are evident.</p>

Create "Look Fors" for NHS

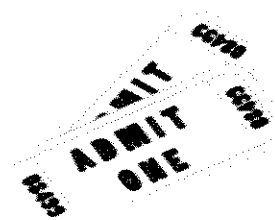
- o Teacher as "facilitator" - Group 1
- o Student - centered/active learning - Group 2
- o ALL students - Group 3
- o High interest learning tasks - Group 4
- o Real-life applications - Group 5
- o Higher order thinking skills - Group 6
- o Effective and actionable feedback - Group 7
- o Meaningful classroom discourse (teachers AND peers) - Group 8

No Evidence	Developing Examples of Practice	Providing Examples of Practice	Sustaining Examples of Practice
FOCUS: Student Engagement			
Northbridge Public School teachers facilitate student-centered learning by providing ALL students with high-interest learning tasks, real-life applications that promote higher order thinking skills, and effective and actionable feedback.			
Northbridge Public School students are active learners who engage in higher order thinking and have meaningful classroom discussions about the learning with their teachers and peers.			
	Students work in small groups or pairs, but <u>task expectations and guidelines are not clear.</u>	Students work in pairs or small groups, with some guidance by teacher, in order to complete carefully designed academic tasks.	In small groups, students monitor their own understanding and ask for assistance when needed.

Possible descriptors:

Developing:	Providing:	Sustaining:
<ul style="list-style-type: none"> o Few/Majority o Not equitable/equitable o Minimal o Unclear o Unusable o Uncoordinated o Limited o Only o Little opportunity o Simplistic o Superficial o Not modeled o Not facilitated o Not evident o Unable to explain o Misconceptions o Not all students o Inconsistent o Inefficient o Incomplete o Unsuccessful/ly o Teacher leads/tells 	<ul style="list-style-type: none"> o Evident/evident o Equitable/equitable o Clearly o Accurately o Most/majority o Modeled o Facilitated o Able to explain o Frequent o Consistent o Promotes o Inclusive/inclusive o Able to express o Encourage(s) o Adequately o Teacher models/facilitates o Aligned to grade level o Application analysis o Support o Draw conclusions o Openly process thinking o Active listening 	<ul style="list-style-type: none"> o All o Self-directed/self-monitor o Independently o Continuous o Elaboration o Connect/connections o Explicit o Consistent o Collaborative/collaboration o Higher order thinking/2nd & 3rd o Exemplary o Maximize o Deepness o Generative o Depth (or knowledge) o Challenging o Encourage(s) o Effortless o Intrinsic o Successful/ly o Mastery o Real world/real life o Self-reflection

Did you like the format of this PD session? Why or why not?



NPS Professional Development

2016-2017

PD Survey Results - June 2016

- Engaging and Motivating Students
- Integrating Differentiated Learning Strategies
- Effective Co-Teaching
- Lesson Planning
- Science
- Math
- Reading

Additional Recommendations:

- Close Reading
- PBIS - Positive Behavior Intervention and Supports
- Crisis Intervention and Dealing with Problem Behaviors
- Vertical Alignment
- Computer/technology training
- ELL (English Language Learners) Training

PD Committee Meeting - 9/21/16

Suggestions for Topics for Full Days and Half Days:

- Designing Interventions/using assess.
- Co-Teaching
- Accountable Talk
- Growth Mindset
- SEL/SpEd - IS PDP courses
- RBT workshops
- De-escalation training
- Vertical Alignment
- Continued Technology Training
- SpEd Reports and IEPs

Suggested formats for PD:

- Modified Ed. Camps
- After school workshops
- Online opportunities, hybrid classes
- Cross-district opportunities/job alikes
- Activity based v. lecture based
- More modeling of instructional practices

Other Suggestions:

- Keep training separate by school or grade level
- Smaller groups with more choices
- Change "professional development" to "professional learning"
- Monthly after school Q & A on SpEd topics in each building (1/2 an hour, voluntary attendance)
- Ensure proper acoustics and volume in training locations

PD Committee Meeting NOTES - Continued

NEXT STEPS:

- Publish notes for view/comment
- Solicit additional presenters
- Reconvene team to discuss PD Day survey feedback and after school workshops (December 6th)

Individual Building PD this year . . .

NES:

- Math Practices
- Continued work on Close Reading Strategies and Vocabulary Instruction
- Social and Emotional Support Curriculum training

Balmer:

- Number Talks (cont)
- Contexts for Learning Math (practices)
- Open Response (construction and rubrics)
- Lesson study (ELA and math)
- How to Access Grade Level text
- Student Discourse

Individual Building PD this year . . .

NMS:

- Data Analysis
- Continued Curriculum Development and Revision
- Open Response (construction and rubrics)
- Student Engagement Strategies (Nancy)
- Continued work on NCSS with WPI

NHS:

- Unpacking and aligning standards - ELA
- Student Engagement and Motivation for HS (Noel Hoy)
- Preparing for NEASC Pre Self-Study next year

District-Wide

After School Workshop Offerings (10 - 15 PDPs)

- Data Inquiry and Analysis
- Motivation and Engagement, with Growth Mindset
- Creating Standards-Based Assessments
- Differentiating for ALL Learners
- Effective Strategies for ELL
- How to Address Social and Emotional Learning Needs
- Google Classroom
- Open Response Writing
- Effective Lesson Planning
- Executive Functioning
- Dyslexia

A Few More Facts . . .

Our PD funding is almost depleted

We use more in-house providers than we ever have

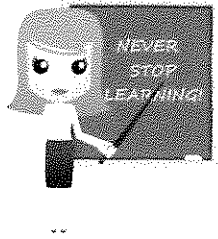
Most teachers need 150 PDPs to recertify

As of July, 2016 - PDPs must be "bundled" into groups of 10

Two consortium groups to work with - BVCC and Auburn, Milbury, Webster and DCRSD

Will be starting cross-district LMs tomorrow, as well as cross-district visits/job alike/observations

Next PD Committee Meeting: January 5, 2017 at 3:00 p.m.



August 29th – Full Day PD Schedule – Instructional Assistants, Behavior Techs

7:15 – 7:55 AM	<ul style="list-style-type: none"> Coffee available in Cafeteria 		
8:00 – 9:30 ALL District – ALL HS Auditorium	<ul style="list-style-type: none"> Superintendent's Welcome Mandated Training Keynote Speaker 		
NES	BALMER	NMS	NHS
9:45 – 10:35 SpEd. Tech. Training (MS – X-lab)	9:45 – 10:35 Mental Health Toolkit (MS – Auditorium)	9:45 – 10:35 <i>Safe Schools</i> for ALL Students (NHS – Auditorium)	9:45 – 10:35 <i>Classroom Mgmt.</i> (NHS – Cafeteria)
10:45 – 11:40 Mental Health Toolkit (MS Auditorium)	10:45 – 11:40 SpEd. Tech. Training (MS X-lab)	10:45 – 11:40 <i>Classroom Mgmt.</i> (NHS – Cafeteria)	10:45 – 11:40 <i>Safe Schools</i> for ALL Students (NHS – Auditorium)
11:45 – 12:15 LUNCH	11:45 – 12:15 LUNCH	11:45 – 12:15 LUNCH	11:45 – 12:15 LUNCH
12:20 – 1:10 <i>Safe Schools</i> for ALL Students (NHS – Auditorium)	12:20 – 1:10 <i>Classroom Mgmt.</i> (NHS – Cafeteria)	12:20 – 1:10 SpEd. Tech. Training (MS – X-lab)	12:20 – 1:10 Mental Health Toolkit (MS – Auditorium)
1:15 – 2:00 <i>Classroom Mgmt.</i> (NHS – Cafeteria)	1:15 – 2:00 <i>Safe Schools</i> for ALL Students (NHS – Auditorium)	1:15 – 2:00 Mental Health Toolkit (MS – Auditorium)	1:15 – 2:00 SpEd. Tech. Training (MS X-lab)

August 30th – Teacher Meeting Day

NES	BALMER	NMS	NHS
8:00 – 12:00 NES (Report to NES)	8:00 – 12:00 Balmer (Report to Balmer)	8:00 – 12:00 NMS (Report to NMS)	8:00 – 12:00 NHS (Report to NHS)

August 29th – Full Day PD Schedule – NTA Members /Teachers

7:15 – 7:45 AM	<ul style="list-style-type: none"> Coffee available in Cafeteria 		
7:45 – 8:00 AM	<ul style="list-style-type: none"> NTA meeting (Auditorium) 		
8:00 – 9:30 AM District – ALL HS Auditorium	<ul style="list-style-type: none"> Superintendent’s Welcome Mandated Training Keynote Speaker 		
NES	BALMER	NMS	NHS
9:45 – 10:35 <i>Tech./Google/Website</i> (NHS – Dance Room)	9:45 – 10:35 <i>Ed. Eval. Update/Goals</i> (NHS Library)	9:45 – 10:35 <i>Safe Schools for ALL</i> Students (w/IAs) (NHS – Auditorium)	9:45 – 10:35 <i>Classroom Mgmt.</i> (w/IAs) (NHS – Cafeteria)
10:45 – 11:40 <i>Ed. Eval. Update/Goals</i> (NHS Library)	10:45 – 11:40 <i>Tech./Google/Website</i> (NHS – Dance Room)	10:45 – 11:40 <i>Classroom Mgmt.</i> (w/IAs) (NHS – Cafeteria)	10:45 – 11:40 <i>Safe Schools for ALL</i> Students (w/IAs) (NHS – Auditorium)
11:45 – 12:15 LUNCH	11:45 – 12:15 LUNCH	11:45 – 12:15 LUNCH	11:45 – 12:15 LUNCH
12:20 – 1:10 <i>Safe Schools for ALL</i> Students (w/IAs) (NHS – Auditorium)	12:20 – 1:10 <i>Classroom Mgmt.</i> (w/IAs) (NHS – Cafeteria)	12:20 – 1:10 <i>Tech./Google/Website</i> (NHS – Dance Room)	12:20 – 1:10 <i>Ed. Eval. Update/Goals</i> (NHS Library)
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August 30th – Teacher Meeting Day

NES	BALMER	NMS	NHS
8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00
NES (Report to NES)	Balmer (Report to Balmer)	NMS (Report to NMS)	NHS (Report to NHS)



Catherine Stickney <cstickney@nps.org>

Student Engagement follow-up

1 message

Nancy Spitulnik <nspitulnik@nps.org>

Fri, Oct 14, 2016 at 7:17 AM

To: Northbridge Middle School News <nms@nps.org>

Sorry it's taken so long to follow up on the student engagement workshop from last week. You all did an AWESOME job with your engagement and participation.

I hope the workshop provided some great ideas to help you embed more engaging strategies in your lessons. I've attached the compilation of the brainstorming that you did at the end of the workshop in each of the six engagement categories.

A number of you listed the use of the Engage-O-Meter in your exit tickets. I revised it slightly to align with the engagement categories we talked about, and shared it with you as a Google sheet. I also shared the sample plan book with the engagement strategies.

For anyone who missed this workshop, I'll be doing a shorter version during the November 8th PD day.

Let me know if you have any questions or suggestions. Thank you again for your great work!

Nancy Spitulnik, Ed.D.
Northbridge Middle School
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NMS Engagement Brainstorming.docx

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Engagement Brainstorming Activities
Northbridge Middle School – October 7, 2016

Higher-order thinking skills

- Bloom's questions to generate discussion
- Students create Bloom's questions at all levels about what they read and answer them
- Creating text-dependent and higher order questions
- Debate and support answers
- Deconstructing
- Error analysis
- Creating new compositions (art/music)
- Interpreting works of visual and musical art
- Higher order thinking questions in discussions
- How are things are happening but why (?)
- Analyzing lab results
- Deconstruct a lab
- Open response
- Multiple methods of solving
- Articulate thinking
- Analyze error
- Multiple representationship
- Question creation (generator)
- Mystery topic – giving hints/facts about subject without giving away topic
- Instill WONDER – students question each other and develop conclusions to discuss and evaluate
- Why
- Students debate Alexander the Great or Alexander the Not So Great

Variety and Novelty

- Completing a hands-on activity as the introduction to new content
- Utilizing different methods for turn and talk (add movement)
- Physical movement
- Games
- Chart paper and sticky notes to brainstorm ideas
- New approaches to concepts (different warm-ups in chorus)
- Integrate music, videos
- Walk-freeze-talk
- Turn and talk
- Hands-on tasks/projects
- Technology
- Use music to teach mood/tone
- Answer question on a continuum ← Agree -----Neutral -----Disagree →
- Skits/News report
- Walk & Talk

- Use of songs or song lyrics for poetic elements, etc.
- Stand up and face Mecca (southeast)
- “Inner Circle” vs “Outer Circle” discussion groups
- Act out vocabulary words
- Socratic Seminar
- Pass the problem
- Stations
- Peer teaching/turn and talk
- “Choose Your Value”
- Video clips
- Snowball activity
- Changing the delivery of the material
- Kahoot!

Collaboration

- Jigsaw
- Open-ended group discussion
- Group assessment
- Reciprocal teaching
- Design your own assessment
- Group projects
- Think Pair Share (turn and talk)
- Students teach each other
- Students quiz each other
- Literature circles
- Hip-to-hip reading
- Use of partner whiteboards
- Peer editing
- Call on random group member for share out
- Groupings are mixed by skill levels
- Random collection of collaborative work (graded)
- Build a model to show understanding of a concept as a team
- Collaborate to create your own lab
- Students create an eight pointed star, each group is responsible for information in one point of the star. Star represents the key aspects and practices of Islam.
- Peer editing/peer meetings to guide F.C. Areas of assignment
- Write Around -> Pass the problem
- Relay
- Sharing multi-step problems

Choice

- Stats project ex: baseball, traveling, shopping
- “Pick-your-own” product to show understanding
- Partner, group, independent work

- Poster, flip book, poem, song, play
- Perform playing quiz for class or play at desk
- Material choice
- Repertoire Choice
- RAFT
- Academic choice projects
- Labs without instructions
- Choice of project (menu)
- “Pick Your Salsa” – Mild, Medium, Hot ->Level of assessments
- Periodic table choice test
- Reflection HW
- Writing assignment where students pick how they write – story, comic, poem, essay, research paper, etc.
- Choice of topic for assignment but still communicating objectives
- Students can choose partners/groups (learn from their choices!)

Relevance

- Provide real life examples (Pokemon)
- Text to self connections
- Connect to learning objectives “old music” to current/familiar music
- Student-worded learning targets
- Interpreting “their” music/art in class
- Make connections to the real-world (i.e. composting)
- Bring in a current events issue to introduce a new topic/connection
- Create a code of ethics for the classroom based on Hammurabi’s Code (eye for an eye)
- Mock presidential debates
- Career project
- Word problems
- Percent flyer – using real-world problems
- Current connections between standards and teen life

Project-based learning

- Band Manager Tour Project
- Make your own instrument
- Create composting bin to figure out what works best
- Performance based assessment (NGSS)
- Model of solar system
- Cell cakes
- C.E.P.A.s (curriculum-embedded performance assessment)
- R.A.F.T. (Role, Audience, Topic, Format)
- Storyboard
- Solve real world problem using skill:
 - plan for a trip (distance, \$\$, etc.)
 - cooking (cookbook, food budget)

- Metric Olympics
- Map – urban planning – building, communication, transportation
- Terrarium – culminating project for water cycle
- Create a board game
- Percent Flyer – discounts, markups, etc.
- Linear Relationship Project – Modeling
- Create, design, promote a pre-historic theme park with shark tank presentation
- Design an alien with treats specific to a given planet
- Community service project – “Collecting goods to donate to a cause”
- Create a multimedia slide show



Catherine Stickney <cstickney@nps.org>

November 8th PD Day Registration

1 message

amckinstry@nps.org <amckinstry@nps.org>

Mon, Oct 24, 2016 at 12:00 PM

Reply-To: amckinstry@nps.org

To: nms@nps.org

Hi all,

Here is your long-awaited menu and registration for the November 8th PD Day here in Northbridge. The link below will take you to an active grid of the sessions being offered to you. Click on the blue session name to see a full description of each session prior to completing the registration form.

As you will see, there are also three sessions offered by Dudley-Charlton Regional School District that you may also register for. If you would like to attend a session offered by DCRSD, you need to complete this form by Wednesday, October 26th.

If you are only signing up for sessions within the Northbridge Public School District, you have until Friday, October 28th at 12:00 p.m. to make your selections. Have a great week!

November 8th PD Registration

Click this link to see full descriptions of each course/session. Below is the session grid for your reference.

https://docs.google.com/document/d/19q4PjBkol2U_pRMRif7PZFcHskbCmDAOPpvIN0aTKHw/edit?usp=sharing

Please be sure to select the appropriate number of sessions to fill your day. Note: ** indicates sessions that are also appropriate for Instructional Assistants.

FILL OUT FORM

Create your own Google Form



Supporting Students in 21st Century Schools – Problem Solving the Roadblocks to Inclusive Education

College of the Holy Cross – Hogan Conference Center - Tuesday, November 15, 2016

8:00am-3:00pm

Agenda

7:45-8:30	Registration & Continental Breakfast	
8:30-8:45	Welcome Remarks Maureen Blazejewski, M.S. Ed., MDSC Education Task Force Chair	Ballroom
8:45-9:00	Self-Advocate Keynote Address Natalie Lyons & Ashley Senosk, Northbridge High School	Ballroom
9:00-10:15	Keynote Address Presented by Thomas Hehir, Ed.D., Harvard University Graduate School of Education, Leading Educational Researcher and Author of the Books, <i>Effective Inclusive Schools: Designing Successful Schoolwide Programs</i> and <i>New Directions in Special Education: Eliminating Ableism in Policy and Practice</i>	Ballroom
10:15-10:30	Break	

10:30-12:00	Morning Breakout Sessions	Room Number
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- A. **From Buddy Benches to Birthday Parties – Exploring Strategies to Build Inclusive Communities** – Maureen Blazejewski, Gina deBurca, Sarah Burton, & Anne Howard
- B. **Reading and Language Intervention for Children with Down Syndrome: A research-based intervention that works!!! Part 1** – Gina Cole & Sara Yost, Proctor Public Schools, Proctor, MN
- C. **Augmentative Communication for Those with Limited Speech Intelligibility** – Kate Ahern, M.S. Ed., Easter Seals Massachusetts
- D. **Testing the Limits: Standardized Testing of Children with Down Syndrome – What Works, What Doesn't, and How to Elicit the Child's Best Performance** – Kay Seligsohn, Ph.D., Pediatric Neuropsychologist, Massachusetts General Hospital Down Syndrome Program
- E. **Planning for and Using Dramatic Play to Target IEP Objectives and Authentic Assessment of Young Children** – Stephanie Letts, Maureen Sacoco, & Susan McCullen

Lunch

12:00-1:00	Luncheon Remarks (TBD)	Ballroom
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1:00-2:30	Afternoon Breakout Sessions	Room Number
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- A. **Reading and Language Intervention for Children with Down Syndrome: A research-based intervention that works!!! Part 2** – Gina Cole & Sara Yost, Proctor Public Schools, Proctor, MN
- B. **Behavior and Down Syndrome: The Respond but Don't React Method** – David Stein, Psy. D., Co-Director, The Down Syndrome Program, Boston Children's Hospital
- C. **iPad Options to Make Adapting Curriculum Easier** – Kate Ahern, M.S. Ed., Easter Seals Massachusetts
- D. **Make and Take Museum – Hands-On Session to Create Instructional Materials to Use Tomorrow** – Education Professionals from the MDSC Education Task Force
- E. **One Size Does Not Fit All – Exploring Different Models of Inclusion** – Panel of Educators from Diverse Educational Settings

2:30-3:00	Wrap-Up and Evaluations	
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*PDP's can be picked up in the lobby as you return your evaluation!

Presenter Bios and Workshop Details

8:45 – 10:15 Keynote Presenters

Self-Advocate Keynote Speech

Co-presented by Natalie Lyons and Ashley Senosk, Northbridge High School

Creating Inclusive Schools

Presented by Thomas Hehir, Ed.D., Harvard University Graduate School of Education, Leading Educational Researcher and Author of the Books, *Effective Inclusive Schools: Designing Successful Schoolwide Programs* and *New Directions in Special Education: Eliminating Ableism in Policy and Practice*

Thomas Hehir served as director of the U.S. Department of Education's Office of Special Education Programs from 1993 to 1999. As director, he was responsible for federal leadership in implementing the Individuals with Disabilities Education Act (IDEA). Hehir played a leading role in developing the Clinton administration's proposal for the 1997 reauthorization of the IDEA, 90 percent of which was adopted by Congress. In 1990, he was associate superintendent for the Chicago Public Schools, where he was responsible for special education services and student support services. In this role, he implemented major changes in the special education service delivery system, which enabled Chicago to reach significantly higher levels of compliance with the IDEA and resulted in the eventual removal of the U.S. Department of Education's Office for Civil Rights as overseer. Hehir served in a variety of positions in the Boston Public Schools from 1978 to 1987, including that of director of special education from 1983 to 1987. An advocate for children with disabilities in the education system, he has written on special education, special education in the reform movement, due process, and least restrictive environment issues.

10:30 – 12:00 Morning Breakout Sessions

From Buddy Benches to Birthday Parties – Exploring Strategies to Build Inclusive Communities

Presented by: Maureen Blazejewski, Gina deBurca, Sarah Burton and Anne Howard

In this workshop, experienced educators from the MDSC Education Task force will explore strategies for building strong, inclusive communities using a multi-tiered approach. The team will discuss the necessity of engaging and developing the skills of every member of the school community in targeted, planned ways to achieve the overall goal of ensuring that the individual differences of every student is valued and understood.

Speaker Bios

Reading and Language Intervention for Children with Down Syndrome: A Research-Based Intervention that Words!!! Part 1

Co-Presented by: Gina Cole, Direct Reading Specialist and Instructional Coach & Sara Yost, Elementary Speech and Language Practitioner, Proctor Public Schools, Proctor, MN

Reading and Language Intervention for Children with Down Syndrome. Find out all about this evidence-based program designed to teach reading and language skills. RLI incorporate best practice in structured activities delivered in fast-paced daily teaching. RLI is geared for students from age 2 up to students reading at a 3rd grade level. A brief profile of children with Down Syndrome will be shared to show how this successful intervention builds off of students' strengths while incorporating both reading and language skills. You will leave this session with an overview of the intervention and resources to start implementation.

Gina Cole is currently the District Reading Specialist & Instructional Coach within the Proctor, MN Public Schools. She has earned her Master's Degree in Curriculum and Instruction with a focus on differentiated learning and recently completed her licensure in Educational Administration. She was a classroom teacher at the elementary

level prior to being trained by Sue Buckley as an accredited trainer for the Reading and Language Intervention. Gina has implemented RLI within her school district, along with supporting families of children with Down Syndrome through the Learning Program.

Sara Yost is the Speech and Language Pathologist within the Proctor, MN Public Schools. She has earned her Master's Degree and has worked with students from birth through elementary school age. Sara implements the Reading and Language Intervention within her daily sessions with students and has taken a leadership role within the school.

Augmentative Communication for Those with Limited Speech Intelligibility

Presented by: Kate Ahern, M.S. Ed., Easter Seals Massachusetts

Individuals with Down Syndrome sometimes have limited or variable intelligibility of speech, making communication difficult with new communication partners or in new contexts. This session will explore options for augmentative communication for these individuals as well as strategies to teach their use and implement augmentative communication at school, home, day program and during employment or recreation. We will look at low tech and tablet based solutions.

Kate Ahern completed a five year combined undergraduate and Master of Science program in special education at Simmons College in Boston. Following graduation she worked for several years in private and public schools. She then taught special education for over a decade in educational collaboratives in Massachusetts. During this time, more and more of her caseload included students who needed Assistive Technology to access the curriculum. Finally, she moved to working full time as an assistive technology specialist in 2011. Her interests include augmentative communication, assistive technology implementation in schools, and universal design for learning.

Testing the Limits: Standardized Testing of Children with Down Syndrome – What Works, What Doesn't, and How to Elicit the Child's Best Performance

Presented by: Kay Seligsohn, Ph.D., Pediatric Neuropsychologist, Massachusetts General Hospital Down Syndrome Program

People say "Standardized testing is not appropriate for evaluating students with Down syndrome." Yet, the IEP process requires evaluation. This workshop works to resolve this dilemma—presenting pros and cons of cognitive and neuropsychological measures (including, Wechsler tests, Stanford-Binet, DAS, Bayley-III, etc.) with a description of how to test the limits. The emphasis will be on eliciting what students can do independently as well as what scaffolding they need to illicit their best performance.

Kay Seligsohn, PhD, is a clinical psychologist and pediatric neuropsychologist who considers herself lucky to have worked for over 20 years evaluating children with developmental challenges and helping families access appropriate services. After completing an APA child clinical internship at Franciscan Children's Hospital where she developed expertise in evaluating and treating children with neurodevelopmental disorders, she went on to complete a pediatric psychology fellowship at the Children's Hospital Developmental Medicine Center. Dr. Seligsohn remained on staff at Children's Hospital through 2008. She specialized in the neuropsychological and psychodiagnostic of children with a wide array of developmental, social, and emotional disorders including developmental delays, autism, and learning disorders. In 2008, she joined the Psychology Assessment Center at Massachusetts General Hospital, where her expertise in children with developmental challenges made her an integral member of the team. Her interests were a natural fit for the Down Syndrome Program.

Planning for and Using Dramatic Play to Target IEP Objectives and Authentic Assessment of Young Children

Presented by: Stephanie Letts, Maureen Sacoco, and Susan McCullen

Research tells us that young children learn best through exploration and play, and our early childhood classrooms are designed to provide students with the opportunities to engage in learning experiences designed around this philosophy. This workshop is designed to support inclusive pre-school and kindergarten teachers with designing dramatic play experiences that will target the language and social skill development of students with complex learning needs.

Reading and Language Intervention for Children with Down Syndrome: A Research-Based Intervention that Words!!! Part 2

Co-Presented by: Gina Cole, Direct Reading Specialist and Instructional Coach & Sara Yost, Elementary Speech and Language Practitioner, Proctor Public Schools, Proctor, MN

Reading and Language Intervention for Children with Down Syndrome. Find out all about this evidence-based program designed to teach reading and language skills. RLI incorporate best practice in structured activities delivered in fast-paced daily teaching. RLI is geared for students from age 2 up to students reading at a 3rd grade level. A brief profile of children with Down Syndrome will be shared to show how this successful intervention builds off of students' strengths while incorporating both reading and language skills. You will leave this session with an overview of the intervention and resources to start implementation.

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Sara Yost is the Speech and Language Pathologist within the Proctor, MN Public Schools. She has earned her Master's Degree and has worked with students from birth through elementary school age. Sara implements the Reading and Language Intervention within her daily sessions with students and has taken a leadership role within the school.

Behavior and Down Syndrome: The Respond but Don't React Method

Presented by: David Stein, Psy. D., Co-Director The Down Syndrome Program, Boston Children's Hospital

Behavior problems impact 30% of children with Down syndrome. Left untreated, these same children often exhibit behavior problems as adults, limiting work and independent living opportunities. Many typical behavioral management tools are less effective for children with DS. In order to address behavior problems in DS effectively, one must understand the brain-based reasons for these challenges and direct treatment appropriately. This workshop will present the basic neuroscience of Down syndrome and how this informs effective behavior management, with practical strategies provided for use in the home and school settings. The workshop will outline the "Respond but Don't React Method" that is further detailed in the book, Supporting Positive Behavior in Children and Teens with Down Syndrome (Woodbine House, 2016).

Dr. David Stein is the Co-Director of the Down Syndrome Program at Boston Children's Hospital. He is a pediatric psychologist within the Division of Developmental Medicine at Boston Children's, and an instructor at Harvard Medical School. Dr. Stein is also a faculty member of the Leadership Education in Neurodevelopmental and Related Disorders (LEND) fellowship at Boston Children's. His clinical work is focused on neuropsychological testing and behavior therapy with children who have neurodevelopmental disorders. Dr. Stein's research is focused on accurate phenotyping of complex and comorbid neurodevelopmental conditions, factors affecting long-term outcomes, and quality improvement. Dr. Stein is a native of Boston who began working with children with Down syndrome during his own childhood, volunteering with a local advocacy group. He completed his bachelor's degree with high honors at Tufts University, majoring in Clinical Psychology with a Child Development concentration. Dr. Stein completed his doctorate in psychology at William James College, his internship at Harvard Medical School/The Cambridge Hospital, and his post-doctoral fellowship at Boston Children's Hospital.

iPad Options to Make Adapting Curriculum Easier

Presented by: Kate Ahern, M.S. Ed., Easter Seals Massachusetts

As much as we all love our laminator and Velcro there is something to be said for working smarter and not harder. This session will explore apps to make adapting curriculum easier! We will look at options to provide easier access to reading, writing, math and the content areas by finding resources that already exist and adapting materials ourselves using apps on the iPad.

Kate Ahern completed a five year combined undergraduate and Master of Science program in special education at Simmons College in Boston. Following graduation she worked for several years in private and public schools. She then taught special education for over a decade in educational collaboratives in Massachusetts. During this time, more and more of her caseload included students who needed Assistive Technology to access the curriculum. Finally, she moved to working full time as an assistive technology specialist in 2011. Her interests include augmentative communication, assistive technology implementation in schools, and universal design for learning.

Make and Take Museum - Hands-On Session to Create Instructional Materials to Use Tomorrow

Facilitated by: Members of the MDSC Education Task Force

This highly popular workshop provides attendees with the opportunity to explore, in-depth, a variety of visual supports and instructional support tools that can be used to support students with accessing curriculum. In addition, they will have access to a variety of materials and guidance to "make and take" visual supports and instructional tools that will support individual students within their own classrooms.

The Massachusetts Down Syndrome Congress Education Task Force formed in 2009 to increase communication and collaboration between Massachusetts' educators and the parents of students with Down syndrome. Comprised of 14 education professionals, the task force provides quality information and on-going support to Massachusetts educators and their students with Down syndrome. The group's top priority is ensuring that students with Down syndrome receive the most meaningful learning opportunities possible. Members most recently completed a project aimed squarely at this goal: The production of a comprehensive Educators Manual for teaching students with Down syndrome. The Educators Manual is a research-based resource guide that includes information, strategies and best practices for educating students with Down syndrome in inclusive classrooms and schools.

The task force members provide the perspective of teachers "in the trenches" and, because of this, work hard to develop a speaker program for our conferences that will meet the needs of teachers working in schools. In addition, the task force is continually seeking new and innovative ways to provide information to teachers in an engaging, accessible way that takes into consideration the great demands that are already being placed upon teachers' time.

One Size Does Not Fit All - Exploring Different Models of Inclusion

Presented by: Panel of Educators from Diverse Educational Settings

Within every public school there exists a unique perspective and culture that is shaped by multiple factors including access to resources, the culture and tone set by administrators at both the building and district levels, the talent and experience of professionals within the building, as well as the students and families within each school community. It is important to acknowledge this diversity, because, as a result, inclusive models will vary from school to school. In this workshop, a panel of educators will provide strategies based upon their own successful experiences with providing students with complex needs the opportunities to engage in meaningful inclusive educational opportunities alongside their typical peers.

Panel

PARAEDUCATORS AND STUDENT-TO-STUDENT BULLYING

Paraeducators on Frontlines of Prevention Efforts

Bullying behavior is a growing concern among America's educators. Bullying is generally defined as repeated aggressive acts intended to do harm, and is characterized by a power or status difference between the students. Bullying includes not only physical aggression such as hitting or stealing, but also verbal aggression, such as threatening, name calling, spreading rumors, socially rejecting and isolating someone, or cyberbullying (where bullies can hide behind the anonymity of the Internet).

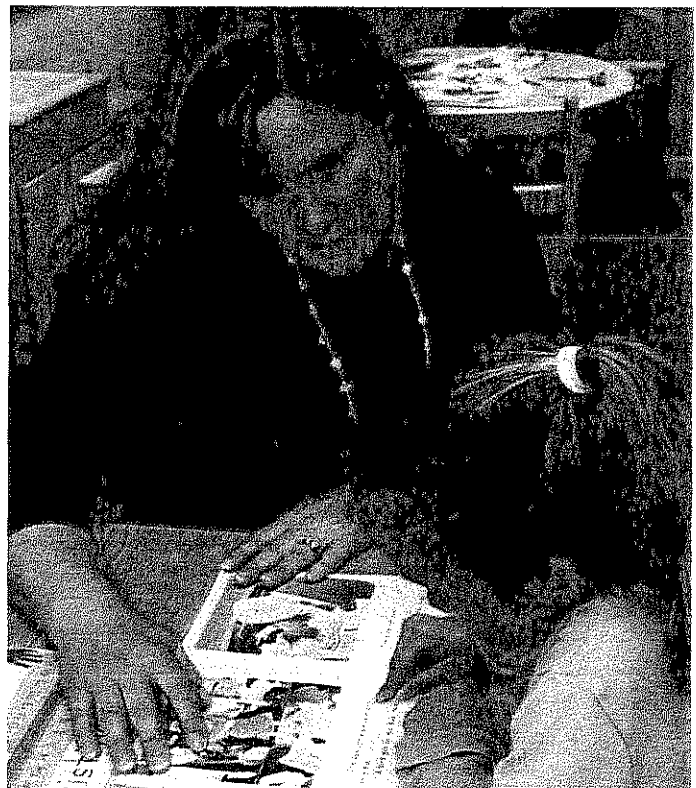
Students who have been bullied report feeling depressed, anxious, and isolated. Many have low self-esteem. Their school attendance and performance may suffer. And in some cases, they are so tormented, they take their own lives.

Paraeducators (teaching assistants, teacher aides, paraprofessionals, paras) are often more likely than teachers to be in a position to witness bullying and intervene in bullying situations, but while there are many curriculum materials that provide educators with tools to teach students about bullying, few training opportunities are provided to paraeducators on how to deal with bullying situations. We know that for any bullying prevention initiative to be successful, all staff members need to be engaged and trained on prevention and intervention strategies.

Students subjected to bullying reported feeling safer when paraprofessionals were nearby.

Bullying is known to occur most often in areas where there is little or no adult supervision, such as at bus stops, on playgrounds, and in hallways, cafeterias, bathrooms, and classrooms before the lessons begin. The fact that most of these areas are monitored by paras should alert us to the need to include these key personnel in trainings related to bullying.

A 2005 study of paraeducators and special education students by the Council for Exceptional Children found that



paras often served as a protective buffer in bullying situations. When informed of bullying incidents by students with disabilities, it was typically the para who advocated on a student's behalf to the principal or teachers. Paras also directly confronted students who bullied.

NEA has long been committed to bullying and harassment prevention and intervention. For decades, members have received training in how to recognize and intervene in student-to-student bullying situations. In 2010, NEA conducted the first nationwide survey to include the opinions of education support professionals as well as teachers on issues relating to bullying in public schools. Among the 2900 ESP respondents, 959 were paraeducators.

Highlights of the paraeducators' responses are presented on the next pages.

VIEW FROM A PARA

Connie Boylan, an Elementary Library Media Paraprofessional in Traverse City, Michigan, is no stranger to bullying. She recounts that in elementary school, she was picked on because she was taller than other kids her age. "The summer between third and fourth grades changed my life...I grew 7.5 inches," she recalls. "I went from being like every other child to being the tallest student in the school."

"My girlfriends made fun of me, called me names, excluded me from our circle of friends," she continues. "It was bad enough to feel like a giant, but to be treated like I didn't belong was devastating. I cried every day for months."

Connie says her personal experience has made her more sensitive and able to identify with students who are bullied and more aware of those who are the bullies. Training she received has added to her awareness. "I was fortunate to be trained along with my staff in *Talk It Out: Conflict Resolution in the Elementary Classroom*. We then trained students as Peace Makers and Peace Mentors," she recalls. "We dealt with all forms of inappropriate behavior and the program quickly became a way of dealing with bullying."

Connie observes that bullying at the elementary school level is often social, emotional, and not always physical. "Children bully by taunting, exclusion, threats... be they physical or emotional. Children who are different in any way seem to be targeted," she says.

"Bullying is already a part of who children are by the time they reach us in pre-school," Connie says. "As paraeducators, we are faced daily with the responsibility of dealing with the fallout when bullying occurs. We must help convey to our students that no form of bullying is permitted or acceptable. We must help them find solutions on how to deal with bullies or how to stop being the bully."

"I found tools in the library to help students understand just how many forms bullying takes," she continues. "I compiled a list of titles dealing with bullies and ordered books I could read with my Pre-K-6 classes during library time. When bullying is part of a story, it is easier to point out how bullying hurts those who are targeted," she says.

"Our district has adopted a Board Policy to protect staff and students from bullying which is strictly enforced," she concludes.

Write to cboylan@mea.org for her list of age-appropriate books dealing with bullying.



What Paraeducators Said

They witness bullying. Paraeducators were more likely than other ESPs to report seeing a student being bullied at their school. Over half of them reported witnessing it as frequently as several times a month.

Many students tell them about bullying. Approximately 40% of paraeducators indicated that a student reported bullying to them within the past month. In fact, paraeducators were more likely to hear reports of bullying from students than other ESPs. This is valuable information they can share with other school staff, both teachers and support professionals, to prevent further bullying.

Nearly all paraeducators say it's "their job" to intervene in bullying situations.

They feel it's their job to intervene. Nearly all paraeducators surveyed—97%—report that it is "their job" to intervene when they see bullying situations.

They need training on bullying prevention and intervention. Nearly all the paraeducators surveyed report that their school district has a bullying policy, but only half of them said they received training on that policy. Even though they are more likely to report receiving training than other ESPs, the remaining 50% of them represent a large untapped resource in school bullying prevention.

TIPS FOR PARAEDUCATORS

How to Intervene

- ✓ Learn about bullying so you know what you're looking for (see resources).
- ✓ Learn what your school's consequences for bullies are and what supports for targets exist.
- ✓ When you see something, do something—be assertive and calm.
- ✓ Express strong disapproval of and stop bullying when it occurs.
- ✓ Start with verbal warnings. Use the name of the student who is bullying.
- ✓ Label the behavior as bullying and refer to your school's anti-bullying rules/policy.
- ✓ During an incident, stand between the bully and the target, blocking eye contact.
- ✓ Safeguard the target; ask: Are you alright?
- ✓ Address the bully and advise of or initiate consequences for the behavior.
- ✓ Address bystanders and advise how they might intervene next time; use the teachable moment.
- ✓ Do not argue with or try to convince the student who is bullying.
- ✓ Deal with all bullying incidents consistently, appropriate to the situation.
- ✓ Report incidents as required by your school's policy.

- ✓ Maintain your own log of bullying incidents.
- ✓ Talk to other school staff about what you've witnessed so they are alert to possible retaliation during the balance of the school day.

How to Prevent

- ✓ Treat students the way you want to be treated and the way you want them to treat each other.
- ✓ Focus on developing empathy and respect.
- ✓ Use positive, non-verbal interactions—a smile, a nod, a thumbs up, a high five, a pat on the back.
- ✓ Notice something positive the students do and say something about it to them or someone else where they can hear it.
- ✓ Avoid physical forms of discipline or intimidation.
- ✓ Initiate conversations with students about bullying.
- ✓ Don't expect students to solve bullying incidents themselves; they lack the skills.
- ✓ Encourage students to report incidents of bullying to you and other adults.
- ✓ Ensure younger students know the difference between tattling and telling.
- ✓ Role play with students on diffusing a bullying situation and engaging bystanders.

Source: US Department of Education and US Department of Health & Human Services

They want training on different forms of bullying. More than two-thirds of paraeducators reported that they need additional training on how to address different forms of bullying—physical, verbal, relational, cyberbullying, and sexting—and in situations involving children being bullied because of sexual orientation, disability, race, gender, and religion. They need to be invited/encouraged to join school committees on bullying prevention. Among all ESPs, paraeducators are the group which is most likely to be involved in formal bullying prevention efforts in their schools. However, compared to teachers, their numbers are strikingly low. Only 32% reported being involved in school teams, committees or prevention programs dealing with bullying.

They report feeling slightly more connected to their school community than other ESPs, which influences bullying intervention. Connectedness is the belief by adults in the school that they are cared about as individuals and professionals involved in the learning process. Research has shown there is an important link between feeling connected to the school and being comfortable intervening with all forms of bullying among all types of students.

They are likely to live in their school community. The NEA survey found that 67% of paraeducators live in the school community where they work, a rate twice as high as that of teachers. This means they know the students and their families, and can be an invaluable resource when seeking answers to bullying incidents.

Inform Yourself and Your Association

- ❑ Visit www.nea.org/neabullyfree, a good go-to-source for resources about how to help bullied students and how to prevent bullying in your school.
- ❑ Seek input and collect data from other school staff to whom students go for support.
- ❑ Request a bullying prevention and intervention training session from NEA and ensure all paraeducators are invited to attend.
- ❑ Ask your school district to provide more training on current policies for bullying prevention and intervention and ensure all paraeducators are invited to attend.
- ❑ Become involved in bullying prevention teams, committees and other activities at your school or Education Association.
- ❑ Initiate meetings with other staff to share concerns about bullying in general or specific students in particular.

Resources:

www.nea.org/neabullyfree

NEA's official website for the NEA Bully Free: It Starts with Me campaign

www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html
Guidance on bullying from the U.S. Department of Education

www.pta.org/bullying.asp

National PTA guide on safeguarding children from bullying

NEA'S BULLY FREE PLEDGE

I agree to be identified as a caring adult who pledges to help bullied students. I will listen carefully to all students who seek my help and act on their behalf to put an immediate stop to the bullying. I will work with other caring adults to create a safe learning environment for all students in my school.



Be that caring adult. Take the pledge at nea.org/neabullyfree

Bully Free: It Starts With Me!

www.bnetsavvy.org/wp/

NEA Health Information Network cyberbullying resource

www.nea.org/home/3207.htm

Education Support Professionals website with links to bullying resources, including the 2010 NEA Nationwide Study of Bullying

www.stopbullyingnow.samhsa.gov

Educator Tip Sheets are available, such as: *How to Intervene to Stop Bullying: Tips for On-the-Spot Intervention at School*

www.nrcpara.org

National Resource Center for Paraeducators has been compiling materials on and for paraeducators into bibliographies for 20 years, which include articles related to bullying

Source:

Perspectives of students with intellectual disabilities about their experiences with paraprofessional support. 2005.

Council for Exceptional Children, v.71, no. 4, p.423

EDUCATION SUPPORT
ESP
PROFESSIONALS
One Education Workforce
Serving the Whole Student



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Session Name	Length of Sess.	Presenter	November 8th
Differentiation in MS Math: Practical Strategies		Mike Silvestri	at BVCC
Differentiation in MS Science: Practical Strategies		Mike Silvestri	at BVCC
Student Engagement Strategies		Nancy Spitulnik	at BVCC
Google Forms for Assessment (K-5)	1 hour	Sommer Riolo	
Google Forms for Assessment (6-12)	1 hour	Sommer Riolo	
Top 10 Useful Tech. Spaces on the Web	1 hour (x2)	Lisa Gogolinski	
Mental Math: Number Talks - Improving Your Students Number Sense and Computational Skills in Just 15 Minutes		Stephanie Dec	at BVCC
Paper to Pencil: Helping the Struggling Student with Drawing and Writing (Elementary)	2 hours (x1)	Clarissa Flannery	
Classroom Behavior Management		Melissa Belsito	at BVCC
UDL in Middle School Classroom		Bob McLaughlin	
Thinking About "Growth Mindset"	2 hours	Tara Zelano	
Student Engagement Strategies (MS/HS)	1 hour x2	Bob O'Brien	
Google Classroom - CEPAs, Centers and More	2 hours	Lori Hippert	
How Do I Help Struggling Students Access Grade Level Text? (K-4, 5 - 8)	1 hour x2	Lauren Dolan	
"Notes and Notices" - Annotating at Elementary	1 hour x2	Jen O'Brien/Sara Lanzillo	
Student Engagement Strategies (Elementary)	2 hours	Allison Rossi	
Open Response Writing Strategies (w/Rubrics) (MS/HS - ELA and SS teachers)	2 hours x2	Amy McKinstry	
Twitter "101"	2 hours	Julie Fields	
EIT Meetings: Who? What? and How?	2 hours	Kathy Perry, PPS Dir.	
Intro. to CPI - De-escalation strategies	2 hours	Nick Hoffman	
How to Deal with Defiance in the Classroom	1 hour x 2	Darin Haig and Gina Gambaccini	
"ED Camp"	2 hours (x2?)	Jeff Lizotte	
HS Learning Walk PD		Mike Gauthier	
MS Learning Walk PD		John Zywiec	
Balmer Learning Walk PD		Karlene Ross/Steve Tringali	
NES Learning Walk PD		Jill Healy/Don Incutto	
Applied Behavior Analysis and Discrete Trial Training	Full day	DCRSD	
WPI Steam Workshop (K-12)	8:00 - 11:00	DCRSD	
Teaching With Comprehensible Input - Live Demo Class (World Language Teachers)	8:00 - 11:00	DCRSD	
Twitter, Tweetdeck & Tweetchat Basics (PK-12) teachers and paras	8:00 - 11:00	DCRSD	
Classrooms as Safe Spaces (PK-12 - teachers and paras)	8:00 - 11:00	DCRSD	
Classrooms as Safe Spaces (PK-12 - teachers and paras)	12:00 - 3:00	DCRSD	
Mini Ed Camp (PK-12 teachers and paras)	12:00 - 3:00	DCRSD	
SPARK - P.E. and Common Core (all PE teachers)	All day	Millbury	

Spring 2016 MCAS School Test Item Analysis Summary
 English Language Arts
 All Students

District: Northbridge
 School: Northbridge High
 Grade: 10

ORIGINAL

All Students (148) Standards: MA 2011 Standards

Item No.	Item Type	Standard	Average Item Score		Diff.	Percentage of Student Responses					Correct MC Answer	Strand	Topic
			School	District		State	Blank/0	A/1	B/2	C/3			
25	MC	CCR.L.2	89%	88%	89%	0	0	1	5	89	5	Language Anchor Standard	Conventions of Standard English
7	MC	CCR.L.4	90%	89%	90%	0	0	0	0	90	3	Language Anchor Standard	Vocabulary Acquisition and Use
8	MC	CCR.L.4	72%	70%	78%	-6	1	17	4	7	72	Language Anchor Standard	Vocabulary Acquisition and Use
26	MC	CCR.L.4	76%	75%	73%	3	0	2	7	76	15	Language Anchor Standard	Vocabulary Acquisition and Use
35	MC	CCR.L.4	86%	86%	85%	1	0	2	8	4	86	Language Anchor Standard	Vocabulary Acquisition and Use
1	MC	CCR.R.1	96%	95%	97%	-1	0	1	2	96	1	Reading Anchor Standard	Key Ideas and Details
3	MC	CCR.R.1	98%	97%	95%	3	0	1	0	98	1	Reading Anchor Standard	Key Ideas and Details
4	MC	CCR.R.1	67%	67%	71%	-4	0	11	18	5	67	Reading Anchor Standard	Key Ideas and Details
5	MC	CCR.R.1	97%	97%	96%	1	0	1	97	2	1	Reading Anchor Standard	Key Ideas and Details
6	MC	CCR.R.1	78%	79%	80%	-2	0	7	7	8	78	Reading Anchor Standard	Key Ideas and Details
13	MC	CCR.R.1	74%	75%	70%	4	1	1	74	7	17	Reading Anchor Standard	Key Ideas and Details
15	MC	CCR.R.1	74%	74%	73%	1	1	1	74	18	7	Reading Anchor Standard	Key Ideas and Details
19	MC	CCR.R.1	75%	74%	76%	-1	0	10	2	13	75	Reading Anchor Standard	Key Ideas and Details
32	MC	CCR.R.1	81%	81%	80%	1	0	81	9	7	2	Reading Anchor Standard	Key Ideas and Details
33	MC	CCR.R.1	67%	66%	70%	-3	0	9	67	4	20	Reading Anchor Standard	Key Ideas and Details
38	MC	CCR.R.1	90%	90%	91%	-1	1	1	1	6	90	Reading Anchor Standard	Key Ideas and Details
39	MC	CCR.R.1	67%	67%	68%	-1	1	13	15	67	4	Reading Anchor Standard	Key Ideas and Details
2	MC	CCR.R.2	94%	94%	94%	0	0	3	3	0	94	Reading Anchor Standard	Key Ideas and Details
9	OR	CCR.R.2	2.51	2.5	2.62	-0.11	0	9	34	53	3	Reading Anchor Standard	Key Ideas and Details
16	MC	CCR.R.2	85%	84%	82%	3	1	8	4	2	85	Reading Anchor Standard	Key Ideas and Details
31	MC	CCR.R.2	87%	87%	85%	2	0	1	87	12	0	Reading Anchor Standard	Key Ideas and Details
18	MC	CCR.R.3	62%	61%	64%	-2	1	62	9	20	9	Reading Anchor Standard	Key Ideas and Details
40	MC	CCR.R.3	84%	85%	82%	2	1	2	84	5	7	Reading Anchor Standard	Key Ideas and Details
10	MC	CCR.R.4	68%	68%	74%	-6	0	68	9	21	1	Reading Anchor Standard	Craft and Structure
30	MC	CCR.R.4	88%	87%	85%	3	0	88	3	5	4	Reading Anchor Standard	Craft and Structure
37	MC	CCR.R.4	80%	80%	86%	-6	1	7	80	6	5	Reading Anchor Standard	Craft and Structure

Spring 2016 MCAS School Test Item Analysis Summary
English Language Arts
All Students

District: Northbridge
 School: Northbridge High
 Grade: 10

Item No.	Item Type	Standard	Average Item Score		Diff.	Percentage of Student Responses					Correct MC Answer	Strand	Topic	
			School	District		State	Blank/0	A/1	B/2	C/3				D/4
12	MC	CCRA.R.5	64%	64%	76%	-12	0	64	20	11	5	A	Reading Anchor Standard	Craft and Structure
17	MC	CCRA.R.5	51%	52%	67%	-16	1	18	51	13	17	B	Reading Anchor Standard	Craft and Structure
11	MC	CCRA.R.6	55%	54%	59%	-4	0	18	16	11	55	D	Reading Anchor Standard	Craft and Structure
14	OR	CCRA.R.6	2.22	2.21	2.59	-0.37	2	20	36	39	3		Reading Anchor Standard	Craft and Structure
24	MC	CCRA.R.6	68%	66%	70%	-2	0	15	5	11	68	D	Reading Anchor Standard	Craft and Structure
28	MC	CCRA.R.6	91%	88%	90%	1	0	91	3	2	5	A	Reading Anchor Standard	Craft and Structure
29	MC	CCRA.R.6	89%	89%	86%	3	0	5	3	2	89	D	Reading Anchor Standard	Craft and Structure
34	MC	CCRA.R.6	48%	47%	59%	-11	0	48	5	17	29	A	Reading Anchor Standard	Craft and Structure
36	OR	CCRA.R.8	2.24	2.22	2.47	-0.23	3	13	46	34	4		Reading Anchor Standard	Integration of Knowledge and Ideas
20	MC	CCRA.R.9	70%	70%	72%	-2	0	10	16	70	4	C	Reading Anchor Standard	Integration of Knowledge and Ideas
21	MC	CCRA.R.9	72%	71%	65%	7	0	72	8	12	8	A	Reading Anchor Standard	Integration of Knowledge and Ideas
22	MC	CCRA.R.9	72%	71%	69%	3	0	10	72	6	12	B	Reading Anchor Standard	Integration of Knowledge and Ideas
23	MC	CCRA.R.9	74%	74%	76%	-2	0	74	4	14	9	A	Reading Anchor Standard	Integration of Knowledge and Ideas
27	OR	CCRA.R.9	2.49	2.47	2.73	-0.24	3	10	35	36	15		Reading Anchor Standard	Integration of Knowledge and Ideas
WP1	WP	CCRA.W.1	7.11	7.08	7.19	-0.08							Writing Anchor Standard	Text Types and Purposes
WP2	WP	CCRA.W.4	7.01	6.99	7.02	-0.01							Writing Anchor Standard	Production and Distribution of Writing

NOTE: MCAS Results are suppressed for group counts of less than 10.

For additional code descriptions, see the [MCAS Roster Legend](#)

ORIGINAL

Non-Disabled Students (133) Standards: MA 2011 Standards

Item No.	Item Type	Standard	Average Item Score		Diff.	Percentage of Student Responses				Correct MC Answer	Strand	Topic		
			School	District		State	Blank/0	A/1	B/2				C/3	D/4
25	MC	CCRAL.2	90%	90%	92%	-2	0	1	3	90	6	C	Language Anchor Standard	Conventions of Standard English
7	MC	CCRAL.4	91%	90%	91%	0	0	0	91	1	8	B	Language Anchor Standard	Vocabulary Acquisition and Use
8	MC	CCRAL.4	74%	74%	81%	-7	1	14	4	7	74	D	Language Anchor Standard	Vocabulary Acquisition and Use
26	MC	CCRAL.4	79%	78%	76%	3	0	2	5	79	15	C	Language Anchor Standard	Vocabulary Acquisition and Use
35	MC	CCRAL.4	86%	86%	87%	-1	0	2	8	3	86	D	Language Anchor Standard	Vocabulary Acquisition and Use
1	MC	CCRAR.1	97%	97%	98%	-1	0	1	2	97	1	C	Reading Anchor Standard	Key Ideas and Details
3	MC	CCRAR.1	99%	99%	97%	2	0	0	0	99	1	C	Reading Anchor Standard	Key Ideas and Details
4	MC	CCRAR.1	69%	70%	74%	-5	0	11	17	3	69	D	Reading Anchor Standard	Key Ideas and Details
5	MC	CCRAR.1	99%	99%	97%	2	0	0	99	1	0	B	Reading Anchor Standard	Key Ideas and Details
6	MC	CCRAR.1	83%	82%	83%	0	0	7	5	6	83	D	Reading Anchor Standard	Key Ideas and Details
13	MC	CCRAR.1	76%	76%	72%	4	1	2	76	7	15	B	Reading Anchor Standard	Key Ideas and Details
15	MC	CCRAR.1	76%	76%	76%	0	1	0	76	17	6	B	Reading Anchor Standard	Key Ideas and Details
19	MC	CCRAR.1	79%	79%	80%	-1	0	8	2	12	79	D	Reading Anchor Standard	Key Ideas and Details
32	MC	CCRAR.1	83%	83%	83%	0	0	83	8	8	1	A	Reading Anchor Standard	Key Ideas and Details
33	MC	CCRAR.1	71%	72%	74%	-3	0	9	71	4	16	B	Reading Anchor Standard	Key Ideas and Details
38	MC	CCRAR.1	91%	91%	94%	-3	2	2	1	5	91	D	Reading Anchor Standard	Key Ideas and Details
39	MC	CCRAR.1	68%	68%	71%	-3	2	13	14	68	4	C	Reading Anchor Standard	Key Ideas and Details
2	MC	CCRAR.2	95%	96%	96%	-1	0	2	2	0	95	D	Reading Anchor Standard	Key Ideas and Details
9	OR	CCRAR.2	2.6	2.62	2.71	-0.11	0	5	33	58	4	D	Reading Anchor Standard	Key Ideas and Details
16	MC	CCRAR.2	86%	87%	85%	1	1	8	3	2	86	D	Reading Anchor Standard	Key Ideas and Details
31	MC	CCRAR.2	89%	90%	87%	2	0	1	89	10	0	B	Reading Anchor Standard	Key Ideas and Details
18	MC	CCRAR.3	65%	65%	68%	-3	1	65	8	19	8	A	Reading Anchor Standard	Key Ideas and Details
40	MC	CCRAR.3	87%	88%	85%	2	2	2	87	3	6	B	Reading Anchor Standard	Key Ideas and Details
10	MC	CCRAR.4	71%	71%	77%	-6	0	71	8	19	2	A	Reading Anchor Standard	Craft and Structure
30	MC	CCRAR.4	89%	89%	87%	2	0	89	2	5	4	A	Reading Anchor Standard	Craft and Structure
37	MC	CCRAR.4	83%	84%	89%	-6	2	7	83	5	4	B	Reading Anchor Standard	Craft and Structure

Spring 2016 MCAS School Test Item Analysis Summary
 English Language Arts
 by Disability Status

District: Northbridge
 School: Northbridge High
 Grade: 10

Item No.	Item Type	Standard	Average Item Score			Percentage of Student Responses				Correct MC Answer	Strand	Topic		
			School	District	State	Diff.	Blank/0	A/1	B/2				C/3	D/4
12	MC	CCR.A.R.5	65%	65%	79%	-14	0	65	19	11	5	A	Reading Anchor Standard	Craft and Structure
17	MC	CCR.A.R.5	54%	54%	71%	-17	1	17	54	11	17	B	Reading Anchor Standard	Craft and Structure
11	MC	CCR.A.R.6	54%	54%	62%	-8	0	17	16	13	54	D	Reading Anchor Standard	Craft and Structure
14	OR	CCR.A.R.6	2.3	2.32	2.7	-0.40	2	15	37	42	4		Reading Anchor Standard	Craft and Structure
24	MC	CCR.A.R.6	74%	74%	74%	0	0	11	4	11	74	D	Reading Anchor Standard	Craft and Structure
28	MC	CCR.A.R.6	92%	91%	92%	0	0	92	2	2	5	A	Reading Anchor Standard	Craft and Structure
29	MC	CCR.A.R.6	92%	93%	89%	3	0	3	2	2	92	D	Reading Anchor Standard	Craft and Structure
34	MC	CCR.A.R.6	52%	51%	62%	-10	0	52	5	15	27	A	Reading Anchor Standard	Craft and Structure
36	OR	CCR.A.R.8	2.35	2.35	2.57	-0.22	2	9	47	38	5		Reading Anchor Standard	Integration of Knowledge and Ideas
20	MC	CCR.A.R.9	71%	72%	75%	-4	0	10	16	71	3	C	Reading Anchor Standard	Integration of Knowledge and Ideas
21	MC	CCR.A.R.9	74%	75%	69%	5	0	74	5	14	7	A	Reading Anchor Standard	Integration of Knowledge and Ideas
22	MC	CCR.A.R.9	72%	72%	72%	0	0	11	72	5	12	B	Reading Anchor Standard	Integration of Knowledge and Ideas
23	MC	CCR.A.R.9	77%	77%	79%	-2	0	77	3	12	8	A	Reading Anchor Standard	Integration of Knowledge and Ideas
27	OR	CCR.A.R.9	2.62	2.64	2.86	-0.24	2	8	34	40	17		Reading Anchor Standard	Integration of Knowledge and Ideas
WP1	WP	CCRA.W.1	7.41	7.43	7.38	0.03							Writing Anchor Standard	Text Types and Purposes
WP2	WP	CCRA.W.4	7.29	7.31	7.19	0.10							Writing Anchor Standard	Production and Distribution of Writing

Students w/ Disabilities (15) Standards: MA 2011 Standards

Item No.	Item Type	Standard	Average Item Score			Percentage of Student Responses				Correct MC Answer	Strand	Topic		
			School	District	State	Diff.	Blank/0	A/1	B/2				C/3	D/4
25	MC	CCR.L.2	73%	68%	75%	-2	0	0	27	73	0	C	Language Anchor Standard	Conventions of Standard English
7	MC	CCR.L.4	80%	79%	84%	-4	0	0	80	20	0	B	Language Anchor Standard	Vocabulary Acquisition and Use
8	MC	CCR.L.4	47%	42%	64%	-17	0	40	7	7	47	D	Language Anchor Standard	Vocabulary Acquisition and Use
26	MC	CCR.L.4	53%	53%	56%	-3	0	7	27	53	13	C	Language Anchor Standard	Vocabulary Acquisition and Use
35	MC	CCR.L.4	80%	84%	72%	8	0	0	7	13	80	D	Language Anchor Standard	Vocabulary Acquisition and Use
1	MC	CCR.A.R.1	87%	84%	91%	-4	0	7	7	87	0	C	Reading Anchor Standard	Key Ideas and Details
3	MC	CCR.A.R.1	87%	84%	88%	-1	0	13	0	87	0	C	Reading Anchor Standard	Key Ideas and Details

Spring 2016 MCAS School Test Item Analysis Summary
English Language Arts
by Disability Status

District: Northbridge
 School: Northbridge High
 Grade: 10

Item No.	Item Type	Standard	Average Item Score			Diff.	Percentage of Student Responses				Correct MC Answer	Strand	Topic	
			School	District	State		Blank/0	A/1	B/2	C/3				D/4
4	MC	CCRAR.1	47%	47%	55%	-8	0	13	20	20	47	D	Reading Anchor Standard	Key Ideas and Details
5	MC	CCRAR.1	73%	79%	89%	-16	0	7	73	13	7	B	Reading Anchor Standard	Key Ideas and Details
6	MC	CCRAR.1	40%	53%	63%	-23	0	7	27	27	40	D	Reading Anchor Standard	Key Ideas and Details
13	MC	CCRAR.1	60%	63%	58%	2	0	0	60	7	33	B	Reading Anchor Standard	Key Ideas and Details
15	MC	CCRAR.1	53%	53%	57%	-4	0	7	53	20	20	B	Reading Anchor Standard	Key Ideas and Details
19	MC	CCRAR.1	40%	37%	53%	-13	0	33	7	20	40	D	Reading Anchor Standard	Key Ideas and Details
32	MC	CCRAR.1	67%	68%	62%	5	0	67	20	0	13	A	Reading Anchor Standard	Key Ideas and Details
33	MC	CCRAR.1	27%	21%	46%	-19	0	13	27	7	53	B	Reading Anchor Standard	Key Ideas and Details
38	MC	CCRAR.1	80%	79%	79%	1	0	0	7	13	80	D	Reading Anchor Standard	Key Ideas and Details
39	MC	CCRAR.1	53%	58%	50%	3	0	13	27	53	7	C	Reading Anchor Standard	Key Ideas and Details
2	MC	CCRAR.2	80%	84%	84%	-4	0	13	7	0	80	D	Reading Anchor Standard	Key Ideas and Details
9	OR	CCRAR.2	1.73	1.68	2.15	-0.42	0	40	47	13	0	D	Reading Anchor Standard	Key Ideas and Details
16	MC	CCRAR.2	73%	63%	67%	6	0	13	13	0	73	D	Reading Anchor Standard	Key Ideas and Details
31	MC	CCRAR.2	67%	68%	71%	-4	0	0	67	33	0	B	Reading Anchor Standard	Key Ideas and Details
18	MC	CCRAR.3	40%	37%	44%	-4	0	40	13	27	20	A	Reading Anchor Standard	Key Ideas and Details
40	MC	CCRAR.3	60%	63%	66%	-6	0	0	60	20	20	B	Reading Anchor Standard	Key Ideas and Details
10	MC	CCRAR.4	40%	47%	57%	-17	0	40	20	40	0	A	Reading Anchor Standard	Craft and Structure
30	MC	CCRAR.4	73%	74%	71%	2	0	73	13	7	7	A	Reading Anchor Standard	Craft and Structure
37	MC	CCRAR.4	47%	53%	70%	-23	0	13	47	20	20	B	Reading Anchor Standard	Craft and Structure
12	MC	CCRAR.5	53%	53%	64%	-11	0	53	27	13	7	A	Reading Anchor Standard	Craft and Structure
17	MC	CCRAR.5	27%	37%	45%	-18	0	27	27	27	20	B	Reading Anchor Standard	Craft and Structure
11	MC	CCRAR.6	67%	53%	44%	23	0	20	13	0	67	D	Reading Anchor Standard	Craft and Structure
14	OR	CCRAR.6	1.47	1.42	1.99	-0.52	0	60	33	7	0	D	Reading Anchor Standard	Craft and Structure
24	MC	CCRAR.6	20%	16%	51%	-31	0	47	20	13	20	D	Reading Anchor Standard	Craft and Structure
28	MC	CCRAR.6	73%	68%	78%	-5	0	73	13	7	7	A	Reading Anchor Standard	Craft and Structure
29	MC	CCRAR.6	60%	63%	71%	-11	0	27	13	0	60	D	Reading Anchor Standard	Craft and Structure
34	MC	CCRAR.6	13%	16%	44%	-31	0	13	7	33	47	A	Reading Anchor Standard	Craft and Structure

Spring 2016 MCAS School Test Item Analysis Summary
 English Language Arts
 by Disability Status

District: Northbridge
 School: Northbridge High
 Grade: 10

Item No.	Item Type	Standard	Average Item Score		Percentage of Student Responses				Correct MC Answer	Strand	Topic				
			School	District	State	Diff.	Blank/0	A/1				B/2	C/3	D/4	
36	OR	CCR.A.R.8	1.33	1.26	1.89	-0.56	13	47	33	7	0	0		Reading Anchor Standard	Integration of Knowledge and Ideas
20	MC	CCR.A.R.9	53%	53%	54%	-1	0	13	20	53	13			Reading Anchor Standard	Integration of Knowledge and Ideas
21	MC	CCR.A.R.9	47%	42%	47%	0	0	47	33	0	20			Reading Anchor Standard	Integration of Knowledge and Ideas
22	MC	CCR.A.R.9	67%	63%	53%	14	0	0	67	20	13			Reading Anchor Standard	Integration of Knowledge and Ideas
23	MC	CCR.A.R.9	40%	47%	59%	-19	0	40	13	27	20			Reading Anchor Standard	Integration of Knowledge and Ideas
27	OR	CCR.A.R.9	1.4	1.26	2.04	-0.64	20	27	47	7	0			Reading Anchor Standard	Integration of Knowledge and Ideas
WP1	WP	CCRA.W.1	4.4	4.63	6.13	-1.73								Writing Anchor Standard	Text Types and Purposes
WP2	WP	CCRA.W.4	4.47	4.68	6.06	-1.59								Writing Anchor Standard	Production and Distribution of Writing

NOTE: MCAS Results are suppressed for group counts of less than 10.

For additional code descriptions, see the [MCAS Roster Legend](#)

Massachusetts School and District Profiles

Northbridge

2016 Item by Item Results for GRADE 10 ENGLISH LANGUAGE ARTS

Data Last Updated on September 26, 2016

[More about the data](#)

Number of Students Included: 155

Northbridge - GRADE 10 ENGLISH LANGUAGE ARTS

ITEM	TYPE	REPORTING CATEGORY	2000/01/04 STANDARD	2011 STANDARD	NORTHBRIDGE	STATE	PERCENT OF DISTRICT'S TOTAL STUDENT RESPONSES					CORRECT MC ANSWER
							BLANK/0	A/1	B/2	C/3	D/4	
<u>01</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	95%	97%	0	1	3	95	1	C
<u>02</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.2</u>	94%	94%	0	3	3	0	94	D
<u>03</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	97%	95%	0	1	0	97	1	C
<u>04</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	67%	71%	0	10	17	5	67	D
<u>05</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	97%	96%	0	1	97	2	1	B
<u>06</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	79%	80%	0	6	7	8	79	D
<u>07</u>	MC	LA	4	<u>CCSS.ELA-Literacy.CCRA.L.4</u>	89%	90%	0	0	89	3	8	B
<u>08</u>	MC	LA	4	<u>CCSS.ELA-Literacy.CCRA.L.4</u>	70%	78%	1	18	4	7	70	D
<u>09</u>	OR	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.2</u>	2.50	2.62	0	10	33	53	4	
<u>10</u>	MC	LT	15	<u>CCSS.ELA-Literacy.CCRA.R.4</u>	68%	74%	0	68	10	21	1	A
<u>11</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.6</u>	54%	59%	0	19	15	12	54	D
<u>12</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.5</u>	64%	76%	0	64	19	12	5	A
<u>13</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	75%	70%	1	1	75	6	17	B
<u>14</u>	OR	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.6</u>	2.21	2.59	3	20	35	39	3	
<u>15</u>	MC	LT	14	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	74%	73%	1	2	74	17	7	B
<u>16</u>	MC	LT	14	<u>CCSS.ELA-Literacy.CCRA.R.2</u>	84%	82%	1	10	4	2	84	D
<u>17</u>	MC	LT	14	<u>CCSS.ELA-Literacy.CCRA.R.5</u>	52%	67%	1	17	52	14	16	B
<u>18</u>	MC	LT	14	<u>CCSS.ELA-Literacy.CCRA.R.3</u>	61%	64%	1	61	9	19	10	A
<u>19</u>	MC	LT	13	<u>CCSS.ELA-Literacy.CCRA.R.1</u>	74%	76%	0	12	2	12	74	D
<u>20</u>	MC	LT	8	<u>CCSS.ELA-Literacy.CCRA.R.9</u>	70%	72%	0	10	17	70	4	C
<u>21</u>	MC	LT	8	<u>CCSS.ELA-Literacy.CCRA.R.9</u>	71%	65%	0	71	8	12	8	A
<u>22</u>	MC	LT	15	<u>CCSS.ELA-Literacy.CCRA.R.9</u>	71%	69%	0	11	71	6	12	B
<u>23</u>	MC	LT	15	<u>CCSS.ELA-</u>	74%	76%	0	74	4	13	10	A

<u>24</u>	MC	LT	12	<u>Literacy.CCRA.R.9</u> <u>CCSS.ELA-</u>	66%	70%	0	15	6	13	66	D
<u>25</u>	MC	LA	5	<u>Literacy.CCRA.R.6</u> <u>CCSS.ELA-</u>	88%	89%	0	1	6	88	6	C
<u>26</u>	MC	LA	4	<u>Literacy.CCRA.L.2</u> <u>CCSS.ELA-</u>	75%	73%	0	2	8	75	15	C
<u>27</u>	OR	LT	15	<u>Literacy.CCRA.L.4</u> <u>CCSS.ELA-</u>	2.47	2.73	5	10	34	35	15	
<u>28</u>	MC	LT	13	<u>Literacy.CCRA.R.9</u> <u>CCSS.ELA-</u>	88%	90%	0	88	3	3	6	A
<u>29</u>	MC	LT	13	<u>Literacy.CCRA.R.6</u> <u>CCSS.ELA-</u>	89%	86%	0	5	4	2	89	D
<u>30</u>	MC	LT	13	<u>Literacy.CCRA.R.6</u> <u>CCSS.ELA-</u>	87%	85%	0	87	3	6	5	A
<u>31</u>	MC	LT	13	<u>Literacy.CCRA.L.4</u> <u>CCSS.ELA-</u>	87%	85%	0	1	87	12	0	B
<u>32</u>	MC	LT	13	<u>Literacy.CCRA.R.2</u> <u>CCSS.ELA-</u>	81%	80%	0	81	10	7	2	A
<u>33</u>	MC	LT	13	<u>Literacy.CCRA.R.1</u> <u>CCSS.ELA-</u>	66%	70%	0	9	66	5	21	B
<u>34</u>	MC	LT	13	<u>Literacy.CCRA.R.1</u> <u>CCSS.ELA-</u>	47%	59%	0	47	6	16	30	A
<u>35</u>	MC	LA	4	<u>Literacy.CCRA.R.6</u> <u>CCSS.ELA-</u>	86%	85%	0	2	8	4	86	D
<u>36</u>	OR	LT	13	<u>Literacy.CCRA.L.4</u> <u>CCSS.ELA-</u>	2.22	2.47	3	15	45	34	4	
<u>37</u>	MC	LT	12	<u>Literacy.CCRA.R.8</u> <u>CCSS.ELA-</u>	80%	86%	1	7	80	6	6	B
<u>38</u>	MC	LT	12	<u>Literacy.CCRA.R.4</u> <u>CCSS.ELA-</u>	90%	91%	1	1	1	6	90	D
<u>39</u>	MC	LT	12	<u>Literacy.CCRA.R.1</u> <u>CCSS.ELA-</u>	67%	68%	1	12	15	67	4	C
<u>40</u>	MC	LT	12	<u>Literacy.CCRA.R.1</u> <u>CCSS.ELA-</u>	85%	82%	1	2	85	5	7	B
<u>WP1</u>	WP	CT	19	<u>Literacy.CCRA.R.3</u> <u>CCSS.ELA-</u>	7.08	7.19						
<u>WP2</u>	WP	CC	22	<u>Literacy.CCRA.W.1</u> <u>CCSS.ELA-</u>	6.99	7.02						
				<u>Literacy.CCRA.W.4</u>								

[View the Item by Item Results - Legend](#)

Questions that received less 70% correct responses

7/8 questions are informational standards

2016, English Language Arts - Grade 10

 **Question 11: Multiple-Choice**

Reporting Category: Reading

Topic: 13 - Nonfiction


Standard: CCSS.ELA-Literacy.CCRA.RI.6 - Assess how point of view or purpose shapes the content and style of a text.

  **View Reading Selection**

In the speech, how does MacArthur establish his authority to speak at the ceremony?

- A. He affirms his loyalty to the nation.
- B. He recalls the successful military campaigns he led.
- C. He outlines his plan for creating worldwide alliances.
- ✓ D. He declares he represents those who took part in the war.

2016, English Language Arts - Grade 10

 **Question 10: Multiple-Choice**

Reporting Category: Reading

Topic: 15 - Style and Language


Standard: CCSS.ELA-Literacy.CCRA.RI.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

  **View Reading Selection**

In paragraph 1, what does the phrase “the holy mission” suggest?

- ✓ A. the importance of the cause
- B. the dedication of the citizens
- C. the severe loss of life in the war
- D. the ancient tactics used in the war

2016, English Language Arts - Grade 10

 **Question 12: Multiple-Choice**

Reporting Category: Reading

Topic: 13 - Nonfiction

Standard: CCSS.ELA-Literacy.CCRA.RI.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.


  **View Reading Selection**

How does the speech change in paragraph 3?

- ✓ A. MacArthur addresses challenges to come.

- B. MacArthur admits doubts about maintaining freedom.
- C. MacArthur apologizes for the devastation that occurred.
- D. MacArthur asks for the cooperation of the defeated people.

2016, English Language Arts - Grade 10

 **Question 17: Multiple-Choice**

Reporting Category: Reading

Topic: 14 - Poetry

Standard: CCSS.ELA-Literacy.CCRA.RI.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

  **View Reading Selection**

Which line signifies a change in the speaker's message?

- A. line 5
- ✓ B. line 7
- C. line 10
- D. line 12

2016, English Language Arts - Grade 10

 **Question 18: Multiple-Choice**

Reporting Category: Reading

Topic: 14 - Poetry


Standard: CCSS.ELA-Literacy.CCRA.RI.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

  **View Reading Selection**

Based on the sonnet, what would the speaker find **most** distressing?

- ✓ A. losing his love
- B. losing his wealth
- C. losing his self-respect
- D. losing his self-confidence

2016, English Language Arts - Grade 10

 **Question 24: Multiple-Choice**

Reporting Category: Reading

Topic: 12 - Fiction


Standard: CCSS.ELA-Literacy.CCRA.RI.6 - Assess how point of view or purpose shapes the content and style of a text.

  **View Reading Selection**

Jaws is written from the third-person point of view; “Swimming with Nightmares” is written in the first person. Which statement is true of **both** viewpoints?

- A. The author writes from an objective perspective.
- B. The author focuses on action that happens to someone else.
- C. The reader has complete information about all events in the story.
- ✓ D. The reader has insight into the thoughts and feelings of the main character.

2016, English Language Arts - Grade 10

 **Question 33: Multiple-Choice**

Reporting Category: Reading

Topic: 13 - Nonfiction


Standard: CCSS.ELA-Literacy.CCRA.RI.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

  **View Reading Selection**

In paragraphs 18–22, the author suggests that energy drink manufacturers depend on customers making the assumption that

- A. some nutrients are more healthy than others.
- ✓ B. nutrients in large amounts promote good health.
- C. some nutrients are digested more readily in liquid form.
- D. nutrients in energy drinks are different from those in food.

2016, English Language Arts - Grade 10

 **Question 34: Multiple-Choice**

Reporting Category: Reading

Topic: 13 - Nonfiction

Standard: CCSS.ELA-Literacy.CCRA.RI.6 - Assess how point of view or purpose shapes the content and style of a text.

  **View Reading Selection**

What is the author’s overall tone in the excerpt?

- ✓ A. skeptical
- B. aggressive
- C. pessimistic
- D. conversational

Math MCAS Action Plan 2016-2017

- Prior to the start of the school year, 8th grade and 10th grade MCAS scores were analyzed by the Mathematics Department Chair, accessed and reviewed through Edwin Analytics for students who were scheduled to be in the CP and CP-2 classes. The purpose of this review was to ensure that students were appropriately placed in courses for the upcoming school year. Those students who seemed to be improperly placed based on their scores along with input from previous teachers were moved into a more appropriate class. In some instances the student was moved up a level to a more challenging course or placed in a lower level class to receive additional instruction at a slower pace. Our best efforts were made to put all juniors needing to retest in one class to ensure appropriate preparation for the retest with a teacher, who has much experience preparing students to retest.
- In addition to looking at the reports run in Edwin, the Early Warning Indicator System, was used to gain some information on our SPED population as well as our low income students. We were able to use the Risk Level Indicator Analysis to cross reference any data that was used before. This information was passed on to the individual teachers (per class period) so that they could see which of their students in what periods were classified as high. This will help each teacher understand why students in their classes were classified as high and each teacher can implement different strategies to help each student gain some success.
- The math department used the time during our PD day to analyze the previous year's MCAS scores (both middle school and high school). The NHS and NMS scores were compared to the state performance to identify strengths and weaknesses. An action plan as to how we would address the weaknesses while not creating new ones was developed. One major area of weakness was found to be open response questions and short answers questions. One way in which we plan on working on this is that all sophomore and freshman teachers will spend a considerable amount of time breaking down open response questions in their daily lessons as well as address the importance and understanding of the short answer questions.
 - After looking at the previous year's 8th grade scores, the freshman teaches broke down their classes by students to come up with the three main weaknesses per class period and the three main weaknesses per student. Based on these finding instructional adjustments will be made.
- At the beginning of the school year, through the use of Edwin Analytics, MCAS reports were sent to each teacher for each period they taught. Each teacher received an item analysis for each students that they had. This will ensure that each classroom teacher is working with the strengths and weaknesses of each of their individual classes as well as students.
- The math department will continue to use the completed documents that were aligned to the curriculum, containing MCAS questions to be used as warm-ups in all math classes. Since all math teachers have SmartBoards, they are being integrated into each and every lesson. All freshman, sophomore, and junior classes are given previous MCAS questions from the Smart Notebook software that align with the current curriculum. The SmartBoard provides each teacher with the ability to link directly to the DESE's website for further discussion, specifically related to the scoring of open response questions. This will also ensure that each student will have practice with most if not all of the MCAS questions that they should expect to see on the MCAS test or retest.
- EL Students- Out of the seven teachers in the NHS Math Dept three teachers have taken the SEI course offered by the DESE and three are currently taking it. New vocabulary, reading comprehension skills, as well as writing processing skills are being used on a consistent basis in each of the math classes. Not only is this helpful for our EL students but all the newer strategies that we are using we are finding helpful for our lower level learners. Some of the strategies that are being used more often are the seven steps to vocabulary, sentence frames, think-aloud, and partner reading. We have also all developed a student

centered goal around word walls. We have each made a commitment to get some student involvement in the CP-2 classes with generating and actively using a word wall for each unit.

• NHS Math Dept SMART Goal(s)- developed to work with the data analysis: (these goals have remained in place from last year) ** Even though we are not being evaluated on these goals this year it is data that is monitored and watched for progress.

1. Within the three scoring levels on the MCAS exam of failure/warning, needs improvement, and proficient, 75% of all students in the class of 2017 will increase their MCAS math score by at least ten points above their eighth grade MCAS score.

2. Within the scoring level of advanced on the MCAS exam, 75% of all students in the class of 2017 will increase their MCAS math score from their eighth grade MCAS score. This will exclude any student who achieved a perfect score while taking the eighth grade MCAS exam.

• The math department developed benchmark exams during the 2015-2016 school year for grades 9 and 10 to measure the success of our 9th and 10th grade students half way through the year. During grade 9 all students will take the benchmark exam in May and their scores will be compared to their grade 8 scores. Overall weaknesses in the class will be identified and worked into the following years curriculum. A similar benchmark will be given in January of their sophomore year to identify any weaknesses that still remain a few months before the MCAS is given. This will allow time to make last minute changes in the instruction to address weaknesses that exist.

• For the 2012-2013 school year the Math Department decided to incorporate a common professional goal, to utilize the effective practice of group work more into our classes. We will continue to work on this and incorporate more group work into our classes, especially our CP and CP-2 classes. We feel that in the past few years, incorporating more group work has helped in the building of the confidence of our students.

• All sophomore teachers will be implementing a two week intense review with all classes the two weeks prior to the MCAS test in May. This review will be uniform in its fundamentals but each teacher will be tailoring the specific curriculum needs for each student as time allows.

• All freshman and sophomore classes will be provided with extra practice MCAS exams. These will be provided throughout the year to allow students to focus on individual needs.

• As in the past, all assessments will have questions taken from previous MCAS exams and placed within the current curriculum. This will continue to allow students to work on how they should look at a problem, work it out, and find its solution. The goal is that all students by the end of their sophomore year will have seen multiple types of each questions that they will see on the MCAS.

• Co-teaching in specifically the freshman and sophomore year is being utilized within the curriculum to work with our CP-2 classes. Having an extra teacher in the classroom with these students has proven useful in many areas of instruction as well as aiding in the learning process.

• The use of the Senteo clickers with the sophomore class is also providing us with concrete data to work with. We are able to assess immediately what the students learned and didn't learn on the spot. This data is used to drive instruction and make adjustments to the curriculum and teaching as needed.

- As part of the department's professional learning community work, the spring 2016 MCAS results are analyzed on an ongoing basis. An initial analysis was completed using the available preliminary data and further and deeper analysis continues.
- As part of the continuing review of our MCAS data, prior year MCAS results were analyzed for specific ELA curriculum standards. The areas of most needed improvement are in Craft and Structure, Integration of Knowledge and Ideas, and Open Response questions.
- MCAS data analyses will continue in order to help improve curriculum and instruction district-wide. As in prior years, special attention is given to analyzing and adjusting practice based not only on year-to-year grade 10 MCAS results but by incorporating a longitudinal analysis of the performance of a class cohort reaching back to middle school MCAS results. The aim of this longitudinal analysis is to identify overall trends and areas of improvement for specific skills that are peculiar to a given class. Close attention is also paid to the grade 7 and 8 MCAS results for current high-needs freshmen and sophomores. These tests revealed that the areas most in need of improvement are in vocabulary acquisition/use and in crafting open responses.
- The grade 10 Spring 2016 MCAS results were again encouraging, as the class of 2018 scored 93% Proficient/Advanced, with 40% Advanced, a 1% increase from the prior year, and 53% Proficient, a 2% increase from the prior year. Given these results, the instructional strategies established in prior years that were designed to improve the thoroughness of open response answers and the quality and appropriateness of evidence used in such responses will continue to be strengthened and refined. They include:
 - unit assessments across all grade levels that include passage-based open response-style questions and long composition prompts that closely mirror the MCAS format. These provide students a robust self-assessment opportunity that will aid them when sitting for standardized assessments. This format will also allow for investigation of texts that are of a challenging complexity, quality and range, as required by the Massachusetts Common Core standards;
 - group assignments that focus on deconstructing prior MCAS questions in order to provide students with strategic test-taking skills that address recognition of the required structure and style of written responses and for guided practice in the application of quality responses that conform to the expected style and structure;
 - classroom activities that use metacognitive thinking to allow students to acquire a deeper

understanding of challenging material;

- o use of MCAS rubrics for in-class assessments that allow students to become familiar and comfortable with the established requirements of open response and long composition questions; and collaboration between and among ELA teachers to review his/her students' MCAS results from prior year testing in order to identify areas of strength and weakness with the dual goals of adjusting instruction where needed and sharing best practices with other department members;
 - o use of MCAS-based formative and summative assessments that are used throughout the academic year in order to help inform, guide, and assess instruction.
- To specifically address the needs of those students in the most high-risk populations, especially low-income and special needs students, close coordination with special education faculty, guidance, and administration will allow for targeted strategic interventions for these students. Based upon feedback solicited from initial meetings with SPED staff, targeted interventions were identified and will include:
 - o Creation and distribution to key staff in the ELA, SPED, and ELL departments of a detailed roster of students in the current 9th and 10th grades who received a warning or needs improvement on their 7th and 8th grade MCAS tests, as well as those students identified on the Early Warning Intervention System (EWIS).
 - o Sharing graphic organizers as well as the multiple choice/open response practice resources from new vocabulary and non-fiction practice test textbooks.

o Sharing best practices or strategies for breaking down and comprehending the language on testing questions and implementing the same in regular education classrooms

- Further AP training, when available, will be encouraged for members of the department, as many of the teaching strategies and techniques acquired in such professional development are directly applicable to the MCAS issues previously cited.

**MCAS Science Action Plan
2016-2017 Academic School Year**

After detailed analysis of the MCAS Science exams as a department we have identified three specific areas of weakness that need to be addressed. The areas of weakness have shown to have the greatest impact on all of our students regardless of level, disability, ELL, or economic status. The areas that we have identified are as followed: Ability to answer open response questions, ability to read text and interpret diagrams, exposure to Genetics for all Biology students.

Actions taken:

Problem: Open Response Questions

Students are struggling to answer open response questions. Several students are leaving them blank or getting the entire question wrong.

Solution:

- Expose all students to open response questions on a weekly/bi-weekly basis.
- Add open response questions to all assessments.
- Every 1-2 months the department will give the same open response question and then analyze the results as a group.

All of the previously mention solutions will also increase the students confidence level as well as stamina towards these types of questions to ensure an increased level of success for all students.

Problem: Reading Text and Interpret Diagrams

Students have displayed a significant disability to answer questions that have a lengthy text followed by multiple choice questions or an open response. Also, questions that have a lengthy response or one that incorporates a diagram or picture in the response or question have given our students significant troubles.

Solution:

- Article reviews will be added to each curriculum units
- Questions that provide a reading section and several multiple choice questions pertaining to the reading will be incorporated with all of our assessments.
- General test taking skills will be covered and reinforced throughout the year on every assessment.
- Questions that have a visual or graph associated with them will be incorporated on assessments.

All of the previously mentioned solutions should increase student's ability to handle complex text and formulate concise and concrete answers.

Problem: Genetics


We have noticed that this is an area of concern. This is an area of study that is covered but students do not appear to be retaining the information covered in this unit as well as the other 5 units of study.

Solution:

- We have agreed to increase exposure to content through inquiry based laboratory opportunities.
- Help students create graphic organizers to compartmentalize the information required during this unit.
- Periodically refer back to this unit with warm-up questions.
-

ELA and Mathematics Test Designs for Grades 3–8


December 2016



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Presenters


- ★ Amy Carithers, Administrator for ELA Test Development
- ★ Simone Johnson, Administrator for Mathematics Test Development
- ★ Robert Pelychaty, Accommodations Coordinator



Massachusetts Department of Elementary and Secondary Education

Agenda


- ★ Introduction
- ★ Spring 2017 Next-Generation MCAS English Language Arts and Mathematics Tests
 - ★ Similarities to and differences from the 2016 tests
 - ★ New question types and sample questions
- ★ Accessibility features and accommodations
- ★ Questions and answers



Massachusetts Department of Elementary and Secondary Education

What does “next-generation” mean?

- ★ Computer-based
- ★ Stronger alignment to the current Massachusetts Curriculum Frameworks
- ★ New types of test questions that more deeply assess students’ level of knowledge and ability
- ★ Will provide clear signals to students, parents, and educators about readiness for the next grade and college/career
- ★ Next-generation ELA and Mathematics tests will be a combination of
 - ★ Legacy MCAS items
 - ★ Newly developed MCAS items
 - ★ PARCC items




Massachusetts Department of Elementary and Secondary Education

Transition to Next-Generation Tests for ELA and Mathematics

2017	CBT required* for gr. 4 and 8	CBT optional for gr. 3, 5, and 6
2018	CBT required* for gr. 4, 5, 7, and 8	CBT optional for gr. 3 and 6
2019	CBT required* for 3–8 and 10	

* Paper-based testing will be available for **students with disabilities** who require a paper-and-pencil test as well as for **new ELL students** unfamiliar with computers.




Massachusetts Department of Elementary and Secondary Education

Number of Sessions


ELA	Mathematics
★ Grades 3–5: 3 sessions	★ Gr. 3–6: 2 non-calculator sessions
★ Grades 6–8: 2 sessions	★ Gr. 7–8: ★ 1 non-calculator session ★ 1 calculator session

See the test schedule (www.doe.mass.edu/mcas/1617schedule.pdf) for details.



Massachusetts Department of Elementary and Secondary Education

MCAS English Language Arts (ELA) Test Design



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

What is the same in ELA from spring 2016 MCAS?

- ★ Reading passage sets
 - ★ Text types still include Literary and Informational texts.
- ★ All test questions are still based on passages.

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Massachusetts Department of Elementary and Secondary Education

What is different from spring 2016 MCAS ELA tests?

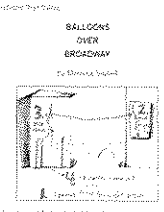
- ★ Computer-based
- ★ New types of test questions
- ★ Writing at all grades embedded within the ELA test
 - ★ Not a separate task like Composition

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Massachusetts Department of Elementary and Secondary Education

Presentation of Passages for CBT

Try to find a 3-5 page informational passage with characters that interact to create a plot. Read the passage aloud. Try to find a question that asks:



1. What do the characters in the story think they need to figure out? How do they figure it out? How do they feel about what they find out? How do they act on it?
2. Why have the characters been talking to each other? How do they feel about what they are saying? How do they act on what they are saying?

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Massachusetts Department of Elementary and Secondary Education

Presentation of Passages

Today you will read the story "A Good and Terrible Experience." Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story. A. Then read the questions. B. Then read the questions. C. Then read the questions.

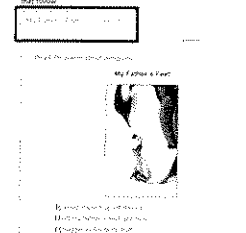
1. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
2. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
3. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
4. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
5. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
6. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
7. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
8. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
9. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?
10. How do the characters feel about the experience? How do they feel about the experience? How do they feel about the experience?

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Massachusetts Department of Elementary and Secondary Education

Presentation of Multiple Passages

Read the passage and learn about penguins. Then answer the questions that follow.



- A. The tent was old.
- B. The tent was new.
- C. The tent was broken.
- D. The tent was made of grass.

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Writing Expectations

- ★ **Paper-based test**
 - ★ **Narrative Essay:**
 - ★ Gr. 3: 2 pages
 - ★ Gr. 4–8: 4 pages
 - ★ **Text-Based Essays:**
 - ★ Gr. 3–5: 1 page
 - ★ Gr. 6–8: 2 pages
- ★ **Computer-based test**
 - ★ Students type responses into boxes that provide a similar amount of space to the paper-based test.
 - ★ Item-level directions will indicate an estimated amount of space for each response.

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Narrative Essay

Today you will read and answer questions on a story about a man needing to complete an important mission. When you have finished reading and answering questions, you will write a narrative essay using details from your reading.

Read the passage and the questions. Then answer the questions that follow.

Read the passage and answer the questions.

1. Write a narrative essay using details from your reading.

2. Write a narrative essay using details from your reading.

3. Write a narrative essay using details from your reading.

4. Write a narrative essay using details from your reading.

5. Write a narrative essay using details from your reading.

6. Write a narrative essay using details from your reading.

7. Write a narrative essay using details from your reading.

8. Write a narrative essay using details from your reading.

9. Write a narrative essay using details from your reading.

10. Write a narrative essay using details from your reading.

11. Write a narrative essay using details from your reading.

12. Write a narrative essay using details from your reading.

13. Write a narrative essay using details from your reading.

14. Write a narrative essay using details from your reading.

15. Write a narrative essay using details from your reading.

16. Write a narrative essay using details from your reading.

17. Write a narrative essay using details from your reading.

18. Write a narrative essay using details from your reading.

19. Write a narrative essay using details from your reading.

20. Write a narrative essay using details from your reading.

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Text Based Essay

Read the passage and the questions. Then answer the questions that follow.

Read the passage and answer the questions.

1. Write a text-based essay using details from your reading.

2. Write a text-based essay using details from your reading.

3. Write a text-based essay using details from your reading.

4. Write a text-based essay using details from your reading.

5. Write a text-based essay using details from your reading.

6. Write a text-based essay using details from your reading.

7. Write a text-based essay using details from your reading.

8. Write a text-based essay using details from your reading.

9. Write a text-based essay using details from your reading.

10. Write a text-based essay using details from your reading.

11. Write a text-based essay using details from your reading.

12. Write a text-based essay using details from your reading.

13. Write a text-based essay using details from your reading.

14. Write a text-based essay using details from your reading.

15. Write a text-based essay using details from your reading.

16. Write a text-based essay using details from your reading.

17. Write a text-based essay using details from your reading.

18. Write a text-based essay using details from your reading.

19. Write a text-based essay using details from your reading.

20. Write a text-based essay using details from your reading.

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ELA Matrix Design

- ★ In addition to operational questions, students will take a matrix (field test and equating) portion of the test that is embedded within the session designs.
- ★ All students will read one additional passage set.
- ★ Types of items and writing will vary by grade.

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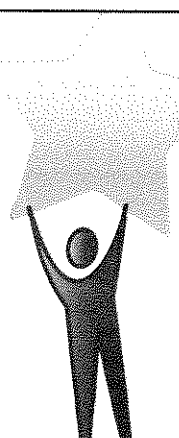
ELA Test Design

Grade	Number of 1-Point Questions (Multiple-choice)	Number of 2-point Questions (Multiple-choice or technology-enhanced)	Number of Short Responses	Number of Essays (includes Narrative and Text-Based Essays)
3	18	4	1	2
4	18	4	1	2
5	18	4	0	3
6	18	4	0	3
7	18	4	0	3
8	18	4	0	3

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MCAS Mathematics Test Design

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What is the same in Mathematics from spring 2016 MCAS?

- ★ **Two Sessions**
 - ★ **Grades 3–6:** Both Sessions are non-calculator
 - ★ **Grades 7–8:** Session 1: non-calculator
Session 2: calculator
- ★ **Certain item-types:** Multiple-Choice, Short-Answer, and Open-Response (OR)
- ★ **Number of open-response items per grade**



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What is different from spring 2016 MCAS Math tests?

- ★ **Computer-based**
- ★ **New item types**
- ★ **Calculator restrictions**
- ★ **Increased number of points in grade 3**
- ★ **No tool kits**
- ★ **Updated reference sheets (grades 5–8)**



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Calculator Restrictions

- ★ **Grades 3–6:** Calculators are prohibited
- ★ **Grade 7:** A five-function calculator is allowed (Session 2 only)
- ★ **Grade 8:** A scientific calculator is allowed (Session 2 only)
- ★ **Computer-Based Test**
 - ★ Calculator is embedded in the testing platform.
 - ★ Students can have equivalent handheld calculators.
- ★ **Paper-Based Test**
 - ★ Calculator should be equivalent version of calculator that is provided for CBT.



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Math Item Types

Question Type	Total Points	Grade Levels
Multiple Choice Students select one correct answer from among several answer options.	1	Grades 3–6
Multiple Select Students select more than one correct answer from among several answer options.	1	Grades 3–8
Short Answer/Fill-in-the-Blank Students construct a short written response, typically only a word or a number.	1	Grades 3–8
Technology Enhanced Students answer questions using technology such as drag-and-drop or hot spot (on the computer-based test only).	1 or 2	Grades 3–5
	1, 2 or 4	Grades 6–8
Open Response Students write a response to a multi-part item that includes answers and explanations to all parts.	2 or 3	Grade 3
	3 or 4	Grades 4–8

<http://www.doe.mass.edu/mcas/tdd/math.html?section=test/design>



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Multiple-Select Item

Which **two** conversions are correct?

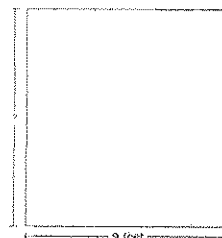
- A. 7 mm = 70 cm
- B. 7 cm = 0.07 m
- C. 7,000 m = 7 km
- D. 0.7 cm = 70 mm
- E. 7 m = 7,000 km



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Short Answer/Fill-In-The-Blank Item

The area of the red rectangular window at right is 600 square feet.
The window has a width of 15 feet. How long is the window?



What is the length, in feet, of the window?

Enter your answer in the box.



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Gridded Response

Grades 3-5

Grades 6-8

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2-Point Item

This multiple-choice item is worth 2 points. The student will select the correct answer and the correct bubble from the grid.

Part A

Read the problem and select the correct answer from the list of choices. Write the letter of the correct answer in the bubble next to the number on the grid.

Part B

Circle the correct answer and bubble from the grid below.

1. 4

2. 5

3. 6

4. 7

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4-Point (Multi-Part) Item

This 4-point item is worth 4 points.

Part A

Read the problem and select the correct answer from the list of choices. Write the letter of the correct answer in the bubble next to the number on the grid.

Part B

Read the problem and select the correct answer from the list of choices. Write the letter of the correct answer in the bubble next to the number on the grid.

Part C

Read the problem and select the correct answer from the list of choices. Write the letter of the correct answer in the bubble next to the number on the grid.

Part D

Read the problem and select the correct answer from the list of choices. Write the letter of the correct answer in the bubble next to the number on the grid.

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Inline (Drop-down) Item

Select the correct symbol from each drop-down menu to compare the measurements.

0.4 meter 0.04 meter

0.3 meter 0.5 meter

0.65 meter 0.61 meter

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Drag-and-Drop Item

Drag and drop the expression that matches each statement into the correct box. Each expression may be used more than once or not at all.

$2 + 4 = 6$ $6 - 2 = 4$ $6 \div (2 + 4)$

$6 \div (2 + 4)$

$2 + 4 = 6$

the sum of 2 and 4 add 2 and 4, then subtract 2 from 6, subtracted from 9 subtract 9 then add 4

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Item with a Histogram

This table shows the ages of 20 students at a school.

11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15

Circle a histogram that represents the data. Adjust the width of the bars by dragging the top of the slider to the appropriate length.

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Grades 3–5 Equation Editor

MA.3-5-MS-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100

Part A

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Grades 6–8 Equation Editor

MA.6-8-MS-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100

Part A

Part B

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Math Matrix Design

- ★ In addition to operational questions, students will take a matrix (field test and equating) portion of the test which is embedded within the session designs.
- ★ Types of items will vary by grade.
- ★ Number of items will vary by grade.

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Math Test Design

Grade	Number of 1-Point Questions <small>(includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</small>	Number of 2-point Questions <small>(includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</small>	Number of 4-point Questions <small>(includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</small>	Number of Open Response Questions
3	34	2	0	4
4	32	4	0	4
5	32	4	0	4
6	24	4	2	4
7	24	4	2	4
8	24	4	2	4

MCAS Accommodations and Accessibility Features

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Available to All Students

- ★ The following will be available for all students (details to be provided in the *Principal's Administration Manual*):
 - ★ Untimed test sessions
 - ★ Blank scratch paper (including blank lined or graph paper)
 - ★ Assistance from a test administrator regarding the use of the computer-based testing platform (only)

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Overview of MCAS Accessibility and Accommodations for Gr. 3–8

- ★ *Accessibility and Accommodations Manual for the Spring 2017 Grades 3–8 MCAS Tests*
- ★ Many previous MCAS accommodations now called
 - **Universal Accessibility Features**, available to *all* students on new computer- and paper-based MCAS.
 - **Designated Accessibility Features** can be given to *any* student at the discretion of the principal.
- ★ **Accommodations** available to *students with disabilities* and *English language learners*
 - "Nonstandard" accommodations are now called **Special Access accommodations**.

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Universal Accessibility Features (UF) available to *all* students

Computer	Paper
	Highlighter
Change background/font color	Colored overlays
Screen magnification/Zoom tool	Magnification device
Line reader tool	Tracking device/straight edge
Answer eliminator	Masking using blank card
Item flag/bookmark	Place marker
	Audio aids

Human read-aloud (or sign) selected words on Math or STE, as requested by student
Repeat/clarify test directions

Test administrator redirects student's attention to test

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Designated Accessibility Features (DF), for any student at discretion of Principal

Computer or Paper
Small group test administration (up to 10 students)
Individual (one-to-one) test administration
Separate location
Frequent supervised breaks
Seating in a specified area of room, including study carrel
Adaptive or specialized furniture or lighting
Familiar test administrator
Student reads test aloud to self
Specific time of day
"Stop Testing" policy: If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student's test materials. Student may sit quietly or be excused.

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Accommodations for Students with Disabilities (A)

Test Presentation	
Computer-Based	Paper-Based
Paper test , if unable to use computer	N/A
N/A	Large print test
Screen reader for student who is blind	Braille test
Text-to-speech/Human read-aloud	Human read-aloud for Math, STE
Human signer for Math, STE, and <u>test questions</u> only for ELA	
Test administrator helps student track test items	

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Accommodations for Students with Disabilities (Continued)

Response Accommodations	
Computer-Based	Paper-Based
ELA graphic organizer or Math/STE reference sheet for grades 3–8 (only those developed by ESE)	
	Human scribe for Math/STE (Note: 504 plan in place for fractured writing arm)
N/A	Answers recorded in test booklet
N/A	Typed responses (No transcription necessary)
	Monitor placement of test responses Braille writer, note-taker, or refreshable Braille display

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Special Access Accommodations for Students with Disabilities (SA) (formerly *Nonstandard Accommodations*)

Special Access Accommodations	
Computer and Paper	
Text-to-speech/Human reader for ELA	
Signing the ELA reading passages	
Scribe responses (or speech-to-text device) for ELA	
Calculator or other mathematics tool, device, or manipulatives on non-calculator session of Math	
Spell-checker for ELA	
Word prediction for ELA	

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Accommodations for ELLs (EL)

ELL Accommodations

Approved Bilingual Word-to-Word Dictionary or Glossary

Text-to-speech/human reader for Math and STE (in English)

Scribe for Math and STE

Grade 10 English/Spanish Mathematics Test or Retest, if enrolled fewer than 3 years

Read aloud/repeat/clarify test directions in student's native language, if native language speaker is available

"Stop testing" policy

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Resources Coming This Winter

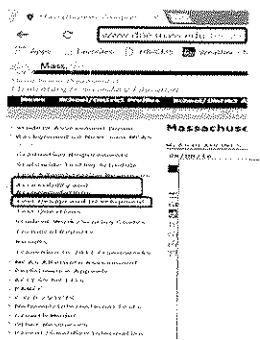
- ★ ELA and Mathematics practice tests: January 2017.
- ★ Short response and essay rubrics
- ★ Student tutorial to orient students to TestNav testing platform

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Resources Available: ESE Web Page



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Resources and Support

Specific web pages

- ★ ELA test design:
www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign
- ★ Mathematics test design:
www.doe.mass.edu/mcas/tdd/math.html?section=testdesign
- ★ Accessibility and accommodations:
www.doe.mass.edu/mcas/accessibility/

ESE Student Assessment Services

- ★ 781-338-3625
- ★ mcas@doe.mass.edu

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Questions & Answers

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EXHIBIT 1 -- ARTICLE 8.2 - PERFORMANCE OBJECTIVES

Balmer progress to Level 2 status

- a. The scores from the spring 2015 MCAS grade 4 scores will reflect a 5% increase in Proficient and Advanced in ELA and Math combined. (\$300)
- b. The scores from the spring 2016 MCAS grade 4 assessments will reflect a 5% increase in student performance rated at or above grade level as compared to 2015 an increase (TBD by June 1, 2015) in Proficient and Advanced in ELA and Math combined. (\$300)

	2014	2015	2016
ELA	39%	43%	49%
MATH	40%	39%	49%

By 2016, a 9% and 10% increase was achieved in both Grade 4 Math and ELA MCAS scores, despite the fact that Balmer’s Level status did not change.

District Curriculum Mapping

- a. By June 30, 2015, every course and subject will have a curriculum map including a pacing guide, standards, and forms of assessment located in the Atlas curriculum mapping system. (\$150)
- b. By June 30, 2016, activities and resources will be added to the Atlas curriculum mapping system. (\$150)

Mapping and accompanying lists of resources exist for all courses, grades, and subjects. However, some grades have their work in Google Drive rather than Atlas.

Improve Public Relations and Communications

- a. By June 30, 2016, the Superintendent will determine content and ensure production of 240 minutes of informational and promotional video will be created to air on Northbridge Cable, YouTube, RAMS blog, or other suitable outlets. (\$600)

240 minutes of air time has been achieved including episodes of “About the Valley”.

Expand Northbridge Career Academies

- a. By June 30, 2016 the Northbridge Career Academies enrollment for the 2016-17 school year will show an increase of 50% (TBD by September 1, 2014) over enrollment from the 2014-15 school year. (\$750)

Enrollment in 2014 included 41 students. We added 49 students in 2015 and 40 students in 2016 for a total enrollment of 130 students. We also created two additional academies.

Middle School Enhancement Plan

By June 30, 2016, the following school improvements will be implemented at NMS:

- a. A clearly articulated set of behavioral expectations for staff and students that will be consistently followed and implemented. The implementation of an electronic behavioral referral system will facilitate communication between the staff, administrators, and families. (\$150)

The SWIS behavior referral system has been implemented. The current PBIS program at NMS is very active.

- b. An afterschool program for students in grades 5-6 will be established. (\$150)

An in-house afterschool program was implemented in 2015. In 2016, Springboard began operation for students in grades 5-8.

- c. Support the establishment of a PTA/PTSA which will be operating by June 30, 2016. (\$150)

Although it is not an actual PTA organization, Mr. Zywiec formed a group of parent volunteers in the spring of 2016 led by Mrs. Wildfleur and Mrs. Bedigian. They have assisted in running book fairs and coordinating the Fall Family Fun Night.

- d. An alternative “Bridge” program will be started for 15 students in grades 7, 8, and 9 for project-based learning and community service learning. (\$150)

The Bridge Program transitioned to the high school in 2015-2016. This year, the teacher has moved back to the Middle School in the event that more students need this opportunity to transition again.

- e. An exclusive enrichment program will be implemented. This program will also provide opportunities for identified students to participate with some of the innovative programs at the HS (NASA, Systems Dynamics, Engineering, Art, DECA, Music, GIS). (\$150)

Some of the students have participated in random STEM activities with students from the Academies. Grade 8 students were allowed to choose their own electives. This year, students are participating in a “Pre-Art Academy” in Grade 8.

Total: \$2550

Another look at ELs in Northbridge Public Schools

ESL Team Members:
Cindy Bourgelas - NES
Kim Dadah - Balmer and 5th Grade
Patricia James - Grades 6-12

A few points to remember

- **A language other than English is spoken in the home**
- **Student who cannot access the curriculum without English as a Second Language Instruction**
- **Fastest growing segment of the educational system**

Another reminder

ESL Instruction is...

- **Separate from general education, but linked to the Common Core**
 - **as dictated by state and federal law**
- **Acceleration of academic achievement by focusing on academic language**
- **Requires a multitude of strategies in order to bridge between what is known and what is new**

Our numbers this year...

- **65 ELs (including 2 opt-out students)**
 - compared to 48 last year
 - 26 students at NES
 - 19 students in grades 2-5
 - 18 students in grades 6-12
- **Languages represented:**
 - Japanese, Spanish, Arabic, Portuguese, Dutch, Vietnamese, Creole, Gujarati, Twi, Cantonese, Laotian, Catalan (regional Spanish)

The Good News...

- **We have an additional ESL Teacher**
 - **service level has increased dramatically**
- **We have an ESL Instructional Assistant**
 - **provides push-in support for some of our ELs**
- **Twelve students were removed from ESL Services after last year's ACCESS results**
- **ESL Classes are now part of student schedules at NHS and students receive credit for them**
 - **NO gap in services**

The Challenges...

- **There are still gaps in what our students should be getting for services vs. what they do get**
 - **NES - approximately an hour per week/per student**
 - **Balmer - approximately an hour per week/per student**
 - **NMS - approximately 3 hours per week/per student**
 - **NHS - all service hours are being met**
- **The amount of time for collaboration with teachers is minimal**
 - **All hours are devoted to servicing students**
- **The state has made some changes...**

Changes From the State

- Increased the minimum scores for exiting ESL Services
 - An overall score of 5.0 is required, which now includes scoring a 5.0 in all four domains
 - MUCH more difficult for kids to test out
- Changed Preschool protocols
- Doubled the number of years we have to monitor students

What Next?

- **One ESL Teacher per building**
 - **Meet every student's ESL service needs**
 - **Allows time for collaboration beyond our team**
 - **Facilitates the ability to focus on specific grades**
 - **Moves us toward the development of a cohesive district ESL Program**

The common thread:

All of these set our kids up to SUCCEED

Any Questions?



Thank you for your time!

2017-2018 Program of Studies Updates / Course Selection

Proposed courses to be added for 2017-2018

Fine & Applied Arts

- Health and Wellness 1 (2.5 credits)
- Health and Wellness 2 (2.5 credits)
- Health and Wellness 3 (2.5 credits)
- Health and Wellness 4 (2.5 credits)
- Ceramics 3
- Ceramics 4
- Photography 2
- Senior Academy Seminar

Science

- Anatomy & Physiology CP
- Geographic Information Systems
- Advanced GIS
- Biotechnology

Social Studies

- Facing History & Ourselves

SEQUENCE OF ENGLISH COURSES

All students must take four years of English while enrolled at Northbridge High School to fulfill the 4-year graduation requirement.

Grade 9	Grade 10	Grade 11	Grade 12
		AP English Language & Composition	AP English Literature
English 1-Honors	English 2 - Honors	English 3 - Honors	English 4 - Honors
English 1	English 2	English 3	English 4
*English Concepts & Applications 1	*English Concepts & Applications 2	*English Concepts & Applications 3	*English Concepts & Applications 4

Note: A course marked with an asterisk* will be required if it is part of the student's Individual Education Plan and/or is recommended by the classroom teacher.

STUDENTS MAY ELECT:

Grade 9	Grade 10	Grade 11	Grade 12
-Broadcast Production 1 & 2 -Modeling Systems -Public Speaking -Theatre Arts 1 & 2	Any English Elective offered in Grade 9 and the following: -Creative Writing	Any English Elective offered -Advanced Broadcast Production -Go, Mr. Poe -Lit. on the Edge -Shakespearean Drama -Sports & Lit in Film	Any English Elective offered

Students may elect a course at the honors level even if they have not yet taken an honors level course in his/her program of studies.

SEQUENCE OF FINE AND APPLIED ARTS COURSES

*All students must take 5 credits of computer courses and 4 years (10 credits) of Health & Wellness courses while enrolled at Northbridge High School to fulfill the 4-year graduation requirement..
Student Athletes have the option to complete a waiver to replace PE with their chosen sports or Marching Band.*

STUDENTS MAY ELECT:

(Elective offerings may vary due to staffing or budget constraints)

Grade 9	Grade 10	Grade 11	Grade 12
ART: -Architectural Design -Art 1 -Art 2 -Ceramics 1 -Ceramics 2 -Sculpture	Any Elective offered in Grade 9 and the following: -Ceramics 3 -Ceramics 4	Any Elective offered in Grade 9 & 10 and the following: -Advanced Drawing & Mixed Media	Any Elective offered in Grade 9, 10 & 11 and the following: -AP Studio Art -Studio Art
MUSIC: -Concert Band -Concert Choir -Music Appreciation -Percussion Fundamentals	Any Elective offered in grade 9 and the following: -Music Theory 1 -Music Theory 2	Any Elective Listed	Any Elective Listed
BUSINESS: -Financial Literacy Money Matters -Intro to Marketing	Any Elective offered in Grade 9 and the following: -Accounting 1 & 2 -Advertising & Promotion -Entrepreneurship -Indiv. Business Concentration -Sports & Entertainment Mktg.	Any Elective Listed	Any Elective Listed
COMPUTER: -Computer Applications -Comp. Programming 1 & 2 -Digital Imaging -Exploring Computer Science 1 & 2 -Graphic Design 1 & 2 -Intro to Animation -Intro to Photography -Photography 2 -Web Page Design 1 & 2	Any Elective offered in Grade 9	Any Elective offered in Grade 9 & 10 and the follow: -AP Computer Science	Any Elective Listed
PE & HEALTH: -Health & Wellness 1	-Health & Wellness 2	-Health & Wellness 3	-Health & Wellness 4

SEQUENCE OF MATHEMATICS COURSES

All students must take four years of mathematics while enrolled at Northbridge High School to fulfill the 4-year graduation requirement.

Grade 9	Grade 10	Grade 11	Grade 12
Algebra 2-Honors	Geometry-Honors Or AP Statistics	Trigonometry-Honors Pre-Calculus 1-Honors	AP Calculus AB Or AP Statistics
Algebra 1-Honors	Geometry-Honors	Algebra 2-Honors	AP Statistics Or Trigonometry H & Calculus H Or Statistics H & Probability H
Algebra 1	Geometry	Algebra 2	Advanced Topics Math 1 & 2 Or Trigonometry 1 & Calculus
			Consumer Finance
*Mathematics Concepts & Applications 1	*Mathematics Concepts & Applications 2	*Mathematics Concepts & Applications 3	*Mathematics Concepts & Applications 4

SEQUENCE OF SCIENCE & TECHNOLOGY/ENGINEERING COURSES

All students must take three years of lab science classes while enrolled at Northbridge High School to fulfill the 4-year graduation requirement One year of Biology and Chemistry are required in order to graduate (may differ if on Engineering path).

Grade 9:	Grade 10:	Grade 11:	Grade 12:
Engineering the Future-Honors	Chemistry- Honors	Physics- Honors Physics	Students may elect from the list of course offerings below
Biology - Honors	Chemistry	Anatomy & Physiology-Honors	
Biology		Anatomy & Physiology	

Engineering Academy students should take Biology in 10 grade and Chemistry in 11th grade

STUDENTS MAY ELECT:

(Elective offerings may vary due to staffing or budget constraints)

Grade 9:	Grade 10:	Grade 11:	Grade 12:
-Architectural Design -CAD 1	-AP Biology -Botany -NASA-ICED -*Wildlife Biology 1	Any Science & Technology Course listed for Grade 9 & 10 -*AP Chemistry	Any Science & Technology Course listed for Grade 9-11 -*Advanced GIS -*AP Physics

		-*AP Environmental Science -Biotechnology -*Environmental Science -GIS -*Microbiology -*Pathophysiology -*Wildlife Biology 2	-Science Lab Technician
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****-Denotes qualification of a lab science***

SEQUENCE OF SOCIAL STUDIES COURSES

All students must take three years of social studies while enrolled at Northbridge High School to fulfill the 4-year graduation requirement. The required classes include World History, American Studies 1 and American Studies 2, or the equivalents.

Grade 9:	Grade 10:	Grade 11:	Grade 12:
World History Honors	Pre-AP US History Honors	AP US History	Any Elective Offered Below in Grades 10 & 11
	American Studies 1 Honors	American Studies 2-Honors	
World History	American Studies 1	American Studies 2	

STUDENTS MAY ELECT:

Elective offerings may vary due to staffing or budget constraints

Grade 9:	Grade 10:	Grade 11:	Grade 12:
	-Eastern Cultures -Western Cultures	Any course Listed in Grade 10 and/or: -Citizenship in Action -Homeland Security -Law -Facing History & Ourselves -Psychology	Any electives Offered in Grades 10 & 11 -AP Government & Politics -AP Psychology

SEQUENCE OF WORLD LANGUAGE COURSES

Students must take a minimum of two years of a language sequence at the high school level (a minimum of 10 credits) as recommended by the Massachusetts Board of Higher Education as minimum standards for admission to the Commonwealth's four-year public institutions. Three years of a language is highly recommended. Languages are full-year courses and must be taken chronologically.

Grade 9:	Grade 10:	Grade 11:	Grade 12:
French 1 Honors	Students May Elect Any	Students May Elect Any	Students May Elect Any

French 1 Spanish 1 Honors Spanish 1	Grade 9 Course Offering French 2 Honors French 2 Spanish 2 Honors Spanish 2	Grade 9 and/or Grade 10 Course Offering French 3 Honors French 3 Spanish 3 Honors Spanish 3 Spanish 4 Honors Pre-AP Spanish 4 Honors	Grade 9, 10 or 11 Course Offering AP Spanish Language & Culture
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2017-2018

**NORTHBRIDGE HIGH SCHOOL
PROGRAM OF STUDIES**



NORTHBRIDGE HIGH SCHOOL



Aaron Katz, Guidance Director
Catherine Green, Guidance Counselor
Lauren Hubbell, Guidance Counselor

427 Linwood Avenue, Whitinsville, MA 01588
(508) 234-6221 FAX (508) 234-0802
www.nps.org

Paul Collins, Psychologist
Jenna Damato, Adjustment Counselor

Dear Students and Parents/Guardians:

Welcome to the 2017-2018 school year. Northbridge High School's *Program of Studies Guide* is an important resource designed to help you make informed decisions regarding your selection of courses. Please review this carefully before selecting classes for the 2017-2018 academic year. When choosing courses, prerequisite requirements are strictly adhered to and teacher recommendations are final.

**Any appeal for a course change must be done through the principal and will require a joint meeting with student, parent(s)/guardian(s), content area teacher and guidance counselor.

Here are some strategies that you will find helpful as you prepare for the next school year:

Read ... the *Program of Studies Guide* from cover to cover. Each page is full of helpful information and strategies for selecting a program of study. You will want to make note of any prerequisites, course levels, course descriptions, etc.

Utilize...the sequence of course options found at the beginning of each academic discipline so that you may plan for your high school years.

Review...the information together – students and parents – and ask questions of guidance counselors and teachers. Informed decisions make for good choices.

Select...the appropriate courses based on your personal and academic needs, not those of your friends. Course placement will be determined by a number of factors including previous grades, standardized test data, and teacher recommendations.

Explore...*The Program of Studies Guide* offers challenges, opportunities and new learning adventures.

We are confident that this selection process will be the start of a personally enriching and successful high school experience. We invite you to visit with us personally, via e-mail, phone calls or by visiting our NHS website at www.nps.org.

Sincerely,
The Northbridge Guidance Department

Accredited by the New England Association of School and Colleges (NEASC).

It is the policy of the Northbridge Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity, age or disability in its education programs, services, activities or employment practices.

Northbridge High School

Mission Statement and Expectations for Learning

The mission of the Northbridge High School Community is to provide an educational experience committed to high expectations and diverse learning opportunities for all students. Northbridge High School honors tradition and embraces change and innovation. Together, we encourage Responsibility, Achievement, Mutual respect and Service.

Expectations for Student Academic Performance

Northbridge High School students will:

1. Read, write and communicate effectively
2. Think critically and engage in problem solving
3. Work independently, collaboratively and creatively
4. Utilize appropriate technologies

Expectations for Student Social Performance

Northbridge High School students will:

1. Participate in a variety of school and community activities
2. Accept responsibility for choices and actions
3. Treat everyone with respect and appreciate diversity

Expectations for Student Civic and Economic Performance

Northbridge High School students will:

1. Develop an understanding of the democratic process and its resulting civic responsibilities
2. Develop economic responsibility and management strategies

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CLASS RANK

Northbridge High School **does not** calculate class rank for the purposes of reporting to colleges or other outside agencies. An internal rank is available with the Building Principal and/or Guidance and is used solely to determine Valedictorian and Salutatorian for graduation festivities.

GRADE POINT AVERAGE

A weighted Grade Point Average will be determined for all Northbridge High School students. The Grade Point Average (GPA) will be based on final grades received in all classes. GPA will be calculated at the end of every school year and after the first semester of senior year. Weight shall be given to honors level and Advanced Placement classes according to the following scale:

GPA Conversion/Weighted Grade Values

<u>Numeric</u>	<u>Alpha</u>	<u>AP</u>	<u>Honors</u>	<u>CP & CP 2</u>
100-97	A+	5.3	4.8	4.3
96-93	A	5.0	4.5	4.0
92-90	A-	4.7	4.2	3.7
89-87	B+	4.3	3.8	3.3
86-83	B	4.0	3.5	3.0
82-80	B-	3.7	3.2	2.7
79-77	C+	3.3	2.8	2.3
76-73	C	3.0	2.5	2.0
72-70	C-	2.7	2.2	1.7
69-67	D+	2.3	1.8	1.3
66-63	D	2.0	1.5	1.0
62-60	D-	1.7	1.2	0.7
59-0	F	0.0	0.0	0.0

CLASS STANDING CREDITS

A student transitions to the next grade level if he/she has earned cumulative credits and has the potential to earn total credits required for graduation in his/her identified class. Students will be placed on grade level probation, and identified as repeating a grade, if they are unable to attain the required number of cumulative credits for graduation in the current class. All students are provided with adequate opportunity to fulfill these requirements.

CREDIT DISTRIBUTION AND GRADUATION REQUIREMENTS

Core Curriculum

English	20.0
Fine & Applied Arts	
Computers	5.0
Health & Wellness	10.0
Mathematics	20.0
Science	15.0
Social Studies	15.0
Elective Distribution Credits	<u>35.0</u>
	120.0 Total Credits

To be eligible to receive a diploma, all students must fulfill the requirements of the Massachusetts Comprehensive Assessment System (MCAS) testing and the Northbridge High School; specifically 85 credits in core disciplines; 35 credits of electives, which are offered in all areas. Our Program of Studies is progressing towards being 100% aligned with the recommended Department of Elementary & Secondary Education (DESE) MassCore.

COMMUNITY SERVICE HOURS GRADUATION REQUIREMENT

Initiating with the Northbridge High School (NHS) Graduating Class of 2017, all students will be required to complete twenty (20) hours of community service as a graduation requirement compiled over a four (4) year (or more) period of time. Hours can be accumulated in any increment over that period of time. For example, 5 hours per year times 4 years equals 20 hours, 10 hours times 2 years equals 20 hours, etc. Students can use athletic, National Honor Society, or any other NHS club or organizational community service hours to fulfill this requirement. Service hours can also derive from community organizations, places of worship, or similar institutions. Students who enter NHS after their Freshmen year will have their hours pro-rated, i.e. entering NHS as a Junior equals 10 hours to fulfill the requirement. NHS will also provide yearly opportunities for service hours for students who have limited access to this requirement. All hours will be documented in NHS' Advisory Block by the Advisory Supervisor.

COURSE LEVELS

All curricular offerings are designed to challenge a student to excel to the best of his/her ability. The school recommends placement decisions based on standardized testing results, past academic performance, student interest, teacher recommendation, and parental request. Students are placed in levels where they will meet with the greatest potential for success. Placement levels may vary in different subject areas; and, it is very common for students at the high school level to be placed appropriately at both the College Prep or Honors level which is determined by a student's individual strengths and targeted areas for growth. For example, a student may be placed in College Prep English and an Honors Mathematics course. Curricular offerings are developed in concert with state and national frameworks with a focus on technology integration, writing across the curriculum, and presentation.

Four levels of coursework are offered: **Advanced Placement, Honors, College Prep and Enrichment.** All students are given a course expectation sheet for each course that includes grading rubrics, materials, and overall requirements in order for all students to meet with success.

Advanced Placement (AP) courses afford students the opportunity to earn college credit while still in

high school. These courses are the most rigorously challenging in the curriculum. Maximum initiative and extensive independent work are essential for success. Summer assignments may be used to assist students in preparation for these courses. To receive Advanced Placement course credit, students are required to take the College Board AP exam in May. AP Students are expected to attend one Saturday Study Session per course, hosted at NHS.

On average, AP students can expect *at least* one (1) hour or more of study or activity to reinforce the day's lesson and/or prepare for the next class session. Advanced Placement courses are identified by a course number ending in **5**.

Honors courses are suggested for students who have demonstrated outstanding achievement in the subject area. Honors students must be able to demonstrate advanced competencies in reading, writing, speaking, comprehension, research, and applications skills. Curriculum and instruction focuses on deeper student understanding of important ideas, skills, concepts, and knowledge rather than on covering a wide array of material (depth of understanding vs. breadth of knowledge). Honors courses present material at an accelerated and rigorous pace. Students who elect Honors courses must be self-directed learners who will work to improve their abilities to analyze, synthesize, and evaluate complex material within the subject area. Honors courses are identified by a course number ending in **2**.

To qualify for an Honors course, students must demonstrate potential for success through achievement in that subject's foundation courses. On average, Honors students can expect up to one (1) hour of study or activity to reinforce the day's lesson and/or to prepare for the next class.

****All other courses not designated as AP or Honors are considered College Preparatory courses.***

College Preparatory courses are designed to prepare students for two-year and four-year college programs. Students who enroll in College Prep courses must have demonstrated competencies in reading, writing, speaking, comprehension, using concepts, and study skills. Students are expected to become active, self-directed learners who will work independently and cooperatively. These students will be challenged to focus on gaining a deeper understanding of more complex ideas, theories, and advanced skills and concepts.. All College Prep level courses are identified by a course number ending in **1**.

Enrichment (non-weighted) This level of study permits a student to expand his/her learning horizons, accept a personalized challenge in an uncharted area, explore an occupational possibility, initiate a career pathway, or merely investigate an intriguing topic. This level enables all students to set high academic expectations for them by becoming self-directed learners.

This level of study allows a student the opportunity to elect course(s) without affecting the student's grade point average (GPA). Students may elect one (1) half-year course each semester or (1) full year course. The total enrichment credits awarded may not exceed 5.0 in any one school year. Any course taken at the Enrichment level will appear on the student's transcript along with the grade, which is issued, consistent with our grading values.

Students are expected to meet any course prerequisites. Students who enroll in a course at the Enrichment level are held to the same expectations as all other students in that course.

To schedule an Enrichment course, a student must complete an application form *prior* to enrollment. The application form will be made available through guidance at the time we begin the scheduling process. This option is available to 11th and 12th grade students. The time-frame for designating a course at the "Enrichment" level must be made prior to the issuance of the 1st progress report in that course. All

courses designated as “Enrichment” are subject to the same policies as any other course at any other level.

STUDENT SUPPORT SERVICES

Northbridge High School offers support services to all students. The purpose of these services is to provide for a successful transition and experience throughout his/her high school years and to work proactively to address issues that may otherwise impede a student’s growth and progress.

PSYCHOLOGICAL & COUNSELING SERVICES

School Psychologist

Our district school psychologist provides health and psycho-educational services such as testing, evaluation, consultation and counseling. Students will also have access to the school psychologist who helps students with issues around crisis intervention, student advocacy, adjustment to high school, substance abuse, and other pertinent adolescent issues. The school psychologist is a member of the Early Intervention Team (EIT).

School Adjustment Counselor

Our school adjustment counselor is accessible to students who require help with conflict or crisis intervention, student advocacy, adjustment to high school, substance abuse, and other pertinent adolescent issues in a confidential setting. The school adjustment counselor can help facilitate the referral process for outside counseling and school-based counseling services. The school adjustment counselor works closely with administrators, teachers, school and community health professionals to provide short-term counseling interventions and consultation, in hopes of refocusing students to their learning. The short-term counseling interventions may include individual and group counseling. Groups will be skill-based and focus on psychoeducation per the needs of the student body.

English as a Second Language (ELL)

This course is designed to advance English language development and promote academic achievement by strengthening social and academic language in listening, speaking, reading, and writing. Focus is also given to academic habits of thinking, standards that cut across all content areas, and cultural knowledge. This class is for students who qualify for English Language Learner services in accordance with guidelines set forth by the Massachusetts Department of Elementary and Secondary Education.

HEALTH & WELLNESS CENTER

The Health & Wellness Center is staffed by a full time registered school nurse. The school nurse provides a full range of health care services during the school day including, but not limited to student dismissals from a school day, planned disbursement of prescribed medicine, mandatory health screenings and substance abuse/use assessments. The school nurse is a member of the Student Support Team (SST).

EARLY INTERVENTION TEAM (EIT)

This Team will assist in identifying students who may require additional support in areas such as academic, behavioral and/or social-emotional. Meeting as needed, the team’s proactive approach is designed to develop strategies to meet the needs of individual students. Any faculty or staff member may refer students to the EIT by completing the referral form.

EXTRA HELP SESSIONS

Teachers are available after school to provide help and assistance to students. All teachers will announce and post their extra help days in their classroom. Teachers may assign extra help sessions to students

whenever they feel the student is not working at his/her full potential or whenever absences are impacting overall performance. These sessions often provide the student with the one-on-one support and remediation necessary for him/her to attain a grade that is reflective of his/her personal academic best. Students with grades below 65 in a core class are required to attend extra help sessions.

SAT EVENING PREP PROGRAM

An eight-week SAT prep (separate nights for critical reading/writing and mathematics) may be offered during the spring semesters just prior to the May test dates. The classes would be two hours in length each night. Students will be required to pay a fee for these classes.

CREDIT RECOVERY COURSES

Credit recovery courses are designed to give students, typically seniors, who have lost credits, and are in danger of not graduating, additional options for recovering some or all of the credits they need to reach the credit requirement for graduation. Each course is 2.50 or 5.00 credits. Classes may be Pass/Fail and a fee will be charged.

SPECIAL EDUCATION SERVICES

The Special Education mission is based on the individual needs of the students and is aligned with School and State guidelines. Each student with appropriate assistance based on his or her Individual Education Plan (IEP) will:

- Develop a sense of self-worth and accomplishment through academic success
- Meet his or her needs through multi-modal approaches learning to compensate for weaknesses and identify strengths within the appropriate setting
- Be competent in his or her abilities to be successful in school and life
- Foster a sense of participation to be an active member of the community
- Obtain skills necessary to achieve independence and be productive members of society
- Develop a transition plan from grade to grade and post-high school education or employment opportunities

The Special Education department is committed to assist all students to reach their potential as individuals.

INTERVENTION BLOCKS

R6013 ENGLISH LANGUAGE ARTS CONNECTIONS

5.0 Credits

This course is designed to provide direct, small-group support for students in ELA classes who are struggling to achieve mastery on their grade-level ELA standards. Basic objectives of ELA intervention are focused on closing the gap between the student's present level of performance and the level of performance needed to be successful in ELA. Instruction focuses on increasing student reading comprehension, increasing writing skills and organization, and improving proficiency on the ELA standards. The goal for this course is to help students achieve ELA success by intensively targeting standards that each student is struggling with based on data from individual standards-based assessments.

R6014 MATH CONNECTIONS

5.0 Credits

This course is designed to provide direct, small-group support for students in math classes who are struggling to achieve mastery on their grade-level math standards. This course includes a well-sequenced program of instruction that logically builds on existing skills and periodically returns to previously mastered skills to ensure maintenance, demonstration of correct and incorrect responses, and substantial opportunity to practice performing newly learned skills with direct support (especially immediate corrective feedback) followed by more independent practice. The goal for this course is to help students achieve math success by intensively targeting standards that each student is struggling with based on data from individual standards-based assessments.

NORTHBRIDGE ALTERNATIVE EDUCATIONAL PROGRAM

The mission of Northbridge High School's Alternative Education Program (NAEP) is to give students in need the chance to succeed academically, behaviorally and socially/emotionally. Students in the program will be given the opportunity to access individualized supports as needed throughout the school day. The program is supported by a school adjustment counselor, a special educator and behavior technicians.

NEW HORIZONS: INTENSIVE SPECIAL NEEDS PROGRAM

The classroom is a substantially separate resource room that supports students in grades 9-12 as well as post graduates who have disabilities that affect their ability to be fully included in a general education classroom. The program provides the appropriate setting for students to work on measurable goals based on their individual education plans. The focus of our classroom is on the academic, communicative, emotional, social and physical well-being of students within the public school setting. The program allows for students to build and master life skills with collaboration with families/caregivers, para-professionals, therapists, counselors, teachers and administration. We are providing opportunities for students to become successful members of society.

SCHOOL-BASED SPEECH LANGUAGE PATHOLOGIST

Speech and language pathologists promote the development of communication within the educational environment through remediation or improvement of communication and swallowing disorders. Services are provided through direct individual and small group pull out treatment, classroom inclusion, and consultation with educators and family members of the students. Speech and language pathologists focus on prevention, improvement, and correction of disorders in: articulation, fluency, voice, receptive language, expressive language, cognitive communication, swallowing, hearing, social pragmatics, and communication modalities.

GUIDANCE

The Guidance Program at Northbridge High School helps you to prepare for higher education and meaningful employment. Guidance Counselors reinforce the personal and social skills needed for the many responsibilities of citizenship and adulthood. They provide a wide range of services including course selection and program planning, college choice/application, career planning, decision-making, student advocacy and character education. Counselors will see you individually, in small groups, and in the classroom. They host and facilitate parent workshops in college admission and financial aid, are an integral part of student service programs and school initiatives, and they are an important resource for teachers, parents, and the school administration. Guidance Counselors help you to gain personal independence and to take responsibility. They help you to set appropriate goals, to solve problems, and to make good decisions. You will work with your counselors on personal, social/emotional, education, and

career issues.

Naviance/Family Connection, the web-based college, career, and communication network links students and families with the resources and information necessary for academic and postsecondary planning. All students and parents are given a Naviance/Family Connection account, and are encouraged to check it often. Through Naviance, the Guidance Department provides comprehensive information on all matters relating to academic and vocational success. Department forms, news and events, scholarship and award opportunities are regularly updated and serves as an essential communication tool for families.

At all grade levels counselors will:

- Assess the appropriateness of your placement
- Monitor your overall academic and developmental progress
- Review past school performance
- Assist you in setting short and long term goals
- Communicate with your parents if you are experiencing difficulties
- Identify if you may need support services
- Explore your interests and activities
- Coordinate the dissemination of scholarships/awards information
- Serve as immediate support and intervention personnel and as referral agents
- Schedule parent/teacher conferences as needed

MASSACHUSETTS STATE COLLEGES AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

The admissions standards for the state colleges and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

FRESHMAN APPLICANTS

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application

Applicants must also submit an SAT or ACT score (directly from collegeboard.org or actstudent.org).

ACADEMIC COURSE REQUIREMENTS

Sixteen college preparatory courses distributed as follows are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

- English: 4 courses
- Mathematics: 4 courses (Algebra 1 & 2 and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school
- Sciences: 3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering) including 3 courses with laboratory work
- Social Sciences: 2 courses (including 1 course in U.S. History)
- Foreign Languages: 2 courses (in a single language)

-Electives: 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

MINIMUM REQUIRED GRADE POINT AVERAGE (GPA)

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

State College GPA
3.0

University GPA
3.0

SAT SCORES

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state college or UMass within three years of high school graduation. If an applicant's GPA falls below the required minimum, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state colleges or UMass.* Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state colleges and to the University of Massachusetts at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

For more information and to view the sliding scale please visit:

www.mass.edu/forstudents/admissions/admissionsstandards.asp

SCHEDULE CHANGE PROCEDURE

ADD/DROP PERIOD

It is encouraged that students solidify their schedules prior to the start of the school year; but it is understood that circumstances may occur that will require change. Students must make the schedule changes via email or by appointment prior to each semester. **There will not be an add/drop period.** A level change during a term may be permitted if approved by the classroom teacher and a parent/guardian.

SUMMER SCHOOL POLICY

ELIGIBILITY

Students may earn credit for a failed course by attending summer school. Students must receive a minimum average of 50% in the course failed. Written documentation of the summer school program attended will be required if the student attends a program outside of the Northbridge High School District.

SCHOOL TO CAREER CONNECTIONS

Northbridge High School offers you an opportunity to participate in a variety of school to career connected activities. These programs enrich the high school experience and provide career, academic, service, and self-directed opportunities. Additionally, these programs offer you an experience with the same academic rigor, expectations and diverse learning opportunities as stated in our mission statement. These opportunities are available if you are in grade 12 and with prior approval if you are in grade 11. You are awarded enrichment course credit. You must complete an application and all necessary forms and receive approval from the principal for participation in any of the activities listed below. Application for participation does not guarantee acceptance. Any off campus experience will require parental consent and

completion of the district's extracurricular form prior to participation. You are required to provide your own transportation.. No more than 5.0 credits will be awarded in any one school year for successful completion of enrichment level school to career connection experiences.

G6021 FLEX WORK STUDY

2.5 Credits

Northbridge High School is committed to providing you with varied opportunities to explore and expand your post-high school options by encouraging your participation in career-oriented opportunities. This program allows you to earn elective credits through a structured work-study program at an approved off-campus work site. Information regarding this program and the process by which you may apply to participate is available in the guidance office. All applications must be approved by Administration.

G6041 NORTHBRIDGE ELEMENTARY SCHOOL TUTOR

2.5 Credits

The Tutoring program is intended to allow you to help support, educate, and guide elementary level students in a classroom setting or in a one-to-one relationship. Students interested in a career in education or related fields are given the opportunity to assist a teacher in a classroom and/or mentor individual students at the Elementary and Balmer Schools. Information regarding this program and the process by which you may apply to participate is available in the guidance office.

G6051 PEER TUTOR

2.5 Credits

The Tutoring program is intended to allow you to help support, educate, and guide students in a classroom setting or in a one-to-one relationship. If you wish to become a tutor, you should possess a willingness to help other students and a sensitivity to their needs. No more than 2.5 credits per semester is allowed per student, with the permission of the building Principal.

D1000 ADVISORY

1.25 Credits

Our Advisory program is based on the belief that students need the opportunity to develop trusting relationships with adult educators, and that doing so benefits students in a variety of ways. Advisory will be a small group, supportive classroom setting for students to connect with peers and teaching staff to proactively address the needs of the students. The NHS vision is to build relationships between students and faculty to help students achieve attainable academic and behavioral goals and to improve the school's community. Students will earn 1.25 credits for this course on a pass/fail basis. The NHS attendance policy will apply to this course. The guidance department will assign all students to an advisory that they will remain in for all four years of high school. Requests to change sections will only be granted by the high school Principal.

G8001 AP ACADEMIC CONNECTION

1.25 Credits

In order to support you with your AP course load, juniors and seniors enrolled in at least two (2) AP courses may enroll in an AP Academic Connection (limit one per semester). The primary goal for this time is for you to engage productively in academic/curriculum related activities. You must adhere to the guidelines in order to remain in this course. A teacher will be available to monitor students and will take place in a classroom setting.

G6061 LIBRARY ASSISTANT

1.25 Credits

Students enrolled in this program will assist the Library Media Specialist. You will be taught how to perform various library activities such as checking books in and out, shelving returned books, processing new books and maintaining organization in the Media Center. You will also assist students with the selection of appropriate reading and research materials. Students interested in taking this course must obtain approval from their guidance counselor and the Library Media Specialist prior to enrollment of the course.

INDEPENDENT & OUTSIDE LEARNING OPPORTUNITIES

INDEPENDENT STUDY PROGRAMS – AP, HONORS, CP

2.5/5.0 Credits

You may request a meeting with your counselor to discuss possible independent study options. This option may be appropriate for you if you have a specific academic interest and have taken all available related courses. An application may be obtained through guidance and the supervising teacher, the department chairperson, and the principal must approve all independent study programs prior to scheduling.

DUAL ENROLLMENT/ 12TH YEAR COURSES – AP, HONORS

Qualified high school students can earn both high school and college credit through enrollment in approved post-secondary study. AP credit will be awarded if this course description and expectations exceeds those levels of study offered by Northbridge High School in the content area and is equivalent or greater than an AP level class. Dual Enrolled students need to be enrolled in at least 3 courses for both semesters in order to participate. To be athletically eligible, per MIAA regulations, you need to pass 4 courses per semester. If you are interested in dual enrollment, you should see your guidance counselor.

ELIGIBILITY:

- You must be in your junior or senior year of high school
- You must have a “B” Average or higher, be recommended by your principal, teachers, or guidance counselors and have written approval of your parent/guardian, and be pre-approved for credit at a specified level before beginning any coursework
- You must be placed in college course after taking a College Placement Test
- All related costs for dual enrollment are the responsibility of the student/parent/guardian
- You will receive credit towards graduation for any approved and successfully completed course

VIRTUAL HIGH SCHOOL – AP, HONORS, CP

2.5/5.0 Credits

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with others from a wide variety of ethnicities, backgrounds and geographic locations. These opportunities are available to you through the Virtual High School (VHS) program. VHS courses are also the wave of the future in preparing students for college and a great way to learn more about a specialized area of interest. VHS courses are for independent learners that are self-motivated and in good academic standing. Students may visit www.govhs.org for a full list of courses available. Seats are limited and students must apply early. Students may take a VHS course in addition to their regular schedule or have the course scheduled into their school day. It is preferred that students have internet access from home but not required. For more information and to obtain an application please see the VHS coordinator or your guidance counselor.

NORTHBRIDGE CAREER ACADEMIES

-<https://sites.google.com/a/nps.org/nhsacademies/>

- Choose from one of seven Academies
- Begin by meeting with your High School Advisor this spring
- Spend time shadowing other high school students this spring who are participating in current programs
- Attend a free, three-week career exploration program (SCIP) that will give you credit toward graduation
- Create an Individual Learning Plan, which outlines course options based upon your interests

SCIP SUMMER PROGRAM

2.5 Credits

Students will participate in a three week program that includes exploration of college and career options, while becoming familiar with the high school, Naviance, and course trajectories. Students will complete a research project on a career to present to an audience upon program completion.

ART ACADEMY

The Northbridge Fine Arts Academy offers a program of study that allows students to explore 2D and 3D art forms at high academic rigor, explore career opportunities, and develop a professional grade portfolio for display and college acceptance. The Fine Arts Academy offers students the opportunity for self expression while refining flexibility, planning, creativity, and real world problem solving skills. As part of the Fine Arts Academy upperclassman will participate in a mentorship program with students in the middle school who also share an interest in the arts. Students will also gain exposure and widen their understanding of art and culture through museum visits, meeting and talking to professionals in the field, community service opportunities, and subject specific college visits. Upon program completion students will have a portfolio that adheres to AP college board standards, experience displaying their work, an understanding of the art world both historically and today, and skills that apply to careers in any field.

BUSINESS ACADEMY

The Northbridge Business Academy is committed to providing students with the business knowledge, communication and technology skills necessary to excel in college and the workplace. The program will provide students with a rigorous, dynamic and interpersonal academic and project-based business program, with a culminating capstone which will foster critical and creative thinking relevant to today's business environment. Contact the Department Chairperson for more information on this innovative and exciting program.

COMMUNICATIONS ACADEMY

Computer Pathway: Students interested in a computer-based career field will have a faculty advisor to help guide them to the career of their choice. Students with an interest in Graphic Design, Programming, Animation, Game Design, Web Design, Photography (and more) will be given individual programs of study to bolster their content knowledge for further preparation for college or career. Students will maintain a 75% average in all of their computer courses to stay within the academy. They will complete an online portfolio project to be started freshman year and finished senior year. Field trips, guest speakers and college visits may be part of the program.

Broadcast/Media Pathway: The Communications Academy is also for students thinking of entering the television and broadcast career world. Students will explore different areas of broadcast such as broadcast journalism, short film and music videos. Students will have the opportunity to learn the different jobs and roles in the broadcast field: namely, directing, editing, videography, sound and on-air talent. The Broadcast Academy is very hands-on and student-centered. Students will participate in the

filming of school events as well as class projects, many of which will be shown on local cable as well as the school. The class is also taught by a former Television Broadcast News Producer who has worked all over New England. Students will learn the skills needed to succeed in the broadcast world from someone who has been there first-hand.

ENGINEERING ACADEMY

Northbridge Engineering Academy offers a comprehensive list of courses that enable our students to explore different areas of engineering and geospatial technology. Engineering and Technology is one of the few industries where job openings still outnumber applicants, and the majority of employees earn at least a six figure salary. These are some of the reasons that we ask you to join us on an exciting, dynamic path where you Engineer your own Future. If you enjoy learning how and why things work, a hands-on learning environment, developing new solutions to the world's problems, studying the environment, and making a global difference, then the Northbridge Engineering Academy is for you!

HEALTH SCIENCE ACADEMY

The integration of rigorous academics, inquiry-based science instruction, and applied learning laboratories for developing and strengthening students' science, math, and literacy skills will create an environment within which students can master the multi-dimensional abilities required of them for success in college and a career in the health sciences. The goal of the program is to expose our students to a variety of laboratory based courses that promote active engagement in content material. Courses are intended to expose students to the many options within the health sciences such as; medicine, bioengineering, genetics, veterinarian, wildlife rehabilitation/biology, forensics, botanist; in the hopes of fostering their interest in pursuing a career in a Health Science field.

JUSTICE ACADEMY

For students wishing to pursue a career in the social sciences; namely, law enforcement, political science, homeland security, psychology, or history. Students will engage in a rigorous, dynamic, and interpersonal academic and project-based programs, with the opportunity to earn a certificate of achievement and recognition at graduation for your work in the academy. Students have opportunities to network and gain real-world experience in their fields of interest. Examples are attending the Social Studies Department field trips and guest speakers as freshmen. These include, but are not limited to visiting the courthouse while in session, and meeting local and state representatives, as well as local law enforcement personnel. By their junior year they have an opportunity to participate in Student Government Day at the State House.

HONORS ACADEMY

To provide exceptional and well motivated students with an opportunity to participate in a sequence of sophisticated, advanced courses throughout their four years at Northbridge High School. In the Northbridge High School Honors Academy, students will pursue personal excellence in academics while maintaining and excelling in a rigorous course load. In order to align with Northbridge High School's Advanced Placement courses, there will be a focus on mathematics, science and English. The goal of the honors academy is to have each member complete a minimum of three career AP level courses throughout their four years.

B6114 SENIOR ACADEMY SEMINAR

2.5 Credits

****Prerequisite: Any Senior Member of an Academy***

Senior Academy Seminar is a comprehensive and mandatory course for all 12th grade students enrolled in an academy program. The Senior Academy Seminar is an opportunity for high school seniors to demonstrate their knowledge, and skills, achieved thus far in school. The topic or project they choose to explore will be completed independently either with the guidance of an outside mentor, or in a workplace internship either internal or external. The project will be presented to a public audience as part of a Senior Academy Fair. The Senior Project makes an intellectual and personal bridge between high school and the world beyond. All students will create a Digital Portfolio using Google Sites to document their hours, tasks completed, journal reflections, research, internship activities, etc.

CO-CURRICULAR CONNECTIONS

Northbridge High School is pleased to offer students the opportunity to participate in co-curricular programs. These extended classroom offerings provide students with experiences that enrich the curriculum, engage them in individual and team activities, reinforce the academics, expand their personal areas of interest, and provide competitive arenas for their particular area of interest. Co-curricular offerings will vary depending upon the level of students' interest from year to year and funding. We are always eager to increase our students' opportunities and welcome suggestions. In addition to the co-curricular and athletic programs, Northbridge High School offers students' participation in a variety of social & community service events throughout the school year.

ACADEMIC

National Honor Society

ENGLISH

Community Service Corps, Broadcast Academy, Drama Club

FINE & APPLIED ARTS

Business: DECA, RAMS Stand, National Business Honor Society

Music: Concert Band, Concert Choir, Jazz Ensemble, NHarmonics, Northbridge Marching Rams, Tri-M
(National Music Honor Society)

Art: National Arts Honor Society

Other: Yearbook, Computer Academy

HEALTH & WELLNESS

Intramural & Athletic Programs, Ski & Snowboarding Club, Weightlifting Club

SCIENCE & TECHNOLOGY

Science Club (NEAG), Engineering Academy, Health Sciences Academy

SOCIAL STUDIES

Justice Academy, History Club

SOCIAL SCIENCE, SERVICE & LEADERSHIP

Class Officer Teams, Principal's Advisory Council, Student Council, School Council

WORLD LANGUAGES

World Language Club

(ALL CLASSES ARE SUBJECT TO CHANGE IF STAFFING AND/OR ENROLLMENT ISSUES ARISE)

ENGLISH DEPARTMENT MISSION STATEMENT

The English Department gives students the tools to become effective readers, writers, speakers, and listeners. Students will read and respond critically and analytically to a variety of classical and modern works of literature, write proficiently in standard English, persistent and persuasively to an audience, and listen and respond constructively to the opinions of others. Students will engage in interconnected instructional activities, including technology and media, that will encourage them to become competent communicators.

SEQUENCE OF ENGLISH COURSES

All students must take four years of English while enrolled at Northbridge High School to fulfill the 4-year graduation requirement.

Grade 9	Grade 10	Grade 11	Grade 12
		AP English Language & Composition	AP English Literature
English 1-Honors	English 2 - Honors	English 3 - Honors	English 4 - Honors
English 1	English 2	English 3	English 4
*English Concepts & Applications 1	*English Concepts & Applications 2	*English Concepts & Applications 3	*English Concepts & Applications 4

Note: A course marked with an asterisk* will be required if it is part of the student’s Individual Education Plan and/or is recommended by the classroom teacher.

STUDENTS MAY ELECT:

Grade 9	Grade 10	Grade 11	Grade 12
-Broadcast Production 1 & 2 -Modeling Systems -Public Speaking -Theatre Arts 1 & 2	Any English Elective offered in Grade 9 and the following: -Creative Writing	Any English Elective offered -Advanced Broadcast Production -Go, Mr. Poe -Lit. on the Edge -Shakespearean Drama -Sports & Lit in Film	Any English Elective offered

Students may elect a course at the honors level even if they have not yet taken an honors level course in his/her program of studies.

ENGLISH COURSE DESCRIPTIONS

E1012 ENGLISH 1 - HONORS

5.0 Credits

In this course you will read a variety of both literary and non-fiction texts, including informational non-fiction. Through reading, analyzing, researching, and writing, you will become knowledgeable about history, cultures, and literature. Fundamental grammar and research skills also will be emphasized. You are expected to complete a substantial amount of independent reading and analysis outside of the classroom.

E1011 ENGLISH 1

5.0 Credits

In this course you will read a variety of both literary and non-fiction texts, including informational non-fiction. Through reading, analyzing, researching, and writing, you will become knowledgeable about history, cultures, and literature. Fundamental grammar and research skills also will be emphasized.

E2012 ENGLISH 2 - HONORS

5.0 Credits

This course will help you gain an understanding of world literature through reading, writing, discussion, and presentation. This honors course will focus on a variety of genres including the short story, the novel, drama, poetry, and non-fiction. You will demonstrate mastery of several writing genres for a variety of purposes. You will continue to develop vocabulary and grammar skills and will be assigned independent reading as well.

E2011 ENGLISH 2

5.0 Credits

This course will help you gain an understanding of world literature through reading, writing, discussion, and presentation. This course will focus on a variety of genres including the short story, the novel, drama, poetry, and non-fiction. You will demonstrate mastery of several writing genres for a variety of purposes. You will continue to develop vocabulary and grammar skills and will be assigned independent reading as well.

E3015 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

5.0 Credits

**Required to take the AP Exam in May*

This college-level course prepares you for the Advanced Placement English Language and Composition exam. You will practice close reading and analysis of a variety of prose for rhetorical context and the use of language in structuring argument. You will also compose a variety of writing pieces. As a result, you will become skilled readers and writers prepared to write effectively at the college level.

E3012 ENGLISH 3 - HONORS

5.0 Credits

This course features American writings from colonial times to the present. Various authors, genres, and movements in American literature will be studied. Close reading, analysis, discussion, and the use of language in structuring argument are key skills emphasized in this course. You will also focus on grammar and vocabulary study in preparation for college entrance exams. A research paper, critical essays, assigned independent readings, and weekly vocabulary study are required.

E3011 ENGLISH 3

5.0 Credits

This course features American writings from colonial times to the present. Various authors, genres, and movements in American Literature will be studied. Close reading, analysis, discussion, and the use of language in structuring argument are key skills emphasized in this course. You will also focus on grammar and vocabulary study in preparation for college entrance exams. A research paper, assigned independent readings, and weekly vocabulary study are required.

E5015 ADVANCED PLACEMENT ENGLISH LITERATURE

5.0 Credits

****Required to take the AP Exam in May***

This college-level course prepares you for the Advanced Placement English Literature and Composition exam, which is given in May of the senior year. Through close reading and critical analysis of a wide representation of literature, you will deepen your understanding of the ways writers use language to create a piece of work that is both meaningful and of high literary merit.

E4012 ENGLISH 4 - HONORS

5.0 Credits

The primary aim of this course is to prepare you for college and career readiness. An emphasis is placed on advancing your critical thinking skills by providing diverse opportunities for reading, writing, speaking, and listening. Extensive independent and group readings will include non-fiction historical texts, poetry, short stories, drama, essays, and world literature selections. Analytical, critical, reflective, and research writing process skills, as well as student participation in classroom discussions, are essential components of this course.

E4011 ENGLISH 4

5.0 Credits

The primary aim of this course is to prepare you for college and career readiness. An emphasis is placed on advancing your critical thinking skills by providing diverse opportunities for reading, writing, speaking, and listening. Independent and group readings will include non-fiction historical texts, poetry, short stories, drama, essays, and world literature selections. Analytical, critical, reflective, and research writing process skills, as well as student participation in classroom discussions, are essential components of this course.

***R1011 ENGLISH CONCEPTS AND APPLICATIONS 1**

5.0 Credits

This course is designed to help you develop your reading comprehension, vocabulary, writing, and research skills through projects, cooperative learning, and individual and group instruction. You will use various strategies in a small group setting. This course is designed around individual needs.

***R2011 ENGLISH CONCEPTS & APPLICATIONS 2**

5.0 Credits

This course is designed to help you improve your reading and writing skills in a small group setting. You will be exposed to short stories, novels, poetry, drama, autobiographies, and biographies. Cooperative learning, hands-on activities, and individual and group instruction is designed around individual needs.

***R3011 ENGLISH CONCEPTS AND APPLICATIONS 3**

5.0 Credits

This course is designed to enhance reading and writing skills in a small group setting. You will be exposed to a variety of American literature from 1860 to the present. You will respond to literature through composition, discussion, and presentation. Grammatical points will be reviewed. This course is designed around individual needs.

***R4011 ENGLISH CONCEPTS AND APPLICATIONS 4**

5.0 Credits

This course is designed to enhance reading and writing skills in a small group setting. You will be

exposed to British literature. You will respond to literature through composition, discussion, and presentation. Grammatical points will be reviewed. This course is designed around individual needs.

ENGLISH ELECTIVES COURSE DESCRIPTIONS

E6041/E6042 BROADCAST PRODUCTION 1

2.5 Credits

In Broadcast Production 1, you will be introduced to the basics of writing for the media, shooting video and producing edited content for Channel 13. You will study the history of radio and television, basic care of the equipment, and what it means to be an active viewer of the media. After studying media history and literacy during the first half of the course, you will use Apple's iLife suite to produce your own media using such programs as iMovie, Garageband, and iDVD among others. Participation at after school events is expected.

E6051/6052 BROADCAST PRODUCTION 2

2.5 Credits

Broadcast Production 2 is an extension of Broadcast Production 1 and is primarily a hands-on course. Using pre- and post-production skills introduced in Broadcast Production 1, you will showcase your production skills by designing your own media projects that will be aired on Channel 13. Participation at after school events is required as we will be preparing media to showcase school events to the town of Northbridge via Northbridge Student Broadcast News (NSBN).

E6053 ADVANCED BROADCAST PRODUCTION

5.0 Credits

****Prerequisites: Broadcast 1 & 2***

Advanced Broadcast Production is an elective for juniors and seniors looking to further their studies of film and television in college. The class builds on the fundamental skills acquired in Broadcast 1 and 2 and provides a hands-on learning environment. Students have a great deal of freedom in deciding the focus of their projects and are empowered to become independent thinkers and creators. Students will participate in endeavors such as making school-related videos, producing short films, and entering video film contests. Participation in after-school events is required.

E6054 BROADCAST NEWS 101

2.5 Credits

****Not Running in 2017-2018***

In this elective, students will learn from the ground up what it takes to put on a live broadcast news production. Students will learn to write news scripts, report on current events, and shoot and edit a variety of news features. Key practical fundamentals and content include the history of broadcast journalism, the practice of sound journalistic ethics, and basics of video production.

E6055 ADVANCED BROADCAST NEWS

2.5 Credits

****Prerequisite: Broadcast News 101***

****Not Running in 2017-2018***

In this elective, students will apply the skills and knowledge gained in Broadcast News 101 to further their studies in television journalism. This class will delve into what it takes to produce a five-minute news and feature program to be viewed internally by the student body and aired on channel 13 for the larger Northbridge community. Students will actively perform all the jobs required to put on a newscast

from anchoring, to producing, to directing. The class is very hands-on with students engaging in editorial decisions regarding the focus of the news that will be broadcast.

E6082 GO, MR. POE

2.5 Credits

****Grades 11 and 12 or per teacher recommendation***

In this course you will be introduced to Edgar Allan Poe and his partners in Gothic literature. Through reading, research, and class discussion, you will learn about Gothic authors' lives and works, their writing styles, and their impacts on the world of literature. You will focus on the themes that express society's continuing interest in the nature of good and evil and in the supernatural, as these motifs appear in historical as well as contemporary literary works.

E6711/E6712 PUBLIC SPEAKING

2.5 Credits

This course will give you the tools to speak effectively in a public forum. You will learn the basics of good communication through learned verbal and nonverbal skills. This course talks you through the speech process, covering areas of topic selection, audience analysis, speech writing, and delivery.

E6311/E6312 CREATIVE WRITING

2.5 Credits

If you are interested in creative writing, this course is for you, even if you have never written creatively before. This course will provide you with the opportunity to read and analyze "good" and inspiring literature in various genres and compose your own stories, plays, poems, and memoirs. You must be willing to write and revise frequently, to share your work with the rest of the class and to have your work peer critiqued. The processes of analysis and revision will be emphasized in this course.

E6411/E6412 THEATER ARTS 1

2.5 Credits

In this activity-based course, you will learn fundamental acting skills through improvisations, dramatic exercises, pantomimes, monologues, and dance. As the semester progresses, you will explore character development and motivation in small group scenarios, as well as perform in short skits. You will also read several one-act plays and book-length plays in order to study character development, staging and presentation, and storyline.

E6511/E6512 THEATER ARTS 2

2.5 Credits

****Prerequisite: Theater Arts 1***

This course is for the serious drama student. As a continuation of Theater Arts 1, students will improve upon their theater and stage skills by reading and viewing different types of dramatic literature and performances, as well as writing several short scenes. As a final product, each student will become part of a group which will write, memorize, and perform in their own one-act play.

E6171/E6172 SHAKESPEAREAN DRAMA

2.5 Credits

Love watching *The Lion King*, *10 Things I Hate About You*, and *West Side Story*? Believe it or not, these are all based on Shakespeare's plays. In this course, you will explore the richness and relevance of Shakespeare in our society. You will study this influential playwright through excerpts from the original plays and the various adaptations that have followed.

E6191/E6192 SPORTS IN LITERATURE & FILM

2.5 Credits

Sports in Literature and Film is a course that combines literary criticism and film review with sports as its focus. This course examines the importance of sports in our society, what sports reveal about our culture, and how writers and filmmakers handle sports themes in works of fiction and non-fiction. You will examine sports focusing on identifying subject, symbol, motif, and metaphor. You will read various types of sports texts including journalism, fiction, poetry, drama and autobiography. These works may include *Friday Night Lights*, *Fences*, *Hoops*, and *Sports Illustrated*. You need not be an expert in either sports or literature in order to understand, contribute to, excel in or learn from this class. You do, however, need to be willing to think critically and participate by both sharing and listening to ideas.

E6811/E6812 LITERATURE ON THE EDGE

2.5 Credits

**You will need to purchase materials for this course*

** Limited to grades 11 and 12 only due to mature content.*

Don't Read These Books! Every year in the United States there are dozens of books that are challenged or banned, and this course explores why these books are so controversial and scrutinized. You will study why certain books are challenged, explore the context and purpose for which a book is written, and will analyze frequently banned books for their aesthetic value, disputed content, and literary merit. Critical essays, independent reading, discussions, and projects are required for this course.

E8012 MODELING SYSTEMS DYNAMICS

2.5/5.0 Credits

**The use of STELLA Software qualifies this course to count towards computer credits*

American science fiction writer Ray Bradbury warned of the dangers of complacency in our world when he wrote, "You don't have to burn books to destroy a culture. Just get people to stop reading them." This course will examine informational texts that compel us to see society in a new light as a system of variables that are subject to change. Each week you will be given a new problem to solve, applying the problem solving skills learned from the texts. Through Systems thinking, communicating, and learning, you will unlock the skills required to move from theory to application and address the greatest issues facing humanity. This course demands a commitment to active independent and collaborative work on intellectual challenges, and flexibility is a necessity. In past years, Systems Dynamics students have created a community garden, developed a \$25,000 skate park in town, produced "What Kind of World Do You Want?" videos that raised \$9,000 for Autism Speaks, and established a memorial located at Lasell Field for the victims of the Holocaust. Additionally, students will have the opportunity to participate in a summer learning extension focused on expanding the existing community garden with a hydroponics component. Mr. Bradbury understood that to reach your potential sometimes you must, "jump, and you will find out how to unfold your wings as you fall."

FINE & APPLIED ARTS MISSION STATEMENT

The Fine and Applied Arts Department focuses on the whole student by exploring a wide range of interests. Through a combination of introductory and advanced level courses we expose students to new concepts and strengthen existing skills and abilities. Our courses empower an individual's creativity and applied knowledge.

SEQUENCE OF FINE AND APPLIED ARTS COURSES

All students must take 5 credits of computer courses and 4 years (10 credits) of Health & Wellness courses while enrolled at Northbridge High School to fulfill the 4-year graduation requirement.

Student Athletes have the option to complete a waiver to replace PE with their chosen sports or Marching Band.

STUDENTS MAY ELECT:

(Elective offerings may vary due to staffing or budget constraints)

Grade 9	Grade 10	Grade 11	Grade 12
ART: -Architectural Design -Art 1 -Art 2 -Ceramics 1 -Ceramics 2 -Sculpture	Any Elective offered in Grade 9 and the following: -Ceramics 3 -Ceramics 4	Any Elective offered in Grade 9 & 10 and the following: -Advanced Drawing & Mixed Media	Any Elective offered in Grade 9, 10 & 11 and the following: -AP Studio Art -Studio Art
MUSIC: -Concert Band -Concert Choir -Music Appreciation -Percussion Fundamentals	Any Elective offered in grade 9 and the following: -Music Theory 1 -Music Theory 2	Any Elective Listed	Any Elective Listed
BUSINESS: -Financial Literacy Money Matters -Intro to Marketing	Any Elective offered in Grade 9 and the following: -Accounting 1 & 2 -Advertising & Promotion -Entrepreneurship -Indiv. Business Concentration -Sports & Entertainment Mktg.	Any Elective Listed	Any Elective Listed
COMPUTER: -Computer Applications -Comp. Programming 1 & 2 -Digital Imaging -Exploring Computer Science 1 & 2 -Graphic Design 1 & 2 -Intro to Animation -Intro to Photography -Photography 2 -Web Page Design 1 & 2	Any Elective offered in Grade 9	Any Elective offered in Grade 9 & 10 and the follow: -AP Computer Science	Any Elective Listed
PE & HEALTH: -Health & Wellness 1	-Health & Wellness 2	-Health & Wellness 3	-Health & Wellness 4

ART & MUSIC COURSE DESCRIPTIONS

T7011/T7012 CONCERT BAND

5.0 Credits

**Prerequisite: Must read music and play a traditional band instrument. No electric guitars*

**Students taking this course for honors credit will be expected to meet more in depth assessment requirements and will be given additional homework assignments*

This class will offer you the opportunity to develop your performance and critical/reflective thinking skills through instrumental music. Throughout the year you will be exposed to many different genres of music as well as a wide range of composers and arrangers. Music will range from serious literature to current “pop” music. Concert Band will offer you a chance to refine your own technique through warm-ups, exercises, sight-reading, and music that is consistent with the standards of the Massachusetts Arts Curriculum Frameworks. Honors students are encouraged to take outside private lessons and must learn the Central Massachusetts audition piece.

Performances: The Concert Band participates at seasonal concerts, exchange concerts, graduation, and competitions are mandatory if you wish to sign up for this class.

CONCERT CHOIR

T7031/T7032-- Offered 1st Semester

2.5 Credits

T7041/T7042-- Offered 2nd Semester

2.5 Credits

T7051/T7052-- Offered Full Year

5.0 Credits

**Students taking this course for honors credit will be expected to meet more in depth assessment requirements and will be given additional homework assignments*

This class will offer you the opportunity to develop your performance and critical/reflective thinking skills through choral music. Throughout the semester/year you will be exposed to many different genres of music as well as a wide range of composers and arrangers. Music will range from serious literature to current “pop” music. Concert Choir will offer you a chance to refine your own technique through warm-ups, exercises, sight-reading, and music that is consistent with the standards of the Massachusetts Arts Curriculum Frameworks. No prior singing experience necessary.

Performances: The Concert Choir participates at seasonal concerts, exchange concerts, graduation, and competitions are mandatory if you wish to sign up for this class.

T6071 MUSIC APPRECIATION

2.5 Credits

You will participate in a study of all styles of music. Classical, jazz, folk music, musicals, operas, and rock music will be explored. Videos and CD’s will be used to enhance the study of various styles. The intent of this course is to expose you to as many kinds of music as possible. We will continue to try to answer the question “Why do we like what we like?”

T7082 MUSIC THEORY 1

2.5 Credits

**This course is suggested for those students considering music as a career, or for those who would like to learn the in depth workings of music*

You will have the opportunity to learn the fundamentals of music, which includes the study of rhythm, staff notes, time signatures, scale studies, and intervals. Chords and the writing of melodies are explored

utilizing computer technology.

T7022 MUSIC THEORY 2

2.5 Credits

**Prerequisite: B- or better in Music Theory 1 or special permission from instructor*

**This course is designed for students who wish to continue on with music as a career or had a thorough understanding of the material in Music Theory 1*

This course will be a continuation of the work completed in Music Theory 1. New topics will include 4 part analysis and writing, modulation, secondary functions, form analysis, composing, and arranging. Students should expect more individual and group projects than in Music Theory 1. Students will have the opportunity to continue work on music software.

T7090 PERCUSSION FUNDAMENTALS

2.5 Credits

This class will teach students the foundations of music, including but not limited to, reading and writing music, recognizing musical symbols, and performance etiquette. While learning the foundations of music, students will learn to play and care for instruments in the percussion family. This class will not just be playing the drum set, but exploring ALL major percussion instruments. No prerequisite is needed for this course.

A6154 ARCHITECTURAL DESIGN

5.0 Credits

This will be a full year course in which students will explore architecture through art and engineering. Students will gain a deeper understanding of drafting both on paper and in CAD, will fabricate, design, and build structures based upon floor plans of their own design. Students will gain a comprehensive understanding of space and form, develop the ability to translate 2D drawings and designs into 3D models, and understand and implement building codes and zoning laws- all of this, while infusing personal style and the demands of the public. Students will leave this class with a portfolio designed to meet the requirements for acceptance into an architectural program at the college level.

A6031/A6032 ART 1

2.5 Credits

**Students taking this course for honors credit will be expected to complete more complex assignments that cover multiple techniques and learning objectives as well as more in depth assessment requirements and will be given additional homework assignments*

This is an introductory course and a building block for the more advanced 2D design art classes. You will learn the basics of composition, pencil technique, value studies, 1 & 2 point perspective, color theory, design concepts, intro to the figure, and basic rendering design skills. The aim of the course is to accustom students to abstract problem solving and innovative thinking and planning.

A6041/A6042 ART 2

2.5 Credits

**Prerequisite: Art 1*

**Students taking this course for honors credit will be expected to meet more in depth assessment requirements and will be given additional homework assignments*

In this class, you will build upon the concepts and techniques learned in Art 1 and develop a more sophisticated portfolio. You will experiment with more advanced concepts materials and techniques,

such as acrylic painting and printmaking. This is an essential course for technical skill building and preparing for a career in the arts.

A6061 CERAMICS 1

2.5 Credits

Ceramics 1 is an introductory course that focuses on hand building and basic wheel throwing clay methods to create both aesthetic sculptures and functional pieces. Students will explore the vast topic of ceramics through different decorative techniques, additive and subtractive methods, materials, and tools that help develop critical and abstract thinking skills. This course will include a basic survey of the history of ceramic art and its development across various cultures.

A6071/A6072 CERAMICS 2

2.5 Credits

**Prerequisite: Ceramics 1*

**Students taking this course for honors credit will be expected to meet more in depth assessment requirements and will be given additional homework assignments*

Ceramics 2 is designed to build upon the skills and techniques learned in Ceramics 1. Students will reinforce their hand building skills and spend more time practicing advanced techniques on the pottery wheel. This course focuses on students developing artistic ideas based on a specific theme or motif.

A6081 CERAMICS 3

2.5 Credits

**Prerequisite: Ceramics 1 and 2*

Ceramics 3 is an advanced ceramics course that focuses on students developing their own artistic voice and style. Students will continue to expand upon the techniques learned in ceramics 1 and 2 as well as learn to mix clay and glaze, load the kiln, and further understand the materials that we are working with. Students will be expected to work independently and analyze and discuss their work and the work of their classmates.

A6084 CERAMICS 4

2.5 Credits

**Prerequisite: Ceramics 1 and 2*

**Second Semester only, meets with Ceramics 3*

Ceramics 4 is an advanced ceramics course that builds upon techniques learned in ceramics 3. Students will continue to develop their artistic style with a focus on critique and analyzing each other's work. Students will also work on creating a portfolio website that showcases their best work and newly developed style.

A6001 SCULPTURE -DEVELOPING YOUR CREATIVITY THROUGH SCULPTURE

2.5 Credits

Sculpture 1 is an introductory course that focuses on basic classifications of sculpture. Students will explore a wide variety of materials including wire, air-dry clay, found objects, cardboard, discarded library books and mixed media. Creative problem solving, pre-conceptual planning, artistic design, and careful craftsmanship are important aspects of 3-dimensional design that students will build throughout the course. This course will include a basic survey of the history of 3-dimensional art and its development across various cultures.

A6133 ADVANCED DRAWING & MIXED MEDIA

5.0 Credits

****Prerequisite: Art 1 and Art 2***

This course is for juniors and seniors who are seriously considering taking art at the college level. This course is designed to refine drawing abilities, while experimenting with media and technique. Throughout the duration of the course students will transition from teacher directed assignments to student initiated ones allowing students the freedom to make their own artistic decisions based on their knowledge, experience, and personal style. This course is designed to aid students in making a portfolio for college acceptance and prepare them for AP Studio Art.

A6152 STUDIO ART

5.0 Credits

****Prerequisite: Art 1, Art 2, and Painting and Drawing or approval of instructor***

This course is designed to create a portfolio for art school and is only for those planning on majoring in art in college. This is an advanced art course that will bring together both 2D and 3D mediums. This course will include both teacher and student directed assignments, and will include in-class and out-of-class assignments. This course is designed to prep you for college art courses and to build a portfolio for college entrance into the art program.

A6153 AP STUDIO ART

5.0 Credits

****Prerequisite: Art 1, Art 2, and Painting and Drawing***

This course is designed for serious art students who will be pursuing art at the college level. This course will guide students in the development of a cohesive 24 piece portfolio to be submitted as the AP Drawing Portfolio exam and for college acceptance. It will develop and refine skills to demonstrate mastery of a variety of media and subject matter as well as allow students to discover personal strengths in the studio through in depth studies in an area of personal interest.

BUSINESS COURSE DESCRIPTIONS

B6061/B6062 ACCOUNTING 1

2.5 Credits

****Prerequisite: Available to Sophomores, Juniors, and Seniors only***

Money talks and that is why Accounting is called the language of business! It tells a story about the business in financial terms and provides information to both internal and external decision makers about the financial health of a business. In this newly designed course, students will gain an understanding of the importance of maintaining accurate financial records, how these records are used to prepare financial statements, and how financial statements are analyzed and used by the company and their investors. Students will complete an entire accounting cycle for a business as well as examine ethics, internal control procedures, auditing, taxes, payroll, and budgeting. Both manual and new automated accounting will be used in this course. This is a DECA eligible course.

B6063/B6064 ACCOUNTING 2

2.5 Credits

****Prerequisite: Accounting I***

Students will expand upon the foundation skills established in Accounting I. Focus will be on departmentalized and corporate accounting systems as well as financial analysis, accounting for plant assets, and accrued accounting. Students will reinforce their learning by completing computerized

projects and simulations that provide a realistic approach to problem solving. With such increased competency, the student will be better prepared for entry into any post-secondary business program. This is a DECA eligible course.

B6043 FINANCIAL LITERACY MONEY MATTERS

2.5 Credits

Who wants to be a millionaire? This semester course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. This course will start students on a path toward being in control of their financial futures. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

B6091/B6092 INTRODUCTION TO MARKETING

2.5 Credits

This course is designed to introduce the practical and realistic concepts of marketing. This course will provide you with an overview of the marketing process and the evolution of the process. You will learn to recognize how the marketing concept has been widely accepted in business. You will learn how marketing decisions must be made within an environmental framework and to determine how competitive strategies influence the marketplace. The course utilizes the school store as a learning opportunity, and requires your involvement. You will further your development in areas of leadership, social intelligence, vocational understanding, and civic consciousness through competition within the DECA program. Through the integration of these activities with DECA and your marketing class your skills are cultivated to assist you in becoming future leaders in the areas of marketing and management. This is a DECA eligible course.

B6031/B6032 ADVERTISING AND PROMO/RETAIL

2.5 Credits

****Prerequisite: Available to Sophomores, Juniors, and Seniors only***

This course consists of an analysis of market segmentation and understanding consumer behavior. An introduction to product strategy and development, retail vs. wholesale, promotional strategies, advertising, pricing and identifying consumer needs. Students learn the basics of retail sales principles. They learn how store classifications, layouts and designs guide the ways stores attempt to sell products. Students study trends in retail and learn how to plan the way a store runs in order to make it a success. Pricing strategies are analyzed so retailers know how to sell products and grow profits. The course utilizes the school store as a learning opportunity/lab, and requires your involvement. You will further your development in areas of leadership, social intelligence, vocational understanding and civic consciousness through competition within the DECA program. Through the integration of these activities with DECA and your marketing class, your skills are cultivated to assist you in becoming future leaders in the areas of marketing and management. To receive Honors credit, you must exhibit knowledge and understanding of the material presented. This is a DECA eligible course.

B6034 ENTREPRENEURSHIP

2.5 Credits

****Prerequisite: Available to Sophomores, Juniors, and Seniors only***

****Must have previously taken a marketing course***

Do you know someone who owns his or her own business? Do you want to be your own boss? Do you have the goal of owning a highly successful company? These are only a few of the reasons why thousands of people in the United States become entrepreneurs. This course will take you on a step by step journey through the entire process of owning your own business. Students will first learn basic economics principles related to business ownership. They will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determining feasibility of an idea utilizing research, developing a plan to organize and promote the business and its products/services, and, finally, to understand the capital required, the return on investment desired, and the potential for profit. Students will also learn how to put together a business plan and will have created a complete plan by the end of the course. This is a DECA eligible course.

B6113 INDIVIDUALIZED BUSINESS CONCENTRATION

5.0 Credits

****Prerequisite: Any marketing course or previous DECA competition experience***

Individual course modules are customized for student interest in various business categories helping meet the specific needs of every student. The course provides information on diverse industries ... from automotive to sports & entertainment marketing. Students have the opportunity to match their likes, interests and skills with the business module of their choice. Step by step guidelines assist students who plan to compete with DECA individual series, team decision making events or written projects. Perfect for individuals or project-based classroom assignments. The course will help you clearly understand the DECA events, how they are structured, how they are judged, and how you can maximize your success. This course includes industry-specific study resources, guidance on building confidence and setting goals, strategies for maximizing points on role plays, and study resources for topics that will be on your test and role play case study. This is a DECA eligible course.

B6211/B6212 SPORTS AND ENTERTAINMENT MARKETING

2.5 Credits

****Prerequisite: Available to Sophomores, Juniors, and Seniors only***

This course will help students develop an understanding of the marketing concepts and theories that apply to sports and entertainment events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports marketing plans. The course utilizes the school store as a learning opportunity/lab, and requires your involvement. You will further your development in areas of leadership, social intelligence, vocational understanding and civic consciousness through competition within the DECA program. This is a DECA eligible course.

COMPUTER COURSE DESCRIPTIONS

Two semesters of computer technology are required to fulfill graduation requirement

C6051 COMPUTER APPLICATIONS

2.5 Credits

This course will cover topics in computer literacy and is designed for students who want to improve upon basic computer skills. It is recommended for freshmen, sophomores and students new to Northbridge Public Schools. The emphasis of the course will be on usage of the office software suite. Topics covered may include word processing, desktop publishing, or the creation of spreadsheets or presentations. Students will demonstrate appropriate use of the computer and its applications through project-based

assignments.

C6111 COMPUTER GRAPHIC DESIGN 1

2.5 Credits

This course will cover a variety of topics related to creating computer graphics. Students will use computers and software to create vector art – they will draw with the computer! Students will learn the principles of design to and will demonstrate knowledge of the principles through project-based assignments. Learning both software and design principles will enable the student to create effective graphic or commercial art projects. Students may create projects such as advertising posters or illustrated song lyrics.

C6110 COMPUTER GRAPHIC DESIGN 2

2.5 Credits

**Prerequisite: Computer Graphic Design 1*

This course allows students to continue to study a variety of topics related to creating computer graphics. Students will use advanced software methods to continue their study of vector art. Students will build upon their knowledge of design principles. Students will create more elaborate and in-depth projects to demonstrate their knowledge of the principles and elements of design. Learning advanced software techniques and additional design elements will enable the student to create meaningful solutions to design problems. Projects may include cereal boxes, movie posters or book covers.

C6072 COMPUTER PROGRAMMING 1

2.5 Credits

This course will cover programming methodology with an emphasis on problem solving and algorithm rather than language syntax. In this course you will use higher-order thinking skills because the focus is on programming concepts, design and abstraction rather than on memorization or syntax. To take this course, you should have a mathematics background equivalent to a second course in algebra, a solid background in English, and developed writing skills. This course will be offered using the JAVA language.

C6082 COMPUTER PROGRAMMING 2

2.5 Credits

**Prerequisite: Computer Programming 1*

This course is the next in the programming sequence. It is intended for students who have successfully completed Programming 1. You will examine in greater detail topics and concepts that were introduced in Computer Programming 1 and continue with an introduction to the concepts covered in AP Programming as outlined by the College Board.

C6171 DIGITAL IMAGING

2.5 Credits

This course will cover the essentials of computer based image manipulation. Students will explore both the technical and artistic aspects of altering images. Topics may include blending images, retouching, painting and modifying color. This is a hands-on class where we spend most of our time creating and experimenting.

C6085 EXPLORING COMPUTER SCIENCE 1 CP- COMPUTING & WEB BASICS

2.5 Credits

Problem-solving, Web Design and Computer Programming

In *Unit 1: Concepts of Computers and Computing*, students will explore how computers actually work, various web applications, and internet search techniques. We will discuss issues of privacy and security. In *Unit 2: Problem-solving*, students will create solutions to project problems by exploring the use of logic they already know along with algorithms they create for themselves through abstract thinking. In *Unit 3: Web Design*, students will take on the role of a developer, expanding their knowledge of algorithms, abstraction, and web page design. In *Unit 4: Introduction to Programming*, students will use the program *Scratch* to create interactive projects and games using the principles of problem-solving developed in earlier units.

C6086 EXPLORING COMPUTER SCIENCE 2CP - DATA & ROBOTS

2.5 Credits

****Prerequisite: Exploring Computer Science 1***

Computing and Data Analysis, and Robotics

Unit 5: Computing and Data Analysis Where there are humans, there are data; and its collection and analysis is vital to decisions concerning business, science, and daily living. In this unit, we will explore the importance of data analysis, such as the data provided on websites like Twitter, and data gathered for issues such as climate change, animal habitats, and human behavior. In *Unit 6: Robotics*, students will use the LEGO Mindstorms NXT kit to explore robotics in solving problems. For the projects in this unit, students will consider how to use both hardware and software to automate processes otherwise done by human beings.

C6181 INTRODUCTION TO ANIMATION

2.5 Credits

****Prerequisites: It is strongly recommended that students take Graphic Design, Computer Graphics or Digital Imaging prior to starting this class.***

Love cartoons? Dreaming of a job at Pixar studios? Start here and learn the basics! In this course students will learn how to tell a story through animation. Participants will complete a variety of hands on projects using different forms of animation. Some techniques may include: Flipbooks, 2D computer animation, or Stop Motion/Claymation animation. Students will be asked to learn storyboarding and apply basic computer drawing techniques to artistically express themselves and effectively visualize the written word.

C6151 INTRODUCTION TO PHOTOGRAPHY

2.5 Credits

This hands on class includes lots of shooting, processing and interactive demonstrations. Students will learn the manual exposure controls and the visual effect that each has on the image. Topics include controlling focus, motion, depth of field and image quality. In addition to shooting, a major component of this course is using a computer to edit, organize and share images. Students will learn various processing techniques that will help images look their best.

Required equipment: A flash drive 16GB or larger.

Recommended equipment: A DSLR camera with memory card and bag. See <https://goo.gl/qgIvCo> for recommendations

C6152 PHOTOGRAPHY 2

2.5 Credits

****Prerequisite: B or better in Photography I***

****Required equipment: A flash drive 16GB or larger.***

****Recommended equipment: A DSLR camera with memory card and bag. See <https://goo.gl/qgIvCo> for***

recommendations

The focus of this course is to develop the student's creative vision. A personal photographic style will begin to emerge and confidence with the camera will grow. This will be achieved through a study of light and how it affects the image. Topics will include photographing people, products and landscapes. Advanced processing tools and techniques will be discussed that will make great images even better.

C6131/C6132 WEB PAGE DESIGN 1

2.5 Credits

The emphasis of the course will be an understanding of standards compliant HTML, CSS, and their use in the creation of web pages. You will begin with the basics of HTML (Hypertext Mark-Up Language) to apply and enhance your knowledge of web page design, and then continue onto CSS (Cascading Style Sheets). You will learn how to effectively design and develop web pages.

C6142 WEB PAGE DESIGN 2

2.5 Credits

****Prerequisite: Web Page Design 1 or recommendation by instructor***

The emphasis of the course will be an understanding of advanced elements in HTML, CSS, Javascript and their use in the creation of web pages. You will begin advanced topics of HTML (Hypertext Mark-Up Language) to further enhance your knowledge of web page design and then continue onto advanced topics in CSS (Cascading style Sheets). You will learn how to effectively design and develop web pages for the most common web browsers.

C5015 ADVANCED PLACEMENT COMPUTER SCIENCE

5.0 Credits

****Prerequisite: Computer Programming 1 or permission from instructor***

The course will follow the guidelines suggested by the College Board and will prepare the student for the AP exam at the end of the year. This course will be using the JAVA language. A summer assignment will be assigned and students will be required to take the AP exam in May.

HEALTH AND WELLNESS COURSE DESCRIPTIONS

Four years of integrated physical education/health are required to fulfill graduation requirement.

As a graduation requirement students must pass ten credits of Health and Wellness. Health and Wellness is an integral part of the total education of the student, contributing to the physical, mental/emotional and social development of the individual. The Health component of the class will not only better prepare freshman for their biology MCAS but will help all students recognize the effects of personal Growth and Development on their Health and Wellness. The physical activity component is designed to encourage and develop a lifetime of physical activity, total fitness, good sportsmanship, respect for all and leadership skills.

P4011 HEALTH & WELLNESS 1

2.5 Credits

****This class can be taken at the honors level upon request with teacher and Guidance Counselor approval***

****Please note the physical activities are not the same in the Fall & Spring Semesters***

This class offers a comprehensive approach to total Health and Fitness. Content areas may include, but not limited to: Skeletal, Muscular, Cardiovascular, Respiratory, Digestive and/or Reproductive System, Mental and Emotional Health, Injury Prevention and Safety, Personal Health and Prevention and Control

of Disease and Substance Use and Abuse. Students will learn to be a critical thinker and problem solver, responsible, respectful and productive citizen as well as an effective communicator. The increased knowledge in a student's growth & development combined with the benefits of physical activity in lifetime sports will help to reduce stress and anxiety in life.

P5011 HEALTH & WELLNESS 2

2.5 Credits

****Prerequisite: Health & Wellness 1***

****This class can be taken at the honors level upon request with teacher and Guidance Counselor approval***

****Please note the physical activities are not the same in the Fall & Spring Semesters***

In this class, you will learn the affects of the decision-making and consequences in relation to one's social/emotional health considering safety and prevention in respect to substances, diseases, reproduction/sexuality. Students will experience personal fitness, nutrition and lifetime sports. The increased physical activity in personal fitness, aerobic activities and lifetime sports will help you assess your personal fitness goals.

P3011 HEALTH & WELLNESS 3

2.5 Credits

****Prerequisite: Health & Wellness 2***

****Please note the physical activities are not the same in the Fall & Spring Semesters***

In this class, in addition to reinforcing all the Motor Skills learned in Health & Wellness 1 & 2, students will learn about Injury Prevention, Substance Use and Abuse effects on individuals, families and society, Prevention and Control of Disease, plus Human Growth & Development. There will also be an emphasis on skills, strategies and rules to lifetime sports learned in Health & Wellness 1 & 2. If time and equipment allow, we may include First Aid, CPR, AED Training with the option for Certification (student's responsible for paying the Red Cross Certification fees).

P3012 HEALTH & WELLNESS 4

2.5 Credits

****Prerequisite: Health & Wellness 3***

****Please note the physical activities are not the same in the Fall & Spring Semesters***

This class builds upon the foundations set in Health and Wellness 1,2 and 3. Students will gain a better understanding of the five components of fitness: Muscular Strength, Muscular Endurance, Cardiorespiratory Endurance, Flexibility and Body Composition. These will be achieved through individual and team sports and use of the weight room, cardiovascular and other fitness facilities in the school. We may dabble in taping activities to create ESPN style highlights. Health and Wellness' role in society will also be emphasized; students will learn skills necessary to become health-literate consumers, advocates for their own well-being and that of the community.

MATHEMATICS MISSION STATEMENT

The Mathematics Department will provide students with the tools to learn, write, and speak about mathematics. Students will use critical thinking, problem solving and reasoning to explain, investigate, and apply the major strands of the curriculum: Number Sense (NS), Patterns, Relations and Algebra (PRA), Geometry (G), Measurement (M), and Data Analysis (DA). Students will use technology, especially graphing calculators and computers, to help them apply the above strands to practical problem situations. This will help students understand the connection between mathematics, science, and other disciplines. This will also provide students with the ability to apply mathematical solutions to their everyday lives.

SEQUENCE OF MATHEMATICS COURSES

All students must take four years of mathematics while enrolled at Northbridge High School to fulfill the 4-year graduation requirement.

Grade 9	Grade 10	Grade 11	Grade 12
Algebra 2-Honors	Geometry-Honors Or AP Statistics	Trigonometry-Honors Pre-Calculus 1-Honors	AP Calculus AB Or AP Statistics
Algebra 1-Honors	Geometry-Honors	Algebra 2-Honors	AP Statistics Or Trigonometry H & Calculus H Or Statistics H & Probability H
Algebra 1	Geometry	Algebra 2	Advanced Topics Math 1 & 2 Or Trigonometry 1 & Calculus
			Consumer Finance
Mathematics Concepts & Applications 1	Mathematics Concepts & Applications 2	Mathematics Concepts & Applications 3	Mathematics Concepts & Applications 4

Courses will be offered at the Honors (H) College Preparatory (CP) levels as shown above. In addition to the Honors and College Preparatory classes the Advanced Placement (AP) courses are indicated. Placement is determined by course prerequisites, standardized test scores (MCAS, pre/post testing, etc.), course grades and/or teacher recommendations. Students will have the opportunity to move vertically (course or level) depending upon performance and teacher recommendation. Credits will be awarded for courses taken at the **high school only**. All students are required to successfully complete 4 years of mathematics while enrolled in high school as part of fulfilling Northbridge High School's graduation requirements. The mathematics courses for the current school year are listed above and described as follows.

- All students must take 4 years of Mathematics - the equivalent of one full-year mathematics course must be taken each year.
- Algebra 1 and Algebra 2 courses at the Middle School will appear on high school transcripts, however,

high school credit will not be awarded.

-Students with an 85 or better in Algebra 1 in the 8th grade will be scheduled for Algebra 2 honors in grade 9.

-Students who receive below an 85 in Algebra 1 in the 8th grade will be scheduled for Algebra 1 Honors in grade 9.

-Students with an 85 or better in Algebra 2 in the 8th grade will be scheduled for Geometry honors in grade 9.

-Students who receive below an 85 in Algebra 2 in the 8th grade will be scheduled for Algebra 2 Honors in grade 9.

MATHEMATICS COURSE DESCRIPTIONS

M1012 ALGEBRA 1 - HONORS

5.0 Credits

This course is structured for the more advanced mathematics student. Course topics include order of operations, linear equations, linear inequalities, systems of equations, proportions and percents, and solving quadratics using multiple methods. Each of these topics includes a great emphasis on word problems and applications in order to prepare you for continuation in the Honors mathematics program. You will reinforce the concepts learned using available technology including; graphing calculators and computer programs.

M1011 ALGEBRA 1

5.0 Credits

This course will address the mathematical concepts in the Algebra 1 Massachusetts Mathematics Curriculum Frameworks. The concepts covered and skills learned will allow students to become successful problem solvers. Particular attention will be paid to the following topics: solving equations, slope and linear equations, systems of equations and factoring. You will learn to represent each of these topics in multiple ways and will use technology, including graphing calculators, to reinforce the concepts learned.

M2012 GEOMETRY - HONORS

5.0 Credits

****Prerequisite: Algebra 1 Honors***

This course is structured for advanced mathematical students. Sample topics that will be covered include relationships between parallel and perpendicular lines, properties of triangles and quadrilaterals, similarity, logic, circle problems, and an introduction to trigonometry. Students will also use reasoning skills to create and complete mathematical proofs. Constructions will be given to further explore topics that are taught in class.

M211 GEOMETRY

5.0 Credits

****Prerequisite: Algebra 1***

This course will integrate and maintain algebraic skills while developing geometric concepts. Key concepts covered include parallel lines, angle relationships, properties of polygons and fundamental logic. You will conduct hands-on and computer-assisted activities and geometric constructions, which give the opportunity to discover geometric relationships using inductive reasoning. Deductive reasoning will be developed through the study of informal geometric proofs. Real-life applications are integrated throughout the course.

M3012 ALGEBRA 2 - HONORS

5.0 Credits

****Prerequisite: Algebra 1 Honors***

This course is intended for students who possess a thorough knowledge of the topics covered in Algebra 1 Honors. In this course students will develop a greater comprehension of Algebra through covering the essential topics of: linear functions, linear equations, polynomial and rational expressions, radical and irrational numbers, quadratic relations and systems, exponentials and logarithms, basic trigonometric functions, and probability with an added emphasis on word problems. This course will provide students with a solid foundation that will be used in trigonometry and Calculus.

M3011 ALGEBRA 2

5.0 Credits

****Prerequisite: Algebra 1***

This course will continue to address many of the topics introduced in Algebra 1. Some of the key concepts that will be covered include solving linear equations and inequalities, solving systems of linear equations, matrices, quadratic functions, factoring, and radicals. You will use graphing calculators to assist you in learning these concepts.

M3042 PRE-CALCULUS 1 - HONORS

2.5 Credits

****Prerequisite: Algebra 2 Honors & Trigonometry Honors***

The main goal of Pre-Calculus is for you to gain a deep understanding of the fundamental concepts and relationships of functions. You will expand your knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piecewise, and trigonometric functions. You will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. You will analyze representations of functions, sequences, and series. You will apply mathematical skills and make meaningful connections to life's experiences. Because of the importance of technology in this course, access to a graphing calculator is required.

M3052 TRIGONOMETRY - HONORS

2.5 Credits

****Prerequisite: Algebra 2 Honors and Geometry Honors***

Trigonometry is offered the first semester in order to prepare students for the Pre-Calculus and Calculus courses. Trigonometry examines and develops, in depth, the six circular functions, which are called the Trig functions. After developing the circular functions, you will examine the use of them with identities, graphs, equations, and applications. Right triangle trigonometry will also be developed and used to solve real-life applications. As an honors level student, you will be expected to do more detailed and in depth algebraic work with the Trig functions. Graphing calculators will be used throughout the course.

M4012 CALCULUS - HONORS

2.5 Credits

****Prerequisite: Trigonometry Honors***

The course is offered to seniors the second semester. The course will introduce the student to the mathematics of motion and change. It will give them a basic knowledge of Differential Calculus and an introduction into Integral Calculus. Concepts to be covered include: limits, derivatives, methods of

differentiation and integration, area, and related rates. Also expected from an Honors level student will be more detailed and in depth solutions to Calculus problems. Weekly problem situations will be given to the honors level student that may require some independent work. Both levels will be assessed with the same assessment tool but a different rubric will be applied because of the in depth work that is expected from an Honors level student.

M6072 STATISTICS – HONORS

2.5 Credits

****Prerequisite: Completion of Algebra 1, 2 and Geometry and instructor's recommendation***

This course will emphasize statistical methods focused on understanding the method of calculation and the meaning of the result. The focus will be on data organization and graphical representations; data description and measures of tendency; and correlation and regression. You will utilize graphing calculators as well as excel in the application of these topics.

M6082 PROBABILITY – HONORS

2.5 Credits

****Prerequisite: Completion of Algebra 1, 2 Geometry, and instructor's recommendation***

You will learn procedures for determining the possible outcomes of a given experiment. The focus will be on sets and Venn diagrams; counting techniques, permutations and combinations; and sample spaces and probability of compound events. You will utilize a variety of simulation techniques including real-life experiments, graphing calculators and computers.

M4051 CONSUMER FINANCE

5.0 Credits

****Prerequisite: Algebra 2 CP-2 or instructor's recommendation***

This is a full year course designed for seniors that are looking to enhance their knowledge of mathematics with business applications while they study topics that include personal finance and business mathematics. In this course students will develop a greater comprehension of mathematical related topics such as gross income, net income, savings accounts, charge accounts, credit cards, loans, vehicle transportation, and housing costs. Seniors who have not passed the MCAS exam should enroll in this course.

M5015 ADVANCED PLACEMENT CALCULUS (AB)

5.0 Credits

****Prerequisites: Trigonometry & Pre-Calculus 1***

****Required to take the AP Exam in May***

The Advanced Placement program in Mathematics is designed to provide students with an in-depth understanding of Calculus. Topics fall under the two main branches of Calculus—Differential & Integral. If you elect this course, you must have taken Trigonometry/Pre-Calculus. Summer reading/assignments will be assigned the Spring prior to the course beginning.

M6025 ADVANCED PLACEMENT STATISTICS

5.0 Credits

****Required to take the AP Exam in May***

****Sophomores can take this course based on teacher recommendation only***

The Advanced Placement program in Statistics is designed to provide students with an in-depth understanding of the detailed investigation of concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four main themes in statistical understanding:

exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study), anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). Students are expected to have a solid understanding of graphical and algebraic concepts, as well as good quantitative reasoning skills.

M4061 ADVANCED TOPICS IN MATHEMATICS 1

2.5 Credits

****Prerequisite: Algebra 1, Geometry, and Algebra 2***

This is a half-year course open to all seniors in order to prepare them for a college level math course. This course is designed to educate students in the area of advanced algebra. While exploring advanced algebra this course will have a brief review of basic algebraic topics and skills before moving onto more challenging topics. Some of the more challenging topics that will be studied will include: rational expressions, variation and polynomial equations, analytic geometry, conic sections, and exponential and logarithmic functions. Graphing calculators will be utilized throughout the course to aid understanding and to ease computation.

M4071 ADVANCED TOPICS IN MATHEMATICS 2

2.5 Credits

****Prerequisite: Algebra 1, Geometry, and Algebra 2***

This is a half year course offered to seniors in order to prepare them for college level math courses. The Trigonometry portion of the course examines and develops the six circular trigonometric functions. After developing the circular functions using degree measurements you will examine the use of them with identities, graphs, equations, and applications. Right triangle trigonometry will then be developed and used to solve real-life applications. After developing right triangle trigonometry you will be introduced to the mathematics of motion and change, Calculus. It will give you a basic knowledge of differential Calculus including such topics as limits, derivatives, methods of differentiation, area, and related rates. Graphing calculators will be utilized throughout the course to aid understanding and to ease computation.

R1111 MATHEMATICS CONCEPTS AND APPLICATIONS 1

5.0 Credits

This course is designed to incorporate basic mathematics and thinking skills. The student will learn the fundamentals needed to utilize the basic operations around the different areas of arithmetic and Pre-Algebra. This is to take advantage of everyday opportunities to promote thinking skills in the classroom and beyond. Cooperative learning, peer interaction, drill exercises, and other activities are employed to help students reinforce these skills. Activities and lessons are designed to reflect the needs of the individual student and the standards outlined in the Massachusetts Frameworks.

R2111 MATHEMATICS CONCEPTS AND APPLICATIONS 2

5.0 Credits

This course is designed to teach the fundamentals of Algebra and Geometry so the student has a practical level of mathematics understanding and application. The exercises and activities are geared to the level of the student so he or she will be able to simplify algebraic expressions, solve equations, and have an understanding of what proofs are and how they are used. The overall goal of the class is comprehension to enable the student to integrate into the general mathematics curriculum.

R3111 MATHEMATICS CONCEPTS AND APPLICATIONS 3

5.0 Credits

This course is designed for the student who needs reinforcement in basic mathematics, Algebra, and Geometry. It is offered as an extension to Mathematics Concepts and Applications 2. It is geared for the students who need more time in the development and understanding of concepts presented in Math Concepts and Applications 2.

R4111 MATHEMATICS CONCEPTS AND APPLICATIONS 4

5.0 Credits

This course is designed for the individual student who needs reinforcement in basic mathematics with the emphasis on real life skills. The focus of the course is to give the student strategies and knowledge needed around money management. The activities and lessons are developed with real life situations around bill paying, banking, and other consumer related issues. The student will see how essential mathematics is used in everyday life.

SCIENCE AND TECHNOLOGY MISSION STATEMENT

By offering a rich and diverse curriculum every student will acquire knowledge, understanding, skills, and appreciation of science and technology. A balanced science curriculum will explain both physical and biological processes and phenomena. Students will learn to integrate their understanding of established theories and codified laws into the areas of technology and engineering. Skill development will include data gathering, analysis, and design using multi-modal communication techniques. Science and technology education will include investigation, experimentation, and problem solving activities. Classroom activities will integrate mathematics and writing skills.

STUDENTS ARE REQUIRED TO PASS A SCIENCE & TECHNOLOGY/ENGINEERING MCAS TO MEET ONE OF THE STATE'S TESTING REQUIREMENTS FOR GRADUATION. MOST NORTHBRIDGE HIGH SCHOOL STUDENTS WILL TEST IN THE AREA OF BIOLOGY IN GRADE 9 AND MAY RETEST IN THE SAME SUBJECT AREA IN SUCCESSIVE YEARS.

SEQUENCE OF SCIENCE & TECHNOLOGY/ENGINEERING COURSES

All students must take three years of lab science classes while enrolled at Northbridge High School to fulfill the 4-year graduation requirement. One year of Biology and Chemistry are required in order to graduate (may differ if on Engineering path).

Grade 9:	Grade 10:	Grade 11:	Grade 12:
Engineering the Future-Honors	Chemistry- Honors	Physics- Honors Physics	Students may elect from the list of course offerings below
Biology - Honors	Chemistry	Anatomy & Physiology-Honors	
Biology		Anatomy & Physiology	

Engineering Academy students should take Biology in 10 grade and Chemistry in 11th grade

STUDENTS MAY ELECT:

(Elective offerings may vary due to staffing or budget constraints)

Grade 9:	Grade 10:	Grade 11:	Grade 12:
-Architectural Design -CAD 1	-AP Biology -Botany -NASA-ICED -*Wildlife Biology 1	Any Science & Technology Course listed for Grade 9 & 10 -*AP Chemistry -*AP Environmental Science -Biotechnology -*Environmental Science -GIS -*Microbiology -*Pathophysiology -*Wildlife Biology 2	Any Science & Technology Course listed for Grade 9-11 -*Advanced GIS -*AP Physics -Science Lab Technician

**-Denotes qualification of a lab science*

SCIENCE & TECHNOLOGY/ENGINEERING COURSE DESCRIPTIONS

S1032 ENGINEERING THE FUTURE – HONORS DESIGNING THE WORLD OF THE 21st CENTURY

5.0 Credits

This course is a full year course developed by the Boston Museum of Science in cooperation with selected high schools. By reading about practicing engineers and completing practical design activities, you will learn about the role and dynamics of engineering in our society. Students will examine how everyone is

affected by changes in technology and how people influence future technological development by the choices they make as workers, consumers, and citizens. Students will be expected to work in a lab environment to design, build, and test prototypes. Students will take the Tech/Engineering MCAS test, which may fulfill their science MCAS test requirements.

S2012 BIOLOGY – HONORS

5.0 Credits

This course is structured for the more advanced science student. The topics of molecular biology, genetics, and evolution will be covered in greater detail and an emphasis will be placed on the practical application of learned concepts. You will design and complete advanced scientific investigations and conduct current literature reviews of biological topics. This course is designed to prepare you for taking the Biology MCAS test. Students that score high enough will be eligible to enroll in AP Biology.

S2011 BIOLOGY

5.0 Credits

This course is designed to give you an appreciation of the vast number of differences among living things and to acquaint you with the unique way in which these living things are equipped to survive in different environments. You will study the cell and cellular processes, principles of heredity and genetics, and the process of evolution. In the end, you will not only recognize the differences, but also the unifying concepts in all the kingdoms of life. Hands on and virtual lab activities will provide you with a greater understanding of concepts covered in class; you will write lab reports and research current biological topics. This course is designed to prepare you for taking the Biology MCAS test.

S3012 CHEMISTRY - HONORS

5.0 Credits

This course is recommended for all college bound students who plan a science related career such as engineering, medicine, or biotechnology. Honors Chemistry also prepares the student to take AP High School Chemistry. This course emphasizes problem solving; a strong mathematics background is required. You will study the topics of atomic structure, the periodic table, chemical composition, chemical reactions and related changes in energy, phases of matter, the gas laws, stoichiometry, solutions, acids and bases, pH, and oxidation/reduction reactions. You will perform advanced chemical laboratory exercises, write detailed lab reports, and apply advanced chemical problem solving skills.

S3011 CHEMISTRY

5.0 Credits

This course is required as study in science especially for any student interested in attending a four-year college. You will study the topics of atomic structure, the periodic table, chemical composition, chemical reactions, phases of matter, the gas laws, stoichiometry, solutions, acids and bases, pH and oxidation/reduction reactions. Extra time is spent in this course on developing applied mathematics and problem solving skills. You will perform many chemical laboratory exercises and be expected to write lab reports.

S4012 PHYSICS - HONORS

5.0 Credits

****Prerequisite: Must have maintained a B- or greater in Honors math classes.***

This course is for the more advanced science student looking to pursue a career in science, engineering, medicine, or mathematics. The student will explore, in depth, the concepts of motion, forces, energy, momentum, waves, sound and light while making links to their everyday life. This will involve the

design and execution of advanced scientific investigations involving quantitative data analysis. Significant emphasis is placed on learning how to properly use a spreadsheet, graphing and formula editors. You will integrate and apply mathematical concepts and scientific inquiry with physical principles. This course is open to juniors and seniors who have taken Honors Geometry and are at least taking Honors Algebra 2 or already completed it.

S4011 PHYSICS

5.0 Credits

This course is for the student interested in the pursuit of a career in science, engineering, medicine or mathematics. The student will explore in depth the concepts of motion, forces, energy, momentum, waves, sound and light while making links to their everyday life. This course includes a combination of laboratory investigations and reading with an emphasis on problem solving skills. The aim is to develop and understanding of the relationship between mathematics, scientific concepts and everyday life. This course is open to qualified seniors only.

S6012 ANATOMY AND PHYSIOLOGY-HONORS

5.0 Credits

****Prerequisite: Honors Biology***

This course is designed for the students in pursuit of a career in human or veterinary medicine, or the health care services as well as other life science majors. You will study the principles of anatomy and physiology in depth. You will investigate the following topics: human cell structure and processes, metabolic regulation, and the human body systems including the skeletal, muscular, digestive, circulatory and respiratory systems. Learned concepts will be applied to the laboratory and case study investigations. This course is open to qualified juniors and seniors.

S6011 ANATOMY AND PHYSIOLOGY

5.0 Credits

****Prerequisite: Biology***

This course is designed for the student in interested in learning more about the human body and who has a potential interest in a career in health care services as well as other life science majors. You will study the basic principles of anatomy and physiology including the structure and function of the human body. You will investigate the following topics: basic structure and function of cells and tissues, metabolic regulation, and the human body systems including the integumentary system, skeletal, muscular, nervous, digestive, circulatory, and respiratory systems. Learned concepts will be applied to laboratory investigations and research projects. This course is open to qualified juniors and seniors.

SCIENCE & TECHNOLOGY/ENGINEERING ELECTIVE COURSE DESCRIPTIONS

S5015 ADVANCED PLACEMENT BIOLOGY

5.0 Credits

****Prerequisite: Biology.;* students must concurrently enroll in AP Biology Lab**

****Required to take AP Exam in May***

****This course is open to qualified sophomores, juniors and seniors***

This course follows the recommended College Board AP Biology curriculum and prepares you for the Advanced Placement Biology exam. You will perform an in depth study of current advanced biological topics including biochemistry, cellular and molecular biology, genetics and biotechnology, evolution, plants, and animals. This course has a demanding workload and should be taken by students wishing to pursue the study of life or medical sciences at the college level. A summer assignment will be assigned.

S5025 ADVANCED PLACEMENT CHEMISTRY

5.0 Credits

**Prerequisite: Chemistry*

**Required to take AP Exam in May*

**This course is open to qualified juniors and seniors*

This course prepares you for the Advanced Placement Chemistry exam, which is given in May. You will perform an in-depth study of four major areas of advanced chemistry, including the structure and state of matter, reactions, thermodynamics, equilibrium, kinetics, molecular geometry, and descriptive chemistry; you will perform sophisticated chemical experiments and various stoichiometric calculations. This course has a demanding workload and should be taken by students wishing to pursue the study of science at the college level. A summer assignment will be assigned.

S5035 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

5.0 Credits

**Prerequisite: Biology & Chemistry & Algebra*

**Required to take AP Exam in May*

**Open to Juniors and Seniors*

This course follows the recommended College Board AP Environmental Science curriculum and prepares you for the Advanced Placement Environmental Science exam. You will perform an in-depth study of advanced topics (water, soil and air pollution, climate change, sustainable systems, forestry and wildlife). Class work and research is supported by appropriate application of scientific experimental evidence. This course has a demanding workload and should be taken by students planning to pursue science at the undergraduate college level and beyond. Lab reports will be written in a format that is suitable for publication in peer-reviewed journals.

S5045 ADVANCED PLACEMENT PHYSICS

5.0 Credits

**Prerequisite: Physics & Trigonometry*

**Required to take AP Exam in May*

**Engineering Academy Pathway*

This course prepares you for the Advanced Placement Physics 1 exam, which is given in May and is equivalent to a first-semester college course in algebra-based physics. The course covers kinematics, Newton's Laws, rotational motion, electricity and magnetism, quantum physics, and waves. A significant emphasis will be placed on science practices and inquiry-based investigations. It has a demanding workload and should be taken by students wishing to pursue the study of chemistry, physics, engineering, or architecture at the college level. Completion of a summer assignment is required.

S7702 NASA-ICED COLLABORATIVE

5.0 Credits

**Engineering Academy Pathway*

The NASA Senior Advisor for Innovation, Dr. Charles Camarda, has formulated and proposed the Innovative Conceptual Engineering Design (ICED). This methodology involves bringing real-world, open-ended, "epic" engineering challenges. In the first quarter, students focus on team building and immersing themselves in the epic challenge. This leads to creative concept generation in the 2nd quarter. The 3rd quarter is devoted to rapidly concept development.. The Students could work with representatives from NASA, universities (e.g., MIT), and The United States Air Force. This course may be taken several years in a row.

S6112 GEOGRAPHIC INFORMATION SYSTEMS (GIS)

2.5 Credits

****Prerequisite: Enrollment in the Engineering Academy***

Welcome to the world of global technology! Geographic Information Systems introduces the student to spatial analysis using maps. GIS is a database of information about the real world, such as populations, highways and waterways, represented by points, lines and areas maps. You will use the professional ArcMap Software program to gather data and create maps. Since students will complete all coursework in the computer lab, you must have an active NHS computer account and be present consistently. This course is recommended for students pursuing a career in engineering.

S6113 ADVANCED GIS: SPATIAL ANALYSIS APPLICATIONS

2.5 Credits

****Prerequisite: Introduction to GIS***

The goal of this course is to have students expand their GIS skill-set from software knowledge to topological specialties. Each student develops a new GIS skill by taking an online course at the Environmental Science Research Institute's (ESRI) website so they may to analyze a real world data from a class or organization in which they're interested. For example, they could track infectious diseases using a medical module in which historical data coupled with modern data are ground-truthed and applied to solve a problem or answer a question through a set of visual maps. Behind the maps are powerful databases that highlight information required by the end user. The 3rd quarter will tap into students' individual interests and skill sets by matching tools to their applications. The 4th quarter requires the student to work with a local organization to provide useful data and maps to them. The Blackstone Heritage Corridor, Riverbend Farm, our surrounding towns and other businesses may welcome to opportunity to have data provided to them by our students. If no such partnership is available then the student would successfully complete a free online course at the ESRI University and become certified in a GIS specialty such as Python programming or 3D Modeling. A Capstone Project or successful externship is required.

S6173 BIOTECHNOLOGY

****Prerequisite: Juniors and Seniors that have passed Biology & Chemistry***

Students will explore the fundamental principles of biotechnology and business applications. Units of study include: plant tissue culturing; plant and animal agriculture; DNA, RNA, and protein technologies; genetic diagnostics; healthcare and pharmaceuticals; food processing (GMO's); fermentation technology; energy and environmental management; forensic science; cloning; stem cells; and bioethics.

S6171 MICROBIOLOGY

2.5 Credits

****Prerequisite: Biology***

This course is for students interested in a deeper understanding of the microbial world. The course will explore the world of bacteria, viruses, and protists for a more intensive look at their interaction in our everyday lives. You will investigate the diversity of microbes and their applications in the field of medicine, biotechnology, and ecology. This course includes both lecture, case study, laboratory activities, and conclude with capstone project of solving patient unknown bacteria in a patient sample.

S6217 PATHOPHYSIOLOGY

2.5 Credits

****Prerequisite: Biology***

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is on interrelationships among organ systems in deviations from homeostasis. Upon

completion, students should be able to demonstrate a detailed knowledge of pathophysiology. Course topics include physical signs and symptoms, prognosis and complications of commonly occurring diseases and their management. Students will work collaboratively to solve patient case studies with appropriate diagnosis and treatment. Students will learn how to run diagnostic clinical tests and interpret results to help reach a conclusion of the symptoms presented by each patient. Students will be evaluated by tests, quizzes and patient analysis.

S6131/S6132 INVERTEBRATE ZOOLOGY

2.5 Credits

**Not Offered in 2017-2018*

**Prerequisite: Biology*

**Offered in the Fall only*

**You may take this course with or without Vertebrate Zoology*

This course is an introduction to the study of invertebrate animals (animals without a backbone). You will explore the following animal phyla from an evolutionary approach: Phyla Porifera and Cnidaria (sponges and jellyfish) Phyla Platyhelminthes, Nematoda, Annelida (worms), Phylum Arthropoda (insects, spiders, and lobsters), and Phylum Mollusca (snails, octopus and squid). This course is recommended for students with an interest in biology, animal care, veterinary medicine, and marine science and is highly recommended for those interested in taking Advanced Placement Biology. There will be **mandatory** dissections and lab practical. Knowledge of scientific vocabulary is essential.

S6211/S6212 VERTEBRATE ZOOLOGY

2.5 Credits

**Not Offered in 2017-2018*

**Prerequisite: Biology*

**Offered in the Spring only*

**You may take this course with or without Invertebrate Zoology*

This course is an introduction to the study of vertebrate animals (animals with a backbone). You will study the animals in Phylum Chordata including: fishes, amphibians, reptiles, birds, and mammals. You will also study animal behavior. This course is recommended for students with an interest in biology, animal care, veterinary medicine, and marine science and is highly recommended for those interested in taking Advanced Placement Biology. There will be **mandatory** dissections and lab practical. Knowledge of scientific vocabulary is essential.

S6051 BOTANY

2.5 Credits

**Prerequisite: Biology*

This course is an introduction to the study of plants. It is recommended for students with an interest in agriculture, landscaping, ecology, gardening, forestry, and biology. Laboratory investigations, activities, and lectures will reveal basic plant structures, growth requirements, and the vital role that plants play in our natural world. You will be responsible for many planting projects and maintenance of the school greenhouse; you will also participate in planting throughout the entire NHS campus.

S6091 ENVIRONMENTAL SCIENCE

2.5 Credits

This survey course introduces students to introductory concepts of environmental science. Hands on application in the laboratory teach you basic skills of water and soil testing as well as monitoring air quality. You will gain an appreciation of ecosystems and how human alteration of the environment can

affect all life. To take this course, you should have a strong interest in the environment and be able to work outdoors. Environmental careers are highly demanded in today's marketplace. Many entry-level positions are technical and only require a two year degree. With the constant contamination of our water, soil and air, these careers will remain in high demand for many years. Each student prepares an environmental science project and presents it to the class as a capstone project.

G6063 SCIENCE LAB TECHNICIAN

1.25 Credits

****Prerequisite: permission or recommendation from Instructor***

Student will assist all science department instructors in the preparation and cleanup of materials needed for various scientific experiments. Lab tech will be assigned one teacher mentor but will float within the science department as needed to serve as peer mentor to students conducting scientific labs in core science classes. Lab tech responsibilities will primarily include solution preparation, materials gathering, setup and cleanup, conducting inventory surveys, and organizing stored lab equipment.

S7502 CAD 1

2.5 Credits

****Fall Only***

****Engineering Academy Pathway***

CAD 1 serves as an introduction to Solidworks, an industry leading engineering software program. Students will learn how to create a variety of objects in the CAD program in both 2D and 3D. While learning the fundamentals of drafting and design, students will be challenged to design a scale model of a formula 1 race car. The formula 1 race car will undergo virtual stress tests. The final design will be physically constructed and tested in the wind tunnel. The class culminates with the students racing their cars competitively. This class may be used as science or computer technology literacy elective credits.

A6154 ARCHITECTURAL DESIGN

5.0 Credits

This will be a full year course in which students will explore architecture through art and engineering. Students will gain a deeper understanding of drafting both on paper and in CAD, will fabricate, design, and build structures based upon floor plans of their own design. Students will gain a comprehensive understanding of space and form, develop the ability to translate 2D drawings and designs into 3D models, and understand and implement building codes and zoning laws. All of this, while infusing personal style and the demands of the public. Students will leave this class with a portfolio designed to meet the requirements for acceptance into an architectural program at the college level.

S6219 WILDLIFE BIOLOGY 1

2.5 Credits

****Prerequisite: Passing Grade in Biology***

****Health Academy Pathway***

An emerging field in veterinary science is wildlife rehabilitation due to increased human/wildlife interactions. This course trains students in the basics of wildlife biology and rehabilitation methods. Students learn wildlife physiology, identification, restraint, thermoregulation, how to recognize and treat emergency situations including stress and shock. Zoonoses, nutrition and euthanasia are other topics of study. Fluid therapy exercises require students be comfortable using dimensional analysis. Students will work with cadavers of rats and pigeons stored in buckets of preservatives. Be aware of allergies. Scrubs are required for labs.

S6220 WILDLIFE BIOLOGY 2

2.5 Credits

****Prerequisite: Wildlife Biology 1***

****Health Academy Pathway***

This course emphasizes pain and wound management, parasitology and zoonoses. All animals have parasites. Understanding them leads to better care of wildlife in zoos or rehabilitation centers and can reduce the spread of disease. Zoonotic diseases (diseases passed from animals to humans) pose a serious risk to all who come in contact with a sick animal which may be asymptomatic. Professionals and students in veterinarians are sometimes viewed as a community resource. Students learn about the risks, prevention, and management of zoonoses, including acting as a resource to the public for information on zoonotic diseases. Wound and pain management provides a systematic review of the physiology and treatment of the most common types of soft-tissue wounds seen in injured species. Students develop a working knowledge of the vocabulary and concepts underlying the modern approach to pain management. Students will work with cadavers of rats and pigeons stored in buckets of preservatives. Be aware of allergies. Scrubs are required for labs.

SOCIAL STUDIES DEPARTMENT MISSION STATEMENT

The Social Studies Department strives to assist every student in the development of his/her curiosity and imagination as well as their powers of observation, analysis, intuition, and critical thinking through the teaching of the social sciences. Students are encouraged to appreciate their role in society and as citizens of a global society. Students are encouraged to develop the skills to work both individually and cooperatively. It is stressed that they accept responsibility for self and others, respect differences and to appreciate the strength found in our diversity. We strive to foster in our students integrity, openness, creativity, persistence, community spirit, and respect for other people in all their diversity. We provide opportunities for experiences that promote global awareness and understanding, exposure to different cultures, public speaking, and expression of ideas, and other forms of individual and group achievement.

SEQUENCE OF SOCIAL STUDIES COURSES

All students must take three years of social studies while enrolled at Northbridge High School to fulfill the 4-year graduation requirement. The required classes include World History, American Studies 1 and American Studies 2, or the equivalents.

Grade 9:	Grade 10:	Grade 11:	Grade 12:
World History Honors	Pre-AP US History Honors	AP US History	Any Elective Offered Below in Grades 10 & 11
World History	American Studies 1 Honors	American Studies 2-Honors	
	American Studies 1	American Studies 2	

STUDENTS MAY ELECT:

Elective offerings may vary due to staffing or budget constraints

Grade 9:	Grade 10:	Grade 11:	Grade 12:
	-Eastern Cultures -Western Cultures	Any course Listed in Grade 10 and/or: -Citizenship in Action -Homeland Security -Law -Facing History & Ourselves -Psychology	Any electives Offered in Grades 10 & 11 -AP Government & Politics -AP Psychology

SOCIAL STUDIES COURSE DESCRIPTIONS

H1012 MODERN WORLD HISTORY - HONORS

5.0 Credits

A comprehensive survey course in Modern World History that follows the time from approximately 1600 C.E. to the 21st century. You will engage in an in-depth exploration of the events in history as they are exposed to a variety of historical figures, theories, and perspectives. You will review the formation and transformation of culture in the Eastern and Western worlds. Focus and debate on social movements, political changes, economic development, nationalism, imperialism, industrialization, revolution, and international relationships will be present throughout the course, and you will have opportunities to relate personal perspectives to historical facts. You will analyze the role of important primary source documents from the different time periods, and make connections between the documents and their impact on governmental, social, and economic changes of nations throughout the world. You will be able to compare and contrast as well as draw connections between past occurrences and current events. You will

cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. You will compare the point of view of two or more authors to how they treat the same or similar topics, including which details they include and emphasize in their retrospective accounts. And you will write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

H1011 MODERN WORLD HISTORY

5.0 Credits

A comprehensive survey course in Modern World History that follows the time from approximately 1600 C.E. to the 21st century. You will engage in an in-depth survey of the events in history as they are exposed to a variety of historical figures, theories, and perspectives. You will review the formation and transformation of culture in the Eastern and Western worlds. Focus and debate on social movements, political changes, economic development, nationalism, imperialism, industrialization, revolution, and international relationships will be present throughout the course, and you will have opportunities to relate personal perspectives to historical facts. You will analyze the role of important primary source documents from the different time periods, and make connections between the documents and their impact on governmental, social, and economic changes of nations throughout the world. You will be able to compare and contrast as well as draw connections between past occurrences and current events. You will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. You will compare the point of view of two or more authors to how they treat the same or similar topics, including which details they include and emphasize in their retrospective accounts. And you will write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

H2052 PRE-AP US HISTORY - HONORS

5.0 Credits

**This course is a prerequisite for AP US History*

A comprehensive United States History course focusing on the Colonial era through Reconstruction. This course makes major thematic connections with the humanities through literature, art, and film to examine America's story. Historical, social, political, and economic movements will be presented throughout the course. The pace of this course is more rigorous and involves outside reading of a college-level text, as well as numerous supplemental readings, including but limited to historical novels, biographies, and primary sources. Class time is spent on analysis of the historical significance of the readings. In addition, document-based questions and free-response essay writing is introduced. An in-depth investigation of the formation and transformation of the U.S. governmental powers, the role of local and state governments, and the civic responsibilities of citizens will also take place. (Students who wish to move from American Studies 1 to AP US History must meet with the teacher and get prior approval.)

H2012 AMERICAN STUDIES 1 - HONORS

5.0 Credits

A comprehensive United States History course focusing on the post-colonization period (1760's) to Pre-World War 1 (1900's), this course will make major thematic connections with English and Early American literature, culture, and traditions. Historical, social, and political movements will be presented throughout the course. You will interpret and analyze the unification process that led to the founding political/legislative documents and determine the extent of the historical significance and applicability of each to modern/current events. Using Common Core and Massachusetts State Frameworks, students will analyze primary source materials and craft written responses to demonstrate their understanding of historical concepts. Students will also research and build upon their historical knowledge to draw parallels

to current events and trends in our social and political world. Examination of the formation and transformation of U.S. governmental powers, the role of local and state governments, and the civic responsibilities of citizens will also take place.

H2011 AMERICAN STUDIES 1

5.0 Credits

A comprehensive United States History course focusing on the post-colonization period (1760's) to Pre-World War I (1900's), this course will make major thematic connections with English and Early American literature, culture, and traditions. Historical, social, and political movements will be presented throughout the course. You will be introduced to the founding political/legislative documents with emphasis on the historical significance of each and relationship to today. Using Common Core and Massachusetts State Frameworks, students will analyze primary source materials and craft written responses to demonstrate their understanding of historical concepts. Students will also research and build upon their historical knowledge to draw parallels to current events and trends in our social and political world. Examination of the formation and transformation of U.S. governmental powers, the role of local and state governments, and the civic responsibilities of citizens will also take place.

H5015 ADVANCED PLACEMENT US HISTORY

5.0 Credits

**Required to take the AP Exam in May*

**Prerequisite: Pre-AP US History or approval of the course instructor*

The Advanced Placement program in American History is designed to provide you with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares you for intermediate and advanced college courses. The pace of this course is rigorous and involves outside reading of a college-level text, as well as numerous supplemental readings, including but not limited to historical novels, biographies, and primary sources. Class time is spent on analysis of the historical significance of the readings. In addition, regular timed writings (Document-Based Questions and Free-Response) and several practice exams are given throughout the year. Summer reading is the first chapter of *The American Pageant* with chapter response essays, one project is assigned as a review on topics through to causes of the American Revolution, and an assigned book and completion of a book analysis.

H3012 AMERICAN STUDIES 2 – HONORS

5.0 Credits

A comprehensive United States History course focusing on early 20th century to present day that will incorporate the teaching thematic units relating to aspects of government, culture, world events, and economics within the timeline of US History. Many of the themes will coincide with the literature of the same period covered in English 3, and will include concepts of democracy, citizenship, social history, geography, and multiculturalism. Relationships between social and political policy and daily life will be made and discussed. You will review and discuss primary sources and their impact on changes to American society by providing accurate summaries and evaluating differing points of view on the same historical event, as stated in the Massachusetts Curriculum Framework Standards for Literacy in History/Social Studies.

H3011 AMERICAN STUDIES 2

5.0 Credits

A comprehensive US History course focusing on early 20th century to present day that will incorporate the teaching thematic units relating to aspects of government, culture, world events, and economics within

this time of US History. Many of the themes will coincide with the literature of the same period covered in English 3, and will include concepts of democracy, citizenship, social history, geography, and multiculturalism. Relationships between social and political policy and daily life will be made and discussed. You will review and discuss primary sources and their impact on changes to American society by providing accurate summaries and evaluating differing points of view on the same historical event, as stated in the Massachusetts Curriculum Framework Standards for Literacy in History/Social Studies.

SOCIAL STUDIES ELECTIVES COURSE DESCRIPTIONS

H6051/H6052 LAW

2.5 Credits

This course introduces you to the judicial system of the United States from historical and sociological perspectives. Aspects of criminal, civil, contract law will be addressed, both independently and as they relate to civil rights, differences between juvenile and adult proceedings, roles of lawyers, judges and juries and the operation of the court system at the local/district, state and federal levels. Basic principles of consumer, business, marriage, and housing law will be presented. An overview of state and federal correction systems will be introduced. You will have opportunities to explore this aspect of society through case studies, field trips, and guest speakers, project-based assignments and mock court/trial activities.

H6132 PSYCHOLOGY

2.5 Credits

****It is highly recommended students take this course in their junior year prior to Advanced Placement Psychology***

****This course is a prerequisite for AP Psychology***

The course is intended for students with an interest in taking psychology courses at a post-secondary level. Major psychological schools of thought, theories, and perspectives are analyzed. More in-depth coverage of topics included and, additionally abnormal psychology; research methods; experimental design; and therapy models. You will design, run, and evaluate an experiment relating to a relevant topic from the course. Participation in class discussions, debates, research, and writing assignments is required.

H5035 ADVANCED PLACEMENT PSYCHOLOGY

5.0 Credits

****Prerequisite: Psychology H or approval of the course instructor***

****Students that have taken Psychology Honors have first priority in scheduling***

****Required to take the AP exam in May***

The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The ultimate goal of Advanced Placement Psychology is for students to do acceptable work on the AP Psychology exam in May. By learning the major concepts and theories of psychology and studying and implementing psychological research methods, they will develop the critical thinking skills needed to achieve their goal. In preparation for the AP exam in May, there will be extensive coverage of material both inside and outside of class. There will be extensive outside research expected of each student to have a thorough understanding of the main concepts of psychology.

H5036 ADVANCED PLACEMENT GOVERNMENT & POLITICS

5.0 Credits

**Students must be recommended by their American Studies 2 Teacher or have permission from the instructor*

**Required to take the AP exam in May*

Advanced Placement United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students who successfully complete this course will know important facts, concepts, and theories pertaining to U.S. government and politics. They will also understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures). Finally, students will be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats) as well as be able to critically analyze relevant theories and concepts.

H6192 CITIZENSHIP IN ACTION

2.5 Credits

Civic involvement is more than a phrase; it translates into making an effort to care about the world around you beginning with your community. This course is designed to prepare the student's transition from a legal minor to adult citizens with the practical goal of making you ready to exercise their rights and obligations on the local, state and federal level of government. It seeks to identify and explore their roles of citizenship in everyday life using tools ranging from new technology to more traditional formats. Readings, research and class work to be supplemented by outside speakers and simulations.

H6031/H6032 HOMELAND SECURITY

2.5 Credits

**Open to juniors and seniors or with teacher approval*

This course will provide you with the historical background leading up to America's present response to domestic and foreign attacks. You will learn about the religious, political and environmental movements that have turned to terrorism as alternatives to traditional means to achieve change. The focus will be on the events leading up to the September 11th attacks, the attacks themselves, and the US short and long term responses. Your role in personal and community security will be explored; you will be introduced to educational and career opportunities in this field.

H6171/H6172 EASTERN CULTURES

2.5 Credits

This course is designed to give students an opportunity to study and understand the five themes of geography as they relate to different eastern regions of the world: Asia, Africa, Australia, and the Middle East. Students will interact with the regions' customs, music, food as well as history and economics. Students will demonstrate their knowledge of these geographical themes through a variety of critical thinking activities, videos, cooking, projects and class discussions.

H6181/H6182 WESTERN CULTURES

2.5 Credits

This course is designed to give students an opportunity to study and understand the five themes of geography as they relate to different western regions of the world: The Americas (excluding the USA), Europe and Russia. Students will interact with the regions' customs, music, food as well as history and economics. Students will demonstrate their knowledge of these geographical themes through a variety of critical thinking activities, videos, cooking, projects and class discussions.

H6191 FACING HISTORY & OURSELVES: THE HOLOCAUST AND HUMAN BEHAVIOR

2.5 Credits

A unique blend of personal reflection, psychology, and history this course examines how genocide can occur in a world thought to be so advanced. It examines the topics of prejudice, discrimination, and scapegoating while also studying human dignity, morality, law, and citizenship. Throughout the course we will study the choices made by average citizens and through the formation of our classroom community develop a sense civic courage and justice. This course is based on the Decision Making in Times of Injustice curriculum out of the nonprofit organization Facing History and Ourselves out of Brookline, MA.

WORLD LANGUAGE DEPARTMENT MISSION STATEMENT

The Northbridge World Language Department believes that language and communication are keys to student success in today’s global world. Competence in more than one language and culture will enable students to communicate with people from other cultures in a variety of settings, look beyond their own borders, and develop insight into their own language and culture. Based on these beliefs, we offer all students the opportunity to study French and Spanish. They will engage in speaking, listening, reading, and writing activities designed to develop their language proficiency. They will work independently, collaboratively and creatively. They will use technology and media to connect authentically with diverse cultures and peoples and make frequent comparisons between English and their second language.

SEQUENCE OF WORLD LANGUAGE COURSES

Students must take a minimum of two years of a language sequence at the high school level (a minimum of 10 credits) as recommended by the Massachusetts Board of Higher Education as minimum standards for admission to the Commonwealth’s four-year public institutions. Three years of a language is highly recommended. Languages are full-year courses and must be taken chronologically.

Grade 9:	Grade 10:	Grade 11:	Grade 12:
French 1 Honors French 1 Spanish 1 Honors Spanish 1	Students May Elect Any Grade 9 Course Offering French 2 Honors French 2 Spanish 2 Honors Spanish 2	Students May Elect Any Grade 9 and/or Grade 10 Course Offering French 3 Honors French 3 Spanish 3 Honors Spanish 3 Spanish 4 Honors Pre-AP Spanish 4 Honors	Students May Elect Any Grade 9, 10 or 11 Course Offering AP Spanish Language & Culture

WORLD LANGUAGE COURSE DESCRIPTIONS

***Both French/Spanish 1 and 2 will run with CP and Honors levels within the same classroom. Students, with the recommendation of a language teacher, will choose the level of language that they prefer. Differentiation of the courses will take place through assessments, grading criteria, and classwork and homework assignments.**

***L1012 FRENCH 1- HONORS**

***L1011 FRENCH 1**

***L1032 SPANISH 1- HONORS**

***L1031 SPANISH 1**

5.0 Credits

You will develop the four skills involved in the learning of any language; listening comprehension, speaking, reading, and writing. You will also learn about French/Hispanic culture and customs. The teacher will use the target language extensively in the classroom, and you will be expected to participate in the foreign language as soon as possible. You can expect to use the language laboratory regularly in these courses in order to promote accurate pronunciation, listening, and speaking skills. You will be able to complete a variety of writing assignments by second semester.

***L2012 FRENCH 2- HONORS**

***L2011 FRENCH 2**

***L2032 SPANISH 2- HONORS**

***L2031 SPANISH 2**

5.0 Credits

****Prerequisite: 2 Honors requires a B- or better in 1 Honors or teacher recommendation***

You will continue to develop the four basic skills introduced in French/Spanish 1 in these second year courses. You will complete supplementary projects and activities to aid in your mastery of these basic skills. You will use the foreign language frequently in the classroom. You will also use the language lab regularly as a learning aid and as a means of reinforcement. At this point, you will use the Internet as a research tool and a means of accessing authentic language materials.

L3012 FRENCH 3 - HONORS

L3032 SPANISH 3 - HONORS

5.0 Credits

****Prerequisite: B- or better in French/Spanish 2***

This third year of language offers a rigorous study of grammar as you begin to prepare for college-level work. Your skills in speaking and listening comprehension will expand and you will learn to express more of your ideas and opinions in French or Spanish. You will also write on a more regular basis. You will study the French or Spanish people through their customs, cultures, and countries and as a result have a better understanding of their way of life. You will use the language lab on a weekly basis to improve your ability to comprehend and speak French or Spanish. The Internet will provide you with access to authentic language materials. In addition, you will read some form of French or Spanish literature. Your second language will be your primary means of communication.

L3011 FRENCH 3

L3031 SPANISH 3

5.0 Credits

****Prerequisite: Passing grade in French/Spanish 2***

This third year of language study will help you to reinforce and build upon the basic skills you acquired in French or Spanish 2. You will complete a variety of supplementary projects and activities to aid in your development of these basic skills. Also you will read one example of children's literature in French or Spanish. Studying the French or Spanish people through their customs, cultures, and countries will increase your ability to speak to and understand them. Regular use of the language lab will benefit your speaking and comprehension skills as well as provide you with access to authentic French or Spanish materials.

L4033 PRE-AP SPANISH 4 - HONORS

5.0 Credits

****Prerequisite: B- or better in Spanish 3 Honors and students on the student is on the AP track***

You will use the target language extensively to express yourself orally and in writing. You will study advanced points of grammar in conjunction with readings taken from contemporary literature and current events. You can expect to use the language laboratory and current technology to refine your skills. The pace of this course is more rigorous in order to prepare you for the AP Spanish Language and Culture course. The goal this year is to use the target language in practical ways with ease.

L4032 SPANISH 4 - HONORS

5.0 Credits

****Prerequisite: B- or better in French 3 Honors/Spanish 3 Honors***

You will use the target language extensively to express yourself orally and in writing. You will study

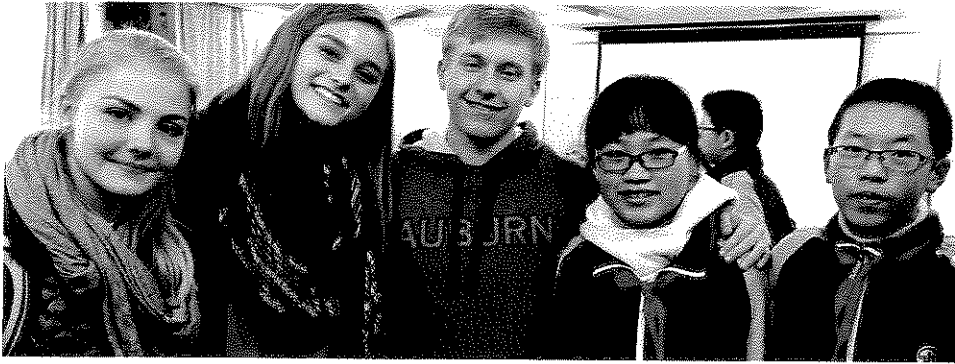
advanced points of grammar in conjunction with readings taken from contemporary literature and current events. You can expect to use the language laboratory and current technology to refine your skills. You will read selected poems and short stories as time allows. The goal this year is to use the target language in practical ways with ease.

L5032 AP SPANISH LANGUAGE & CULTURE

5.0 Credits

****Required to take AP Exam in May***

The AP Spanish Language and Culture course is a rigorous course that provides students with the opportunities to demonstrate their language proficiency skills across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the integration of authentic online and traditional print, audiovisual, and audio resources that are representative of the Spanish-speaking world. Materials include podcasts, literary works, newspaper and magazine articles, interviews, movies and documentaries, charts, and graphs. The purpose of this course is to offer students an understanding of the Hispanic world and provide students with the opportunity to acquire the skills necessary to allow them to communicate successfully in an environment where Spanish is spoken. Therefore, to create an immersion experience, Spanish is spoken exclusively by both the teacher and students of this course.



EXPECTATIONS FOR HOST FAMILIES

This program differs from the long-term program in that students can share a bedroom. Host families can host up to 3 participants. The host family will need to provide a safe, nurturing environment as well as:

- 2 meals a day on weekdays and 3 on weekends
- Transportation to and from school each day, as well as arrival and departure day
- Family activities on Saturday (4/8)

4/2-4/9 HOST AN INTERNATIONAL STUDENT

With Northbridge High School

Northbridge High School is delighted to participate in a 1-week program with KnowledgeLink.

Welcome an international student from China as part of a vibrant cultural exchange program by hosting a participant. We are looking for host families living in the Northbridge area who are interested in the rewarding experience of hosting.

If you've thought about hosting an international student, this 1-week program is a great way to experience our program on a short-term basis.

Benefits to you & your family

**Gain invaluable,
first-hand
experience with
Chinese culture...
and, quite
possibly, a family
friend for life!**

**Enjoy a competitive
stipend of \$250 per
student to offset
your hosting costs.**

NEXT STEP

If you have any questions,
contact Hayden Wu at

hwu@kleducation.org

or

(978) 605-6535

**CODE OF THE TOWN OF NORTHBRIDGE MASSACHUSETTS, v15 Updated
11-01-2015 / DIVISION 1 Code of Bylaws / Chapter 4, ADMINISTRATIVE
ORGANIZATION / SECTION 4-300, MULTIPLE-MEMBER BODIES / § 4-321. Town
Manager Screening Committee. [Added 10-25-2011 ATM, Art. 7]**

§ 4-321. Town Manager Screening Committee. [Added 10-25-2011 ATM, Art. 7]

A. Establishment. A Town Manager Screening Committee of five members shall be established whenever the office of Town Manager is vacant for the purpose of soliciting, receiving and evaluating applications for the position of Town Manager.

B. Mode of appointment. Two members shall be appointed by the Moderator, one member shall be appointed by the School Committee, one member shall be appointed by the Personnel Board and one member shall be appointed by the Planning Board.

C. Authorities and responsibilities. The Screening Committee shall review all applications that are received by it, screen all such applicants by checking and verifying work records and other credentials, and provide for interviews to be conducted with such number of candidates as it deems to be necessary, desirable or expedient.

D. Interrelationships. Not more than 120 days following the date on which the Committee meets to organize, the Committee shall submit to the Board of Selectmen the names of not fewer than three nor more than five persons whom it believes to be best suited to perform the duties of the office of Town Manager.

E. Dissolution. Upon the appointment of a Town Manager, the Committee established hereunder shall be considered discharged.

**ARTICLE 4
TOWN MANAGER**

Section 4-1 Screening Committee; Appointment; Qualification; Term

- (a) **Screening Committee-** The board of selectmen shall appoint a town manager from a list prepared by a screening committee. A screening committee shall be established whenever the office of town manager is vacant for the purpose of soliciting, receiving and evaluating applications for the position of town manager.

[A new bylaw pertaining to this section was created under Article 7, FATM 10/25/11]

Revised information is crossed out and new information is underlined.

Until such time as some other provision is made by bylaw the screening committee shall consist of five persons who shall be chosen as follows: the school committee, personnel board and planning board shall each designate one person, and ~~three~~ two persons shall be chosen by the town moderator. Persons chosen by the said agencies may, but need not, be members of the agency by which they are designated: the town moderator may, insofar as it may be feasible so to do, appoint persons who will broaden the membership base of the committee to be most representative of the demographic and occupational base of the town.

The screening committee shall review all applications that are received by it, screen all such applicants by checking and verifying work records and other credentials, and provide for interviews to be conducted with such number of candidates as it deems to be necessary, desirable or expedient.

Not more than 120 days following the date on which the committee meets to organize the committee shall submit to the board of selectmen the names of not less than three nor more than five persons whom it believes to be best suited to perform the duties of the office of town manager.

Within thirty days following the date the list of nominees is submitted to it the board of selectmen shall choose one of the said nominees to serve as town manager.

Upon the appointment of a town manager the committee established hereunder shall be considered discharged.

(Received via email on February 8, 2017)

Hello Dr. Stickney,

My name is Rick Asadoorian. I am a Northbridge Alum, Class of 1999. Not sure if you have heard or not but I am putting on a baseball clinic in the field house March 3-5. I have spoken with Al Richards regard the event and wanted to reach out to you as well.

The main purpose of this event is for me to give back some of the knowledge I have gained over the years in Professional baseball, to the area I grew up in and still love. I want to help assure the kids in the Blackstone Valley have great instruction like I was so fortunate to receive while I playing professionally.

As far as the financial part on my end goes, it is costing me quite a few dollars to put on the event. I have received the pricing sheet from the school and was curious if there is any way to cut some of the costs associated with utilizing the field house. I would not expect the school to pay anything out of pocket but would love to try and save some dollars if possible.

This event is not a big money maker for me at all. Currently I am looking to just break even with hopes that the school can help out with some of the added cost beyond the janitor and utilities.

Using the field house is something I am passionate about because it is a piece of where I grew up. I did not have that when I was in school and want the kids in the school system to see all the advantages in having the field house. When I was drafted and heard the field house was in the plans for a new school, I was so happy to be able to donate the batting cage for the town's use over the years. Also, I would like to donate a percentage of the proceeds back to the Athletic Booster Club. With the numbers this year, I don't anticipate that amount to be a large amount but, as I plan on doing this for years to come, that percentage should and will grow.

Thanks you so much for taking the time to consider this. I hope to see you in March at the event and look forward to meeting you.

All my best,

Rick Asadoorian