

# Northbridge Public Schools

## Northbridge School Committee

87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 [www.nps.org](http://www.nps.org)

Shannon Canoy, Chairperson, [scanoy@nps.org](mailto:scanoy@nps.org), Jill Leonard, Vice-Chair, [jleonard@nps.org](mailto:jleonard@nps.org),  
Heather Alden, [halden@nps.org](mailto:halden@nps.org), Jonathan Canoy, [jcanoy@nps.org](mailto:jcanoy@nps.org), Carl Cowen,  
[ccowen@nps.org](mailto:ccowen@nps.org)

### Northbridge Public Schools School Committee Meeting Agenda Tuesday, May 14, 2024 7:00PM Northbridge High School Media Center

- I. Call to Order (7:00PM)
- II. Pledge of Allegiance
- III. Attendance
- IV. Statement of Audio and Video Recording
- V. Statement of Mission

Northbridge Public Schools is a proud community focused on the education and wellbeing of all students. We recognize each student as an individual, and we provide creative and innovative learning opportunities that encourage them to use their unique voices and personal strengths to achieve success both academically and personally.

- VI. Student Representative Report (7:05PM)
- VII. Superintendent's Report (7:10)
- VIII. Presentations (7:15 PM)
  - A. SWCEC - Capital Plan
- IX. Consent Agenda (7:30PM)
  - A. School Committee Minutes 4-23-2024
  - B. Warrant 24-43 4/25/2024 \$217,113.18
  - C. Warrant 24-44 5/02/2024 \$243,511.16
  - D. Warrant 24-45 5/09/2024 \$ 39,105.43
  - E. Donation
- X. Discussion (7:35PM)

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- A. SWCEC - Capital Plan
  - B. Student Opportunity Act Plan
  - C. Superintendent Summative Evaluation Process
- XI. Public Comment (7:55 PM)
  - XII. Action (8:00PM)
  - XIII. Information (8:05PM)
    - A. YTD Budget Report 5-1-2024
  - XIV. Adjournment (8:25PM)

**Note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. Also, the timeframe for each topic is a general guideline and may not be strictly adhered to.**



## SWCEC Capital Improvement Plan Details

### Capital Improvement / Maintenance Fund

#### **FY25**

- Building 3 (Dudley) rear access ramp \$80,000
- Purchase / replace wheelchair van \$100,000
- Dudley: develop formal recreation spaces, including ADA accessible green spaces, walking trails, ball field \$100,000

#### **FY26**

- Replace / repair current mini-vans (2) \$100,000
- Strengthen / harden both Southbridge and Dudley campus buildings (including unified keys/locks for exterior and interior doors) \$100,000

#### **FY27**

- Replace / repair current mini-vans (2) \$100,000

#### **FY28**

- Addition of gymnasium space (Dudley) \$250,000

#### **FY29**

- Addition of gymnasium space (Southbridge) \$250,000
- Interior renovations (Southbridge and Dudley) \$200,000



March 2023

Dear Superintendents,

Enclosed you will find both some talking points and a sign-off sheet related to the establishment of a Capital Surplus Fund for Southern Worcester County Educational Collaborative (SWCEC). This documentation will be needed to demonstrate the achievement of approval by two-thirds of SWCEC Member District School Committees.

Thank you for your assistance,

*Arnold D. Lundwall, ms. Ed.*

Arnold Lundwall



## **Establishing a Capital Surplus Fund for SWCEC**

### **Why do we need a Capital Fund?**

- SWCEC, in its 49 years of operation, has not developed a Capital Fund and currently does not own any real property.
- Collaboratives cannot appeal to the MSBA for funding or support around buildings or capital projects.
- Without any collateral such as real property, SWCEC is at a definite disadvantage in the eyes of banks or other forms of loan procurement.
- Without an established Capital Fund, the law limits the amount of surplus revenue that we are allowed to retain each year (25% of yearly expenditures). The establishment of a Capital Fund will provide SWCEC the option to retain a portion of any annual surplus to use for future capital needs.
- Maintenance of a Capital Fund will mitigate the need to raise tuition or to rely on Member Districts for financial assistance should an emergency capital need arise.

### **What are the regulations for the establishment and oversight of a Capital Fund?**

- SWCEC must present a Capital Plan for the Board to approve. An initial plan was presented to the Board on February 16, 2024, and on March 22, 2024.
- Two-thirds of our Member School District Committees must approve the Capital Plan and establishment of the Capital Fund.
- On an annual basis, the Board of Directors (i.e., SWCEC Member District Superintendents) will vote on the amount of surplus, if any, to be put into the Capital Fund as a part of the yearly budgeting process.
- The Board of Directors will approve all withdrawals from the Capital Fund.
- Withdrawals can only be made for capital expenditures.

### **How much money will be in the Capital Fund?**

- The Capital Fund will not be filled immediately. Funds will only be added by Board approval as available and will not be a burden for the Member Districts. Funding comes from surplus revenue, if generated, each year.
- The amount of the Fund will be capped at two million dollars (\$2,000,000).
- Expenditures from the Fund will not require immediate offsetting deposits into the Fund.

# Capital Reserve Fund & Capital Plan Presentation to School Committees 2024



# Introductions

- **Arnold Lundwall**, Executive Director of Southern Worcester County Educational Collaborative since July 2020
- **Lena Travinski**, Director of Finance and Operations at SWCEC since July 2021
- Thank you to the School Committee Chair, members of the School Committee, the Superintendent, and the Community for the opportunity to present this information.



# SWCEC Information

- History
- Populations Served
- Location
- Member Districts
- Mission, Vision, Values



# Intent of Today's Presentation

Establish rationale and limit for SWCEC Capital Reserve Fund



School Committee votes:

1) Reasons for Capital Reserve

2) Limit on the balance of the Reserve

# Reasons for the Reserve Fund



As approved by the SWCEC Board of Directors:



1. Maintenance and improvement of SWCEC properties



2. Prepare for down payment of new lease or owned real property



3. Limit on the fund balance: \$2,000,000



- Lease options
- Lack of capital
- Lack of green space
- Lack of gymnasium
- Long term stability
- Long term goal (one roof)
- Accessibility for multiple disabilities

# Rationale

# Regulatory Guidance

603 CMR 50.07 (10): “An educational collaborative may create a capital reserve fund to support costs associated with the acquisition, maintenance, and improvement of fixed assets, including real property, pursuant to a capital plan.



(b): “...subject to the approval of 2/3 of the member districts.”

# Capital Improvement Plan Details

10-year plan

Establish fund base

Parachute plan and  
long term goals (one  
roof)

Current lease and right  
of first refusal

## Renovations

- Green space
- Gymnasium
- Equality, inclusion,  
accessibility

# Request for Approval



SWCEC is seeking approval of the reason and the limit for the SWCEC Capital Reserve Fund through Member Districts' School Committees.



SWCEC requests that each Member School Committee vote to approve (1) reasons for the Reserve and (2) limit on the balance.



Upon a ratifying vote, signature of the School Committee Chairperson is requested.

# Thank you

- The 15 Member Districts of SWCEC have provided consistent support and vision over the past 49 years. The Board of Directors have ensured that intervention and education of students with disabilities is provided by highly qualified staff at SWCEC both at our two program locations and within your Districts.
- Thank you for taking this important initiative to secure equitable and safe learning environments for your students.

# Questions? Contact Information



**Executive Director**

**Arnold Lundwall**

[alundwall@swcec.org](mailto:alundwall@swcec.org)

508-764-8500 extension 1126



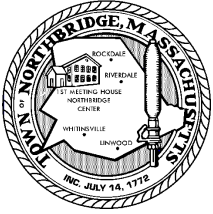
**Finance Director**

**Lena Travinski**

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### Northbridge Public Schools School Committee Meeting Agenda Tuesday, April 23, 2024 7:00PM Northbridge High School Media Center

- I. Call to Order (7:00PM)
- II. Pledge of Allegiance
- III. Attendance
- IV. Statement of Audio and Video Recording
- V. Statement of Mission

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#### VI. Student Representative Report (7:05PM)

Volleyball tournament went well. The Sophomore class raised about \$350. Will help defer costs for graduation, caps/gowns, prom, and senior trip for the class of 2026. Juniors and Seniors are getting ready for Prom this Saturday. Operation Graduation is hosting a Trivia Night fundraiser at the Progressive Bar in Uxbridge, May 4. School Council Car Wash will also take place on May 4 from 11AM-2PM.

Students and Chaperones from the Ireland Trip returned yesterday. Guidance has been visiting with Seniors to help them with getting Internships for the anticipated Intern Program at the High School next year.

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The Harlem Wizards will be at the High School on May 5 to play against the NPS staff. Doors to the event open at 1PM, the game starts at 2PM. It has been a few years since they were here last. It was a great memory, and always nice to have these events.

Heather Alden invited people to come to the Op Grad Trivial Night, as it is always fun.

#### VII. Superintendent's Report (7:10)

Keeping this short as the individual school admin are here to provide updates on their schools. May 1 between 4:30PM and 6:30PM will be a Full Strategic Planning Meeting. The agenda will be finalizing goals and initiatives for the Strategic Plan.

Tomorrow is Administrative Assistant Appreciation Day.

#### VIII. Presentations (7:15 PM)

##### A. NES/NMS/NHS Building Updates

NES: The school had fun during the Eclipse. All of the grades had activities centered around the Eclipse leading up to it. The Celebration of Learning and Belonging went off well.

Everyone from the performance came to the celebration, and there were at least triple the people in attendance compared to last year. NES was represented by: Jen Lesiak –

Regulated Classrooms, Angela Jeffers & Christine Simoneau – Student Artwork, Bob McLaughlin & Students – Energy Bus, Heather Hannon & Students – Beebots Coding, Lumi Vatasoiu & Kerri Lavoie – Mindful Breathing Project, Lorinda Allen & Lauren Dolan – SRSD Writing, Jennifer Lilley & Joe Goguen & NES Band and Chorus Students performing in the auditorium.

Met with the State DESE ST Math Representative. As of this time last year, 62% of NES students met the 80% required. This year, 80% of the students are meeting the 80% requirement. Last year, 68 students were below 40%. This year, only 43 students are below 40%.

SRSD. Each grade level has been preparing common benchmark texts and prompts for next year. This had been done for the current year too, as this is year 2 of SRSD, but it is a constant process of refinement for the best outcomes. Aligning K-5 so the students are able to progress consistently. Gave a shoutout to the SRSD coaches, as they have been leaders of this program, even though it is only year 2. SRSD staff will be on site May 3. The Coaches have been asked if they are comfortable being videotaped using the SRSD teaching

strategies so they can be used for National Training Webinars. Principals Allen and Hoffman commended the teachers for their dedication to the SRSD system.

Investigating History. 5<sup>th</sup> Grade will be piloting 1 unit from the IH program this spring. Staff will receive full training on the program at the beginning of next year. It Utilizes the Inquiry Cycle of Learning method. Tuning in > Finding out > Sorting Out > Going Further > Reflecting and Acting. Has the students look at artifacts directly and entwines with writing deeply, which the State also wants.

MCAS: Grades 3, 4, and 5 have completed the ELA portion. Grade 5 had a 99% attendance rate for the MCAS thanks to the constant efforts of the teachers and families to encourage the students to attend. Math will run from the last week in April through the first week of May. 5<sup>th</sup> graders will also be taking the STE MCAS test this year around the same time as Math.

April 3 was a Professional Development Half Day. There was PD around Vocabulary routines and Instruction for K-5 as well as for the Special Education Department, MCAS data showed this area struggled for all grades last year, spent time tweaking both old and new routines to better support Vocabulary. STE Simulation Program from the state was taught to the Grade 3 through 5 science teachers. Effective Classroom Management and Zones of Regulation for Related Arts teachers. Giving those teachers the common language the rest of the school uses so the students can have consistency. PreK teachers worked with Jill Redding on the Honoring Diversity program.

PreK has 95 students in it for next year, with 15 on the waitlist. There is the Preschool lottery as well. Kindergarten has 90 students, with anticipation that more will sign up over the next few weeks. Expecting 140-150 by start of school 24-25.

Teacher Appreciation week is May 6 through May 10.

May 3 is Student of the Month Celebration for Self-Control.

May 17 is ALICE and Evacuation drill.

Field Trips for May and June are coming up for each class. 5<sup>th</sup> Grade going to Old Sturbridge Village, 4<sup>th</sup> Graders going to Gillette Stadium, 3<sup>rd</sup> Grade going to Hanover Theater, 2<sup>nd</sup> Grade is going to Southwick Zoo. Field Days are coming up. Kindergarten celebration and 5<sup>th</sup> Grade Promotion Celebration are coming up.

NES Staff playing against the Harlem Wizards. Coach: Mrs. Gauthier (5<sup>th</sup> Grade). Players: Mrs. Kimball (PreK), Ms. Blanding (K), Mrs. Melanson (K), Mrs. Demeritt (1<sup>st</sup>), Mrs. Lomonaco (1<sup>st</sup>), Ms. Buma (2<sup>nd</sup>), Mrs. Dec (3<sup>rd</sup>), Mr. Mac (5<sup>th</sup>), Mrs. Andrews (Ras), Mrs. Dolan (Assistant Principal). Target is 1,000 tickets. So far there are 330 sold.

End of Year prep has started. Working on the schedule for next year with a focus to maximize learning time. Student placement discussion started. Looking at different ideas for staffing to make sure the Elementary school stays fully staffed, trying to find some out of the box ideas.

School Committee praised the SRSD Coaches for their willingness to go on camera and for how well they are doing that this opportunity was presented.

NMS: Math Acceleration Academy over April Vacation had 16 students from Grades 6-8. They had a good time and learned a lot. Held an MCAS Pep Rally where they gave awards and café snack coupons for high scores from last year and largest year over year growth. Referred to the MCAS as: My Chance At Success. The teachers worked hard to get the students to do a lot of pre-planning and using the scrap paper and organizers. The Middle School will be testing for MCAS Math in May, and 8<sup>th</sup> graders will also be taking Civics and Science. 8<sup>th</sup> Grade: Math May 7 and May 8, Civics May 13 and May 14, Science May 20. 6<sup>th</sup> and 7<sup>th</sup> Grade Math May 15 and May 16.

Absentee Data: Overall, absent students have decreased. Q1 down 1%, Q2 down 3%, and Q3 down 2%, when compared to the absence rates from last year. Suspension rates are down around 50% compared to last year. The Middle School has been implementing Restorative Justice, Peer Mediation, Parent Meetings (Conference call and In Person), and Behavior Management/Restitution practices (Social Probation, working with custodial staff after school) to replace suspensions when applicable.

Failure Rate Comparison. 6<sup>th</sup> Grade is up by 33% in Q3 compared to last year (15 in 22-23 and 21 in 23-24). 7<sup>th</sup> Grade has 25% less failures in Q3 (17 in 22-23 and 13 in 23-24), and 8<sup>th</sup> Grade is down by nearly 40% in Q3 (39 in 22-23 and 24 in 23-24). Sometimes hard to compare because different years are different groups of students.

Student Engagement: Open SciEd and Investigating History are being used to increase Student Engagement by allowing them greater flexibility and autonomy to look into big questions and discover the information for themselves through logic and investigating the

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sources. Students are encouraged to explore the material and ask questions. Currently in Year 2 of Open SciEd – 4 units. Next year will be year 3 and full implementation.

Investigating History is in exploratory year with only 1 unit. Next year they will do 2 units as it will be our first year, and in 25-26 will have full implementation. This is built on three routines: Launching the Question routine (asking authentic questions to launch an inquiry), Investigating Sources Routine (digging into diverse and complex sources to gather information), and the Putting it Together routine (collaborate with peers to make sense of learning and answer the inquiry question(s)).

Yondr Pouches. They are wonderful.

So far has gone great over the school year. Had a spike of phone confiscations in February, which was a total of 4 phones that had to be confiscated until the end of the day. Did a complete recheck and replaced 20 pouches. Sent home additional attestation forms. There are about 20 or so students every day who turn their phones in at the beginning of the day rather than carry around the Yondr Pouches. This has become the normal everyday for the students. Classroom discipline is down and student engagement is up. Afternoon dismissals have dropped and far more students are going outside for recess. To date from the start of the year, there have been 15 detentions and 6-7 phones confiscated for parents to date, including the 4 in February.

Unified Sports has wrapped up. They had a total of 18 athletes, both players and Buddies. Had a game Against Auburn and a home game against Webster. The Jamboree this year was at Webster on March 25. Mr. Gauthier want to expand the program next year and are aiming for Bocce.

Project 351. Youth Service Non-Profit organization that develops the next generation of “Community-first” leaders. Ambassador for our district is an 8<sup>th</sup> grade student selected by educators based on exemplary ethic of service and the values of Kindness, compassion, humility, and gratitude. The ambassadors from the 351 towns and cities in MA get on a bus by themselves and head into Boston to meet at a central location to work on the projects. Cradles to Crayons is the program they ran this year. Teacher Emily Flatuo collected and donated 13 bags of children’s clothing as part of Project 351.

School Musical will be “You’re a Good Man, Charlie Brown” and will have performances on Friday, May 10 at 7PM and Saturday, May 11 at Noon and 7PM. The Chorus and Band

will be having their Concert on May 23. Band and Chorus will also be going to the Great East Festival. First time there. Performing in a non-competitive and educational atmosphere. There is a little clinic afterwards, then they go to 6 flags.

8<sup>th</sup> grade events. Fundraisers: Penny Wars starting next week and No-Bake Bakesale.

Parents are doing a Dodgeball Tournament and Adults Night Out. The Class Trip will either be on June 10 or June 11. Only 86 students have responded to the survey so far of what to do for the school trip. 62 students voted for 6 flags, 13 for APEX, and 11 for a type of Field Day. 8<sup>th</sup> Grade Promotion Practice and Awards Ceremony will be on June 12 (Awards Ceremony open to parents, the practice is not). The actual Promotion and breakfast will be on June 13.

The Middle School is calling on parent partners. One of the NMS strategic plan goals was to cultivate a better relationship with the parents. Also wants each grade to do an activity in the classroom that will require parent volunteers. Also asking for parent volunteers for the other 8<sup>th</sup> grade activities and fundraisers.

Scholastic Book Faire. Made a goal of selling 200 books. First book faire since the COVID lockdowns. Book Faire sold 452 Books and raised over 1300 Scholastic dollars. Mr.

Helfrich opened his wallet and gave money to some of the students so they would be able to participate in the book faire and purchase books.

Heather Alden stated there was not going to be the Adult's Night Out, but instead a Spirit Wear, because the night Out was not going to work. There will be a shared Wishlist for both the Dodgeball tournament and the 8<sup>th</sup> grade dinner dance. School Committee is happy to hear that the Yondr Pouches seem to be working and having a positive effect on the school culture and performance as a whole.

NHS: Did not have a slide show.

4 Teachers went to Plymouth High School to study Open SciEd in High School. They loved it so much they want to bring it to NHS. In the Fall, they will be bringing 2 Biology Units and 1 Physics unit to the High School.

Yondr Pouches: There has been an uptick in Students using Smart Watches to control their phones while they are in the Yondr Pouches. They had been at 2 watches per day, but the uptick has come to 3 watches per day that students are being caught with. However, no more than 2 phones per quarter are being caught for discipline by any individual teachers.

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Failure Data. There has been less classes failed each quarter. Last year, there were 236 individual classes failed in Quarter 3. This year, there have only been 136 failed classes in Quarter 3. That is a 43% improvement from the previous year. For the year, Q1 through Q3, last year 644 individual courses were failed. This year, Q1 through Q3, 392 individual classes have been failed, a 39.2% improvement. Principal Connery credits the Yondr pouch program, the RAMs Block allowing students to get extra assistance where they need it in school, and the teachers for the improvement.

Professional Development day on April 3<sup>rd</sup> was focused on student tasks that are more engaging and student centered and driven. Trying to move from photocopied packets. One of the tasks the teachers worked on was taking their lesson that went the worst, take it to their peers, and work out how to make it better to improve its quality the next time they run it to increase expectations of students performance and internalizing the material. Did a Band class Evaluation just after the PD and witnessed this in action.

Celebration of Learning and Belonging: Student Travel Program (had just come back from Ireland), Sports program, Art program showing off the Ceramics the students created, Robotics, World Languages, and Freshmen Academy all had displays.

High School Drama performed High School Musical. Had 3 days of performances. Having live music there was something he had not seen at a high school before. Parents provided a lot of positive feedback for the live music.

100% of students who needed to have taken the ELA MCAS. Last Senior who needed to pass has passed the Makeups and all seniors are set to Graduate. Math MCAS is set for May and Science will be in June.

Teacher Appreciation Week. There will be 4 events per day for the teachers. There are 6 teachers with perfect attendance at the High School. Starting the Friday before and each day of the week, they will be getting to use Mr. Connery's parking spot and keyed entrance to the school for a day. Student Council and National Honors society are each doing things for the teachers. There will be a teacher car wash by the students. Cookies and Brownies will be brought in for the teachers. Mr. Connery's daughter wants to bake for them.

Attendance has increased from last year by just over 1%. It is still below the state average.

High School is trending to 93% attendance rate, the State Average is 94%, and Mr. Connery wants to see it reach 95%. Previous few years had an attendance rate of around 91%.

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Honor Roll for 3<sup>rd</sup> Quarter contains over 350 Students. First time in the last few years had so many students on honor roll.

Operation Graduation has done a great job raising money.

Prom will be Saturday Night at Mechanics Hall. Hoping the attendance is good on the Friday before prom, but understands it might be a loosing battle.

#### B. Updates to HS Program of Studies

The High School is bringing back Internships and Work Studies. Goal is to have 20% of Juniors and Seniors have signed up for this program. They will be having a waiver for Physical Education requirement if the participates in a MIAA Sport their senior year. This is to help allow the students to do the internship program.

Added in Woodshop. There are 150 students already signed up for Woodshop (186 requested to join the class, but there was not enough room. One of the most requested electives). For the new Italian class, 49 students have requested it. 2<sup>nd</sup> most requested world language. Have 2 classes for it.

Chemistry will be taught in Junior Year, has 4 courses set up for it.

Robotics will be beefed up, as this was the pilot year. There were only 6 students to start, but now there are 29 students in it. They made it to the finals in their second competition. At this time, one of the students is receiving a scholarship for their activities with the Robotics Team. It has not been officially announced yet, so Mr. Connery is holding off so it can be presented at the Awards Ceremony as part of graduation.

Jill Leonard loved the “Worst Lesson” idea, as it helps build camaraderie with the other teachers. Changed the School Schedule to be able to guarantee the last period will be the same for all of the students doing the internships. 9 Students went to Senior Scoop to get internships, and Guidance counselors went as well to get more internship information.

They do not have a Woodshop teacher yet, but are confident they will be able to find one.

Hoping that this will help keep students from leaving for BVT by giving them the opportunities and choices they could want here. Additionally, they have created a Financial Literacy requirement for students, and have 3 separate classes that can fulfill this requirement.

### IX. Consent Agenda (7:45PM)

#### A. School Committee Minutes 4-9-2024

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B. Warrant 24-41 4/11/2024 \$204,947.49

C. Warrant 24-42 4/18/2021 \$275,665.02

A motion was made by Heather Alden to approve the Consent Agenda. It was seconded by Jonathan Canoy.

Jill Leonard Yes

Heather Alden Yes

Shannon Canoy Yes

Jonathan Canoy Yes

Carl Cowen Yes

The motion was passed with a vote of 5-0

X. Discussion (8:00PM)

XI. Public Comment (8:00 PM)

XII. Action (8:00PM)

A. School Choice 2024-2025

A motion was made by Heather Alden to approve continuing to accept School Choice. It was seconded by Jonathan Canoy.

Jill Leonard Yes

Heather Alden Yes

Shannon Canoy Yes

Jonathan Canoy Yes

Carl Cowen Yes

The motion was passed with a vote of 5-0

XIII. Information

XIV. Adjournment (8:01PM)

A motion was made by Heather Alden to adjourn. It was seconded by Jonathan Canoy.

Jill Leonard Yes

Heather Alden Yes

Shannon Canoy Yes

Jonathan Canoy Yes

Carl Cowen Yes

The motion was passed with a vote of 5-0

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**Note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. Also, the timeframe for each topic is a general guideline and may not be strictly adhered to.**

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**SCHOOL COMMITTEE  
AGENDA ITEM SUMMARY  
(ACTION ITEM)**

Agenda Item # \_\_\_\_\_  
For School Committee Meeting of  
5-14-2024

**SUBJECT:** 8th Grade Donations

Person(s) preparing Agenda Item: Susan Palmer-Howes

Title: NMS Principal

Listing of Attachments (supporting documentation):

**Copy of the check for the donation, copy of the transportation bill**

**BACKGROUND:**

**STATUS:**

**RECOMMENDATION:** That the School Committee approve the donation.

**Financial Implication:** Blackstone Valley Machining has donated \$6,000 to the Class of 2028 to offset the cost of the buses for the 8th Grade field trip to Six Flags New England.

Recommended by: Susan Palmer-Howes

Recommended by the Superintendent: Amy McKinstry

Billing Contact

First Name

Tina

Email Address

tsignoretti@nps.org

Last Name

Signoretti

Phone Number

(508) 234-8718

Reservation #901501

1 Address Pickup Date  
171 Linwood Ave, Whitinsville, MA 01588, USA 6/6/2024 9:00 AM

2 Address Dropoff Date Pickup Date  
Six Flags New England 6/6/2024 10:15 AM 6/6/2024 3:00 PM  
1623 Main St, Agawam, MA 01001, USA

3 Address Dropoff Date  
171 Linwood Ave, Whitinsville, MA 01588, USA 6/6/2024 4:15 PM

Trip Type Round Trip	Passengers 165	Vehicle 3 Charter Bus	Drivers 3
-------------------------	-------------------	--------------------------	--------------

Rates	Charges	
	Base Fare	\$6,157.62
	Processing Fees	\$184.73
	Discount	-\$317.12
	Amenities	\$0.00
	<b>Trip Total</b>	<b>\$6,025.23</b>

	Payments Received
--	-------------------

Grand Total \$6,025.23

Remaining Balance \$6,025.23

If paying by check, please mail the check and include this invoice to the following mailing address:

CharterUP LLC  
6595 Roswell Rd  
Ste G291  
Atlanta, GA 30328

If paying by wire, the banking information can be found below:

CharterUP LLC  
6595 Roswell Rd  
Ste G291  
Atlanta, GA 30328  
Bank: JP Morgan Chase  
Account Number: 888756209  
Routing Number: 061092387

Terms & Conditions were accepted on 5/3/2024 3:17 PM (GMT).  
See <https://www.charterup.com/terms-and-conditions>.

Blackstone Valley Machining, LLC  
44B Airport Road  
Hopkinton, MA 01747

DATE May 6, 2021

3488

PAY TO THE ORDER OF

Northbridge Middle School

\$ 6000.00

DOLLARS

FOR Class of 2028

Prudoy. Saleskacht



Security Features Details on back

Over the next three years, our Student Opportunity Act plan will prioritize supporting students with disabilities at the elementary level by focusing on developing a strong foundation in reading and writing skills. Our approach will involve implementing a tiered system of instruction to cater to the diverse learning needs of students, with the goal of providing whole group, small group, and individualized instructional opportunities. We will be utilizing ***Benchmark Education's*** intervention program as a basis for our Tier II and Tier III instruction, and our elementary academic coach will work with staff during their common planning time and professional learning communities to co-plan lessons, conduct data analysis sessions, and offer small group support. To achieve our goals for increased and improved literacy development for our most vulnerable population (SWDs), we will restructure the school schedule to increase the literacy block to 90 minutes per day, ensuring that all students have ample time to engage in activities that promote literacy development. By targeting students with disabilities and providing them with the necessary support and resources, we aim to create a more inclusive learning environment that fosters academic growth and success for all students.



Section 1: Summarize your district's plan

**Northbridge (0214) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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**SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN**

**In this section, you will:**

**Write a brief executive summary of your three-year SOA plan.** While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

**\* Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

**Northbridge (0214) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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**SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES**

**In this section, you will:**

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

**Select one or more EBPs from up to three of the ten Focus Areas.**

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (\* indicates a required question).
- The Commissioner's "priority EBPs" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

**FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces**

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

**FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,**

**emotional, and behavioral development**

- ☛ EBP 1.2A Effective Student Support System
- ☛ EBP 1.2B Comprehensive Tiered Supports

**FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities**

- ☛ EBP 1.3A Diverse Approaches to Meaningful Communication
- ☛ EBP 1.3B Students and Families as Valued Partners

**FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning**

- ☛ EBP 2.1A Inclusive Curriculum Adoption Process
- ☛ EBP 2.1B Supporting Curriculum Implementation
- ☛ EBP 2.1C Comprehensive Approach to Early Literacy+

\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

**Current Status (2024):** Currently, our district has embarked on implementing a structured literacy program and a Multi-Tiered System of Support to cater to the diverse needs of all learners. Our core curriculum integrates evidence-based instructional approaches like explicit phonics instruction, vocabulary enrichment, and language comprehension strategies. Additionally, we have designated Special Education (SPED) teachers who deliver specialized instruction to identified students, including tailored small group sessions and individual interventions. Teachers have been provided with professional development opportunities to bolster their ability to effectively implement these practices.

**Anticipated Future (By June 2027):** By the completion of our implementation plan in

2027, our district aims to establish a comprehensive MTSS framework to address the literacy needs of ALL students. This involves refining the master schedule to ensure that K-3 students receive 90 minutes of uninterrupted literacy blocks, with a minimum of 60 minutes for grades 4 & 5. Furthermore, adjustments to the master schedule will prioritize support for kindergarten and grade 1 students during smaller group sessions and ensure that Library schedules do not disrupt ELA, math, or smaller group learning blocks (WIN).

Additionally, we plan to recruit an Academic/Instructional Coach who will collaborate with classroom teachers to offer ongoing support and coaching. The Academic/Instructional Coach will assess DIBELS data alongside teaching teams to monitor and improve instructional efficacy across all three tiers of teaching (Tier 1, Tier 2, and Tier 3). Grade-level teams will partner with the Academic/Instructional Coach to establish non-negotiable commitments, fostering opportunities for both whole-group and small-group instruction. This approach guarantees that each student receives the necessary elements of proficient literacy education, rooted in evidence-based reading practices, while offering a framework that enables teachers to address the diverse needs of their students. By striking a balance between whole-group activities, which foster community and shared learning experiences, teachers are able to optimize the learning environment by tailoring instruction and personalizing support. Through the refinement of Tier 1 instruction, we ensure that all students are equipped with the foundational components crucial for successful literacy development. This foundational approach is pivotal in strengthening their reading abilities and overall academic success.

**Impact on Learning Experiences and Outcomes:**

By enlisting an Academic/Instructional Coach to collaborate with teachers, there is a structured mechanism for continuous support and professional development. This collaboration ensures that educators have the necessary resources and guidance to enhance their instructional practices. Analyzing DIBELS data with teaching teams allows for a data-driven approach to instruction, enabling educators to identify areas of strength and areas needing improvement. This targeted approach is likely to lead to more effective teaching strategies tailored to the specific needs of students at different levels (Tier 1, Tier 2, and Tier 3).

Establishing non-negotiable commitments and guidelines for teaching the core literacy program provides clarity and consistency across grade levels. This ensures that all

students receive essential elements of literacy education, promoting equity and access to high-quality instruction.

Balancing whole-group and small-group instruction promotes a dynamic learning environment where students receive both collective learning experiences and individualized support. This approach is likely to engage students more effectively and address their diverse learning needs.

Overall, the structured support, data-driven approach, and balanced instruction are likely to result in improved learning experiences and outcomes for students. They are more likely to receive effective literacy instruction grounded in evidence-based practices, leading to enhanced reading skills and overall academic achievement.

**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

Northbridge Elementary School

\$  \* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

240,000.00 will be allocated to the salary for the elementary instructional coach to support implementation of literacy goals, programming, and instruction. (80,000/year x 3 years)

20,000.00 will be allocated for professional development costs associated with the new intervention curriculum (Benchmark Education) for Tier II and Tier III support.

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Professional Development

Search...

Select All/ Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Clear

**Professional Development**

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

**\* What metrics will your district use to monitor progress in this EBP?**

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data will be used to identify specific areas where students may be struggling, allowing educators to tailor interventions to address those needs, provide varying levels of intensity and support based on students' individual requirements and track students' progress over time. DIBELS data will also be used to inform instructional planning by highlighting areas where additional focus or instruction may be beneficial. Teachers will use this information to adapt their teaching strategies and materials to better meet students' needs.

Additionally, DIBELS will be used from beginning of the year (BOY) to mid-year (MY), to track changes and progress over time. The analysis is inclusive of all three tiers of instruction with Tier 1 being general classroom instruction, Tier 2 involving targeted interventions for at-risk students, and Tier 3 focusing on intensive interventions for students with significant needs. Through analyzing the responsiveness of students to interventions at the different levels, we can determine how well the instructional framework is meeting its goals in improving student outcomes.

EBP 2.1D Early Literacy Screening and Support

**FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**

EBP 2.2A Effective Use of WIDA Framework

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration +

**FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success**

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs +

**FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners**

EBP 2.4A Expanded Access to Pre-Kindergarten +

EBP 2.4B Extended Learning Time

EBP 2.4C Effective Programming for Multilingual Learners

EBP 2.4D Diverse Enrichment Opportunities

**FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders**

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity +

EBP 3.1C Educator Preparation Partnerships

**FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways**

EBP 3.2A Inclusive School Communities

EBP 3.2B Retention Support Programs

EBP 3.2C Pathways for Professional Growth and Leadership

**FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures**

EBP 3.3A Resource Allocation Aligned to Student Success

EBP 3.3B Support for Effective Team Practices





Section 4: Engage Families/Caregivers and other Stakeholders

**Northbridge (0214) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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**SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS**

**In this section, you will:**

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

**\* Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

This year, we have focused on providing multiple opportunities for families to come into the schools for workshops, activities, events and focus groups related to inclusive practices and student well-being. These activities have been offered based on feedback from parent/family surveys that we administered both last year and this year around what the families need and would like to have the schools provide or learn more about. We have also provided childcare at many of these workshops to ensure that parents with young children are still able to partake.

In addition, beginning in the fall, each school will be holding quarterly "Town Hall" meetings for parents to review progress toward the goals outlined in our new three-year District Strategic Plan (which will be completed in May, 2024), and each building's individual SIP. The goals outlined in this SOA Plan will be included in both the larger Strategic Plan, as well as the elementary school's School Improvement Plan.

Our district also has a very strong SpEd PAC that provides monthly workshop and/or discussion opportunities for our parents of students with IEPs.

**\* How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

We will measure increases in family engagement for our parents of Students With Disabilities based on their identification as such on attendance sheets for inclusive events, activities and parent-teacher conferences and curriculum nights.

In addition, we will measure participation and satisfaction levels of parents identifying as a parent of a Student With Disabilities on our needs assessment and family satisfaction surveys that are administered twice per year, to see if there is an increase in both participation by those parents, as well as an increased level of satisfaction with the quality of services provided and the progress of their student relative to foundational literacy skills.

**\* Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

Stakeholder engagement included feedback from monthly SpEd PAC meetings; parent survey responses from our Portrait of a Graduate survey which outlined what parents want and need from the district to ensure the success of their child/student; as well as parent feedback from monthly Principal Coffees/Meetings at each of the individual schools. A majority of the feedback from special education parents indicated that they don't feel the programming for SpEd students at the elementary school is consistent (too many changes in staff); they don't feel we do a good enough job providing reading support to our Special Education students (as we lack reading specialists); and, we don't have a consistently strong co-teaching model across all grades (only pockets.)

In order to keep these families engaged throughout the plan implementation, beginning in the fall, each school will be holding quarterly "Town Hall" meetings for parents to review progress toward the goals outlined in our new three-year District Strategic Plan (which will be completed in May, 2024), and each building's individual SIP. The goals outlined in this SOA Plan will be included in both the larger Strategic Plan, as well as the elementary school's School Improvement Plan.

In addition, our SpEd director will continue to engage our SpEd PAC in conversations around our progress and any other feedback they may have for continued improvement.

**\* By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

**\* By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

**\* Date of school committee vote:**

05/14/2024

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

**Northbridge (0214) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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**SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT**

**In this section, you will:**

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*
- \* **Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.**
- If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.**

Section 2: Analyze Your Data and Select Student Groups for Focused Support

**Northbridge (0214) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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**SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT**

**In this section, you will:**

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the Student Outcomes Comparison Tool or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

**\* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

We found our most significant disparities exist within our Students With Disabilities subgroups, across all grades.

Based on the Student Outcomes Comparison Tool data comparing the various measures between ALL students and SWDs across the district, we find our SWDs fall below their general education peers in all categories, including: high chronic absentee rates, higher out-of-school suspension rates, higher drop-out rates, less 9th graders passing all courses, and less five-year graduation rates. However, the greatest disparities exist in the performance levels on MCAS, particularly ELA MCAS levels.

In addition, per EWIS (2021) Milestones report, only 41% of third graders met the milestone for reading.

Also, in looking at our district profile and MCAS performance levels from 2019 - 2023, we see significant decreases in the number of students meeting or exceeding expectations on ELA MCAS at the elementary levels (grades 3 - 5), particularly our SWDs.

<b>ELA MCAS</b>	<b>2019 - ALL</b>	<b>2019 - SWD</b>	<b>2023 - ALL</b>	<b>2023 - SWD</b>	<b>4 - year diff.</b>
-----------------	-------------------	-------------------	-------------------	-------------------	-----------------------

Grade 3	51%	5%	39%	5%	0
Grade 4	33%	19%	29%	7%	(-12%)
Grade 5	53%	4%	41%	9%	+ 5%

In addition, members of the Literacy Leadership team analyzed DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data from beginning of the year (BOY) to mid-year (MY) data for both FY23 and FY24, to track changes and progress over time. The analysis is inclusive of all three tiers of instruction with Tier 1 being general classroom instruction, Tier 2 involving targeted interventions for at-risk students, and Tier 3 focusing on intensive interventions for students with significant needs, which included 83% of our SWDs at all grade levels.

FY23  
 Effectiveness of Core: Effectiveness of Curriculum and Instruction (Tier 1)      Effectiveness of Supplemental Support (Tier 2)      Effectiveness of Intensive Interventions (Tier 3)

Kindergarten: 2nd semester: winter	90%	62%	79%
Grade 1: 2nd semester: winter	84%	67%	56%
Grade 2: 2nd semester: winter	97%	40%	13%
Grade 3: 2nd semester: winter	85%	38%	40%
Grade 4: 2nd semester: winter	96%	42%	0%

Grade 5: 2nd semester: winter	93%	35%	26%
FY24			
Grade:Semester:Collection	Effectiveness of Core: Curriculum and Instruction (Tier 1)	Effectiveness of Core: Supplemental Support (Tier 2)	Effectiveness of Intensive Interventions (Tier 3)
Kindergarten: 2nd semester: winter	73%**	50%**	41%**
Grade 1: 2nd semester: winter	67%**	53%**	45%**
Grade 2: 2nd semester: winter	96%	52%	13%
Grade 3: 2nd semester: winter	78%	30%	18%
Grade 4: 2nd semester: winter	87%	45%	14%
Grade 5: 2nd semester: winter	76%	0%	0%
Color Key	Effectiveness of Core: Curriculum and Instruction (Tier 1)	Effectiveness of Core: Supplemental Support (Tier 2)	Effectiveness of Intensive Interventions (Tier 3)
Strength	95%	80%	80%

Relative Strength	Upper Third (65-94%)	Upper Third (52-79%)	Upper Third (52-79%)
Support	Middle Third (33-64%)	Middle Third (27-51%)	Middle Third (27-51%)
Substantial Support	Lower Third (0-32%)	Lower Third (0-26%)	Lower Third (0-26%)

**\* What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Through the analysis of the MCAS data, EWIS reports, DIBELS data, and the Student Outcomes Comparison Tool, we have determined that the best way to support our Students With Disabilities at the elementary level is by improving the instructional framework for literacy across the elementary grades, to include: reallocating a district-wide position to be an instructional coach at the elementary school to support teachers in the implementation of a new Tier II and III intervention program (Benchmark Education) based on the Science of Reading during their WIN blocks, as well as support with the implementation of SRSD writing strategies that support and align with the reading instruction. In addition, the elementary schedule will be adjusted to provide for 90-minute uninterrupted literacy blocks for lower elementary students (K-3) and a minimum of 60 min learning blocks for upper elementary (4-5.) Finally, we will ensure that we have a strong co-teaching model across inclusion classes (Tier I), by adjusting the schedule to provide consistent planning and collaboration time for the gen.ed. and spec. ed. co-teachers to develop robust and engaging lessons that meet the needs of ALL learners.

We believe that if we can provide a stronger foundation for reading and writing skills at the elementary levels, at all Tiers (I, II, and III), our SWDs, as well as ALL students, will perform better on both district and state assessments for ELA/reading, as well as in all subjects throughout the grades, as reading standards exist in all content areas and are the key to improved student outcomes.

**\* Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Students with disabilities

Search...

Select All/ Deselect All

English learners

Students with disabilities

Low-income

Clear

- African American/Black
- American Indian or Alaskan Native
- Asian
- Hispanic or Latino
- Multi-Race, non-Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White



## **SUPERINTENDENT SUMMATIVE EVALUATION PROCESS**

The summative evaluation is the public evaluation of the superintendent. The superintendent has only one evaluator, the committee as a whole and, therefore, only one evaluation. The final evaluation of the superintendent is intended to provide feedback that will help the superintendent know where the committee believes the superintendent has been successful and where improvement may be warranted. To serve the district and the superintendent well, the summative evaluation should provide objective feedback. It should also be limited to the goals and standards agreed upon at the beginning of the cycle and limited to the timeframe of the cycle. Completion of the final summative evaluation generally takes place over several meetings. The superintendent will first provide a self-assessment to the committee, recapping the work completed and progress made during the cycle. Evidence to support the assessment will be presented and/or reviewed. This presentation allows members to ask the superintendent any clarifying questions as they prepare to complete the evaluation.

The process for preparing the committee's evaluation, often referred to as the Composite Evaluation can be accomplished in different ways, depending on committee preference. Most commonly, all members complete an individual evaluation which is collected by one compiler, usually the chairperson or a designee. Some committees may use a subcommittee to create the composite evaluation and some committees utilize someone outside the committee, such as a school committee administrative assistant. Alternatively, some committees forego the creation of individual evaluations and discuss and create the composite together at a public meeting. Whatever process is utilized, however, it can be very beneficial to make sure everyone is clear on the process before it begins. This prevents surprises and potential contention at the end of the process, when the focus should be on the content of the evaluation itself.

After the superintendent's self-assessment is presented, committee members will have the material needed to complete individual evaluations. They will have the self-assessment, the evidence presented and the form to complete the evaluation. Everyone should also be clear on the deadline for returning the individual evaluation to whoever will compile the Composite Evaluation. Enough time should be allowed for individual committee members to ask the superintendent or chairperson any questions that arise as they complete their evaluations. And, of course, enough time should be allowed for the composite to be drafted.

In discussing preparation of the Composite Evaluation, committee members should be clear on the process for determining ratings and for drafting the narrative portion of the document. For the ratings, it's important to remember that, since the superintendent has only one evaluator, at the end there is only one rating for each goal, for each standard and for the overall summative rating. Therefore, the compiler must have a method for arriving at the composite rating. This should be more than assigning a number to each rating descriptor, adding them up and taking an average. The final composite rating should reflect a preponderance of the individual ratings. (Note that, however, committees can certainly present the individual ratings when discussing the evaluation in public.)

Again, this is where a thorough discussion of the expected goal outcomes and the expectations for the standards back at the beginning of the evaluation cycle can make preparation of the composite much easier. The process for preparing the composite narrative, a summary of member comments, should also be discussed in advance. Particularly in the comment section of the evaluation, the compiler has the challenge of creating one document that reflects the

entire committee, but ensures that every individual can hear their voice reflected in the comments. Often, members agree that at least two members must make a similar comment for it to be reflected in the composite. Should a member feel an important comment was left out, they have the opportunity to persuade their fellow committee members to include the comment during the public discussion of the evaluation.

Whatever process a committee uses to arrive at the composite evaluation of the superintendent, the final piece of the process is the public evaluation. According to the Open Meeting Law, discussions of professional competence - which is what the evaluation is - take place in public. In addition, employees of public boards are evaluated in public. So, whether individual evaluations are compiled into a draft composite, or whether the committee creates the document jointly, there is a public discussion and vote on the final evaluation. This may be the chairperson simply reading the composite or it may be a more extensive discussion. Completing the evaluation of the superintendent, however, lets the community know that the school committee is fulfilling one of its most important responsibilities and is monitoring and evaluating progress of both the superintendent and the district.

**Important dates:**

**5/14/24** – Explanation/Discussion about Superintendent Summative Evaluation Process (D)

**5/28/24** – Superintendent’s Presentation of Self-Assessment and Evidence of Goals and Indicators – (P/D)

**6/11/24** – School Committee Presents Superintendent’s Final Summative Evaluation (A)

August SC Meeting: Superintendent Presentation of Goals/Indicators for 2024-2025 School Year

**Northbridge Public Schools**  
**Summary of Line Item Updates**  
**MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

<b>Salary Adjustments</b>		
Salary - Resignation/Replacement	(566,689)	
Salary - Vacancy not filled	(504,466)	
Salary - Reorganized/New/Reduced Position	(13,033)	
Salary - Unpaid Leaves	(28,857)	
Salary - Substitutes	-	
Salary - Sick Buyback / Accrued Vacation	23,291	
Salary - Lane Change	18,931	
Salary - Negotiations	10,591	
Salary - Overtime	(4,101)	
Salary - Stipends	-	
Salary - Summer Staff	2,600	
Salary - Other ( working out of class, extended day, etc.)	508	
	<u>(1,061,226)</u>	
<b>Transportation</b>		
Transportation - OOD	60,893	
Transportation - Regular	(12,247)	
Transportation - Summer	830	
Transportation - Homeless/Foster	(49,117)	
Transportation - In District Sped	21,900	
Transportation - Vocational	(13,371)	
	<u>8,888</u>	
<b>Out of District Tuition</b>	<b>33,141</b>	
<b>Utilities</b>	<b>(180,000)</b>	
<b>Other</b>		
Advertising	-	
Athletics	-	
Instructional Contracted Services	17,910	
Copiers	-	
Custodial/Maintenance	-	
Dues	(253)	
Legal	(24,500)	
Medicaid billing	-	
Professional Development	(998)	
Supplies	-	
Technology	-	
	<u>(7,841)</u>	
<b>OTHER REVENUE FUNDING</b>		
Change in Grant Revenue/Expense	13,900	
	<u>13,900</u>	
<b>Above Changes in FY24 Operating Budget</b>	<b>(1,207,038)</b>	-3.76%
<b>Changes in FY24 Budget due to Additional Grant Revenue</b>	<b>13,900</b>	0.04%
<b>Total Changes to FY24 SC Approved Budget</b>	<b>(1,193,138)</b>	-3.72%

**Northbridge Public Schools**  
**Total**  
**MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
CENTRAL OFFICE & SC	604,072	(11,268)	592,804	554,996	37,808
ATHLETICS/ACTIVITIES	402,948	-	402,948	321,015	81,933
CURRICULUM	260,917	2,018	262,935	246,625	16,310
CUSTODIAL & MAINTENANCE	2,562,268	(212,290)	2,349,978	2,167,110	182,868
ELEMENTARY	5,263,267	(85,352)	5,177,914	5,074,679	103,235
HIGH SCHOOL	3,939,837	(202,662)	3,737,175	3,641,858	95,318
MIDDLE	3,158,073	(119,550)	3,038,523	2,976,539	61,985
SPECIAL EDUCATION	11,709,859	(190,568)	11,519,290	10,937,660	581,630
PUPIL PERSONNEL SERVICES	1,903,451	(166,869)	1,736,582	1,697,272	39,310
TECHNOLOGY	627,215	(57,731)	569,484	550,289	19,194
TRANSPORTATION	1,324,735	(76,392)	1,248,344	1,230,011	18,332
TITLE I	330,061	(72,474)	257,588	214,123	43,465
		-		-	-
<b>Total</b>	<b>32,086,703</b>	<b>(1,193,138)</b>	<b>30,893,565</b>	<b>29,612,176</b>	<b>1,281,389</b>

**Northbridge Public Schools  
Central Office & School Com.  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Superintendent Salary	166,760	-	166,760	166,760	0
Superintendent Secretary Salary	46,920	1,080	48,000	48,000	0
Director of Business and Finance Salary	123,323	-	123,323	123,323	0
Business Office Support Staff Salary	106,000	-	106,000	106,000	0
Human Resources Salary	65,000	-	65,000	65,000	-
<b>STIPENDS</b>					
School Committee Capture	3,636	-	3,636	850	2,786
<b>DUES/MEMBERSHIPS</b>					
School Committee Dues	6,687	(56)	6,631	6,631	-
Dues/Memberships	7,907	(664)	7,243	7,103	140
<b>PROFESSIONAL DEVELOPMENT</b>					
Conferences	3,125	-	3,125	2,280	845
Superintendent Contracted Services	-	-	-	-	-
<b>CONTRACTED SERVICES</b>					
Negotiations-Legal Services	48,500	(12,500)	36,000	12,204	23,796
<b>SUPPLIES/MATERIALS</b>					
School Committee Supplies	291	-	291	18	273
Office Supplies	3,645	-	3,645	3,008	636
Printer Toner	2,760	-	2,760	413	2,346
<b>COPIERS</b>					
Copier Maintenance	720	-	720	301	419
Copier Lease	3,660	-	3,660	3,429	231
<b>OTHER EXPENSES</b>					
Travel	3,059	872	3,931	3,931	(0)
Postage	11,204	-	11,204	5,640	5,564
Advertising	875	-	875	103	772
<b>TOTAL</b>	<b>604,072</b>	<b>(11,268)</b>	<b>592,804</b>	<b>554,996</b>	<b>37,808</b>

**Northbridge Public Schools**  
**Athletics and Activities**  
**MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>STIPENDS</b>					
MS Coaching Salaries	21,540	-	21,540	11,847	9,693
HS Coaching Salaries	96,385	-	96,385	64,181	32,204
Athletic Director Salary	70,000	-	70,000	70,000	0
Faculty Manager	2,584	-	2,584	2,584	0
<b>HOME GAME SERVICES</b>					
Athletic Overtime	16,500	-	16,500	15,382	1,118
Officials/Refs	42,661	-	42,661	39,830	2,831
Security/Game Admin.	-	-	-	-	-
EMT/Trainer	14,525	(3,176)	11,349	3,035	8,314
Police Detail	4,950	-	4,950	3,960	990
Timers	3,285	-	3,285	2,454	831
<b>SUPPLIES/MATERIALS</b>					
Supplies/Technology	19,002	-	19,002	18,982	21
Equipment Repairs	10,000	-	10,000	-	10,000
Uniforms	9,650	3,176	12,826	12,826	0
Awards	3,000	-	3,000	1,017	1,983
<b>DUES/MEMBERSHIPS</b>					
Registration Fees	3,500	-	3,500	603	2,897
Dues/memberships	7,890	-	7,890	7,763	127
<b>RENTALS</b>					
Rentals	2,475	-	2,475	-	2,475
<b>TRANSPORTATION</b>					
Athletic Transportation	75,000	-	75,000	66,552	8,448
		-		-	
<b>Total</b>	<b>402,948</b>	<b>-</b>	<b>402,948</b>	<b>321,015</b>	<b>81,933</b>

**Northbridge Public Schools  
Curriculum  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Director of Curriculum Salary	109,637	-	109,637	109,637	0
Curriculum Coach	95,896	-	95,896	95,896	0
Teacher Advancement		-		-	-
<b>STIPENDS</b>					
Mentor/Orientation Programs	9,744	2,018	11,762	11,762	0
<b>DUES/MEMBERSHIP</b>					
Dues/Membership	5,209	-	5,209	4,500	709
Professional Development Dues/Membership	1,500	-	1,500	1,500	-
<b>PROFESSIONAL DEVELOPMENT</b>					
Course Reimbursement	20,081	-	20,081	19,368	713
Professional Development, Outside Provider	7,000	-	7,000	508	6,492
Professional Development, Inside Provider	6,600	-	6,600	-	6,600
Conferences	950	-	950	500	450
Professional Resources	2,500	-	2,500	1,155	1,345
<b>SUPPLIES/MATERIALS</b>					
Office Supplies		-		-	-
<b>GRANT EXPENSES</b>					
Title IIA/IV grant expenses		-		-	-
MTRS Benefits from grant	1,800	-	1,800	1,800	-
		-			
<b>Total</b>	<b>260,917</b>	<b>2,018</b>	<b>262,935</b>	<b>246,625</b>	<b>16,310</b>

**Northbridge Public Schools  
Custodial&Maintenance  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Director of Facilities Salary	90,203	(1,894)	88,308	88,308	0
Custodial Salary	662,915	(17,973)	644,943	635,752	9,191
Groundskeeper Salary	119,994	-	119,994	119,343	651
Maintenance Salary	112,918	(2,210)	110,708	110,101	606
Employee Separation Costs		-		-	-
<b>SUSBSITUTES / OVERTIME</b>					
Custodial Summer Help	42,000	8,640	50,640	50,640	-
Custodial Substitutes	33,408	(8,640)	24,768	3,800	20,968
Custodial Overtime	23,625	-	23,625	6,785	16,840
Maintenance Overtime	33,048	-	33,048	8,699	24,349
Detail Overtime	20,213	(10,213)	10,000	9,347	653
<b>TRAVEL</b>					
Custodial Travel	433	-	433	105	328
<b>DUES/MEBERSHIPS</b>					
Dues/Memberships	1,950	-	1,950	534	1,416
<b>UTILITIES</b>					
Heat, All Buildings	441,613	(53,000)	388,613	388,443	170
Electric, All Buildings	503,855	(100,000)	403,855	339,573	64,283
Sewer Usage, All Buildings	24,850	(9,000)	15,850	15,440	410
Telephone, All Buildings	28,109	(8,000)	20,109	19,772	337
Water, All Buildings	39,931	(10,000)	29,931	29,790	141
<b>SUPPLIES/MATERIALS</b>					
Custodial Supplies/Expense	72,604	-	72,604	59,088	13,516
Grounds Expenses	28,845	-	28,845	25,350	3,495
Athletic Field Supplies	10,900	-	10,900	8,982	1,918
Maintenance Supplies/Expenses	31,100	-	31,100	23,077	8,023
<b>CONTRACTED SERVICES</b>					
Contracted Services, Repairs	161,950	-	161,950	158,798	3,152
Painting		-		-	-
Rubbish Removal, All Buildings	41,955	-	41,955	40,809	1,146
<b>EQUIPMENT</b>					
Security Equipment		-		-	-
Furniture	3,000	-	3,000	2,227	774
Equipment replacement	1,900	-	1,900	1,461	439
Equipment Repairs/Maintenance	30,950	-	30,950	20,887	10,063
<b>LEASE</b>					
Lease of Real Property		-		-	-
		-			
<b>Total</b>	<b>2,562,268</b>	<b>(212,290)</b>	<b>2,349,978</b>	<b>2,167,110</b>	<b>182,868</b>



**Northbridge Public Schools  
Elementary School  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Administration Salary, NES	371,870	3,436	375,306	375,305	0
Secretary Salary, NES	94,831	(410)	94,421	94,421	-
Kindergarten Teaching Salary	665,563	-	665,563	665,562	1
Grade 1 Teacher Salary	571,917	(10,997)	560,920	560,919	1
Grade 2 Teacher Salary	633,618	-	633,618	633,618	0
Grade 3 Teacher Salary	572,319	7,140	579,459	579,458	1
Grade 4 Teacher Salary	564,197	(46,104)	518,093	518,093	(0)
Grade 5 Teacher Salary	537,180	-	537,180	537,180	0
Art Teacher Salary, NES	154,810	(9,051)	145,759	145,759	0
Music Teacher Salary, NES	179,060	(20,696)	158,364	158,363	1
PE/Health Teacher Salary, NES	179,060	-	179,060	179,060	0
Computer Teacher Salary, NES	140,806	-	140,806	140,806	0
Library Salary, NES	89,530	-	89,530	89,530	0
Kindergarten Paraprofessional Salary	196,778	(6,159)	190,618	190,618	0
Lunch Aides, NES	41,850	-	41,850	30,525	11,325
Employee Separation Costs		-		-	-
<b>STIPENDS</b>					
Team Leaders/Head Teacher Stipends, NES	21,321	-	21,321	10,661	10,661
Early Intervention Team Stipends, NES		-		-	-
Extracurricular Activity Stipends, NES	9,909	-	9,909	3,986	5,923
<b>SUBSTITUTES</b>					
Long Term Teacher Substitutes, NES	39,600	(15,150)	24,450	-	24,450
Substitutes, NES	77,790	10,000	87,790	76,283	11,508
<b>DUES/MEMBERSHIPS</b>					
Dues/Memberships, NES	267	(267)	-	-	-
<b>PROFESSIONAL DEVELOPMENT</b>					
Conferences, NES	5,875	-	5,875	4,329	1,546
Travel, NES	1,902	(1,902)	-	-	-
<b>SUPPLIES/MATERIALS</b>					
Office Supplies, NES	5,045	-	5,045	-	5,045
Printer Toner, NES	2,461	-	2,461	1,967	494
Textbooks/Workbooks, NES	-	-	-	-	-
Art Supplies/Materials, NES	4,956	-	4,956	4,303	653
Music Supplies/Materials, NES	1,424	-	1,424	1,401	24
PE/Health Supplies/Materials, NES	847	-	847	782	65
Computer Education Supplies/Materials, NES	709	-	709	-	709
Instructional Supplies, NES	-	-	-	-	-
Pre-School Supplies	4,026	-	4,026	2,136	1,890
Kindergarten Supplies	2,507	-	2,507	532	1,975

**Northbridge Public Schools  
Elementary School  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
Grade 1 Supplies	4,727	-	4,727	2,201	2,526
Grade 2 Supplies	2,462	-	2,462	151	2,311
Grade 3 Supplies	927	-	927	151	776
Grade 4 Supplies	1,909	-	1,909	1,523	386
Grade 5 Supplies	1,956	-	1,956	1,489	467
Specialists Supplies, NES	682	-	682	-	682
Library Books/Supplies, NES	4,007	-	4,007	4,004	3
Instructional Equipment, NES	-	-	-	-	-
General Supplies, NES	48,719	(3,249)	45,470	33,403	12,067
Testing & Assessment Supplies, NES	1,107	-	1,107	-	1,107
<b>COPIERS</b>					
Copier Maintenance, NES	7,000	-	7,000	3,181	3,819
Copier Lease, NES	17,743	-	17,743	14,922	2,821
<b>GRANT EXPENSES</b>					
MTRS Benefits from Grant		8,058	8,058	8,058	0
<b>TOTAL</b>	<b>5,263,267</b>	<b>(85,352)</b>	<b>5,177,914</b>	<b>5,074,679</b>	<b>103,235</b>

**Northbridge Public Schools  
High School  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Administration Salary, HS	311,328	(6,540)	304,788	304,788	1
Secretary Salary, HS	84,422	(3,279)	81,142	81,142	0
Art Teacher Salary, HS	159,579	-	159,579	159,579	0
Music Teacher salary, HS	63,051	(8,844)	54,207	54,207	(0)
PE/Health Teachers Salary, HS	141,368	-	141,368	141,368	0
Computer Teachers Salary, HS	89,530	-	89,530	89,530	0
Wood/Engineering Teacher Salary, HS	88,652	-	88,652	88,652	0
Family/Consumer Science Teacher Salary, HS	-	-	-	-	-
English Teacher Salary, HS	643,205	-	643,205	643,204	1
Math Teacher Salary, HS	552,668	(30,666)	522,002	522,002	0
Science Teachers Salary, HS	521,079	(90,696)	430,383	430,383	0
Social Studies Teacher Salary, HS	521,068	568	521,636	521,636	1
World Language Teachers Salary, HS	360,386	(52,013)	308,373	308,372	0
Business Teacher Salary, HS	61,675	-	61,675	61,675	0
Vocational Coordinator, HS	-	-	-	-	-
Library Salary, HS	19,094	-	19,094	19,094	-
In School Suspension Supervisor Salary, HS	-	-	-	-	-
Lunch Aides, HS	-	-	-	-	-
Employee Separation Costs	-	8,758	8,758	-	8,758
<b>STIPENDS</b>					
Academy Coordinator, HS	812	-	812	609	203
Department Heads, HS	44,800	-	44,800	27,160	17,640
Online Learning Coordinator Stipends, HS	4,306	-	4,306	2,153	2,153
Extracurricular Activity Stipends, HS	42,816	-	42,816	19,900	22,916
<b>SUBSTITUTES</b>					
Long Term Teacher Substitute, HS	19,800	(13,000)	6,800	330	6,470
Substitutes, HS	47,470	13,000	60,470	54,898	5,573
<b>DUES/MEMBERSHIPS</b>					
Dues/Memberships, HS	9,918	-	9,918	9,883	35
Accreditation, HS	-	-	-	-	-
<b>PROFESSIONAL DEVELOPMENT</b>					
Conferences, HS	4,238	-	4,238	3,383	855
Travel, HS	2,079	-	2,079	1,349	729
<b>OTHER INSTRUCTIONAL SERVICES</b>					
Online Learning, HS	23,450	(9,950)	13,500	13,500	-
BV Excel	10,000	(10,000)	-	-	-
Credit Recovery	3,080	-	3,080	-	3,080
Graduation	15,769	-	15,769	10,568	5,201
Academic Field Trips, HS	5,300	-	5,300	1,350	3,950

**Northbridge Public Schools  
High School  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
MMSI Program Cost	3,625	-	3,625	1,350	2,275
<b>SUPPLIES</b>		-		-	-
Office Supplies, HS	7,555	(20)	7,535	5,570	1,965
Printer Toner, HS	6,711	-	6,711	3,722	2,989
Textbooks/Workbooks, HS	4,955	-	4,955	4,743	213
Art Supplies/Materials, HS	6,704	-	6,704	6,390	314
Music Supplies/Materials, HS	2,675	-	2,675	953	1,722
Physical Education/Health Supplies/Materials, HS	2,623	-	2,623	1,188	1,435
Computer Education Supplies/Materials, HS	1,380	-	1,380	1,166	213
Instructional Supplies, HS		-		-	-
Career Academy Supplies, HS	-	-	-	-	-
Photography Supplies, HS	919	-	919	911	8
Broadcast Supplies, HS	3,831	-	3,831	3,696	135
Math Supplies, HS	2,457	-	2,457	2,445	12
Science Supplies, HS	18,176	-	18,176	17,573	603
Social Studies Supplies, HS	-	-	-	-	-
World Language Supplies, HS	200	20	220	220	-
English Supplies, HS	-	-	-	-	-
Library Books/Supplies, HS	1,000	-	1,000	961	39
Instructional Equipment, HS	2,416	-	2,416	-	2,416
General Supplies, HS	14,000	-	14,000	13,076	924
<b>COPIERS</b>		-		-	-
Copier Maintenance, HS	2,108	-	2,108	783	1,325
Copier Lease, HS	7,560	-	7,560	6,396	1,164
<b>Total</b>	<b>3,939,837</b>	<b>(202,662)</b>	<b>3,737,175</b>	<b>3,641,858</b>	<b>95,318</b>

**Northbridge Public Schools  
Middle School  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Administration Salary, MS	276,807	7,229	284,036	284,035	1
Secretary Salary, MS	85,163	-	85,163	85,163	0
Art Teacher Salary, MS	89,530	(39,432)	50,098	50,098	(0)
Music Teacher Salary, MS	132,272	-	132,272	132,272	0
PE/Health Teachers Salary, MS	157,566	277	157,843	157,842	0
Computer Teachers Salary, MS	89,530	-	89,530	89,530	0
Technology/Engineering Teacher Salary, MS	88,170	-	88,170	88,170	0
English Teacher Salary, MS	485,550	(15,760)	469,790	469,790	(1)
Math Teacher Salary, MS	476,515	(4,755)	471,760	471,760	0
Science Teacher Salary, MS	534,460	(25,175)	509,285	509,285	1
Social Studies Teacher Salary, MS	462,008	5,581	467,589	467,588	0
World Language Teachers Salary, MS	95,896	(56,273)	39,623	39,623	0
ELA Tutor Salary, MS		-		-	-
Math Tutor Salary, MS		-		-	-
Reading Specialist Salary, MS	-	-	-	-	-
In School Suspension Supervisor Salary, MS		-		-	-
Library Salary, MS		-		-	-
Lunch Aides, MS	6,750	-	6,750	5,186	1,564
Employee Separation Cost		8,758	8,758	8,758	(0)
<b>STIPENDS</b>					
Department Heads/Team Leaders, MS	28,000	-	28,000	14,000	14,000
Academy Coordinator, MS		-		-	-
Extracurricular Activity Stipends, MS	16,476	-	16,476	9,209	7,268
<b>SUBSTITUTES</b>					
Long Term Teacher Substitutes, MS	19,800	-	19,800	2,228	17,573
Substitutes, MS	43,215	-	43,215	38,634	4,581
<b>DUES/MEMBERSHIPS</b>					
Dues/Memberships, MS	2,650	-	2,650	2,039	611
<b>PROFESSIONAL DEVELOPMENT</b>					
Conferences, MS	3,825	-	3,825	1,765	2,060
Travel, MS	1,746	-	1,746	312	1,434
<b>OTHER INSTRUCTIONAL SERVICES</b>					
SCIP - Summer Careers Investigation Program		-		-	-
Online Learning (Credit Recovery)	875	-	875	-	875
Summer School	-	-	-	-	-
<b>SUPPLIES/MATERIALS</b>					
Office Supplies, MS	1,608	-	1,608	1,307	302
Printer Toner, MS	3,188	-	3,188	1,355	1,834
Textbooks/Workbooks, MS		-		-	-

**Northbridge Public Schools  
Middle School  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
Art Supplies/Materials, MS	2,008	108	2,116	2,116	0
Music Supplies/Materials, MS	3,062	-	3,062	1,774	1,288
PE/Health Supplies/Materials, MS	1,547	-	1,547	1,506	41
Computer Education Supplies/Materials, MS	966	-	966	875	91
Instructional Supplies, MS		-		-	-
Language Arts Supplies, MS	3,635	-	3,635	2,414	1,220
Mathematics Supplies, MS	1,950	(108)	1,842	1,380	462
Science Supplies, MS	2,125	-	2,125	1,856	268
Social Studies Supplies, MS	1,822	-	1,822	1,658	164
World Language Supplies, MS	591	-	591	557	34
STEM Engineering Supplies, MS	615	-	615	612	3
Library Books/Supplies, MS		-		-	-
Instructional Equipment, MS		-			-
General Supplies, MS	21,242	-	21,242	18,250	2,992
<b>COPIERS</b>		-		-	-
Copier Maintenance, MS	4,980	-	4,980	2,881	2,099
Copier Lease, MS	11,930	-	11,930	10,711	1,219
<b>GRANT EXPENSES</b>					
MTRS benefits					
<b>Total</b>	<b>3,158,073</b>	<b>(119,550)</b>	<b>3,038,523</b>	<b>2,976,539</b>	<b>61,985</b>

**Northbridge Public Schools  
Special Ed  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Director of Pupil Personnel Services Salary	108,943	15,172	124,115	124,115	0
Secretary Salary	92,971	4,385	97,356	96,532	824
Early Childhood Coordinator	98,386	-	98,386	98,386	0
Elementary Special Education Coordinator	92,000	1,000	93,000	93,000	0
Team Chair Salary, NES	-	-	-	-	-
Team Chair Salary, Balmer	-	-	-	-	-
Team Chair Salary, MS	91,839	-	91,839	91,839	0
Team Chair Salary, HS	98,205	-	98,205	98,205	0
Special Education Teacher Salary, NES	2,037,734	(26,174)	2,011,560	2,011,566	(6)
Special Education Teacher Salary, Balmer	-	-	-	-	-
Special Education Teacher Salary, MS	568,682	(34,253)	534,429	534,428	1
Special Education Teacher Salary, HS	598,354	(133,349)	465,005	465,006	(0)
BCBA Salary, District	120,442	(416)	120,026	120,025	1
Occupational Therapist, NES	108,139	(2,548)	105,590	104,268	1,322
Occupational Therapist, Balmer	-	-	-	-	-
Occupational Therapist, MS	21,337	(2,548)	18,788	17,466	1,322
Occupational Therapist, HS	21,337	(2,548)	18,788	17,467	1,322
Physical Therapy Salary	87,394	-	87,394	87,394	(0)
Speech Salary, NES	329,744	(3,422)	326,322	326,325	(3)
Speech Salary, Balmer	-	-	-	-	-
Speech Salary, MS	89,530	-	89,530	89,530	0
Speech Salary, HS	76,451	-	76,451	76,451	0
Therapeutic Program Adjustment Counselor	-	-	-	-	-
Psychologists Salary	221,738	-	221,738	221,737	1
Job Coach Salary	35,378	(192)	35,185	35,185	-
ABA Therapy Salary, NES	5,000	-	5,000	2,181	2,819
ABA Therapy Salary, Balmer	-	-	-	-	-
ABA Therapy Salary, MS	-	-	-	-	-
ABA Therapy Salary, HS	-	-	-	-	-
Behavior Technician Salary, NES	116,012	(2,047)	113,965	113,965	0
Behavior Technician Salary, Balmer	-	-	-	-	-
Behavior Technician Salary, MS	55,016	(3,439)	51,578	51,577	0
Behavior Technician Salary, HS	55,016	-	55,016	55,016	-
Paraprofessional Salary, NES	1,191,599	(142,345)	1,049,254	1,004,346	44,908
Paraprofessional Salary, Balmer	-	-	-	-	-
Paraprofessional Salary, MS	218,079	(56,987)	161,092	157,469	3,623
Paraprofessional Salary, HS	218,461	219	218,680	218,680	0
Employee Separation Cost	-	-	-	-	-
Employee Separation Cost - Support Staff	-	5,774	5,774	5,774	-

**Northbridge Public Schools  
Special Ed  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SUMMER PROGRAMS</b>		-		-	
Summer Program Teacher Salary	28,945	(201)	28,744	28,744	-
Summer Program Therapist Salaries	3,900	(25)	3,875	3,875	-
Summer Program Behavior Technician Salary	1,495	2,099	3,594	3,594	-
Summer Program Paraprofessional Salary	51,805	1,086	52,891	52,891	-
Summer Program Nurse Salary	4,550	(359)	4,191	4,191	-
Summer Meetings		-	-	-	-
Summer Program Therapies	14,995	4,659	19,654	19,654	-
Summer Program Transportation	36,600	830	37,430	37,430	-
Summer Program Supplies	500	-	500	-	500
<b>EXTENDED DAY ACCESS/TUTORS</b>		-		-	
Extended Day Accessibility	-	-	-	-	-
Extended Day Accessibility, NES	1,000	-	1,000	733	267
Extended Day Accessibility, MS	2,000	(1,000)	1,000	788	212
Extended Day Accessibility, HS	3,000	2,000	5,000	4,415	585
Tutors	10,000	(7,000)	3,000	1,899	1,101
Home/Hospital Tutors	24,000	13,000	37,000	33,873	3,127
<b>SUBSTITUTES</b>		-		-	
Sped Long Term Teacher Substitute, NES	9,900	(5,000)	4,900	-	4,900
Sped Long Term Teacher Substitute, Balmer		-		-	-
Sped Long Term Teacher Substitute, MS	4,950	-	4,950	-	4,950
Sped Long Term Teacher Substitute, HS	4,950	-	4,950	2,475	2,475
Special Education Teacher Substitutes, NES	26,680	-	26,680	10,336	16,344
Special Education Teacher Substitutes, Balmer		-		-	-
Special Education Teacher Substitutes, MS	7,475	-	7,475	2,519	4,957
Special Education Teacher Substitutes, HS	7,475	-	7,475	1,807	5,668
Paraprofessional Substitutes, NES	54,000	-	54,000	50,098	3,903
Paraprofessional Substitutes, Balmer		-		-	-
Paraprofessional Substitutes, MS	9,900	-	9,900	6,215	3,685
Paraprofessional Substitutes, HS	9,000	-	9,000	1,090	7,910
Team Meeting Substitutes, NES	11,500	-	11,500	10,650	851
Team Meeting Substitutes, Balmer		-		-	-
Team Meeting Substitutes, MS	575	-	575	-	575
Team Meeting Substitutes, HS	575	-	575	273	303
<b>LEGAL SERVICES</b>		-		-	
Special Education Attorney	50,000	(12,000)	38,000	7,782	30,218
<b>TRAVEL</b>		-		-	
Travel Non-PD	2,100	-	2,100	129	1,971
<b>DUES/MEMBERSHIPS</b>		-		-	
Dues/Memberships	5,000	1,000	6,000	6,000	-



**Northbridge Public Schools  
Special Ed  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
PAC Fees	450	49	499	499	-
<b>PROFESSIONAL DEVELOPMENT</b>		-		-	
Sped Professional Development - Inside Provider		-		-	-
Conferences	4,994	32	5,026	5,026	(0)
Travel, PD	344	-	344	-	344
Sped Professional Development - Outside Provider	5,000	-	5,000	445	4,555
<b>CONTRACTED SERVICES</b>		-		-	
Independent Evaluations	12,000	8,701	20,701	20,701	(0)
Physical Therapy, Contracted Service		-		-	-
Contracted Services, Medical/therapeutic	92,235	80,449	172,684	154,667	18,017
Contracted Services, Other Sped Services	42,500	(14,000)	28,500	17,428	11,072
Job Coaching, Contracted Services		-		-	-
Psych Contracted Services	-	-	-	-	-
<b>OUT OF DISTRICT TUITION</b>		-		-	
Tuition-MA Public Schools	16,000	101,833	117,833	97,433	20,400
Tuition- Out of State	613,126	(208,450)	404,676	402,000	2,676
Tuition-Private	1,649,718	5,667	1,655,385	1,655,349	37
Tuition-Residential	-	-		-	-
Tuition-Collaborative	624,492	134,092	758,584	738,978	19,606
<b>TRANSPORTATION</b>		-		-	
Out of District Transportation	1,091,119	60,000	1,151,119	833,048	318,071
Out of District Transportation - Vehicle Expenses	500	893	1,393	1,358	35
Out of District Transportation - Bus Driver Salary	-	-	-	-	-
Job Coaching Vehicle Expenses	2,500	-	2,500	1,449	1,051
In District Special Education Transportation	330,620	21,900	352,520	332,703	19,817
<b>SOFTWARE</b>		-		-	
Software, Special Education - SIS	10,992	1,500	12,492	12,492	0
Software, Special Education - Instructional	11,914	(1,500)	10,414	9,672	742
<b>SUPPLIES</b>		-		-	
Office Supplies	2,500	-	2,500	950	1,550
Instructional Supplies	2,950	568	3,518	3,518	(0)
Instructional Supplies - NES	4,000	(1,018)	2,982	1,891	1,091
Instructional Supplies - Balmer		-		-	-
Instructional Supplies - MS	2,500	(1,000)	1,500	890	610
Instructional Supplies - HS	4,500	(1,000)	3,500	2,790	710
Assistive Adaptive Equipment	10,000	5,345	15,345	15,345	(0)
General Supplies- Special Ed	1,250	-	1,250	710	540
General Supplies- Special Ed - NES	1,500	-	1,500	924	576
General Supplies- Special Ed - Balmer		-		-	-
General Supplies- Special Ed - MS	750	-	750	159	591

**Northbridge Public Schools  
Special Ed  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
General Supplies- Special Ed - HS	750	-	750	-	750
Testing and Assessment Supplies	10,000	-	10,000	9,482	518
<b>COPIERS</b>		-		-	-
Copier Maintenance		-		-	-
Copier Lease		-		-	-
<b>MEDICAID</b>		-		-	
Medicaid Billing	16,000	-	16,000	8,361	7,639
<b>GRANT EXPENSES</b>		-		-	
Early Childhood and 274 Grant Expenses		-	-	-	-
94-142 Grant Expenses		-		-	-
MTRS Benefits	-	-	-	-	-
		-	-	-	-
<b>TOTAL</b>	<b>11,709,859</b>	<b>(190,568)</b>	<b>11,519,290</b>	<b>10,937,660</b>	<b>581,630</b>

**Northbridge Public Schools  
Pupil Personnel  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
ELL Teacher Salary, NES	148,202	-	148,202	148,202	0
ELL Teacher Salary, Balmer		-		-	-
ELL Teacher Salary, MS	89,530	-	89,530	89,530	0
ELL Teacher Salary, HS	89,530	-	89,530	89,530	0
ELL Paraprofessional Salary, NES	-	-	-	-	-
ELL Paraprofessional Salary, Balmer		-		-	-
ELL Paraprofessional Salary, MS	-	-	-	-	-
ELL Paraprofessional Salary, HS	-	-	-	-	-
Adjustment Counselor Salary, NES	228,147	-	228,147	227,375	772
Adjustment Counselor Salary, Balmer		-		-	-
Adjustment Counselor Salary, MS	192,655	(15,507)	177,148	176,720	429
Adjustment Counselor Salary, HS	146,910	13,186	160,096	160,096	1
Social Worker, District	60,000	(60,000)	-	-	-
Guidance Counselor Salary, MS	-	-	-	-	-
Guidance Counselor Salary, HS	288,974	-	288,974	288,973	0
Guidance Secretary Salary, HS	42,569	23	42,593	42,593	-
Nurse Salary, NES	204,826	(121,787)	83,039	77,359	5,680
Nurse Salary, Balmer		-		-	-
Nurse Salary, MS	101,202	-	101,202	98,402	2,800
Nurse Salary, HS	159,174	-	159,174	159,174	1
Covid Nurse Support, District	-	-	-	-	-
BRYT Program Adjustment Counselor	56,821	-	56,821	56,821	0
BRYT Program Academic Coordinator	14,688	8,381	23,069	13,865	9,203
Resource Nurse	30,814	-	30,814	20,790	10,024
<b>STIPENDS</b>					
ELL Coordinator Stipend	2,369	-	2,369	1,185	1,184
School Doctor	5,000	-	5,000	5,000	-
<b>SUBSTITUTES</b>					
Nurse Substitutes, NES	3,000	-	3,000	1,575	1,425
Nurse Substitutes, Balmer	-	-	-	-	-
Nurse Substitutes, MS	2,250	9,150	11,400	9,000	2,400
Nurse Substitutes, HS	3,000	-	3,000	1,725	1,275
<b>DUES/MEMBERSHIPS</b>					
Dues/Memberships, Guidance	450	(315)	135	135	-
<b>CONTRACTED SERVICES</b>					
Translation and Interpretation	23,000	-	23,000	22,749	251
<b>SUPPLIES/MATERIALS</b>					
ELL Materials/Supplies	3,000	-	3,000	697	2,303
Nurse Supplies, NES	2,827	-	2,827	2,829	(2)

**Northbridge Public Schools  
Pupil Personnel  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
Nurse Supplies, Balmer	-	-	-	-	-
Nurse Supplies, MS	1,277	-	1,277	737	540
Nurse Supplies, HS	1,511	-	1,511	1,490	21
Guidance Supplies, HS	1,725	-	1,725	722	1,003
<b>GRANT EXPENSES</b>		-		-	-
Public Health Grant Expenses		-		-	-
<b>TOTAL</b>	<b>1,903,451</b>	<b>(166,869)</b>	<b>1,736,582</b>	<b>1,697,272</b>	<b>39,310</b>

**Northbridge Public Schools  
Technology  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Director of Technology Salary	98,840	3,160	102,000	102,000	0
Instructional Technologist Salary, NES	30,762	(19,895)	10,867	10,867	0
Instructional Technologist Salary, MS	30,762	(19,895)	10,867	10,867	0
Instructional Technologist Salary, HS	30,762	(19,895)	10,867	10,867	(0)
Technology Support Salaries	171,860	(60)	171,800	167,311	4,489
<b>STIPENDS</b>					
Webmaster Stipend	1,500	(1,500)	-	-	-
<b>PROFESSIONAL DEVELOPMENT</b>					
Conferences	1,775	-	1,775	1,743	32
<b>NON-INSTRUCTIONAL TECHNOLOGY - DISTRICT</b>					
Non-Instructional Technology, Hardware	3,000	-	3,000	2,803	197
Non-Instructional Technology, Software	76,230	-	76,230	75,239	991
Non-Instructional Technology, Contracted Service	6,600	-	6,600	-	6,600
Technology Infrastructure, Contracted Service	21,841	-	21,841	17,930	3,911
Networking, Hardware/Software	18,381	-	18,381	18,256	125
Internet Services	35,430	-	35,430	35,430	(0)
Supplies	3,000	(370)	2,630	2,195	435
Travel	213	-	213	-	213
<b>NON-INSTRUCTIONAL TECHNOLOGY - SCHOOLS</b>					
Non-Instructional Tech Software/Supplies, NES	853	195	1,048	1,049	(1)
Non-Instructional Tech Software/Supplies, MS	890	185	1,075	1,073	1
Non-Instructional Tech Software/Supplies, HS	890	1,269	2,159	1,372	787
<b>HARDWARE, INSTRUCTIONAL</b>					
Instructional Hardware Computers, NES		754	754	754	0
Instructional Hardware Other, NES		-		-	-
Instructional Hardware Computers, MS		885	885	885	0
Instructional Hardware Other, MS	21,688	1,230	22,918	22,917	1
Instructional Hardware Computers, HS		583	583	583	0
Instructional Hardware Other, HS	36,844	(2,545)	34,299	33,738	561
<b>SOFTWARE, INSTRUCTIONAL</b>					
Instructional Software, NES	6,309	(1,507)	4,802	4,779	23
Instructional Software, MS	10,042	-	10,042	10,042	-
Instructional Software, HS	16,363	(325)	16,038	15,210	828
Testing and Assessment Software	2,381	-	2,381	2,381	-
				-	-
<b>TOTAL</b>	<b>627,215</b>	<b>(57,731)</b>	<b>569,484</b>	<b>550,289</b>	<b>19,194</b>

**Northbridge Public Schools  
Transportation  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
<b>SALARIES</b>					
Transportation Coordinator	29,156	-	29,156	28,780	376
Crossing Guard	8,240	(1,657)	6,583	6,403	180
<b>SUPPLIES/MATERIALS</b>					
Supplies & Materials	503	-	503	146	357
<b>TRANSPORTATION CONTRACTED SERVICES</b>					
In District Regular Transportation	1,057,247	(12,247)	1,045,000	1,044,316	684
Christian School Transportation	80,100	-	80,100	80,100	-
Vocational Student Transportation	37,440	(13,371)	24,069	24,069	0
McKinney Vento Transportation	39,150	(26,150)	13,000	5,532	7,469
Foster Transportation	72,900	(22,967)	49,933	40,666	9,267
Late Bus Transportation		-		-	-
<b>TOTAL</b>	<b>1,324,735</b>	<b>(76,392)</b>	<b>1,248,344</b>	<b>1,230,011</b>	<b>18,332</b>

**Northbridge Public Schools  
Title I  
MAY 1, 2024 YEAR TO DATE BUDGET REPORT**

CATEGORY	FY 24 OPERATIONAL BUDGET	FY 24 LINE ITEM UPDATES	FY 24 OPERATIONAL BUDGET UPDATED	FY 24 OPERATIONAL ENCUMBERED/ EXPENDED	FY 24 OPERATIONAL AVAILABLE
Title I Tutors	128,800	-	128,800	96,250	32,550
Title I Teachers	160,203	(70,673)	89,530	89,530	0
Title I Parent Liasons	26,640	4,560	31,200	20,285	10,915
Title I MTRS Benefits	14,418	(6,361)	8,058	8,058	0
Title I Other Grant Expenses		-		-	-
<b>Total</b>	<b>330,061</b>	<b>(72,474)</b>	<b>257,588</b>	<b>214,123</b>	<b>43,465</b>