



Northbridge Public Schools

Northbridge School Committee

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

Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla, Vice-Chairperson,
Alicia Cannon, Brian Paulhus, Joe Richards

Northbridge Public Schools School Committee Meeting Tuesday, April 24, 2018 7:00 PM Northbridge High School Media Center

- I. Call to Order (7:00)
- II. Attendance
- III. Pledge of Allegiance
- IV. Statement of Audio and Video Recording
- V. Statement of Mission
- VI. Public Comment (7:05)
 - A. Updates from Senators Michael Moore and Ryan Fattman
- VII. Student Representative's Report
- VIII. Consent Agenda (7:20)
 - A. Public Hearing Minutes from March 22, 2018
 - B. School Committee Meeting Minutes from April 10, 2018
- IX. Action (7:22)
 - A. SWCEC Second Quarter Report - 10/17-12/17
 - B. School Choice
- X. Discussion (7:25)
 - A. School Committee Self Evaluation
 - B. Special Education Department Information
 - C. Section 504 Accommodation Information
 - D. Last Day of School
 - E. Last Day of Preschool
 - F. School Security
 - G. School Committee Policy Review EBC
 - H. School Committee Policy Review EFD
 - I. School Building Committee

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

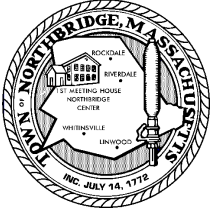
J. Final Exam Schedule for NHS 2017-2018

XI. School Committee Individual Comments (8:30)

XII. Information

A. Blackstone Valley Education Foundation Material

XIII. Adjournment (8:35)



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Northbridge Public Schools School Committee Meeting Minutes Public Hearing Thursday, March 22nd, 2018 6:30 PM Northbridge High School Media Center

- I. Call to Order (6:30)
- II. Attendance

Alicia Cannon	Present
Mike LeBrasseur	Present
Brian Paulhus	Present
Joe Richards	Present
Joseph Strazzulla	Present

Also in attendance were Superintendent Catherine Stickney and Director of Business and Finance Melissa Walker.

The motion was made by Joseph Strazzulla to open the public hearing. The motion was seconded Alicia Cannon. A vote was taken by roll call and the following votes were recorded:

Alicia Cannon	Yes
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Yes
Joseph Strazzulla	Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 5-0.

- III. Presentation: FY 19 Budget Overview

Catherine Stickney and Melissa Walker presented the FY 19 Budget Overview.

IV. Public Comment

- Michelle Smith and Deb Ariel spoke to the committee to advocate keeping Don Incutto's position at NES.
- Travis Hartung, 8th Grade student, spoke in regards to Coach Falconer's position.
- Talia Berkowitz, Northbridge parent and teacher, concerns in regards to cuts made to staff that work directly with students, as opposed to Instructional Coaches.
- Jill Redding, NTA President, shared a document on behalf of approximately 200 teachers. Jill shared numerous concerns from the staff. She asked that the Committee make fiscally responsible decisions when preparing the budget. Jill stated that the NTA understands that cuts need to be made; however, she urged the Committee in the strongest possible terms to implement a budget that will cause the least amount of damage to the educational wellbeing of the students of the Northbridge Public Schools.
- Brendan Morganelli, NHS graduate, spoke on behalf of Coach Falconer and Coach Demagian.
- Tim Haverty, NHS student, spoke on behalf of Coach Falconer
- Jennifer Rice, Northbridge parent, shared her concerns over the reorganization of the systems administrator position. Specifically the technology position.
- Christina Connolly, a parent and HS teacher in another district, shared her thoughts on the Instructional Coaches.
- Eleni Braley, Northbridge parent, shared with the committee that she works in early intervention and she is seeing the amount of children coming in that will need services. Mrs. Braley also stated that she was on the accountability site for the district and saw that we were a level 3 district and that the administration may be top heavy.
- Mark Malkasian, Northbridge parent, stated that the proposed budget puts about 50 years coaching experience at risk, and that a good coach can make just as big as a difference as a good teacher. He stated that school choice students come to Northbridge for lacrosse. Mr. Malkasian also shared an observation in regards to an increase on the tech slide- wanted a little more transparency on what was included.
- Tamsyn Coady, Northbridge teacher, stated we need to get creative in times of need. Look at class size at all levels.
- Kate Tracy, Northbridge parent, stated she was floored at the proposed budget two weeks ago. These appeared to be drastic cuts, especially at Middle and Elementary levels. Kate spoke in regards to Coach Falconer and his position. Kate also spoke in regards to the reduction of a 6th grade teacher and the teachers at Balmer vs. those who do not have interactions with students.
- Jenna Stanley, Northbridge parent and teacher, stated that she wants to challenge the committee to come in and speak with the teachers and those on the front lines working with these kids every day.
- Karen Halloran, Northbridge parent of a special needs child, upset with the planned reduction of Balmer teachers when there are many students needing their help.

- Jill Redding, NTA President, stated that one year ago she spoke to the Committee in regards to their fiscally responsible and irresponsible decisions. She stated the Committee hired a \$90,000 tech director which the NTA was adamantly opposed to and now the District is cutting teachers and a tech position that has been here for many years.

V. Adjournment (7:25 P.M.)

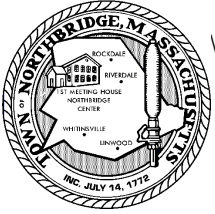
The motion was made by Joe Richards to adjourn the meeting at 7:25pm. The motion was seconded by Joseph Strazzulla. A vote was taken by roll call and the following votes were recorded:

Alicia Cannon	Yes
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Yes
Joseph Strazzulla	Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 5-0.



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Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla, Vice-Chairperson,
Alicia Cannon, Brian Paulhus, Joe Richards

Northbridge Public Schools School Committee Meeting Minutes Tuesday, April 10th, 2018 7:00 PM Northbridge High School Media Center

I. Call to Order (7:00)

II. Attendance

Alicia Cannon	Absent
Mike LeBrasseur	Present
Brian Paulhus	Present
Joe Richards	Absent
Joseph Strazzulla	Present

Also in attendance were Superintendent Catherine Stickney, Director of Business and Finance Melissa Walker and Student Representative Emilee Angell.

III. Public Comment

- Eleni Braley, Special Education Parent, addressed the committee in regards to the comments made by parents and teachers at the March 22nd meeting and in regards to the Special Ed program in general.
- Kerrie Hendee, Northbridge parent, expressed her concerns with the Special Ed Department regarding her grandchild.
- Elizabeth Haberski and Michael Dutreau addressed the committee with regard to the school lunch policy and stated that they will reach out for more information. They are interested in proposing a pilot program for school lunches.

IV. Superintendent's Report

Good evening!

With ELA MCAS nearly over, spring break next week, and spring sports underway, we are watching the end of the year quickly approaching!

We hope that the community will join us for the Celebration of Learning and the Evening of the Arts - tomorrow night from 5-8PM. We will have pizza for sale for dinner; student learning exhibits in the media center and cafeteria, student art displays in the lobby and field house, and our talented performers in the field house beginning at 7pm.

Thursday night is the Grade 8 Lip Sync Event. Tickets are still on sale for \$8 and available at the door.

Friday afternoon is the Kindness Drumming event at NES. Please join Mr. Joel as we make some noise for being kind to others!

Next week is Spring Break, and school will resume on April 23rd.

Students from NHS enjoyed an evening of festivities on Saturday night at the prom.

Students from MS and Balmer have been working hard to earn their PBIS challenges.

A select group of grade 6 students were chosen to debate staff members on Monday regarding the question of "Should music be outlawed for children under 18?" as part of an end of unit performance assessment for ELA. It was a thought-provoking debate, and the grade 6 students were victorious. Their prize was the opportunity to create a playlist and play music at lunch on Friday.

Mrs. Demeritt's class caused mayhem this week when the class monkeys escaped. Monkeys were discovered all over the school and around town. Thankfully, they have all been returned. The students will now write about their adventures.

This past week, Northbridge Public Schools was recognized at the BVEF Annual Forum for its leadership in the formation of the BV Ed Hub. We have been working to redesign and prepare the wood shop lab to become our manufacturing innovation lab in September.

Mrs. Perry and I have also been working with Dore and Whittier to submit our special education plan for the building project that needs to be approved by DESE as we prepare our final schematic design.

The Wellness committee met and discussed the results of the bullying survey. The information gathered was very helpful; we will put together the results to share with the public. It also served as a reminder that everyone needs to report - and has the ability to initiate a report. Please help us to continue to address this challenge. Report forms can be found online or in any school office. Any school personnel should be able to assist in completing a form as well.

In your packets, I have also included information that I received while attended the MASC Annual Summit of Poverty. The keynote presentation focused on the inability for children to learn and focus when subconsciously distracted by trauma, hunger, and housing insecurity. All students are currently affected in one form or another, and the symptoms manifest in a variety of covert ways for each child. This is why we have heard consistently that the levels of needs are continuously rising among our students. Suggestions were made as to how school systems could “disrupt” the effects of poverty and trauma on a daily basis. However, all of the suggestions would require a funding source: universal preschool; breakfast for all; afterschool supports and transportation. We will continue to focus on this important topic.

We hope everyone has a safe, relaxing spring break.

V. Consent agenda

- a. School Committee Meeting Minutes from March 22, 2018
- b. School Committee Meeting Minutes from March 27, 2018
- c. Warrant 38-38s 3/15/18 \$278,544.53
- d. Warrant 38-40s 3/29/18 \$196,781.86

A motion was made by Joseph Strazzulla to accept the consent agenda as presented. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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

VI. Action items:

- a. Donation to NHS Food Pantry

A motion was made by Joseph Strazzulla to accept the Donation from Pleasant Street Church to NHS Food Pantry in the amount of \$300.00. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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

b. Field Trip- Trip to China

A motion was made by Joseph Strazzulla to approve the Field Trip to China. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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

c. Field Trip- NASA GLOBE Student Summit

A motion was made by Joseph Strazzulla to approve the NASA Globe Student Summit on May 4-5th. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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

d. School Committee Self Evaluation

A motion was made by Joseph Strazzulla to conduct the School Committee Self-Evaluation. The motion was seconded by Brian Paulhus. The vote was taken by roll call vote and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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

e. Donation- Computer Monitors

A motion was made by Brian Paulhus to accept the Computer Monitor Donation. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call vote and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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

VII. Presentation

Kathleen Perry and Catherine Stickney presented the Special Education Process Overview to the committee.

VIII. Discussion

a. Special Education Department Independent Review

Catherine Stickney stated that she shared information regarding Special Education via email. This information included the 2015 Coordinated Program Review and information on the Mid-Cycle review that took place last week. The committee requested additional data which will be brought forth at the April 24th meeting.

b. SWCEC Second Quarter Report

Michael LeBrasseur stated that this is a discussion item and will be moved to an action item on April 24th.

c. School Choice

Michael LeBrasseur stated that this is a discussion item to vote on at the next SC meeting on April 24th on whether or not to accept school choice. Catherine Stickney stated we have already had a few people apply. The Superintendent's recommendation is to accept school choice.

d. School Security

Catherine Stickney stated that as we are preparing for the capital plan articles, and knowing how school security is an important topic, we have fielded some fantastic offers and suggestions from the community. It is a process in determining what the schools need and best practices, not necessarily the most popular items. We are speaking with the principals and the police department, walking through buildings, and the biggest issue that we see is an addition of security cameras.

e. School Committee Policy Review EBC

Catherine Stickney discussed the EBC policy. The revisions are based on the MASC boiler plate policy.

f. School Building Committee

Joseph Strazzulla stated that the next Community forum will take place on April 23rd from 6-8pm at the Northbridge Senior Center. The next big action is the cost estimates. We will have those by April 18th. May 9th deadline with the MSBA.

IX. School Committee Individual Comments:

- Emilee Angell- Spring sports are starting up and Evening of the Arts is tomorrow night and it will be a great time.
- Brian Paulhus- Wants to recognize the students of James Verdone for their unbelievable work with the concert. To see so many kids so well prepared and performing such a high quality concert was a testament to both the kids and Mr. Verdone.
- Michael LeBrasseur- Addition to next agenda: He wants to talk more about the school lunch situation and the collection of funds. There is an updated MASC policy that will be included in the next packet to look over.
- Joseph Strazzulla- Evening of the Arts and Celebration of Learning are tomorrow night. Joe will be upstairs in the Media Center for the SBC. A future agenda item: Some form of a town hall meeting with the School Committee in regards to next year's budget.

X. Adjournment (8:57 P.M.)

The motion was made by Joseph Strazzulla to adjourn the meeting at 8:57pm. The motion was seconded by Brian Paulhus. A vote was taken by roll call and the following votes were recorded:

Alicia Cannon	Absent
Mike LeBrasseur	Yes
Brian Paulhus	Yes
Joe Richards	Absent
Joseph Strazzulla	Yes

3 members having voted in the affirmative

0 members having voted in the negative

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



**SOUTHERN WORCESTER COUNTY
EDUCATIONAL COLLABORATIVE**

FY 18 - Second QUARTER REPORT

October 2017 – December 2017

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

Program Overview and Accomplishments

Developmental Program ~ Medically Fragile

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

Type of Program: In a Host School

Director – Dr. Melissa Manzi

Primary Population/Disability:

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

Calendar:

Full year program (school year and extended school year) – 210 days

Therapeutic Services Available:

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

Parent Support Program:

Parent Advisory Council

Additional Program Information:

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

Program Description:

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



In the elementary classroom, as usual we had a busy quarter filled with fun learning activities! October was filled with many Halloween activities, stories, and spooky vocabulary words. “The Little Old Lady Who Was Not Afraid of Anything” story quickly became a classroom favorite! We learned about Trick or Treating, and went to the Grow School to do some Trick or Treating of our own. In November we learned about the first Thanksgiving, the Pilgrims and Native Americans, and collected donations for our Thanksgiving food drive that we donated to families in need. We also joined our friends at the Grow School for a traditional Thanksgiving dinner. We enjoyed a delicious meal and celebrated our thankfulness for their friendship, and all they do to help out in our classroom! November was also filled with many Halloween activities, stories, and spooky vocabulary words. “The

Little Old Lady Who Was Not Afraid of Anything” story quickly became a classroom favorite! We learned about Trick or Treating, and went to The Grow School to do some Trick or Treating of our own.

Before we knew it winter was here! We had many units based on winter stories such as “The Jacket I wear in the Snow” and “There was a cold Lady Who Swallowed Some Snow”. We discussed the clothes we wear in the winter, the cold and snowy weather, and participated in math, science, and literacy activities to go along with our themes. We also continue to learn our word wall vocabulary words and have introduced the letter of the week! During the Christmas season we read the “Gingerbread man” and “The Gingerbread Girl” and made and decorated gingerbread cookies. We also enjoyed singing at Miss Carol’s Christmas Carol sing along. Our Grow friends entered our “Santa’s workshop” classroom for hot chocolate, Christmas Carols and a visit from Santa himself! We are looking forward to the arrival of spring, and all of the learning adventures it will bring.



Meanwhile, at Bartlett, we started following the World Series and made predictions about who we thought would win. We charted the winners game by game and used the results in greater than/less than/equal to activities. Addition and subtraction are two other topics we started to address. We are focusing on the idea that addition means to join objects and items together to get “more” and subtraction means to take away and have “less”. We also had a great time making slime out of baking soda, glue and contact solution. We talked

about how it felt cold, wet, squishy, gooey and slimy! We continue to write to our pen pals in Carol Pryor's class.

In November and December, we learned about pilgrims and the first Thanksgiving, we baked pies and made salt dough ornaments for our trees and read about a grumpy Santa. We had a fun time making a mess while having our hands and feet painted to make our Happy Holiday blankets that each student gave to their parents as a gift! We made a prediction as a classroom that we would not have any school days cancelled due to snow in December and we were correct!

In January, the students picked an animal from the story *Polar Bear, Polar Bear What Do You Hear?* by Eric Carle to research and write a report on. They chose the facts they wanted to use as well as the pictures. They made decisions about how they wanted their display boards to be laid out and then presented the whole thing to their

and staff using switches. The second project allowed students to become authors. They each wrote a story based on the book *If You Give a Mouse a Cookie*. They were given several choices and decided on story topics, characters and which way they wanted their stories to go. They presented their stories to the class.

Our Specialized Developmental Medical Program at Bartlett High School has 4 students enrolled. The Specialized Developmental Medical Program located at the Dudley Campus now has 5 students enrolled.



Developmental Program ~ Autism

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

Type of Program: In Host School

Director – Dr. Melissa Manzi

Primary Population/Disability:

Autism, Neurological

Calendar:

Full year program (school year and extended school year) – 210 days

Therapeutic Services Available

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

Parent Support Program

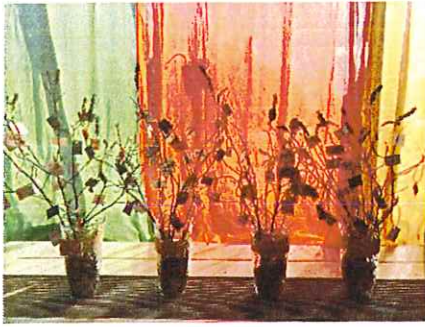
Parent Advisory Council

Additional Program Information

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

Program Description:

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



The Specialized Developmental Autism Program located at Bartlett High School had an eventful 2nd quarter. The students began the second quarter in the month of October enjoying a Halloween party with a sensory table. Students were able to feel "witches warts", "Frankenstein's fingers", and many other creepy crawlies. November had the students creating family trees as gifts for their families on Thanksgiving. We collected twigs from outside and placed them into a vase. The students then hung

pictures of their family members and key words on the twigs.



In the month of December, the students received a special visit from Santa who brought gifts for each student. We sang carols and made crafts to share with our families.

Our students are still active in the community, even in the cold weather! Community work and volunteer experiences include Meals on Wheels, the Oxford Public Library, and The Congregational Church near Nichols College campus, and grocery shopping at Park N Shop in Dudley.

Our Specialized Developmental Autism Program at Bartlett High School in Webster, MA has 6 students enrolled.

SWCEC ~ Career Development

185 Southbridge Road, Dudley, MA 01571

Director – Mr. Anthony Cacace & Dr. Melissa Manzi

Ages Served: 16-22 **Grades Served:** 10+

Primary Population/Disability:

Communication, Intellectual, Neurological, Emotional

Calendar:

School Year – 180 Days

Extended School Year– 25 Days

Therapeutic Services Available:

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

Parent Support Program:

Parent Advisory Council, Liaison with Continuing Education Institutions and Adult Transition Services

Program Description:

The SWCEC Career Development Program provides high school and post graduate students with community-based and on-site job opportunities as well as core content instruction, functional academics and life skills. As appropriate, students are provided the fundamental skill acquisition opportunity necessary for entry level employment or continuing education. Robust transition services are integral to the program. The program is designed to develop student experiences, skills and confidence in the work

setting. Students also explore college and career transition options as part of the program.

The Career Development Program (CDP) was involved in many activities during this quarter. Students attend their scheduled job sites. Students had the opportunity to job sample a number of different career fields (landscaping, stocking, janitorial, banquet set up, etc.). Students manage the school store, where they are responsible for purchasing, marketing, selling, and tracking inventory to ensure accuracy. CDP students meet with their career specialist and counselor on an individual basis to explore potential post-secondary options available to them upon graduation.



In addition to job sampling and individual career planning, students took part in presentations focusing on post-secondary options. Representatives from Quinsigamond Community College (QCC) came in to discuss the programs they offer, as well as the application process and the services available for academic assistance. University Technical Institute also came in to discuss their programs and services. Representatives then met with interested students on an individual basis to discuss the application process. Students in the CDP program added to their resume by earning American Heart Association CPR/First Aid certification, facilitated by the SWCEC Nurse Leader.

Planning for the SWCEC garden has begun and preparation will begin as soon as the thaw begins.



Not only do our students work in the community servicing local businesses and towns, they also spend a good amount of time giving back to the SWCEC community. They provide event set-up, lunch room support, recycling programs, general upkeep and maintenance around the building and grounds. The students worked with staff in the preparation and serving of the Thanksgiving feast. Students also worked with the younger middle school students to create handmade wooden birdhouses that they planned, constructed and decorated as gifts for their loved ones. This was a big success.

The SWCEC Career Development Program has 8 students enrolled.

The Grow Elementary School

Type of Program: DESE Approved Public Therapeutic Day

121 Ashland Ave., Southbridge, MA 01550

Principal – Mrs. Kristine Hersey

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

Primary Population/Disability:

Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Specific Learning

Calendar:

School Year – 180 Days Extended School Year – 25 Days

Therapeutic Services Available:

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

Parent Support Program:

Parent Advisory Council, Liaison with wrap-around services

Program Description:

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

One of the best parts of being an elementary principal is continually being reminded of the stories that brought me such joy as a young reader. One such story, is Winnie the Pooh. As you likely know, Winnie is a smallish, not-very-smart bear who teaches simple lessons about friendship, optimism and the amazing things we can accomplish when we support one another with kindness. These are some of the lessons we strive to teach our students at Grow Elementary. Through the second quarter of the year, our staff has worked diligently to continue to create a culture of respect and cooperation, one where we each feel a sense of responsibility for ourselves, our learning, our school and each other.

“If the person you are talking to does not appear to be listening, be patient. It may simply be that he has a small piece of fluff in this ear.” Winnie the Pooh, AA Milne

Being optimistic can be difficult in the face of oppositional, resistant behaviors. Sometimes we have to work hard at helping kids get the fluff out of their ears. By working in teams including teachers and assistants, adjustment counselors and our BCBA, we've effectively created and used a wide variety of proactive behavior supports, both school-wide and individualized, to help students recognize and appropriately voice their feelings, and to behave in respectful, expected ways. For one student that may mean taking scheduled movement breaks; another might earn a few minutes with a favorite staff member. Some students are motivated by the opportunity to help a peer, others by 10 minutes of drawing, listening to music or iPad time. By encouraging students to participate in developing their own behavior intervention plans, we increase their buy-in, self-reliance and confidence. Of course our token economy continues to provide incentive for many students to shape and change behavior. Students can spend their BEE Bucks on daily trips to the snack shack and weekly trips to the BEE Store. In

addition, our staff generously stocked a Holiday Store where students used their Bucks to purchase gifts for their families.



Emma earning project time



Sam raking in the BEE Bucks



“Think it over, think it under.” Winnie the Pooh A.A. Milne

We’ve also started collaborating around curriculum and instruction. In order to meet the SEI portion of the Massachusetts license renewal requirements, The Grow Elementary staff is working together on professional development focused on ELLs and SEI best practices. By working individually and in teams, teachers and counselors are learning about the many challenges ELLs face and how researched-based SEI strategies can support not just English Language Learners, but also students who struggle with attention and short term memory deficits, language and auditory processing difficulties and skill gaps that result from time out of class. Teachers have added to their literacy tool boxes, reflected on their practice and shared new strategies with each other. In addition to school-based PD, many individuals have taken courses and attended conferences. Miranda Biron, a first year teacher at Grow, jumped right into her Master’s program at Fitchburg State University with our veteran teacher Amanda Jyringi as her mentor.

“Nobody can be uncheered with a balloon.” Winnie the Pooh A.A. Milne

For students who so often struggle to control their emotions, understand social situations and make good choices, incidental teaching and catching kids doing things right is essential. This quarter we have celebrated some great growth in this area. Each week we held a bus raffle to reward a student who showed exemplary bus behavior. We hosted a Student of the Quarter celebration to acknowledge a student from each class who showed growth as a classmate – caring, sharing and learning with others. Each recipient was introduced by a peer and a few parents were able to attend to share in the achievement. In addition, we celebrated our community with a Halloween party and a Thanksgiving feast. While not all schools continue these traditions, we feel these events provide excellent opportunities for our students to develop social pragmatic, language and behavioral skills that will help them succeed in less restrictive settings.



As we move into the second half of the year, we will continue to focus on providing highly individual behavioral supports and improving our instructional practices especially in the area of promoting literacy through rigorous and engaging lessons. Most importantly, we will continue to model empathy, respect, and optimism for our students, so they know how much we believe in their capacity for change and growth.

“You are braver than you believe. Stronger than you seem. And smarter than you think.” - Winnie the Pooh A.A. Milne

With our open/rolling enrollment, Grow Elementary School and Rise Academy enrollment fluctuates almost daily. As a snapshot, on December 31, 2017 we had 44 students.

The Grow Middle/High School

Type of Program: DESE Approved Public Therapeutic Day

185 Southbridge Road, Dudley, MA 01571

Principal – Mr. Anthony Cacace

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

Primary Population/Disability:

Communication, Developmental Delay, Emotional, Health, Intellectual, Neurological, Specific Learning

Calendar:

School Year – 180 Days Extended School Year – 25 Days

Therapeutic Services Available:

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

Parent Support Program:

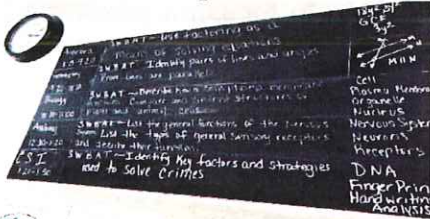
Parent Advisory Council, Liaison with wrap-around services

Program Description:

The Grow School services students' grades six through twelve in small, structured, therapeutic and academic learning environments, paced to meet the needs of its students on an individual basis. The Grow School program offers a strong academic component, with vocational opportunities for upper grades, designed to accommodate the learning needs of students and to encourage their motivation to achieve. Instruction, based on MA Curriculum Frameworks, consists of specialized instructional practices delivered by highly qualified staff members utilizing a differentiated and multi-modal approach to meet student needs. Transition and vocational opportunities

are integral in the program. The therapeutic milieu is complete with counseling, restorative practices, embedded social emotional learning tenets and multi-tiered systems of supports. Students learn self-control, social skills, and confidence to challenge themselves to achieve their goals.

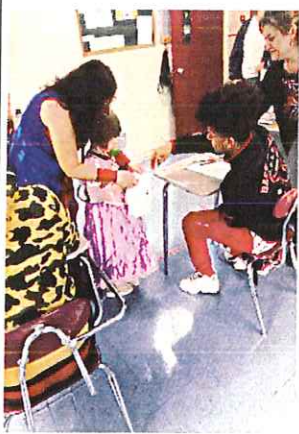
We are in the second full year of our school wide initiative, *Literacy Across the Curriculum*, we continue to see much success as our students receive reading homework, individual pleasure reading time, SSDR before or after lunch periods and journal entries reflecting their reading topics. Reading at the Grow Middle/High School is now part of the culture. It continues to be “what we do.” Reading and



vocabulary is embedded in every subject and in all aspects of the school day. We continue to see positive results in reading skills and benchmarks through the Star testing program. Families report that their children are reading at home daily due to the initiative and they are impressed with the results.

Staff continue to team teach and work collaboratively to service the students many needs by providing accommodations on multiple levels embedded into their daily teaching. Technology, groupings, manipulatives and hands on learning are some of the many foci of the daily routine. Teachers continue to carefully analyze MCAS data points, Star Testing results and curriculum benchmark assessments to inform instruction and better serve our student’s needs. This contributes to the ongoing success we see with one result being increased MCAS scores. Students are proud of their accomplishments and gains. We continue to develop curriculum that aligns with the frameworks and provides differentiated access points for students in an effort to meet the needs of our diverse population. We continue to be excited about the progress made and the progress yet to come. The newly implemented and revised behavior tracking system has proven beneficial. Breaking student behavior down and reporting data by interval as well as daily provides more robust information and received positive feedback from both parents and stakeholders. Our SWISS data continues to show small improvements in several areas. Some areas have plateaued and are a focus for improvement. Overall, the behavior data continues to improve. In December discipline referrals reduced by 50%. Weekly morning staffing sessions allow for comprehensive faculty collaboration around student need specific to behavior support. The impact is a greater emphasis on early identification of behaviors, allowing for more effective implementation of planned strategies to get students back to learning with little or no disruption to the learning environment.

The Middle School PBIS program continues to motivate students to build skills that are imbedded into the core values of the program Safety, Responsibility, Respect. This provides a vehicle for students to earn rewards for all aspects of their day through a point system used to purchase a variety of interest boosting items or activities in the School Store.



High School students continue to buy into our token economy/restorative justice system and earn points/tickets with various opportunities to participate in interest boosting activities.

On a special note, several of our High School students use their points earned to visit with the developmental classroom to sing and play music with the students. This November we were provided with a generous donation of 21 Turkeys from Auntie Angels in Worcester to assist us in our traditional Thanksgiving feast. Turkeys were prepared and cooked by the staff, as were many other side dishes to round out the annual Thanksgiving Dinner. Staff and students are able to come together to enjoy a traditional dinner. What a wonderful social emotional learning opportunity for everyone! Many of the high school students worked alongside the staff and administration to serve the food to the rest of the students. The students were able to eat together and share the moment with staff and administration.



Several other traditions continued this year as well; the annual staff/student football game and the traditional student/staff cookie bake off were big successes and promoted a positive giving school culture.



In December the students and staff worked together to decorate their classroom doors with holiday spirit as part of a friendly competition and several elementary students were invited to judge the doors. The winners received a variety of prizes. The holiday store was open and students worked with staff, gift wrapping presents and creating cards for their families. Some students volunteered to participate in caroling around the SWCEC community.

With our open/rolling enrollment, Grow Middle/High School and Rise Academy enrollment fluctuates almost daily. As a snapshot, on December 31, 2017 we had 31 students in middle school and 35 students in high school.

Contracted Services

The SWCEC provides therapeutic and contracted services to our member districts to support them in the provision of related services to their students as required under their Individualized Education Plan (IEP). The number of students serviced by the SWCEC within our member schools is approximately 300 students, but this number changes as the individual student IEPs change. SWCEC also adds services as requested by its member districts when approved by the SWCEC Board of Directors.

District Served	Therapeutic and Contracted Service Provided
Dudley Charlton Regional School District	Physical Therapy Vision Services Speech Therapy Teacher of the Deaf Music Therapy Adapted Physical Education
Grafton Public Schools	Orientation & Mobility Teacher of the Deaf
Leicester Public Schools	Orientation & Mobility Vision Services Music Therapy
Northbridge Public Schools	Vision Services Orientation & Mobility
North Brookfield Public Schools	Assistive Technology Physical Therapy
Oxford Public Schools	Teacher of the Deaf
Quaboag Regional School District	Music Therapy Orientation & Mobility Vision Services
Southbridge Public Schools	Orientation & Mobility Assistive Technology Work Experience Consultation Adapted Physical Education
Tantasqua Regional School District	Orientation & Mobility Music Therapy Vision Services
Spencer East Brookfield Public Schools	Assistive Technology Orientation & Mobility Speech Therapy Music Therapy Adapted Physical Education
Webster Public Schools	Vision Services Orientation & Mobility Adapted Physical Education
Uxbridge Public Schools	Vision Services Counseling Services
Sutton Public Schools	Orientation & Mobility

Assessment Services

2 nd Quarter Completed Evaluations or Assessment		
Districts Served	Evaluation / Assessment	Number of Evaluations / Assessments
Grafton Public Schools	Occupational Therapy	1
Grafton Public Schools	Physical Therapy	1
Milford Public Schools	Assistive Technology	1
North Brookfield Public School	Assistive Technology	1
North Brookfield Public School	Physical Therapy	3
Northbridge Public Schools	Functional Vision Assessment	1
Northbridge Public Schools	Orientation & Mobility	1
Spencer East Brookfield Regional School District	Assistive Technology	1
Southbridge Public Schools	Orientation & Mobility	1
Southbridge Public Schools	Functional Vision Assessment	1

Professional Development Services

2 nd Quarter Professional Development Schedule		
District Served/Topic	Date	Audience
Leicester Public Schools <i>De-Escalation</i>	12/7/2017	Paraprofessional Staff
Bellingham Public Schools – Empowering Writers	10/6/17	Teachers
Quaboag Regional School District- Empowering Writers	10/6/17	Teachers
Spencer East Brookfield- Empowering Writers	10/6/17	Teachers
Wachusett Regional School District Empowering Writers	10/6/17	Teachers
SWCEC – Adaptation for Literacy in All Content Areas	10/6/17	SWCEC Professional Staff
Southbridge Public Schools – ANV Initial Training	10/3-11/17	Southbridge Staff Members

Northbridge School Committee

Committee Self Evaluation

April 24, 2017: Presentation to School Committee

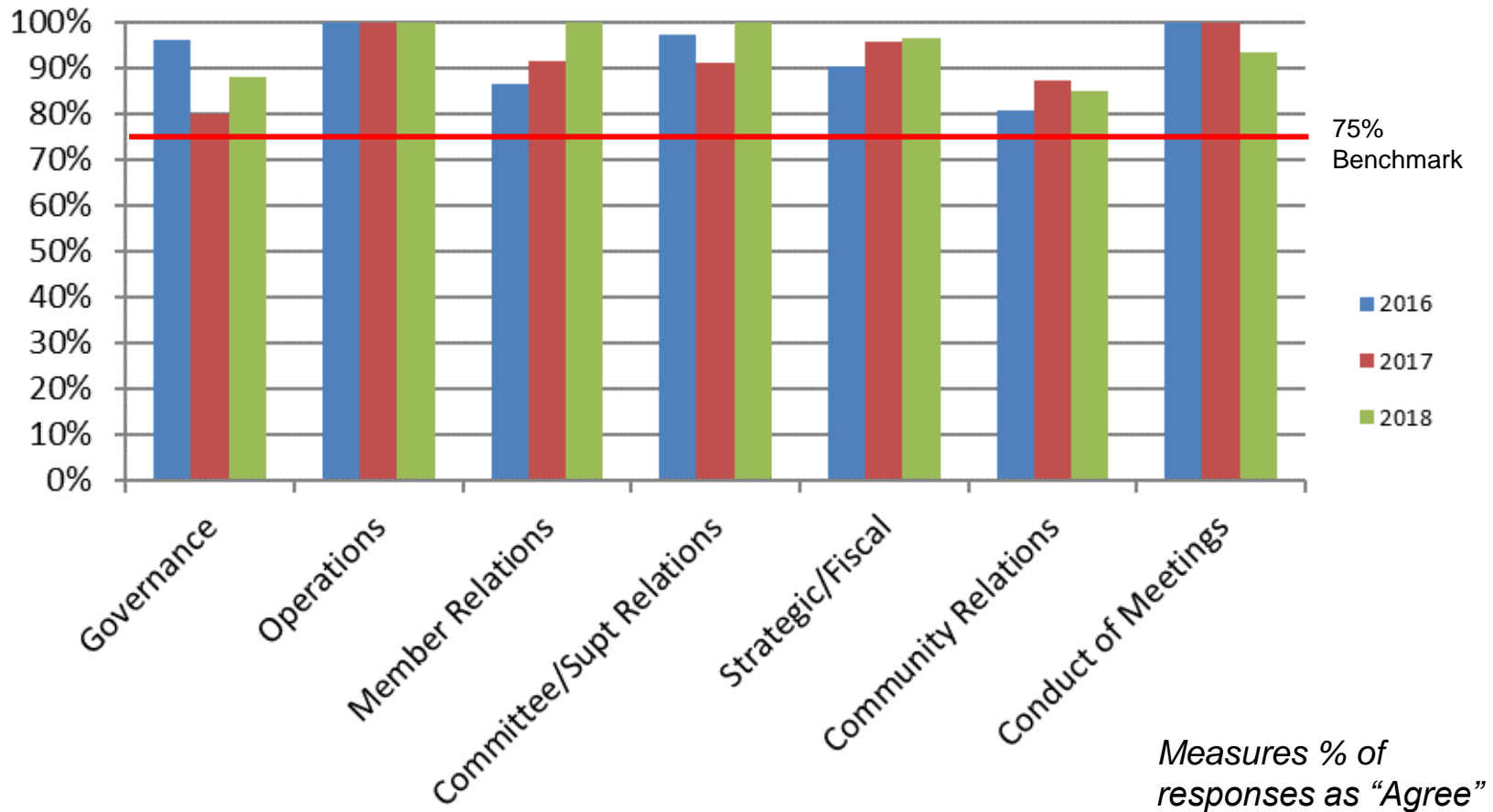
Survey Categories

- GOVERNANCE
- OPERATIONS
- MEMBER RELATIONS
- COMMITTEE / SUPERINTENDENT RELATIONS
- STRATEGIC PLANNING AND FISCAL MANAGEMENT
- COMMUNITY RELATIONS
- CONDUCT OF MEETINGS

Category Results

Survey Categories	Average Score	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	% Agree	% Disagree
GOVERNANCE	4.04	6	16	2	0	1	88%	8%
OPERATIONS	4.47	7	8	0	0	0	100%	0%
MEMBER RELATIONS	4.63	19	11	0	0	0	100%	0%
COMMITTEE/ SUPERINTENDENT RELATIONS	4.43	15	20	0	0	0	100%	0%
STRATEGIC PLANNING AND FISCAL MANAGEMENT	4.37	14	15	0	0	1	97%	0%
COMMUNITY RELATIONS	3.90	3	14	2	0	1	85%	10%
CONDUCT OF MEETINGS	4.33	12	16	2	0	0	93%	7%

Historical Comparison



Governance

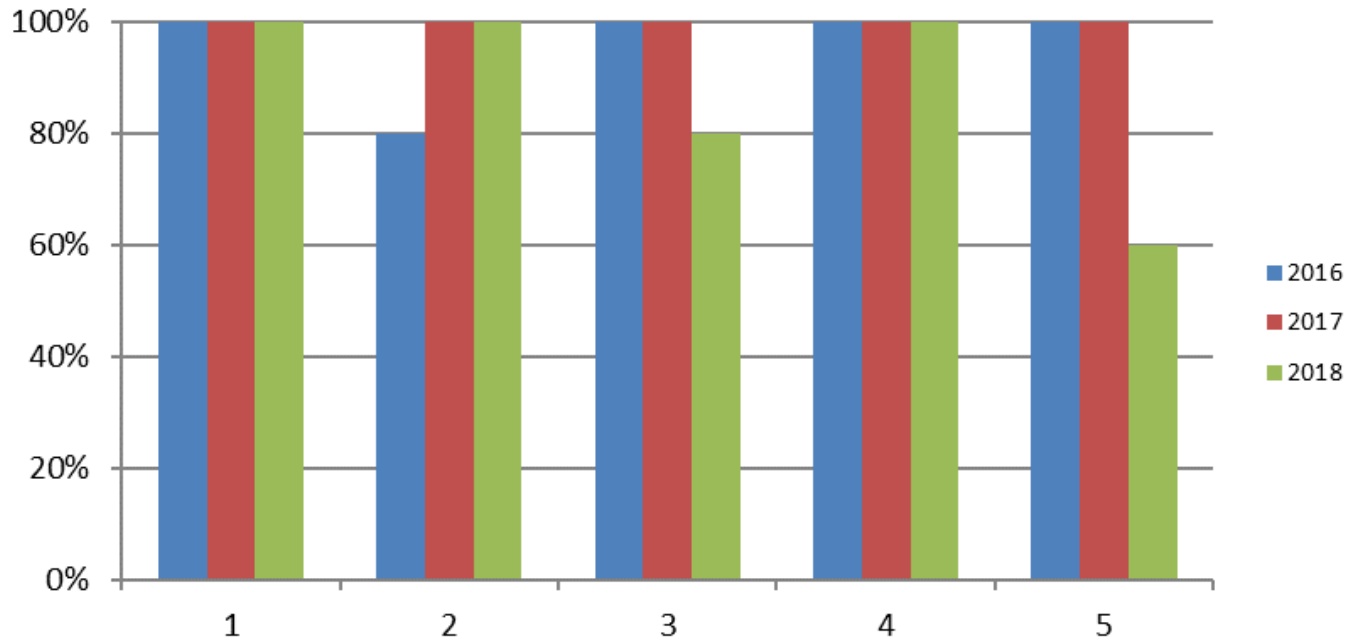
Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
1: The committee's policies are clear and up-to-date.	1	4	0	0	0	100%	0%
2: The committee has adopted a mission statement.	3	2	0	0	0	100%	0%
3: The committee regularly evaluates its progress relative to the goals and objectives that have been adopted.	0	4	1	0	0	80%	20%
4: The committee refrains from involvement in the administration of the school system.	2	3	0	0	0	100%	0%
5: The committee members take part in educational workshops and conferences to help them make informed decisions.	0	3	1	0	1	60%	20%

Governance - Comments

Governance

- For #5. Are the opportunities outside MASC? Should we be looking at these on our own or could we pay to bring someone in (other than our summer session which has been helpful).
- We do need to dedicate more time to reviewing/updating policies, as well as goals

Governance – Historical Trend



1: The committee's policies are clear and up-to-date.

2: The committee has adopted a mission statement.

3: The committee regularly evaluates its progress relative to the goals and objectives that have been adopted.

4: The committee refrains from involvement in the administration of the school system.

5: The committee members take part in educational workshops and conferences to help them make informed decisions.

Operations

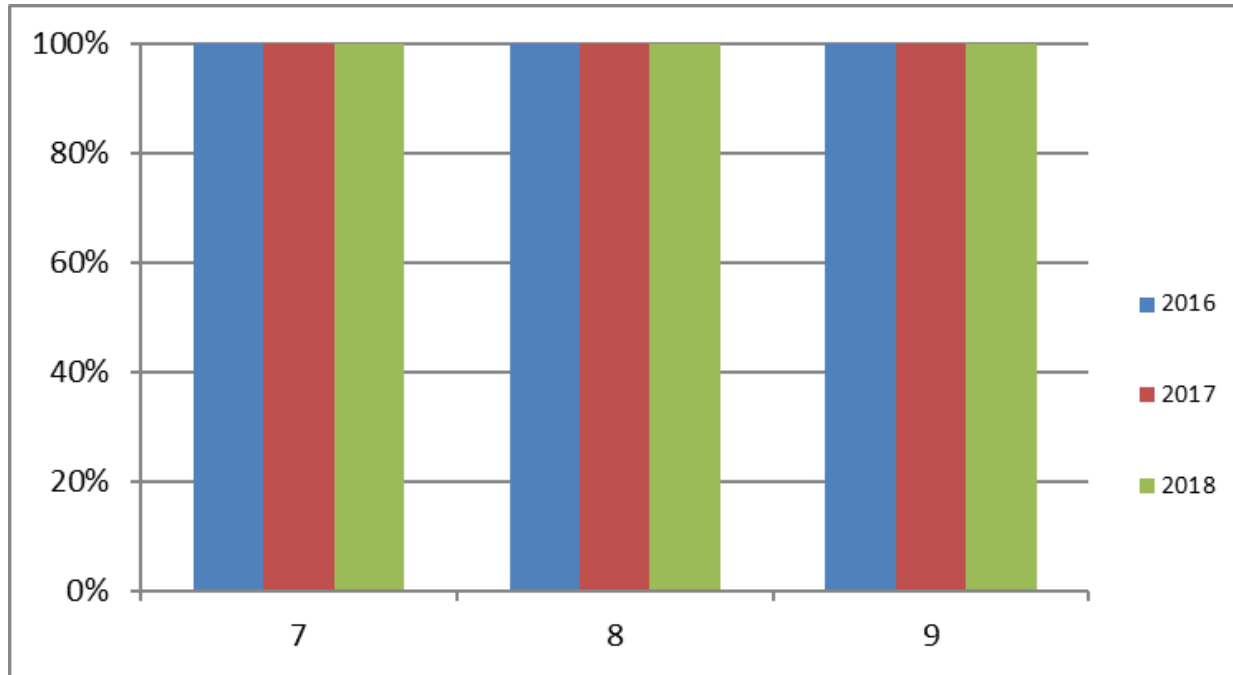
Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
7: Roles of committee officers are defined in committee policy and understood by all members.	3	2	0	0	0	100%	0%
8: New members receive introductory training and orientation when they join the committee.	2	3	0	0	0	100%	0%
9: Procedures and protocols for committee operations are published and understood.	2	3	0	0	0	100%	0%

Operations - Comments

Operations

- Would new members be willing to provide feedback as to what is/was most beneficial to them joining the committee, and how that can be improved?

Operations – Historical Trend



7: Roles of committee officers are defined in committee policy and understood by all members.

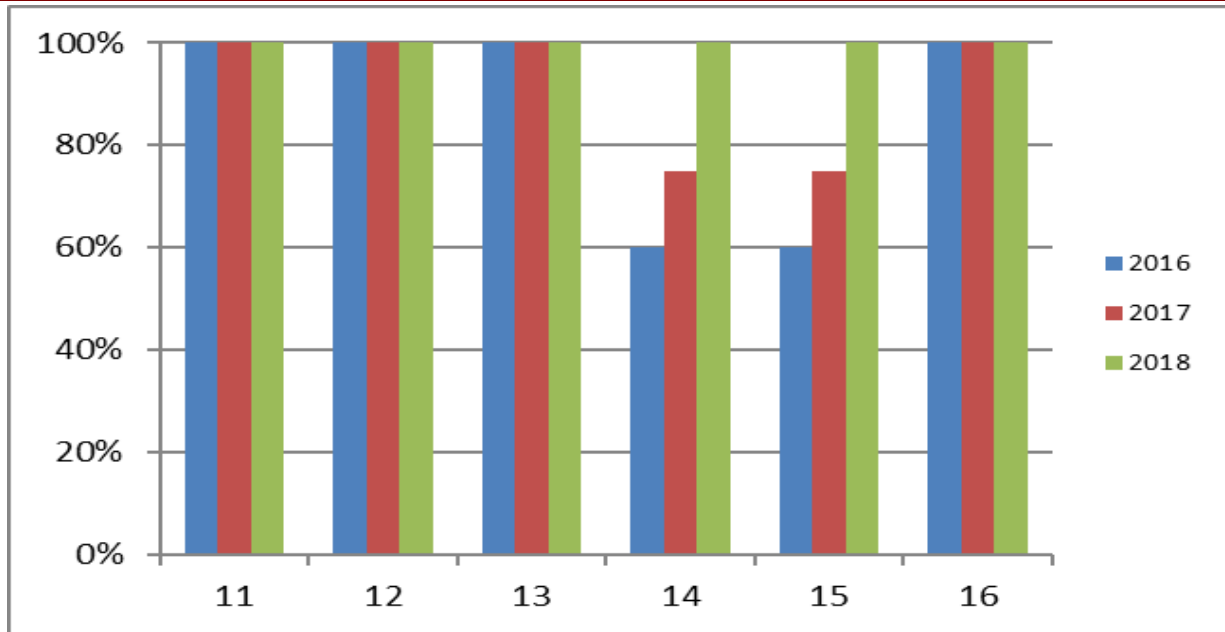
8: New members receive introductory training and orientation when they join the committee.

9: Procedures and protocols for committee operations are published and understood.

Member Relations

Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
11: Members treat each other with courtesy and respect.	5	0	0	0	0	100%	0%
12: All members are encouraged to voice opinions and take positions on issues.	5	0	0	0	0	100%	0%
13: Members respect the will of the majority and support decisions once they are made.	5	0	0	0	0	100%	0%
14: Members share pertinent information with each other to prevent surprises and promote informed decision making.	2	3	0	0	0	100%	0%
15: Members "do their homework" and come prepared to make decisions.	0	5	0	0	0	100%	0%
16: Members understand the role of the individual as part of the whole group.	2	3	0	0	0	100%	0%

Member Relations – Historical Trend



11: Members treat each other with courtesy and respect.

12: All members are encouraged to voice opinions and take positions on issues.

13: Members respect the will of the majority and support decisions once they are made.

14: Members share pertinent information with each other to prevent surprises and promote informed decision making.

15: Members "do their homework" and come prepared to make decisions.

16: Members understand the role of the individual as part of the whole group.

Committee/Superintendent Relations

Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
18: The committee regularly evaluates the superintendent using a mutually agreed-upon process.	2	3	0	0	0	100%	0%
19: The types and frequency of communications are agreed to in advance.	1	4	0	0	0	100%	0%
20: The superintendent is accessible to committee members.	2	3	0	0	0	100%	0%
21: Committee members contact the superintendent when seeking information.	2	3	0	0	0	100%	0%
22: The superintendent informs the committee of major personnel decisions.	3	2	0	0	0	100%	0%
23: The superintendent and committee treat each other with mutual respect and professionalism.	3	2	0	0	0	100%	0%
24: Both the committee and the superintendent operate on a "no-surprises" model.	2	3	0	0	0	100%	0%

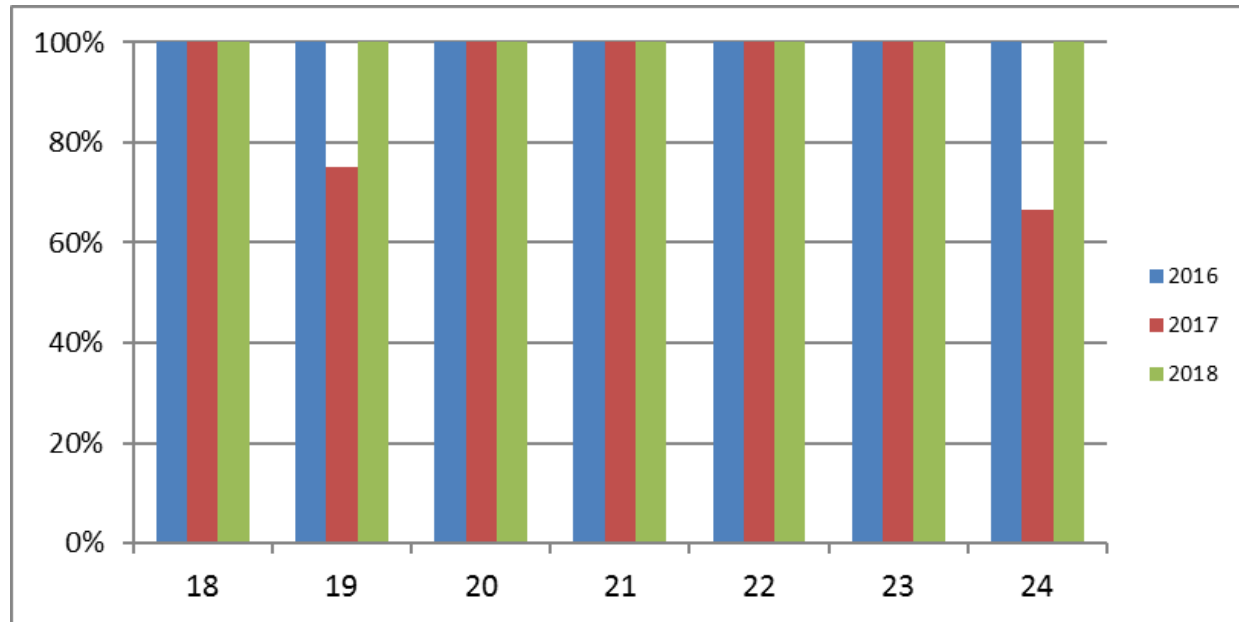
Committee/Superintendent Relations - Comments

Committee/Superintendent Relations

- I would appreciate more time to review materials prior to meetings.

Superintendent / Committee Relations

Historical Trend



- 18: The committee regularly evaluates the superintendent using a mutually agreed-upon process.**
- 19: The types and frequency of communications are agreed to in advance.**
- 20: The superintendent is accessible to committee members.**
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- 22: The superintendent informs the committee of major personnel decisions.**
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- 24: Both the committee and the superintendent operate on a "no-surprises" model.**

Strategic Planning and Fiscal Management

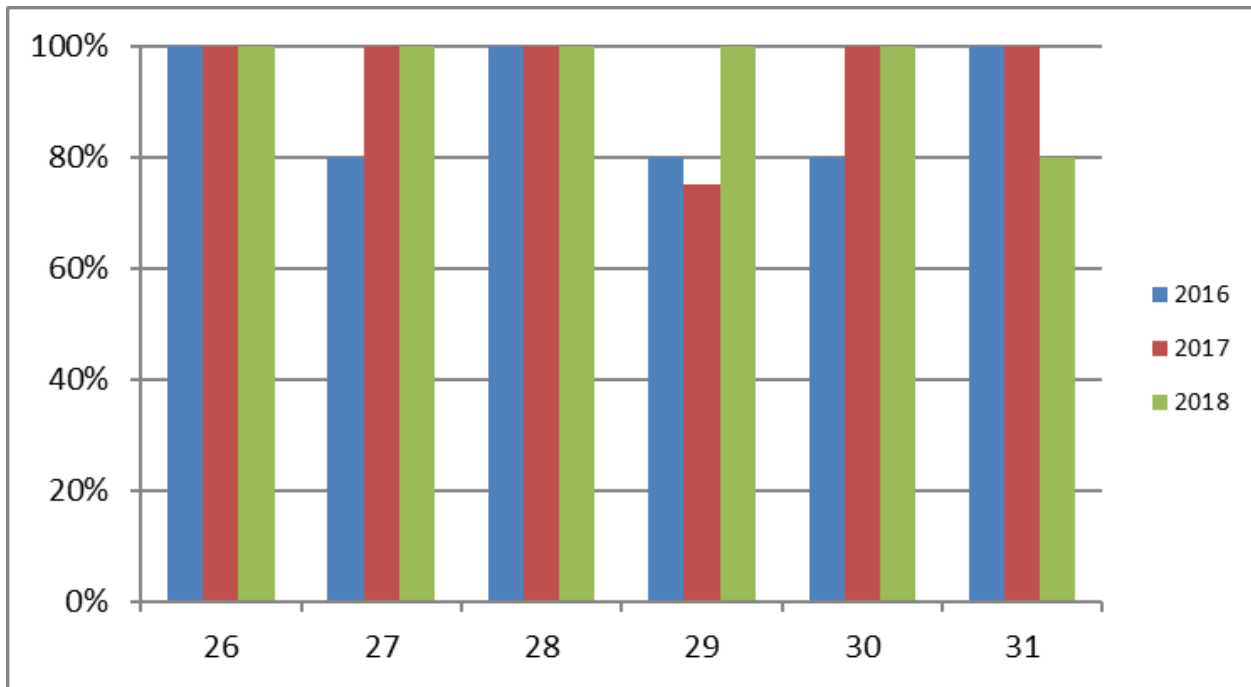
Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
26: A long term, strategic plan exists and is regularly reviewed.	2	3	0	0	0	100%	0%
27: All constituencies of the school district are involved in the strategic planning process.	2	3	0	0	0	100%	0%
28: The budget process is documented and published.	3	2	0	0	0	100%	0%
29: Budgets are developed based on needs, from the "bottom-up."	3	2	0	0	0	100%	0%
30: The committee, as a group, presents and advocates the budget to the community.	2	3	0	0	0	100%	0%
31: The committee receives regular reports with budget and financial status for the school system.	2	2	0	0	1	80%	0%

Strategic Planning and Fiscal Management - Comments

Strategic Planning and Fiscal Management

- Although I strongly agree with 26-31, I do feel it is necessary for the committee to look into opening listening tours and meetings while developing the budget. The goal would be to provide a "no surprise" budget for next Fiscal Year.

Strategic Planning and Fiscal Management – Historical Trend



26: A long term, strategic plan exists and is regularly reviewed.

27: All constituencies of the school district are involved in the strategic planning process.

28: The budget process is documented and published.

29: Budgets are developed based on needs, from the "bottom-up."

30: The committee, as a group, presents and advocates the budget to the community.

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Community Relations

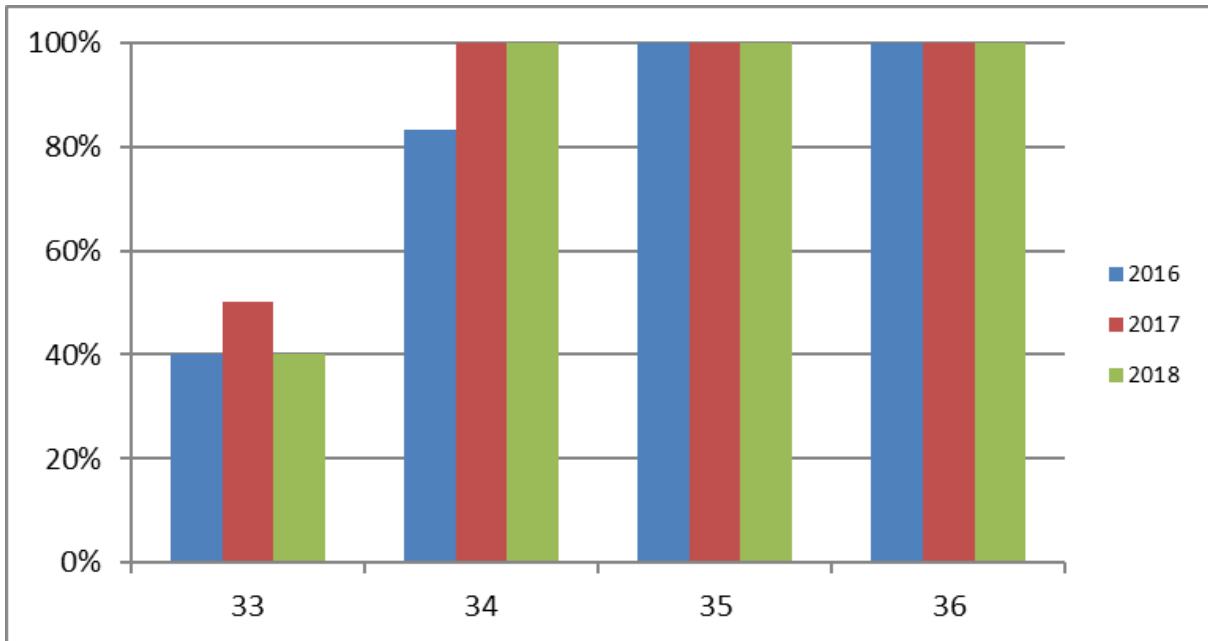
Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
33: The committee has a public relations plan for the school system	0	2	2	0	1	40%	40%
34: The committee encourages the inclusion of community members in as much decision making as possible.	1	4	0	0	0	100%	0%
35: The committee works cooperatively with other branches of municipal government.	1	4	0	0	0	100%	0%
36: The school system regularly reports its own progress and accomplishments.	1	4	0	0	0	100%	0%

Community Relations - Comments

Community Relations

- More time spent with the Town Manager, Selectman and the Finance Committee prior to voting on the budget would help me make a more informed decision.
- 33 has always been an area of need. Perhaps we could develop something over the summer.

Community Relations – Historical Trend



33: The committee has a public relations plan for the school system

34: The committee encourages the inclusion of community members in as much decision making as possible.

35: The committee works cooperatively with other branches of municipal government.

36: The school system regularly reports its own progress and accomplishments.

Conduct of Meetings

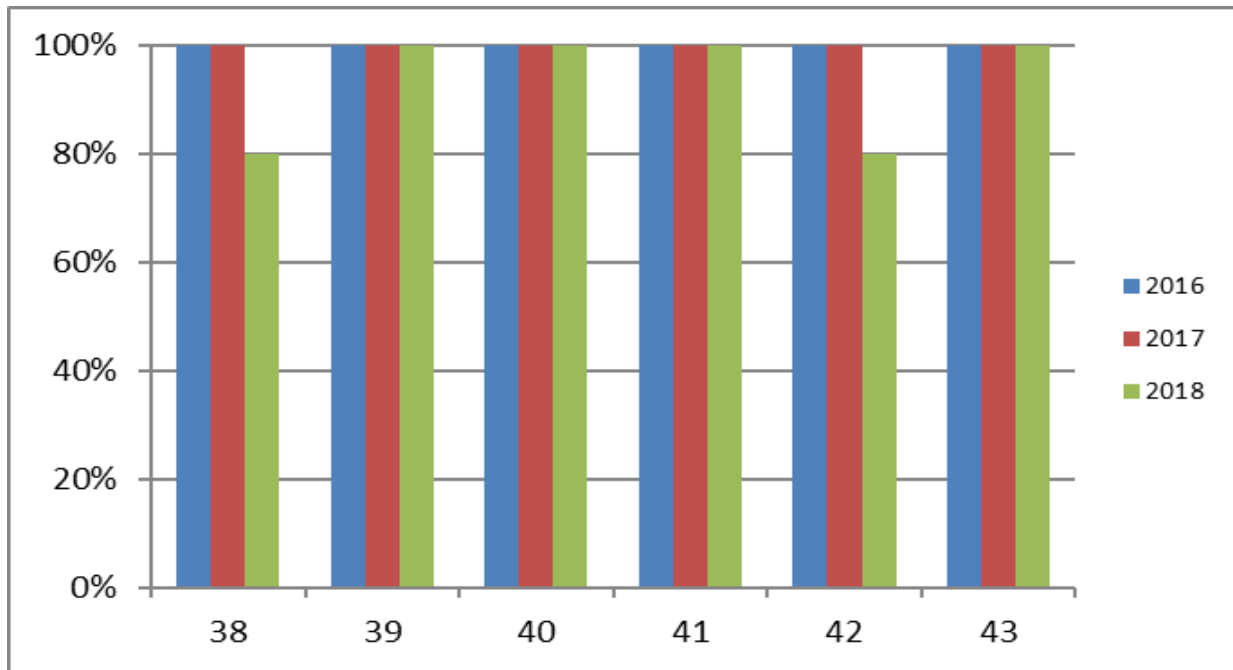
Question	5 Strongly Agree	4 Agree	3 Disagree	2 Strongly Disagree	1 Don't Know	AGREE	DISAGREE
38: Committee members receive sufficient information far enough in advance to prepare for meetings.	1	3	1	0	0	80%	20%
39: Public input is welcomed, and is done according to an established policy.	3	2	0	0	0	100%	0%
40: Full and sufficient debate is allowed.	3	2	0	0	0	100%	0%
41: Discussion is focused on issues, not personalities.	2	3	0	0	0	100%	0%
42: The physical setting is conducive to productive discussion and decision making.	1	3	1	0	0	80%	20%
43: Meetings are frequent enough to prevent overcrowded agendas.	2	3	0	0	0	100%	0%

Conduct of Meetings - Comments

Conduct of Meetings

- Again, I would appreciate more time to review materials in advance of meetings that require a vote, especially on budget issues.
- For the most part, information is received far enough in advance but there have been times when that isn't the case.
- 42 - I would like to see if we could get a second camera.

Conduct of Meetings – Historical Trend



38: Committee members receive sufficient information far enough in advance to prepare for meetings.

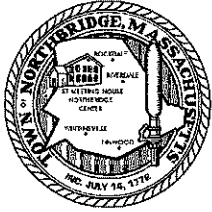
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42: The physical setting is conducive to productive discussion and decision making.

43: Meetings are frequent enough to prevent overcrowded agendas.



The Northbridge Public Schools Town of Northbridge

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

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

Amy McKinstry, Director of Curriculum
Melissa Walker, Director of Business and Finance

2017 – 2018 School Year As of 4/13/18

- Independent Evaluations requested
 - 8 Requested- (All have been approved)

- Individual Educational Plans
 - Rejected Plans – 6
 - Portions of Plans Rejected – 11(All have been sent to the DESE Appeals Dept)

- Number of times Parents have exercised Due Process Options
 - Due Process – 3 (2 settled; 1 in process, not completed yet)
 - Hearings – 1 (was resolved before hearing date)
 - Program Resolution System – 6 (4 have been resolved; 2 are in the process)
 - Mediation – 1 (has been resolved)

As of 4/13/18 - Special Education Student count - 371

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

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

IEP Compliance Record 2017 - 2018 School Year as of 4/13/18

Annuals	Re-Evals	Initials	
w/in 10 days	w/in 10 days	w/in 10 days	6
1-15 days	1-15 days	1-15 days	24
16 - 30 days	16 - 30 days	16 - 30 days	1
31 - 45 days	31 - 45 days	31 - 45 days	2
45 + days	45 + days	45 + days	0
Total # of IEP's	44		33

IEP's are to be mailed to the parents within 10 days of the TEAM Meeting.

This chart represents IEP's mailed within the 10 days as well as IEP's mailed after the 10 day timeframe.

For example: 1 - 15 days denotes IEP's that were mailed 1 - 15 days after the 10 day timeframe.

IEP/Paperwork Processes in Place

There are 2 separate logs maintained by the SPED Office.

This first one is a Master Log for each TEAM Chair.

The Master Log contains the following information:

- Student Name
- Grade
- Type of Meeting (Initial, Annual or Re-evaluation)
- Date(s) Consent to Test was mailed to parent if an Initial or Re-evaluation
- Date Consent was received by the parent and processed for the TEAM
- Date(s) meeting notice was mailed to parent
- Date(s) of scheduled meeting
- Date(s) IEP was mailed to the parent

MASTER LOG

Student's Name	Gr.	SASID Entered on Referral	LASID Entered on Referral	Type of Team	Date Consent Mailed	Date Permission Received	Date of Team Notice	Date of Team Meeting	Date IEP Mailed	Comments
				Initial	5/4/17	6/6/17	9/14/17	10/18/17	11/3/17	
				Initial	5/4/17 & 9/22/17	10/3/17	10/27/17 & 11/14/17	11/29/17 & 11/30/17	12/15/17	N2
				Initial	5/17/17	9/14/17	9/15/17	10/5/17	10/18/17	Rejected Testing
				Initial	5/23/17	N/A				
				Initial	5/23/17 & 9/13/17	9/14/17	10/3/17	11/8/17	11/13/17	No Special Needs Moved to Uxbridge
				Initial	6/6/17	N/A				
				Initial	6/6/17	9/14/17	10/12/17	11/14/17	12/8/17	
				Initial	6/13/17 & 10/3/17					
				Initial	8/30/17	9/11/17	10/12/17	11/15/17	11/15/17	
				Initial	8/30/17 & 10/3/17					
				Initial	9/6/17 & 10/3/17					
				Initial	10/3/17	12/19/17	1/23/18	2/28/18	3/28/18	Rejected Plan
				Initial	9/6/17	9/18/17	10/12/17	11/15/17	12/8/17	
				Initial	9/6/17	9/20/17	10/2/17	11/8/17	12/8/17	
				Initial	9/8/17	9/14/17	9/25/17	11/22/17	11/28/17	No Special Needs
				Initial	4/13/17	5/8/17	9/8/17	9/20/17	9/22/17	No Special Needs
				Initial	5/15/17	9/11/17	10/2/17	11/7/17	11/13/17	No Special Needs Parents rejected testing 9/25/17
				Initial	9/15/17					
				Initial	9/15/17	9/20/17	10/2/17	10/26/17	11/14/17	Parent called /coming in to sign
				Initial				9/20/17	9/22/17	No Special Needs
				Initial	9/22/17	9/29/17	10/2/17	11/8/17	11/13/17	No Special Needs
				Initial	5/15/17 & 9/22/17 & 1/29/18					

IEP/Paperwork Processes in Place

The second log is an IEP Reminder Notice which contains the following information:

- Student Name
- Date of Meeting
- The date of meeting is entered into 3 columns
- Each column is set as a reminder for 5 days, 10, 15 days after the meeting date
- If the IEP has not been received in the SPED Office by each of these timeframes the TEAM Chair receives an automated email message as a reminder that we have not received the IEP
- Once received in the SPED Office it is logged as received and given to the Director of PPS for her review
- If the IEP requires corrections to be made to it, the attached corrective action form is sent to the TEAM Chair via email or interoffice, denoting what corrections are needed. When the corrected IEP is returned it is again given to the Director for her review and signature.
- When the IEP is signed by the Director of PPS, the date it was given to be mailed and the date it is mailed is then logged on this form

IEP Reminder
NOTICE LOG

5 Day
10 Day
15 Day

Task	Assignee	CC	Deadline	Deadline2	Deadline3	Rec'd	To Kathy	Rec'd From Kathy	Mailed
Student	TEAM CHAIR	SPEED	[1]			9/19/17	9/19/17	10/10/17	10/12/17
		OFFICE	[2]			9/22/17	9/22/17	9/25/17	9/25/17
						N2 - 9/22/17	9/19/17	9/28/17	9/28/17
			[3]			9/22/17	9/22/17	10/10/17	10/11/17
			[4]			9/22/17	9/22/17	9/28/17	9/28/17
			[5]			9/19/17	9/19/17	9/25/17	9/25/17
			[6]			9/19/17	9/19/17	9/25/17	9/25/17
			[7]			9/19/17	9/19/17	9/25/17	9/25/17
			[8]			10/2/17	10/2/17	10/10/17	10/11/17
			[9]			10/2/17	10/2/17	10/10/17	10/11/17
			[10]			10/17/17	10/17/17	10/25/17	10/25/17
			[11]			10/17/17	10/17/17	10/25/17	10/25/17
			[12]			10/17/17	10/17/17	10/18/17	10/18/17
			[13]	[14]		10/17/17	10/17/17	10/18/17	10/18/17
			[15]	[16]	[17]	10/13/17	10/13/17	10/18/17	10/18/17
						10/10/17	10/10/17	10/18/17	10/18/17
						11/1/17			
						N2 - 9/22/17			
			[18]			10/17/17	10/17/17	10/18/17	10/18/17
			[19]			10/25/17	10/25/17	11/3/17	11/3/17
						9/29/17	9/29/17	10/10/17	10/11/17
						10/20/17	10/20/17	10/25/17	10/25/17
						10/20/17	10/20/17	10/25/17	10/25/17
						10/20/17	10/20/17	10/25/17	10/25/17
						10/20/17	10/20/17	10/25/17	10/25/17
			[20]			11/13/17	11/13/17	11/15/17	11/15/17
			[21]			10/12/17	10/12/17	10/18/17	10/18/17
						9/19/17	9/19/17	9/25/17	9/25/17
						10/31/17	10/31/17	11/3/17	11/3/17
			[22]	[23]		10/16/17	10/16/17	10/18/17	10/18/17
			[24]			10/2/17	10/2/17		
						9/20/17	9/20/17	9/28/17	9/28/17
						9/26/17	9/26/17	9/28/17	9/28/17
						9/22/17	9/22/17	9/28/17	9/28/17
			[25]			10/13/17			
						9/14/17	9/25/17	9/25/17	

Student: _____ **Team Chair:** _____ **School:** _____

Team Chair Initials: _____ **Date:** _____

1. N 1:

2. Admin Data Sheet:

3. Parent Concerns/Student Strengths:

4. PLEP A:

5. PLEP B:

6. Goals:

7. Service Delivery:

8. Nonparticipation Justification:

9. State/District Assessment:

10. Additional Information:

11. PL 1 & PL 2:

12. Primary Disability:

***Please make corrections, reprint corrected IEP and return corrected IEP to
Lois with these 2 pages.***

Thank you!



Section 504

April 24, 2018



What is Section 504?

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs that receive federal financial assistance from the U.S. Department of Education. There is no federal or state funding associated with Section 504.

The United States Department of Education, Office of Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the US Department of Education.

The Section 504 regulations require a school district to provide a “free appropriate public education” to each qualified student with a disability who is in the school district’s jurisdiction.

Section 504 also protects employees. “No qualified individual with a disability shall, on the basis of his or her disability, be subjected to discrimination in employment under any program or activity”

What is the Difference Between Section 504 and the IDEA ?

Under IDEA, a child must have a particular disability listed under IDEA. Further, a child with a listed disability under the IDEA must be failing to make effective progress to require special education and related services.

Under Section 504, a student is a qualified student with a disability and is entitled to general protections against discrimination whether or not they are entitled to special education or related services. Also, the definition of a student with a disability is much broader under Section 504 than it is under IDEA.

Shared Requirements under IDEA and Section 504

These basic requirements under the IDEA and Section 504 are shared:

- 1) Individuals with disabilities, regardless of the nature or severity of their disabilities, need to be protected with a free appropriate education
- 2) That disabled students need to be educated with non-disabled peers to the maximum extent appropriate to their needs
- 3) That school districts undertake to identify and locate all underserved disabled children
- 4) That evaluation procedures be implemented to avoid the inappropriate education that results from the misclassification of students
- 5) That procedural safeguard be established

Because Section 504 is broader than IDEA, all students who have been identified as eligible for services under the IDEA are entitled to the protections of Section 504. That does not mean that students on an Individualized Education Plan (IEP) also need Section 504 plans. For those students on an IEP, meeting the requirements for IDEA, satisfies the District's obligations under Section 504

Who needs to be referred for evaluation under Section 504?

The District has the responsibility to locate and identify students who, because of a disability, need or are believed to need services under Section 504.

The District properly suspects the child has a disability under Section 504 when teacher observations, student behavior, or other information leads the District to suspect that the student has a **mental or physical impairment which substantially limits a major life activity**.

When a parent or guardian provides a medical diagnosis or informs school personnel that the student has a physical or mental impairment, the District should request the documentation, refer the student for a Section 504 evaluation, and seek consent from the parent to conduct the evaluation; that is the eligibility determination

When a parent or guardian does not have a diagnosis and requests a Section 504 evaluation, the District conducts an evaluation of the student under Section 504.

When a student is found ineligible under IDEA, the District, when the Team has determined that the student has a disability, refer the student for Section 504 evaluation.

If, however, the IEP Team determined that the student did not have a physical or mental impairment, the District does not need to conduct a Section 504 evaluation, because, in such circumstances, there is no reason for the District to believe that the student may have a disability under Section 504.

Section 504 Evaluation

Section 504 requires the District to obtain parental permission for an initial evaluation.

A school district must evaluate a student prior to providing services under Section 504. Under Section 504 the term “evaluation” refers to the evaluation process, i.e., that is the Section 504 team eligibility meeting.

A school district does not need to conduct other assessments if it receives evaluations, reports or other documentation establishing the existence of a qualifying disability in the area of suspected need.

Who Needs to be on the Section 504 Team?

The Section 504 Team must include persons knowledgeable about:

- 1) The student
- 2) The meaning of the evaluation data, and
- 3) The placement options

The question of who needs to be on the Section 504 Team is made on a case-by-case basis. There is no specific requirement as to the number of specific personnel who need to be present.

Compliance with the IDEA Team attendance requirements satisfies the “group of knowledgeable persons” requirement for Section 504.

Qualified Individual with a Disability Under Section 504

A common misunderstanding regarding the use of a 504 plan is that it can be used as a way to provide assistance to a student “who only needs a little bit of help.”

In order to be eligible for a Section 504 Plan a student must have a physical or mental impairment that substantially limits a major life activity, and requires accommodations or modifications in order to provide the student a free appropriate education.

That is, services are required when the student, because of his or her disability, needs accommodations or related services in order to meet his or her needs as adequately as the needs of non-disabled peers.

Section 504 Eligibility

In order to be eligible for services under Section 504, the Section 504 Team must determine that the student is a qualified individual with a disability. A qualified student with a disability is an individual with:

1. A physical or mental impairment that
2. substantially limits
3. a major life activity.

A student must meet all three (3) criteria in order to qualify for a Section 504 Accommodation Plan.

Physical or Mental Impairment

The definition of a physical or mental impairment is very broad. Under Section 504, a physical or mental impairment includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs: respiratory, including speech organs; cardiovascular; reproductive; digestive: genito-urinary; hemic and lymphatic; skin and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

If the Section 504 Team determines that the student has a “physical or mental impairment” it must then move to the next step.

Substantially Limits

If the Section 504 Team determines that the student has a physical or mental impairment, it must next determine whether the physical or mental impairment limits the ability to engage in the activity considerably, or is otherwise significantly restricted.

The U.S. Department of Education has yet to specifically define “substantial limitation”.

The Section 504 Team should consider

1. The nature and severity of the impairment;
2. The expected duration of the impairment; and
3. The expected long-term impact of the impairment.

A student is “substantially limited” when he or she is 1) unable to perform a major life activity that the average person in the general population can perform; or is 2) substantially restricted as to the condition, manner or duration under which he or she can perform a particular major life activity as compared to the condition, manner or duration under which the average person in the general population can perform the same major life activity.

If the physical or mental impairment does not limit the major life activity, then the student is not eligible for a Section 504 Plan.

Major Life Activities

The Section 504 Team must determine whether the physical or mental impairment substantially limits one or more major life activities. Major life activities include but are not limited to:

caring for oneself seeing breathing eating lifting

concentrating performing manual tasks hearing learning

sleeping bending thinking walking speaking

working standing reading communicating

If the Section 504 Team determines that one or more of these major life activities is substantially limited by a physical or mental impairment , then the student is a “qualified individual with a disability”.

Reevaluation

Periodic reevaluation is required. This may be conducted in accordance with the IDEA regulations.

Reevaluation is also necessary prior to a significant change in placement. A significant change in placement means a significant change in the type or amount of educational or related aids and services that a district provides to a disabled student.

Types of Accommodations

The following are some examples of the kind of accommodations which are often included in Section 504 Accommodation Plans:

Change of instructional arrangement

Change in the lesson format

Change in assessments

Change in teaching style

Modification of physical plant

Change in classroom management

Components of a Section 504 Accommodation Plan

Section 504 Plans must include:

- Date Section 504 Plan was developed
- Date of anticipated review of Section 504 Plan
- Name of student and Section 504 Team members
- Summary of the evaluative information
- Identification of the student's impairment
- A summary of the student's strengths and weaknesses
- Statement of the accommodations to be provided
- Identification of the student's placement

Questions?????

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

**Agenda Item
For School Committee Meeting of
April 24, 2018**

SUBJECT: Modification to the School Calendar for 2017-2018

Person(s) preparing Agenda Item: Catherine Stickney

Title: Superintendent of Schools

Listing of Attachments (supporting documentation):

BACKGROUND:

Given the seven snow days called over the winter, the last day of school needs to be adjusted from June 13, 2018 to June 22, 2018 to allow for 180 days as required by the DESE.

STATUS:

FINANCIAL IMPLICATION:

RECOMMENDATION:

I recommend that the School Committee move to approve June 22, 2018 as the last day of school. June 22, 2018 will be an Early Release Day, dismissing students prior to lunch. The last day lunch will be served for students in grades K-8 will be Thursday, June 21, 2018.

Recommended by the Superintendent: Catherine A. Stickney

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

Agenda Item # _____
For School Committee Meeting of
April 24 2018

SUBJECT:

Person(s) preparing Agenda Item: Jill Healy

Title: Principal

Listing of Attachments (supporting documentation):

BACKGROUND: To date, we've had 7 days of school closed due to inclement weather.

This year we have 2 snow days currently built into the calendar for preschool. This leaves 5 snow days to make up bringing the last day of school for preschool to June 15th.

STATUS:

The current calendar indicates June 8th as the last day of school for preschool students.

RECOMMENDATION:

That the School Committee approves June 15th as the last day for preschool.

Recommended by: Jill Healy

Recommended by the Superintendent: Catherine Stickney

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

LEGAL REF: M.G.L. 69:8A
Section 363 of Chapter 159 of the Acts of 2000
Section 7 of Chapter 284 of the Acts of 2014

CROSS REF.: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

SOURCE: MASC August 2015

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an online account (see student handbooks for more details) or by speaking with the school's food service

manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure to maintain up to date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for parental assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018



Northbridge
Public Schools

Published on *Northbridge Public Schools* (<https://www.nps.org>)

[Home](#) > [District Information](#) > [Departments](#) > [Food Services](#) > Food Charging Policy

Food Charging Policy

STUDENT FOOD SERVICE ACCOUNT CHARGING POLICY:

If a student has funds on account, or has cash on hand, the student may purchase a variety of healthy breakfast, lunch, and snack items through the school cafeteria. However, if the student does not have a positive balance in his/her food service account, the amount of purchases the student can "charge" is limited. The food charging policy of the Northbridge Public Schools limits the amount of charges that can accumulate on a student's account to \$11.00. Once a student's account reaches a negative account balance of \$11.00, the student will no longer be able to purchase additional breakfast, lunch, or snack items, unless they pay in cash at the register. If a student does not have cash, but goes through the line to make a breakfast or lunch purchase, the student will not be able to purchase the breakfast or lunch meal, but instead will be provided with a single alternative meal item, such as a cheese sandwich.

As a participant in the National School Lunch Program, Northbridge Public Schools offers free/reduced lunches to students who qualify. Applications can be found on the District website, www.nps.org, or by [clicking here](#). Applications can be filled out at any time during the school year. Only one application per family is necessary. Please submit your completed application to your child's school.

STUDENT FOOD SERVICE ACCOUNT BALANCES:

Parents/Guardians may view their student's account balance by visiting MySchoolBucks.com. In addition to viewing the student balance, a past history of charges may be viewed and "Low Balance" warnings may be set up so prompt notification can be made when funds run low. Please keep in mind, it can take up to 24 hours for payments to be posted to student accounts.

STUDENT FOOD SERVICE ACCOUNT ONLINE PAYMENTS:

Parents/Guardians may make online payments to add funds to their student's food service account. Payments can be made through the [online payment center](#) on the District website, www.nps.org, or payments can be made at MySchoolBucks.com.

REPAYMENT PLANS:

The food service department will work with families to establish reasonable repayment plans that are manageable for their family's budget. Grade 12 students must pay in full any negative food service balance before they are able to graduate.

QUESTIONS:

If you have questions, please email [Mary Farese-Brown](mailto:Mary.Farese-Brown) or call her at 508-234-8163.

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

**Agenda Item # _____
For School Committee Meeting of
_____ 2018**

SUBJECT: Final Exam Schedules for Northbridge High School 2017-2018

Person(s) preparing Agenda Item: William Bishop

Title: Principal Northbridge High School

Listing of Attachments (supporting documentation):

BACKGROUND: The Northbridge High School is forwarding to the Northbridge Public Schools-School Committee the final exam schedule for the Spring of 2018. This request is consistent with previously required schedules to administer final exams to all students grades 9-12.

STATUS: Release schedules for the purpose of administering final exams are proposed as follows:
Senior Exams: 5/21, 5/22, 5/23, 5/24. 2-3 exams per day-no transportation provided.

**Underclassmen Exams: 6/18, 1 exam 7:25-8:55- Full day of school-Transportation provided.
6/19, 6/20, 6/21 2 exams per day 7:25-10:50 Early Release-Transportation provided.
Make up exams following dismissal each day.
6/22, 7:25-10:20 Early Release -No exams - Transportation provided (Last day of school).**

RECOMMENDATION: That the School Committee approves the release schedules for the purpose of administering final exams for seniors and underclassmen consistent with past practice.

Recommended by: William Bishop

Recommended by the Superintendent: Catherine Stickney



BLACKSTONE VALLEY

EDUCATION
FOUNDATION

Enriching Education. Strengthening Leadership.

Blackstone Valley Education Foundation: BVEF is a community non-profit organization that includes 11 member public school districts, five affiliate school districts, and multiple business partners from throughout the historic Blackstone Valley region.

BVEF Mission: BVEF engages schools and businesses in collaborative activities that seek to enhance the development of the workforce needs for the 21st century.

Annual Blackstone Valley Business and Education Forum: Forum is the largest goal-focused convening of educators and business and community leaders in the area. Held each spring, the purpose is to discuss mutual needs regarding the career and college preparation of students and to establish collaborative objectives to meet those needs. In 2017, over 170 educators and business leaders participated. Lt. Governor Karyn Polito provided the keynote.

BVEF Board of Directors: The BVEF Board of Directors is comprised of a balance between school district superintendents, high school principals, business executives, and community leaders.

Corporate Participation: Large employers collaborating with BVEF the past year include Dell Technologies, Waters Corporation, Saint-Gobain, AGS, Raytheon, National Weather Services, U.S. Army Natick Research Labs, Tufts Cummings School of Veterinary Medicine, Unibank, Lampin Corporation, Southwick's Zoo, Gaudette Insurance, Goretti's Supermarket, Homefield Credit Union, Central Massachusetts Workforces Investment Board (WIB), Massachusetts Department of Elementary and Secondary Education (DESE), and Massachusetts Associate General Contractors (AGC).

Member School Districts: Blackstone-Millville Regional, Blackstone Valley Regional Technical High School, Douglas, Grafton, Hopedale, Mendon-Upton, Milford, Millbury, Northbridge, Sutton, Uxbridge. **Affiliates:** Auburn, Bellingham, Dudley-Charlton, Oxford, and Webster.

Paul Lynskey

Executive Director

plynskey@bveducationfoundation.org



BLACKSTONE VALLEY

EDUCATION
FOUNDATION

Enriching Education. Strengthening Leadership.

Blackstone Valley Education Foundation Connecting Public School Districts with Local Businesses

Annual STEM Conference for middle school students, in partnership with Cummings School of Veterinary Medicine at Tufts University

Mass Manufacturing Pipeline Program (M2P2), developing the advanced manufacturing workforce of tomorrow

Blackstone Valley Youth Leadership Academy (BVYLA), cultivating young leaders for the 21st century

Connecting Activities funded by MA Department of Elementary and Secondary Education, fostering career exploration and job placements

Professional Development Days for guidance counselors and teachers of Science, History, Math, English, and Technology

Student Jobs Fair bringing high school seniors and juniors and businesses together

Manufacturing Month busing hundreds of middle school students to career exploration programs hosted by large area employers

School Grants Program funded by Lampin Corporation, UniBank, and the Blackstone Valley Chamber of Commerce, encouraging innovative community learning experiences for students and teachers

Art in the Valley involving 29 schools, 27 art teachers, and over 400 K-8 students in the largest student art exhibit in the area, traditionally attended by 1400 parents and community members

NEASC helping schools to achieve standards for community and business involvement

College Planning Sessions for parents of middle school and high school students

Curriculum Network Series for classroom teachers and administrators discussing content related material

STEM Network connecting K-8 teachers and administrators to discuss curriculum within STEM fields

Professional Network of School Guidance Counselors enabling school counselors to collaborate and discuss strategies



TEACHERS, COUNSELORS, AND PRINCIPALS LEARN ABOUT CAREERS IN MASS BUILDING INDUSTRY

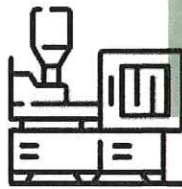
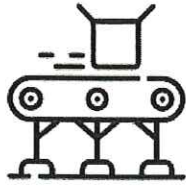
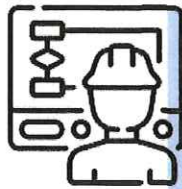
One of the fastest growing industries in the state offers career options ranging from engineering, to marketing, to finance, to trades. Milford based Consigli, one of the largest building firms in Massachusetts, conducted a classic executive training program for forty educators from BVEF school districts. “The future of our industry is sitting in high school classrooms right now,” said Matthew Consigli, Consigli president. Multiple Consigli managers discussed the entire lifecycle of major building projects and the numerous career opportunities available within each stage. The presentations included Consigli projects building the new school for Sandy Hook, CT, a large Congress Square project in Boston, and the major new MathWorks HQ in Natick.



ENGINEERING CAREERS LOCALLY AND INTERNATIONALLY



A senior engineering manager from Germany joined his American counterparts from the North American HQ of international manufacturer Lenze Americas to provide a comprehensive training for over forty educators from BVEF high schools. Engineers from eight different fields of engineering highlighted an interactive panel discussion covering the education, technical skills, and soft skills needed to succeed in engineering. Lenze employees provided informative tours of the state-of-the-art facility and demonstrations of some of their products they manufacture locally and ship around the world.



BLACKSTONE VALLEY
CHAMBER of COMMERCE

The Blackstone Valley Ed Hub

WHERE SKILLS AND
SCHOOLS MEET

- Our goal is to be:
- Community-driven, led by a career advisory panel/committee
- Moving toward competency-based outcomes that provide skills to help students toward high-wage, high-demand employment
- Consistently building relevance for students through work-based learning and vocational training that connect academic courses, soft skills, and workplace demands.



**BENJAMIN
FRANKLIN**
INSTITUTE OF TECHNOLOGY
YOUR PATHWAY TO SUCCESS



QUINSIGAMOND
Community College



**WORCESTER
STATE
UNIVERSITY**

WHAT IS THE ED HUB?

- An opportunity for employers to find and train the workforce using industry-standard equipment
- A place for students to gain the technical and employability skills needed to meet the region's needs
- A uniquely designed program for students to earn affordable higher education credits
- A partnership between local secondary and post-secondary education providers
- We are creating a sustainable learning model that will connect the workforce and academic institutions, even pursuing the creation of a new campus that will enhance real-world opportunities for students.

To support the Ed Hub, either through offering courses or training or to contribute your expertise to the Advisory Board, contact us! Together we will build a learning model that meets the needs of the economy and our students!