

Northbridge Public Schools

Northbridge School Committee

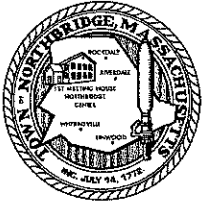
87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 www.nps.org

Michael LeBrasseur, Chairperson, mlebrasseur@nps.org, Joseph Strazzulla
Brian Paulhus,

Northbridge Public Schools School Committee Meeting Tuesday, June 12, 2018 7:20 PM Northbridge High School Media Center

- I. Call to Order (7:20)
- II. Attendance
- III. Pledge of Allegiance
- IV. Statement of Audio and Video Recording
- V. Statement of Mission
- VI. Public Comment (7:30)
- VII. Recognition (7:40)
 - A. NELMS Award Recipients
 - B. My Ideal School Award Recipient
- VIII. Superintendent's Report (7:50)
- IX. Consent Agenda (7:53)
 - A. School Committee Meeting Minutes from May 22, 2018
 - B. Warrant 38-48s 5/24/18 \$207,169.21
- X. Action (7:55)
 - A. Trip to Washington, DC, April 2020
 - B. Appointment of Vice-Chairperson
 - C. Appointment to Director of Pupil Personnel Services Interview Committee
 - D. Job Description Technology Director
 - E. Job Description Network Administrator
 - F. Job Description Information Systems Manager
 - G. Job Description Technology Support Specialist
- XI. Discussion (8:10)
 - A. Superintendent's Final Summative Evaluation
 - B. Independent Review of the Special Education Department

- C. Special Education Mid-cycle Report
 - D. Summer Program Update
 - E. District Staffing Update
 - F. Safety and Security Forum
 - G. Strategic Planning Update
 - H. Job Description Department Chairperson
 - I. Subcommittee Organization (Budget, Policy, Negotiations, PR/Communications)
 - J. Annual School Committee Meeting Schedule
 - K. Summer Meeting Schedule
 - L. School Building Committee Update (8:35)
- XII. School Committee Individual Comments (8:40)
- XIII. Information
- A. Community Reading Flyer
- XIV. Executive Session Pursuant to Massachusetts General Laws Chapter 30A Section 21(a) for the Following Purpose:
- A. Purpose (3) to Discuss Strategy with Respect to Collective Bargaining with Non-Union Personnel
 - B. Purpose (6) to Consider the Purchase, Exchange, Taking, Lease, or Value of Real Property not to Return to Open Session
- XV. Adjournment (8:45)



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,
Brian Paulhus, Joe Richards

Northbridge Public Schools School Committee Meeting Minutes Tuesday, May 22nd, 2018 7:00 PM Northbridge High School Media Center

I. Call to Order (7:00)

II. Attendance

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

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

III. Pledge of Allegiance

IV. Statement of Audio and Video Recording

V. Statement of Mission

VI. School Committee Reorganization

a. Chairperson

A motion was made by Joseph Strazzulla to nominate Michael LeBrasseur as Chairperson. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

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

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

b. Vice-Chairperson

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.

A motion was made by Michael LeBrasseur to appoint Joe Richards as Vice-Chairperson. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call and the following votes were recorded:

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

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

c. Secretary

A motion was made by Michael LeBrasseur to appoint Brian Paulhus as Secretary. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call and the following votes were recorded:

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

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

d. Cable Corporation Board of Directors Representative

A motion was made by Michael LeBrasseur to appoint Rod Lee as Cable Corporation Board of Directors Representative. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

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

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

e. Building, Planning, and Construction Committee Representative

A motion was made by Joseph Strazzulla to appoint Michael LeBrasseur as the Building, Planning, and Construction Committee Representative. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Yes
Brian Paulhus Yes
Joe Richards Yes
Joseph Strazzulla Yes
4 members having voted in the affirmative
0 members having voted in the negative
The motion was accepted with a roll call vote of 4-0.

f. Safety Committee Representative

A motion was made by Joe Richards to appoint Joseph Strazzulla as the Safety Committee Representative. The motion was seconded by Brian Paulhus. The vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Yes
Brian Paulhus Yes
Joe Richards Yes
Joseph Strazzulla Yes
4 members having voted in the affirmative
0 members having voted in the negative
The motion was accepted with a roll call vote of 4-0.

g. Green/Solar Committee Representative

A motion was made by Michael LeBrasseur to appoint Melissa Walker as the Green/Solar Committee Representative. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Yes
Brian Paulhus Yes
Joe Richards Yes
Joseph Strazzulla Yes
4 members having voted in the affirmative
0 members having voted in the negative
The motion was accepted with a roll call vote of 4-0.

h. Ad Hoc Fields Committee Representative

A motion was made by Joseph Strazzulla to appoint Brian Paulhus as the Ad Hoc Fields Committee Representative. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Yes
Brian Paulhus Yes

Joe Richards Yes
Joseph Strazzulla Yes
4 members having voted in the affirmative
0 members having voted in the negative
The motion was accepted with a roll call vote of 4-0.

i. Southern Worcester County Educational Collaborative Board Member

A motion was made by Michael LeBrasseur to appoint Catherine Stickney, as the Southern Worcester County Educational Collaborative Board Member. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Yes
Brian Paulhus Yes
Joe Richards Yes
Joseph Strazzulla Yes
4 members having voted in the affirmative
0 members having voted in the negative
The motion was accepted with a roll-call vote of 4-0.

j. Warrants (3)

A motion was made by Michael LeBrasseur to appoint Brian Paulhus, Joe Richards, and Michael LeBrasseur as warrant signers. The motion was seconded by Joseph Strazzulla. The vote was taken by roll call and the following votes were recorded:

Mike LeBrasseur Yes
Brian Paulhus Yes
Joe Richards Yes
Joseph Strazzulla Yes
4 members having voted in the affirmative
0 members having voted in the negative
The motion was accepted with a roll call vote of 4-0.

k. Weekly Payroll

A motion was made by Michael LeBrasseur to appoint Brian Paulhus as the committee member to sign the weekly payroll with Joseph Strazzulla as backup. The motion was seconded by Joe Richards. The vote was taken by roll call and the following votes were recorded:

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

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

VII. Public Comment

Kerrie Hendee, Northbridge parent, expressed her concerns with the Special Ed Department regarding her grandchild and the IEP process

Sarah Guerra, a Northbridge parent, shared her concerns in regards to ESY and the Special Ed Department with the committee.

Michael Alden and Danielle Keane, Northbridge parents, shared their concerns with communication within the district and their ideas to enhance the communication.

Wendy Timmons, a Northbridge Parent, voiced her concerns with the secretarial cuts.

VIII. Student Representative's Report

- Last Friday was the last day of classes for seniors and the conclusion of AP testing.
- The senior finals are being held this week.
- Baccalaureate will kick off senior week this Thursday.
- The senior trip will begin this Friday.
- As far as spring sports, Baseball and Softball qualify for districts, and tonight's game will be the deciding factor for Girls' Lacrosse.
- Sally Price and Marcus Babiy made states for Track. Boys and Girls Tennis along with Boys' Lacrosse had a great season, but did not make districts
- The Tri-M Music Honor Society and the National Art Honor Society held their inductions this month.
- Last night, the Student Council held their end of year banquet, and the Executive Board for the 2018-2019 school year was selected.
- Tomorrow, the high school will be hosting the Credit for Life Fair to educate students on banking, credit, etc.

IX. Consent agenda

- a. School Committee Regular Meeting Minutes from May 8, 2018
- b. School Committee Regular Meeting Minutes from May 11, 2018
- c. Warrant 38-44s 4/26/18 \$164,133.48
- b. Warrant 37-46s 5/10/18 \$30,609.14

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

Mike LeBrasseur Yes

Brian Paulhus Yes

Joe Richards Yes

Joseph Strazzulla Yes

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.

X. Discussion:

a. Trip to Washington, DC, April 2020

Katie Cote presented a trip to Washington DC in 2020. This will be an action item for the June 16th meeting.

b. Puerto Rico USVI Hurricane Relief

Melissa Walker shared with the committee that the Department of Education has sent hurricane relief payments to districts. We have just received one payment and we will be receiving another in June.

c. School Lunch Price

Melissa Walker stated that the USDA has issued a one year exemption for the 18-19 school year. School lunch prices will remain the same.

d. Job Description Technology Director

Greg Palmer shared an updated description in draft format. This will be an action item on the 6/12/18 agenda.

e. Job Description Network Administrator

Greg Palmer shared an updated description in draft format. This will be an action item on the 6/12/18 agenda.

f. Job Description Information Systems Manager

Greg Palmer shared an updated description in draft format. This will be an action item on the 6/12/18 agenda.

g. Job Description Technology Support Specialist

Greg Palmer shared an updated description in draft format. This will be an action item on the 6/12/18 agenda.

h. Subcommittee (Budget, Policy, Negotiations, PR/Communication)

Michael LeBrasseur requested insight from the other members in regards to going forth with these committees or not. Catherine Stickney stated that she would prefer to have the subcommittees as it helps provide more input, and it is easier to go through the policies.

i. Independent Review of the Special Education Department

Catherine Stickney stated that we have been in contact with the evaluators, and they have already spent an entire day in the district. They have confirmed to additional dates for forums and individual interviews.

Catherine Stickney stated that the District posted for the position of Director of PPS, beginning July 1st, 2018. This is a board appointment. The committee discussed the process. This will be a discussion item for the 6/12 meeting.

k. Vacancy Appointment/Joint Meeting with Board of Selectmen

Michael LeBrasseur confirmed the meeting date of June 12th to interview/appoint a candidate. The Talent Bank form and resume are due to Kristen Ferrante by June 8th at 2pm.

l. Safety and Security

Michael LeBrasseur stated that we will need to pin down how we will use the money received from Town Meeting. Mike stated that we should hold a public hearing or a forum to get input from the community. It would be beneficial to have various representatives from the town and school to talk about what we are doing and what we have done.

m. School Building Committee Update

Joseph Strazzulla stated that the committee met yesterday. Things are moving along. There was a neighborhood meeting for all properties that touched the Balmer site. There will be a neighborhood meeting for June 16th. The next community forum is August 20th. There is a lot of work to do; the budget side has been submitted to the MSBA.

XI. School Committee Individual Comments

Joseph Strazzulla- We have a position opening. He encourages anyone who is considering becoming a member of the School Committee to apply. There have been a lot of active and engaged members of the community, and that is what we are looking for.

Brian Paulhus will not be able to attend graduation next Friday, as junior parents help with OpGrad setup. People are still need to help out. Reach out to Brian or Julie Cray if interested. The landscaping club started a few weeks ago had some students come out last week to help out. The club is growing and more interest has been shown. It is a self-funded program.

Joe Richards stated that there is a great 11 minute video online about the China trip. It was great to see how much everyone enjoyed it, and it's great to see those types of opportunities being offered at NPS.

Wesley Mawn- What are the qualifications for the open position? You must be a registered voter.

Michael LeBrasseur- In addition to Joe's comment about the vacant seat, the Superintendent shared a communication earlier this week with a lot of opportunities for the community to get involved and engaged with the school district to provide input. Reminder to the committee, you are welcome to add to the agenda at any time just let me know.

XII. Adjournment (8:50 P.M.)

The motion was made by Joseph Strazzulla to enter into executive session pursuant to Massachusetts General Laws chapter 30A section 219(a) for the following purposes:

- A. Purpose (3) to Discuss Strategy with Respect to Collective Bargaining with Union Personnel
- B. Purpose (6) to Consider the Purchase, Exchange, Taking, Lease, or Value of Real property not to Return to Open Session.

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

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

4 members having voted in the affirmative

0 members having voted in the negative

The motion was accepted with a roll call vote of 4-0.



Explore America

Tour Proposal

Washington D.C.: The Capital Tour

Prepared for: Katie Dion
Northbridge Senior High School-

Requested Tour Dates: April 2020

Your partner in global education

As the **World Leader in International Education**, EF has partnered with educators around the world for over 50 years to help students gain new perspectives and build skills for the future through experiential learning. We provide a range of travel programs—Educational Tours, Foreign Language Tours, Service Learning Tours and Custom-Designed Tours—that provide in-depth exploration, authentic connections and hands-on experience. Every EF program is designed to:

- Explore destinations to gain awareness of global perspectives and connections
 - Promote understanding, respect for different cultures, language learning and global citizenship
 - Align with school curricula to bring subjects, people, places and events to life
 - Provide settings to sharpen key 21st century skills—critical thinking, problem solving, communication, collaboration and global competence
 - Develop interpersonal and leadership skills necessary to navigate new experiences with confidence and adaptability
-

What we'll cover in this document

We've created this document specifically for you, your school and your students. It outlines the details of your proposed tour and the life-changing experiential learning opportunities that await your students.

PAGE

2	Your partner in global education
3	Our commitment to safety
4	Our commitment to education
5	We'll handle the details
6	A day-by-day look at your tour
7	What your hotels will be like
8	What your meals will be like
9	Price and value

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour and date(s) specifically mentioned herein. For additions, subtractions or modifications, please contact your EF tour consultant.

© 2016 EF Explore America, Inc. For full terms and conditions visit efexploreamerica.com/bc

Our commitment to safety

Our demonstrated commitment to safety and risk management is proven with our preventative procedures and extensive measures taken to ensure each traveler's safety.

WORLDWIDE PRESENCE

As the largest global student travel organization, we have 500 schools and offices in more than 50 countries worldwide. With 43,000 EF staff and teachers around the globe, we're accessible wherever and whenever you need us.

\$50 MILLION LIABILITY PROTECTION

- All EF Explore America Group Leaders are covered for the duration of their EF educational tour.
- EF's Commercial General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A-.
- Group Leaders and their schools are covered by our \$50 million liability policy and customer payments are protected by a \$1 million customer protection plan.
- To receive a certificate of insurance that names you or your school as a certificate holder, please contact your Tour Consultant at 1-800-503-2323.

COVERAGE FOR EVERY TRAVELER

Designed specifically with EF Explore America travelers in mind, your program fee includes our Peace of Mind Program, Illness and Accident Coverage and 24-hour emergency assistance.

Illness and Accident Coverage

- Hospital and doctors' fees and medical transportation for illness or injury sustained on tour**
- Travel and accommodation expenses for two family members to be with you in the event of a life threatening illness
- Combined coverage up to \$15,000 for above situations**

24-hour Emergency Assistance

- Assistance and handling of claims during your tour**

EF's Peace of Mind Program

At EF, we understand that plans can change due to unforeseen circumstances. EF's exclusive Peace of Mind Program ensures:

- Teachers can work with EF Explore America to change their tour's travel dates, modify their tour plans, find an all-new tour or cancel their tour up until 45 days prior to departure. When canceling in this time period, all travelers will receive a transferable travel voucher.

**Some restrictions apply. For more information, read our Booking Conditions at efexploreamerica.com/booking-conditions

PROFESSIONAL OVERNIGHT SECURITY

There's no need for sleepless nights as a Group Leader or chaperone. We provide professional overnight security at your hotels dedicated specifically to your group, letting you rest easy knowing your travelers are safe in their rooms.

INDUSTRY-LEADING CHAPERONE-TO-STUDENT RATIO

Having more eyes on what matters is easy when you have the best chaperone-to-student ratio in the industry on your side.

Highly respected in the industry by:



Our commitment to education

We believe the best way to help students gain new perspectives and build skills for the future is through experiential learning.

weShare, a more engaging learning experience

You know students learn on a deeper level when what you're teaching connects to their own lives. That's why every tour comes with weShare, a personalized learning experience powered by your students' curiosity. Using EF's guided learning model, students use their strengths to investigate an issue or topic that inspires them. They reflect on what they've learned through a post-tour project that gives even more meaning to travel—and can even earn them academic credit.

ACCREDITATION

EF is accredited, just like your school, and recognized by the following regional, national and international organizations: Middle States Association of Colleges and Schools (MSA-CES); Western Association of Schools and Colleges (WASC); Southern Association of Colleges and Schools (SACS-CASI); North Central Association (NCA-CASI); National Council for Private Schools Accreditation (NCPSA); and Accreditation International (AI).

A STANDARD OF EXCELLENCE

Our educational travel programs bring to life the knowledge and skills that are called for in many education initiatives, including:

- Partnership for 21st Century Skills (P21)
- International Baccalaureate – PYP, MYP, Diploma, IBCC
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Global Competence Criteria—defined by the Asia Society and Council of Chief State School Officers
- Global Connection Standards in the National Curriculum Standards for Social Studies
- Culture and Connections Standards in the Standards for Foreign Language Learning
- Standards of Professional Learning—defined by Learning Forward

EARNING CREDIT

Students can earn credit by traveling on an EF tour and completing required coursework. We offer choices, so you can find the credit option that best fits you and your students' needs.

- Students in grades 7-12 can earn elective credit for completing assignments before, during and after their EF tour, setting themselves apart from other college applicants.

Accredited by:



We'll handle the details

As your educational travel partner, we work with teachers, students and parents to ensure a seamless experience—before, during and after tour. In other words, we're with you every step of the way.

BEFORE TOUR

Support team and resources

Dedicated Tour Consultants guide teachers through the planning process and provide support every step of the way. We give teachers their own personal tour website with helpful tools to share tour information, manage deadlines and more. An array of print materials is provided to teachers, students and parents, too.

Training Tours

We're fully committed to your school community, which is why we ensure teachers are fully prepared to lead an EF Explore America tour. All qualified first-time EF Explore America Group Leaders receive complimentary training. Conducted by EF Explore America personnel and experienced Group Leaders, each program's experiential learning components give teachers the tools and understanding they need to lead successful, safe, fun and educational tours for their students—and even earn Professional Development Credit.

Traveler account management

Our knowledgeable and friendly Traveler Support Specialists help travelers and their parents with any questions they may have. From taking enrollments to handling payments and more, they've got it covered. We also offer flexible and convenient payment options that allow parents to choose when—and how—they want to pay, as well as personal Traveler Websites to make payments and see tour details.

Educational Travel Advisors

EF Explore America Group Leaders can connect with Educational Travel Advisors (ETAs) to learn more about leading a tour. ETAs are experienced Group Leaders who volunteer their time and expertise to help more teachers and students have successful, rewarding travel experiences.

WHILE ON TOUR

Everything is included

This all-inclusive experience makes it easy for teachers and students to explore the world. From round-trip transportation and hotels to most meals and experiential activities, we take care of every detail so travelers can focus on the experience.

Expert Tour Directors

Part logistical genius, part tour guide, and full-time traveler extraordinaire, your Tour Director is with your group from the time you arrive in your destination until you head back home to ensure a smooth travel experience. Trained in inquiry-based learning, our Tour Directors get to know students personally, challenge them to think critically and help create inspiring and motivating experiences to ensure no moment is wasted on tour.

AFTER TOUR

Program development

We'll work with you to build a travel program at your school that expands your students' perspectives and confidence, and gives them the opportunity to experience the world. After tour, we gather feedback from our Group Leaders and Tour Directors and obsess over all the details—so you don't have to—to learn what works, what you love, and what you need from us. This allows us to continually offer the best possible experience for our travelers.

A day-by-day look at your tour

This is the itinerary page that students and parents will see in their tour enrollment flyer. It's just one of the many resources they'll receive in preparation for your tour.

Day 1: Washington, D.C.

- Arrive in Washington, D.C.
- Explore Washington, D.C., highlights: Photo stops at the White House, Washington Monument, and WWII Memorial
- Smithsonian museums, may include: National Air and Space Museum, National Museum of Natural History, National Museum of American History
- Night tour of Washington, D.C.: Lincoln Memorial, Korean War Veterans Memorial, Vietnam Veterans Memorial

Day 2: Washington, D.C. • Mount Vernon

- Arlington National Cemetery; Changing of the Guard at the Tomb of the Unknown Soldier, Kennedy gravesites
- Photo stop at the Marine Corps War Memorial
- Mount Vernon: Mansion and grounds, museum and education center, George Washington's tomb
- Evening activity

Day 3: Washington, D.C.

- U.S. Capitol and Visitor Center Tour (subject to availability)
- Photo stop at U.S. Supreme Court and the Library of Congress
- Explore the Tidal Basin: FDR Memorial, Martin Luther King, Jr. National Memorial, Jefferson Memorial
- National Archives
- Smithsonian museums (time permitting)
- Potomac River Dinner Cruise

Day 4: Washington, D.C.

- Embassy Row: View the residence of the Vice President

- Smithsonian's National Zoological Park
- Holocaust Memorial Museum: Daniel's Story exhibit

Day 5: Washington, D.C. •

Return home

- Newseum
- Depart for home

What your hotels will be like

A good night's sleep is important, so you can count on safe, clean and comfortable hotels with private bathrooms. Three to four students of the same gender will share a room, which will have a combination of twin and shared double beds.

HERE ARE EXAMPLES OF THE TYPES OF HOTELS YOU'LL STAY AT ON TOUR:



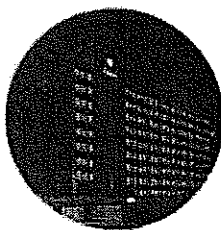
Hampton Inn Silver Spring
8728 Colesville Rd
Silver Spring, MD 20910

The Hampton Inn hotel is just steps from the lively dining, shopping, and entertainment district of downtown Silver Spring. Walk or take our local area shuttle to the Red Line Metro station for access to historic sites, national monuments, and the sports venues of Washington D.C. Nearby pedestrian-friendly streets boast shops, art galleries, restaurants and much more.



Holiday Inn Camp Springs
5001 Mercedes Blvd
Camp Springs, MD 20746

The Holiday Inn Camp Springs' ideal location allows guests easy access to many nearby attractions, including downtown Washington, D.C., the Capitol Building and National Mall, the White House, and many of the city's best museums. Guests have access to an on-site fitness center and seasonal outdoor pool.



Holiday Inn Express Springfield
6401 Brandon Ave
Springfield, VA 22150

The Holiday Inn Express Springfield is just a short distance from our nation's most famous attractions, which range from the sprawling Smithsonian Museums to historic Arlington National Cemetery. Each of the hotel's 178 guest rooms includes a fridge and complimentary Wi-Fi. Guests can enjoy free breakfast every day, a seasonal pool, and complimentary parking.

What your meals will be like

THESE ARE EXAMPLES OF THE LOCATIONS YOU AND YOUR STUDENTS WILL VISIT ON TOUR FOR MEALS.



G Street Food Washington, D.C.

G Street Food was founded in 2009 on G Street, NW, with a devotion to serving tasty food with integrity. With a menu that puts a twist on humble street foods from around the world, the options range from Montreal bagels to banh mi sandwiches, Roman flatbreads, and much, much more.



Nandos Washington, D.C.

Head to Nandos for a relaxed atmosphere, friendly service, and delicious food. From PERI-PERI chicken to fresh and simple salads, sides, and desserts, this restaurant's goal is—more than anything—that you'll enjoy your meal. Or as they say in Portuguese, "Bom Provetto!"



Potbelly Washington, D.C.

The Potbelly menu includes great-tasting, wholesome dishes made the same way since 1977. Each Potbelly location boasts high-quality meats, cheeses, and veggies, toasty made-to-order sandwiches, and friendly folks behind the counter that will make you feel at home.

The EF Price Guarantee

We're dedicated to making travel accessible to as many students as possible. Our unmatched global presence and longstanding relationship with airlines and hotels ensure you will always give your students the best experience at the lowest price, guaranteed.

Price valid until 5/25/2018

STUDENT	ADULT
\$1,526	\$1,826
or \$66/ 22 mos	or \$79/ 22 mos

*Price shown is reflected on 35 or more paying passengers.
**Price includes \$250 discount or the \$50 early enrollment discount.

NORTHBRIDGE PUBLIC SCHOOLS

JOB DESCRIPTION

JOB TITLE:	Director of Educational Technology
BARGAINING UNIT:	Unrepresented Staff
REPORTS TO:	Superintendent
REVISED:	03/2018

Job Summary:

The Director of Educational Technology is responsible for the technical, educational, and administrative technology functions for the school district. He/she provides leadership in technology throughout the school district operations in the areas of instruction, management, and integration. He/she leads the development and implementation of technology initiatives for the district including the development, coordination, articulation, implementation, assessment, and oversight of the educational technology and computer education curricula PreK-12.

The Director of Educational technology oversees the technology support team and instructional technology team, including the configuration and management of department staff members. The Director of Educational Technology must have current knowledge of computers, devices, and other information technologies, networks, infrastructures, computer applications, instructional software, an in-depth understanding of curriculum development, knowledge of content area curricula and standards, and direct knowledge of teaching and learning PreK-12.

Responsibilities:

1. The Director of Educational Technology manages the day-to-day operations of technology procurement, use, implementation, and integration throughout the district, PreK-12.
2. Provide leadership, supervision, and evaluation of the technology department support staff.
3. Provide leadership and direction for the instructional technology staff members, including the Instructional Technology Specialists and all school-based technology teachers.
4. Ensure all instructional technology curricula are aligned to the state standards and provide professional development for instructional technology staff to both vertically align curriculum and to update/create/write new curriculum where necessary.
5. Work with the Network Administrator to oversee, and expand the technology infrastructure, including the network infrastructure, hardware and software licensing, to support connectivity for students, faculty and staff.
6. Oversee district technical support, PreK-12.

7. Work with the Information Systems Manager to support and continually improve district data collection, management, and reporting.
8. Work with the Director of Curriculum, Instruction, & Assessment to ensure technology curriculum alignment, integration across content areas, and as a leader on the District Data Team.
9. Responsible for the creation, management, implementation, and update of the District Technology Plan.
10. Develop, manage, and maintain the annual operating and capital technology budgets.
11. Perform all necessary E-Rate functions on behalf of the district.
12. Supervise and coordinate the organization of the system-wide inventory of technology assets.
13. Review and approve all technology related purchases. Write requests for proposals (RFPs) and manage procurement processes, contract negotiations, and implementation activities.
14. Manage on-going vendor relationships.
15. Serve as district contact for all technology related communication.
16. Prepare and deliver presentations to School Committee, parents, and staff.
17. Develop and maintain a Data Governance plan and methodology.
18. Maintain, update, and implement technology related policies.
19. Serve on the Superintendent's Leadership Team.
20. Pursue alternate funding sources, coordinate corporate sponsors, accepts, acknowledges, and determines deployment for donated hardware and software.
21. Write and oversee technology grants.
22. Oversee district website maintenance and management.
23. Perform other related duties as directed by the Superintendent, including School Committee meetings, district meetings and/or functions, municipal meetings, or other committee meetings as delegated by the Superintendent.

Qualifications:

1. Bachelor's Degree required, Master's Degree preferred.
2. Licensure by MA DESE in one or more areas, including Instructional Technology Specialist, Director/Supervisor, or other technology and administration certification.
3. Leadership experience managing district and/or school based technology, programs and users.
4. Experience working with computers and information technologies, G Suite, network infrastructure, instructional software, SaaS applications, MA Data Collection Systems and Student Information Systems.
5. Must possess outstanding written and oral communication skills and the ability to work with all district staff members.
6. Experience writing and maintaining technology plans.
7. Strong organizational skills and time management.
8. Must be self-motivated, responsible, and able to work independently.
9. Must be able to lift and move computers, network hardware, and other equipment.

Evaluation: Performance will be evaluated by the Superintendent.

NORTHBRIDGE PUBLIC SCHOOLS

JOB DESCRIPTION

JOB TITLE:	Network Administrator
BARGAINING UNIT:	Unrepresented Staff
REPORTS TO:	Director of Educational Technology
REVISED:	03/2018

Job Summary:

The Network Administrator is responsible for maintaining the current network environment, and consistently implementing updates and upgrades, to ensure the network is running smoothly.

Responsibilities:

1. Manage all district IT infrastructure.
2. Implement, configure, and provide ongoing support for network hardware and firmware.
3. Responsible for building and testing system images configured for the NPS network.
4. Monitor networking equipment and servers.
5. Manage the G Suite platform administratively, and for all users in the district.
6. Ensure security for all user accounts and information, both on premise and cloud based.
7. Implement and maintain Antivirus solutions for all devices.
8. Provide help desk support for network issues and respond to requests for IT support as tickets escalate support levels.
9. Delegate support team resources.
10. Assess and modify connectivity, configurations, utilities, software, etc.
11. Oversee setup up of equipment for new users.
12. Provide specifications, as required, for all new district hardware purchases.
13. Document internal network and system procedures and protocols.
14. Maintain documentation for the network, connectivity, and all resources.
15. Install, test, and monitor servers, firewalls, and new network related software.
16. Manage user data backups through SysCloud and Admin Building data internally.
17. Install and update network system improvements as needed.
18. In collaboration with the Director, maintain inventory of equipment, hardware, software, and licenses.

Qualifications:

1. Bachelor's Degree in computer science related field preferred.
2. 3-5 years of relevant IT leadership experience.
3. Industry standard certifications preferred (e.g.; Microsoft, CompTIA, Cisco).
4. Must possess knowledge of PCs, LAN, and WAN products and protocols.

5. Experienced manager of all G Suite applications and emerging Google technologies.
6. Ability to mentor and co-manage technology support staff.
7. Must have excellent oral and written communication skills.
8. Must be self-motivated, responsible, and able to work independently.
9. Must be able and willing to move computers, network hardware, and other equipment.

Evaluation: Performance will be evaluated by the Director of Educational Technology or Superintendent designee

NORTHBRIDGE PUBLIC SCHOOLS
JOB DESCRIPTION (DRAFT 3/28)

JOB TITLE:	Information Systems Manager
BARGAINING UNIT:	Unrepresented Staff
REPORTS TO:	Superintendent or Designee
REVISED:	03/2018

Job Summary:

The Information Systems Manager is primarily responsible for district data management and flow, maintaining the operation of Information Software Systems, including but not limited to, iPass, Destiny, TeachPoint, Nutrikids, Aimsweb, Galileo, etc., and completes all district reporting as mandated by the MA ESE, including but not limited to, SIMS, EPIMS, SCS, SSCR in addition to the Federal CRDC submission.

Responsibilities:

1. Key responsibility is district database management.
2. Manages and maintains the district's SIS (Student Information System).
3. Maintains the operation of Information Software Systems, including but not limited to, iPass, Destiny, TeachPoint, Nutrikids, Aimsweb, Galileo, etc.
4. Manages and completes all district reporting as mandated by the MA ESE, including but not limited to, SIMS, EPIMS, SCS, SSCR in addition to the Federal CRDC submission.
5. Support Food Service Department and obtains Direct Certifications using Virtual Gateway.
6. Organizes, reviews, and amends data for reporting to meet MA DESE requirements.
7. In conjunction with the Director, serve as the district technology coordinator for state driven electronic standardized testing.
8. Create, Implement and Support ways that technology and web or network-based systems can increase district organization and productivity.
9. Manage the district iPads as assistive devices, including enroll, deploy, support, and collect at the end of each year.
10. Serves as a resource to each school and department, providing data leadership and training.
11. Assist schools with scheduling, grading, attendance, and other data functions as needed.
12. Oversee account setups for new hires.
13. Create district technology user guides for staff.
14. Provide software specific training to staff as necessary.
15. Along with the Director, implements and maintains a district data governance methodology.

Qualifications:

1. Bachelor's Degree in Computer Science or similar field preferred.
2. 3-5 years experience in an information systems/data management position.
3. Must have experience with student information systems, district data collection and reporting processes, and an understanding of SIF interoperability frameworks.

4. Must possess outstanding communication skills and the ability to work with all district staff members.
5. Must be self-motivated, responsible, and able to work independently.

Evaluation: Performance will be evaluated by the Superintendent or designee.

NORTHBRIDGE PUBLIC SCHOOLS

JOB DESCRIPTION

JOB TITLE:	Technology Support Specialist
BARGAINING UNIT:	Unrepresented Staff
REPORTS TO:	Director of Educational Technology
REVISED:	04/2018

Job Summary:

The role of the Technology Support Specialist is to focus on resolving user technical issues across the district, for teachers, staff members, administrators, and students. This includes, but is not limited to, PC repair, account management, password resets, connectivity to network, printing, peripherals, mouse and keyboard, LCD projectors, presentation set-ups, etc., and managing and prioritizing the district's IT HelpDesk (trouble ticket) system.

This position is mobile and will require covering technical needs in all four school buildings and central office.

Responsibilities:

1. Provide IT HelpDesk (technology) support to all four school and administration buildings, teachers, staff, students, and administrators throughout the district
2. Prioritize and manage IT HelpDesk trouble tickets to resolution
3. Consistently troubleshoot technology issues, including, but not limited to; PC repair, account management, password resets, connectivity to network, printing, peripherals, mouse and keyboard, LCD projectors, presentation set-ups, etc.
4. Perform hardware, software, and firmware updates and upgrades as required
5. In collaboration with the Network Administrator, coordinate and perform the installation of hardware and software in district classrooms, offices, and educational spaces
6. In collaboration with the Network Administrator, implement hardware/network connectivity when installing hardware in the district
7. Effectively manage a schedule to be mobile, actively resolving HelpDesk issues throughout the district

Qualifications:

1. Bachelor's Degree preferred in computer science related field, or commensurate technology support experience; A+ certification a plus, and/or a minimum of 2-3 years of experience in a technical support role, preferably in an educational environment

2. Working knowledge of a wide array of hardware and network management tools and protocols, including general computer management, Active Directory, G Suite Administration, security, connectivity, and troubleshooting
3. Must have experience utilizing a trouble ticket system to manage IT issues
4. Must possess outstanding communication skills and the ability to work with all district staff members
5. Strong organizational skills and time management.
6. Must be self-motivated, responsible, and able to work independently
7. Must be able to lift and move computers, network hardware, and other equipment

Evaluation: Performance will be evaluated by the Director of Educational Technology or Superintendent designee



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Dr. Catherine Stickney

Evaluator: Michael LeBrasseur
on behalf of the Northbridge School Committee

Name: _____ Signature: _____ Date: _____

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4-7 first; then check one box for each standard.)

Indicators	Performance Level			
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.
Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.
Exemplary = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
---------------------------------	--------------------------------------	----------------------------------

Step 4: Rate Impact on Student Learning (Check only one.)

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or *Impact on Student Learning* rating of *high* or *low*.

Comments:

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Teachers will utilize identified best instructional practices based upon direct, targeted feedback from their evaluator. Observation and walk-through forms will be used to measure the number of actionable feedback items recommending best practices for more effective instruction. I will work directly with each evaluating administrator to increase the amount and effectiveness of actionable feedback in the evaluation process. Utilizing the educator evaluation forms from a variety of classroom visits, the administrator and I will compare the actions to feedback from previous visits. An average of 50% of the actionable feedback items will be observed across the district from Oct./Nov. classroom visits to Mar./April visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	We will continue to review and develop our programs for all students to promote future readiness. We are looking to analyze our special education program opportunities. Success will include an evaluation of current in-house programming, an evaluation of the services provided to students in out-of-district placements, and a recommendation for programmatic opportunities in the future. Success will include adding at least one additional Career Academy to focus on Manufacturing. Additionally, we will work with higher education partners to provident least one opportunity for high school students to earn early college credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Improvement

<p style="text-align: center;">3</p>	<p>We will continue to expand the communication efforts of the district by generating more interest in the promotion of the positive service related activities completed by students and staff. As part of the strategic plan, schools will undertake community service projects and outreach programs to promote positive communication and service both locally and globally. Success will be measured by the completion of two activities each month to promote interaction between students, staff, and the local and global community. Effective communication through a variety of sources describing the outreach activities will improve channels of communication for the district.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---	---	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I
(Check one.)

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |



Superintendent's Performance Rating for Standard II: Management and Operations

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data

- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports

- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III
(Check one.)

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement

- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions

- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

EVALUATOR	ALISSA CAMERON	MILKE LEIBRASSAUR	BRIAN PAULKUS	JOE RICHARDS	JOE STRAZULIS	CUMULATIVE RESULTS
Professional Practice Goal	Met	Met	Met	Met	Some Progress	MET
Comments (Professional Practice Goal):				Evidence presented shows a meaning of this goal. As we move in to FY 19 our focus should be better defining these goals to have more specific, measurable, and actionable results.	While I acknowledge that there were discussions and meetings around best instructional practices, there seems to be no evidence that compares feedback from previous visits. The evidence only seems to cite 1 classroom per school, visit which does not do enough to support the goal as stated above.	MET
Student Learning Goal	Met	Met	Met	Met	Some Progress	MET
Comments (Student Learning Goal):				Success in advancing programs through career academies and higher education are offset by the notes shortfalls in SPED. I would ask for evidence to be provided that supports a year long evaluation and plan to address the gaps in our SPED program, since it don't not appear on the radar with any significant focus. I expect this will improve greatly next year as you complete the 3rd party audit and implement recommended change.	Significant Progress	MET
District Improvement Goal	Met	Met	Met	Met	Met	MET
Comments (District Improvement Goal 1):				Specific to how the goal is written it appears the objectives were met. I would recommend focusing this goal more directly in specific, measurable areas more directly tied to educational and extracurricular achievements. While communication and outreach are critical, districts remain measured in how they perform against the educational benchmarks from the state (MCAS, board admissions, etc).	Some Progress	MET
Performance on Standard 1: Instructional Leadership (I-A)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 1: Instructional Leadership (I-B)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 1: Instructional Leadership (I-C)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 1: Instructional Leadership (I-D)	Needs Improvement	Needs Improvement	Proficient	Proficient	Proficient	NEEDS IMPROVEMENT
Overall Performance on Standard 1: Instructional Leadership	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Comments (Instructional Leadership):	My "needs improvement" ratings in Standards 1C and 1D based on lack of evidence and growth as it relates to MCAS performance. Would like to see more data around other metrics and assessments to demonstrate student achievement in the future.				The data that has been collected and presented (ie. learning walks and MCAS data) do not go far enough to show that instruction is being adjusted to meet student needs.	PROFICIENT
Performance on Standard 2: Management and Operations (II-A)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 2: Management and Operations (II-B)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 2: Management and Operations (II-C)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 2: Management and Operations (II-D)	Needs Improvement	Needs Improvement	Proficient	Proficient	Proficient	NEEDS IMPROVEMENT
Performance on Standard 2: Management and Operations (II-E)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Overall Performance on Standard 2: Management and Operations	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Comments (Management and Operations):	Agree with the Superintendent's assessment of II-D as it relates to compliance to mandates and timelines as an area needing improvement.				Until SPED areas are addressed a total score of proficient is not warranted	PROFICIENT

Evaluator	Alida Cannon	Miked LaBassall	Brian Paulhus	Joe Richards	Joe Strazella	CUMULATIVE RESULTS
Performance on Standard 3: Family and Community Engagement (III-A)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 3: Family and Community Engagement (III-B)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 3: Family and Community Engagement (III-C)	Needs Improvement	Needs Improvement	Proficient	Needs Improvement	Needs Improvement	NEEDS IMPROVEMENT
Overall Performance on Standard 3: Family and Community Engagement (Comments: Family and Community Engagement):	Proficient	I do believe that this is a strength of the Superintendent, and my ratings reflect that. However, ultimately she is responsible for overall district engagement with community and (as related to III-D) will look to her to drive improvement throughout the district in all areas and departments.	Proficient	Ratings driven by the SPED challenges that are now being addressed.	As our population changes, so must the districts ability to communicate what is happening in the schools. Dr. Stickney's work on the School Building Project has been endless and I recognize the significance of that contribution. I do also think the district must go beyond the building project to inform parents and engage town citizens on what is happening with education.	PROFICIENT
Performance on Standard 4: Professional Culture (IV-A)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 4: Professional Culture (IV-B)	Exemplary	Exemplary	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 4: Professional Culture (IV-C)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Performance on Standard 4: Professional Culture (IV-D)	Proficient	Needs Improvement	Proficient	Proficient	Needs Improvement	PROFICIENT
Performance on Standard 4: Professional Culture (IV-E)	Proficient	Proficient	Proficient	Proficient	Proficient	PROFICIENT
Overall Performance on Standard 4: Professional Culture (Comments: Professional Culture):	Proficient	Improvement around conflict resolution (IV-F) is critical to the district's perception in the community and success. I trust the Superintendent to take the feedback and experiences this past year and work toward that goal.	Proficient	Proficient	Proficient	PROFICIENT
Overall Summative Performance (Comments (Overall):	Proficient	Despite challenges throughout the year, and the pressures of another difficult budget process and the added workload and responsibility of the school building project, I am impressed with the work of Dr. Stickney. She continuously demonstrates her leadership and commitment to achieving the best for our students and our schools.	Proficient	There is a good deal of positive progress being made by our district's leadership. Your passion and commitment to the students and staff shows in your work. The area of greatest improvement is that of the SPED. The gaps presented in our compliance speak to how this area impacts our SPED community as well as students who share classrooms with these students. It is encouraging to see the action recently taken and I am confident that our district will show fast improvement next year to allow this overall score to improve to exemplary.	Needs Improvement This year has been difficult. There were many unexpected challenges and the budget is always a concern. Many aspects of the job were handled well by the superintendent. Looking ahead, there is work to be done to keep the Northbridge Public Schools moving in a positive direction.	PROFICIENT



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4096

Telephone: (781) 338-3700
TTY: N.E.T. Relay 1-800-439-2370

May 16, 2018

Dr. Catherine Stickney, Superintendent
Northbridge Public Schools
87 Linwood Avenue
Whitinsville, MA 01588

Re: Mid-cycle Report

Dear Dr. Stickney,

The Department of Elementary and Secondary Education conducted a Mid-cycle Review in your district in March 2018. In this Mid-cycle Review, the Department monitored selected special education criteria to determine your district's compliance with special education laws and regulations. The review consisted of a district self-assessment and information gathered from one or more of the following activities: staff interviews, review of student records, examination of documentation, and/or observation of instructional spaces.

The Department found one or more of the criteria monitored in your district to be "Partially Implemented" or "Not Implemented." In all instances where noncompliance has been found, the Department has prescribed corrective action for the district. This corrective action must be implemented as soon as possible, but in no case later than a year from the date of this report. You will find these requirements for corrective action included in the report, **which is now available online at the Web-Based Monitoring System (WBMS) site**, along with requirements for submitting progress reports.

Please upload into the WBMS by May 30, 2018, your written assurance that all of the required corrective action will be implemented by your district within the timelines specified in the report.

Your staff's cooperation throughout this Mid-cycle Review is appreciated. If you have questions about this letter or need assistance with the Web-Based Monitoring System (WBMS), please do not hesitate to contact Tom Hidalgo at 413-314-6708.

Sincerely,

Tom Hidalgo

Tom Hidalgo, Mid-cycle Review Chairperson
Office of Public School Monitoring

Vani Kastogi-Kelly
Vani Kastogi-Kelly, Director
Office of Public School Monitoring

cc: Michelle Poulin, Supervisor, Office of Public School Monitoring
Michael LeBrasseur, School Committee Chair
Kathleen Perry, Local Program Review Coordinator



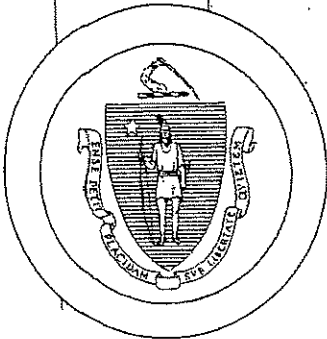
MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

**COORDINATED PROGRAM REVIEW
MID-CYCLE REPORT**

District: Northbridge Public Schools

MCR Onsite Date: 03/26/2018

Program Area: Special Education



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

**COORDINATED PROGRAM REVIEW
MID-CYCLE REPORT**

SE Criterion # 13 - Progress Reports and content

Rating:

Implemented

Basis for Findings:

Student record review and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.

Student record review and staff interviews also indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.

SE Criterion # 14 - Review and revision of IEPs

Rating:

Partially Implemented

Basis for Findings:

Student record review indicated that the district does not consistently hold a Team meeting at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum.

Student record review and staff interviews indicated that when the district and parent agree to make changes to a student's IEP between annual meetings, changes are documented in writing without convening the Team. Upon request, a parent is provided with a revised copy of the IEP with the amendments incorporated.

Department Order of Corrective Action:

Provide training for IEP Team chairpersons on the requirement to hold a Team meeting at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate.

Develop an internal oversight and tracking system to ensure that annual timelines are met. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.

Develop a report of the results of an internal review of student records across all grade levels, in which Team meetings were held subsequent to implementation of all corrective actions, to ensure that annual Team meetings are held within the required timelines.

SE Criterion # 14 - Review and revision of IEPs

*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).

Required Elements of Progress Reports:

By October 5, 2018, submit evidence of training, including the agenda, signed attendance sheet and training materials.

By October 5, 2018, submit a description of the district's internal oversight and tracking system.

By January 31, 2019, submit the results of the internal review of student records and include the following:

1. the number of records reviewed;
2. the number of records in compliance;
3. for any records not in compliance, determine the root cause; and
4. the specific corrective actions taken to remedy the non-compliance.

Progress Report Due Date(s):

10/05/2018

01/31/2019

SE Criterion # 18A - IEP development and content

Rating:

Implemented

Basis for Findings:

Student record review and staff interviews indicated that upon determining that the student is eligible for special education, Teams develop the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education, and the IEP is not changed outside of the Team meeting.

Student record review also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum.

SE Criterion # 18B - Determination of placement; provision of IEP to parent

Rating:
Partially Implemented

Basis for Findings:
Student record review indicated that following the development of the IEP, the district provides parents with a complete summary of the Team meeting, a service delivery grid and description of the proposed services, but does not consistently provide the proposed IEP, proposed placement and required notice (N1) within two calendar weeks. The district does provide two copies of the IEP and placement.

Department Order of Corrective Action:
Please review *Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement* found at: <http://www.doe.mass.edu/news/news.aspx?id=3182>.

Provide training for IEP Team chairpersons on the requirement to provide parents with a proposed IEP and placement, along with the required notice, within two calendar weeks of developing the IEP when the parent is provided with a summary at the conclusion of the Team meeting.

Develop an internal oversight and tracking system to ensure that the district provides parents with a proposed IEP and placement within two calendar weeks when the parent is provided with a summary of the Team meeting. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.

Develop a report of the results of an internal review of student records from across all grade levels, where Team meetings were held subsequent to implementation of all corrective actions, to ensure that parents receive a proposed IEP and placement, along with the required notice, within two calendar weeks of developing the IEP when they are provided with a summary of the Team meeting.

***Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).**

Required Elements of Progress Reports:
By **October 5, 2018**, submit evidence of training, including the agenda, signed attendance sheet and training materials.

By **October 5, 2018**, submit a description of the district's internal oversight and tracking system.

By **January 31, 2019**, submit the results of the internal review of student records and include the following:

1. the number of records reviewed;
2. the number of records in compliance;
3. for any records not in compliance, determine the root cause; and
4. the specific corrective actions taken to remedy the non-compliance.

Progress Report Due Date(s):

10/05/2018	01/31/2019		
------------	------------	--	--

SE Criterion # 20 - Least restrictive program selected

Rating:
Implemented

Basis for Findings:
Student record review and staff interviews indicated that if the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.

SE Criterion # 22 - IEP implementation and availability

Rating:
Implemented

Basis for Findings:
Student record review and staff interviews indicated that students in the middle school "Pathways Alternative Program" receive small group social skills instruction with the frequency and duration specified in student IEP service delivery grids.

SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE

Rating:
Implemented

Basis for Findings:
Student record review indicated that the district's Notice of Proposed School District Action (N1) forms consistently include the action proposed by the district; an explanation of the reason why the district proposed or refused to take the action; a description of any other options considered and the reasons why those options were rejected; the evaluation procedures, test, record, report, or other factors the district used as a basis for the proposed or refused action; and recommended next steps.

SE Criterion # 26 - Parent participation in meetings

Rating:
Implemented

Basis for Findings:
The district provided its special education student roster as requested by the Department.

SE Criterion # 34 - Continuum of alternative services and placements

Rating: Implemented
Basis for Findings: Student record review and staff interviews indicated that the district has Adaptive Physical Education services available for all students who require it.

SE Criterion # 36 - IEP implementation, accountability and financial responsibility

Rating: Implemented
Basis for Findings: See SE 22.

SE Criterion # 49 - Related services

Rating: Implemented
Basis for Findings: See SE 22.

SE Criterion # 51 - Appropriate special education teacher licensure

Rating: Implemented
Basis for Findings: Document review and staff interviews demonstrated that all teachers who design and/or provide direct special education services described in IEPs are appropriately licensed.

**Northbridge Public Schools
Extended School Year Programming**

	Summer 2017	Summer 2018
Students	84	87
Teachers	8	7
Instructional Assistants	23	22.5
BCBAs	0	1
Behavior Techs.	1	1
Nurses	2	2
Physical Therapists	1	1
Occupational Therapists	*1	1
Speech-Language Therapists	1	1
Job Coach	1	1
Programs	7	7

*The district planned for one OT for the summer of 2017. This position went unfilled.

Unofficial Internal Use Only			
District Goals Update: November 2017	Actions	Status	Next Steps (2017-2018)
Goal Area	Actions	Status	Next Steps (2017-2018)
Teaching and Learning	<p>Develop a strong professional learning system within the district</p> <p>Develop and implement a district-wide PD plan to support all aspects of teaching and learning</p> <p>Streamline and enhance the NPS educator evaluation system</p> <p>Develop college and career readiness programs to further enhance new programs for middle and high school students</p> <p>Re-establish educational programs that provide additional opportunities for all students: culinary arts, world languages</p>	<p>Completed and on track 2017-2018</p> <p>On Track</p> <p>Completed</p> <p>On Track</p> <p>Some Progress</p> <p>Completed</p> <p>On Track</p>	<p>Continue to offer after-school workshop series in spring; work with PD committee to continue to identify areas of interest and need for PD for all content areas and grade levels; continue to use instructional coaches for embedded PD and coaching cycles; monitor effective use of PLCs and CPTs</p> <p>Create a three-year PD plan for 2018-2021.</p> <p>Continue to calibrate feedback at leadership meetings; continue to review and revise forms as needed to maximize usefulness and feedback; continue to provide yearly PD on changes to process and forms</p> <p>Continue to examine new opportunities to build COR programs at both levels; working with Dr. Larisa Schelkin from Global STEM Classroom and the BVEF to establish new programs</p> <p>No progress due to budget constraints; potential opportunities at the MS</p> <p>Continue working with Gr. 2-8 ELA/math to revise and update units and CEPAs; continue working with 2-4 to update units with math practices/understandings; train K-1 staff on "Number Talks" to enhance math curriculum; develop modules and CEPAs for 5-8 science; develop module-based units and implement module assessments for ELA/math 9-12.</p>
Buildings and Operations	<p>Brainstorm a technology plan that increases the infrastructure and capability for individual student access to technology for twenty-first century learning</p>	<p>On Track</p>	<p>New IT Director and technology department are currently working on a vision and outline for a district technology plan.</p>
<p>All students will reach their maximum potential for college and career readiness including academics, as well as social and emotional well-being.</p> <p>Theory of Action: If we recruit and retain a highly effective, reflective staff that implements an aligned curriculum with strong instructional practices, then all of our students will reach their maximum potential for college and career readiness.</p>	<p>After school workshops were offered in March/April on differentiated instruction, co-teaching, dyslexia, best practices for ELL students, and improving student writing at the elementary level. The PD planning committee met on 9/27, and the whole PD committee met on 12/4 to identify and discuss areas of PD need/interest at each building to guide PD planning. The committees will meet again before the end of the year to discuss the development of a three-year plan (2018-2021) that will be based on new Strategic Plan goals, instructional coaches were used throughout the year for embedded PD and coaching cycles in all buildings. CPTs were implemented at the HS this year, and continued at MS to plan units, analyze module assessment data, and work on curriculum. Balmer and NES continued to utilize PLC time to analyze data and plan student interventions.</p> <p>Creation of a three-year PD plan will be included in the next Strategic Plan (2018-2021) and will be based on goals derived during the planning process.</p> <p>Teachpoint forms were revised to align with the new teacher evaluation rubric this year. Training was provided to all staff on the first day of school for same. The LT has participated in calibration training with DESE twice this school year, as well as at multiple leadership team meetings over the course of the school year, utilizing both the DESE online calibration tool, as well as our own "tuning protocol".</p> <p>Two new opportunities through the Innovation Pathway are on track for 2018-2019. Additionally, we are involved in a collaboration for the Blackstone Valley Education Hub for Manufacturing. We are enhancing our MS programs to include more engineering, robotics, coding, and STEM programs that collaborate with the MS to provide programming. NASA ICED has partnered with the MS to provide camps and informational sessions. We will continue to develop grade 8 cross-over programs to the HS.</p> <p>Though we were unable to re-establish programs during the course of this plan, we have created a plan to utilize current HS staff to offer two sections of 8th grade Spanish for the 2018-2019 school year. The need for additional programs will be incorporated and addressed in the next three year plan.</p> <p>Grades K-8 have developed curriculum units in ELA, math and science, with some work to continue in science next year. K-1 staff received "Number Talks" training to enhance math curriculum. HS ELA unpacked standards 9-12 and began developing and implementing standards-based quarterly units, scope and sequence documents, and pacing guides. Gr. 9-12 ELA has implemented module assessment testing this year to measure students' mastery of standards. Math, science and social studies teachers have worked with instructional coach and/or Dir. of C/A all year to create scope and sequence documents, pacing guides, and unit plans based on new/revised standards in all areas.</p> <p>New IT director was hired this year and has begun creating a district technology plan that includes increasing infrastructure and access, as well as acquiring sufficient technology to support 21st century learning at all buildings. In addition, the department has been restructuring for next year to better support the infrastructure and machines currently in use throughout the district, as well as supporting the teaching staff with technology integration.</p>		
<p>District Goals Update: November 2017</p> <p>Updated: June 2018</p>	<p>End of Year Comments/Justification</p>	<p>Updated: June 2018</p>	<p>End of Year Comments/Justification</p>

<p>Theory of Action: If during the budgeting process we focus on effective programming for all students, especially those classified in subgroups, follow data-driven and research-based decisions for determining programs, curricula, and materials, and utilize our capital and technology plans as supporting documents, we will provide a creative and challenging academic and social atmosphere that is safe, supportive, and respectful.</p>	<p>Review safety plans and emergency response procedures to ensure physical and emotional security for all individuals</p>	<p>On Track</p>	<p>Ongoing: Drills continue at each building; Safety Committees will reconvene to continue to review plans</p>	<p>We have been working diligently with the NPD to review our plans and protocols. We have enhanced our drills with PD support and input. FCP has also provided community based support for families dealing with concern and anxiety regarding school-based tragedies. We are collaborating with the Northridge Coalition to provide a Safety Forum for the community.</p> <p>The 2018-2019 budget has been presented and approved. Though budget cuts prohibit the district from meeting some of the goals set forth in the original strategic plan (such as expanding educational programming), the district prioritized the cuts based on data and impact on student learning. In addition, in order to alleviate some of the gaps created by budget cuts, the schools and district office have reallocated resources and personnel to ensure that student needs continue to be met effectively, budget</p>
<p>Articulate school priorities in budgeting process</p>	<p>Complete</p>	<p>School Committee completed a survey and develop a priority list for school budgets for 2017-2018 and beyond.</p>	<p>Meetings held at each building to discuss needs in Jan. Some work has been completed for improvements around the district: replacement fencing; new carpets; painting; Continue to work closely with principals and School Committee to ensure that capital plan items are clearly articulated and accurately reflect facility needs.</p>	<p>Capital Plan has been revised; new capital projects are upcoming for 2018-2019.</p> <p>Service contracts have been reviewed; Special education contracted services have been analyzed (eg - PT) Out-of-district was also identified for saving, and district vehicles were purchased to save cost.</p>
<p>Identify areas for school building repair and maintenance needs</p>	<p>On Track</p>	<p>SIS group work; Examination of programming; Embed this work in the budgeting process with each school and department.</p>	<p>Service contracts have been reviewed; Special education contracted services have been analyzed (eg - PT) Out-of-district was also identified for saving, and district vehicles were purchased to save cost.</p>	<p>Schematic Design submitted</p>
<p>Identify district programs and practices that need to be analyzed for cost effectiveness</p>	<p>Complete</p>	<p>Trainings and meetings attended</p>	<p>E-rate consultants hired to maximize opportunities</p>	<p>MASS IT Grant received; E-rate money maximized.</p>
<p>Explore the MSBA website and keep an eye out for MSBA training opportunities</p>	<p>Complete</p>	<p>Website is up and running. We will continue to make improvements and train staff.</p>	<p>Website is in place and active. All departments have done updates this year. IT director and district data team will be creating a new dashboard of relevant district, school and student information for parents and community members.</p>	<p>Website is in place and active. All departments have done updates this year. IT director and district data team will be creating a new dashboard of relevant district, school and student information for parents and community members. Dashboard updating has begun.</p>
<p>Research the new E-rate program and the cost of an E-rate consultant</p>	<p>Some Progress</p>	<p>We will continue to add and improve.</p>	<p>Done</p>	<p>Vocational Coordinator is on staff. Our first year of internships is complete. NFS is very involved in all Chamber activities and regularly participates in events.</p>
<p>Update and reorganize district website</p>	<p>On Track</p>	<p>Continued work with BVEF and BV Chamber; Awarded Community Compact grant for collaboration; Hiring a Vocational Coordinator</p>	<p>Service-based learning projects complete at all schools this year. Student service activities were recognized at SC on a regular basis.</p>	<p>Complete. Parent information nights; high school visits in the fall; GLOBE STEM program combined MS and HS students in common projects.</p>
<p>Website will include district monthly newsletters and dashboard updates</p>	<p>On Track</p>	<p>Work with principals for district-wide, community based opportunities</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>
<p>Develop a common district-wide calendar that includes all dates for conferences, open houses, curriculum nights, parent workshops, community forums</p>	<p>On Track</p>	<p>Begin NCA activities and programs at NIMS</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>
<p>Continue community partnerships with businesses</p>	<p>On Track</p>	<p>Examine opportunities for service-based learning projects in the community</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>
<p>Examine opportunities for service-based learning projects in the community</p>	<p>On Track</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>
<p>Begin NCA activities and programs at NIMS</p>	<p>On Track</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>	<p>MS NCA Coordinator developing connecting activities</p>

Prepare for international students at NHS	Completed	Hosted 12 students from China in spring, 2017	Done.
Update our anti-bullying plan and program	Completed	Committee has completed review; additional staff training complete 2017; programs in place	Done.
Publicize our character education program	On Track	Managed and publicized by each school; more to do as a district	Ongoing; PBIS data continues to show improvement.
Utilize Channel 13 and YouTube to provide information on our programs	Completed	New student programming and live programming added	Programming now includes student activities, sports, social media posts, and student created videos.

JOB DESCRIPTION

DEPARTMENT CHAIRPERSON

Chairpersons are key members of the building leadership team and are experts in their content areas. The responsibilities of the chairperson focus on curriculum, instruction, student assessment and professional development. Chairpersons contribute to the development of a positive climate in their buildings by ensuring the delivery of quality teaching and learning experiences both within their departments and across subject areas. They also work with the chairpersons from the middle/high school to ensure alignment of curriculum that unifies their content areas and integrates best practices across grade levels.

Department chairpersons report directly to the building principal with additional oversight of curriculum and instruction responsibilities by the Director of Curriculum, Instruction and Assessment.

The department chairpersons will work cooperatively with staff and administration to fulfill the following objectives:

Curriculum

- Develop, review and revise program offerings
- Assist in the development and implementation of curriculum-based documents (i.e. pacing guides, scope and sequence, unit/module plans, etc.)
- Evaluate and recommend instructional materials (with teacher input)
- Align curriculum within and between grades in the department
- Analyze and review student assessment data with department/teachers, and develop action plans to address areas of weakness
- Support the development of interdisciplinary units and performance based assessments
- Ensure department staff assigned to same courses maintain consistency of anchor materials and standards taught (per their pacing guides), as well as consistency of assessments

Instruction

- Assist and support staff in developing and implementing effective instructional strategies
- Understand and model emerging concepts, i.e. teaching and learning strategies
- If requested, assist in the development of a master and departmental teaching schedule
- Participate in staff interviews, as requested
- Participate in training opportunities, when possible, as recommended by building and district administration, to assist with new initiatives and changes in curriculum, instruction and assessment

Management

- Assist in the overall smooth operation of the department
- Ensure effective participation, communication and collaboration between staff members in department, as well as with department members from other schools in the district
- Work with all members of building leadership team to ensure policies and procedures are followed and fulfilled
- Assist with development and administration of department budget
- Maintain an up-to-date inventory of material and resources
- Assist in the identification, development and administration of professional development initiatives
- Create meeting agendas and minutes for PLCs and CPTs based on curriculum, instruction and assessment
- Serve as a member of the District Professional Development Committee (attendance to be no more than four (4) one hour meetings per year after school.)

Requirements

Subject area certification required. Master's Degree or equivalent preferred.

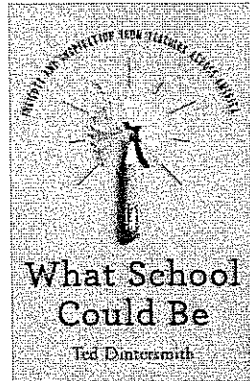
Department chairpersons are required to work the equivalent of 10 (ten) days beyond the school year (equivalent to 65 hours), as determined by building and district administration. Three (3) of the ten additional days will include *mandatory participation* in district-determined workshops that may be held at any time (including during the summer) between July 1st and June 30th of the school year for which this appointment is made.

** Notification of any required summer workshop attendance will be made each year when position is posted.

Annual School Committee Meeting Schedule

	1 st Meeting	2 nd Meeting
June	(R) Northbridge Teacher of the Year (R) Retirees (P) Data Presentation (D) Superintendent's Final Summative Evaluation (D) Summer meeting schedule	(A) Superintendent's Final Summative Review (A) Summer meeting schedule (D) Student/Family Handbook
July	(A) Student/Family Handbook (D) Fall Warrant requests/timeline	NO MEETING
August	NO MEETING	(A) Fall warrant requests
September	(D) Wellness Committee Report (D) Health Data (D) Superintendent's Goals (D) School Committee Goals	(A) Fall Town Meeting Article (D) FY18 Budget Recap / FY19 Budget Planning (A) Superintendent's Goals (A) School Committee Goals
October	(A) Budget Timeline (A) Budget Parameters (P) Food Service Update	(Town Meeting – Light agenda, as needed)
November	(P) MCAS Results	(R) Adams Scholars (R) Superintendent Awards
December		
January	(D) Capital Plan Review	(A) Capital Plan (D) School Calendar
February	(A) School Calendar (D) Indirect Costs (D) Spring Town Meeting requests (D) Superintendent's Formative Evaluation (D) Current Year Budget update	(A) Indirect Costs (A) Spring Town Meeting Article (A) Superintendent's Formative Evaluation (P) Superintendent's Proposed Budget (D) Budget Discussion (D) NHS Program of Studies
March	(H) Budget Hearing (A) NHS Program Of Studies (A) Capital Plan	(A) Budget Approval (D) School Committee Self Evaluation
April	(A) School Committee Self Evaluation authorize (D) School Choice	(A) School Choice (D) School Committee Self Evaluation review (D) Last Day of School
May	(A) Final Exam Schedule NHS (A) Last Day of School (pre-K and K-12) (D) Superintendent Summative Evaluation process	(A) Committee Reorganization, Appointments, Subcommittees (D) School Lunch Price

Join Us for the Third Annual Community Reading



“An inspiring account of ordinary teachers who are doing extraordinary things that could transform education ~

What School Could Be offers an inspiring vision of what our teachers and students can accomplish if trusted with the challenge of developing the skills and ways of thinking needed to thrive in a world of dizzying technological change.

Innovation expert Ted Dintersmith took an unprecedented trip across America, visiting all fifty states in a single school year. He originally set out to raise awareness about the urgent need to reimagine education to prepare students for a world marked by innovation—but America's teachers one-upped him. All across the country, he met teachers in ordinary settings doing extraordinary things, creating innovative classrooms where children learn deeply and joyously as they gain purpose, agency, essential skillsets and mindsets, and real knowledge. Together, these new ways of teaching and learning offer a vision of what school could be—and a model for transforming schools throughout the United States and beyond. Better yet, teachers and parents don't have to wait for the revolution to come from above. They can readily implement small changes that can make a big difference.

America's clock is ticking. Our archaic model of education trains our kids for a world that no longer exists, and accelerating advances in technology are eliminating millions of jobs. But the trailblazing of many American educators gives us reasons for hope.

Capturing bold ideas from teachers and classrooms across America, *What School Could Be* provides a realistic and profoundly optimistic roadmap for creating cultures of innovation and real learning in all our schools." <https://press.princeton.edu/titles/11224.html>

**First meeting: Northbridge District Office, Tues., June 19
from 3:00-4:00PM. (87 Linwood Ave.)**

We will set dates and locations for other meetings during the summer.
Please RSVP to Kristen Ferrante at kferrante@nps.org or (508-)234-8156 if you are interested in participating - even if you are unable to attend the meeting.