

Town of Southwick, Massachusetts

454 College Highway, Southwick, MA 01077

Report of the Southwick-Tolland Regional School District

SOUTHWICK-TOLLAND REGIONAL SCHOOL DISTRICT REPORT OF THE SCHOOL COMMITTEE

SCHOOL COMMITTEE:

James Vincent, Chair	2009
Elizabeth St. Pierre, Vice Chair	2010
Charles Condron, Secretary	2010
Jeffrey Houle	2011
George LeBlanc	2009
Theodore Locke, Tolland	2009
Betz Magni	2011

OFFICE OF THE SUPERINTENDENT OF SCHOOLS:

John D. Barry, Ed.D. Superintendent	Paul R. Petit, Assistant Superintendent
Kathleen Lynch, Administrative Assistant	Cynthia Lamoureux, District Accountant
Allison LeClair, Director of Instructional Programs & Grants	Patricia Benoit, Financial Clerk
Gail Johnson, Clerk	Nancy McConkey, Financial Clerk
Elaine St. Marie, Financial Clerk	

SUPERINTENDENT'S OFFICE (STRSD & GRANVILLE PUBLIC SCHOOLS)

Address: 86 Powder Mill Road, Southwick, MA 01077	School Days: 8:00-4:00
Telephone: (413) 569-5391 FAX: (413) 569-1711	Non-School Days: 8:00-3:30
E-mail: superintendent@strsd.southwick.ma.us	

The office is open daily Monday through Friday except legal holidays. Appointments to see the Superintendent may be made by calling the office.

ADMINISTRATIVE STAFF BY SCHOOL:

Woodland Elementary School (K-4)	Powder Mill Middle School (5-8)
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Kimberley Saso, Principal	Ronald Peloquin Principal
Jonathan Rodgers, Assistant Principal	Charles Joyal, Assistant Principal
80 Powder Mill Road	94 Powder Mill Road
Telephone: 569-6598 or 569-1721	Telephone: 569-5951 or 569-1713
Southwick-Tolland Regional High (9-12)	Student Services:
Pamela Hunter, Principal	Noell Somers, Director
Andrew Charko, Assistant Principal	63 Feeding Hills Road
93 Feeding Hills Road	Telephone: 569-0111
Telephone: 569-6171 or 569-1722	

SCHOOL CALENDAR 2008/2009

August	27	District Opening - Staff
September	1	Labor Day
	2	Schools Open (Gr. 1-12)
October	13	Columbus Day
November	11	Veterans' Day
	26	1/2 Day
	27-28	Thanksgiving Holiday
December 24 - January 4, 2008		Holiday Vacation
January	5	SCHOOLS REOPEN
	19	Martin Luther King Day
February	16-20	Mid-Winter Vacation
April	10	Good Friday
April	20-24	Spring Vacation
May	25	Memorial Day
June	17	LAST DAY
	24	5 Snow Days

Schools Close June 17 or whenever 180 days have been completed.

ANNOUNCEMENT OF NO SCHOOL:

Closing school because of weather conditions or other emergencies will be broadcast over radio stations WTIC-1080 am; WAQY-102;; WPKX-97.9 fm; WHYN 560 am, 93.1 fm; and TV stations WWLP (22); WGGB (40) and CBS(3). Messages will also be sent via phone to all households via the ConnectEd system.

DELAYED OPENING:

When the School Opening is being delayed it will be announced over the local radio and TV stations and via the ConnectEd phone system.

1. Buses will run two hours later, depending on the announcement.
2. Classes will start later.
3. Lunch will be served at the usual time.
4. Dismissal will be at the usual time.
5. Morning Pre-school and Kindergarten classes will not be held.

If a delay is announced, it will be best for parents to continue to listen for further announcements since the delay is also used when weather and road conditions are uncertain or are in a period of change.

ATTENDANCE:

School attendance is required by law but equally important is regular attendance. Illness should be the only excuse for being out of school. If your son/daughter is ill, it would be appreciated if you would notify the school by calling the school office.

SCHOOL DIRECTORY**WOODLAND ELEMENTARY SCHOOL**

Kimberley Saso , Principal, M	Jonathan Rodgers, Assistant Principal, CAGS
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Lynn Adzima, M45	Debra Gardner, M45	Shawn Osterfund, CAGS
Lenora Anderson, M	Barbara Garri, CAGS	Debra Patryn, M45
Lois Baetens, M45	Rachel Garvey, B	Mary Portenstein, M
Natalya Baillargeon, B	Gina Gorzlczyk, M	Katherine Regan, B
Scott Bellone, B	Diane Graham, M45	Deberlee Rice, M45
Patricia Bessette, M	Johanna Halbeisen, M/2	Cherie Rousseau, M
Candis Bloomrose, M45	Kathleen Irwin, M2	Ann Marie Scherpa, M
Mary Lou Chunglo, M45	Susan Jurgenson, M45	Pennie Sibley, M
Charlene Diaz, METCO	Christine Keefe, M45	Darcy Slessler, B15
Erica DiNapoli-Lumb,	Aslyne Kellogg, B	Chantalle Sole, B15
Lauren Dion, M	Kristen LaValle,M	Judith Spytek, CAGS
Cynthia Drapeau, M45	Lori LeClair, M30	Judith Stearns, B1
Noelle Duquette, B15	Laura Markiewicz, B15	Emily Tampone, M
Julie Ethier, CAGS	Valerie Maslauskas, M45	Bonnie Whalley, M45
Nicole Fernald	Chelsea McCasland, B	Kerry Wheeler, M
Mary Fernandez-Sierra,M	Mary McGarr, B15	Stephanie Woodard, M
Jaclyn Gallagher, B	Michelle Munday, M	Deborah Woodford, M/2

PRESCHOOL:

Heidi Hiner, B	Kristin Joyal, M, .5
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TEACHER ASSISTANTS:

Heather Allen	Elizabeth Gaughan*	Dawn Labarre*
Susan Boudreau	Cynthia Grannells* LOA	Rosemary Matos
Heather Bourbonneau	Lisa Hartley	Karen McKinney
Tracy Calvanese	Susan Hosmer-Pitts*	Amanda Michon
Bethany Criscio	Bonnie Jones *	Shelly Motsko*
Judy Dansereau	Nicole Kane	Kimberly O'Connor*
Bethany David	Brenda Kaputa*	Apryl Penland*
Mary Drummond*	Brenda Kay	Heather Ramsey*
Linda Faust*	Paula King*	Susan Quinn*
Melissa Fitzsimmons, Tech	Laura Kinney	Alex Schindel
Judith Frenette*	Lorena Kononitz*	Nadine Ward

*Denotes Special Education Funded

POWDER MILL MIDDLE SCHOOL

Ronald Peloquin, Principal, M	Charles Joyal, Assistant Principal, M
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Mark Archambeault, B15	Charles Emery, M	Shannon Naumowicz, B
Gail Arslanian, B15	Heather Ferguson, B	Jeanne O'Donnell, B
Fred Baker, M	Sharon Fouche, M45	Susan Pac, CAGS
Susan Barnett, M	Pamela Gentile, M,	Aaron Pearsons, M
Cheryl Batton, B	Edward Goddard, CAGS	Rachel Pearsons, B15
Marisa Blais, B15	Beth Grady, M	James Pickering, M
Janice Brouillette, B	Laura Hendrickson, M	Vanessa Radke-Yam, M
Wendy Caranchini, B15	Emma Hynes, M	Marsha Ramah, M45
Kimberly Christenson, M	Christopher Kennedy, B	Katherine Schlichtig, M
Elise Clark, B	Kelly Kiltonic, CAGS	Louis Schoenthal, B
Kevin Clark, B15	Patricia Labulis, M	Susanne Sloboda, B
Robin Clarke, B15	Joanne Mahoney, B15	Jeremy Smith, B
Megan Cusick, M	Isabel Marshall, B15	Amadou Talla, B
Zach Danziger, M	Michelle Meczywor, M	Sara Temple, B15
Terrance Day, M	Pamela Melo, M	Janice Tingley, B15
Jane DeBarbieri, M45	Olga Michael, M	Jessica Torone, B
Ramona Dumont, B		John Vershon, M/2

PMMS TEACHER ASSISTANTS:

Nancy Beausoleil, Technology	Diane Humphrey*	Cynthia Rackliffe*
Crystal Brooks*	Sandra Matroni*	Betty Soper*
Irene Colvin*	Barbara McCulloh*	Barbara Tatro*
Lois Dittrich	Mary Beth Mickalay*	Elizabeth Taylor*
Eva Gray	Donna Phillips*	Carol Winters, Media

*Denotes Special Education Funded

SOUTHWICK-TOLLAND REGIONAL HIGH

Pamela Hunter, Principal, CAGS	Andrew Charko, Assistant Principal, M
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James Ash, B15	Daniel Eplite, B15	Maryanne Margiotta, M
Diane Bazyk, M45	Van Farrier, M30	Frank Montagna, B
Judi Bean, B15	Marie Galanek, M30	Ann Murphy, M
Sandra Blackak, B	Jane Glushik, CAGS	Lawrence O'Connor, B
Geraldine Bliven, M30	Christine Granfield, CAGS	Carol O'Donnell, M45
Harriet Boake, M/2	Janis Grimaldi-Ogden, M	Marsha Owczarski, M30
Melanie Brochu-Kellogg, M/2	Janet Grunwald, M	Susan Pelligrinelli, B
Ann Marie Briggs, B15	Summer Heddleston, M	Amy Pomeroy, M, LOA
Adam Call, B	David Hendrickson, B15	George Romeo, M
Joseph Carvalho, B	Linda Jacobs, M45	Constance Rota, M
Kathryn Chandler, B15	David Jones, CAGS	Frank Rucki, B15
Faye Clymer, M	Mary Louise Kearns, M/2	Desiree Saloio, B, LTS
Jennifer Coughlin, M	Joanne Krawczyk, M45	Rachel Salvidio, M
Marcy Coviello, M30	Matthew LaBlanc, M	Cassandra Suleri, B
Erin Daugherty, B	Paula LeBlanc, M45	Alexander Trzasko, B15

Peter DeMello, B15	Wayne Lis, B15	Maria Vasquez, B, LOA
Mary Downie, M	Allyson Machado, B	David Wallis, B
Todd Downie, CAGS	Pamela Mahoney, M	Barbara Wrega, B

TEACHER ASSISTANTS:

Linda Bodman, Media	Maurice O'Connor*
Christina Climo	Dana Parenzo*
Eileen Kleis	Anne Poulo*
Carolyn Locke*	Ruth Ramah
Kimberly Lynch*	James Toomey

*Denotes Special Education Funded

ALTERNATIVE PROGRAM:

Morgan Gall, M30	Luann Savva, T.A*.
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DIRECTOR OF STUDENT SERVICES:

Noell Somers, Director, M	Mary Patricia Cullen, M, Autism Specialist
Janet Caruso, School Psychologist, CAGS	Melanie Guillemette, OT, M
Robin Bennett, Speech, M	Diane Surreira, Speech Pathologist, M
Robin Berube, .6 fte School Psychologist, CAGS	

HEALTH:

Debra Carellas, R.N., WES	Linda Heinze, R.N. WES
Catherine Caruso-Draghetti, R.N., PMMS	Dawn Turgeon, R.N., STRHS

SECRETARIES:

Barbara Antonellis, PMMS	Linda Barthelette, STRHS Guidance	Joanne Sico, STRHS
Michelle Bannish, WES	Shelly DellaQuilla, Special Needs	Karen Stubbs, PMMS
Phyllis Cain, WES	Carol Drapeau, Special Needs	Cathleen Woodman, STRHS
Michelle Case, PMMS Guidance	Mary Jackson, PMMS	Kimberly Wundt, STRHS
	Sharon Messenger, WES	

MAINTENANCE & CUSTODIAL:

Eric Morgan, Supervisor

Edmund Benoit, Maintenance	Craig McLaughlin, PMMS
Charles Colson, PT PMMS	Candace Most, STRHS

Robert Descant, WES	Kenneth Phillips, Maintenance
Jean Despard, PT, WES	Joseph Pohlman, PT, WES
Edwin Enoch, PT, Technology	Melanie Roberts, STRHS
George Favreau, Maintenance	Andrew Robidoux, PT, STRHS
Daniel Kelly, WES	Lorie Tencati, Technology
Diane Labombard, PMMS	Robert White, PT, STRHS

BUS DRIVERS:

Ray Snow, Supervisor and Head of Bus Maintenance	Dennis Hennihan, Mechanic/Driver
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Michael Bannish, Van	Nancy Detraglia, Monitor	Dawn Lepak, Van
Linda Bathel	Kelly Doyle	Judith Marsche
Lisa Berard	Charles Dunlap	Carolyn Martin
Avola Berndt	Collen Favreau	Michael Meagher, Monitor
Laurie Berry, Van	Susan Filipiak, Monitor	Jennifer Ryan
Sheri Bryant, Van	William Fors	Cynthia Saulenas
Stanley Brzoska	Renee Gonnello, Van	Cindy Scott-Smith, Van
Roger Cataldo	Lynn Holmes	Joseph Smith, Van
Laurie Crepeau	Mary Kibby	Julianne Sponberg
Margaret Creswell	Wanda LaFogg	Susanne St. Sauveur
Theresa Davidson	Joseph Lamoureux, Van	Laurie Straut
Raymond Davignon, Monitor		Karen Wzorek, Trainer

CAFETERIA:

Kathleen Jorgensen, Director	Deborah Dunn, Secretary
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Barbara Hall, STRHS Mgr.	Jean Despard, PMMS Mgr.
Christina Moccio, STRHS	Linda Pepper, PMMS
Colleen Smith, WES Mgr.	JoAnne Ferris, WES

PART-TIME HELPERS:

Diane Boisjolie, WES	Lynn LaFrance, PMMS
Kimberly Bombard, STRHS	Gloria Penney, PMMS
Susan Case, WES	Carrie Slaimen, PMMS
Helena Dudley, PMMS	Denise Sudol, STRHS
Rebecca Emerson, WES	Dorcas Zomek, STRHS
Carolea Hayden, WES	

**SOUTHWICK-TOLLAND R.S.D.
PER PUPIL TUITION CHARGES**

The FY2008 tuition charges between the Granville School District and the Southwick-Tolland Regional School District for students that attend each other's school district is calculated by a formula delineated in an agreement dated March 9, 2004.

The agreement utilizes a five-year average student enrollment coupled with a three-year average tuition. This averaging helps to stabilize the tuition costs from year to year. The per pupil tuition charges, therefore, can be looked at in two different ways – either as an average tuition or as the actual by taking the current year's charges divided by the actual number of students enrolled. The per pupil tuition charge for Granville students going to Southwick-Tolland Regional High School is as follows:

	Actual Per Pupil Tuition
Tolland Students at Granville Village school	\$7,717
Granville Students at Southwick-Tolland Reg. High	\$7,050

FUNDED PROGRAMS 2008-2009

IDEA	Expanding Special Education	\$431,641	Noell Somers
TITLE VIB EARLY CHILDHOOD	Development of Early Childhood Program	\$10,595	Noell Somers
TITLE I	Emphasis on Intensifying Instruction of Reading	\$177,345	Allison LeClair
SPECIAL ED. SUPPORT	Access to curriculum	\$6,093	Noell Somers
METCO	Racial Imbalance Program	\$138,969	Allison Leclair
DRUG FREE SCHOOLS	Substance Abuse & Violence Prevention	\$6,515	Allison LeClair
TITLE II	Formerly Eisenhower	\$41,476	Allison LeClair
TITLE II	Enhancing Education Through Technology	\$2,278	Allison LeClair
ACADEMIC SUPPORT SERVICES	MCAS Tutoring & Summer School	\$12,200	Allison LeClair
RIVER WEST SCHOOL TO CAREER PARTNERSHIP	School to Career Programs	\$1,400	Allison Leclair
Early Intervention Literacy	MA DOE	\$10,000	Allison LeClair

REPORT OF THE SUPERINTENDENT

The 2008 school year began with a productive introductory program for staff prior to the start of the academic year. During the course of the fall, several programmatic issues were shared and analyzed. The district was faced with a moderate increase in the population of students needing to learn English and this required a corresponding increase in our responsibilities to meet the needs of these students. Instruction in this area is tightly defined by the Massachusetts Department of Elementary and Secondary Education. The administration also began the process of planning for implementation of full day kindergarten. The District was awarded a competitive grant from the state to work toward this transition. Advanced Placement courses offered at the high school were reviewed and audited. It was the finding of this review that the AP courses in place had a strong and challenging curriculum. A second competitive grant was awarded to our District at the mid year point. The focus of this grant was for Great Explorations in Math and Science. In the spring, the Superintendent recommended that the passing grade for students at both Powder Mill Middle School and the Regional High School be raised from sixty to sixty-five. The School Committee solicited input from administrators and approved the change.

At several points in the year, the District updated and documented facility needs with the Massachusetts School Building Authority. A Facilities and Maintenance Assessment was completed during the winter months. At a meeting late in the year, the District learned that we would be moving forward into the next phase of the MSBA process for resolving facility needs. As a result of this news, the Regional School Committee formed a School Building Committee in the spring. The composition of this committee is defined by the Building Authority. The members are: Linda Bathel, Mark Gendron, Jeff Houle, Ted Locke, Eric Morgan, Karen O'Connor, Paul Petit, Kim Saso, James Vincent and Tom Witham. The School Committee, in response to a growing concern about use and condition of athletic fields, also formed a committee to investigate costs and alternative funding sources for the renovation of athletic fields for school and community use.

Mr. Thomas Witham announced his retirement to the School Committee during November and the Committee began a Superintendent Search process that started in December with postings and advertisements. Applications were screened in early February and initial interviews were scheduled later in the month. During March, finalists were selected and visiting teams checked with employers and spoke with references. Finalist interviews were held in March. At the first meeting in April, Dr. John Barry, previously of the North Berkshire School Union, was appointed as the next superintendent. In the spring, the Committee also reviewed school handbook changes and heard presentations from the building Principals regarding their school improvement plans for the following year. Mr. Tom Witham served the school district with energy and dedication for the last four years and helped continue the process of school and district improvement. The School Committee expressed their appreciation for his work at their June meeting.

On behalf of the School District I want to thank our parents, elected officials and the community at large for their support of our work.

Respectfully submitted,

John D. Barry, Ed.D.
Superintendent of Schools

REPORT OF THE SECRETARY OF THE SCHOOL COMMITTEE

The School Committee has addressed a number of goals and proposals this year. One of the most complex and time consuming tasks has been the application to the Massachusetts School Building Authority. There are many requirements to be fulfilled and deadlines to be met. So far we have met these. All the information on this is public record that interested parties can access. A number of contracts with various units have been completed. Negotiations with Unit A Teachers are in the preliminary stages.

The Selectmen have inquired, and we have answered, concerning any interest in housing our school busses in a new facility the D.P.W. is going to establish. Investigations of the benefits of this project at Woodland Elementary School are being considered. The State has also indicated the possibility of a traffic signal at the high school to alleviate a congestion and safety issue. Our considerations of future budgets are under way and, as you might suspect, there are possibilities of reductions in school funding that are a high priority.

Respectfully Submitted,

Charles R. Condron, Secretary
Southwick-Tolland Regional School District

WOODLAND ELEMENTARY SCHOOL ANNUAL REPORT

Once again the children were given a reading challenge, and as you can surmise, this challenge was met. With the reading of 10,000 books, I had to sumo wrestle Mr. Kelly, our daytime custodian, not once, but twice. We held two assemblies to accommodate our student body. It was a fun-filled, hilarious event. Maybe you saw it on the local cable station. If so, I hope you enjoyed it!

With the assistance of the School Council, a survey was created and disseminated in order for us to obtain feedback on certain school related aspects. The results are below:

School Improvement Plan					
Strongly Disagree	Disagree	N/A	Agree	Strongly Agree	No Response
%	%	%	%	%	%
The goals established by the school council are appropriate for my child(ren). (Refer to handbook or more information.)					

1	1	5	76	13	6
Are you satisfied with this year's goals?					
1	1	6	74	14	5
Academics					
Strongly Disagree	Disagree	N/A	Agree	Strongly Agree	No Response
%	%	%	%	%	%
Information is provided regarding grade level curriculum.					
1	7	5	71	16	2
Homework reinforces skills and strategies taught in the classroom.					
1	3	4	66	26	2
I am familiar with MCAS expectations for my child.					
1	23	12	49	16	1
Are you interested in an informational MCAS Session?					
3	13	29	35	18	3
Environment					
Strongly Disagree	Disagree	N/A	Agree	Strongly Agree	No Response
%	%	%	%	%	%
I feel my child is safe at school.					
1	3	1	62	35	1
Woodland School's environment allows my child to be enthusiastic about coming to school.					
0	3	3	67	27	1
Woodland School is a collaborative community that values my input and participation.					
2	5	8	62	22	3
Communications					
Strongly Disagree	Disagree	N/A	Agree	Strongly Agree	No Response
%	%	%	%	%	%
Woodland staff keeps me well-informed about my child's progress.					
2	7	4	65	23	0
Monthly newsletters and STRSD website keeps me well-informed about programs and activities.					
2	2	2	67	29	0
I know who to contact to receive timely responses to questions or concerns.					
1	3	3	67	28	0
Woodland staff is receptive to my questions and concerns.					
1	4	8	64	24	0
Discipline					
Strongly Disagree	Disagree	N/A	Agree	Strongly Agree	No Response
%	%	%	%	%	%
Discipline is enforced appropriately and fairly.					
4	8	15	61	13	1
The Civility Program offers opportunities for the students to learn appropriate, responsible behaviors.					
2	2	14	65	16	2

Overall, the feedback was generally favorable with the majority of votes registering within the "agree" and "strongly agree" categories. A breakdown of some of the findings and feedback were given to the prevailing comments, and was presented based upon the survey's categories. The report is included for public reading.

In reviewing parent responses concerning academics, there was an overwhelming positive response that the school and staff are providing families with information regarding grade level curriculum. In reflecting upon some parent comments, it is possible to improve in this area by having classroom teachers create and disseminate a monthly newsletter. This newsletter would share information pertaining to their grade level curriculum for the month. At this time many of our teachers already do this, but this would become standard practice and increase consistency across the grades. The other aspect under the academic category referred to MCAS. A greater number of parents responded that they were not familiar with MCAS expectations for their child, were not interested in an informational session or these questions were non-applicable. These responses were more common for the parents of children in the younger grades where MCAS testing does not take place. Also, some parents at the upper grades had already attended an informational session last year and were not interested in participating in another session. Last year's program focused on test expectations and test taking strategies. An informational session is being considered, possibly in April, to make parents aware of the State Performance Target the schools are expected to meet, to share our school's status, and to discuss how MCAS is linked to our curriculum and the challenges we face. Currently, the MCAS Challenges being sent home on a bi-weekly basis serve as not only practice opportunities for our students, but provide parents a birds-eye view of what a small portion of the test requires. Teachers then review student work at school to increase reasoning skills, comprehension, organizing information, test-taking strategies, and test expectations to reach higher levels of proficiency. Although some may view this as over the top, it is what we are faced with as educators.

In regards to the environment, most respondents feel their child is safe at school. Some concerns were noted in regards to student/teacher ratio. Class size is a School Committee policy. At this time we are not exceeding the ratio that would require the School Committee to consider hiring another teacher. Furthermore, we strive to meet the needs of our students by reducing the class size of our inclusion classrooms. Steps have also been taken to further improve safety issues that are brought to light. An increased effort is being made to make sure all visitors sign in and receive a visitor's badge. The assistant at the window checks our monitor before "buzzing" people in and she is making a concerted effort to make sure our safety rules are followed. Also, a large sign has been placed in the foyer reminding visitors that signing in is required for safety and accountability purposes in case of an emergency. The only time sign-in is not required is when a student is being dismissed early. In this instance, the person is given permission to enter the office and sign the child out. Administration has asked parents and staff not to open the exterior doors for others as we need to continue our safety procedures. In addition, a copy of the Southwick-Tolland Regional School District Family Guide to School Safety was disseminated to families in the winter, via student backpacks, reviewing some of our routine procedures. If you are in need of another copy, please contact the office and one will be sent home with your child.

The other two questions contained in the environment section focused on receiving feedback on how the environment at Woodland School allows our children to be enthusiastic about coming to school and that the school community values parent input and participation. In relation to the input question, some participants commented that they had signed up for volunteer opportunities, but have never been called. If this pertains to the PTO sign-up, some of you may not have been called as certain activities that once took place are no longer and these sign-ups were not deleted from the list. Recently the volunteer coordinator for the PTO updated the activity list, so that hopefully this will not occur next year. If you are looking to volunteer in some capacity, please call the principal and she will facilitate a volunteer opportunity.

For the statement involving student enthusiasm about coming to school as well as in the discipline section, lunchroom issues were mentioned. It is recognized that lunch time can be challenging for our staff assigned to this duty, but we are continually identifying areas of difficulty and working together to brainstorm solutions. In response to this need, lunchroom staff met on the December 6th Collaboration Day with the purpose of identifying challenging areas and producing ideas to help improve the dining room experience. As a result, we continue to work on making lunch time more enjoyable and manageable for all.

In response to comments in the communication section of the survey, some expressed views that the two fifteen minute conferences and/or annual review meetings are not sufficient. If you feel you need more time with the teacher then please call to set up another meeting time to continue conversations and communication of information. Unless the school hears from you, we do not always know your needs are not being met. Likewise, we will be contacting you if necessary.

The area of discipline had varying comments, some referring to the handling of individuals while others referred to classrooms or grades. Styles and expectations vary from person to person and we each have our own approach to discipline. To best meet any concerns you may have, please address the teacher or administration with your questions or concerns.

Again, thank you for your feedback. All comments were taken seriously and we have worked hard to put some changes in place. Although not all comments were addressed in this survey, they did not fall on deaf ears. We hope you feel your voices will result in improvements.

School Council members for the 2007-2008 school year include:

Kimberley Saso, Principal, Co-Chair
MaryLou Chunglo, Teacher, Co-Chair
Kristen LaValle, Teacher
Katherine Regan, Teacher
Tracy Cesan, Parent

Sharon Cournoyer, Parent
Jennifer Kavrakakis, Parent
Lora Monroe, Parent
Maureen Girard, Community Representative

Each year, the School Council's charge is to develop and oversee the School Improvement Plan. Staff is asked to brainstorm ideas at faculty meetings and then these are presented to the School Council. The Council takes this information to develop the actual plan itself. These monthly meetings are posted in the school's newsletter and the public is always welcomed to attend. When the plan is completed, it is presented to the School Committee for final approval and the prior year's goals and activities are reviewed with them as well. Woodland's September newsletter listed the goals for the year. It is then the responsibility of the school, administration and staff to oversee the implementation of specified activities that support each goal.

The developed School Improvement Plan for 2007-2008 focused on three goals:

- To increase enrichment experiences that support the current curriculum.
- Continue to diversify instructional practices that support student learning.
- Continue to expand programs and activities that support a positive school climate.

A hope for this year was to expand our before and after school activities. The success of this plan rested greatly with staff expertise and availability. Third and fourth grade students were offered a printmaking workshop, a Mad Science program for all grade levels was available, as well as an MCAS tutorial program for selected third and fourth grade students. Furthermore, MCAS Challenges continued to be sent home biweekly as a means to provide students with practice in completing MCAS questions and as a way to inform parents and students of test expectations.

Through the fantastic support of PTO, Woodland was afforded many wonderful enriching and supportive learning opportunities. Successful fundraisers helped bring programs into the building that the district budget was not able to support. This year all students in grades kindergarten through fourth were able to take part in an artist in residency program with Enchanted Circle Theater. Through awarded grants, a generous amount of support for this program also came from the Dickinson Trust and the Southwick Cultural Council, a local agency which is supported by the Massachusetts Cultural Council, a state agency.

Two research based programs, Story Grammar Marker and Handwriting Without Tears, were introduced to the staff in the spring. Training in the Story Grammar Marker has occurred on the Professional Development Days in March, August, and November. This program assists teachers in assessing students' stages of development in narrative and/or expository writing, provides intervention in the area of macrostructure (text structure/organization) and microstructure (story sparkle/literate language features) of stories to develop writing skills, broaden teacher knowledge in the area of the oral language link to writing, as well as reading comprehension and pragmatics. In addition, Woodland's occupational therapist has provided support to our preschool and kindergarten staff in implementing the Handwriting Without Tears program. The lessons and activities are introduced in a developmental sequence allowing students to be instructed in the easiest skills first and then building upon what they have learned. The teaching sequence is based on similarity of formation with special consideration for teaching high frequency letters first.

With the support of a grant, numerous staff members across the district were trained this summer in the GEMS program which was developed at the University of California, Berkeley. GEMS has been evaluated by the U.S. Department of Education's Mathematics and Science Education Expert Panel and found to be a "Promising Science Program" and is an acronym for "Great Explorations in Math and Science." This program has long been a resource for teachers wishing to extend and deepen science and math understandings.

Monthly civility themes, including citizenship and Constitution Day, caring, fairness, responsibility, respect, dependability, friendliness, truthfulness, and politeness were emphasized. Classrooms have demonstrated their understanding and interaction by creating classroom bulletin boards, decorating doors and singing songs. The reinforcement of these traits helps shape and support a positive school climate at Woodland.

This year in particular, much emphasis has been put on safety and preparedness. Crisis Teams in each building received two days of training through T.J. Connelly Consulting. In response to this training, Woodland's Crisis Response Team meets at least quarterly to review safety procedures, to improve evacuation and relocation procedures, and to define roles of Team members and its implications in various scenarios.

Besides having an active PTO, Woodland is also fortunate to have numerous parents donating their time to assist in classrooms and the library, continue the "Paint the Walls" project, and help with fundraising efforts for the Heiffer International Project. Their generous donation of time is greatly appreciated and contributes to a fine and supportive community at Woodland School.

Respectfully submitted,

Kimberley J. Saso, Principal

POWDER MILL MIDDLE SCHOOL

ANNUAL REPORT

When we examine progress made at Powder Mill Middle School towards the accomplishments of goals established by the No Child Left Behind Law, we have achieved respectable growth. Our departing 2008 grade eight class moved to the high school with a 96.3 Composite Performance Index Score in the area of English Language Arts. The same class achieved a Composite Performance Index Score of 80.1 in the area of mathematics.

Our challenges are compounded by the advancing targets established for the 2009 testing cycle. Our responsibility to promote all students to the same performance levels regardless of varied challenges creates increasing concern. The new CPI target will advance to 90.2 in English Language Arts and 84.3 in mathematics. Since the onset of the NCLB initiative we have achieved Adequate Yearly Progress in the aggregate population in both content areas. Our sub-group populations have periodically struggled.

Students are tested at all four grade levels at the middle school. Consequently with such a large testing population we develop multiple sub-groups, (40 or more students combined.) While we strive to improve the performance of all students, uniform sub-group grown expectations become a unique challenge.

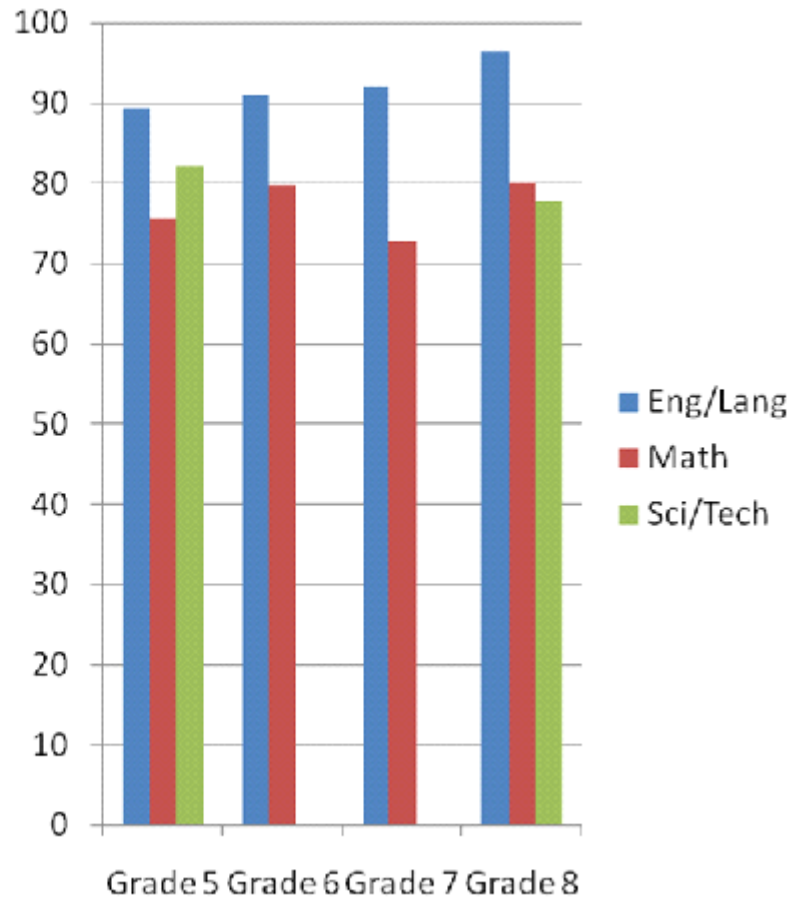
The plan for addressing our "Year 1 sub-group only English Language Arts" designation is attached. While implementing this plan we are simultaneously attempting to move all students to the next target levels established by the NCLB initiative.

PERCENTAGE OF STUDENTS ADVANCED AND PROFICIENT 280-240 NO CHILD LEFT BEHIND TARGET

POWDER MILL M.S.			STATE		Difference	
GRADE FIVE						
•	<u>English Language Arts</u>	80%	•	<u>English Language Arts</u>	61%	+19%
•	<u>Mathematics</u>	48%	•	<u>Mathematics</u>	52%	-4%
•	<u>Science Eng./Tech.</u>	51%	•	<u>Science Eng./Tech.</u>	50%	+1%
GRADE SIX						
•	<u>English Language Arts</u>	73%	•	<u>English Language Arts</u>	67%	+6%
•	<u>Mathematics</u>	50%	•	<u>Mathematics</u>	56%	-6%
GRADE SEVEN						
•	<u>English Language Arts</u>	76%	•	<u>English Language Arts</u>	66%	+10%
•	<u>Mathematics</u>	48%	•	<u>Mathematics</u>	47%	+1%
GRADE EIGHT						
•	<u>English Language Arts</u>	93%	•	<u>English Language Arts</u>	76%	+17%
•	<u>Mathematics</u>	57%	•	<u>Mathematics</u>	49%	+6%
•	<u>Science Eng./Tech.</u>	45%	•	<u>Science Eng./Tech.</u>	59%	-14%

**COMPOSITE PERFORMANCE
INDEX
NO CHILD LEFT BEHIND
SPRING 2008**

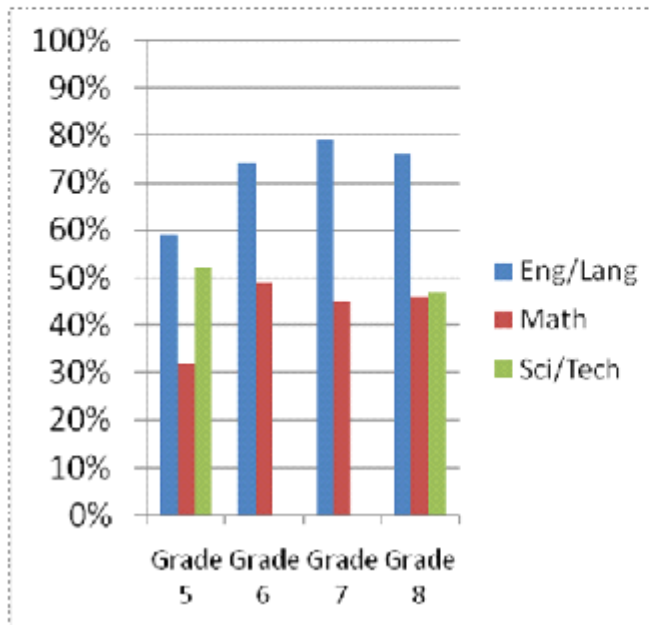
The Composite Performance Index to the right represents Powder Mill Middle School's progress towards achieving the required student performance goals established by the No Child Left Behind Initiative. These goals are measured by the federal Government in the areas of English Language Arts and Mathematics. The target for 2013/2014 is 100%. Our current ELA Composite score for grade 8 is 96.3%. The current Composite score in mathematics for grade 8 is 80.1%.



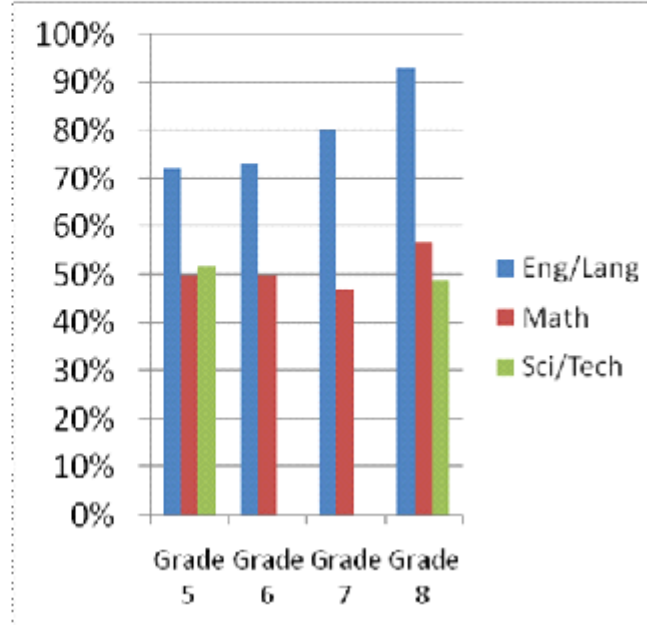
**Percentage of Students Proficient/Advanced
Spring 2006 as compared to Spring 2008
Powder Mill Middle School**

(Based on number of students enrolled during spring time testing cycle)

Spring 2006



Spring 2008



POWDER MILL MIDDLE SCHOOL

NCLB ACTION PLAN - 2008 – 2009 - DRAFT**GOAL #1 – All Students Proficient or Advanced in Reading/English Language Arts and Mathematics by 2013-2014****NEEDS ASSESSMENTS – Subgroup Year 1 status English Language Arts**

SPECIFIC OBJECTIVES – Through the analysis of MCAS student performance data from the 2006, 2007 and 2008 testing cycles, identify trends in aggregate and subgroup performance that indicate deficits as compared to state wide averages. Employ research based school wide strategies that will address student improvement within identified areas.

Activity and/or Professional Development:	Assess building level performance trends through analysis of three consecutive MCAS testing cycles. Using data support identified improvement areas in a manner that will more effectively address presented needs.
Person(s) Responsible:	Principal, Assistant Principal, Staff, School Council
Resource(s) and/or Funding:	District Funding
Timeline:	May 2009
Evaluation:	CPI Improvement in the subgroup to meet or exceed AYP Improvement Target.
Activity and/or Professional Development:	Relate pertinent MCAS data back to teams utilizing a historical and site based format that will better enable teachers to tailor instruction designed specifically to meet the needs of learners within their immediate charge.
Person(s) Responsible:	Principal, Assistant Principal, Staff, School Council
Resource(s) and/or Funding:	District Funding
Timeline:	May 2009
Evaluation:	CPI Improvement in the subgroup to meet or exceed AYP Improvement Target.
Activity and/or Professional Development:	Through professional development, collaborative initiatives and the advancement of teaching/learning practices, implement strategies that will improve cross-curricular student writing. Specific focus will be place on improving open response writing in the content area.
Person(s) Responsible:	Principal, Assistant Principal, Staff, School Council
Resource(s) and/or Funding:	District Funding
Timeline:	May 2009
Evaluation:	CPI Improvement in the subgroup to meet or exceed AYP Improvement Target.
<ul style="list-style-type: none"> • John Collins Open Response Writing • Teachers 21 "Data Through the Writing Process" 	
Activity and/or Professional Development:	Through the utilization of Collaboration Days, Team meeting time, provide opportunity for teams to discuss and evaluate site based student writing and content specific MCAS data as a means of monitoring improvement and validity of team support activities.
Person(s) Responsible:	Principal, Assistant Principal, Staff, School Council
Resource(s) and/or Funding:	District Funding

Funding:	
Timeline:	May 2009
Evaluation:	CPI Improvement in the subgroup to meet or exceed AYP Improvement Target.
Activity and/or Professional Development:	Integrate Advisory Period, (40 minutes per week), back into team operating schedule. Time block is designed to provide small group ELA and mathematics instruction in targeted areas identified through MCAS performance data
Person(s) Responsible:	Principal, Assistant Principal, Staff, School Council
Resource(s) and/or Funding:	District Funding
Timeline:	May 2009
Evaluation:	CPI Improvement in the subgroup to meet or exceed AYP Improvement Target.
<ul style="list-style-type: none"> • Open Response Writing • Mathematics Concepts (Measurement, Number Sense, Algebra, Geometry, Fractions, Decimals, Percents...) 	
Activity and/or Professional Development:	Continue "Academic Olympics" incentive program developed and instituted during the fall of 2007. Through the recognition of individual growth during the spring 2008 MCAS assessment as compared to the previous year, acknowledge improvements made in English Language Arts and/or mathematics.
Person(s) Responsible:	Principal, Assistant Principal, Staff, School Council
Resource(s) and/or Funding:	District Funding
Timeline:	May 2009
Evaluation:	CPI Improvement in the subgroup to meet or exceed AYP Improvement Target.

OUR PRIMARY GOAL

"To further develop instructional strategies that will better enable all students to access grade level curriculums in a manner optimal to meet their individual needs....." "We are making progress....."

2007-2008

School Improvement Plan Specific Objectives

Goal #1 SPECIFIC OBJECTIVE:

To continue refinement of curriculum i.e. writing, integrated curriculum, tiered instruction, and pedagogy utilizing appropriate data. Improve instructional practices through professional development with a focus on differentiated instruction and effective use of DCAP, (District Accommodation Plan).

Goal #2 SPECIFIC OBJECTIVE:

Promote the increase of an ELL (English Language Learner) teacher at the district level to a full time position, train additional staff in the administration of MELA-O and MEPA testing, develop resource materials that integrate with grade-level curriculum for teachers with ELL students in their classrooms, continue pursuit of professional development in the area of ELL, more effectively disseminate information about ELL students to staff directly working with that student population.

Goal #3 SPECIFIC OBJECTIVE:

To create a professional learning environment that promotes thematic professional development opportunities and improves teaching and learning. Promote a menu of professional opportunities that will better enable teaching professionals to improve their skills and

meet the needs of a diverse learning population, improve MCAS student performance and meet the requirements of NCLB. Maintain current curriculums, articulation and review in all content areas.

Goal #4 SPECIFIC OBJECTIVE:

Continued use of pertinent data (SIMS discipline data, Student Survey, Parent Survey, Staff Survey), to further refine the Powder Mill Middle School Bullying Program. Maintenance and further development of positive learning environment present at Powder Mill Middle School. Specific development and implementation of parent and student "Internet Safety Programming" including community outreach opportunities.

Goal #5 SPECIFIC OBJECTIVE:

Continue work on K-12 transfer of student data including DCAP. Support, refine and develop "Student Ambassador Program," expand and refine educational programming and assessment opportunities that promote current district curriculum and provides accurate site based assessment and data. Provide professional development that insures teacher "best practice."

(More detailed information relative to 2007-2008 school goals can be found by viewing the complete School Improvement Plan)

STUDENT ACTIVITY FUND ACCOUNTING

Balance June 30, 2007	\$16,902.69
Received \$133,595.08	
Expended \$142,790.90	
Balance June 30, 2008	\$ 7,657.59

Respectfully submitted,

Ronald W. Peloquin, Principal
Powder Mill Middle School

SOUTHWICK-TOLLAND REGIONAL HIGH SCHOOL ANNUAL REPORT

I am pleased to present my second report as Principal of Southwick-Tolland Regional High School. S.T.R.H.S. remains a vibrant academic and social arena for nearly 600 students. We continue the work of transforming and maintaining Southwick-Tolland Regional High School as a learning community characterized by high academic achievement and mutual respect. Our goal is to truly achieve the mission of Southwick-Tolland Regional High School:

Southwick-Tolland Regional High School strives to provide a safe, supportive, respectful environment dedicated to the academic, personal, and cultural evolution of every student.

In reviewing the 2007-2008 school year several areas deserve to be highlighted:

In November 2007 we presented a Special Report to the Commission on Secondary Schools of the New England Association of School and Colleges (NEASC). The Commission noted the fact that the school had been taken off of warning status for the Instruction Standard. However, they continued the warning status for the Community Resources for Learning Standard. This is in great part due to the over-crowding, and the need for building renovation at the high school. The recommendation of the Commission is that we "Report on steps taken to ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning."

The district leadership and School Committee had submitted plans to the State Building Authority that would address the space and building needs for updating infrastructure. However, at this time the focus for building is at the elementary school, so any plans for work at the high school remain on hold. During the 2007-2008 school year there were needed repairs to our aging building, including replacing the flooring in three classrooms, and replacing the fire alarm system to ensure safety of our students. We were also able to add two "computer labs on wheels" to our technology inventory so as to allow our students continued access to research and other technology resources. Again, we commend our custodial and maintenance staff on their ability to keep our aging facility in good working order. However, there is still much work to do to meet the goals of the N.E.A.S.C. We are required to submit a Five-Year Report in March of 2009 to report on our progress on all of the Commission's recommendations.

The School Council was active in overseeing the school's needs and budgetary recommendations. The Council was comprised of the following students, staff, and parents/community members:

Pamela C. Hunter, Principal	Karen Contois, Parent	Valerie Dulude, Community
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		member
Wayne Lis, Teacher	Susan Hepburn, Parent	Gabriella Abbondanza, Student
Mary Louise Kearns, Teacher	Richard Bowe, Parent	Gabe Kraus, Student
Jane Glushik, Teacher	George Tichy, Alumni	Nikki Ratchford, Student
		Sarah Barstow, Student

The School Council sponsored an Internet Safety Night for Parents and a series of MCAS informational presentations at parent conferences. The Council reviewed the School Improvement Plan Goals and submitted a revised plan to the School Committee in June 2008. This plan's goals, which will guide the progress of the school during the 2008-2009 school year, are:

- Enhance Educational Excellence
- Develop and implement programs for civility, safety and responsibility
- Sustain and increase student, parent, and community involvement in the life of the school
- Continue to promote and provide professional development for staff

The Council also conducted a student survey on activities and academics at the high school and will use the results of that survey to make plans for future School Improvement Goals.

Professional development has continued with the intent of implementing these important goals. Critical Friends Groups, inter-departmental staff groups, met five times during the year on the district's Collaboration Days, as well as during one faculty meeting. Critical Friends Groups examined student work, discussed strategies for improving instructional practice, and acted as peer mentors to facilitate "best practices" in the classroom. High School staff also participated in workshops on aligning assessments with the expectations for learning, the use of rubrics in assessment of student work, and creating collaborative learning communities. Faculty meetings have been restructured to include professional sharing of 'best practices' for instruction and presentation of academic strategies. The faculty spent considerable time in significant discussion and work to come to consensus on revised Expectations for Student Learning.

Teachers were also engaged in curriculum work, notably in the Mathematics and Science departments. This work was in response to our over-arching goals to:

- Ensure that the curriculum is aligned with the Mission and Expectations for Student Learning.
- Ensure that the Expectations for Student Learning drive decisions about content, instruction and assessment.

The revised curriculums in these areas, as well as ongoing curriculum work in Technology and Arts will continue to provide a solid base for our students as they enter the world of work and college. The state initiatives relating to 21st Century Skills will continue to be incorporated in our curriculum work.

Student performance on the Massachusetts Comprehensive Assessment System (MCAS) continues to be monitored. The Summary of Spring 2008 performance for the Class of 2010:

English Language Arts	Mathematics	Science /Technology
Advanced 30%	Advanced 37%	Advanced 15%
Proficient 51%	Proficient 34%	Proficient 49%
Needs Improvement 18%	Needs Improvement 23%	Needs Improvement 30%
Failing 1%	Failing 6%	Failing 6%

We made gains in the advanced category in both ELA and Math, and generally held steady in our overall scores. We were very pleased at the high passing rate for the Biology test in the first year that it counts toward a competency determination. We have continued to make Adequate Yearly Progress (AYP), a critical benchmark under the federal No Child Left Behind Act. Our high school continues to have an excellent reputation for the work we do on remediation for the few students who require it to pass the MCAS. In fact, the Massachusetts Department of Education uses our alternate portfolios as examples for other districts to follow. We are proud of the fact that no student has failed to graduate from Southwick-Tolland Regional High School because of failure to meet the competency determination on the MCAS.

The Class of 2008 had 133 graduates. Of these, 79% went on to further education, 2% went into the military, 9% sought employment, and 9.8% were undecided. Graduates attended a number of schools including: Boston College, Boston University, Westfield State College, Holyoke Community College, University of Massachusetts, Elms College, Rochester Institute of Technology, Marist College, Rensselaer Polytechnic Institute, Springfield College, University of Rhode Island, Smith College, and Worcester Polytechnic Institute.

Co-curricular activities continue to play an important role in the life of the school. As designated by our mission statement, the high school is "dedicated to the academic, personal, and cultural evolution of every student," and these activities are an integral component of that process. The many groups such as Student Council, Students Against Destructive Decisions, Interact, Diversity Club, Math Team, Debate, Anabasis Chapter of the National Honor Society, Scanner (yearbook), Probe (literary magazine), Chess Club, Spanish Club, and French Club provide an outlet for creativity and responsibility in areas of interest to individual students. The Spanish Club sponsored a successful trip to Costa Rica. The clubs also sponsor events at the school including volleyball tournaments, Spirit Week, dances, and after school activities. Fundraisers for needy families during holidays and other service opportunities also show our students' concern for the wider world. They also ably represent S.T.R.H.S. in venues such as Debate League, Mock Trial, Model Congress, Student Government Day, and State Student Advisory Council.

The Renaissance Program, the Principal's Awards for Academic Excellence, the Anabasis Chapter of the National Honor Society, the Richard Atkinson Scholarship, the Teachers' Scholarship Fund, and Teacher Commendations for Excellence encourage and promote academic, civic, and cultural excellence, and provide a way to publicly recognize the accomplishments of our students. We also began a tradition of honoring our seniors who receive the prestigious John and Abigail Adams Scholarship, good at all public colleges and universities in Massachusetts. Last year we had 38 Adams winners, one National Merit Commended Student, a State winner in Technical Vocational Education, as well as a great many seniors who were honored with scholarship awards and prizes at our annual Graduation Awards Assembly.

The Diversified Learning program continued to succeed in placing students in a variety of relevant and substantial learning experiences. Forty-seven students participated in "D.L.E.'s" during 2007-2008 in placements such as Westfield Bank, the Majestic Theater, Woodland Elementary School, Noble Hospital, Southwick Police department, Springfield Falcons Hockey Club, and TV-22. The DLE program is strongly supported by the Business Education Alliance to bridge the school community with the world of work. The school also participates in the statewide Tech Prep program through the Lower Pioneer Valley Educational Collaborative. Forty-nine of our students accessed quality vocational training opportunities through the half-day Career Tech program at LPVEC during 2007-2008.

The Fine Arts Department hosted many events during the school year. Events included the Fall production of "The Diary of Anne Frank," a Spring production of "Joseph and the Amazing Technicolor Dreamcoat" and a One Act Festival. The Music and Art Departments hosted outstanding Winter and Spring Concerts/Art Shows. Additionally, a number of our students were selected to participate in the Western Massachusetts District Festival. Athletics, another component in a comprehensive education, continues to play an important role in the lives of our student-athletes. Approximately 359 student-athletes participated in a number of sports:

2007-2008 Sports Review

Fall 2007

Boys' Cross Country Team -- League Champions
Boys' Soccer Team qualified for championship playoffs, losing in the Quarter Final Round.
Girls' Soccer Team won Western Mass. Championship

Winter 2007-2008

The Wrestling Team won Western Mass Championship

Spring 2008

Softball team qualified for league playoffs, losing in the final round.
Baseball Team qualified for league playoffs, losing in the Quarter Final Round.
Boys Track Team won League Championship and Western Mass. (Div II) Championship

In closing, Southwick-Tolland Regional High School remains a strong and caring educational community. As principal, I have observed the cohesiveness of the student body, the caring of the parents and community, and the professional proficiency of the faculty. The dedication to educational excellence of our professional staff, the district administration, and School Committee, as well as the community, bodes well for the future. In these fiscally difficult times we will need to muster all of our resources to maintain a tradition of excellence. We are looking forward to working collaboratively with the community to provide the best educational experience possible for all of our students.

Student Activity Fund Accounting

Balance July 1, 2007	\$74,670.81
Received	\$100,121.91
Expended	\$91,231.85
Balance June 30, 2008	\$83,560.87

Respectfully submitted,

Pamela C. Hunter, Principal
Southwick-Tolland Regional High School

Report of the Director of Special Services

The Southwick Tolland School District (STRSD) supports approximately 300 students with special education needs. Students are eligible for special education services if they have disabilities in the areas of autism, developmental delay, intellectual, sensory, hearing, vision, neurological, emotional, communication, physical, specific learning and health. The percentage of student with disabilities as compared to total public school enrollment is approximately 15%.

The predominant goal of special education is to assure all that children have an appropriate educational experience. Students that experience challenges in the learning process are provided with services to address the factors adversely impacting a student's performance. Supports and services are available to students in grades preschool through 12. There is a special education teacher at each grade level to provide the needed instruction so as each student receives a free, appropriate, public education (FAPE). In order to provide FAPE for students, the District offers a continuum of services. These services are provided through teaching staff that include, Special Education Teachers, Paraprofessionals, Autism Specialist, Speech and Language Pathologists, School Psychologists, Occupational Therapists, Physical Therapist, Teachers of the Hearing and Visually Impaired, and Adjustment Counselors.

Adhering to federal and state regulations, the services implemented to meet the needs of special education students include the annual development of an Individualized Education Plan (IEP), a comprehensive 3 year re-evaluation, supportive intervention in the regular education class, supplemental intervention in the regular class or in a special education class or placement in a part-time or full-time special education program outside STRSD. The extent of the special education services and the location for the delivery of such services are determined by the team members at the IEP meeting. The special education process involves parents as important team members.

Each school has a Special Education Coordinator who is instrumental in setting up IEP meetings and serving as a liaison to the Director. Referrals to Special Education are made through the student assistance teams in each of the schools or by parent request. The STRSD continues to operate an integrated preschool program. The preschool has three half-day sessions serving children with special needs and typical peers. The typical peers act as role models and are accepted into the program on a tuition basis.

MCAS test results for students with disabilities continue to show improvement but also continue to present a yearly challenge to each of the schools. Approximately 3% of our special needs students require an alternate assessment because they are unable to take standard MCAS test due to the severity and complexity of their disability. MCAS-Alt portfolios are submitted for these students. Portfolios assess the academic skill of students with the most significant cognitive disabilities, as well as others with unique and significant challenges to taking standard MCAS tests.

The STRSD Special Education teachers, therapists and paraprofessionals are highly qualified and dedicated staff working cooperatively to ensure success for students.

It remains the goal of Special Services to work together with students, parents, teachers, administrators to provide quality services and instruction from preschool through high school graduation.

Respectfully submitted,

Noell Somers
Director of Special Education