

UXBRIDGE SCHOOL COMMITTEE
May 17, 2016
UXBRIDGE HIGH SCHOOL LIBRARY

Received by
 Uxbridge
 Town Clerk

School Committee Members in Attendance:

	Present	Absent
Melanie King, Chair	X	
Sean Dugan, Vice Chair	X	
Debbie Stark, Secretary	X	
Jane Keegan, Member	X	
Charlene Miller, Member	X	
Jen Modica, Member	X	

1. Call To Order

Ms. King called the meeting to order at 7:02 PM.

2. Special Recognitions

Outgoing school committee members, Sean Dugan and Jane Keegan, were recognized for their service on the committee. Mr. Dugan served from 2013-2016 and Ms. Keegan served from 2007-2016.

3. Public Comment

Peter Demers said that two of his previous question regarding the late deposit of winter sports fees had still not been answered. He asked when the committee members' individual Superintendent evaluations would be available for public viewing.

4. Out-of-State Field Trip Approvals (A)

*Mr. Dugan made a motion that the School Committee authorize the second grade field trip to Roger Williams Zoo on June 7 or June 9 pending approval on transportation and the zoo. Ms. Modica seconded the motion. The committee voted in favor of the motion 6-0-0. **The motion passed.***

Uxbridge School Committee Meeting Minutes

May 17, 2016

*Mr. Dugan made a motion the School Committee authorize the fourth grade field trip to Roger Williams Zoo on June 8. Ms. Modica seconded the motion. The Committee voted in favor of the motion 6-0-0. **The motion passed.***

*Mr. Dugan made a motion that the School Committee authorize the 7th grade field trip to Providence for the Exchange City program on June 6 and June 7. Ms. Stark seconded the motion. The Committee voted in favor of the motion 6-0-0. **The motion passed.***

*Mr. Dugan made a motion that the School Committee approve the 8th grade field trip to Canobie Lake Park in New Hampshire on June 10. Ms. Modica seconded the motion. The Committee voted in favor of the motion 6-0-0. **The motion passed.***

*Mr. Dugan made a motion the School Committee grant preliminary approval for the music department at the high school to go to Washington DC tentatively between April 27 and 30, 2017. Ms. Modica seconded the motion. The Committee voted in favor of the motion 6-0-0. **The motion passed.***

5. Buddy Bench Donation Approval (A)

BVT student and Girl Scout, Sharon Wallace, has built a Buddy Bench for the Whittin School. The bench was built to help her receive the Gold Award (the highest achievement in Girl Scouts).

*Ms. Keegan made a motion that the School Committee accept the donation of a Buddy Bench to be placed on the playground of the Whittin School in memory of Jake Gallerani and accept the donation of Sharon Wallace. Mr. Dugan seconded the motion. The Committee voted in favor of the motion 6-0-0. **The motion passed.***

6. K-12 Curriculum Mapping Update

Dr. Cavanaugh gave a presentation on the progress each school has made toward completing their curriculum mapping.

7. Approval of K-5 Math Coordinator Job Description (A)

*Mr. Dugan made a motion that the School Committee approve the k-5 Math Coordinator job description as written. Ms. Keegan seconded the motion. The Committee voted in favor of the motion 6-0-0. **The motion passed.***

8. Superintendent's Update Report on ASTM Warrant Article Outcomes

Mr. Carney noted that the Article asking for a stabilization transfer to pay for vehicles that would be used for out-of-district special education transportation passed. Articles that would have paid for a well or would have approved a ten year central office/independence project lease failed. An article approving town payment for a school district audit passed.

Mr. Carney noted 2 district retirements. Fourth grade teacher, Ms. Joan Remilliard, is retiring after 47 years in the district. Special education teacher, Jean Accorsini, is retiring after fifteen years of service.

Bernadette Bazette will be the new k-5 Math Coordinator. Ms. Bazette is currently a third grade teacher in the district.

Because the ten year lease was not approved the Independence Project will stay in its current location.

Ms. King entertained a motion that the School Committee does not move the Independence Project and enter the RFP process for the central office for three years. Ms. Keegan moved the motion. Ms. Modica seconded the motion. The Committee voted 6-0-0 in favor of the motion. The motion passed.

9. Southern Worcester County Educational Collaborative 3rd Quarter Report (A)

Ms. Keegan moved that the School Committee accept the Southern Worcester County Collaborative 3rd quarter report as received. Ms. Stark seconded the motion. The Committee voted in favor of the motion 6-0-0. The motion passed.

10. Policy Subcommittee Recommendations

IGD-A - Promotion/Graduation Requirements-UHS - First Reading (A)

Mr. Dugan made a motion that the School Committee accept the first reading of policy IGD-A as amended tonight. The Committee voted in favor of the motion 6-0-0. The motion passed.

11. Old/New Business

Ms. Taparauskys gave her resignation from School Committee that day. As a result there will be an open seat.

Ms. Keegan made a motion that the School Committee formally vote to declare that there is an open seat that would be filled for the term of one year and interested parties submit a letter of interest to the School Committee and the Board of Selectmen who will have a joint meeting to appoint someone. Mr. Dugan seconded the motion. The Committee voted in favor of the motion 6-0-0. The motion passed.

Ms. Keegan noted the participation of all four district schools in the Daughters of the American Revolution's initiative to break the Guinness Book of World's record of most letters sent to active duty military service personnel in one month. 734 letters were submitted from our schools.

12. Meeting Minutes - 1/19/16, 4/15/2016, 4/26/16, 5/3/16

Ms. Stark noted that there was not a meeting on April 15.

Ms. Keegan made a motion that the minutes of 4/26 be approved as written. Mr. Dugan seconded the motion. The Committee voted in favor of the motion 6-0-0. The motion passed.

13. Next School Committee Meeting - June 7, 2016

14. Adjournment

Ms. King entertained a motion to adjourn into executive session to discuss the business manager's contract with no new business to follow. Mr. Dugan moved the motion. Ms. Modica seconded the motion. By roll call vote: Ms. Modica-YES, Ms. Stark-YES, Mr. Dugan-YES, Ms. Miller-YES, Ms. Keegan-YES, Ms. King-YES.

The Committee adjourned into executive session at 9:20PM.

Respectfully Submitted,



Debbie Stark

Uxbridge School Committee Secretary

Uxbridge School Committee Meeting Minutes

May 17, 2016

School Committee Members:

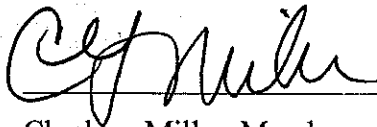
Melanie King, Chair

Sean Dugan, Vice Chair

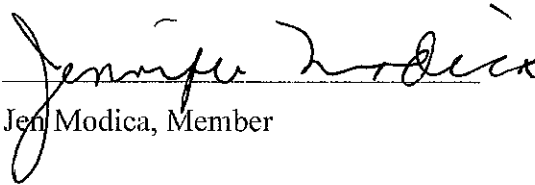


Debbie Stark, Secretary

Jane Keegan, Member



Charlene Miller, Member



Jen Modica, Member

Uxbridge Public Schools

Office of the Superintendent
21 South Main Street • Uxbridge, MA 01569
Telephone (508) 278-8648 • Fax (508) 278-8612

Kevin M. Carney
Superintendent of Schools

Donald R. Sawyer
Business Manager

June 22, 2016

Dear Parents and Guardians:

I am writing to remind you of the School Committee Policy change for Admission and Residency (File: JF) that went into effect this spring for the 2016-2017 school year. This policy is in pursuant to Massachusetts General Law Chapter 76, Section 5.

While I encourage you to read the policy and required documents in full, I want to provide you with the most pertinent information for you at this time as parents and guardians in some grade levels will be required to submit updated forms for the start of the school year in September.

In order to attend the Uxbridge Public Schools, a student must reside in the Town of Uxbridge unless the student has been accepted through the School Choice Admissions process, which is School Committee Policy (File: JFBB). The principal at each of our schools must verify the telephone number and home address of all students at least annually.

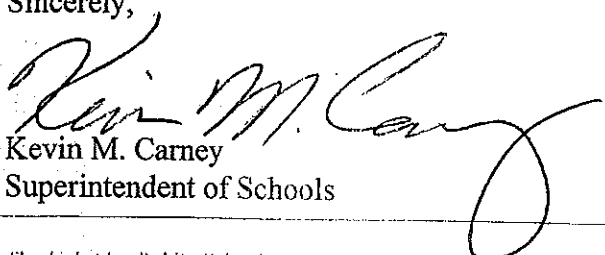
Verification of residency, including updated documentation, will be required when students enter the Uxbridge Public Schools, move from grade 2 to grade 3, move from grade 5 to grade 6, move from grade 8 to grade 9, or move or re-enter the Uxbridge Public Schools from an out-of-district program or vocational/agricultural high school.

Please go online to access the Admissions and Residency forms at: www.uxbridgeschools.com. A link on the main page of each school's website is titled: "School Admission and Residency." Please download the pertinent forms, complete them, and return the forms with updated information to the main office at your student's school. Hard copies will be available in each school main office as well.

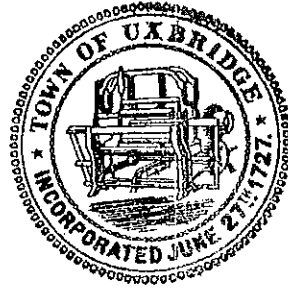
If your child(ren) is entering one of the specific grade levels mentioned above, updated forms must be submitted to the school by August 31, 2016.

Thank you in advance for your cooperation. Have a great summer!

Sincerely,


Kevin M. Carney
Superintendent of Schools

The Uxbridge Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, creed, national origin, sex, gender identity, disability, or sexual orientation in compliance with Title VI, Title IX, section 504 ADA and G.L. c. 151b and 157c.

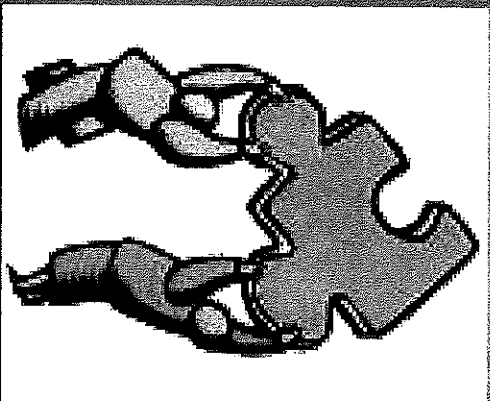


Town of Uxbridge School Committee Meeting Dates 2016-2017

Tuesday, June 21, 2016
Tuesday, August 2, 2016
Tuesday, September 6, 2016
Tuesday, October 4, 2016
Tuesday, October 18, 2016
Tuesday, November 1, 2016
Tuesday, November 15, 2016
Tuesday, December 6, 2016
Tuesday, January 3, 2017
Tuesday, January 17, 2017
Tuesday, February 7, 2017
Tuesday, February 21, 2017
Tuesday, March 7, 2017
Tuesday, March 21, 2017
Tuesday, April 4, 2017
Tuesday, May 2, 2017

School Committee Meetings will take place in the Uxbridge High School Library at 300 Quaker Highway at 7pm unless noted otherwise. Dates subject to change. All meetings will be posted at least 48 hours in advance in accordance with MGL.

Curriculum Mapping



2015 - 2016 ATLAS RUBICON PROGRESS
UXBRIDGE PUBLIC SCHOOLS
SCHOOL COMMITTEE PRESENTATION: MAY 17, 2016



Taft Early Learning Center

Taft Early Learning Center had ELA curricula in place, created prior to this year. The school started using the Lucy Calkins writing program this year, without making upgrades to Atlas Rubicon. As the school solidifies these lessons, Atlas will be upgraded. These upgrades will be minimal.

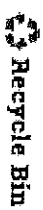
They have completed their math upgrades and are prepared to implement curriculum, with *Math in Focus* as their district wide program, in the fall of 2016.

The science curricula have been rewritten fully, but teachers will need to develop formalized lesson plans at each grade level.

Taft ELA Integrated Units

Add New Course

Sort By: Course Title



Map Type Course Title

Teachers

District **Grade 1 Integrated ELA/Science/Social Studies** / English Language Arts

[Collaboration](#)



Grade 1 / Whittin Elementary School

1 record(s) found.

Taft Actual Science Units

Name of Science Standard Earth's Place in the Universe 1.ESS1-1	Last Taught Related topic in K	Next Taught Grade 5 with a related topic in grade 3
<p>"Analyze provided data to identify relationships among seasonal patterns of change, including sunrise and sunset time changes, seasonal temperature and rainfall or snow/fall patterns, and seasonal changes to the environment."</p>	<p>Texts Needed Scores of texts are listed in Atlas Rubricon Videos are also available https://www.youtube.com/watch?v=1SN1BOpLZAs&nohtml5=False https://www.youtube.com/watch?v=b25g4nZTHvM&nohtml5=False https://www.youtube.com/watch?v=KUJ7lVFR34o&nohtml5=False https://www.youtube.com/watch?v=XsmShFLTT14</p>	<p>Corresponding Lab Work Required Lab work can involve outside observations and analyses of seasonal changes as well migration and wildlife activity.</p>
<p>Materials Needed Wind probes Rain barrels Rulers Calendars Binoculars Cell phones with cameras</p>		

ESSENTIAL QUESTION FOR THIS UNIT OF STUDY

Taft and Science Lesson Plans

Day One Learning Goal	Students will know and be able to do... Activities....
Day Two	Students will know and be able to do... Activities....
Day Three	Students will know and be able to do... Activities....

Taft Math Curriculum Maps

Frameworks & Common Core Standards

MA: Mathematics (2011)

MA: Grade 1

Operations & Algebraic Thinking

1.OA Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
-

Math Standards and Units with Differentiation

Teaching & Learning Experiences

RTI/Differentiation

[View Values & Differentiation Details](#)

OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Compare/Bigger Unknown

Review addition and subtraction within 10. Provide readiness activities.

Focus: addition, addends, sum, equals, join

Subtraction: minuend, subtrahend, difference, minus, more/less than

Subitize: the # of objects in some patterned arrangements can be recognized without counting. (dots on a die).

Addition (putting things together), combining things, add on to a group, part, part whole.

Compare. Order property $3+1=4$ $1+3=4$.

Circle what you need to find in a word problem. Offer opportunities to draw the problem to support the answer. Numbers 6,7,8,9 can be broken into parts of the whole in different ways.

Addition number sentences can be used to show acts of a whole in joining situations
Some problems can be solved by using objects to act out the actions in the problem.

Subtraction: Separating from a whole. inverse operations.

Classroom Work

Enrichment: • Use numbers greater than 20

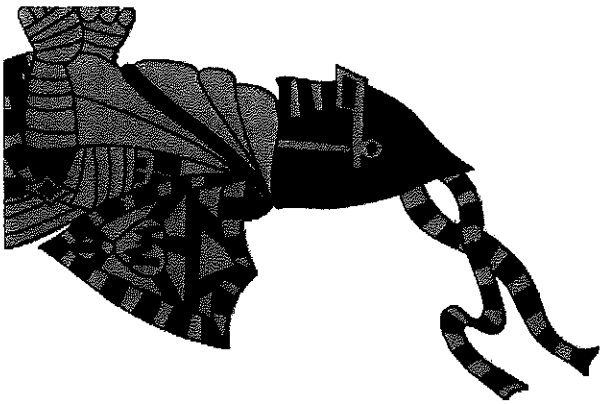
• Be sure to use problems from all problem structures (chart below)

• Solve word problems with numbers greater than 20

Classroom Work

Tier 2

Small group: review basic addition facts using manipulative and review frequently



Whitin Elementary

Whitin Elementary had ELA curricula in place, created prior to this year. The school started using the MEEET program this year (writing to informational text), without making upgrades to Atlas Rubicon. As the school solidifies these lessons, Atlas will be upgraded. These upgrades will include the narrative writing to text task.

Whitin also has math curriculum maps in place.

The science curricula are still embedded in ELA curricula; teachers will need to develop labs and lesson plans.

Whitin ELA - Sample Changes

Writing

- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
- 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - 3c. Use a variety of transitional words and phrases to manage the sequence of events.
 - 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - 3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - 5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
 - 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - 9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**
 - 9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
 - 9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Whitin SCIENCE

MA: Science and Technology/Engineering Standards Draft (2013)

MA: Grade 4

Physical Sciences

4.PS3 Energy [Show details](#)

4.PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Show details](#)

4.PS3-2. Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents. [Show details](#)

4.PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Show details](#)

4.PS3-4. Apply scientific principles of energy and motion to test and refine a device that converts motion energy to electrical energy or uses stored energy to cause motion or produce light or sound.*



McCloskey ELA Mapping

Course Assignments Language Arts 6

Actions

McCloskey Middle School Grade 6 English Language Arts Language Arts 6

Last Updated: Friday, January 15, 2016 by Cathleen O'Brien

Collaboration

Course Description Unit Calendar Curriculum Map

Unit Frameworks & Common Core Standards

Power Standards

Major Understandings

Essential Questions Content

Student Objectives

Theme 1: MA: English Language Personal

RL.6.1 Cite textual evidence to support

1. The students will understand

1. What are the

Grammar:

Grammar:

All three grade levels have worked in Atlas on half days this year. Upgrades are ongoing and in keeping with the writing to text initiatives.



McCloskey Math Mapping

Course Assignments > Math 6 (D)

Actions

McCloskey Middle School > Grade 6 > Mathematics > Math 6 (D)

Last Updated: Tuesday, April 26, 2016 by Kara Ekstrom

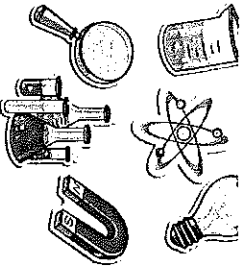
Collaboration

Course Description Unit Calendar Curriculum Map

Unit Frameworks & Common Core Standards Power Standards Major Understandings Essential Questions Content Student Objectives

Unit 1: Ratios (Week 1, 6 Weeks) MA: Mathematics (2011) Students will understand the relationships of ratios, • Why is a unit rate • use ratios and rates to Part 1 - Ratios Students will be able to:

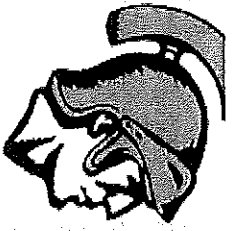
Upgrades are ongoing. McCloskey math teachers have set a target goal of getting 50% of students Algebra I ready by eighth grade.



McCloskey Science Mapping

Although science updates have not been formally loaded into Atlas Rubicon, the McCloskey science teachers have been working hard over the past two years to change their curricula in accordance with the newly adopted science standards and to meet the demands of their new Foss programming along with the building's writing to text initiatives.

Only the grade 6 map has been updated at this juncture. The implementation of the Foss Kids is incremental, with grade 7 slated for Foss use next year.



McCloskey Social Studies Mapping

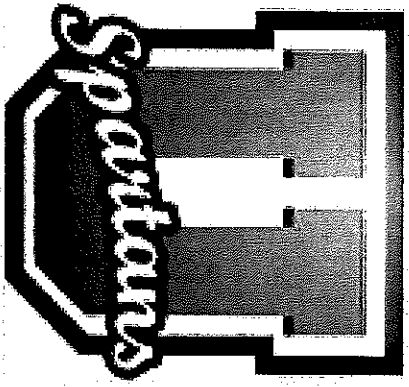
1. What are the aspects of civilization for Rome?
2. What achievements and/or accomplishments are lasting testaments of Rome?
3. "How does the Roman Empire fall apart?"

Standards
Classroom Activities
Notebook Checks-Portfolio
Rome Research Project
(optional)
Class Notes
Map
Secondary Sources
Slideshow

Blank_Roman_Empire.png
 Completed Two Column Notes for The Roman World Scavenger Hunt1.docx
 Rome fall notes.docx
 Rome two column notes vocabulary list.docx
 Rhyme and Reason Sheet of Rome.docx
 Rome Timeline Breakdown Sheet.docx
 Rome Timeline Breakdown Sheetfn.docx

Social Studies teachers across all grade levels have been revising curricula. Of importance is the implementation of SRSD writing in this department. The department plans to develop text sets for grades 7 and 8, with scaffolding.

Last Updated: Friday, January 15, 2015 by David Halacy



UHS Curriculum Mapping

The following departments have maps for publication:

ENGLISH: All courses complete

SCIENCE: Half of Phase I, including Physics

MATHEMATICS: Algebra I, II, and Geometry

ELECTIVES: Tech Dept. complete

Social Studies courses
are still in revision.

UXBRIDGE PUBLIC SCHOOLS

K-5 Mathematics Programming and Instruction Coordinator Job Description

The K-5 Mathematics Programming and Instruction Coordinator is responsible for developing and overseeing professional development in mathematics for grades K-5, co-teaching within the K-5 classroom, assisting teachers in creating *Math In Focus* lessons, developing common assessments, using student achievement data to inform programmatic and instructional initiatives, and assisting building principals in teacher evaluation specifically in mathematics. He/she will use communication and supervisory skills to promote the development of educators and students to meet and exceed the standards for teaching and learning. He/she will use instructional leadership skills to enhance standards-based instruction, critical thinking skills, and the use of varied assessment tools and strategies as these skills relate to the instruction of mathematics.

The K-5 Mathematics Programming and Instruction Coordinator assignment (one-half time) supports the continued learning of school district staff within the K-5 elements of the mathematics framework through meetings, modeling, coaching, mentoring, and assisting principals with supervision and evaluation. The second aspect of the assignment (one-half time) focuses on assisting at-risk students so they may succeed in a more complex and rigorous mathematics curriculum.

Duties include, but are not limited to:

1. Conducts guided meetings and other professional development opportunities for elementary school district staff;
2. Coordinates development and validation of district-level assessments of elementary mathematics standards;
3. Research, revise, and continue refining district elementary scope and sequence, district level elementary mathematics professional development, and K-5 mathematics framework;
4. Conducts meetings and provide other educational opportunities for interested community members and organizations;
5. Provides in-service programs on *Math in Focus* and *STAR* data;
6. Confers with colleagues and parents on a regular basis on issues related to mathematics education;
7. Maintains accurate, complete, and correct records for Title I students according to federal mandates.
8. Assist, as a secondary evaluator, the Taft ELC and Whitin Elementary School Principals with teacher supervision and evaluation in the discipline of mathematics.

Requirements: To be considered for the position, candidates must have the following:

1. A Massachusetts Educator License
2. Master's Degree in Education
3. A minimum of five years' teaching experience
4. Teaching experience with Singapore math, specifically *Math In Focus*
5. Experience running math professional development for K-5 teachers in math
6. Demonstrated success assisting At-Risk Students
7. Demonstrated understanding of how data informs instruction.



Southern Worcester County Educational Collaborative

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Visit us at: www.swcec.org

Administrative Offices
Dudley, MA 01571

3rd QUARTER REPORT

January 1, 2016 – March 31, 2016

The Grow School

Program Overview

The Grow School, established in 1978, is a Therapeutic Public Day Treatment Program that services children, adolescents, and families within the Southern Worcester County Community. Grow services students in grades kindergarten through twelve (K-12) in a small, structured therapeutic and academic learning environment, paced to meet the needs of its students on an individualized basis. The Grow program offers a strong academic component, clinical counseling, social skills development, career development, and crisis supports designed to accommodate the learning needs of our students and to encourage their motivation to achieve.

Program Philosophy/Features

The Grow School views maladaptive student behavior or impaired achievement as a manifestation of social, emotional maladjustment, or physiological/mental health disorders. We provide child-centered, evidence-based programs and clinical interventions to help students access the curriculum; gain confidence, skills, and knowledge; and enjoy satisfying interpersonal relationships which lead to independence and self-actualization. The Grow School offers social/emotional and academic programs with clinical supports to prevent substantial regression between school years, or to enable high school students recover lost academic credits.

Third Quarter Trends & Accomplishments

Overview

Enrollment decreased by five students during third quarter. Our elementary program (grades K-6) had four openings with an active referral list. Our middle school (grades 7-8) was at maximum capacity given our current staff levels. We continued to have spaces available in grades 9-12 in our academic high school and our Grow Career Development Program.

Academic Enrichment

FY 2015/2016 High School Structure – Our shift from a self-contained/team teaching model to an academic subject-based model has served our high school students well. Four student cohorts based on academic and emotional need continue to rotate through core academic classes for ELA, Math, Science, and History; each taught by highly qualified teachers. All teachers share responsibility for elective classes to complete the six period day.

STAR Assessment – Students in our Elementary and Middle Schools continue to receive academic assessments throughout the year. These assessments allow us to tailor instruction to student need and provide detailed and accurate progress reporting at progress and IEP meetings. Our high school continues to assess student progress through internal formative and summative assessments and individual Education Proficiency Plans.

Atlas Rubicon – The Grow School continues its efforts to map curriculum K-12 through the use of the Atlas Rubicon Program. Our initial efforts are focused on stage-one in the principles of backward unit design planning. We have begun developing templates outlining the learning objectives for each core subject in the area of math & English respectively. This planning will validate and inform our selection of curriculum instructional methods and assessment tools.

Social/Emotional Learning Incorporated into the Curriculum – Grow School counselors continue to provide specialized instruction on social/emotional skill development for all students in our programs. This specialized instruction is tailored to meet student specific deficits and allows us to document social/emotional skill development for our districts.

Grow Career Development Program

The Grow Career Development Program provides students in grades 9 through 12 with on campus and community based experience to develop prevocational and transitional skills. Learning experiences outside of the classroom reinforce lessons students receive from the classroom teacher and Career Development Specialists. Person Centered Planning is utilized in the development of transition plans for each student. This quarter students were provided assistance completing and interpreting the O*Net interest profiler which allows students to identify interests and match interests with education and career paths.

GCDP staff continued to provide extra-curricular experiences to prepare our students for college or career readiness and to provide support to all SWCEC staff as they prepare students for transition to adulthood. Our career readiness specialists partnered with staff from the Quinsigamond Community College disability services office to provide training to SWCEC staff on disability-related services for college-bound students. Students toured a post-secondary automotive maintenance and repair program at Quinsigamond Community College and a general studies program at Porter & Chester College.

Speakers from the Massachusetts Rehabilitation Commission provided training on supports and services available after high school.

One noteworthy accomplishment of our GCDP program began at the start of the year and culminated in third quarter. Three of our seniors, who present with significant cognitive and learning challenges, began the year needing to pass one or more MCAS tests before graduation. Targeted academics and consistent reinforcement resulted in each of our seniors demonstrating competency across all MCAS tests clearing the way for each of them to graduate!

Budget

SY 2015/2016 Budgeted Enrollment: 104 students

1st Quarter Enrollment SY 2015/2016: 113 students

2nd Quarter Enrollment SY 2015/2016: 118 students

3rd Quarter Enrollment SY 2015/2016 113 Students

Program Locations

Grow Elementary, 121 Ashland Avenue, Southbridge, MA – 44 Students

Grow Middle/High School, 185 Southbridge Road, Dudley, MA – 58 Students

Grow Career Development Program (HS), 185 Southbridge Road, Dudley, MA – 11 Students

SWCEC Developmental Program

The SWCEC Developmental program services students' ages 3-22 years old, in self-contained classrooms located within our member public schools. These students have a variety of developmental disabilities ranging from moderate to severe, including mild behavioral needs, moderate to severe developmental, cognitive and physical disabilities and students identified within the Autism Spectrum disabilities. This quarter our classes located at Bartlett worked on prevocational skills and we learned a lot from our News2you articles. We talked about Scott Kelly's trip to space and the Cherry Blossom Festival in Washington DC. We learned about some new movies coming out like "Zootopia" and "The Jungle Book." We had a St. Patrick's Day celebration with the students in the classroom next door. We have also taken trips to Park N Shop to purchase items for cooking groups. Lastly, we welcomed a new student into our classroom. We have had a busy third quarter. We are continuing to keep up with current events by reading our New2You articles each week. We have learned about a cowboy gathering, and tried on a cowboy hat and looked at toy horses. We raced match box cars when we read about NASCAR racing. We also learned about outer space when we read about the Star Wars movie and about the story of "Twins in Space." We are also working hard on our MCAS alts. We are still having fun with all of our new friends at Dudley Elementary. All of the classrooms here have now been down to our room to meet us! We still have student volunteers that come down to our room and read to us, and students who have recess with us! Many of our friends came to our classroom to share Valentine cards with us. This week, some of our friends from Mrs. Kubiak's class came to our room to perform a play for us "Tales of a 4th Grade Nothing"! We are looking forward to the nice weather so we can go outside to recess with all of our friends!

Program Locations: Two classrooms at Bartlett High School with a total of 12 students
One classroom at Dudley Elementary with a total of 6 students (at quarter end)

FY 2016 Budgeted Enrollment: 19 students

3rd Quarter Enrollment: 18 students at quarter end -1 student discharged to Mass Hospital School at end of quarter, 2 students out on medical leave (to return next quarter)

SWCEC Life Skills and Work Experience Programs

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

In our program, students gain on-site work experience such as basic maintenance and lawn care. They also attended a variety of vocational sites including Old Sturbridge Village, Job Lots, and Sturbridge Host Hotel. Members of the community rely on our students to deliver Meals on Wheels for the Webster and Southbridge programs. Over the summer months, our students assisted with Project Bread, a federally funded program providing free lunches to school aged children at the Jacob Edwards Library.

In addition to the Work Experience Program on our own campus, the Collaborative assists member districts with the development of their own programs. We have established vocational/life skills programs in Auburn, Northbridge, Dudley-Charlton, and Grafton. In these programs, we provide trained job coaches and, in some cases, 7-D registered vehicles for transportation. The job coaches provide job readiness training, community access, vocational experience, job coaching as well as life skills training. We are very excited that Quaboag has contracted with us this year to provide these services in a new program at the Quaboag Regional High School. At this time, we also provide vocational consultation services to Southbridge and Grafton as well as vocational assessment testing when requested.

This quarter, the Work Experience students went to the Auburn ice rink to clean the locker room and common area, they went ice skating after completing their tasks for the first time in their lives. Students started working at the food pantry. Students worked at Dudley Elementary School in the library and then set out placemats in the cafeteria for a special manners lunch. Student called the WRTA to schedule a ride, and then took a ride on the elder bus. WEP collaborated with the Bartlett program to bring a student to the Nichols College job site each week. WEP staff approached a local restaurant to set up a future luncheon and new job site for the students. WEP staff collaborated with the Center of Hope to set up a tour and pizza party at the Center of Hope for the students.

FY`2016 Budgeted Enrollment: 4 students

3rd Quarter Enrollment: 4 students

SWCEC Therapeutic and Contract Services

The SWCEC provides therapeutic and contracted services to our member districts to support them in the provision of related services to their students as required under their Individualized Education Plan (IEP). These services for the 3rd Quarter include Adaptive Physical Education, Occupational Therapy, Physical Therapy, Speech and Language Therapy, Vision Services, Orientation and Mobility Services, Deaf Services, Job Coach/Vocational Programming Services, and Consultation Services. The number of students serviced by the SWCEC within our member schools is approximately 300 students, but this number changes as the individual student IEPs change. The SWCEC also adds services as requested by its member districts when approved by the Regional Board of Superintendents.

District Served	Therapeutic and Contracted Service Provided
North Brookfield	Physical Therapy Teacher of the Deaf
Webster	Orientation & Mobility Vision Services Adaptive PE
Spencer East Brookfield	Speech Therapy Assistive Technology Orientation & Mobility Music Therapy Vision Services Augmentative Communication Evaluation
Southbridge	Transitional Services Orientation & Mobility Vision Services Adaptive PE
Grafton	Teacher of the Deaf Orientation & Mobility Vocational Services
Dudley Charlton	Occupational Therapy Physical Therapy Speech Therapy Vision Services 1:1 Supports Job Coach & Van Life Skills Coach & Van
Auburn	Speech Therapy Job Coach & Van
Leicester	Summer Nursing Orientation & Mobility Music Therapy Vision Services
Northbridge	Job Coach & Van

Uxbridge	Orientation & Mobility Vision Services
Sutton	Orientation & Mobility
Oxford	Vision Services
Tantasqua Union 61	Music Therapy Physical Therapy Vision Services Speech Therapy Teacher of the Deaf
Quaboag	Music Therapy Vision Services Orientation & Mobility
Ware	Assistive Technology (Consult)
Brooklyn CT	Assistive Technology (Consult) Music Therapy
Millbury	Teacher of the Deaf
Milford	Assistive Technology Evaluation
Palmer	Assistive Technology and Augmentative Communication Evaluation
Sutton	Augmentative Communication Trial and Consultation
Mansfield	Assistive Technology and Augmentative Communication Evaluation

Member Districts: Auburn ~ Dudley-Charlton ~ Grafton ~ Leicester ~ Millbury ~ Northbridge ~ North Brookfield ~ Oxford
 Quaboag Regional ~ Southbridge ~ Spencer/East Brookfield ~ Sutton ~ Union 61/Tantasqua ~ Uxbridge ~ Webster

**SWCEC Professional Development
3rd Quarter Training Schedule**

Training Schedule	Date	Audience	Training Hours
Applied Non Violence	February 5,11 & 23, 2016	Millbury and Leicester Staff Members	3 full days
Applied Non Violence	March 7, 2016	SWCEC Staff	3 hours

Transportation Services

SWCEC Transportation is forever evolving and adjusting and the third quarter was no different. Over the three months, nine new students were added to the roster. We did lose six students that moved outside of the area, returned to their sending district's school or aged out of the program they attended. At the end of March, there were 63 active student riders receiving services through SWCEC. These students attend SWCEC programs, Assabet Valley Regional Technical High School and schools in the Dudley Charlton Regional School District.

SWCEC Transportation had a very busy January and February. Of the nine new riders, six started in January. This month also saw some bus route coverage logistical issues. While on the winter break, a driver fell and broke their foot. Due to an amazing group of driver and job coaches, along with the transportation director, no one noticed a gap in service. Everyone on the team pitched in to cover whatever they were able to. It is because of the dedication of these individuals that all the kids were picked up.

SWCEC ended transportation services for a Dorchester student in March after the child was moved to a new residential program. The following week, we started a new route for two students, one requiring a monitor, with another district.

SWCEC provides transportation services to the following school districts: Dudley Charlton, Dorchester and Grafton.

Third Quarter Financial Update, provided by Mr. John Love, Business Administrator

January - March 2016

FY2016 Adopted Budget by the Board	\$7,478,030
Third Quarter Anticipated Revenue @ 25% of Budget	\$1,869,508
Third Quarter Earned Revenue	\$2,305,250
Third Quarter Anticipated Expenditures @25% of Budget	\$1,869,508
Third Quarter Actual Expenditures	\$1,957,571
FY2016 Third Quarter Income	\$347,679
YTD Income (Loss)	\$661,251

PROMOTION/GRADUATION REQUIREMENTS—UHS

1. Students must pass the following courses with a grade of sixty (60) or better and the minimum cumulative credits indicated in order to graduate from Uxbridge High School.

AREA	CREDITS	SEQUENCE REQUIREMENTS
English	8 credits	Students must take four years of English as applicable to each grade level.
Mathematics	8 credits	Students must take four years of Mathematics as applicable to each grade level.
Science/Technology	6 credits	All students must pass one (1) full-year course in Biology.
Social Studies	6 credits	All students must pass at least one (1) full-year course in United States History.
World Language	2 credits	Students must complete a minimum of one (1) full-year course in World Language.
Physical Education	4 courses	Students are required to take one PE course per year, with exceptions approved.
Health	1 course	All students must take one (1) Health Course.
Fine, Applied, or Performing Art	1 course	All students must take one (1) Fine, Applied/Technical, or Performing Arts elective.

Massachusetts Law requires that all students awarded a diploma must have earned a competency determination and fulfilled local graduation requirements. Competency determination is achieved by receiving a passing score on MCAS exams identified as requirements to receive a diploma. Students who meet local graduation requirements but do not earn a competency determination will receive a "Certificate of Attainment" instead of a diploma. Students who do not achieve a minimum score of 240 on MCAS, will be obliged to complete an Education Proficiency Plan, per state regulation.

2. Credits

- 2.1 "Structured learning time" shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the core subjects. In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school to work programs, and statewide student performance assessments.

Students who do not earn the minimum credits will receive written notice and revised "Four Year Plan" outlining courses needed in order to graduate by Senior year. This communication will accompany their report card sent from the Guidance Department.

Due to the changes from a trimester schedule to a semester schedule, and an ensuing change from a six-period to a seven-period day effective in 2016-17, the number of credits needed to be promoted to the next grade level will vary over the next three years as follows:

	Grade 10 promotion	Grade 11 promotion	Grade 12 promotion	Graduation
Class of 2017	7.5/10 credits (75%)	18/22 credits= (81%)	28/34 credits (82%)	42/48 credits (87%)
Class of 2018	9/12 credits= (75%)	19/24 credits= (79%)	31/38credits (83%)	45/52 credits (86.5%)
Class of 2019	9/12 (75%)	21/26 (80.8%)	34/40 (85%)	48/54 (88.8%)
Class of 2020+	12/14 (85.7%)	24/28 (85.7%)	36/42 (85.7%)	50/56 (89.3%)

- 2.3 Courses for graduation may be taken at a college/university. Credit will be awarded on the basis of equivalent content as determined by the Principal.
- 2.4 Students will receive credit for the same subject only once, except with approval through IEP process or by the Principal.
3. Parents of seniors in danger of not graduating due to loss of credit will be notified by registered mail, return receipt requested, at the end of the first trimester. Such notice shall include a request that the parent call for an appointment with the guidance counselor. At this meeting the student's record and procedures for acquiring lost/lacking credits will be reviewed.
4. In accordance with IDEA 2004, any student for whom the Uxbridge Public School System is responsible will be allowed to participate in graduation and/or receive an Uxbridge High diploma upon completion of the requirements in Section 1 and 2 (listed above) or the requirements specified in the Individual Education Plan.
5. Students who fail a subject needed for graduation from Uxbridge High School must make up that course. Make ups may be completed as follows:
 - 5.1 Studying the failed subject during the summer immediately following the year in which the course was failed. The grade earned at an approved summer school will be averaged with the numerical grade of the failed class

- 5.2 Studying a previously failed required course at a state or private college or university at which a three (3) credit course would equal a high school course that is taken over two trimesters or a total of four (4) credits.
- 5.3 Physical Education/Health make up credits are awarded on a Pass/Fail basis, if the course is not retaken at Uxbridge High School.
- 5.4 Taking the course over at Uxbridge High School prior to graduation.
- 5.5 World Language
Students failing a World Language course must either successfully repeat the failed course or attend an approved summer school. Upon completion of an approved summer school course the student must pass a departmental exam to continue to the next level of foreign language study.
- 5.6 Independent study of a course at Uxbridge High School not previously taken. The course must contain a minimum of 33 hours of structured learning time as outlined in the student's Independent Study Contract, for each credit.
6. The Graduation Review Committee (GRC) will consist of the Principal, Assistant Principal, School Nurse, Teacher, and the Student's Counselor. The members will serve a one year term. The committee will review, upon request, the **local graduation requirements**. A student will have the opportunity to substantiate that he/she has made every effort to meet these **local** graduation requirements, including efforts to make up courses and earn back lost credit due to absence. Due to his/her unique circumstances, the GRC may develop an alternative program for this student, including waivers of required courses to allow the student to obtain a high school diploma or Certificate of Attainment. The Superintendent will be informed when a **waiver is granted**.
7. Credit for a failed subject is contingent upon following the make-up procedures correctly. The Principal has the authority to approve make-up credits in accordance with this policy.
8. Further Requirements:
 1. Physical Education may be omitted with a valid medical excuse from a physician.

First Reading: August 3, 2010

Second Reading: September 7, 2010

Approved: September 7, 2010

Revised: May 18, 2016