

North Adams Public Schools

Annual Report

FY 2018

North Adams Public Schools

Organization of the School Committee

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## **To Our Friends**

One of the important reasons for providing this report is the strong commitment to the public for transparency and engagement regarding what is happening in its' schools. In this summation are documented examples of the many programs and events that occurred in the North Adams Public Schools during the past year. You are encouraged to visit our schools through the many public events and experience the activities in the North Adams Public Schools. You may also come to our Welcome Centers located at Brayton Elementary School and Drury High School for more information.

## **Superintendent's Award of Academic Excellence**

A special certificate awarded by the Massachusetts Association of School Superintendents (MASS), was presented by the Superintendent of Schools to Drury High School senior Cady Denning, daughter of Mark Denning and Donna Brule-Denning, at the November meeting of the North Adams School Committee. This honor goes to high school students who have distinguished themselves in the pursuit of excellence during their high school careers. The criteria are: three-year cumulative grade average, rank in class, and personal selection by the Superintendent. This award is given at the beginning of the senior year so that students selected may include this citation with their college applications.

## **Class of 2018**

Of the seventy-four students who graduated from Drury High School on June 7th, 2018, sixty – five percent (65%) went on to higher education. Of that number, thirty-five percent (35%) will be attending four-year public colleges, twenty-one percent (21%) will be attending four-year private colleges, nine percent (9%) will be attending two-year public colleges, and six percent (6%) will be attending vocational or technical schools. Four percent (4%) of students will enter the military and twenty-four percent (24%) of students are entering the work force. Three percent (3%) of students have other plans.

## **Theatre Arts and Drury Stage Company**

The Theater Arts Department and the Drury Stage Company experienced many changes during the 2017-2018 school year.

One exciting change was the addition of theater classes to the school day offerings. The addition of 7<sup>th</sup> grade at Drury and the creation of the 7/8 Academy opened up new possibilities for theater education in our district. Theater Arts was added to the roster of elective classes for 7<sup>th</sup> and 8<sup>th</sup> graders to take during the school day. Two 7/8 classes a day, plus one high school class were offered this year. In the end of September, Liz Urban was hired as the Theater and Performing Arts teacher to teach those classes, plus co-teach a TV Production class. Students have worked on various units this year, including, radio plays, scene studies, stage management and stage craft, Shakespeare and much more. Throughout the year, Liz developed curriculum for these classes and will be adding a Film course and Screenwriting/Playwriting course next year.

In December of 2017, the Drury Stage Company, along with the Drury Performing Arts Management program (DPAM) and the Music Department produced the jukebox musical, "Back to the 80s". This fun, nostalgic musical featured an all student cast of 25 students. The Drury

Jazz Band, under the direction of Musical Director, Chris Caproni made up the pit band. Nicole Rizzo directed. The musical was well attended and was a positive experience for our students.

In May of 2018, a cast of students ranging from 7<sup>th</sup> to 11<sup>th</sup> grade performed the British comedy, “Black Comedy”, under the direction of Liz Urban. The play, which is set during a power outage and uses a reverse lighting scheme was very different from anything the students have done in the past. The cast rose to the challenge and kept audiences laughing during its three performances. The Drury Stage Company once again collaborated with DPAM for this show and under the technical direction of Jamie Choquette, transformed the stage into a black box theater. Creating this small more intimate space really helped the audiences take in the nuances of the physical comedy going on onstage.

The Theater Arts Department and Drury Stage Company hope to build on this momentum for the 2018-2019 school year by continuing to get more students involved with the department and continuing to produce interesting and educational theater.

### **Drury Athletics**

Drury High School and its athletics programs continued to stress the importance of academic integrity and positive decision making. Drury High School programs and student athletes received several accolades, which brought a great deal of pride to the school and City of North Adams.

Our fall season continued with the use of Family ID, the online registration system which easily organizes and tracks required documents and contracts. The Health Administrator was a valuable asset to Drury Athletics with record keeping and assistance with any health related issues, including concussions.

This year Drury student athletes participated in golf, boys’ and girls’ soccer, football, boys’ and girls’ basketball, cheerleading, baseball, and softball. Drury continued our boys’ and girls’ lacrosse co-op with Hoosac as well as our swimming co-op with Wahconah, wrestling co-op with Mt. Greylock and Alpine Ski program with Lenox. Drury took over as the host school for hockey with Mt Greylock, Hooasc and McCann as participants. The Drury and McCann track and Cross Country co-op continues to have increased participation with over 30 students in Cross Country and 82 students competing in Track and Field. Our various sports teams performed well and a noteworthy accomplishment included the Boys Soccer team winning the Southern Division Championship for the second straight year and advancing to the Western Mass Championship game.

In basketball, the boys’ basketball team won the North Division and the girls’ team won the Southern Division, which earned both teams trips to the Western Mass Tournament. Reece Racette scored his 1,000th point during the season and ended his Junior year with 1,008 points. Reece was also named to the All Western Mass First team in Basketball and Soccer and was voted Berkshire County Basketball MVP by the coaches. In Track, Laura Thomas finished third in Western Mass in the Javelin with a personal best and qualified for the State Championship where she finished 19th. The Baseball Umpires Association voted Ryan Dubie as Co-MVP for

baseball and Dylan Toomey was awarded the Sportsmanship Award.

Overall the number of student athletes increased for every sport this past season and we look forward to seeing increases this coming year. Our booster clubs remain strong and supply much needed financial support to our athletic teams. This year's events were well attended by students, staff and the North Adams Community. School pride continues to be a strength of Drury and our athletes are continuing to have a presence with our local youth sports leagues, including assisting with instructional youth basketball on Saturday mornings, running a youth football clinic, and coaching and refereeing youth soccer games.

### **Food Services**

The Food Services Department continues to participate in the USDA National School Lunch and Breakfast Programs, USDA Fresh Fruit and Vegetable Program, USDA After School Snack Program, USDA Summer Feeding Program, USDA Commodity Distribution Program, Department of Defense Fresh Fruit and Vegetable Program, and the USDA Child and Adult Care Food Program for dinner service at Brayton Elementary School. In addition, we continue to provide breakfast, lunch, and snack to the Head Start Program at Johnson School year round, as well as lunch to the YMCA child care program.

For the second year in a row, Brayton Elementary School and Colegrove Park Elementary School applied for and were awarded a "Healthy Start Award" from the Eos Foundation. This award recognizes "Massachusetts school-based leaders who contribute to the educational success of the whole child by addressing their nutritional needs". The minimum requirement for receiving this award is achieving and maintaining a "breakfast in the classroom" participation rate of 80% or higher. Brayton surpassed the minimum by reaching 86% participation, while Colegrove Park reached 82% participation. Both schools were recognized at an awards ceremony at the Massachusetts State Capitol and each received a \$500 award.

Other Food Services' highlights include a school lunch participation rate of over 80% and a school breakfast participation rate of over 60%. The department applied for and received a \$7,300 USDA equipment grant and launched a new breakfast and lunch meal service site at Northern Berkshire Academy. These accomplishments are a direct result of a caring and dedicated staff committed to improving day-to-day operations, and providing our student customers the best meal possible in accordance with all USDA nutritional requirements.

### **School Safety Committee**

The Safety Committee is comprised of the Superintendent, principals, school counselors, health administrator, school resource officer, and representatives from the North Adams Police and Fire Departments, North Adams Ambulance, Massachusetts State Police, and Berkshire Medical Center. The mission of this committee is to ensure a safe, caring environment for staff, students, and parents. The committee holds quarterly meetings and additional meetings are scheduled as needed. Each school has established an emergency response team and has developed emergency response procedures. Emergency Operations Plans were revised for each school and for the district in accordance with the recommended model by the Federal Emergency Management Agency (FEMA) and the US Department of Education.

A major focus during this year was development of protocols for transition times for enhanced lockdown drills. All schools prepared for a situation during various times including class changes, recess, and lunch. Troopers from the School Safety Unit of the Massachusetts State

Police, North Adams Police Department, and the district Safety Liaison, trained all students and faculty members in site specific procedures. All schools continued with an ambitious schedule of safety drills that included enhanced lockdown drills, evacuation drills and continued our work on parent reunification with members of the local Police, Fire, and EMS, as well as Massachusetts State Police. Primary and secondary evacuation sites were secured for all schools.

A real-time threat-alert service, which is used to maintain communication with 1st responders and school staff if the school building is threatened or under attack, was implemented district wide. This gives all staff the opportunity to report immediately on a threat. The service was recently bought by a larger corporation which should enhance the ability to communicate between all involved. All staff now have the ability to activate this alarm. North Adams Public Schools hope to perform a practice drill using this technology in the fall of 2018, along with Massachusetts State police, Local Law Enforcement, and EMS.

### **School Safety Patrol Program**

The School Safety Patrol Program had another successful year. Program participants included thirty-two 5<sup>th</sup> and 6<sup>th</sup> grade students from Brayton and Colegrove Park Elementary Schools. There were no 7<sup>th</sup> grade participants this year as seventh graders are now at Drury High School.

Students participated in a three-day after-school session that included First Responder, CPR/AED and Safety Training. The program was shortened this year due to the merger of the Ambulance Service, but will return to a typical schedule in subsequent years. All students were transported, via bus, to the North Adams Ambulance Service, located on Harris Street in North Adams.

Students participated in training on bus stop safety, how to stop a bus and call for help in an emergency, and bus evacuation procedures. Each session concluded with students being assigned a different injury and needing to decide the proper treatment for that particular injury.

Upon completion of the training, each student became certified in CPR/AED for two years. Additionally, each participant was issued a AAA-provided patrol belt, badge, and ID card.

Amalio Jusino and Mary Ann King served as instructors for the program. Additional assistance was provided by Officers Nick Penna and Stephanie Meranti.

In June, all safety patrols were treated to a field trip to Mt. Greylock Bowl where they bowled and had pizza. After lunch, each student was presented with a certificate and a lapel pin. Dean of Students Jon Slocum and School Resource Officer Jon Beaudreau helped out with this event.

### **North Adams Public Schools Volunteer Program**

The 2017-2018 North Adams Volunteer Program experienced another fantastic year in meeting the mission and goals of the program. The program registers volunteers and makes sure all volunteers have current CORI/SORI checks. To date, over 630 volunteers are registered with the program. These volunteers have given their time in after-school programs, PTGs and PTAs, sporting events, tutoring and mentoring programs, The Foster Grandparent Program, Read

Across America, and special events with parent and community volunteers. Over the last few years, faculty, staff and parents have continued to show an increased awareness of the need for volunteers to become registered and approved. This continues to help ensure the safety of our students as well as increase the integrity of the program.

The program continues to see an increase in volunteers from the local colleges, MCLA and Williams College. Through a partnership with Williams' Center for Learning in Action, the following programs worked with elementary students this year:

- *Teach to Learn*: Williams College volunteers work with one other college student to teach science in an elementary classroom at Brayton & Greylock Elementary
- *First and Second Grade Buddies*: Williams College volunteers work with students in first and second grade at Brayton Elementary
- *After School Tutoring*: Williams College volunteers work with small groups of students during after school programming to help with math and reading skills
- *Mentoring*: Williams College volunteers are matched with students at Brayton, Greylock and Colegrove Park Elementary to provide extra academic help as well mentoring
- *iTeam*: Williams College Volunteers come to Brayton to support coding instruction in grades 3 and 5
- *Classroom Support*: Williams College volunteers work with students in 6th grade classrooms at Greylock Elementary
- *Crossover Academy*: An after school sports and wellness program for 3rd and 4th graders from Brayton and Greylock run by the Williams Athletics department on the Williams campus.

The Brayton and Greylock Deans of Students assisted with the placements of the students. Over seventy-five elementary students were placed with Williams College mentors. The sixth year of the Williams College tutoring program saw over twenty-five Williams College students working with students from all three elementary schools during after school programs. The Williams College volunteers were able to continue using the BRTA to travel to Brayton Elementary where they worked with students five days a week.

Many MCLA students volunteered their time in our schools through the college's Center for Service. Volunteers were involved in after school programs such as:

- *Pathways to College Program*: MCLA students help motivate high school students to stay in school, dream big and make positive choices, while also participating in college awareness activities on the MCLA campus.
- *H.A.L.F. Times (Health. Athletics. Lifetime. Fitness.)*: MCLA volunteers engage and educate NAPS students on how to live a healthy lifestyle.
- *Berkshire After School Art Program*: MCLA volunteers help NAPS students in grades 5 to 7 gain experience with the arts through engaging educational activities that encourage creative thinking
- *Mentoring for Tomorrow*: MCLA volunteers are matched with elementary school students at Colegrove Park to provide mentorship and guidance

- *Teach to Learn*: MCLA volunteers work with one other college student to teach science in elementary school classrooms in collaboration with teachers.

Williams College and MCLA students continued to work together as volunteers with Dr. Citrin at the Carver Family Dentistry Office to bring dental health awareness to our PreK and elementary students.

All three elementary schools continued to benefit from the volunteers in the Foster Grandparent Program. A total of five volunteers worked in the program.

In the upcoming school year, the program looks forward to continued growth in volunteers, tracked volunteer hours, and new projects, which enhance the educational excellence in the North Adams Public Schools.

**English Learner Education (ELE) Services**

The ELE Services program in the North Adams Public Schools is based in the model of Sheltered English Instruction (SEI), which specifies that identified English Learners (EL) receive content instruction in regular classrooms as well as direct instruction in English language development. The language of instruction is English, with clarification when necessary in the native language using dictionaries or interpreters as needed. The key elements are scaffolding and modifying instruction in order to make the curriculum accessible to students for whom English is not the primary language. The World-class Instructional Design Assessment (WIDA) “Can-Do” Descriptors are used in conjunction with Common Core State Standards in English Secondary language (ESL) lesson planning. Instruction and assessment modifications adhere to the WIDA guidelines. By using the SEI SMARTCARD observation protocol in classrooms, the ELE Coordinator supports content teachers.

Translation/Interpretation

Two Mandarin-speaking families require translation/interpretation services for three students. There is a Spanish-speaking family with a student at the elementary level. Interpreters were provided at parent-teacher conferences and various meetings throughout the year.

ELE Population

We currently serve:

| School         | English Learners | Former English Learners |
|----------------|------------------|-------------------------|
| Colegrove Park | 6                | -                       |
| Greylock       | 7                | 2                       |
| Brayton        | 1                | -                       |
| Drury          | 1                | 2                       |

English learners receive direct instruction from two certified ESL teachers as well as Sheltered English Immersion in class. Former English learners are monitored quarterly to track progress.

ESL teachers are responsible for individualized learning plans that incorporate WIDA “Can-Do” Descriptors, standards, and social/instructional language. The coordinator and teacher also attend IEP reviews for special education, instructional support team meetings, and have regularly scheduled collaboration time with classroom teachers. They also offer SEI coaching, feedback and resources.

### Identification and Screening

The Home Language Survey is administered in person or over the phone to all new students at registration. The HLS can only be given by principals, guidance counselors and ESL teachers. The HLS can be accessed from the NAPS website where instructions and the HLS (in several languages) can be found.

All students with significant exposure to another language are screened and placed accordingly. If another language is present in the home, the HLS administrator immediately calls the ELE coordinator or teacher at Greylock Elementary. If the student has had significant exposure to any other language, they are screened using the WIDA Screener, K-WAPT or Pre-IPT.

This year, fourteen students were screened, with six qualifying for services. There are no opt-out students at this time.

### Testing

In January, the ACCESS for ELLs 2.0 test was administered to twelve students.

### Exits

Two students exited the program. One will be monitored for four years. The other, a high-school senior, will graduate and attend college.

### Parent Communication

Teachers communicated with parents through phone calls, email and parent-teacher conferences. Two Mandarin interpreters and one Spanish interpreter were employed to translate school notices and were present at parent-teacher conferences throughout the year. Attendance at school events was encouraged via email and face-to-face meetings.

### **Community Service Learning**

Students continued to have the opportunity to learn and develop through applied service-learning projects throughout the North Adams Public Schools district. Our service-learning projects are designed to create specific ties between community needs and the Massachusetts Curriculum Frameworks. High quality service-learning positively impacts student engagement, academic success, and helps promote goal setting. In addition to the improvements made within a community by a service-learning project, the community benefits from seeing students giving back to their hometown and as such, other community members become a part of a student’s educational process.

This was a transitional year for our district service-learning program. We appointed a new coordinator and new members to the Service Learning Advisory Board (SLAB) deepening the emphasis on connecting service-learning projects to specific curriculum and outcomes for students. Also in process, revamping our service-learning forms and process for approval making it more accessible for teachers. Through this very important work, we capitalize on creativity, student engagement, and broaden our outreach for collaboration with community partners.

In addition to updating current process, forms, and outreach regarding the service-learning process, the SLAB continues to differentiate the approach in supporting teachers who would like to implement service-learning into their practice. Our oversight committee includes members from our schools and the Central Office (who also serve as voting members), as well as representation from MCLA and Williams College.

We were pleased to collaborate with the Growing Healthy Gardening Program to further the work of our NAPS garden projects. The program engages many educators and students in a collaborative effort that reaches across numerous disciplines and subject areas. The project empowers students to solve their identified community problem of resource scarcity, nutrition, and the health of locally sourced food and the impact on the environment and the economy. Students continued to repair and maintain beds at each school and also prepped and planted for the growing and harvest season. Our summer campers harvest and donate the food to the Berkshire Food Project for their free community meals, the Greylock neighborhood residents, and residents of the Windsor Mill.

The annual Brayton Memorial Day Celebration was held on Friday, May 25th. In preparing for the celebration, students in the 4<sup>th</sup> grade learned about the significance of Memorial Day and the different ceremonies held around the country to honor the men and women that sacrificed their lives for our liberties. In order to accomplish these lessons, classroom discussions, readings, and activities were led by the teacher. Students helped coordinate the ceremony by selecting readings, music, and identifying the list of invited guests. Students were selected to host and emcee the event in its entirety. During the ceremony students met and greeted veterans of past wars and had the opportunity to write short biographies on each of the guest speakers. The ceremony was televised and presented to the community for viewing. This project continues to be important to the students as a way of honoring those that have made the ultimate sacrifice. By holding this Memorial Day Celebration, we are able to allow community members to share what the day means to them. Not only do the students benefit from learning the historical meaning, but they also have the privilege of interacting with war heroes and sharing this very important day with them.

High School and 7/8 Academy students engaged in service learning projects in a number of ways. The art teacher included service-learning in her classes by painting holiday scenes on the windows of the North Adams Housing Authority Ashland Park Apartments and at Drury High School, helping to bring holiday cheer to some of our older adult population and the school students, faculty, staff, and visitors. Additionally, they continued to work with the Cascade

School Supply Building by replacing the first row of damaged paintings with new ones. Each student painted replicas of masterpieces onto door-sized boards. Horticulture students at the Greenhouse integrated math and science skills while planting, growing, and maintaining flowers that were donated and beautified a variety of places in North Adams, including Main Street, City Hall, and city parks.

Students at the high-school off-campus E3 program learn through interdisciplinary units in a competency-based program. Service-learning is integrated throughout the academic content areas during the year. Students acquired competencies in Humanities, STEM and social-emotional learning/Career Readiness. They addressed food insecurity as part of their “Cooking for (Real) Life” project, where they visited our local food pantry, developed recipes based on typical food that you would find in the pantry, and created recipe cards. They also expanded on last year’s “Give Food – Take Food Community Food Box” project by building two additional boxes and placing them at the Mohawk Forest development and the North Adams Housing Authority. Through their “Building a Bike Collective” project, students collaborated with Northern Berkshire Community Coalition to create a draft business plan for their Tunnel City Bike Collective as a way to investigate and suggest how their bike collective should organize itself. As part of the “Many Faces of North Adams” project, E3 researched issues related to social justice, including a history unit on the civil rights movement of the 1960s and its relevance to current events, as well as work in social emotional learning on unconscious bias and racism. The students chose to reach out to the wider community to celebrate and bring awareness to diversity in our community by creating an art exhibition. The art exhibition, titled “I AM...”, was mounted in a gallery on Main Street in North Adams. Lastly, through their “Recycling... Why Do It?” project, they put together a program to teach younger students about the importance of recycling.

### **Parent Involvement**

In the North Adams Public Schools, we have developed a comprehensive parent program based on the idea that in order for children to reach their full potential, parents and schools must be collaborative partners. Parents of students in grades prekindergarten through twelve are provided with a variety of opportunities to participate in their child's schooling.

Parent orientation programs are held every September at all the schools in the form of Open House events. An annual meeting is held each year to disseminate information to families on school wide Title I services and to build communication with parents. For the last two years, this meeting was held during Open House. LINCS and Title 1 staff were on hand to answer parent questions, as well as give out information and take home activities. The staff connects with more parents and families this way. Parent/Teacher conferences are held in November where parents, children, and school faculty sign a Parent/School Compact. Parent Teacher Groups provide supports for both the schools and parents.

The North Adams Public Schools Welcome Center was opened this year. In 2018 it was decided to merge the work of the LINCS program with the Welcome Center to create one program. The North Adams Public Schools have two Welcome Centers, the Welcome Center for elementary school families is located in Brayton Elementary and the Welcome Center for the families of

secondary students is located in Drury High School. The Community Outreach Coordinator and the Parent and Volunteer Coordinator collaborate to operate the two Welcome Centers. The Parent and Volunteer Coordinator serves as the Parent Partner for Brayton Elementary School and Greylock Elementary School and works closely with the Parent Partner at Colegrove Park Elementary School.

The Welcome Center is active in building communication regarding parent involvement throughout the district. The mission is to develop a firm collaborative partnership through which schools, families, and communities share the responsibility for the education and well-being of our children. The Welcome Center provides many resources such as family programs, a free clothing exchange, computers and printer for student and family use, access to community resources, monthly newsletters, and a lending library of parent and family items.

During the 2017-2018 school year, an effort was made to think about how we engage with families. Due to changes in daily family lives and busy schedules, it is becoming even more important to connect with parents in ways that are convenient and accessible. An emphasis was placed on providing information through our printed and digital newsletters. Through the NAPS Facebook page, we were able to post notices and flyers digitally and connect with parents using social media. The Welcome Center provides a variety of opportunities for parents to participate in parenting groups and parent workshops, either through the schools or in collaboration with community agencies such as Child Care of the Berkshires, Family Resource Center, and The Family Place. The Welcome Center also works with the Parent Teacher Group at each school on family events to create further connections with families.

The Welcome Center collaborates with a variety of community agencies and resources to connect families and create a strong school/family/community partnership. The Welcome Center collaborates with the North Adams Public Library (NAPL) to offer book recommendations to families and share information on NAPL programming. The Welcome Center at Brayton Elementary collaborated with NAPL, The Family Place, The Family Center, Williams College Student Volunteers, North Adams Girls Softball, Northern Berkshire YMCA, PTA/PTG groups and school staff to hold a Family Fun Night with a focus on literacy. Each community group was able to offer a literacy activity for families as well as share information about their programming. The Welcome Center began a strong collaboration with the Family Place beginning in February of 2018. The Family Place staff began holding office hours in the Welcome Center each week where families can access Family Place services.

Our schools have been working on enhancing the Transition to Kindergarten program and focusing on the transitions for families. This year, the registration and screening process for incoming kindergarteners was provided at six different dates and sites around the city at open registration times. This helped us to connect with more families, especially families who do not have access to transportation. Registration times were held at the Mohawk Forest Community Center, Greylock Apartments Community Center, UNO Center, Head Start, and at the Welcome Center located at Brayton Elementary School. The screenings for incoming kindergarten students were held at the schools the children will be attending in the fall, allowing the families to see the school and meet staff members from the very start.

### **The Off-Campus Program**

The North Adams Public Schools' Off Campus Program, located at 931 South Church Street, provided a hands-on learning experience for approximately thirty students during the school year in a variety of programs.

The Adult Transition Program for 18-22-year-old young adults with disabilities is located at the Off Campus Program building, and provided transition services to three students this year, with one student moving on to work with community-based adult service agencies in the fall of 2017. High school age students participated in a variety of pre-vocational and hands on learning experiences both on site, and in the community, including swimming and exercise at the YMCA, travel training with the BRTA, and volunteer opportunities at various locations throughout the city. Students used the newly redesigned learning spaces in the off campus building to learn about horticulture, recreational art, plant maintenance, grounds maintenance assembly, and customer service. Students assembled and created items for sale in the program's Greenhouse store and planted, cared for, and transplanted seedlings for use along Main Street in North Adams. Through these lessons, students practiced social skills and functional living skills with their peers, staff, and with many customers who attended two open houses held to showcase the work of the students.

### **Drury Summer Program**

During July of 2017, Drury High School hosted a Summer Engagement Program in conjunction with Hoosac Valley Middle/High School. The program was funded through the Supplementary Support to School Districts with High Concentrations of At-Risk Students: MassGrad Promising Practices grant. The program ran for eighteen days, from July 5 – July 28, 2017 and targeted students that were in need of assistance with the summer transition, credit recovery, and social emotional learning. In order to encourage attendance in the program, transportation was provided, as well as a free breakfast, snack, and lunch each day.

The program's themes focused on problem solving, interdependence, and communication. High school teachers developed math and ELA curriculum that was designed to specifically address deficits in those areas, through small group academic rotations and whole group activities. The Summer Engagement Program also developed activities using its own "Problem Solving Process" that is a hybrid of the Engineering Design Process and the Scientific Method. In order to fully engrain these skills, students were consistently asked to apply these themes throughout the program, not only during academic classes, but also during Service Learning projects, as well as during the "skill building" lessons. These lessons allowed students to reflect on academic and social/emotional strengths and weaknesses and receive direct instruction in organization, active listening, behavior, public speaking, teamwork, and collaboration.

Another goal of the program was to increase engagement among the students, not only in school, but also within their community. For this reason, the program used the "Kids as Planners" (KIDS) Consortium's model to investigate, develop, and carry out two different service-learning projects within the school. Students worked in Drury's Community Room with the Food & Clothing Exchange to organize and prepare it for student use during the 2017-2018 school year;

and also created literature for distribution inside and outside of the school to build awareness about the area and its purposes. Students created pamphlets and posters explaining how the Food & Clothing Exchange worked and who could access it, when, and how. Another group designed projects, activities, and informational presentations for incoming Grade 8 students about having success in high school, and how past decisions can have a positive effect on the future. Students created research based games, questionnaires, and PowerPoint presentations for students entering the school in the fall.

Twenty-three students successfully completed the program. They recovered content credits, “banked” two elective credits, and were able to move on to the next grade without having to repeat courses. Students and staff celebrated their success with a pizza party at the Community Garden on River Street.

Additionally, Drury High School offered summer school during three weeks in June, providing students in grades 9-12 an opportunity to recover credits via the Edgenuity platform at a fee of \$100 per course, or \$125 per course for out-of-district students. Of the twenty-seven students registered for summer school, twenty-four students (89%) completed their courses during the designated time, and the other three resumed their online credit recovery coursework during the following school year.

### **Mary Jezyk Sunshine Camp**

The Mary Jezyk Sunshine Camp is a summer recreational camp that provided services for approximately forty special needs students from pre-kindergarten through grade twelve at no cost to the families. The camp services students with mild to severe needs providing much needed programming for this population to develop social skills and prevent regression of skills during the summer months. The four week, five days per week program, is held at Historic Valley Park on Windsor Lake and offers students a variety of activities including swimming, arts and crafts, games, and field trips. The students participate in themed activities for recreational arts and have opportunities to work on developing and maintaining critical positive social skills in a slightly more relaxed setting than the classroom, allowing them to generalize those skills. Lunches, nutritious snacks, and transportation are all provided at no cost to students or their families.

### **McKinney-Vento Homeless Education**

The McKinney-Vento Homeless Education Office has continued to serve our students. We are serving an increasing number of families and unaccompanied youth as a result of the concerted effort to identify our homeless students as early as possible. The Case Manager for Homeless Education has coordinates the identification of homeless students. This has enabled us to provide support services to students and students’ parents alike. The North Adams Public Schools McKinney-Vento office has successfully helped dozens of North Adams students improve their housing situation by accessing local, state, and federal funds and agency services. We have provided emergency supplies, emotional support, and financial aid advocacy directly to families facing challenges in housing. We have also worked diligently to further strengthen our ties with the community, participating in the formation of the Northern Berkshire Housing and Homelessness Collaborative, and collaborating with many community agencies to minimize the impact of housing instability affecting our students and families.

### **Pathways to High School Graduation and College and Career Readiness**

Since the conclusion of the MassGrad grant, the North Adams Public Schools has continued to support one graduation coach, one full time online Learning Lab teacher, and the E3 competency-based program through the local budget. Preliminary end of year data approximates the number of students served in these programs (given some students transferred out of and/or were involved with multiple approaches) during the 2017-2018 school year:

- Drury Online Learning Lab: 95 students in 161 online classes
- Graduation Coaching: 60 students in grades 7-12
- E3 Academy 18 students, age 17 years or older

The Learning Lab completed its third year using Edgenuity, an online platform for credit recovery and “full run” content courses and electives for students in grades 8-12. Many students served via the Learning Lab completed more than one online course. Students were scheduled into online courses for a variety of reasons, including but not limited to: credit recovery, scheduling conflicts, medical leaves, and credit acceleration. This year, one full-time teacher was assigned to the Learning Lab to supervise online coursework throughout the day. There were ninety-five (95) students who took a total of one hundred and sixty-one (161) online classes. One hundred and thirty-six (136) classes were completed on time for a passing rate of 84%. Added benefits of the Edgenuity platform include increased alignment with Common Core Standards and a variety of accommodation and modification features to provide additional academic support for students, especially students with disabilities.

Our Graduation Coach served sixty (60) students during the school year: one student from grade 7, three students from grade 8, sixteen students from grade 9, fourteen students from grade 10, fifteen students from grade 11, and ten students from grade 12. Though many of the students in grades 9-12 were previously on the caseload of the Graduation Coach and they remained due to the ongoing work necessary to support the students toward graduation, the level of student needs helped categorize the caseload via the Drury Student Support Team by identifying students into the three categories of monitor, active, and intensive to guide the oversight and action steps in promoting staying on track for on-time graduation. The graduation coach monitored student progress, actively intervened with academic and behavioral support, and provided intensive (daily) interventions for students with the highest need, as evidenced by behavioral and academic data.

The E3 competency-based program again supported eighteen (18) students in the areas of essential skills and knowledge, effort, and employability. Twelve of the students graduated in 2018, one expects to finish in the summer, four will return in the fall and one returned to Drury High School to complete their senior year in a traditional classroom setting. While supporting high school graduation for at-risk students, E3 also engaged in several community and service-learning activities in North Adams in an effort to break down barriers and support the community, while learning and demonstrating academic skills and knowledge and developing social-emotional and career-readiness skills.

## **MASS MoCA**

In FY18, the North Adams Public Schools celebrated its seventeenth year collaborating with Kidspace and MASS MoCA. Kidspace launched Year Three of Art 4 Change (A4C) with the exhibition *Cavernous*, which was targeted to students in grades Pre-K through 7th, and featured work from the artist Wes Sam-Bruce. A4C is a four-year collaborative project between Kidspace at MASS MoCA and its seven partner schools in the North Adams Public Schools and the North Berkshire School Union, focusing on the issue of problem-solving and how to better prepare students for a world that needs effective solutions to ever-growing problems. NAPS students in kindergarten through 6th grade participated in two tours at MASS MoCA: one at Kidspace and one at the main galleries, each with thematic art-making and a mindfulness-based insight activity. The Kidspace tour explored the theme of courage and asked students to reflect upon how courage can be exhibited in everyday life — as opposed to the common sentiment that it is only used in the most extreme situations. The students were challenged to think of courage as an active choice that can be practiced through changing perspective and awareness. Sam-Bruce built a gallery-wide exploratory installation of a fantastical cave-like structure, which was rife with metaphor. Sam-Bruce was particularly inspired by both the Hoosac Tunnel and the people who built it, as site-specific inspiration for this theme of courage. Caves also have the element of the unknown, and demonstrated to students that to explore the unknown is an inherently courageous act. When they mustered the courage to explore the dark space within the cave, the students were rewarded with the beautiful heart of the cave: a space filled with crystals, representing their inner core and individuality. The Kidspace visits included discussions about changing perspectives, context in relationships, and self-awareness. Art projects for grades 3 - 8 involved creating courage mobiles, with each element of the mobile taking inspiration from a piece of *Cavernous*; students in grades Pre-K – 2 did a variation on the mobile project, in which they created moon mandalas to remind them of simple demonstrations of courage. Included in the tour was a mindfulness-based insight activity in which students took a moment of peaceful reflection within the cave and were told to breathe in their courage and breathe out their fears and anxieties.

Highlights from the visits to the main galleries included: identifying elements of art such as color, shapes and materials within works such as James Turrell's *Dissolve* and Sol LeWitt's *A Wall Drawing Retrospective*; discussing the use of unusual and repurposed materials to create narratives, such as in Lonnie Holley's work in *Thumbs Up for the Mothership* or Gunnar Schonbeck's *No Experience Required*; and exploring how artists display emotions through art, such as in Laurie Anderson's *Lolabelle in the Bardo* and Liz Glynn's *Archaeology of Another Possible Future*. Teachers were also provided with additional resources and information on the exhibitions as a supplement to include in their A4C teacher guides.

As part of the Kidspace Artist Residency Program, featured Kidspace artist Sam-Bruce conducted artist residencies at the museum with Brayton, Colegrove, and Greylock Elementary students. He worked with each 4<sup>th</sup> grade class on three art-making projects that became increasingly more collaborative throughout the day. The first project involved each student making courage spinners, similar to those throughout *Cavernous*, that expressed their individuality and their core. The second project involved each student designing five triangle

pieces, similar to the roof of *Cavernous*, with the idea that each triangle would be dedicated to someone they feel deeply connected too. The triangles were later assembled all together to make a “quilt,” which was given to each classroom. The last project of each day was collaborative amongst all the partner schools. Sam-Bruce created three A-frame structures, and instructed students to decorate them with the idea that they were growing a community garden. Students were allowed to paint, draw, embellish, write poetry etc. upon the A-frames. One of the A-frames was displayed in Kidspace for the remainder of the exhibition run for *Cavernous*. All three A-frames were displayed in the main courtyard of MASS MoCA on Family Day, a celebration at the end of the exhibition run held at the end of May.

NAPS received a \$20,000 grant from the National Endowment for the Arts, which supported museum admission, buses, performances, and artist residencies.

Additionally, MASS MoCA received a second grant from the Institute for Museums and Library Services for the project titled “A Responsive Museum,” a two-year framework for community engagement with social justice issues and the arts. As part of this project, Drury High School students participated in social justice tours and artist residencies surrounding the theme of truth found within the exhibitions *Jenny Holzer* and *Thumbs Up for the Mothership*. Pittsfield-based poet Ted Thomas led a 6-week poetry workshop with eleven Drury students, culminating in a poetry reading for the students’ families and friends as well as school administrators, held at MASS MoCA. The entire 7th grade of Drury High School participated in Curating a Culture of Respect, an annual year-long program in collaboration with the Clark Art Institute, in which students explore how the arts can be used as a mechanism for investigating the human capacity for violence and social change. As a core component of that program, the 7th grade spent a whole school day at MASS MoCA, using exhibitions and a collaborative art-making project as the foundation for deepening connections and inspiring critical thinking around social issues. Finally, fifty-two Drury students participated in the 8<sup>th</sup> Annual Teen Invitational high school art show at MASS MoCA; fourteen of these students won awards at the ceremony in May.

### **21st Century Community Learning Centers Program**

The focus for the 2017-2018 21<sup>st</sup> Century After School and Summer programming has been to meet the individual needs of our students and the families we service. Our experience with extended day and out of school programs has shown us that the personalized approaches, diversified communication methods, and expanded on-site supports best address the specific needs of our community. We continue to focus on skills development in literacy, math, and science with our students, as well as targeting their developmental and social/emotional needs. Through a grant, we are able to offer dinner five times per week during the academic year to any school-age child. Additionally, we were able to expand offerings for the four hundred preK-8 students this year through partnerships with local educational, business/industry leaders, and arts organizations.

### **Brayton Elementary School 21<sup>st</sup> Century 2017 K-4 Summer Science Camp**

The theme of Brayton Elementary School’s 21<sup>st</sup> Century Summer Science Camp was ‘Circle of Life.’ The length of the camp was four weeks, Monday thru Friday, from 8:00 a.m. until 3:00 p.m. In preparation for camp there were four professional development (PD) sessions for staff.

In addition to hands-on, project-based science activities there was a performing arts component offered by our after school program's dance and drama leader. The musical drama was "Name That Internal Organ" the theme of which was to learn about all of the human internal organs through song and dance. A group of 3<sup>rd</sup> & 4<sup>th</sup> graders were invited to participate in the Williamstown Theatre Festival in which a community play was produced. The campers who were enrolled in Kids 4 Harmony after school program were provided with a continuation of lessons throughout the camp, Monday thru Thursday, with an hour lesson each day.

There were a number of guest presenters who enhanced the experience for our summer participants. MIT visited Brayton Elementary School and members of their outreach staff provided campers with a variety of hands-on experiments aligned with the theme. Students visited the North Adams Library weekly for presentations, technology work, and book check-outs. The students got to learn about and observe live animals from a traveling program called Teaching Creatures. Our local Greylock Animal Hospital visited Brayton bringing pets such as dogs, cats, and bunnies. Berkshire Health Systems partnered with our camps and created healthy snacks and drinks with the help of the students. Williams College partnered in bringing their BioEYES project to camp, involving mating of the zebra fish.

Added student support was made possible through a partnership with Berkshire County Regional Employment Board. Four high school students were funded by local banks to work in summer camp where they provided general and targeted support to our younger students. Brayton's Leader in Me Initiative was integrated throughout the summer program with full integration of the "seven habits of happy kids" in all camp activities.

The Celebration of Learning trip was to the CT Science Center where there were many exhibits that aligned with our theme.

The Summer Science Camp provided four additional enriching weeks of literacy, math, and science, with emphasis on supporting social/emotional well-being, the result of which prevented students from experiencing summer learning loss.

### **Colegrove Park Elementary School 21<sup>st</sup> Century 2017–2018 5-8 College & Career Readiness Summer Camp**

The second year of our grades 5-8 College & Career Readiness summer camp, we focused on global issues and having the courage to do what is right during "Camp Courage". Our camp ran four weeks in July from 8:30 a.m. to 3:30 p.m., Monday through Friday. To prepare our camp leaders we held three professional development sessions, focusing on incorporating leadership skills and literacy into the program. We also provided instruction on project based learning as it is the basis for summer camp instruction. In addition to academic preparedness, we had our district behavioral specialist, Austen Richter, speak with staff regarding social emotional learning and how to differentiate the approaches taken when working with all students. The success of our inclusive program is in the balance of meeting all student learning needs while preparing them to be productive 21<sup>st</sup> Century learners and citizens.

During the four weeks of camp students were divided into five sections, during which they investigated some of the issues we are challenged with both locally and globally. Teachers and students began each day with social skills and team building exercises and then students were immersed in programming with lessons incorporating literacy, math, engineering, and art. Students explored a multitude of issues such as global warming, pollution, feeding the hungry, and homelessness. During the four weeks of camp, students experienced field trips that focused on the issues being covered as well as team building exercises and daily physical activity. We continued our partnership this summer with Mass MoCA. This year our central theme of “courage” was evidenced throughout the experiences in writing and art. Students explored the many exhibits, especially those that exemplified courage and then wrote and discussed how courage was thematically represented. We visited Mass MoCA and Kidsspace at the beginning of programming and again at the end to see how our view of courage had evolved over the four weeks of camp.

### **Brayton Elementary School 21<sup>st</sup> Century 2017-2018 K-4 After School Program**

The 21<sup>st</sup> Century After School program based at Brayton is a district-wide program servicing students in grades Kindergarten to 4. The program runs five days per week from 3:00 – 5:30 p.m. Students at Brayton School transition from the day program to the school cafeteria at dismissal, where they are checked in by an after school assistant who facilitates the snack process and leads them to their after school classroom. At 3:30 PM Greylock and Colegrove students arrive at Brayton and are met by after school staff to join their friends.

Monday through Friday students are engaged in approximately eight to ten programs that provide academic enhancement, social and emotional learning and support, as well as a full menu of performing and visual arts. 21<sup>st</sup> Century also has a number of community partners all of whom provide programming free of charge, helping to build sustainability of the after school program. Included in the list of partners are MCLA, Williams College, YMCA, Berkshire Christian Church, All Saints Church, Berkshire Children & Families, Kids 4 Harmony, and North Adams Public Library.

In addition to enriching programs we have found the need to infuse into the program a leadership initiative to better prepare our students for goal setting which we feel is a prerequisite to success academically, socially, and emotionally. We want our students to be prepared as adults to become productive members of their community. We have chosen a goal setting program, Leader in Me, which teaches students the seven habits of successful kids. As recipients of the Williams College Olmsted Award, we have provided training for our after school staff and have purchased the Leader in Me Curriculum.

As we work toward becoming a full service community school, the “Be Our Guest” dinner continued to be part of our programming. Students transitioned at 4:45 PM to the cafeteria for a nutritious hot meal before boarding buses for home. In 2<sup>nd</sup> session through an extension grant we were able to support a dinner program with students’ families, resulting in personal engagement and relationship building with parents.

## **Colegrove Park Elementary School – 21<sup>st</sup> Century 2017-2018 5<sup>th</sup>-8<sup>th</sup> grade After School Program**

During the 2017-2018 school year we adapted to the grade level configuration across the district with the 7<sup>th</sup> grade moving up to Drury to be incorporated into their new 7<sup>th</sup> & 8<sup>th</sup> grade academy. Our 5<sup>th</sup> and 6<sup>th</sup> grade programs were held at Colegrove Park Elementary and Drury hosted two programs for the upper grade students. Once again, students were able to get begin their after school experience with snacks at their home school and then Brayton and Greylock Elementary School students were bused to Colegrove Park Elementary to begin their programs. Our sessions ran from 3 p.m. to 5 p.m., Monday through Friday.

This year we incorporated social-emotional-behavioral professional development in monthly trainings with education consultant, Dr. Betsy Burris. Dr. Burris focused on how teachers can work with students who have experienced trauma. Teachers were able to learn about what triggers particular behaviors and how to help our learners overcome emotional stressors that prevent individuals from being successful in school. In these trainings we also learned about how we, as educators, absorb our students' emotions and how to best support each other in order to then best support the students.

Our partnership with MCLA continued this year with two very strong, and well-attended programs; The Write Stuff and Berkshire ASAP (After School Arts Program). In these programs, students were able to work with college mentors who helped them to both investigate learning in the college setting and to use writing and art to express their thoughts and feelings. Drury High School partnered with IS183, a Pittsfield-based arts program for students, and brought new creative theater experiences to our 7<sup>th</sup> and 8<sup>th</sup> grade students this year. We also capitalized on local business partners and offered an engineering experience and one of our teachers took their interests and skills to the students, offering a computer coding class.

Students at Colegrove Park Elementary had experiences that were built around literacy, math, engineering, problem solving, physical activity, and team building. We also added an additional thread of social emotional learning, incorporating our learning from Dr. Burris. Programs such as Graphic Novel Design, Endangered Species, and A Book of Your Own focused on literacy. Students researched, read fiction and non-fiction texts, and worked on their writing skills. Other programs, such as Lego Engineering, Math Games, and Simple Machines, focused on math, problem solving, and engineering skills. Students learned about the arts through Photography, All About the Art, and Theater at the Grove. Additionally, we added Mindful Yoga, Expressive Writing, Building Leaders – Building Friendships, and Leadership is Fun to our program line up. Our main goal at the Colegrove Park College and Career Readiness Academy continues to be to boost our students' literacy, math, and engineering skills, while incorporating social emotional skills and problem solving. We want our students to believe in themselves as much as we do, and to be able to cope with challenges in their daily lives that may enter into the school day.

### **The Gateway Fund**

The Gateway Fund is an endowment fund administered through the Berkshire Taconic Community Foundation. The purpose of the fund is to nurture educational excellence by

providing grants to students and staff of our schools. In the spring of 2018 our fifteenth round of grant awards was completed.

**Retirements**

Retiring in FY18 were James Buffoni, Nancy Gallagher, and Roberta Sullivan. We extend to them our thanks for their many years of dedicated service.

North Adams Public Schools  
School Calendar 2017-2018

| August/ September 2017 (21) |     |     |    |    |
|-----------------------------|-----|-----|----|----|
| M                           | T   | W   | TH | F  |
|                             | 29* | 30* | 31 | 1  |
| X                           | 5   | 6   | 7  | 8  |
| 11                          | 12  | 13  | 14 | 15 |
| 18                          | 19  | 20  | 21 | 22 |
| 25                          | 26  | 27  | 28 | 29 |

| February 2018 (15) |    |    |    |    |
|--------------------|----|----|----|----|
| M                  | T  | W  | TH | F  |
|                    |    |    | 1  | 2  |
| 5                  | 6  | 7  | 8  | 9  |
| 12                 | 13 | 14 | 15 | 16 |
| X                  | X  | X  | X  | X  |
| 26                 | 27 | 28 |    |    |

| October 2017 (21) |    |    |    |    |
|-------------------|----|----|----|----|
| M                 | T  | W  | TH | F  |
| 2                 | 3  | 4  | 5  | 6  |
| X                 | 10 | 11 | 12 | 13 |
| 16                | 17 | 18 | 19 | 20 |
| 23                | 24 | 25 | 26 | 27 |
| 30                | 31 |    |    |    |

| March 2018 (20) |    |    |    |    |
|-----------------|----|----|----|----|
| M               | T  | W  | TH | F  |
|                 |    |    | 1  | 2  |
| 5               | 6  | 7  | 8  | 9  |
| 12              | 13 | 14 | 15 | 16 |
| X               | 20 | 21 | 22 | 23 |
| 26              | 27 | 28 | 29 | X  |

| November 2017 (18) |    |    |    |    |
|--------------------|----|----|----|----|
| M                  | T  | W  | TH | F  |
|                    |    | 1  | 2  | 3  |
| 6                  | X  | 8  | 9  | X  |
| 13                 | 14 | 15 | 16 | 17 |
| 20                 | 21 | 22 | X  | X  |
| 27                 | 28 | 29 | 30 |    |

| April 2018 (16) |    |    |    |    |
|-----------------|----|----|----|----|
| M               | T  | W  | TH | F  |
| 2               | 3  | 4  | 5  | 6  |
| 9               | 10 | 11 | 12 | 13 |
| X               | X  | X  | X  | X  |
| 23              | 24 | 25 | 26 | 27 |
| 30              |    |    |    |    |

| December 2017 (16) |    |    |    |    |
|--------------------|----|----|----|----|
| M                  | T  | W  | TH | F  |
|                    |    |    |    | 1  |
| 4                  | 5  | 6  | 7  | 8  |
| 11                 | 12 | 13 | 14 | 15 |
| 18                 | 19 | 20 | 21 | 22 |
| X                  | X  | X  | X  | X  |

| May 2018 (22) |    |    |    |    |
|---------------|----|----|----|----|
| M             | T  | W  | TH | F  |
|               | 1  | 2  | 3  | 4  |
| 7             | 8  | 9  | 10 | 11 |
| 14            | 15 | 16 | 17 | 18 |
| 21            | 22 | 23 | 24 | 25 |
| X             | 29 | 30 | 31 |    |

| January 2018 (21) |    |    |    |    |
|-------------------|----|----|----|----|
| M                 | T  | W  | TH | F  |
| X                 | 2  | 3  | 4  | 5  |
| 8                 | 9  | 10 | 11 | 12 |
| X                 | 16 | 17 | 18 | 19 |
| 22                | 23 | 24 | 25 | 26 |
| 29                | 30 | 31 |    |    |

| June 2018 (15) |    |    |    |    |
|----------------|----|----|----|----|
| M              | T  | W  | TH | F  |
|                |    |    |    | 1  |
| 4              | 5  | 6  | 7  | 8  |
| 11             | 12 | 13 | 14 | 15 |
| 18             | 19 | 20 | 21 | X  |
| X              | X  | X  | X  | X  |

\*Teachers report for professional development on August 29 & 30

August 31: First day of school for students in kindergarten through grade eight and students new to Drury

September 1: First day of school for Drury students grades nine through twelve

Early release days for students: October 5, November 14 & 16 (parent teacher conferences, Drury 11/14 and elementary schools 11/16), November 22 (Thanksgiving Recess), June 7 & final day of school.

Schools closed for students on November 7 & March 19 for teacher professional development

Drury graduation: June 7

Students present for 180 days, 5 days reserved for snow days

| North Adams Public Schools |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    |       |
|----------------------------|-----|-----|-----|-----|----|-----|-----|-----|-----|----|-----|----|----|----|---|----|-------|
| North Adams, Massachusetts |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    |       |
| 02' October 2017           |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    |       |
| School                     | PK  | K   | 1   | 2   | 3  | 4   | 5   | 6   | 7   | 8  | 9   | 10 | 11 | 12 | U | 13 | TOTAL |
| Drury-male                 |     |     |     |     |    |     |     |     | 52  | 46 | 43  | 33 | 31 | 33 |   | 3  | 241   |
| Drury-female               |     |     |     |     |    |     |     |     | 48  | 47 | 55  | 45 | 47 | 38 |   | 1  | 281   |
| Drury Total                |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    | 522   |
| Brayton-male               | 21  | 18  | 12  | 11  | 18 | 18  | 17  | 11  |     |    |     |    |    |    |   |    | 126   |
| Brayton-female             | 15  | 17  | 15  | 11  | 16 | 20  | 24  | 16  |     |    |     |    |    |    |   |    | 134   |
| Brayton Total              |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    | 260   |
| Greylock-male              | 17  | 18  | 26  | 17  | 15 | 17  | 22  | 22  |     |    |     |    |    |    |   |    | 154   |
| Greylock-female            | 26  | 16  | 12  | 19  | 13 | 20  | 21  | 19  |     |    |     |    |    |    |   |    | 146   |
| Greylock Total             |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    | 300   |
| Colegrove Park-male        | 20  | 21  | 25  | 27  | 18 | 19  | 27  | 27  |     |    |     |    |    |    |   |    | 184   |
| Colegrove Park-female      | 22  | 16  | 27  | 19  | 16 | 23  | 30  | 24  |     |    |     |    |    |    |   |    | 177   |
| Colegrove Park Total       |     |     |     |     |    |     |     |     |     |    |     |    |    |    |   |    | 361   |
| Residential Placements     | 3   | 1   |     |     |    |     | 1   | 2   | 2   | 1  | 3   | 2  | 1  | 1  |   | 2  |       |
| Totals                     | 124 | 107 | 117 | 104 | 96 | 117 | 142 | 121 | 102 | 94 | 101 | 80 | 79 | 72 | 0 | 6  | 1462  |

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.