



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: **Tuesday, March 26, 2024**

TIME: 5:30 p.m. Executive Session

6:00 P.M. Regular Session

NOTE LOCATION: In-Person at POWDER MILL SCHOOL Cafeteria

94 Powder Mill Road, Southwick, MA 01077

***NOTE TIME AND LOCATION**

Community members who do not wish to attend in-person are also able to watch the meeting on LiveStream via ZOOM Webinar. However, public comment will not be allowed via Zoom. In the event of disruption of the LiveStream, the in-person meeting shall continue to proceed.

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/89530036054?pwd=bkJ6dC9jS3NJS2JmNXRPck9wdkJhZz09>

Passcode: nF9xG1

Or One tap mobile: +13092053325,,89530036054#,,,,*122745# +13126266799,,89530036054#,,,,*122745#

Or Telephone: Dial (for higher quality, dial a number based on your current location):

+1 309 205 3325 +1 312 626 6799 +1 646 931 3860 +1 929 205 6099 +1 301 715 8592 +1 305 224 1968

+1 360 209 5623 +1 386 347 5053 +1 507 473 4847 +1 564 217 2000 +1 669 444 9171 +1 669 900 6833

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Webinar ID: 895 3003 6054 Passcode: 122745

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AGENDA

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. EXECUTIVE (5:30 p.m.)

Move to go into Executive Session pursuant to:

M.G.L. c. 30A, s. 21(a)(2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel; and to reconvene in Open Session.

II. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar

A. Attendance

B. Opening Ceremony

C. Consent Agenda – Minutes of 2/15/24; SRS Fundraiser: Class of 2026 King of the Hill Basketball Tournament; SRS Out-of-State Field Trip 2024 (Europe); Home Education Proposal

D. Warrants

E. Correspondence

III. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

IV. STUDENT ADVISORY REPORT

V. EDUCATIONAL PRESENTATION

- Diversity, Equity, Inclusion, & Belonging (DEIB) Update – Erin Carrier, Principal, Powder Mill School

VI. POLICIES

- None

VII. ACTION ITEMS

- A. Approve Consent Agenda
- B. Approve Student Opportunity Act Plan (2024-2027)
- C. Approve STGRSD FY25 Budget – Assessment Ratios
- D. Approve STGRSD FY25 Budget – Total Budget Amount
- E. Approve STGRSD FY25 Budget – Assessments to Member Towns
- F. Approve STGRSD FY25 Capital Plan
- G. Approve STGRSD Health Insurance/Renewal Rates

VIII. REPORTS

- A. Superintendent
 - Anonymous Alerts
 - SRS Student/Staff Committee
- B. Director of Finance and Operations

IX. SUBCOMMITTEES AND LIAISONS

- Negotiations: Locke, Melloni, Fox, Stevenson (Alternate)
- Finance: Locke, Stevenson, Fox
- L.P.V.E.C. Bd. Collaborative: Emmelmann
- L.P.V.E.C. Bd. Corporation: Stevenson
- Policy: Petschke, Stevenson, Korobkov
- Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson
- Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni
- Wellness Liaison: Locke, Melloni, TBD
- SPED Liaison: Petschke, Korobkov, Emmelmann
- Technology Liaison: Petschke, Melloni, TBD
- Southwick Capital Committee Liaison: Fox
- Athletics Liaison: Stevenson
- Legislative Liaison: Rotating attendance at MASC

X. COMMITTEE DISCUSSION

- A. Old Business
- B. New Business
 - Advisory Committee to the School Committee

XI. ADJOURNMENT



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: Thursday, February 15, 2024

TIME: 6:00 P.M.

NOTE LOCATION: In-Person at Superintendent’s Conference Room

86 Powder Mill Road

Southwick, MA 01077

MINUTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.
Agenda times are estimates.

I. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & ZOOM WEBINAR

A. Attendance

The meeting was called to order by Mr. Stevenson at 6:03 p.m. Mr. Fox arrived at 6:16 p.m.

Motion by Petschke, seconded by Emmelmann 5/0/0

- | | |
|-------------------------------------|--|
| School Committee
(Participants): | <input checked="" type="checkbox"/> Robert Stevenson, Southwick, Chairman
<input checked="" type="checkbox"/> Pamela Petschke, Granville, Vice Chairperson (remote participation)
<input type="checkbox"/> Ryan Korobkov, Southwick, Secretary
<input checked="" type="checkbox"/> Theodore Locke, Tolland (via phone)
<input checked="" type="checkbox"/> Russell Fox, Southwick (entered at 6:16 p.m.)
<input checked="" type="checkbox"/> Erika Emmelmann, Southwick
<input checked="" type="checkbox"/> Desiree Melloni, Southwick |
| Administration
(Participants): | <input checked="" type="checkbox"/> Jennifer Willard, Superintendent
<input checked="" type="checkbox"/> Joseph Turmel, Director of Finance and Operations
<input type="checkbox"/>
<input checked="" type="checkbox"/> Erin Mountain, Recording Secretary |
| Student Representatives: | <input checked="" type="checkbox"/> Magnolia Dickinson and Lucas Caron |
| News Media: | <input type="checkbox"/> None |
| Observers/ Attendees: | <input checked="" type="checkbox"/> Approx. 5 |

B. Opening Ceremony

Pledge of Allegiance

C. Consent Agenda – Minutes of 01/23/24; SRS Fundraiser (Class of 2027 Movie Night); SRS Out-of-State Field Trip (Sonny’s Place, Somers, CT)

D. Warrants

Circulating

E. Correspondence

Mr. Turmel read a letter from Mr. Pescitelli acknowledging that Woodland School received a donation of school supplies from the American Legion Post #338 in Southwick, with an estimated value of \$115.

Superintendent Willard read excerpts from a letter by Jeffrey Riley, Commissioner, MA Department of Elementary and Secondary Education, to superintendents, in which he announced his resignation, effective March 15, 2024. She noted that Commissioner Riley has served in this role for more than six years.

II. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

None.

III. STUDENT ADVISORY REPORT

Mr. Caron reported that there is a Winter Olympics pep rally tomorrow and spirit week is going on this week. He also reported that work on the SRS spring musical, Fiddler on the Roof, is going well, and the show is April 4-6, 2024 (he noted that he has a big part in the musical).

Ms. Dickinson reported that MCAS testing is taking place this week. The SADD student group was approved for the Stop the Swerve event. She also reported on winter sports, noting that Borese A. took first place in Western MA in wrestling, and he and five other students are competing in the State tournament this weekend.

IV. EDUCATIONAL PRESENTATION

- Athletics Department Proposals – Meirion George, Athletics Director
 - o SRS Booster Club – Mr. George reported that the proposal for a Booster Club was introduced during Covid. He recently met with parents who told him they want to restart the process. Mr. George would like to move forward with getting the 501(c)(3) status with the State. He indicated that the group will expand to include parents from most, if not all, of the sports, and then we can move forward with the full Booster Club. Mr. George noted that having a Booster Club will help with activities such as fundraising so teams are not working in isolation, and hopes that there could be a more uniform look across the sports teams. Ms. Petschke asked what the next step is. Mr. George said next steps include filing with the State, creating a larger committee/Booster Club, and reviewing bylaws.
 - o New Athletics Team – Mr. George reported that last year there was interest in establishing a Girls Lacrosse team, and a training program last spring garnered about 30 girls every week. Mr. George explained that this year, a JV level development team that will be registered with the MIAA as a team but will follow a scrimmage/JV team schedule with other MIAA teams. By the end of the season there will be a scrimmage. The suggested fee per player would be \$50. A teacher in the district has been identified as the coach (this teacher is also the Field Hockey coach). The next realignment is in 2026 to be entered into the league through the MIAA. Regarding Boys Lacrosse, Mr. George is investigating a co-op program with Westfield. He said there is no concern that we are taking athletes away from other sports. Mr. Stevenson noted that we are giving students an opportunity who are taking the season off from other sports, and if we install a turf field, then this would be a benefit to Girls Lacrosse.

- SRS 2024/2025 Program of Studies Changes – Serena Shorter, Principal, Southwick Regional School

Ms. Shorter reviewed the 2024/2025 Program of Studies updates provided to the School Committee. Among the updates are a Middle School Writing course primarily for grade 7 students; shifting middle school World Language to a single year program (for 8th grade students); Advanced Placement Calculus half-year course; CTEC grade 9 students attending LPVEC for the full year as freshmen; and add Innovation Career Pathways (ICP) for 8th and 9th grade students (currently begins in 9th or 10th grade, but 8th grade students will be introduced to the program).

Regarding the grade 9 students attending CTEC for a full year, Ms. Petschke asked if other districts do this. Currently all districts except ours send students to CTEC for the full year (AM or PM). The intent for the ICP is to draw in five students per year, and there is a team at SRS working on building up the program, with students who are accepted being given sweatshirts, for example.

- Curriculum Update: Instructional Materials – Dr. Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction

Dr. Sullivan presented a PowerPoint entitled Instructional Materials Selection & Adoption Procedures, which covered the following topics:

- Core Curriculum Materials – district adopted primary instructional resources; may include textbooks, workbooks, online platforms; evaluated and selected using the MA DESE implement process for evaluating and selecting HQIM (high-quality instructional materials)
- Supplemental Instructional Materials – any materials intended to support or supplement core curriculum material; may include novels, support textbooks, anthologies, blog content, articles, websites, media clips, poems, primary and secondary sources; evaluated and selected using the Supplemental Instructional Materials Evaluation Checklist
- Supplemental Instructional Materials Evaluation Checklist – charts outlining criteria for program goals, and district & community standards
- When to Seek Additional Support – educator is unsure about suitability of proposed resource; educator wishes to advocate for why a resource’s educational value outweighs potentially objectionable content
- Process for Supplemental Resource Approval – check approved resource list to see if requested resource is already approved, has previously been reviewed and not approved, or is under review (lists available on district website); complete supplemental materials request form and submit to Assistant Superintendent of Curriculum & Instruction to be included in next resource review cycle; Instructional Leadership Team (ILT) will review proposed resources and make recommendation – members of team include teachers, parents, administrators, and School Committee liaisons.
- Core and Supplemental Curriculum/Instructional Material Complaint Procedures – Step 1 is informal complaint; Step 2 is formal complaint; Step 3 is district determination
- Next Steps – present procedures to ILT (March); ILT training on supplemental material review process (June); staff training on supplemental material review process (August).

V. POLICIES

1st Reading – File JEB: Entrance Age

The JEB: Entrance Age policy was discussed during a Policy Subcommittee meeting. Superintendent Willard explained that we are aligning our policy with our practice, which is that a student needs to be five (5) years of age on or before September 1 of the year that the student enters kindergarten. She noted that every district does this. Chairman Stevenson stated that he would like to waive the 2nd and 3rd reading of this policy due to upcoming preschool and kindergarten registrations. There were no questions.

VI. ACTION ITEMS

- A. Approve Consent Agenda

Move to approve Consent Agenda items as listed above.

There were no questions or comments.

Motion by Petschke, seconded by Emmelmann 6/0/0

- B. Approve SRS Booster Club

Move to proceed with the formation of the SRS Booster Club and registration with the State as a 501(c)(3) nonprofit.

There were no questions or comments.

Motion by Petschke, seconded by Emmelmann 6/0/0

- C. Approve Girls Lacrosse Team

Move to approve the establishment of Girls Lacrosse as a new SRS Athletics team.

There were no questions or comments.

Motion by Petschke, seconded by Emmelmann 6/0/0

- D. Accept Donation of School Supplies Valued at \$115 for Educational Use at Woodland School, from American Legion Post #338 Southwick.
Move to accept American Legion Post #338 Southwick donation of school supplies for Woodland School.
 There were no questions or comments.
 Motion by Petschke, seconded by Emmelmann 6/0/0
- E. Waive 2nd and 3rd reading of policy JEB: Entrance Age
Move to waive the 2nd and 3rd readings of JEB: Entrance Age.
 There were no questions or comments.
 Motion by Petschke, seconded by Emmelmann 6/0/0
- F. Approve STRSD policy JEB: Entrance Age
Move to approve STGRSD policy JEB: Entrance Age.
 There were no questions or comments.
 Motion by Petschke, seconded by Emmelmann 6/0/0
- G. Accept Donation of \$10,000 from The Boss Group for bleachers and assign a bleacher gift fund account to transfer \$10,000 collected from The Boss Group to that account.
Move to accept donation from The Boss Group for bleachers and transfer that donation to the bleacher gift fund account.
 There were no questions or comments.
 Motion by Petschke, seconded by Emmelmann 6/0/0
- H. Approve Memorandum of Agreements (MOAs) for four (4) STGRSD employees: Director of Finance Joseph Turmel; District Accountant Jessica Coty; Payroll Specialist Lisa Bousquet; and Human Resources Specialist Elizabeth Tetreault.
Move to approve the MOAs for Joseph Turmel, Jessica Coty, Lisa Bousquet, and Elizabeth Tetreault.
 There were no questions or comments.
 Motion by Petschke, seconded by Emmelmann 6/0/0

VII. REPORTS

- A. Superintendent
 2024 Pioneer Valley Excellence in Teaching Award Winner
 Superintendent Willard announced the STGRSD 2024 Pioneer Valley Excellence in Teaching Award winner: Michelle Desmarais, Powder Mill School grade 3 teacher. The surprise visit to Ms. Desmarais's classroom on February 9 included the grade 5 and 6 members of the Powder Mill School band performing and marching through the halls for the first time. Superintendent Willard commended Mr. Whalen and the band.
- B. Director of Finance and Operations
 Mr. Turmel reported that the vape sensors have been installed at Powder Mill and Southwick Regional School. We are in the final re-do of the HVAC project at Woodland, and we are also looking at how to use ESSER III funds. Mr. Turmel reported that Powers and Sullivan conducted the FY23 audit yesterday and we received a good report from them regarding closing out FY23; there are a few findings from FY22. He said that the Positive Pay software program to check on our checks is up and running.

VIII. SUBCOMMITTEES AND LIAISONS

- Negotiations: Locke, Melloni, Fox – Meeting February 28.
Finance: Locke, Stevenson, Fox – Meeting next Thursday.
L.P.V.E.C. Bd. Collaborative: Emmelmann – Met yesterday. The traverse app will be installed in all buses by April 1. There was a presentation on the programs and tuitions at LPVEC, such as CTEC, Twain and IOP (our district pays for our students who attend these programs).
L.P.V.E.C. Bd. Corporation: Stevenson – No meeting – no quorum.

Policy: Petschke, Stevenson, Korobkov – Mr. Stevenson will ask Ms. Lafond on March 26 about getting section A so the School Committee can start approving updated policies.

Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson – No report.

Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni – Meeting on March 5.

Wellness Liaison: Locke, Korobkov, Melloni – No report.

SPED Liaison: Petschke, Korobkov, Emmelmann – Met with Ms. Gunn recently; looked at out-of-district Special Education placements. Transportation is very expensive (approximately \$80,000 per student per year), so we should consider anything we can do to incentivize parent transport, we should think about this. Chairman Stevenson asked if we can reimburse mileage and pay parents to transport; we will ask our attorney.

Technology Liaison: Petschke, Melloni – No report.

Southwick Capital Committee Liaison: Fox – Mr. Fox reported that the first meeting was tonight, and that the Town is advocating for a lean budget on capital projects and regarding the school district. He also reported that paving project costs have skyrocketed in the last two years. The next meeting is at the end of the month.

Athletics Liaison: Stevenson – Met recently; no report.

Legislative Liaison: Rotating attendance at MASC

IX. PUBLIC COMMENT – excluding personnel issues

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None.

X. COMMITTEE DISCUSSION

A. Old Business

Out-of-District Vocational Costs: Roundtable Summary - Mr. Stevenson reported that the Roundtable held on February 1, 2024 was a good meeting overall. Since that evening, he has had a conversation with Tracy Novick of MASC who is a field director and financial person. Mr. Stevenson said that if we pull students out of the foundation budget and assign them to the towns, we will not lose the Chapter 70 funding because we are hold harmless. The Towns would be eligible for Chapter 70 funding to help offset the cost. Ms. Novick told Mr. Stevenson that all of the other towns have pulled their students, and we would lose the minimum local contribution. Mr. Stevenson outlined the current scenario - what the allocation is now, compared with what the towns would pay going forward. The minimum local contribution reduces the cost that the towns would have to pay.

Ms. Petschke said a Select Board member from Tolland asked if the towns could pay the difference between the cost to attend CTEC and the out-of-district vocational cost. This option would be more expensive and we wouldn't get Chapter 70 funds; the students would have to be pulled from the foundation budget, and therefore that would require an addendum to the Regional Agreement and all three towns would have to approve. Mr. Stevenson said that the best option for everyone is if the students are pulled from the foundation budget because the towns would receive more funding. He explained that we need to issue and take a vote at the next School Committee meeting to inform towns that starting in FY26 we have to have those students pulled out of the foundation budget and put into the town budget. He said we will get the best numbers we can and give the towns the best deal. He believes we should amend the Regional Agreement and clarify this because the Regional Agreement is silent, and because the old policy (prior to 2015) said the district would pay. He noted that the school district would need approval from all three towns to clarify the Regional Agreement, which will ensure that the issue of out-of-district vocational tuition/transportation is not subject to a School Committee vote.

Mr. Stevenson said he would like a motion at the next School Committee meeting to vote to clarify and adjust the Regional Agreement. This topic would not come before the towns until the 2025 annual town meeting. Ms. Petschke asked about the administration of the out-of-district vocational students. Mr. Stevenson said the district can be the administrative proprietor of this and there would be a financial breakdown of that cost. The towns would have to do their own accounting and reporting to DESE. Mr. Fox said moving forward with this proposal, we are going to be in compliance with the statute, and the numbers will change every year (how many students from each town go to out-of-district vocational schools).

B. New Business

Mr. Stevenson heard from a State Representative who wanted to know why they have to pay to watch their students play hockey and basketball. Mr. Stevenson spoke with Mr. Turmel, Ms. Shorter and Mr. George. Mr. Stevenson would like a motion at the next School Committee meeting to provide a pass for these two sports to the parents of those athletes (for home games).

XI. ADJOURNMENT

At 7:54 p.m., a motion was made to adjourn the meeting.

Motion by Petschke, seconded by Emmelmann 6/0/0

Respectfully Submitted,

Ryan Korobkov, Secretary

XII. LIST OF DOCUMENTS VIEWED OR DISCUSSED DURING THIS MEETING

- Agenda for the February 15, 2024 Meeting
- Minutes of the January 23, 2024 Meeting
- SRS Fundraiser: - Class of 2027 Movie Night
- SRS Out-of-State Field Trip (Sonny's Place, Somers, CT)
- Letter from Woodland School Principal Pescitelli – Donation of School Supplies from American Legion Post #338 in Southwick
- Rams Athletics – Girls Lacrosse Proposal
- SRS Booster Club Mission Statement, Relationship with Booster Organizations
- School Committee Policy KEB: Relations with Parent Organizations; KJA: Relations with Booster Organizations
- SRS Program of Studies 2024/2025 Updates
- Instructional Materials Selection & Adoption Procedures PowerPoint
- School Committee Policy JEB: Entrance Age (updated 2/15/24)
- 2024 Pioneer Valley Excellence in Teaching Award STGRSD Winner



Southwick-Tolland-Granville Regional School District

Fundraiser Application and Approval Form

No fundraising of any kind may be held without the specific consent of the building principal, Superintendent and the School Committee. Fundraising activities may not begin until approval is obtained.
Application must be approved two (2) weeks in advance of activity or must be rescheduled.

4/25/24

Name of Organization: Class of 2026 Name of Advisor(s): Amy Pomeroy + Anna Hitchcock
 Date of Application: 1/30/2024 Date of Fundraising Activity: ~~Month of April~~ April/early May
 Fundraising Activity: King of the Hill Basketball Tournament
 Location of Fundraiser: High School Gymnasium (see attached document)
 Purpose / Beneficiary of Fundraiser: Funds for Class of 2026 Activities

Gabriella Andrade
 Applicant Printed Name

Gabriella Andrade
 Applicant Signature

[Signature]
 Principal's Signature
 Date 2/27/2024

 Athletic Director's Signature (if sports related)
 Date _____

[Signature]
 Superintendent's Signature

School Committee:
 Date Approved _____

When the fundraiser is completed, please submit the following information to the building principal:

Gross Profit: \$ _____
 Less Expenses: \$ _____
 Net Profit: \$ _____

Account Deposited to: _____ Date Deposited: _____

 Signature of Applicant

 Signature of Building Principal

King of the Hill Basketball Tournament Fundraiser for Class of 2026

A friendly basketball game competition in the high school gym between Freshmen, Sophomores, Juniors and Seniors to see who is King of the Hill. There will be a King of the Hill mini competition between grades 7th and 8th prior to the main competition. Each grade will be represented by a minimum of 10 students who will play for the male team and 10 students who will play for the female team. The first round will be 9th vs. 11th grade and will be 4 – 5-minute quarters rotating between male and female groups. The 2nd round will be 10th vs. 12th grade and follow the same format. The final round will be the winners of each round. We will use teachers and staff as referees for the event. The winning grade for the mini competition and main competition will receive a prize (pizza party at lunch?). Class advisors will be asked to coach their teams and the officers will act as team captains. To include more students, we would like to host a cheer competition between the grades as well with each grade forming cheer squads to perform a routine during the breaks to be judged by guest judges. We will charge admission to participate or watch the event.

For Central Office Use

Rec'd: 3/13/24
Returned: _____

FIELD TRIP REQUEST FORM

Trip Date: April 11-20, 2024
Request Date: 3/7/24

DIRECTIVES AND REGULATIONS:

1. The Building Administrator must submit this form to the Office of the Superintendent **AT LEAST (3) THREE WEEKS PRIOR TO THE WEEK OF THE PROPOSED TRIP** so that bus/driver availability can be verified.
2. All trips must meet the requirements of purpose, supervision, and policies of each school.
3. The Trip Coordinator is responsible for providing directions to the driver.

Trip Coordinator to Complete This Section:

Destination: Berlin Prague Budapest Krakow
 Complete Address: Hotels not yet confirmed
 Phone Number: 413-320-1170 (J. Grunwald)
 School: Circle One: WS PMS SRS Group/Class: See Attached
 Trip Coordinator (s): Jane + Grunwald
 School Departure Time: 1pm School Arrival Time: 1am (Sun 4/21)
 Type of Transportation: Circle One: Van Mini Bus Bus Charter Bus Other: Airplane
 Cost of Trip to Students: 3,800⁰⁰ Number of Chaperones: 4
 Trip List Attached: Check One: YES NO Number of Students: 17
 Meals: Check One: Student Provide/Bring from Home Provided on Trip/Eat Out
 School Provide Bagged Lunch School Café During Regular Lunch Period
 Teacher/Advisor: Janet Grunwald

School Office to Complete This Section:

Trip Charged To: District Budget Student Activity Account
 Nurse Needed: YES NO Signature: out of County / Manorek
 Administrator: Approve Reject: Reason: _____
 Signature: [Signature]

Superintendent's Office to Complete This Section:

Transportation: Bus Available: Y N Per LPVEC Date: SC Approved Proposal 9/19/23
 Nutrition: Notified: Y N Date: _____
 Superintendent: Approve Reject: Reason: _____
 Signature: [Signature]

Itinerary A (29 Traveler(s))

Date	Time	City(Airport)	Flight/Transportation	Additional Flight Info	Flight has stopover(s)	Primary Confirmation Number
Depart						
4/11/2024	7:15 PM	Boston	British Airways			07HAWO
4/12/2024	6:55 AM	London (Heathrow)	Flight# 0212			
4/12/2024	8:45 AM	London (Heathrow)	British Airways			07HAWO
4/12/2024	11:35 AM	Berlin Brandenburg	Flight# 0982			
Return						
4/20/2024	1:45 PM	Budapest	British Airways			R48YIO
4/20/2024	3:30 PM	London (Heathrow)	Flight# 0867			
4/20/2024	8:10 PM	London (Heathrow)	British Airways			R48YIO
4/20/2024	10:35 PM	Boston	Flight# 0239			

Additional Confirmation Numbers:



Educational Tours

2024 SAMPLE TOUR SCHEDULE: BERLIN, PRAGUE, KRAKOW, AND BUDAPEST

****Note: The below is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability.****

Day 1: Overnight flight to Europe

Depart North America on an overnight flight to Europe.

Day 2: Arrive in Berlin | Walking tour of Berlin

Upon arrival at the airport the group should be prepared to wait up to 2 hours for consolidated groups to arrive. The Tour Director will take the group into central Berlin and will lead a walking tour of the Kurfürstendamm. If time permits, the group will have free time for further exploration. Dinner at a local restaurant before heading to the hotel.

Day 3: Sightseeing of Berlin | Checkpoint Charlie Museum | Optional to Potsdam

- Morning: Depart from the hotel by bus and enjoy a guided tour of Berlin (3hrs) where the group will see Brandenburg gate (photo stop), Memorial to the Murdered Jews of Europe, Alexander Platz and Checkpoint Charlie (photo stop). Tour will end at the Topography of Terror for a self-guided visit (1hr).
- Afternoon: Free time for lunch followed by further exploration (5hr) or...

Add this In-depth excursion: Potsdam

Take a half-day excursion to Potsdam, where the postwar administration of Germany was decided at the 1945 Potsdam Conference. Potsdam was also the royal playground of Frederick the Great of Prussia; see baroque palaces, pavilions and the royal residence's gardens. Take a guided visit inside either Sanssouci or Cecilienhof.

- Evening: Dinner at a local restaurant before returning to the hotel.

Day 4: Walking tour of Dresden | Travel to Prague | Walking tour of Prague |

- Morning: Depart from the hotel by bus and travel to Dresden (3hrs). The Tour director will lead a walking tour of Dresden (1hr). The group will pass the renovated Semper Opera House, Zwinger Palace, and Dresden Church of Our Lady.
- Afternoon: Free time for lunch. Travel by bus to Prague (3hrs) where the Tour Director will lead a walking tour.
- Evening: Dinner at a local restaurant.

Day 5: Sightseeing of Prague | Prague Castle

- Morning: Depart from the hotel by bus to central Prague (45mins). An expert local guide will lead a walking tour of Prague (3hrs). The tour begins at the castle where the group will enter St Vitus Cathedral and then walk along the Golden Lane. The group will then walk down the hill and across Charles Bridge into the old town. The guided walking tour ends at the old town square by the astrological clock.
- Afternoon: Free time for lunch and further exploration (4-5 hrs).
- Evening: Group will meet the Tour Director in city center to go to dinner at a local restaurant.

Day 6: Transfer to Krakow | Sightseeing of Krakow

- Morning: Depart from the hotel by bus and begin transfer to Krakow (7hrs). The group will stop for lunch at a rest stop (1hr).
- Afternoon: Meet the local guide for a sightseeing tour of Krakow (3 hrs). The tour begins with a panoramic bus ride and the remainder of the guided tour will be on foot. The group will go up the castle hill and visit inside the Wawel Cathedral and the tour will end after visiting St. Mary's Church in the old town.
- Evening: Eat dinner at a local restaurant and transfer by bus to the hotel.

Day 7: Auschwitz and Birkenau

- Morning: Depart hotel to Auschwitz and Birkenau (1.5hrs). On this bus transfer, the Tour Director will speak to the group about the site and what to expect as the visit can be very moving. (Please note that the order of events will depend on reservation time at Auschwitz) The group will visit two main camps with an expert local guide. (3hrs)
- Afternoon: Return to Krakow by bus (1.5hrs). There will be time for lunch and free time for further exploration (3hrs). During free time, the group may want to visit the Stare Miasto (Old Town), which is full of architectural gems. Its ancient cellars are packed with cafes and galleries. The group may also choose to stop at the Barbakan, the only remnant of the city's medieval fortifications.
- Evening: Eat dinner at a local restaurant and transfer by bus to the hotel.

Day 8: Transfer to Hungary via Slovakia and the Tatra Mountains

- Morning: Depart hotel by bus for a full day scenic transfer to Budapest through the High Tatra mountains. (7hrs30mins).
- Afternoon: Stop for lunch in Slovakia (1hr).
- Evening: Eat dinner at a local restaurant and transfer by bus to the hotel (45min).

Day 9: Sightseeing of Budapest | Budapest Baths

- Morning: Depart hotel by bus for a guided bus tour of Budapest. This panoramic tour is partly a walking tour and will cover both sides of the Danube River (Buda and Pest). The tour begins at Heroes' Square, where the group will see the Millenary Monument and statues of famous Hungarian personalities. The group will visit Castle Hill in Buda with the entrance to Matthias Church included.
- Afternoon: Free time for lunch (1hr) followed by Budapest's Széchenyi Thermal Bath visit (2hrs), which is the largest of its kind in Europe. Relax in the indoor thermal baths or venture to the outdoor swimming pool. A rental towel is included in the activity and there are changing rooms at the facility – travelers should bring bathing suits!
- Evening: Group will meet the Tour Director in city center to transfer by bus to dinner at a local restaurant.

Day 10: Flight home

Transfer to the Budapest airport for flight home.

~~2. Day Extension~~



EDUCATIONAL
TOURS



European Information

Travel documents

U.S. citizens traveling to Europe must have a passport that is valid for six months after their expected return date (eight months if traveling to Turkey on the Greek Island Cruise). Also, you must hold proof of return (your e-ticket receipt will suffice). Entry visas are not required for Europe, with the exception of Russia. This visa should be obtained prior to tour and we recommend using visacentral.com/efvisa (EF travelers get a discount!). Please check travel.state.gov to confirm passport validity requirements prior to your tour. Citizens of all other countries should contact their appropriate embassies to find out what documentation is required for them to travel.

Vaccinations and health precautions

For the most up-to-date information on necessary vaccinations, we recommend you visit cdc.gov or consult your physician.

Tour Director and bus drivers

Your Tour Director is responsible for all the logistics of your tour. They will coordinate details including bus transportation, accommodations, meals, and special excursions. Your Tour Director will also show you the highlights of your destinations and can recommend free time activities. Additionally, your Tour Director will be with you throughout the tour and is trained to handle any challenging situations or emergencies that may arise.

2023/2024 Home Education Proposals

**SOUTHWICK-TOLLAND-GRANVILLE
REGIONAL SCHOOL DISTRICT**

ID#	23/24 Grade Level	Town	Date Received
HS-2324-63	1	Southwick	3/8/2024

Section 1: Summarize your district's plan

Southwick-Tolland-Granville Regional School District (0766) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

The Southwick-Tolland-Granville Regional School District (STGRSD) is committed to developing and enhancing the following evidence-based programs to address disparities in performance between student groups in our district, and accelerate the improvement of our students with disabilities and our English learners.

1. Engage teachers in professional development linked directly to the implementation of high-quality English language arts curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation in grades K-12.
2. Administer the DIBELS early literacy screening assessment three times per year in grades K-3 to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members.

Over the course of the 3-year plan, STGRSD will invest approximately \$1.7 million in aligned evidence-based programs as follows:

Early literacy screening assessment= \$60,000

High-quality English language arts curriculum materials= \$85,000

Professional development/job-embedded coaching on curriculum implementation and research-based reading interventions= \$620,000

Reading interventionists= \$950,000

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Southwick-Tolland-Granville Regional School District (0766) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

Analysis of student outcome data highlighted significant disparities in student learning experiences and outcomes for Students with Disabilities (SWDs) compared to their non-disabled peers. These disparities manifest in two key areas: chronic absenteeism and performance on grade-level MCAS tests in Math and English Language Arts (ELA).

1. **Chronic Absenteeism:** SWDs are 10.3% more likely to be chronically absent compared to their non-disabled peers. Chronic absenteeism can have a detrimental impact on academic achievement as students miss out on valuable instructional time and opportunities for learning. Factors contributing to chronic absenteeism among SWDs may include health issues, lack of appropriate support services, transportation challenges, or a mismatch between the school environment and the needs of students with disabilities.
2. **MCAS Performance:** The data shows that a significantly lower percentage of SWDs meet expectations on their grade-level MCAS tests in Math and ELA compared to the aggregate percentage. Specifically, the range of SWDs meeting expectations is between 0% and 15%, whereas for the aggregate, it's notably higher at 28% for Math and 58% for ELA. This substantial gap in achievement suggests that SWDs face significant barriers to academic success, including learning challenges, access to appropriate instructional supports, and accommodations.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Elaborating on these disparities:

- **Barriers to Learning:** SWDs may encounter various barriers to learning, including cognitive, physical, emotional, or behavioral challenges. These barriers can impact their ability to engage in the curriculum effectively and may require specialized instructional strategies, accommodations, and support services to address.
- **Inclusive Practices:** The data underscores the importance of adopting inclusive practices that ensure SWDs have equitable access to high-quality instruction, rigorous curriculum, and appropriate accommodations and modifications. This may involve professional development for educators on differentiated instruction, Universal Design for Learning (UDL), and strategies for supporting diverse learners in the classroom.
- **Collaborative Partnerships:** Addressing the disparities in student learning experiences and outcomes for SWDs requires collaborative partnerships among educators, administrators, parents, community organizations, and relevant stakeholders. Collaborative efforts can help identify barriers, implement effective interventions, and advocate for policy changes to support the needs of SWDs.

In summary, the disparities highlighted in chronic absenteeism and MCAS performance among SWDs underscore the critical need for targeted interventions, inclusive practices, and collaborative partnerships to ensure equitable opportunities and outcomes for all students, regardless of disability status.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Students with disabilities

Clear

Search...

[Select All](#)/[Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Southwick-Tolland-Granville Regional School District (0766) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

* Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Yes. The STGRSD will adopt the three-year improvement targets established by DESE for the "Lowest Performing Students" group as our district's SOA plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

Southwick-Tolland-Granville Regional School District (0766) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

The STGRSD has engaged families in multiple ways over the past few years, including:

- Monthly meetings between district leadership and PTO/ School Councils/SEPAC leadership
- Annual Title I family information/ feedback sessions and surveys
- Quarterly family literacy and math events
- Community strategic planning input/feedback sessions

At all family engagement events, STGRSD seeks to reduce barriers to participation by:

- Providing interpretation services
- Offering child care services
- Holding meetings and events at multiple times and in different locations
- Offering virtual participation via Zoom whenever possible

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

Participation of families of students with disabilities will be measured by tracking attendance at all events.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

The STGRSD engaged stakeholders in the development of this plan by sharing Student Outcome Comparison Tool data and soliciting feedback on approaches to addressing disparities with the following stakeholder groups:

- Instructional Leadership Team
- Special Education Parent Action Committee
- School Councils

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Southwick-Tolland-Granville Regional School District (0766) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The STGRSD is in its third year of implementation of the HMH Into Reading English language arts curriculum in grades K-12 and plans to continue professional development and job-embedded coaching to improve skillful implementation of the curriculum including foundational skills instruction. Progress toward effective curriculum implementation is measured using a Science of Reading walkthrough observation tool. Data will continue to be gathered using this tool and adjustments to the professional development plan for teachers will be adjusted as needed based on the observation data.

The STGRSD is in the final stages of selecting a high-quality English language arts curriculum for grades 7-12. Over the next three years teachers will be provided with professional development and job-embedded coaching on the effective implementation of the new curriculum. District and school administrators will work to develop an observation tool to monitor implementation progress toward full implementation of the selected high-quality curriculum.

Effective implementation of a high-quality English Language Arts (ELA) curriculum can significantly improve student outcomes in several ways:

1. Alignment with Standards: A high-quality ELA curriculum is aligned to the rigor of the MA frameworks, ensuring that students are exposed to and engaged with grade-level appropriate content and skills. This alignment helps ensure that students are adequately prepared for the challenges of the

next school year, the MCAS, and eventually college and career.

2. **Fostering Literacy Skills:** A strong ELA curriculum emphasizes the development of essential literacy skills, including reading, writing, speaking, and listening. Through a comprehensive and well-structured curriculum, students have opportunities to practice and refine these skills across a variety of texts and genres, leading to improved comprehension, fluency, and communication skills.
3. **Critical Thinking and Analysis:** High-quality ELA curriculum encourages students to engage critically with texts, analyze complex ideas, and make connections between texts and their own experiences and the world around them. By challenging students to think deeply and critically, the curriculum fosters intellectual curiosity and promotes higher-order thinking skills.
4. **Cultural and Global Awareness:** An effective ELA curriculum exposes students to diverse perspectives, cultures, and voices through a wide range of texts and authors. By exploring literature from different time periods, regions, and cultures, students develop empathy, cultural competence, and an appreciation for diversity, which are essential skills for success in a globalized world.
5. **Differentiated Instruction:** A high-quality ELA curriculum provides opportunities for differentiated instruction to meet the diverse needs of students. It offers scaffolding and support for struggling readers and English language learners, as well as enrichment activities and extensions for advanced learners. By addressing the individual needs of students, the curriculum promotes equity and ensures that all students have the opportunity to succeed.
6. **Engagement and Motivation:** A well-designed ELA curriculum includes engaging and culturally relevant texts and activities that capture students' interest and motivation. By providing opportunities for choice, inquiry, and authentic learning experiences, the curriculum promotes student engagement and ownership of learning, leading to improved outcomes.

Overall, the implementation of a high-quality ELA curriculum can lead to improved student outcomes by providing rigorous instruction, fostering critical thinking and analysis, promoting cultural and global awareness, addressing the diverse needs of students, and creating engaging learning experiences that inspire and empower students to succeed.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ 705,000.00 * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

High-quality English language arts curriculum materials= \$85,000
Professional development/job-embedded coaching on curriculum implementation and research-based reading interventions= \$590,000

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development (+1 other)

Clear

Search...

Select All/ Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

- Increase in efficacy of HQIM implementation as measured by classroom walkthrough tools
- Decrease in students requiring Tier 2 and Tier 3 supports as measured by benchmark assessment and progress monitoring data
- Increase in the percentage of students meeting or exceeding on Math, ELA, and Science MCAS

EBP 2.1C Comprehensive Approach to Early Literacy+

EBP 2.1D Early Literacy Screening and Support+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The STGRSD administers the DIBELS 8th Edition benchmark assessment at the beginning, middle, and end of each school year. Assessment results are used to identify instructional focus for Tier 1 instruction, as well as to determine the need for Tier 2 and Tier 3 interventions. Currently, the district employs four full-time reading interventionists and one full-time reading paraprofessional to implement research-based interventions for identified students, including the Structured Literacy Program (SIPPS) as the primary Tier 2 intervention. Over the next three years, the district anticipates a decrease in the need for interventionists as the number of students requiring Tier 2 and Tier 3 instruction decreases, reflecting the strengthening of our Tier 1 instruction.

Research-based reading interventions for students with disabilities improve learning experiences and outcomes by providing individualized instruction, structured and sequential approaches, explicit instruction, multisensory techniques, progress monitoring, inclusive practices, building confidence and motivation, and supporting the transition to independence in reading. These interventions play a crucial role in helping students with disabilities overcome challenges and achieve success in reading and beyond.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Woodland School, Powder Mill School

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Professional Development= \$30,000
Early literacy screening assessment= \$60,000
Reading interventionists= \$950,000

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

- Instructional Materials, Equip., and Tech.
- Guidance and Psychological
- Pupil Services
- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition
- Other

*** What metrics will your district use to monitor progress in this EBP?**

- Increase in efficacy of HQIM implementation as measured by classroom walkthrough tools
- Decrease in students requiring Tier 2 and Tier 3 supports as measured by benchmark assessment and progress monitoring data
- Increase in the percentage of students meeting or exceeding on Math, ELA, and Science MCAS

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- EBP 2.2A Effective Use of WIDA Framework
- EBP 2.2B High Leverage Practices for Students with Disabilities
- EBP 2.2C Collaborative Teaching Models
- EBP 2.2D Targeted Academic Support and Acceleration+

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- EBP 2.3A Authentic Postsecondary Planning
- EBP 2.3B High-Quality Pathways and Programs+

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- EBP 2.4A Expanded Access to Pre-Kindergarten+
- EBP 2.4B Extended Learning Time

EBP 2.4C Effective Programming for Multilingual Learners

EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity+

EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

EBP 3.2A Inclusive School Communities

EBP 3.2B Retention Support Programs

EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

EBP 3.3A Resource Allocation Aligned to Student Success

EBP 3.3B Support for Effective Team Practices

EBP 3.3C Collaborative Labor-Management Partnerships

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

PROPOSED FY2025 REGIONAL SCHOOL ASSESSMENT

Draft-1 Version-3 March 22, 2024

Chap. 70 Aid & Required Local Contribution based on Gov. Baker's House 2 Budget Proposal

	<u>Southwick</u>	<u>Tolland</u>	<u>Granville</u>	<u>Total</u>
#1 Education Reform Mandated Revenues				
1) Required Local Contribution	10,498,701	354,160	1,749,216	12,602,077
2) State Base Chapter 70 Education Aid.....				10,078,848
3) ESSER II MLC Relief for FY2023	-	-	-	-
4) Total Net School Spending.....	10,498,701	354,160	1,749,216	22,680,925
#2 Other Revenue				
5)Transportation State Aid.....				745,432
6) Stabilization Account.....				-
7) Application of Tuitions.....				40,000
8) Applications of Medicaid Reimbursements.....				87,000
9) Appropriated E&D.....				650,000
10) Fee Charges.....				45,000
11) Charter Tuition Reimbursement.....				7,159
12) Food Service				120,000
13) LPVEC Fleet Lease & Purchase Revenue	-	-	-	-
14) Total Other Revenues.....				1,694,591
15) TOTAL ALL REVENUES (#1 & #2).....				24,375,516
#3 Non-Discretionary Charges To The Towns				
16) Transportation - Net State Aid (\$1,886,729- \$745,432).....	968,140	34,992	138,165	1,141,297
17) Fixed Assets.....				-
18) Capital.....				-
19) Debt Service for Capital.....	308,654	13,934	48,775	371,362
19a) Debt Service - MSBA Building Project.....	1,390,949	62,791	219,803	1,673,544
20) District Services To Towns.....	12,000	-	-	12,000
21) Total Non-Discretionary Charges (#3).....	2,679,744	111,717	406,743	3,198,203
22) TOTAL ALL REVENUES & NON-DISCRETIONARY CHARGES (#1,#2,& #3)				27,573,719
#4 FY2025 TOTAL GROSS BUDGET:				
23) FY2025 Total Gross Budget.....				28,254,558
24) Less: All Revenues & Non-Discretionary Charges & Offsets				(27,573,719)
25) Difference Gross Budget Less Charges & Offsets.....	577,542	20,875	82,422	680,839
#5 ASSESSMENTS				
Line #1) Minimum Local Contribution.....	10,498,701	354,160	1,749,216	12,602,077
Line #21) Non-Discretionary Charges.....	2,679,744	111,717	406,743	3,198,203
Line #24) Discretionary Charges or Offsets.....	577,542	20,875	82,422	680,839
TOTAL FY2025 REGIONAL ASSESSMENTS	13,755,987	486,752	2,238,382	16,481,119
ASSESSMENT COMPARISONS FY24 to FY25				
FY2025 Regional Assessments.....	13,755,987	486,752	2,238,382	16,481,119
FY2024 Regional Assessments.....	12,940,426	527,665	2,070,197	15,538,288
Total Net New Regional Assessments FY2025.....	815,561	(40,913)	168,185	942,831
Percent Change From FY2024 vs. FY2025.....	6.30%	-7.75%	8.12%	6.07%
FY25 Cost Distribution per Regional Agreement				
OPERATIONAL.....	84.828%	3.066%	12.106%	100.00%
CAPITAL.....	83.114%	3.752%	13.134%	100.00%

**SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT
DRAFT FY2025 PROPOSED BUDGET SUMMARY**

3/22/2024


	APPROVED BUDGET FY2024	PROPOSED BUDGET FY2025	DOLLAR DIFFERENCE FY24 vs. FY25	PERCENTAGE DIFFERENCE FY24 vs. FY25
REVENUES				
Southwick Assessment	\$ 11,545,571	\$ 12,365,037	\$ 819,466	7.10%
Southwick Assessment (School Bldg. Proj.)	\$ 1,394,789	\$ 1,390,949	\$ (3,840)	-0.28%
Tolland Assessment	\$ 464,698	\$ 423,961	\$ (40,737)	-8.77%
Tolland Assessment (School Bldg. Proj.)	\$ 62,968	\$ 62,791	\$ (177)	-0.28%
Granville Assessment	\$ 1,849,776	\$ 2,018,578	\$ 168,802	9.13%
Granville Assessment (School Bldg. Proj.)	\$ 220,421	\$ 219,803	\$ (618)	-0.28%
Medicaid Reimbursement	\$ 85,000	\$ 87,000	\$ 2,000	2.35%
Reg'l Transportation Reimbursement	\$ 800,000	\$ 745,432	\$ (54,568)	-6.82%
Food Service	\$ -	\$ 120,000	\$ 120,000	100.00%
Chapter 70 Education Aid	\$ 10,002,678	\$ 10,078,848	\$ 76,170	0.76%
Charter School Tuition Reimbursement	\$ 6,653	\$ 7,159	\$ 506	7.61%
Restricted Surplus (E & D)	\$ 915,000	\$ 650,000	\$ (265,000)	-28.96%
LPVEC Fleet Lease Payments	\$ -	\$ -	\$ -	#DIV/0!
LPVEC Fleet Purchase Revenue	\$ 70,275	\$ -	\$ (70,275)	-100.00%
Local Tuition	\$ 40,000	\$ 40,000	\$ -	0.00%
Fee Charges	\$ 45,000	\$ 45,000	\$ -	0.00%
TOTAL REVENUES	\$ 27,502,829	\$ 28,254,558	\$ 751,729	2.73%
EXPENDITURES				
General Administration	\$ 2,474,286	\$ 2,331,506	\$ (142,780)	-5.77%
Employee Benefits	\$ 3,095,290	\$ 3,181,264	\$ 85,974	2.78%
Tuition (Vocational, School Choice & Charter)	\$ 1,514,699	\$ 2,273,372	\$ 758,673	50.09%
Maintenance (District-wide)	\$ 365,176	\$ 405,124	\$ 39,948	10.94%
Student Transportation (RNT, SNT, Voc.)	\$ 1,866,057	\$ 1,886,729	\$ 20,672	1.11%
Insurance	\$ 316,900	\$ 335,000	\$ 18,100	5.71%
Technology Lease	\$ 225,000	\$ 225,000	\$ -	0.00%
Debt Service (Capital Improvement)	\$ 398,356	\$ 371,362	\$ (26,994)	-6.78%
Debt Service (School Building Project)	\$ 1,678,244	\$ 1,673,544	\$ (4,700)	-0.28%
Woodland School	\$ 2,458,399	\$ 2,476,063	\$ 17,664	0.72%
Powder Mill School	\$ 2,995,412	\$ 2,998,879	\$ 3,467	0.12%
Southwick Regional School	\$ 6,491,932	\$ 6,351,207	\$ (140,725)	-2.17%
Special Education	\$ 3,623,078	\$ 3,745,508	\$ 122,430	3.38%
TOTAL EXPENDITURES	\$ 27,502,829	\$ 28,254,558	\$ 751,729	2.73%
TOTAL ANNUAL OPERATING BUDGET	\$ 27,502,829	\$ 28,254,558	\$ -	

Grants - Title I	\$ 255,000	\$ 214,667	\$ (40,333)
Grants - Title II A	\$ 38,000	\$ 30,371	\$ (7,629)
Grants - Title IV A	\$ 17,000	\$ 17,258	\$ 258
Grants - METCO	\$ 145,000	\$ 149,554	\$ 4,554
Grants - IDEA	\$ 450,000	\$ 450,000	\$ -
Grants - ESSER II (multi-year)	\$ 823,505	\$ -	\$ (823,505)
Grants - ESSER III (multi-year)	\$ 1,411,612	\$ -	\$ (1,411,612)
Circuit Breaker Revolving Acct. (for Special Education Tuition)	\$ 110,000	\$ 275,000	\$ 165,000
School Choice Revolving Acct. (for Vocational & Special Education Tuition)	\$ 1,055,000	\$ 1,320,000	\$ 265,000
Rural School Aid Grant	\$ 110,000	\$ 385,000	\$ 275,000

MIIA HEALTH BENEFITS TRUST
Southwick Tolland Granville Regional School District
Renewal Proposal
07/01/2024 - 06/30/2025

MONTHLY CONTRIBUTION RATES				
PRODUCTS		CURRENT	RENEWAL	
Unified Plan Name for FY2025	COVERAGE	RATES	RATES	CHANGE
Blue Care Elect \$250 Deductible	Individual	\$930.57	\$951.04	2.2%
	Family	\$2,493.98	\$2,548.85	
Network Blue NE Value Plus	Individual	\$853.14	\$871.91	2.2%
	Family	\$2,288.38	\$2,338.72	
Access Blue NE Saver	Individual	\$665.03	\$679.66	2.2%
	Family	\$1,779.42	\$1,818.57	
Network Blue NE \$250 Deductible	Individual	\$782.38	\$799.59	2.2%
	Family	\$2,093.43	\$2,139.49	
Dental Blue Freedom with Ortho	Individual	\$27.73	\$27.73	0%
	Family	\$87.03	\$87.03	

Renewal rates are based on final plan design and enrollment.
Senior plans will renew on January 1, 2025.
Please provide a copy of the in-force PEC or IAC agreement, if applicable.
Signed commitment is due on or before April 1, 2024.
Deductible funding on Medical plans limited to 50% of the deductible.

Signature for Acceptance of Rates	Title	Date
	Director of Finance & Operations	3/20/24
Print Name		
Joe Turmel		

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

Category: Governance & Operations

Adopted: 3/9/05

File No.: BDF

Revised:

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the committee; appointment of staff members to such committees will be made by the committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the School Committee will provide.
 - d. The approximate dates on which the School Committee wishes to receive major reports.
 - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
 - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

The committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

SOURCE: MASC Policy

CROSS REF.: JIB, Student Involvement in Decision making

School Committee Policy