

**REPORT OF THE
MIDDLEBOROUGH SCHOOL COMMITTEE**

At the meeting of the School Committee held on January 21,2010, it was voted: "To accept the Annual Report of the Superintendent of Schools for 2009 and so adopt it as the Report of the School Committee to be incorporated in the Annual Town Report."

**CHRISTINE C. WESTON, Recording Secretary
Middleborough School Committee**

**MIDDLEBOROUGH SCHOOL COMMITTEE
TERM EXPIRES**

Mrs. Sara Cederholm, 44 Chadderton Way	2010
Mr. Michael A. Pilla, Jr., 47 Walnut St.	2010
Mr. Paul C. Hilton, 31 Pearl Street	2011
Mr. Joseph A. Masi, Jr., 24 Rock Street	2011
Mrs. Jeannie M. Martin, 38 Sachem Street	2012
Mr. Gregory D. Thomas, 16 Rock Street	2012
Mr. Zachary M. Dyer, Middleborough High School, Student Representative	

Superintendent of Schools
Robert M. Sullivan, Ed.D.

Assistant Superintendent
Theresa A. Craig, M.Ed., CAGS

Director of Business, Finance and Operations
Thomas P. Tatro, M.B.A.

Central Office

Paula J. Rainha, Secretary to the Superintendent
Donna M. MacDonald, Administrative Secretary
Pamela A. Butler, Accounts Payable & Expenditures Specialist
Deborah Melloul, Coordinator of Payroll & Financial Reporting
Robin L. Pilla, Student Information Management Assistant

School Physician

Middleboro Pediatrics

School Nurses

Elisabeth A. Hocking, R.N. Head Nurse
Jean D. Pollock, R.N.
Jamie H. Pratt, R.N.
Linda Landry, R.N.
Laurie Perkins, R.N.
Lori Johnson, R.N.
Kimberley Govoni, R.N.

**SCHOOL CALENDAR
2008 - 2009**

School Opened September 3, 2008

HOLIDAYS AND "NO SCHOOL" DAYS

Oct. 13, 2008	Columbus Day	Jan. 19, 2009	Martin Luther King Day
Nov. 11, 2008	Veterans' Holiday	Feb. 16-20, 2009	Winter Recess
Nov. 27-28, 2008	Thanksgiving Recess	April 10, 2009	Good Friday
Dec. 23, 2008 to Jan. 2, 2009	Christmas Recess	April 20-24, 2009	Spring Recess
		May 26, 2009	Memorial Day

**SCHOOL CALENDAR
2009 - 2010**

School Opened September 8, 2009

HOLIDAYS AND "NO SCHOOL" DAYS

Oct. 12, 2009	Columbus Day	Jan. 18, 2010	Martin Luther King Day
Nov. 11, 2009	Veterans' Holiday	Feb. 15-19, 2010	Winter Recess
Nov. 26-27, 2009	Thanksgiving Recess	April 2, 2010	Good Friday
Dec. 23, 2009 to Jan. 4, 2010	Christmas Recess	April 19-23, 2010	Spring Recess
		May 31, 2010	Memorial Day

GENERAL INFORMATION

Entrance Age:

A child must be five years of age on or before September 1 to enter Kindergarten.

Birth Certificate:

A birth certificate issued by the Town or City Clerk's Office in which the child was born and bearing the seal of that Town or City is required for entrance to Kindergarten.

Immunizations:

No child shall be allowed to enter Kindergarten without a physician's certificate showing that the child has been successfully immunized against measles, mumps, rubella, polio, diphtheria, (D.P.T.), varicella, pertussis, tetanus, and hepatitis B, as well as lead screening, unless exempted for medical or religious reasons.

No-School Information:

Schools will be closed only when transportation by bus is judged unsafe by school officials and school bus contractor, but it is the parents' decision whether or not their children should remain at home.

You can access information about school closings on Comcast Cable Channel 95, Verizon Channel 35, on our district Web site www.middleboro.k12.ma.us or by telephoning 946-2000. Starting at 6:00 a.m., a pre-taped and pre recorded message can be viewed and heard over Comcast Cable Channel 95, Verizon Channel 35, on our Website www.middleboro.k12.ma.us or by telephoning the Superintendent of Schools Office (946-2000) as previously stated. The cables and telephone announcements will continue to be supported by messages over the following TV stations: Channels 4, 5, 7, 10 and 56 and radio stations WBZ-1030 AM, WRKO-680 AM, WPEP 1570 AM. **Please do not call the Police or Fire Departments for "no school" information.**

The twelve months of 2009 passed very quickly but much was achieved by our students and staff. As you read the annual reports of our principals and directors, we as a community should be proud of the accomplishments of our students and of the hard work and dedication of the entire School Department staff.

Our schools continue, despite the financial setbacks of the past four years, to provide our children with the educational foundation necessary for them to be prepared for an uncertain future. Sadly, due to the financial uncertainty that confronts many of our school districts nationally, the state of the Middleborough schools at the end of 2009 is unsteady and heading toward a potentially distressing future.

Students

Every decision that our School Committee and the entire school district staff makes each day is based on what is in the best interest of our students. The consequences of every decision must be weighed against how it impacts our students' education. As a community, I believe we all share, whether you have a child currently attending school or not, a responsibility for the education of all of our students. Unfortunately, due to the current tenor and mood of our times, we may have started to relinquish the idea that educational opportunities benefit a community as a whole.

Our students, Kindergarten through grade 12, are hardworking and compassionate. They demonstrate their hard work through their many academic accomplishments and through their success in the many programs and activities offered to them beyond the classroom. Their caring and compassion is demonstrated through the numerous fundraising activities they conduct to assist those most in need in our community. As you read the principals' and directors' reports of our students' varied and many accomplishments and achievements, please remember that this level of achievement cannot exist or be sustained without the support of all members of the community.

Personnel

As a community, I hope that you share my pride in the hard work and dedication of all staff members of the Middleborough School Department. Their focus, each and every day, is the needs of our students. Despite the continual reduction in funding to support our students and educational programs, the entire staff perseveres with a strong determination and resolves to prepare all students to excel in life.

Several of our staff members made a decision this past year to retire.

Middleborough High School:

Harold 'Harry' Griswold	Head Custodian
Mary LaBelle	Cafeteria
JoAnne Norton	Librarian
Ruth Iampietro	Music Teacher
Charles Connell	Director, Community Evening School

John T. Nichols, Jr. Middle School

Carol Hanna	Mathematics Teacher
Maureen Higgins	Guidance Counselor
Carole Keyes	Severe Special Needs Teacher
Catherine Melville	Mathematics Teacher
Deborah Gibson	Librarian
Nancy Willis	English Language Arts Teacher
Barbara Norvish	Physical Education Teacher
Cynthia Murphy	English Language Arts Teacher
Judith Butler	Head Cook

Henry B. Burkland School and Mary K. Goode School

Brenda Hartford

Music Teacher

Memorial Early Childhood Center

Kathryn King

Kindergarten Teacher

Marcia Roy

Kindergarten Teacher

Central Office

Phyllis Cabana

Financing and Purchasing Specialist

To each of these members of our staff, good luck in all your future endeavors, and a sincere thank-you for everything you did for our students.

There were several school administrative changes in 2009. The two assistant principals of Middleborough High School, Mark Crehan and Elizabeth York, both moved to new positions in other districts. We thank them for their service and dedication to our students and wish them good luck in their new positions. In September 2009, Mrs. Lisa Machnik was hired as one of the high school assistant principals. Prior to this position, Mrs. Machnik was the Middleborough High School Foreign Language Department Head. The search for a second high school assistant principal extended into 2010. Meanwhile, Harvey Brooks, retired high school principal, worked to assist the high school administration during this transition period.

The position of High School Alternative Program Administrator was also filled this year. Mrs. Danielle Terio, a Middleborough High School Special Education teacher, took over this position at the beginning of the 2009-2010 school year.

With the retirement of Charles Connell as the Director of Middleborough High School Community Evening School, Heather Albritton was hired to fill this position. Mr. Connell served our students for nearly 25 years as the Director of the Community Evening School. Through his tireless service, hundreds of our students found success and were able to continue their educational journey. Thanks to Mr. Connell for everything he did to make the Community Evening School a success.

As always, despite the multitude of changes facing the school district, our staff never lost sight of the district's mission to prepare all students to excel in life.

Unfortunately, 2009 found the district forced to once again reduce staff due to inadequate funding. The reduction of nine members of our staff from our school district was based on the cold and unforgiving reality of budgetary constraints. Their departure is a continuation of a series of staff cuts that started in FY08. We thank them for their service to our students and to the community. Without the efforts of our staff to accept 0% as a wage increase for the first half of this fiscal year, one furlough day, no step increases, and an increase in health insurance costs, there would have been many more staff cuts. Their willingness to work in collaboration with the Town to find solutions during this economic crisis deserves our community's thanks and appreciation.

Facilities

Through the support of Town Meeting, capital improvements were completed at Middleborough High School. The high school gymnasium roof was replaced in 2009. This ends a four year project of replacing the entire high school roof. In addition, Town Meeting approval funded a \$250,000 upgrade of the high school science labs. The upgrade of the science labs is only a short term solution to a problem that will face the community in the next ten years. The high school is nearing forty years of serving our community as the 'new' high school. The educational needs of students and the academic requirements to succeed in high school have changed drastically since the 'new' high school was designed in 1970. We have submitted to the Massachusetts School Building Authority (MSBA) a Statement of Interest (SOI) to receive financial assistance in order make the

upgrades and renovations necessary to meet the needs of a 21st century education. However, if our community waits until state financial aid is received before planning for the renovations and upgrades necessary to meet the demands for our students' future educational needs, it will be too late.

In the spring the Massachusetts School Building Authority (MSBA) conducted a Senior Study for Statements of Interest submitted for both the Mary K. Goode School and the Middleborough High School. The Statements of Interest are focused on renovation work to buildings with a possible addition to the high school. Despite the fact that no action has yet been taken on these potential projects, our Statements of Interest were updated in November, 2009.

Beyond recent capital improvement projects that Town Meeting has supported over the past six years, there is a continual need to support a preventative maintenance program that will ensure a safe and healthy environment for our students and staff. A suitable and appropriate maintenance program requires not only a fully staffed maintenance and custodial workforce but also prompt access to the necessary supplies and materials. Due to the severe financial setbacks since FY08, the district can no longer address the normal preventative maintenance needs in a timely manner. Further reductions in funding will erode, to perilous levels, the ability to ensure a safe and healthy environment for our students and staff.

A significant positive accomplishment in facility management is the effort to conserve and reduce our consumption of energy. Two years ago, we joined with Energy Education, Inc. in an Energy Management Conservation Program. Through the leadership of our Energy Education Specialist, Mr. Jeffrey Stevens, and through the efforts of all school department employees and our students, the school department continues to use significantly less energy in all our schools. As energy costs continue to spiral upward, this program assists in cost avoidance, but unfortunately the impact of escalating energy prices remains a problem.

On another matter, the maintenance needs of the historic Green School resulted in financial support from the community so that necessary repairs could be made to keep the building from further disrepair. The Green School has not been used as an educational facility since 1991. There were many community members that embraced this venture to repair this building, however, special thanks go to Lincoln Andrews, Neil Rosenthal, Bruce Atwood and Richard Young.

Activities

A review of the School Committee minutes of 2009 found the year to be a particular busy time.

Through the dedication and commitment of Head Nurse Elisabeth Hocking, the district received a Massachusetts Department of Public Health School Health Grant in the amount of \$89,000. This grant is focused on activities that supplemented our school health program.

Through the efforts of our School Nurses and the funding of the Department of Public Health School Health Grant, two Health Fairs were held, one at the elementary level and one at the high school.

A Reconfiguration Task Force began to meet in January 2009 to review the present grade configuration of the Mary K. Goode School and the Henry B. Burkland School. The work of the Task Force continued in the fall focusing on a plan to change both schools to a grade 1-5 configuration. This plan has generated an immense amount of discussion and reflection on the part of many of our staff members. A goal of the Task Force is to bring a recommendation to the School Committee in the winter of 2009 - 2010. Much work remains before any changes could be implemented, but the spirit and attitude to research and to share ideas regarding the configuration of grades has been thought-provoking and energizing.

The district received from the Massachusetts Department of Elementary and Secondary Education (DESE) confirmation that the district was in compliance in all criteria monitored in the Mid-Cycle Coordinated Program Review. The emphasis of this review was our Special Education program.

We were notified by the Department of Secondary and Elementary Education (DESE) that our special education students, grades 3-5, are not meeting federal accountability requirements of Adequate Yearly Progress (AYP) to reach 100% proficiency by 2014. This means that DESE will review the district's recent performance across other indicators of the State Performance Plan for Special Education (SPP) and identify target interventions related to areas of need. DESE is requesting that the district seriously consider taking advantage of the following if we have not already done so:

- Use the student data available through the Department of Elementary and Secondary Education (DESE) to intensify our analysis of the performance and needs of our students with disabilities.
- Use the online technical assistance made available at the federal level through the Office of Special Education Programs (OSEP). A list of OSEP sponsored technical assistance centers is available. Some districts have found other resources particularly helpful.
- Identify and encourage staff to participate in the 2009 Summer Professional Development Institute Program. Once the summer institute offerings are finalized, DESE will work with the district to identify the institutes most closely aligned to the district's needs. DESE may be able to reserve space in these institutes for participants from the district, depending on demand.
- Identify and encourage staff to participate in academic year 2009-10 online courses offerings provided through Massachusetts FOCUS Academy (MFA) next year. MFA provides online professional development opportunities and leadership institutes to educators, families, and other stakeholders on a variety of topics related to teaching students with disabilities. Course offerings include Universal Design for Learning, Positive Behavioral Supports, Family Engagement, and Post-Secondary Transition. DESE staff will work with the district to identify courses that match the district's needs.

The Middleborough All Sports Booster Association (MASBA) has continued to work tirelessly to assist in providing funds necessary to run our athletic program. MASBA also participates in supporting our students by advocating to our public officials for funds needed for all school operations. Many parents and community members work throughout the year to ensure that MASBA activities are successful. I would like to extend a thank you to everyone that works with this organization to support our students. Also, thanks to the officers of MASBA, Acting President, John Siciliano, Acting Vice President, Tim Harnett, Acting Treasurer, Dave Maddigan and Acting Secretary, Kathy Larrivey.

Through a grant program provided with funds from the American Recovery and Reinvestment Act (ARRA) the district participated in the South Coastal Workforce Summer Youth Employment Program. Through the leadership of Danielle Terio, High School Alternative Program Administrator, 20 students were employed and paid by the ARRA funds.

The Peirce Trustees once again demonstrated their support for our students by providing \$5,000 to our high school music department to defray costs to attend a music festival in New York City. The Middleborough High School Concert Choir, Band, and Orchestra under the direction of Mrs. Ruth Iampietro, Mr. Justin Pittsley, and Mrs. Judith Stoltenberg attended this festival for the first time. Our thanks go to the Peirce Trustees for keeping the needs of our students in the forefront.

Financial

The Strategic Plan of the Middleborough School Department continues to remain focused on steady and constant efforts to improve Communication, Curriculum, Instruction and Assessment, and Human Resources and Facilities through the stated goals and objectives (www.Middleboro.k12.ma.us).

John Bryson, the author of *Strategic Planning for Public and Nonprofit Organizations*, described a vision statement as answering the question, "What will success look like?"

The Vision Statement of the Middleborough Public Schools adopted for the Strategic Plan 2006 – 2010 states: The Middleborough Public Schools is recognized as an outstanding educational system. We involve staff, family, and the community in creating a student-centered learning environment. Our students are performing at a high level, are achieving their educational goals, and are continually challenged to reach their full potential.

In order for this vision to be achieved, it not only requires the dedication and commitment of staff members, parent and community involvement and the hard work of students, it also requires the financial resources to sustain successful programs, to maintain our educational facilities and equipment, to provide professional development and to pursue, secure and integrate resources to benefit our students.

As the year 2009 came to an end, there was little positive news regarding adequate and meaningful Town financial support for our Town's educational needs.

The following budget update was provided to the Middleborough School Committee at the October 22, 2009 School Committee meeting.

School Department Budget Update Presented by the Superintendent of Schools to the Middleborough School Committee at the October 22, 2009 Middleborough School Committee meeting:

As I begin my sixth year as your school superintendent, there have been numerous opportunities for me to bring to you (the school committee) and to our community, wonderful examples of the extraordinary work being performed by our students and our staff. Those occasions have been the best of times. The worst of times have been and continue to be the persistent and relentless struggles associated with the diminishing and decreasing school department operating budget appropriation.

My effort to explain to the community the consequences of not providing adequate funding for our students' education has been ongoing since 2004. My message to the community in the 2004 Annual Town Report stated:

"There exists an uncertainty each year regarding the amount of funding that will be available to improve the educational opportunities of our students rather than just attempting to maintain level services. As 2004 ends, our insistence to look toward Beacon Hill to solve our budget predicament each year continues. The budget challenge for the future will be to refocus our energy as a Town from hoping for increased State funding to exploring local budget options and alternatives."

*A famous quote from [Charles Dickens](#)' *A Tale of Two Cities* included the line "it was the spring of hope, it was the winter of despair". For many of our students, their education is a primary source of HOPE. A definition of hope is: to expect with confidence. A Grade 1 Room at the Goode School has a display board titled: Hopes and Dreams. Here are examples of some of our grade 1 students' "HOPES":*

- *Maggie hopes to do science experiments with liquids.*
- *Cameron hopes to do lots of subtraction.*
- *Joseph and Dalton hope to make maps.*
- *Madison hopes to read new books.*
- *Jayden hopes to do lots of science.*
- *Joshua hopes to sing lots of songs.*
- *Cameren hopes to learn about space.*

Our students expect, HOPE, that we, the adults, will provide them with an educational opportunity that will enable them to overcome obstacles and go on to succeed in education and in life.

Our ongoing budget struggle to attain even the minimal funding necessary to remain at our present level of operations has been a failure. Major cuts to staff and programs over the past three years have found our district on the path to a “long winter of despair”.

We are in the early stages of this winter of despair. We already have class size increases, cuts to staff in all personnel areas, inability to provide adequate and sufficient professional development opportunities, insufficient supply and materials and maintenance budgets, cuts to sport programs and user fees, all of which contribute to an educational program that finds hope diminishing and despair on the horizon.

The process to develop a budget for the 2010 – 2011 school year (FY11) has already started. Our budget development is based on the budget forecast information that has been developed by our Town Manager and our own budget projections. The School Department budget projections are unfortunately based on an operational budget that is already seriously underfunded. With the continuing negative news coming from State officials, the budget forecast gap of the Town Manager is probably a best-case scenario. Using the Town Manager’s forecasts and comparing them with our school department projections of the amount of funding necessary just to keep our operations at the present level, finds a budget deficit for the 2010-2011 school year of over one million dollars (\$1,000,000). When these projections are considered over the next three years, the budget deficit for the school department grows to nearly \$3,000,000.

Our initial review of potential cuts to staffing and programs of over one million dollars creates a story that is disturbing, demoralizing, and harmful to the learning process:

It’s a story that creates Kindergarten classes with up to 26 students in a class. As budget appropriations continue to deteriorate there will need to be a strong consideration of eliminating full-day Kindergarten and reverting back to a half-day Kindergarten program.

The story worsens as we move to our lower primary students in Grades 1 & 2. Class size in Grade 1 and Grade 2 grows to 27 – 30 students. As the budget estimates continue to decrease class size will continue to increase. Grade 1 and Grade 2 class size will approach 30 -35 students in a classroom.

Fundamental materials for our elementary reading and mathematics programs will not be purchased. Professional development will cease to exist. Reductions to elementary art, music and physical education programs will become necessary.

An already seriously reduced program at our Middle School becomes untenable as the story continues. Changes in the delivery of instruction, especially in the core academic subjects, will be necessary as class size grows to 27 -32 while class size in other subject areas will grow in many cases to over 35-40. These changes in instruction will severely compromise student achievement.

The underpinnings that make our high school a credible and healthy academic institution will begin to disintegrate and collapse as our operating budget continues to be underfunded. Our initial review of the impact to our high school completes our story with a forecast that predicts an increase in class size in our English, Mathematics, History & Social Studies, Foreign Language and Science Departments. Student achievement will decline, with lower MCAS scores, lower SAT scores and a decrease in the availability of Advanced Placement courses. Elective courses will be decreased which will necessitate a lowering of the graduation requirements. Support services at the high school will decrease. The high school accreditation with the New England Association of Secondary Schools will be severely compromised. As budget appropriations continue to decrease further, decisions will need to be made that include such choices as the elimination of foreign

language as a graduation requirement, changes to the block scheduling model, cutting all junior varsity sports, and the elimination of band, music and chorus.

It is extremely disturbing for me to present this disheartening prediction for our schools. I sincerely believe that without a drastic change in the funding provided to our students, these **predicted events will occur**. The past six years of tight and inadequate budgets have placed a strain on all aspects of our operations. The forecasts for each of our schools that I have just described could possibly be a best-case scenario. The situation could become so disastrous that we will face loss of high school accreditation; Department of Elementary and Secondary Education (State) intervention could occur and there could be **mandated** joint District/State decision-making and governance of our schools.

It is difficult to avoid my own personal feelings about the direction in which our schools are headed. This is my thirtieth year working in the Middleborough Public Schools, as a teacher, coach and administrator. My three daughters had very successful K - 12 experiences. With my wife working as a coach and adjustment counselor in the system, the Middleborough Schools have been the major focus of our family for these thirty years. It is disheartening to experience the downward spiral our schools are now in due to the lack of funding.

From my experience, the only time that compares with the present financial crisis occurred in the early 1990s. Recovery from that crisis only began after the State drastically increased aid to the schools through the Education Reform Act of 1993. We as a community chose not to step forward in the early 90s to financially assist in this recovery.

As I stated in the 2004 Town Report, “The budget challenge for the future will be to refocus our energy as a Town from hoping for increased State funding to exploring local budget options and alternatives.”

I am confident when I say that the State will not be providing increased funding this year nor anytime in the near future. I am open to any local budget options and alternatives that our citizens may have that will help prevent the dire predictions I have shared with you.

The local budget option that I feel needs to be **utilized** is a Proposition 2 ½ Override.

In recent discussions that I have had with members of our community who have divergent points of view, I have heard that they do understand that our schools are suffering financially and that additional funding is needed. However, they have counseled me that this is not a favorable time to be asking for financial support in light of anxiety over the national economy.

Unfortunately, I truly believe that our initial dire predictions for our schools for next school year and beyond are accurate and possibly understated. If we don't ask for additional funding through the override process, then next school year, as we are faced with coping with the disastrous results that will occur, I will regret that we did not attempt to ask the citizens of the Town: What type of schools do you truly want for our students?

At the School Committee meeting held on October 22, 2009, I asked the School Committee to formally request the Board of Selectmen to place an override question on the ballot in the spring 2010 for the school department operational budget. The School Committee voted to accept this recommendation and that request will now be sent to the Middleborough Board of Selectmen.

Sincerely,

Bob Sullivan
Superintendent of Schools
Middleborough Public Schools

On November 17, 2009, the Middleborough Board of Selectmen voted to place an override question for the school department operational budget on the ballot of the 2010 Annual Town Election scheduled for April 3, 2010. As we end the year, hope for our students' educational prospects lies in the hands of the voters of Middleborough. At the December 17, 2009 School Committee meeting, our administrative team explained the consequences to our school system if an override fails. Without the additional funding that a spring 2010 override will provide for our students, the course and direction our schools will be a complete disaster which will impact the entire community.

At some point, most of us ask the question, what is it that makes our community a good place to live? Perhaps, some believe that our community is not a good place to live. If that is your answer, then what is it about our community that you don't like? To answer these questions, we must have standards and decisive factors to help us determine whether our community of Middleborough is a good place to live. Invariably, a community uses their school system as one of those measures to help answer the question, what makes our community a good place to live? It is my firm belief, that a consequence of further funding reductions to our school department in 2010 will result in the school system becoming a damaging and harmful factor when answering the question, what makes our community a good place to live?

Despite these financial obstacles, the staff members of the Middleborough Public Schools recognize that they are here for the students. Their willingness and readiness to constantly focus on the district's mission "...to prepare all students to excel in life" is admirable and always deeply appreciated.

Conclusion

The mission of the Middleborough Public Schools is "to prepare all students to excel in life".

The efforts by our staff to work toward this mission is sustained through the support and encouragement that is received from our parents, Town Officials, and other members of our community. A list of all individuals who demonstrate their support for our students would be too long for this report. My thanks to everyone in our community who contributes to our efforts to maintain a school environment that is healthy, safe, and supportive to the needs of our students.

Respectfully Submitted,

Robert M. Sullivan, Ed.D.
Superintendent of Schools

Postscript

Principals and administrative directors will continue this Annual Report as they describe 2009 in terms of areas of responsibility. Each of the following descriptions was written by the administrator charged with that unit's operations.

Middleborough High School

Middleborough High School students can be found in many places. Over the last four school years they have traveled to Greece, Italy and Florida. Closer to home this year we could find them interning at the Middleborough Police and Fire Departments, Morton Hospital, the Middleborough Gazette, Middleborough Historical Association, Analytical Balance or ASAP Engineering, or the Middleborough Early Childhood Center. For the first time in school history, Middleborough High School students could be found at our Presidential Inauguration. This year nine of our students, accompanied by Dr. Susan Miller, Social Studies, History and Special Education teacher at Middleborough High School, traveled to Washington D. C. through the Close –Up Washington Program to participate in tours and events to celebrate the Inauguration of the first African American to be elected President of the United States. This trip marked the beginning of what would be a very exciting 2009 for Middleborough High School. The year would bring with it accomplishments for students and staff and continuous school improvement as outlined in our School Improvement Plan for 2009-2010.

Curriculum and Professional Development

Instructional practices changed significantly during 2009 at Middleborough High School. With the renovation of the science laboratories, the Middleborough High School faculty and student body were introduced to the SMART Board, an interactive whiteboard. This new technology provided opportunities for interactive lessons that make the curriculum more accessible for our students. It brings to life simulations of experiences that are not easily performed in a school setting as well as providing options for alternative assessment of a live experiment. For example, if a student wishes to opt out of taking part in a live dissection in their biology class, they may perform a virtual dissection. SMART Boards are facilitating the differentiation of instruction to appeal to the various learning styles.

Professional development experiences included instruction on the use of SMART Boards. Members of the faculty participated in programs developed by our instructors Mr. Peter Wilbur, physics teacher at Middleborough High School conducted a professional development program for staff entitled Competitive Collaboration. This workshop modeled best practices in advancing cooperative learning and inter-team competition in science classes on the high school level. Mrs. Lisa Machnik, the new Assistant Principal of Middleborough High School, has used her curriculum expertise to lead professional development programs and study groups on best practices in instruction and the work of researcher and author Todd Whitaker, who has written a series of educational books including What Great Teachers Do Differently. Our Assistant Superintendent of Schools, Mrs. Theresa Craig, has led workshops on 21st Century Learning Skills. Along with our efforts to use technology as a tool for enhancing teaching and learning, our staff continues to find ways to incorporate established best practices into good habits for our students. A summer faculty group focused on study skills for high schools students. After developing a guide and sharing it with students and staff the guide was placed on our home page to share this information with the families of our students. During the summer months teachers worked on curriculum units and wrote curriculum for new courses. This year, Advanced Placement Spanish was taught for the first time. This brought our Advanced Placement offering to eight courses.

The Mathematics Department participated in a study of mathematics textbooks published by Saxon, and an Algebra II exit assessment created by the Department of Elementary and Secondary Education. This testing was done online through the cooperative efforts of our District Technology Department and our mathematics instructors. The Mathematics Department introduced new courses into the Program of Studies that included Consumer Economics and Personal Finance, The History of Mathematics, and Intermediate Algebra. This department has continued to look for courses to broaden opportunities for mathematics excellence at Middleborough High School by writing curriculum to introduce the following three courses in September of 2010: Advanced Geometry Honors, Trigonometry Honors and Discrete Mathematics. The enthusiasm and

commitment of our students and mathematics teachers have prompted us to pursue application to the National High School and Two Year College Mathematics Honor Society, Mu Alpha Theta.

Staff Activities/Student Achievement

Middleborough High School teachers also continued to grow professionally by taking graduate courses and attending professional development opportunities sponsored by such organizations as National Council of Teachers of Mathematics, The Massachusetts Association of Secondary School Administrators, The New England Association of Secondary Schools and Colleges as well as workshops arranged by our collaboration with other school districts and Bridgewater State College. Three members of our faculty are working on doctoral degrees. Mr. Paul Branagan, Department Chairperson for the History and Social Studies presented a workshop on Curriculum Mapping and Assessment at The Northeast Regional Conference for the Social Studies.

The History and Social Studies Department is committed to not only bringing history alive in the classrooms, but also, to expand learning opportunities beyond the classroom walls. The department coordinated the annual celebration of the United States Constitution, which shows the great connection of this living document to each student. As part of the celebration students received their own copy of the U.S. Constitution. The students celebrated Black History Month and learned of the horrors of the Holocaust, first hand from a survivor of the Holocaust. Also, students were given the opportunity to learn about their civic duty through our participation in Student Government Day in Boston, the YMCA Youth and Government and the annual Boy's and Girl's State Conference, all of which bring a different perspective to the learning of history. Finally, students have explored the early history of the United States through their travels down the Freedom Trail to the investigation through the JFK Library and Museum and the Hall of the State House.

The Guidance Curriculum has expanded to include educating all students on the academic requirements of the National Collegiate Athletic Association (NCAA). Our guidance staff has developed a contact at Stonehill College that has enabled us to host student-athletes from Stonehill and the Athletic Director of Stonehill College. In the spring and fall of 2009, we have been able to provide students with current information to guide them in course selection to help ready them for collegiate level athletics. We enhanced communication with our students and their families by adding an evening "College Search Presentation" for underclassman and their parents. This session is hosted by the Massachusetts Educational Financing Authority (MEFA), the same organization that provides a speaker for our January "Financial Aid Program." Besides the hundreds of colleges that attend our College Fairs each October, an admissions counselor from Stonehill College spoke to our Junior Class about the college search process.

Our Career of the Month Program has introduced our students to accurate information on careers that require state license. Representatives from Massachusetts Division of Professional Licensure, spoke to students about the 31 occupations licensed by the state. Students left the presentation with "Career Cards" listing occupations, education requirements, job conditions and average salaries. Field trips to corporations such as General Dynamics C4 Systems and Lockheed Martin Sippican Inc., have provided our students with a glimpse of how what they are learning in Computer Aided Design, physics and technology courses maybe applied to the world of work.

Always looking for new ways to promote good health, Middleborough High School hosted its first Health Fair. The Health Fair was organized through the efforts of Mrs. Linda Landry, our school nurse. All students had the opportunity to visit the twenty-five exhibit tables set up by health providers in the area.

To support our efforts to promote global awareness among our students we have developed a positive working relation with Bridgewater State College. Last spring Dr. Vernon Domingo, a professor from Bridgewater State College, visited MHS to present his "Earthview." This inflatable globe filled the Joseph A. Masi Gymnasium. The presentation enabled students from various science and foreign language classes to tour the globe and enter

the “earth.” Several other guests came from Bridgewater State to make presentations on geography and the study of music and cultures from Middle Eastern and African countries.

The administrative team at Middleborough High School along with the faculty and staff are proud of the many interesting opportunities we offer our students in classrooms, on field trips and through clubs, sports and student government activities.

The Middleborough High School After School Academic Support Clinic which is funded by a Department of Elementary and Secondary Education Grant opened successfully again this year. English, science, mathematics and guidance staff supports students in this twice a week program. It is open to all students in grades 9 and 10 to help prepare them for their MCAS Tests.

Students in Mrs. Rufo’s class acted out The Boston Tea Party play and performed it for audiences in the district. This project coincided with her students’ study of U.S. History.

Our Mathematics Team continues to grow and promote mathematics excellence. This program was started by Mr. John Cerow and Mrs. Suzanne Kubik, the team is in its third season of competition. As a member of the Division Six South Eastern Massachusetts Mathematics League, our mathletes compete with students from Plymouth North High School, Plymouth South High School, Carver High School, Pembroke High School and Silver Lake Regional High School. We are also a member of The New England Mathematics League. This year our Mathematics Team challenged our student body to a rubix cube competition during our annual Thanksgiving Rally.

Our RSVP Program, which is in its second year continues to give opportunities for all of our students in grades ten, eleven, and twelve to identify what is good about our school, community and world and what needs to be improved. These student led groups then create action plans to implement change. RSVP groups and freshman mentoring groups were used as the vehicles to engage students in The Diversity Committee’s first school wide activity. The activity was based on the children’s book, If the World Were a Village, by David J. Smith. These activities help us to fulfill our civic expectations for learning and support our school improvement goal to promote global awareness.

The Middleborough High School History Honor Society led our celebration of the 200th birthday of President Abraham Lincoln. The celebration included research projects, birthday cake, posters and daily announcements.

Our Student Council, known throughout the state as a Council of Excellence promoted many initiatives that created a climate of acceptance and giving throughout the year. Our young leaders hosted “Battle of the Bands” and “Make A Wish Minutes” to help battle hunger in Massachusetts. They adopted “Homes For Our Troops” to help a disabled veteran in need in our community. Students participated in the home-raising. The council’s theme “Go Explore, Go Lead, Go Green” has been supported throughout the year. The Middleborough High School Children’s Book Drive collected 825 children’s books for donation to the elementary school libraries in Middleborough in time to celebrate Read Across America Day last March. Our Key Club and Peer Leaders have once again placed the needs of others as their mission. Middleborough High School students raised money to heat homes and buy gifts for the needy, hosted Family Movie Nights, and did classroom presentations to combat bullying, and performed community service projects throughout the year. During the holiday season our Chess Club traveled for a chess competition with members of our Council On Aging. As part of our Commitment To Graduate Program sixteen members of the Class of 2009 returned to Middleborough High School to talk about preparation for college and “life after high school”.

All of these accomplishments support our belief that there is no place on earth our students and staff would rather be than at Middleborough High School. It is a wonderful place to teach, study and learn.

Middleborough High School Improvement Plan 2009-2010

- 1) Promote a culture of academic rigor
- 2) Provide global awareness program to all students 9-12 in order for students to have opportunities for cross-cultural experiences
- 3) Continue to Promote Success Among Reluctant Learners and Students at-risk for non-promotion
- 4) Complete New England Association of Secondary Schools and Colleges (NEASC) recommendations
- 5) Improve the efficiency of technology and the use of technology school-wide
- 6) Increase extra curricular opportunities for students

Respectfully Submitted,

Katherine C. Flaherty
Principal of Middleborough High School

John T. Nichols, Jr. Middle School

The staff at John T. Nichols, Jr. Middle School continued to develop and implement programs and services to meet the diverse needs of our student population while maintaining a focus on improving academic achievement. These efforts have been made in conjunction with the goals set forth in the Middleborough Public Schools' Strategic Plan, the performance targets for Massachusetts Adequate Yearly Progress, and the performance goals set forth in the No Child Left Behind Act.

Curriculum and Professional Development

The focus on teaching and learning continued to emphasize the use of data and research in making decisions about appropriate instructional strategies/activities to improve student achievement. Results from the Massachusetts Comprehensive Assessment System (MCAS) continued to be analyzed to identify areas of strength as well as areas that need improvement in our curriculum. District wide professional development initiatives continued to be focused on instructional and assessment strategies.

The Social Studies Department continued to refine its curriculum and develop various common assessments. We are intently focusing our efforts on finalizing the standard-based report cards for the 2010-2011 school year. Grade level teachers are developing a wide array of assessments for each of the "super-standards." Even though the seventh grade Geography and Ancient World History MCAS has been put on hold, the department carries on with revisiting and revising its previous efforts for a comprehensive student review. In order to better prepare the eighth graders for the rigors of the High School, students will continue to take mid-year and final exams. Various staff members keep on pursuing their goals of life long learners through various professional development workshops, seminars, and higher education degrees.

The English Language Arts (ELA) Department continued to develop reading and writing strategies to improve our students' literacy skills. ELA teachers have completed common assessments and rubrics in preparation of the standards-based report cards. The common assessments that teachers developed and are implementing are used to grade student writing pieces. These rubrics were designed to ensure all students receive direct instruction for various purposes of writing. These writing pieces and their accompanied rubrics will follow each student throughout their time at John T. Nichols, Jr. Middle School. Those students that are graduating and moving to the High School will also have their portfolio of ELA work track them. The focus has been reading and writing across the curriculum, as teachers use the Keys to Literacy professional development sessions provided for the last two years. Members of the ELA Department also sit on the K to 8 Literacy Team to study and analyze MCAS data. This team uses the data to improve upon the literacy scores of our students at John T. Nichols, Jr. Middle School. A very successful result of the data study was a small group of students received specialized instruction during directed study class to improve their understanding of the MCAS test. This small class continues this year with a new group of students. Finally, the ELA Department continues to increase reading and writing strategies in all curriculum areas at John T. Nichols, Jr. Middle School.

The Mathematics Department has been focusing on common assessments to align with the school districts goal of a standard-based report card at the middle school level. The assessments along with data analysis help to identify areas of need in the curriculum. Sixth graders continue to receive 92 minutes of instruction in mathematics. In 10 of the 12 math sections offered in the sixth grade, students will have the same teacher for the 92 minutes of instruction. Seventh and eighth grade students continue with a single 46-minute period of instruction. The math lab is available to seventh and eighth grade students during their directed study period. The math department is still active in the school wide PIM committee as well as making contributions as its own sub-committee. Staff members have participated in many workshops, seminars and classes that make them an integral part of the Nichols Middle School teaching and learning community.

This has been a busy year for the Science Department. All seventh grade students participated in the 2009 Math Science and Technology Fair. The Grand Prize winner was Alexis Stiner, the Alan R. Lindsay Award was

presented to Darren Morris. The recipients of the Harold H. Williams Award were Corey Przygoda and Richard Stewart, Jr. . Twenty-nine other students received Medals of Distinction and thirty-four students were awarded honorable mentions. A member from the Museum of Science also attended the fair and awarded four free Museum passes to the Grand Prize Winner, Alexis Stiner.

Brenda Neagle, Scott Redpath and Cynthia Kuhn have been members of the Gateway Program where districts gather at the Museum of Science to join forces to bring the Technology and Engineering Standards into all Massachusetts classrooms. These members have been regional leaders in this endeavor and the Nichols Middle School has hosted two professional days in collaboration with the Museum of Science and the National Council for Technological Literacy (NCTL). Other districts have attended these professional days to learn ways to bring the technology/engineering standards into the classroom/school.

An after-school program called the Invention Convention won an award for the “Most Marketable Product” when they competed against other area middle school students at Bridgewater State College. Students try to create and market new inventions in this program. This is the second year that John T. Nichols, Jr. Middle School has been involved in this. Scott Redpath facilitates the after-school program with the assistance of Cynthia Kuhn.

The eighth grade attended the Sixth Annual Rocket Day Festival. This provides students with an opportunity to build and fly model rockets while learning about forces of motion computer aided designs and the engineering design process.

The eighth grade math and science teachers are piloting a new program called “Building Math”. There are a number of scenarios where students have to solve a particular problem. It incorporates and reinforces the math and science/ technology standards learned in the classroom by applying what they have learned to a particular problem.

Our Guidance and Adjustment Counselors, and our School Psychologist continue to focus their efforts on meeting with students regarding their academic success and achievement, contacting parents, and providing motivational/social groups for students who are in need of assistance to succeed in both school and the community.

The Health and Physical Education programs continue to teach students how to make healthy choices, including healthful nutrition and increasing physical activity.

The Report Card Committee, under the direction of Theresa Craig, is in the process of developing a grading policy and a standards-based report card, which is scheduled to be implemented during the 2010-2011 school year.

Student Activities/Achievements

To supplement curricula areas, middle school students participated and attended a variety of informational, cultural, and theatrical performances, and self esteem programs brought to John T. Nichols, Jr. Middle School.

The Tiger Pride Award recognizes students from all three grades (six, seven, and eight) for good citizenship and outstanding effort during an entire term. A breakfast and certificate is awarded to each student receiving the Tiger Pride Award.

Triumphant Tigers is an incentive program for grade eight students designed to promote consistent academic effort, positive behavior and good citizenship.

The Physical Education after-school Intramural Program provided opportunities for students to play organized sports in a non-league setting. Forty students participated in floor hockey and forty-five students were involved in the basketball intramurals.

Students Margaret Lynch and Joshua Dyer were honored at the New England League of Middle Schools Scholar Leader Awards Banquet in Worcester. Margaret and Joshua received this award based on their demonstration of academic achievement, service provided to classmates and school, being a positive role model for peers and demonstration of integrity, honesty, self-discipline, and courage.

Many students exhibited artwork during the Arts Festival at the Town Hall with art teacher Jeriann Tucker coordinating the exhibit. Our students' work is displayed throughout the year in public buildings through the "Art in Town" program. This year, several students had work submitted to the Scholastic Art Program in Boston; and receiving an Honorable Mention was Tyler Kaplinger and the Silver Key Awards were achieved by Troy Moffatt and Rachel Spadaro.

The Tiger Trail mini-enrichment courses were taught by teachers and community members during January and February 2009. The course offerings included Anime Cartooning, Cooking, Robotics, Tiger TV, Math Ball, and Adobe Photoshop.

The Builders Club is a community service club sponsored by the local Kiwanis Club for John T. Nichols, Jr. Middle School students with the guidance of Mr. Scott Redpath and Mrs. Suzanne Pike. They have raised money to award two scholarships for Middleborough High School students and donated gift cards for the John T. Nichols, Jr. Middle School Thanksgiving and Christmas food baskets for local needy families. They also held a food drive for the Middleborough Animal Shelter and have assisted with programs and flower selling fundraisers for the school drama club. The club also handles the paper-recycling program at Nichols and has held clean up days for the school grounds.

The Youth, Excellence and Spirit (YES) Committee is the student component of the John T. Nichols, Jr. Middle School parent/teacher organization, the PTSA. This committee focused on ways to improve the school environment and reach out to others in the community. They created posters and large paper murals promoting the Nichols core values of respect and responsibility and ways to promote Steps to Respect. Over the holiday season they collected non-perishable food items along with hats, scarfs, and mittens for families in need from a "Giving Tree" set up in the media center. The PTSA donated \$400.00 and Yankee Candles for our holiday baskets.

The Students Against Negative Environments (SANE) Committee under the direction of Mr. Michael Luppino raised \$1,225.00 this year by hosting a talent show and having two car washes. They donated to the Arthritis Foundation and to a Walk-a-Thon to help people with disabilities. In addition, we offered scholarships to some of our students to assist them with the cost of the PCC program at Bridgewater State College. In September 2009, the SANE Committee and the YES Committee, combined groups to form the SAY-YES Committee. The SAY-YES Committee made activity packets for the children at the Hasbro Children's Hospital and cinnamon ornaments for our local Hannah B. Shaw Nursing Home. They also adopted children ages 4-8 from four local families and organized gifts for the children.

The Student Council had its Annual Penny Drive to raise money toward local charities along with a donation of \$320.00 toward gifts and food for our holiday baskets for local families.

Box Tops for Education under the guidance of Mrs. Melinda Fuller has brought in over \$1,900.00 this year for the NMS student fund. Students are involved in every process of the money raiser by bringing in box tops and by volunteering to count and sort the different tops before sending them in to the company.

The John T. Nichols, Jr. Middle School staff put together over thirty holiday baskets with non-perishable food items and gift cards. Over eighty children received gifts including clothes, coats, boots, toys, games, and movies. A local family also received firewood split and delivered to their home.

Annual SEMAGNET Geography at the Bridgewater State College on Saturday, November 21, 2009. This year the theme was "Europe." More than 100 projects were submitted from eleven school districts across southeastern Massachusetts. Forty-seven Geographer students from all grades at John T. Nichols, Jr. Middle School Mr. Minarovich again coordinated the Adventurers Geography Club as they participated in the 23rd worked long hours after school preparing for the event, conducting research, typing & editing essays, designing posters and models. In the sixth grade competition Bailey Glenn won "Best use of Theme," for her project on Spain. Sixth grader Alexis Pereira earned the "Most Interactive" award for her project on Portugal. Seventh graders Sophia Maietta, Kaitlyn Chretien, Lilia Hall, and Gabrielle Donohoe won "Most Original Use of Topic" for their project on the Catacombs of Paris & Sicily. Seventh grader Maxwell Studley was a winner for a second year, this year earning "Most Informative Project" for his model & essay on St. Peter's Basilica!

Staff Activities/Achievements

New hires included Kristine Botelho grade 6, .8 mathematics teacher, Brooke Clifford grade 8 mathematics teacher, and Alyssa Kirschner grade 8 English Language Arts teacher.

Staff joining John T. Nichols, Jr. Middle School from other schools in the district included: Jacqueline Delano, grade 7 English Language Arts teacher; Deborah Walgreen, Library Media Specialist; Stacey Young, physical education teacher; Amanda Faidell, Intensive Special Needs teacher, Thomas Brandon, Adjustment Counselor; Rosanne Marino, grade 6 math applications teacher.

The following teachers were appointed department heads for grades 6-8: Amy Anderson - Mathematics, Brenda Neagle - Science, Scott Jesman - Social Studies, Andrea Borges and Erin Sullivan - English Language Arts.

Staff who retired in 2009 were: Deborah Gibson, Carol Hanna, Maureen Higgins, Carole Snow Keyes, Catherine Melville, Cynthia Murphy, Barbara Norvish, and Nancy Willis.

In March 2009, the eighth grade students went to the Memorial Early Childhood Center to participate in the Annual Read Across America Celebration.

Teachers Andrea Borges, Beth Evans, Kathleen Dyer, Patricia Flaherty participated in a state sponsored program English Language Learners (ELL).

The K-8 Literacy Committee representing the English department are the following teachers: Erin Sullivan, Andrea Borges, Donna McMahon, and Catherine Kubek.

The building coordinator for the Mentor Teacher Program is Scott Redpath. Mentors at the Nichols program are Kathleen Dyer, Gina DiSpigna and Wendy Conant. These veteran staff have been mentoring the following protégés since September 2009 Jacqueline Delano, Amanda Faidell, Kristine Botelho, Alyssa Kirschner, and Brooke Clifford.

The Steps to Respect Program, introduced last year, is a research-based program that promotes anti-bullying and tolerance. Members of the Steps to Respect planning team includes: Jeriann Tucker, Elizabeth McNamara, and Kathleen Dyer. This program has been officially implemented into our curriculum this year as part of the district wide philosophy of promoting a safe school community. Every staff member has taken part in this school wide program by customizing lesson(s) specific to his or her grade level. Our school has dedicated professional development early release days on November 25, 2009, December 10, 2009, and March 11, 2010 to the Steps to Respect Program. This year, our students will be creating informational brochures about the

Steps to Respect program to include friendship skills, identifying bullying versus tattling; and reporting bullying. These brochures will be distributed to the Burkland students as they kick off their own Steps to Respect Program.

Respectfully Submitted,

Scott Kellett

Headmaster of the John T. Nichols, Jr. Middle School

Henry B. Burkland School

The Henry B. Burkland School experienced a great deal of activity during this past year. Over the past twelve months, children and adults, as well as all of our “Burkland Families,” participated in a variety of exciting programs and activities.

We are proud to report that our school’s Mission Statement continues to read as follows: “The mission of the Henry B. Burkland School is to create a safe, supportive, and stimulating environment in which every third, fourth, and fifth grade student is encouraged to reach his or her full potential. This mission is based on the belief that each child is special and able to learn, and that this educational environment is the responsibility of students, parents, teachers, and the community. We strive to help students develop positive self-esteem, responsibility, respect, citizenship, and a lifelong love of learning. We join the parents and the community to help our children acquire the knowledge and skills needed for their roles in a global community.” This Mission Statement, together with our Guiding Principles of Respect, Responsibility, Consistency, and Safety, is the driving force behind our daily operations and ongoing decision-making.

The members of our school community continue to view our mission statement and guiding principles as living documents. They remain ongoing, consistent examples of the philosophy exhibited at the school. While never making the assumption that we have accomplished all of our goals, the Burkland School continues to enjoy a strong, positive reputation in the town of Middleborough. Students and their families, as well as teachers and support staff, have maintained the positive attitude that encourages collaboration and school improvement. Actively involved parents and guardians enhance the essential connection between home and school. Members of the school community are appreciated for participating in small building-based groups, as well as organized memberships such as the Parent-Teacher Association, the Middleborough Parent Advisory Council, and the Title I Parent Group.

This report intends to present information that demonstrates the ongoing progress being made at the Henry B. Burkland School. The following areas will be reviewed for our Annual Report: Curriculum and Professional Development; Student Activities and Achievements; Staff Activities and Achievements; and School Goals.

Curriculum and Professional Development

As indicated in our system-wide Strategic Plan, our school’s Mission Statement, and our School Improvement Plan, student achievement remains our highest priority at the Burkland School. As in the past several years, results from the 2008 and 2009 Massachusetts Comprehensive Assessment System (MCAS) are reviewed with a great deal of emphasis. This data assists us not only in assessing student progress, but also allows us to thoroughly review the effectiveness of our curriculum and instruction. Under the Federal “No Child Left Behind (NCLB)” Act, the Adequate Yearly Progress (AYP) status at the Burkland School indicated that significant progress is still needed in the area of English Language Arts in three of our subgroups, as well as our aggregate (all students) population. These most recent results place the school in a status of “Restructuring-Year #2+.” Subsequently, several strategies will be implemented, beginning in the 2008-2009 school year to ensure that appropriate progress is made. Several of these strategies are defined both in our system’s “Corrective Action Plan,” as well as within our current School Improvement Plan. However, both of these documents are evolving as additional strategies and approaches are consistently reviewed.

As part of our required response to our AYP status, as well as the ongoing practices of reviewing curriculum and instructional practices, there has been a great deal of focus on the content areas of Mathematics and English Language Arts. Our system-wide Performance Improvement Mapping (PIM) Committee continues to meet, addressing the areas in need of improvement in Mathematics throughout all grade levels. “Math Mondays,” a practice that ensures that all students at each grade level will be given consistent MCAS Mathematics problems to solve, remains an integral part of our school’s expectations. This year, the focus has included more open response practice questions since the results of the most recent test show that we need more exposure to these

types of questions. This consistent routine has enabled teachers to measure student understanding for each grade, within classes, and among individual children. Similarly, the entire elementary population of students is now in its fourth year of implementation with the Everyday Mathematics Program. This constructivist approach to mathematics focuses on standards-based, student-centered instruction. We are addressing issues with students' lack of automaticity with math facts by changing the report card to reflect our commitment to learning them. Each grade level has developed standards from which to assess all students. The content area of Reading/English Language Arts has been addressed in a variety of ways, as well. As the implementation of a "Restructuring-Year #2" plan is required by the Massachusetts Department of Education, continued emphasis exists on the analysis of MCAS data and the ongoing review of curriculum and instructional practices. To that end, a new reading program, Good Habits Great Readers was purchased with Federal ARRA funds. A Kindergarten through Grade Eight Literacy Team remains active in the school system, focusing much emphasis in providing technical assistance to staff regarding specific standards needing improvement, as well as recommended strategies towards successful implementation. Our federally funded Title I grant allowed the school to continue an after-school reading program for students with specific Reading/English Language Arts needs. Four Burkland teachers participated as teachers in this vital program. There were Burkland teachers who also participated in a literacy course over the summer supplemented from the Title I grant funds for the second straight year. Thanks to the efforts of the literacy team under the direction of Theresa Craig, Assistant Superintendent, we were able to begin a partnership with The Center for Applied Child Development from Tufts University. Understanding that the field of reading is a constantly evolving process oriented entity, we have begun to analyze our current practices and refine our teaching methods to meet the needs of our students. This professional development has reduced teachers' feeling of being isolated and brought a new urgency to collaboration. There have been several whole group workshops and then a series of small groups of teachers working together to hone their teaching of reading. This has yielded more talk within the classroom and more focused lessons on thinking about one's reading. We know that with more focused effort on talking about literature we will have stronger writers as well. These teacher partnerships have started to write units of study for students in each of the grade levels. Our goal by the end of the 2009-2010 school year is to have completed these units and have a map in place for next year. This work is ensuring that each child gets individual and small group instruction and that the grade level teachers are providing the same content to all students.

Another way that teachers are finding the time to work collaboratively is through grade-level team meetings. These are scheduled lieu of the second faculty meeting each month. Each team gets a chance to discuss specific issues to their grade. Again, this is a way to ensure that children get access to what all children should know and be able to do at the end of each grade level.

Several members of the Burkland School have participated in building-based committees. As examples, the following building-based committees were productive during the year 2009: Burkland Leadership Team, Building-Based Support Team, Emergency Response Team, Volunteer Program Committee, After School Program Committee, Building & Grounds Upgrade Committee, Faculty Advisory Council, Child Study Team, and Student Intervention Team.

The Burkland School continues to pride itself in the variety of programs and services offered through our Special Education and Title I programs. Children with specific learning, social, emotional, and developmental needs are serviced through these programs. Most importantly, the strong connection between our regular education program and these services reflects an active, productive partnership.

Student Activities and Achievements

The Burkland School continues to strive towards finding ways in which students can be successful. Furthermore, the recognition and celebration of their accomplishments is a very high priority. Several activities have recently been initiated to allow children to feel proud of their achievements. "House" meetings, gathering children across all three grades, continue to focus on student contributions, from academics to social achievements. These meetings provide a forum for students and staff to meet regularly. "House" meetings

provide a forum not only for school-wide reminders, but also celebration of rising above and beyond expectations. Student photographs are displayed throughout the hallways. Once again, through the efforts of several staff members, fifth grade students successfully created and published a Class Yearbook. Our fifth graders also experienced an end-of-the-year event that included a video and musical presentation of their years at HBB. Fourth graders participated in the annual "Spelling Bee," where local dignitaries served as judges. Our grades four and five band, orchestra, and chorus performed tremendously over the school year to student and family audiences. In addition, our "Grade Three Plays," under the direction of our music teachers, continue to be an annual event to which families look forward!

School community projects, under the leadership of staff, parents, and students, occurred during this past calendar year. Students from several classes coordinated a school-wide effort towards the "Christmas Wishes" program. This project collected hats, mittens, and scarves and canned foods during November and December 2009. Another such school-wide community project is working with the foundation, Homes For the Troops. We set up our first spirit day in December where students were able to wear a hat and donate a dollar to the cause. In our first month we raised over \$570 dollars. Half of this money will go to the Kielty-Downing family for the home and the other half will go to Homes for the Troops. Through the coordination of the physical education department we also participated in the Jump For Heart program and raised over \$3,900 dollars for the American Heart Association. Burkland School continues to participate in the town-wide recycling program. Once again, our school-wide fundraiser was very successful due to parent and teacher support, as well as a high percentage of student-family participation. In that regard, the Meadow Farms fundraiser event yielded a great deal of funds for student activities and programs. Our elementary PTA continues to show tremendous support with annual events such as Mardi Gras, Scholastic Book Fair, and Cultural Enrichment programs. In April and then again in November, third and fourth graders were treated to 6+1 Writing Fun. This program showed in a very energetic and fun way the importance of writing with all the traits that our program emphasizes. Teachers and students enjoyed the fun and were able to use the information in the classroom as well. The fifth graders were treated to Techsploration, a program that reviews physical science concepts with the students. This hands-on demonstration of these properties and ideas came in handy just before MCAS testing in the spring.

Once again, the Middleborough Elks provided a dictionary for each student in grade three and the Middleborough Rotary donated a thesaurus to each fifth grader. We thank them for their continued support of our students.

Staff Activities and Achievements

An after school program, through our Title I grant, was offered to third students who had demonstrated needs in reading and English Language Arts.

Several staff members deserve kudos for their continued efforts: Mrs. Mary Beth Ehney and Mrs. Janice McPherson successfully organized the sixty-first Fourth Grade Spelling Bee; Mrs. Maryanna Abren, a retired teacher, came back to host the event.

Our music department, through the efforts of Mr. Paul Gross, Mrs. Brenda Hartford, Mrs. Kate Iveson, Mrs. Judith Stoltenberg, and Mrs. Corine Varjabedian continued to provide a variety of entertaining performances. Our grade three plays, directed by music teachers, Mrs. Brenda Hartford and Mrs. Kate Iveson, were very entertaining and successful. The Burkland School was well represented through the displays of our children, in the annual Festival of Arts. Mrs. Margaret Conley and Mrs. Lynn Newall, elementary art teachers, worked diligently with their classes to ensure another successful event.

Mr. David Cohen, School Adjustment Counselor, began his tenure with "Newcomers Group" with all youngsters who are new to the school. This allows him to meet students and explain how "things work" so that students feel comfortable and safe in their new environment. It has also been a great tool for Mr. Cohen to learn his way around the building as well.

Our mentoring program continues to meet the needs of new teachers and spawn partnerships with veteran staff as we constantly strive to better teaching and learning at the Burkland School.

School Goals

As described in our Student-Parent Handbook, the 2009-2010 School Improvement Plan contains the following goals:

- To increase teacher, parent, student communication
- To continue to promote and educate students, staff, and parents on the District Wellness Policy
- To integrate technology into the content areas to meet technology standards.
- To continue to build Professional Learning Community (PLC) through collaboration

The development of a School Improvement Plan by the School Council remains a highly inclusive process. School community input is solicited in a number of ways (i.e. Surveys, informal meetings, forums, etc.) to assess the needs of the school. As always, copies of the School Improvement Plan are available at the school office. This report indicates a number of areas that have been successfully addressed. In addition, however, the Burkland School has addressed a number of goals regarding the school community. Parents, guardians and families are consistently involved in the decision-making at the school. The Elementary Parent-Teachers Association has brought several enrichment programs to the school. As mentioned previously, parents and members of the community-at-large are active participants in a variety of decision-making activities at the school. In addition to the committees and councils discussed, parents are members of interview teams, assist in the administration of fundraising activities, and serve as volunteers/chaperones.

Staffing Updates

Several former members of our school staff have moved on to other jobs in the district or have lost their jobs due to budget cuts for the 2009-2010 school year. Whether beginning their retirement, continuing in the field of education in another system, or taking on a new professional adventure, we wish the following friends the best of luck:

Thomas Brandon	Carolyn Fisher	Jillian Treannie	Rosanne Marino
Kristen Sidor	Brenda Hartford		

The Burkland School was fortunate to have added many new faces to our staff. We are pleased to have added the following members to our Burkland Family:

Lisa Kaufman	Lisa Keady	Mary Ellen Solomini	Farrar Blanchard
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Lynn Newall

The Henry B. Burkland School is a truly unique and special place to work and learn.

Respectfully submitted,

Louise R. Snyder, Principal
Henry B. Burkland School

Mary K. Goode School

“Learning to read is the cornerstone of a child’s education. Reading is the golden door to opportunity and the success throughout life.” Senator Edward M. Kennedy

The year 2009 was one of continued growth for both student and adult learning at the Mary K. Goode School. As a primary grade school, our culture is one which supports and encourages young children to become all they can in their educational, social, and emotional endeavors while at the Mary K. Goode School. However, our aspiration is that students will generalize these experiences to their every day lives both in and out of our school setting. We have a strong commitment to the fulfillment of the Middleborough Public Schools’ Mission Statement: “...to prepare all students to excel in life.” We pride ourselves in providing a safe and secure learning environment for all our students and staff. The faculty of the Mary K. Goode School continues to work toward achieving the goals of the School Improvement Plan as well as meeting the goals of the Middleborough Public Schools’ Strategic Plan.

The past year saw a number of activities and accomplishments at the Mary K. Goode School. As a professional learning community, we continually strive to review and revise our programs, curriculum, and pedagogy on a yearly basis. In 2009, we took a more intensive look at assessment data to inform instruction. As practitioners, we continue to pride ourselves in gaining currency in best practices to enhance student achievement. As a school, our primary commitment is to provide our students with broad educational experiences that enable them to be successful in literacy and numeracy.

Our vision statement and our belief statements are embedded in all we do at the Mary K. Goode School.

Our school’s mission statement is as follows: “The Mary K. Goode School community promotes a safe, diverse, and challenging learning environment that encourages our children to reach their full potential. We have established an atmosphere of mutual respect where our students are guided and supported to become life-long learners. Our children will develop awareness and acceptance of diversity as citizens in their global society. In order for each child to reach their maximum potential and create a better future for society, the Mary K. Goode School community will set high standards and expectations and provide support for all students to meet these standards in all learning environments.”

As a school community, we value our partnership with the Parent-Teacher Association (PTA). During the past year, they provided enrichment activities and extended learning opportunities for our students. Programs such as the 6+1 Writing Traits performance, a visit by author Jeff Nathan, our annual PTA Book Fair and the summer SHARP program offered various learning experiences for our students. All of these planned events directly aligned with the Massachusetts Curriculum Frameworks.

In addition to our partnership with the PTA, we have continued to have a very active parent/guardian volunteer program at the Mary K. Goode School. We have over 70 parent/guardian volunteers who assisted our staff in providing optimal learning experiences for our students. Throughout this year, as in past years, parents supported our endeavors in the Media Center, the Outdoor Classroom and various other activities, including classroom support.

“Coffee with the Principal” opened up other opportunities for all parents of Mary K. Goode School students to learn how to help their children in various academic areas at home. During 2009, we continued with year two of our home-school reading log whereby students record their daily reading at home, including the minutes read each day. Parents/guardians are asked to sign this log and return it weekly. This home-school partnership in reading is reinforcing the importance of building fluency and stamina through repeated practice, as well as fostering a passion for life-long reading. Also during 2009, as a staff we worked on providing discussion questions for both fiction and non-fiction texts on the back of the log to better support comprehension and to

further advance oral language. We have received much positive feedback regarding the implementation of this revised reading log and appreciate the feedback from the families of the Mary K. Goode School.

The following sections of this report delineate the many educational endeavors and achievements that occurred during the past year at our school. We are steadfast in maintaining positive communication between and among all stakeholders of our community to support school-wide success for all students. As a faculty, we support the developmental philosophy of primary grade education with its focus on literacy and numeracy. Our target is to increase the academic achievement of all students and meet the goals set forth in the Middleborough Public Schools' Strategic Plan.

Curriculum and Professional Development

As a professional learning community, we at the Mary K. Goode School, understand and hold firm to the importance of reflection on our practice as educators. Along with reflection, professional development and current and purposeful curriculum is what moves our school forward in providing what is best for our students. During the past year, we have had a strong commitment in both professional development and teaching and learning in support of the Reader's Workshop model for reading instruction. Through the funding of the federal Title 1 grant, as a district we were able to contract with the Center for Applied Childhood Development (CACD) at Tufts University for professional development in the area of Reader's Workshop. This partnership with CACD provided our teachers with both full day and half day sessions to continue the advancement of their instructional practices in reading. Also, a coaching model of professional development was offered to the teachers and remains in place for the current school year. Through the coaching model, small teams of teachers are able to observe both the coach from CACD as well as the four Mary K. Goode School lab teachers who are receiving a greater depth of professional development. As a result of our renewed focus on balanced literacy through the lens of Reader's Workshop, our existing balanced literacy model was redesigned and implemented during the fall of 2009. We continue to have 120 minutes of uninterrupted bands of time for reading and writing, with a guaranteed 90 minutes for Reader's Workshop. Through our partnership with CACD, we continue to hone our instructional practices in reading and design units of study for both grade levels. These units of study are aligned to the Mary K. Goode School Core Literacy Maps designed by the members of the Goode Literacy Leadership Team.

Throughout 2009, the Mary K. Goode School Literacy Leadership Team focused on revising the Core Literacy Maps for both grade levels and aligned them to the Massachusetts Draft ELA Curriculum Frameworks. Additionally, they identified grade level end of year anchor papers in writing and presented this to the faculty for school-wide implementation. An initial step for this team during the year was to look at both the Group Reading and Diagnostic Evaluation (GRADE) and Development Reading Assessment (DRA) school-wide data and analyze the strengths and weaknesses as a school. This data was tabulated and distributed to staff and was the basis for our discussions for school improvement.

In the content area of math, staff continued to partake in staff meetings that focused on teaching and learning and thus supported our professional development. During the year, staff reviewed and analyzed our instruction of mathematics, including the areas in need of strengthening in the Everyday Mathematics Program as well as the strategies used in solving word problems. We worked on developing end of the year grade level summative assessments with recording forms and understood the need to develop a more systemic approach to the teaching and assessing of math facts. Thus, 2009 was the first year that students at the Mary K. Goode School were administered an end of the year summative math assessment.

Staff understood the importance of developing a common understanding of writing expectations and thus had numerous staff meetings on the instruction and assessment of writing using a Writer's Workshop format and incorporating the 6+1 Writing Traits. The review of how the DRA is administered and interpreted was a continuation of our work in honing our skills in assessment and how it informs instruction.

The Mary K. Goode School faculty prides itself on working together as a professional learning community. During the winter and spring of 2009, grade level curriculum projects took place among teams of teachers. They met bimonthly to research, design, and implement units of study specific to their grade levels in content areas such as math, writing, science, and history and social studies. In June, they presented their units of study to staff to support continuity in instruction across the grade levels. All projects were aligned to the Massachusetts Curriculum Frameworks.

During June 2009, through the availability of federal funds, all kindergarten and first grade teachers received formal training in the Foundations Phonics Program. This was just one more initiative at the district and building level to ensure commonality in teaching and learning. Staff also received training in the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) so that it could be used as a common assessment during the 2009-2010 school year and beyond.

Throughout 2009, faculty participated in professional development both in and out of the district. Several staff members were offered training in the following areas: Reader's Workshop and Proficient Reader Comprehension Strategies, Response to Intervention (RtI), MCAS Alternative Assessment, Using Assessment Data in a Meaningful Approach, English Language Learner Strategies, Social Thinking, and continued professional development for instruction of students with autism. The Mary K. Goode School reading coaches continued to offer sessions to staff either before or after school or during professional development early-release time, with these sessions customized to the needs of the teachers seeking such opportunities.

For the third consecutive year, the students of the Mary K. Goode School were offered the opportunity for outdoor inquiry-based instruction through the Outdoor Classroom experience. The lessons provided in the Outdoor Classroom were provided by a team of parent/guardian volunteers overseen by Mrs. Tobey Eugenio, an educational consultant and parent at our school. Students had lessons in sorting and classifying objects from nature, playing and understanding games and traditions of Wampanoag children, recognizing animal tracks, enjoying plant and garden experiences, and during the fall of 2009, a new venture in studying cranberry growth and harvesting. All of these lessons are closely tied to the experiences of our students in their community and are aligned to the Massachusetts Curriculum Frameworks. Through the efforts of Mrs. Eugenio and her team of parent/guardian volunteers, the students of our school have been actively involved in truly meaningful and exciting lessons from which they have gained much insight and which they have been able to bring into their classrooms for follow up discussions. As we begin a new year, Mrs. Eugenio will be entering a new educational endeavor and will be passing on the charge of leading our Outdoor Classroom lessons. We wish her much success in her new professional role and are most thankful to her endless hours of planning, organization, and implementation for the years of service she has given to the students and staff of the Mary K. Goode School.

During 2009, the Mary K. Goode School Council ensured that the goals, objectives, and activities of the school improvement plan supported our vision, mission and belief statements. Our primary objective was to increase the level of academic proficiency for all students. One of the components of our plan was to maintain or reduce class size. Unfortunately, due to the economic and financial constraints of the school department's budget during the past year, we were unable to maintain class size. To support student proficiency in mathematics and English Language Arts, we followed the recommendations of the Performance Improving Mapping (PIM) documents as designed for the district by teams of administrators and teachers. We continue to support differentiated instruction to ensure student achievement in all curriculum areas, and we continue to develop focus lessons in reading for the purpose of supporting proficient reader comprehension strategies. Also, we also understand the need to administer and analyze common assessments to inform instruction. We developed a Focus Committee to study and recommend supportive services at both the secondary and tertiary levels and thus implemented a Response to Intervention (RtI) prototype for reading support. We continued to ensure that all students would be provided the anti-violence curriculum Second Step. This program, which focuses on teaching empathy, anger management, and impulse control, is a major reason our discipline infractions have diminished over time.

Our instructional programs at the Goode School continue to display currency in curriculum design and best practices in teaching across all content areas. Beyond the professional development opportunities offered by the district, staff furthered their professional development through participation in graduate level courses and seminars as well as matriculated or continued in graduate programs in specialized areas such as reading, elementary education, or special education. We are very proud to once again report that staff members of the Mary K. Goode School are highly qualified.

Student Achievement and Activities

The students of the Mary K. Goode School were involved in numerous projects to support both the community and the school. In April 2009, we promoted “Hat Day” to raise money for the organization Children With Cancer. Over \$500 was raised for this worthy cause by students and staff donating one dollar each to wear a hat during School Spirit Week. For the second year under the direction of Mrs. Kristine Green, our Vice President of PTA, the students collected non-perishable foods for families in need during the Thanksgiving season. Nine families in our school were given two boxes of food as well as a gift certificate to a local grocer. These certificates were donated by local businesses in town. During the latter part of November, our students once again donated food items to the annual food drive organized by The Christmas Castle. As has been the case for several years, this too was a successful drive and numerous families in town were helped during these financial and economic hard times due to the efforts of our school families.

School community projects to raise funds for our student activities events were also very successful. Our annual Cookie Dough fundraiser brought in approximately \$10,000.00 and our newly instituted School Spirit Wear Campaign, whereby we sold school logo sweatshirts, raised another \$800.00. On October 23, 2009, we had our third annual Harvest Dance and raised \$2,800.00. We continued with the Hannaford’s Dollars for Scholars Program and for the first time enrolled in the Stop & Shop A+ Bonus Bucks Program. We continued to raise funds through the recycling program of ink cartridges and cell phones through the Funding Factory on line program and most recently developed a fundraising partnership with Cosi Restaurants. As you can see, we have been quite busy in building partnerships with the community to help support student programs in these most trying economic times. We are most appreciative to these businesses and our families for their support in these ventures that assist us in providing our students with opportunities they would not otherwise have.

During the fall of 2009, all students were offered a lesson by the principal in cyber bullying in compliance with the requirements of the Department of Elementary and Secondary Education. Students were informed of ways to stay safe when using the Internet. Also during the fall, student assemblies were held to inform students of the various student incentive programs at the Mary K. Goode School. Programs such as the Social Learner Program whereby students who receive all 4’s in the social behavior component of our standards-based report card earn a satin ribbon and a specially designed certificate. Select students also participate in an assembly as part of our Student of the Month Program, which supports strong skills in citizenship each month throughout the year. The building hums with excitement in anticipation of the announcement of these monthly winners. Throughout the community, be on the look-out for vehicles proudly displaying our Mary K. Goode School Student of the Month bumper stickers. Additionally, throughout the year students are awarded Smile-O-Grams for doing something nice and/or being very cooperative with others. We are proud to display these recipients’ names in the main school foyer and a graph of our monthly achievements is displayed in our cafeteria for all to view as well.

During February 11 and 12, 2009, the students and their families attended our traditional school-wide curriculum event. It was entitled “Americana Celebration”. During this event, families came to see wonderfully displayed student work and artifacts from the various states that each class had chosen to study. A slide show of students in action preparing for this event in their unit of study was presented during both evenings. This event truly brings the celebration of student work to a heightened awareness for all. Once again, the Mary K. Goode School Celebration Committee did an outstanding job to organize and manage this very

special event. Staff and students alike truly enjoy preparing for this culminating event and how very special a night this is for each family that participates.

On Saturday, May 2, 2009, our annual Spring Spruce-Up took place for families and staff of the Mary K. Goode School. Through the generous donations from local businesses and families, we were once again able to beautify the grounds of our school. As always, we would like to extend our sincere appreciation to the families and staff who so willingly gave of their time to support this outdoor project.

As is the tradition, the students, staff and administration of the Mary K. Goode School, in partnership with our parent/guardian volunteer, celebrated Earth Day in early May. Our students once again were offered the opportunity to learn about the planet through connections made between the Outdoor Classroom Earth Awareness lessons, as well as our Reduce, Recycle and Reuse activities. Under the leadership of Mrs. Tobey Eugenio this special day was offered for each student of the Mary K. Goode School.

Throughout May and June, the students of our school were offered various experiences that were extensions of classroom lessons. On May 20, 2009, the second grade students had a lesson in weather forecasting by WBZ meteorologist, Mr. Todd Gutner. This presentation compliments our newly installed weather station that our reading teacher, Mrs. Diane Phillips, oversees. Each morning Mrs. Phillips arranges the reading and reporting of the daily weather by second grade students. These young "amateur meteorologists" then deliver the weather report over the intercom to all the classrooms in the building. Also, our first grade students were offered a Deep Sea Adventure in our Media Center as a culminating event to their ocean studies. As is done each year to send off our students with the message of staying safe throughout the summer, special presentations on train safety and safety when playing outside were offered to all Mary K. Goode School students as the school year ended.

During the month of May, all students had a sampling of their artwork on display during the Arts Festival at the Town Hall. Students and staff took their annual walking field trip to this special event so that they could view the posted art of all students from across the district. This presentation would not be possible if not for the efforts of the Fine Arts Department.

Field trips during June took many paths as our staff aligned these excursions to the interests and needs of each group of learners. Many of our first graders visited the New England Aquarium while others had presentations from the Museum of Science on the topic of Animal Habitats. Our second grader students experienced the study of animal life at the Roger Williams Zoo or partnered up with the first graders for the habitat presentations. Throughout the year, several of our classrooms also walked to the town library as well as to the Robbins Museum.

In June, we celebrated our first formal Flag Day around our newly installed flagpole and flag. Classes recited poems, sang songs, and displayed art depicting this special event. We were led in song by the music teachers. The Middleborough Veterans' Council let the proceedings of Escorting the Colors, Flag Folding, Call to the Colors, One Shot Volley and the Pledge of Allegiance.

Once again, thanks to the efforts of the school's Celebration Committee and the success of our fundraising events, the students of the Mary K. Goode School were offered the opportunity for a summer reading incentive. During the summer of 2009, the theme of our incentive was Free to Read. All students were given a thematic book bag, with a "just right" book and a journal. Once again our young learners had their books in hand and were eager to begin their summer reading. It was such a delight to see them huddled in special locations throughout the school taking book walks and beginning their journey of summer reading. Their excitement for reading is contagious and so critical to their future educational success.

During the summer, for the second year a summer reading session with the principal was offered for a limited number of first and second grade students. This program is entitled Six Weeks in Summer + Six Summer

Reading Books = September Success. This summer program offers the opportunity for students to practice their reading skills gained during the school year and spend some quality time with their principal. During the summer of 2009, it was most observable that the professional development offered to staff by CACD throughout the previous school year had been beneficial to the students; these summer readers were making independent references to the proficient reader strategies that they had been taught to use by their teachers who were trained by CACD. It was very enlightening to see how school-wide reform impacts student achievement in such individual ways.

The students, families and staff of the Mary K. Goode School had many experiences throughout the year to honor student achievements and efforts. We truly believe celebration is pivotal to student motivation and an important culminating event.

Staff Achievements and Activities

The staff of the Mary K. Goode School is to be commended for their efforts and diligence in providing a balanced literacy model to all students. All staff have incorporated a 90 minute Reader's Workshop into their daily schedule. For many staff, this was a change in pedagogy but one that was embraced by all. First grade teachers received training in the phonics program Foundations and have been very successful in its full implementation since September. All staff have also been trained and are instituting progress monitoring through the use of DIBELS. Again, efforts toward new curriculum initiatives are at an exemplar level for this staff. Their outstanding efforts and diligence to these initiatives is what makes them educational leaders in the district.

As in the past, we are proud of our highly qualified status as educators. Staff continue to seek graduate courses and matriculation into graduate programs. Throughout the year, the staff of the Mary K. Goode School have been very much involved in both district and building-based committees. The work of all these committees benefits our entire school community. Some of these district committees include the Literacy Summit, the K-8 Literacy Team, Reconfiguration Task Force and the Health and Wellness Committee. At the building level, we had numerous staff serve on the following committees: Building Based Support Committee under the direction of Mrs. Edye Thompson, the School Council, Celebrations Committee, Emergency Response Team, Literacy Leadership Team, Transition Committee, Home-School Compact Committee and the Focus Committee. We have also had a diligent team of special education teachers and reading teachers along with the building level administration work on Response to Intervention as a subcommittee of the Focus Committee. Those staff members along with the educational support personnel members from the Title 1 department are the tier two and tier three interventionists. This team of interventionists are to be commended for the intensity of planning and the duration of time that has gone into the RtI prototype we have instituted at our school this fall. This approach to implementing student support is a best practice that supports all learners in our school. After a year of studying and researching RtI, the Focus Committee decided to move our pilot program forward to support student achievement.

Under the direction of the School Council, the Transition Committee, comprised of parents, staff and administration from our school and administration and staff from the Memorial Early Childhood Center and Henry B. Burkland School, met monthly to determine steps to support smoother transitions between the elementary grades in our district. The work of this committee was very comprehensive and beneficial for our students. Positive feedback from staff and families was received. As we enter our second year with this committee, we will continue to reflect on the recommendations put into place and make revisions where needed. The work of this committee is to be commended and much appreciated.

Once again, the Celebrations Committee planned and implemented a very successful family literacy night to support November as "Massachusetts Family Literacy Month." This was a family-friendly evening whereby students, parents/guardians, and siblings came to school with blankets, stuffed bears, and books for a time to read together. We had 10 guest readers from the community, including state representative Mr. Steve Canessa.

A basket of books and writing tools valued at \$100 was given as a door prize to one of our grade two students. Our PTA donated the books for this special basket. Families and staff truly enjoyed this event.

Thanks to the diligence of our teachers, monthly student work is displayed in our glass case as well as on our display panels for all to view. This is one more means of celebrating student achievement. We continue to display framed color photos in our hallways depicting students in the learning process.

Staffing Updates

Throughout the year, we had several staff members retire, relocate or request a leave of absence. The students, families, and staff of the Mary K. Goode School would like to publicly thank them for their years of service and dedication to the children of Middleborough. Whether continuing in the field of education in our district or another district, we wish them the best of luck. For those colleagues who are on leave, we look forward to their return during 2010.

Mrs. Christa Burke-Hill, Team Facilitator

Mrs. Sarah Enos, Second Grade Teacher (on leave)

Mr. Eric Grab, Art Teacher

Mrs. Brenda Hartford, Music Teacher

Ms. Amy Wilson, Second Grade Teacher (transferred to HBB)

Mrs. Stacey Young, Health and Physical Education Teacher

We are very pleased to announce the following appointments and welcome all new staff to the Mary K. Goode School.

Mr. Paul Tzovolos, Team Facilitator

Mr. David Almeida, Music Teacher

Mrs. Farrar Blanchard, Autism Spectrum Disorder (ASD) Teacher

Mrs. Laurie Boutin, ESP

Mrs. Susan Finlayson, ESP

Mrs. Carolyn Harrington, ESP

Mr. Matthew Roberts, Art Teacher

Mrs. Christine Thomas, ESP

Mr. Graham Whitelaw, Health and Physical Education Teacher

Future Goals

- Continue to implement the mission of the district, as well as the vision and belief statements of the Mary K. Goode School
- Continue to provide a safe and healthy learning environment for all students and staff
- Continue to increase the level of academic proficiency for all students
- Continue to celebrate student achievement through school events
- Continue to provide 120 consecutive minutes of balanced literacy through our Reader's and Writer's Workshop Model with 90 minutes specifically assigned for Reader's Workshop
- Continue to support the Everyday Mathematics Program for all first and second grade students
- Continue to improve the instruction and assessment of automaticity of addition and subtraction facts to support student achievement
- Continue to provide educational learning opportunities through the Outdoor Classroom model
- Continue to maintain the structure, to enhance the visual appeal of the school and grounds, and to add needed space to better support school programs
- Continue to amend and support the Mary K. Goode School statement of interest on file at the Massachusetts School Building Authority
- Continue to secure funding for further grounds beautification projects including, but not limited to, expansion of playground equipment

- Continue to study and forecast the staffing needs for the purpose of meeting the educational needs of the student population
- Continue to ensure that the Goode Literacy Leadership Team designs, assesses and revises ELA curriculum documents for the staff as well as serves as a data team
- Continue to ensure that appropriate opportunities and support are provided for staff to further develop currency in the curriculum, content knowledge, strategy implementation, technology, and an understanding of best practices
- Continue to build a professional learning community (PLC) through providing grade level staff meetings as well as vertical staff meetings with the other elementary schools in the district
- Continue to hire and retain highly-qualified staff
- Continue to enhance communication with all stakeholders of the community through developing partnerships to support excellence in education

To gain a more in-depth appreciation of the objectives and action plans of the Mary K. Goode School, we welcome you to view our school webpage and read our School Improvement Plan. Also, please take a moment to view a virtual tour of all that we are and do throughout the year. Reading our monthly newsletters posted on the website will also give you a snapshot of the happenings at our school.

Our hope is that we, at the Mary K. Goode School, have empowered our students to become readers and writers at a level that influences positive change in our world. We ask that you join us in this challenge in order to provide our students the opportunity to excel in life.

Respectfully submitted,

Anita M. Rodriguez
Principal of the Mary K. Goode School

Middleborough Memorial Early Childhood Center

“A teacher affects eternity; he can never tell where his influence stops”

Henry Brooks Adams

“The Memorial Early Childhood Center Community will prepare all learners to excel in life, by providing a developmentally appropriate social, physical, emotional and academic curriculum based on Massachusetts Standards. Our school environment recognizes and respects all individuals and their diversity. We foster a strong working partnership among school, home and our local community. This partnership builds a solid foundation of skills through challenging educational programs as all learners embark on their educational journey.”

Curriculum and Professional Development

2009 brought closure to eighteen months of hard work and self-assessment for the staff at the Memorial Early Childhood Center, as we prepared for the accreditation site visit from the National Association of Education for Young Children (NAEYC). Our full day Kindergarten program has been made possible with help from the full day Kindergarten Grant that Middleborough has received for the past several years. A stipulation to receiving the grant money was to agree to participate in the NAEYC accreditation process. This process required ongoing support from administration, staff, parents and community to be successful.

Our site visit occurred on December 9th, 10th and 11th. Mrs. Jill Putnam, our NAEYC assessor, arrived on Wednesday morning with a list of the nine classrooms she would be observing. Once the observation was complete, Mrs. Putnam would leave with the teacher’s individual portfolio box to review the 100 areas of criteria that must be met. Mrs. Putnam would also review the program portfolio that contained over three hundred areas of criteria. Mrs. Putnam mailed her report the NAEYC national headquarters in Washington D.C. for their review. It will take approximately three months before we receive the results. All Professional Development was devoted to the NAEYC accreditation process over the past year and a half. Support was provided to the staff during our in-service days as well as dedicated time spent with our consultant. Our two in-house NAEYC coordinators, Mrs. Patricia Ferretti and Mrs. Heather Comeau, were invaluable to their colleagues. They arranged to meet individually and in small groups with staff before and after school, to support them in this endeavor. Mrs. Ferretti and Mrs. Comeau are to be commended for their tireless effort, encouragement and support for their colleagues as we joined together to complete the accreditation. Upon receiving our accreditation, we will be locally and nationally recognized as a school that ensures we meet the highest quality of programming and standards for young children.

This year, our instructional focus is on Balanced Literacy with Reader’s Workshop. The District’s contract with Center for Applied Childhood Development (CACD) with Tuft’s University has allowed the staff at the Memorial Early Childhood Center to begin the training that will support the same instructional practices used in Reading at both the Mary K. Goode and the Henry B. Burkland School.

Two of our Kindergarten teachers, Mrs. Pat Condry and Mrs. Brigett Clements, were selected to be the LAB teachers for this training. Mrs. Condry and Mrs. Clements meet with their colleagues and the trainer, Martha Winokur, to learn instructional strategies used with this model. All Kindergarten teaching staff has been provided with several professional development trainings as we explore this methodology of instruction.

Kindergarten teachers have also attended half day training on the new Foundations Phonics Program. Another afternoon training session was held on the Dynamic Indicator of Basis Early Literacy Skills (DIBELS) to use as a common assessment in conjunction with our first and second grade colleagues. These common assessments will help us to provide important information to the receiving teachers as well as drive instruction, which will assist our students on the road to success.

One of our goals over the past year was to increase collaboration with our fellow elementary schools. Members of the Kindergarten staff, Mrs. Pat Condry and Mrs. Colleen Crehan joined the transition committee with the principals, staff, and parents from all three schools, to enhance the transitions from school to school for both students and parents. Several suggestions were initiated as a result of this committee. All Kindergarten students visited the Mary K Goode School in June. They were met in the cafeteria by Mrs. Rodriguez and then given a mini tour of the hallways and classrooms of their future school. Feedback from staff, students, and parents, indicated this was a welcomed tradition.

All classroom Educational Support Personnel (ESPs) have been receiving training twice a month provided by Mrs. Tricia Ferretti and Ms. Patty Carifio as part of their Child Development Associate (CDA) certification process. This was also a requirement of the NAEYC accreditation process that 50% of the support staff have either an Associate's Degree in Early Childhood or is working towards their CDA credentials. Working closely with Mrs. Theresa Craig, Assistant Superintendent, a syllabus was designed to meet the needs of the staff as well as the CDA criteria.

Several of the teaching staff continue on as life long learners gaining knowledge and information, through additional courses offered by local colleges and the teachers' association. This summer, The Six Plus One Traits of Writing was offered for staff through Northeastern University. The instructor, Hillary Shea, provided all participants with hands on information and useful knowledge to be brought back to our classrooms. Several of these educational opportunities were supported through federal funds.

All classroom teachers, specialists, principal and classroom educational support personnel were provided Pediatric CPR/First Aid training by our Head Nurse, Mrs. Beth Hocking. This too was a requirement of the NAEYC accreditation process. Mrs. Hocking provided four training sessions that allowed staff to be certified. It is impressive to have over forty staff members trained in these life saving skills.

Staff Achievement and Activities

Under the guidance of our Special Education Director, Mrs. Melissa Deutschmann, a dream has become a reality. This year at the Memorial Early Childhood Center, an Autism Spectrum Disorder (ASD) classroom came to fruition. As a district, under Mrs. Deutschmann's guidance we realized the need for this type of classroom. It will provide us with opportunity to bring Middleborough children back to their home community. An administrative team and staff worked tirelessly with Mrs. Deutschmann to ensure that the appropriate staff, services, and facilities would be in place for these special learners. Hiring staff with the skills needed to offer the programming so vital to the success of this program was our first priority. In September we welcomed Ms. Loren Stott along with Mrs. Pam Kelliher who makes up the team of educators for our autistic children. Grant funds have also provided the classroom with a co-coordinator who provides weekly support and expertise to the teaching staff. Mrs. Deutschmann is to be commended for her vision to bring this type of programming to our schools, which in turn will benefit our children.

In January, we welcomed 18 Middleborough students who participate in the childcare program at Middleborough High School. These students have indicated an interest in working with children that could possibly lead to a career in the field of Early Childhood Education. Mrs. Tammy Miller, their advisor, works closely with the school principal to ensure the students understand their commitment in this partnership. The Memorial Early Childhood Center has also provided several student teachers from local colleges with valuable initial student teaching experiences as they prepare for their career in education.

Our Building Based Support Team (BBST) continues to provide support and ideas for colleagues with students in their classrooms who would benefit from additional strategies. Each year we carefully review our process and make changes that will improve our Building Based Support Team. This year we are pleased to welcome Mr. Bob Brown, School Adjustment Counselor, as a member of the Memorial Early Childhood Center Building

Based Support Team. Mr. Brown's knowledge and skills as a School Adjustment Counselor will prove invaluable as the team develops strategies for assisting teachers and students.

Student Achievement and Activities

Our PTA once again provided us with two presentations this school year. Our first presentation in January was called "Kids on the Block." This unique life-sized puppet program is focused on children with disabilities and taught our students how to view them as individuals with special abilities who might participate in activities using different supports such as wheelchair, walker, seeing eye dog or hearing aids.

The second presentation was our end of the year program, with "Johnny the K" who filled our gymnasium with his music and silly hats. Each song had a lesson for parents, staff, and students alike all enjoyed this final school year performance. Our thanks and appreciation to the PTA for all that they do to support our schools. During the first week of school, those extra helping hands from our PTA parents allow us to assist our little ones with their transition into full day Kindergarten. Their support during the Kindergarten Registration, Preschool Screenings, Teacher Appreciation Week, Book Fairs, Parent Orientation Night and Open House, all would not be possible without their dedication. For this and all that you do, we thank you.

Our annual traditions such as the Kindergarten dances held on March 6th and March 27th were a huge success. The family portraits, which are part of the admission fee, done by Mrs. Cindy Distefano provide each family with a life long memory. Congratulations to Mrs. Erin Vigers, substituting for Ms. Lisa Rizzo, who once again organized the dances. Erin also organized our annual field day activities.

She and the numerous parent volunteers helped to make this a special day for everyone. This year as part of our cultural enrichment program, the Tanglewood Marionettes provided the children with an opportunity to view the classical fairy tale, Cinderella. The children were mesmerized as the life-sized puppets and hot air balloon floated through the aisles in the auditorium. The setting was magical as these gifted puppeteers brought the story to life for our children.

Our Earth Day celebration on April 15th was held in the gymnasium under the guidance of Mrs. Meg Derochea and Mrs. Tobey Eugenio. Students participated in several activity stations learning about recycling, reuse and renewing the natural resources of our planet. This tradition began five years ago at the Lincoln D. Lynch and School Street Schools. Each year we carry on the tradition while also making changes, adding new ideas yet remaining true to our initial Earth Day celebration.

May brought our annual concerts held on four consecutive afternoons. Mrs. Carol Kelly surprises us each year with the unknown talents and level of confidence our Kindergarten students possess.

New this year, under the direction of Mrs. Tara Williamson, the Memorial Early Childhood Center held its first Spring Book Fair in conjunction with the concert. The Book Fair was open before and after the concerts to provide parents the opportunity to bring their child to select a book of interest.

This year, during our Flag Day ceremony, organized by Mr. Pat Rooney, several students wrote a brief paragraph of what Flag Day meant to them. Three students were chosen to read their story to the school family and our community guests. As is our tradition, local veterans along with members of the Sheriff's department provided us with the Call to Colors and singing of the National Anthem. The children joined in with the singing of several patriotic songs. How impressive it is to step back and view 360 children, ages 3, 4 and 5 dressed in red, white, and blue with their hand held over their hearts as they recite the Pledge of Allegiance. This year several current parents were in attendance for this special occasion upon their recent return from Iraq and Afghanistan.

The School Street School Scholarship was awarded this year to Brianna Albert. This scholarship was made possible by the family of Robert Schofield and is awarded each year in to a former School Street School Student.

Our Memorial Early Childhood Center Open House was held on October 13th. This special evening provides families an opportunity to visit their child's school if they were unable to attend during the September orientation day.

Several parents from the community also came to tour the building as they expect to have children attending the Memorial Early Childhood Center in the future. That along with other community members who had yet to see the facility made for a full house all evening.

Once again we welcomed the Middleborough Key Club members who held their annual SUNDAE fundraiser. Elections were also held during our October 13th Open House for school council. Mrs. Elizabeth Gwordz and Mrs. Sharon Ellis were elected to the School Council. This year we welcome Mrs. Carol Carver, from Community Partnership, as one of our community members. Last year, we asked parent to complete the School Improvement Survey during the March parent teacher conferences. We had a tremendous response and received a significant amount of surveys returned. We hope to continue this practice of passing out the surveys during parent teacher conferences again this Spring.

Keeping with our tradition, we began our Thanksgiving Food Basket Drive under the direction of Mrs. Kate Quattrucci and Mrs. Brigett Clements. Each year, during the month of November, every classroom is assigned specific items to bring to school to add to our Thanksgiving baskets.

Through generous donations, a gift certificate from a local super market was included with each basket. The generosity of our staff and families helped us to provide eight Memorial Early Childhood Center families with a basket during the Thanksgiving holiday.

December brings forth yet another opportunity for the children to give back to the community through our cat and dog food drive. Keeping with our theme, the tree in the lobby is decorated with dog bones. The children bring their donations each day for their animal friends. The local animal shelters are truly appreciative of our donations.

Our Polar Express activities brought some special guests this year. Mrs. Lorna Brunelle, Director of The Burt Wood School of Performing Arts along with Miss Taunton - Alyson Levy, and Miss Outstanding Teen - Brianna Bostick, led the children in singing of traditional Christmas carols before our good friend, Mr. Jeff Stevens, appeared on stage to read the Polar Express. As Mr. Stevens read, each picture from the book was projected on the large screen to enhance the experience of the story. The children, many in their pajamas, then went to the cafeteria for hot chocolate and marshmallows. A special thanks to John Healey for providing us with his technology skills that allowed us to show the illustrations during the readings.

Staffing Updates

We were fortunate to maintain all fourteen Kindergarten classroom teacher positions during the 2009 school year. This allowed us to provide class sizes ranging from 20 to 23 in all of our classrooms. We appreciate the support from Dr. Sullivan and the Middleborough School Committee in recognizing the importance of maintaining small class sizes in these, the formative early years of a child's education.

Several staff changes have occurred at the Memorial Early Childhood Center during 2009.

Two of our veteran staff, Mrs. Marcia Roy and Ms. Kathy King, made the decision to retire in June.

These two dedicated teachers of young children have over 50 years in the field of educating young children. They have truly touched the lives of all students who walked into their classroom. We wish them well in their

retirement. We also welcomed back Ms. Lisa Rizzo who returned in September after undergoing a successful double lung transplant.

We wish the best of luck to all staff members who have made changes in educational career paths:

Mrs. Laurie Boutin
Mrs. Collen Crehan
Mrs. Jacqui Delano
Mrs. Amanda Faidell

Mrs. Susan Finlayson
Mrs. Carolyn Harrington
Mrs. Christa Burke-Hill

We welcome new staff members who have joined our Memorial Early Childhood Center family.

Ms. Kim Andrews – Substantially Separate Classroom Teacher
Ms. Loren Stott- Autism Spectrum Disorder Teacher
Mrs. Sandi Hiller- Kindergarten Teacher
Mrs. Karen Sullivan – Speech and Language Pathologist
Mrs. Pam Kelliher- Educational Support Personnel
Mrs. Wendy Youngclaus - Health Support Personnel
Mr. Paul Tzovolos - Team Facilitator

As we complete our third year in the Memorial Early Childhood Center, the importance of this community building cannot be overstated. Basketball teams from both the high School and travel teams enjoy the use of our Lindsey Gymnasium. The reunion tours that Mr. Stevens so generously provides for the former students at the Memorial High School or the Memorial Junior High School continue at the Memorial Early Childhood Center.

This past December forty former teachers of the Middleborough Memorial Junior High came together for their first reunion in their former school. Repeatedly, it was stated, “My time teaching here was the best years of my career.” “This building holds so many memories for us.” “We were a family at this school, not every school has that feeling.” Laughter could be heard throughout the building as they reminisced and shared the stories that this building holds.

We also, have that sense of family at the Memorial Early Childhood Center. We are making memories now that will someday bring laughter as we reminisce over students and events that occurred during our careers. Middleborough can be proud of the decision it made to restore this building that makes memories for all who pass inside its doors.

Respectfully submitted,

Virginia L. Levesque
Principal of the Memorial Early Childhood Center

Office of the Assistant Superintendent

Curriculum

The curriculum for the Middleborough Public Schools drives the instruction and assessment for all students. Middleborough Public Schools is in a continual process of review and revision for each of the content areas that make up the core of the Massachusetts Curriculum Frameworks. Teachers continue to work in teams to develop and expand the curriculum in the content areas of History and Social Science; Science and Technology/Engineering; Comprehensive Health; the Arts; Foreign Language; Mathematics; and English Language Arts.

The Massachusetts Comprehensive Assessment System (MCAS) is in the fourth year of assessing all students annually in grades three through eight, as well as grade ten, in the areas of Mathematics and English Language Arts. Science and Technology/Engineering standards are assessed in grades five, eight and ten. History and Social Science assessments were eliminated temporarily in 2009 due to state funding issues. Students are required to reach a score of 240 (Proficient) on the MCAS for Mathematics and English Language Arts to demonstrate competency and qualify for a diploma. A score of 220 and completion of an Educational Proficiency Plan will meet the competency requirement as well. Students are required to demonstrate competency in Science and Technology/Engineering as well with a score of 220. The results of the 2009 MCAS indicated continued high rates of success for students at the high school. English Language Arts and Science and Technology/Engineering performance for Middleborough High School students is above the state average. Mathematics performance at the high school improved from 2008 to 2009.

The Massachusetts Department of Elementary and Secondary Education has identified the Middleborough Public School District for assistance at level 3 due to the performance of subgroups on the MCAS at the Nichols Middle School, the Burkland School and the Goode School. This identification translates into the opportunity to access resources from the Department's newly formed District and School Assistance Center for the Southeast Region of the state.

MCAS performance in mathematics is below the state average at the Nichols Middle School and the Burkland School for select grades. The Everyday Mathematics for all students in grades Preschool through five is a significant commitment to improving the mathematical reasoning, problem solving and critical thinking skills of our elementary students. The program has been in place since the fall of 2006. The Everyday Mathematics program introduces students to mathematical skills and concepts and revisits them throughout the elementary school years through a spiraling curriculum. The use of hands-on activities, a strong parental link and reinforcing games builds a firm foundation in number sense and the strands of Mathematics. The mathematics courses and materials at the middle school have been realigned to better prepare students for mastery of grade level standards.

The performance of students on the English Language Arts MCAS at the elementary level continues to be an area of weakness. Middleborough Public Schools has partnered with the Center for Applied Child Development at Tufts University to build teacher knowledge and skill in the area of reading comprehension instruction. The Good Habits, Great Readers reading comprehension materials were introduced to staff and students in grades K-5 to support the balanced approach to literacy. Both the partnership with Tufts and the purchase of reading materials are supported by grant funds.

Teachers in grades K-8 participated in a 3-day Literacy Summit during the spring of 2009. The participants of the summit identified two priority goals: 1. Develop core teaching approaches across K-5 and within each grade with Tufts, administrators, and teachers; and 2. Develop a system of student supports across the district that provides earlier identification and intervention. These goals became the impetus for utilizing grant funds for training in phonics, assessment and reading comprehension and the purchase of supporting materials for the

elementary classroom teachers. Literacy skills have been maintained as a focus of all professional development at the elementary and middle school level throughout 2009.

The John T. Nichols, Jr. Middle School Reading Leadership Team continues to support literacy instruction for all of the staff at the middle school with a focus on reading in the content areas. The work of the Reading Leadership Team is no longer supported by grant funds provided by the Department of Elementary and Secondary Education but continues to impact instruction and learning.

The John T. Nichols, Jr. Middle School Gateway Team is recognized by the Museum of Science as a regional center for the advancement of technology and engineering in middle school curriculum. The Gateway Team hosted a professional development workshop on May 7, 2009. Teachers from area schools and staff members from the Museum of Science attended the workshop.

The standards-based report card for elementary is being issued for the fifth year. The reporting tool had minor revisions in the fall of 2009 to improve reporting in the area of mathematics. The Nichols Middle School Standards-Based Reporting Team has developed term benchmarks for standards-based grading. The Team is working toward an implementation timeline of September 2010 for a standards-based report card for students in the middle school. Teachers have been utilizing professional development release days and departmental meetings to design effective methods of reporting progress for each content area.

Teachers and administrators at Middleborough High School continue to review and revise curriculum, instruction and assessment. Each content area has developed common assessments in alignment with the academic expectations for graduation.

Teachers worked throughout the summer of 2009 to develop curriculum content or materials for the following:

- Middleborough High School - Environmental Science Curriculum: Development of 9th and 10th grade study skills; Book Study – “What Great Teachers Do Differently”; Grade 9 Document Based Analysis Guides for History; US History I – Teaching and Learning with Document-Based Questions; and Middleborough High School Summer Reading Protocol.
- Nichols Middle School - Making the Science Fair More Scientific; ELA Balanced Literacy Framework; and the Building Math Series.
- Mary K. Goode School - Goode Literacy Map Alignment

Professional Development

Teachers throughout the district participated in high quality professional development opportunities provided by Middleborough Public Schools staff as well as outside providers. Professional development within the district continues to focus on reading and writing at the elementary level and specific content areas at the secondary level. The District provided for a variety of professional development offerings on full days and release days in 2009 that included, but is not limited to: NEASC accreditation preparation; NAEYC accreditation preparation; Standards-Based Grading and Reporting; MCAS – Alternative Portfolios; Reading Across the Content Areas; Essential School Health Services; Key Three Routine Comprehension Strategies; Response to Intervention; Digital Portfolios; Assistive Technology; Autism Spectrum Disorders; Child Abuse Reporting Procedures; Restraint Training; Sharing of Best Practices; IEP reviews; varied content-specific sessions for ESPs, teachers, counselors, therapists and nurses; and continued development of curriculum guides and common assessments. Grant funds provided for additional professional development opportunities for: the “Literacy Development and Instruction” course which was offered on-site at the Nichols Middle School for teachers in grades 1-5 for 4 credits through Northeastern University; the “Reading Comprehension and Vocabulary” refresher which was offered on-site at the Nichols School through Northeastern University; the members of the Reading Leadership Team to attend state-wide sessions on reading instruction; the Title 1 teachers and ESPs to attend the Literacy for All Conference; the special education teachers to attend numerous workshops and conferences on a variety of topics; the teachers at Nichols Middle School to meet and plan for the Steps to Respect implementation for

the current school year; and a National Association for the Education of Young Children consultant to assist Preschool and Kindergarten teachers with the development of portfolios required for NAEYC accreditation. In addition, grant funds provided for training and materials to support the introduction of common approaches to Reader's Workshop for all teachers in grades K through 5, common reading assessments for students in Kindergarten and grade 1, and common approaches to phonics instruction for teachers of students in Kindergarten and grade 1 through a partnership with Tufts University's Center for Applied Child Development.

November 3, 2009 marked the third year that Middleborough Public Schools has scheduled the professional development day to coincide with Election Day. Election Day is a shared professional development day with schools from the southeastern region of Massachusetts. This common day affords the district an opportunity to share professional development offerings with other towns and to provide high quality sessions for low incidence groups.

The Mentor Program for new teachers continues to be a strong component of professional development as it supports new teachers. The program pairs veteran mentor teachers with new teacher protégés. The components of the program include monthly meetings of all mentors and protégés, classroom observations and continuous support around the daily challenges of teaching. The Mentor Program is coordinated by members of the Middleborough Public Schools teaching staff and has been successful for several years.

Administrators and Department Heads received training in the use of the Department of Elementary and Secondary Education's newly released Data Warehouse. The Data Warehouse provides timely disaggregation of MCAS performance data by district and school.

The number of Student Teachers seeking to begin their professional experience here in Middleborough continues to be strong. During 2009 Middleborough Public Schools hosted forty-seven students from Bridgewater State College, Stonehill College, University of Massachusetts/Dartmouth, Massasoit Community College and Lesley University as observers and student teachers in our schools. This contact with new teachers benefits veteran teachers and the students in the classroom as they are engaged in fresh approaches to learning.

Grants

Middleborough Public Schools received several competitive grants as well as the federal entitlement grants during 2009. Middleborough Public Schools applied for and received the following competitive grants:

Department of Elementary and Secondary Education Grants:

- ❑ The *Title I School Improvement Regional Grant Program*, through a partnership with Wareham Public Schools, and Fairhaven Public School District provided for the four-week 'Let's Read' summer program on reading comprehension and vocabulary for students from low income families and supported professional development and the purchase of materials for teachers in the program.
- ❑ The *Safe Schools Program for Gay and Lesbian Students* provided for an advisor for a student group at the high school.
- ❑ The *K-12 Literacy Professional Development Grant* provides for professional development opportunities for teachers of English Language Arts at the Nichols Middle School and for the training and development of a Data Team at the Burkland School.
- ❑ The *Community Service Learning Grant* provides funds for the development of a Community Service Learning Committee under the direction of a coordinator. This committee will seek community input on service opportunities and oversee the application of teachers to utilize funds to connect community service with the learning standards in the classroom. This is the first year of a 3-year grant award.

Town of Middleborough Community Block Development Grant – Program Income Funds:

- The Engineering is Elementary After School Program provided for an after school program in the spring of 2009 for students from low-income families. The program engaged students in small group hands-on lessons in engineering design.

2009 ExxonMobil Educational Alliance Grants (2):

- The ExxonMobil Educational Alliance Grant funds supported the purchase of software and technology materials to support mathematics instruction for students Middleborough High School.
- The ExxonMobil Educational Alliance Grant funds also supported a robotics presentation for students at the Nichols Middle School.

Southcoastal Workforce Investment Board ARRA Grant:

- This grant provided for employment training and paid employment for 19 current and former students in the Middleborough Community. The grant was coordinated by Danielle Terio, Administrator of the Alternative Program and was extended into the fall to provide additional opportunities for students.

The Essential School Health Services Grant

- This grant provides for a school nurse to support the district as well as upgrades to reporting software and supplemental materials for improved student health.

Middleborough Public Schools applied for and received the following entitlement grants:

- The *Academic Support Services – School Year Grant* provided for an after school clinic that offers small group tutoring sessions for students in preparation for MCAS in Mathematics, Science and Technology/Engineering and English Language Arts.
- The *Academic Support Services – Summer Grant* provided small group instruction in math, science and ELA for Middleborough High School students who were at risk for not scoring proficient on the MCAS or who had scored less than proficient on the 10th grade MCAS in one subject or more.
- The *Federal Special Education Entitlement Program Grant* provides supporting funds for staff, professional development and materials for the special education program. The funds also support the 6-week Summer Inclusion Program held at the Memorial Early Childhood Center for students from PreK to 12.
- The *No Child Left Behind Entitlement/Allocation Grants* which include:
 - *Title I Part A Grant* provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards through a targeted assistance program at Mary K. Goode and Henry B. Burkland Schools. The grant supports Title 1 staff, supplemental educational services, professional development for Title 1 schools' staff and supplies for the program.
 - *Title II, Part A - Teacher Quality Grant* provides funds to reduce class size and supports teachers who are not yet highly qualified.
 - *Title II, Part D – Enhancing Education Through Technology Grant* assists with reducing class size and funds the planning of digital portfolio projects at Middleborough High School.
 - *Title IV - Safe and Drug-Free Schools and Communities Grant* assists with reducing class size and funds the implementation of the Steps to Respect curriculum at Nichols Middle School.
- The *Special Education Program Improvement Grant* provided for supports for students with Autism Spectrum Disorders.
- The *Early Childhood Curriculum, Instruction, and Assessment Alignment Project Grant* will support the creation of a Study Team to review the special education program from PreK –3 to assess strengths and weaknesses in areas of curriculum, assessment, coordination, instruction and alignment.
- Middleborough Public Schools also received grant funds from American Recovery and Reinvestment Act (ARRA):

- *ARRA – State Fiscal Stabilization Fund*
 - Spring 2009 funds were used to offset tuition costs for FY09 as designated by the Department of Elementary and Secondary Education.
 - FY10 funds are being used to purchase materials and provide training to support reading instruction at the elementary schools; purchase Smart Board technology for the middle and high schools; support professional development in reading at the middle school; develop a Freshman Academy for Middleborough High School; develop an In-School Suspension Program for Middleborough High School and provide access to the SAILS library network for students at the secondary level.
- *ARRA - Title 1 Funds*
 - ARRA-Title 1 funds support the partnership of Middleborough Public Schools with the Center for Applied Child Development at Tufts University. This yearlong partnership is developing small professional learning communities among all teachers in grades K to 5. At each grade level select teachers are receiving more in-depth training to become lab classroom teachers for their colleagues when the professional development partnership is no longer funded.
- *ARRA – IDEA Fund*
 - The IDEA funds supported the development of a new program for students diagnosed with Autism Spectrum Disorders at both the early childhood and elementary levels. The funds supported the hiring of teachers and Educational Support Personnel as well as consultants to help to build the capacity of the program to serve students who may otherwise receive services outside of the district.
- *ARRA – IDEA Early Childhood Special Education Grant*
 - The Early Childhood Special Education Grant funds will support the purchase of formative assessment tools for use in the early childhood programs and provide for the training of teachers in the use of those tools.

Middleborough Public Schools applied for and received the following continuation grants:

- The *Quality Full Day Kindergarten Grant* was reduced significantly but continues to support the full day Kindergarten program at the Memorial Early Childhood Center.

Technology

Students entering Middleborough High School develop a digital portfolio of evidence of how they are meeting the academic expectations for graduation. This evidence is uploaded to a digital portfolio that will be issued to students upon graduation to be used for college applications, job interviews, and military enlistment. The portfolio project has been expanded to include evidence of students' progress in knowledge and skills from all four years in History, Mathematics, Science and English. Expansion of the digital portfolio projects includes student work from Foreign Language, Fine Arts, Technology and Physical Education. The Class of 2010 will be the first to complete a portfolio of their high school progress in the form of a digital portfolio.

Middleborough High School continues to support individual student participation in Virtual High School. This initiative is providing a small group of students with an opportunity to engage in unique, online coursework with other students from across the country. The flexibility of Virtual High School has provided opportunities for students to take select Advanced Placement courses and other electives that are not ordinarily offered at Middleborough High School.

The Middleborough Public Schools Technology Committee met through June 2009 and completed a Technology Plan for 2009-2012. The committee is committed to the full utilization of available funds and resources to optimize the use of technology throughout the district. The "Middleborough Public Schools Capital Planning Proposal for 5 Year Technology Plan and Middleborough High School Foreign Language Lab

2009-2013” is incorporated into the Technology Plan and is essential to moving forward with the instructional use of technology.

English Language Education Program

The Middleborough Public School District provides support to students who have limited English proficiency through small group and individual instruction in English as a Second Language. The certified teacher who provides this service travels to all 5 schools to provide supplemental instruction to students daily. Middleborough Public School District has continued the process of training teachers in each of the four categories of sheltered content instruction to benefit students who are English Language Learners. During 2009, each teacher who had a student that qualified as limited English proficient in his or her class attended at least Category I training.

Homeless Services

During the fall of 2009, the number of homeless students increased significantly.

There were 58 students identified as homeless and in need of services between September and December of 2009. There were only 31 students in need of services for the entire 2008-2009 school year. Students who are homeless are entitled to transportation to their school of origin, free lunch and services under Title 1. The Middleborough Public School District works with families to assure that each student is registered in a timely manner in order to minimize the disruption to the student’s education.

It is a pleasure and privilege to work with the teachers, administrators, specialists, support personnel and parents of the Middleborough school community. The District initiatives mentioned here have had a positive impact student learning thanks to the dedication and determination of the teachers in the classroom and the support of the community. The future holds great promise for improved performance and outstanding achievement of the students of Middleborough Public Schools as we “prepare all students to excel in life”.

Respectfully submitted,

Theresa A. Craig
Assistant Superintendent

Special Education Department

The Middleborough Public Schools is committed to promoting high-quality, inclusive educational opportunities for all students. As a result, most students with disabilities participate in the general education setting for the majority of their school day. General educators, special educators, therapists, specialists, and educational support personnel work together to implement a continuum of services that is responsive to the needs of diverse student learners. The Department of Elementary and Secondary Education specifically recognized this collaborative spirit and dedication to inclusion during the district's last full Coordinated Program Review in February 2006. Overall, the findings from that Coordinated Program Review, as well as the follow-up Mid-Cycle Review conducted in January 2009, affirmed that Middleborough's special education programs are well designed to meet the needs of our students with disabilities and to provide appropriate educational opportunities that prepare all students to excel in life.

Curriculum

Response to Intervention (RtI) is a three-tiered model of instructional supports that can be used as a school-wide, general education approach to preventing academic and behavioral difficulties. It includes universal screening, progress monitoring, data based decision-making, and varied levels of intervention for students who are experiencing challenges in school. RtI principles assume that a scientific, research-based core curriculum program, or "Tier One", will provide the foundation of instruction for all students. However, for students who are struggling to achieve grade level standards in reading, math, or social/behavioral development, increasingly rigorous and intensive interventions can be provided in Tiers Two and Three respectively, as supplements to the core program. Movement between the Tiers is determined by a problem-solving protocol of curriculum-based measurements (CBM) used to monitor student responsiveness to the interventions that have been provided. Students who do not make the expected academic progress may be suspected of having a specific learning disability and can be referred for a special education evaluation at any point in the process. Recent federal legislation has incorporated references to RtI into the latest revision of the Individuals with Disabilities Education Act (IDEA 2004) and, in February 2008, the Massachusetts Department of Elementary and Secondary Education issued guidance to school districts on the use of an RtI approach in determining special education eligibility for students with Specific Learning Disabilities (SLD).

The introduction of Response to Intervention to our school district is a very exciting proposal that has garnered a lot of interest from members of the faculty. During 2009, several general education, Title I, and special education staff members at the Mary K. Goode School were able to channel their enthusiasm into reality through the dedicated work of the RtI Forecasting Task Force. Under the guidance of the principal, Mrs. Anita Rodriguez, this committed group of educators recognized an area of need; created an action plan to address that need; developed systems of assessment, monitoring, and intervention; and, by early Fall 2009, began utilizing those systems for identified students in grades 1 and 2 who were struggling with mastering phonics skills. By focusing initially on a single academic area, the acquisition of phonics skills, and utilizing staff already assigned to the building, the group was able to pilot the program within the first several weeks of the new school year. After only a few short months of implementation, noticeable gains have already been demonstrated by many of the participants. This is a very promising sign for the future of RtI at the primary grade level in Middleborough and is a harbinger of great things to come.

Meanwhile, with the support of the special education and building administration, Middleborough High School has instituted a new RtI Committee to explore how this model can be effectively used at the secondary level. In contrast to the elementary RtI group, which has chosen to focus initially on academic interventions, the high school RtI Committee is first focusing its energy on examining a system of social, emotional, and behavioral strategies known as a Positive Behavioral Interventions and Supports, or PBIS. PBIS follows the tiered RtI structure of providing a core program ("Tier One") for all students, with increasingly intensive interventions for those students who need further reinforcement and assistance in finding success. Though the discussions of the MHS RtI group are still in their preliminary stages, this represents an encouraging shift toward creating

additional, proactive support systems for all our students. For 2010, we look forward to continued growth and expansion of the RtI philosophy throughout the different grade levels of the Middleborough Public Schools.

In addition to these RtI projects, a number of Middleborough special education staff also took a central role in introducing a new social skills curriculum program to their school communities during 2009. Based on the work of Michelle Garcia Winner, the “Social Thinking” approach to social skills development teaches students with disabilities to consider the points of view, emotions, thoughts, beliefs, prior knowledge and intentions of others. While perspective taking is generally intuitive for most individuals, deficits in this area are often at the core of the social challenges facing students with high-functioning autism or other language, emotional, or cognitive disabilities. Direct instruction in social thinking helps these students understand why they react the way they do; the behaviors that make others feel good or bad; and how those behaviors are affecting their own emotions, responses, and relationships across different social contexts. The school psychologists, school adjustment counselors, and speech/language therapists at the Memorial Early Childhood Center, the Mary K. Goode School, the Henry B. Burkland School, and the John T. Nichols Middle School have actively embraced the “Social Thinking” philosophy and are now implementing it with students at each grade level at their respective buildings. Through attendance at conferences and workshops supported by the district, as well as through their own research pursued on personal time, these professionals should be credited with leading the charge to bring this systemic approach to social skills training to the Middleborough Public Schools.

Professional Development

Promoting diverse professional development options for all educators is a key priority in the district’s planning and programming for students with disabilities. By providing staff with ongoing opportunities to maintain currency in educational theory and practice, the district is ensuring that teaching and learning standards preserve high expectations for all students. In 2009, special education and general education staff, including teachers and educational support personnel at every level, participated in a number of activities on a variety of topics related to working with students with disabilities. Some of these topics included:

- Response to Intervention (RtI)
- Inclusion/Co-Teaching Strategies
- Wilson Reading and Language Program
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Assessment of Basic Language and Learning Skills (ABLLS)
- Strategies for Working with Children with Autism Spectrum Disorders (ASD)
- “Treatment & Education of Autistic & related Communication-handicapped Children” (TEACCH)
- Applied Behavior Analysis (ABA) and Discrete Trial Training (DTT)
- Data Collection Strategies and Data Analysis for the Classroom
- “Social Thinking” and Social Skills Training
- Theory of Mind: Assessment and Intervention
- Utilizing Assistive Technology in Schools and Classrooms (Including Kurzweil)
- Functional Behavioral Assessments (FBA)
- Positive Behavior Management Techniques
- Empowerment and Recovery for Trauma Survivors
- Crisis Prevention Institute (CPI) Physical Restraint Training
- Mentoring and Induction Training
- MCAS Alternate Assessments
- Disability Awareness
- Writing Measurable IEP Goals and Objectives
- Confidentiality and Professionalism
- State and Federal Special Education Regulations (IDEA 2004)

Program Assessment and Development

A critical element in maintaining effective instructional services for all students is a commitment to ongoing, systematic analysis of existing programs and a willingness to make adaptations in accordance with that analysis. In 2009, the district utilized the results of an assessment of its programs for students with Autism Spectrum Disorders (ASD), completed in 2007-2008 by representatives from MGH/Youthcare, to enhance its programming for elementary students with this diagnosis who exhibit intensive levels of need. The ASD assessment was part of a wider effort to examine the effectiveness of the district's programming for all students with very significant learning issues. Recommendations from the assessment included suggestions for expanding the social, language, and transition opportunities for students identified within the spectrum of autism. Introduction of the "Social Thinking" social skills curriculum was one result of these recommendations. The creation of the several new ASD classrooms at Memorial Early Childhood Center and the Mary K. Goode/Henry B. Burkland Schools was another result.

By using federal grant funds available through the American Recovery and Reinvestment Act (ARRA), which were specifically designated for the purpose of investing in new activities designed to strengthen education, drive reforms, and improve results for students, the district was able to bring several skilled special educators with expertise working with students with ASD to Middleborough in the summer of 2009. In addition, the ARRA grant has enabled the district to contract with READS Collaborative to obtain the services of a Board Certified Behavioral Analyst (BCBA) to provide direct consultation and support to the program and staff, as well as the services of a part-time ASD Coordinator to manage the day-to-day operations of these very specialized classrooms. Recognizing that significant change cannot occur overnight, we have been careful to take each step in this journey of program development slowly, resisting the urge to tackle more than can be realistically accomplished in a short period of time. Though it has only been a few months since the new ASD classrooms were created, the positive feedback from parents and faculty, and the evidence of improved student outcomes, has been a testament to the dedication of those who are participating in this project. These are often the students whose needs can be the most challenging for teachers and specialists to effectively address within a public school setting. However, we also believe that providing appropriate educational opportunities for these students alongside their neighborhood peers within their community schools is far preferable than having students attend out-of-district schools in other towns. For the future, our goal will be to continue along this path of maintaining and promoting high-quality in-district programming for all of our students with autism and other related language and social disabilities.

While the focus of the new ASD program has been at the elementary level, the district has also made notable changes to the programming options available to students with significant emotional disabilities at the high school level. Similar to young children with autism, adolescents with emotional and behavioral issues can present substantial and time-intensive challenges to the public school staff providing their services in a traditional environment. Ensuring that a responsive continuum of supports is available to assist these students in remaining within the Middleborough Public Schools is another priority for the district. Thus, during the spring of 2009, the special education department used grant funds to contract with Walker Partnerships to complete an assessment of the current programs for students with emotional, behavioral, and learning disabilities at Middleborough High School. Walker Partnerships, which is part of a nationally accredited, non-profit organization that provides a range of services to students and their families, is committed to providing support and outreach services to public schools and community settings. As a result of the assessment completed by Walker Partnerships' representatives, the district was able to identify specific programmatic objectives to be implemented in the fall of 2009. The most observable change came through the creation of the Links learning center classroom, which has an adjustment counselor and a special education teacher dedicated full-time to meeting the needs of the assigned students. By pairing a counselor and special educator to work exclusively with this small but complex population of students, Middleborough High School has been able to provide continuous emotional and educational support to adolescents who may otherwise stop attending school or require more intensive therapeutic programming outside the public schools.

Summer Programming

During July and August 2009, the Middleborough Special Education Department once again implemented a very successful community-based, integrated summer program for almost 60 students with intensive special needs. The purpose of the program is to provide extended school year services for students with the most complex cognitive, social, physical, and/or communicative disabilities, in accordance with the goals and objectives of their Individualized Education Programs (IEPs). Ten classrooms serving students from preschool through age 22 were housed at the Memorial Early Childhood Center. Mr. Paul Tzovolos, in his first year as Summer Inclusion Program Coordinator, provided strong leadership and effective management to ensure that each participant and staff member had a positive experience. Staff for the program included the coordinator, ten teachers, eighteen educational support personnel, fourteen mentor students, one nurse, one adjustment counselor, two occupational therapists, one physical therapist, and one speech/language pathologist. Students without disabilities from grades 3-8 were also invited to serve as peer models in the elementary and middle school classrooms. Teachers and parents nominated these students as youngsters with strong communication skills and a willingness to engage with peers facing multiple developmental challenges. Through the generosity of the Middleborough Park Department, the students and staff of the summer program were able to utilize the town pool twice a week, as well as participate in a number of recreational activities on the surrounding fields. The proximity of the program, based at the MECC, to the center of town was vital in promoting community integration for all of the students.

The Special Education Department would like to extend sincere gratitude to all those who contributed to the success of the 2009 summer program. Staff for the program included:

Mr. Paul Tzovolos – Coordinator

Ms. Kimberly Andrews – Teacher
Ms. Patricia Carifio – Teacher
Ms. Amanda Faidell – Teacher
Ms. Erin O’Brien Sullivan – Teacher
Ms. Erin Vigers – Teacher

Mr. Christopher Brown – Teacher
Ms. Kathleen Dyer – Teacher
Mr. Michael LeDuc – Teacher
Ms. Pauline Smith – Teacher
Ms. Kerry White – Teacher

Ms. Jamie Andrade – ESP
Ms. Cheryl DeBenedictus – ESP
Ms. Tracey Hills – ESP
Ms. Lisa Keady – ESP
Mr. Darren Lennon – ESP
Ms. Robin Maxwell – ESP
Ms. Jennifer Mullen – ESP
Ms. Diane Prakop – ESP
Ms. Kathy Scanlon – ESP

Ms. Jacqueline Cavanaugh – ESP
Ms. Denise Fernandes – ESP

Ms. Diana Lawson – ESP
Ms. Pauline Maguire – ESP
Ms. Janice Mullen – ESP
Ms. Patricia Pontes – ESP
Ms. Brenda Rae – ESP
Ms. Susan Vigneaux – ESP

Ms. Meagan Andrade – Mentor
Ms. Taylor Dyer – Mentor
Ms. Katie Joyal – Mentor
Ms. Caitlyn Lynch – Mentor
Ms. Lindsey Perkins – Mentor
Mr. Steven Poole – Mentor
Mr. Nicholas Swale – Mentor

Ms. Kimberly Damon – Mentor
Mr. Dylan Everett – Mentor
Ms. Catherine Kemmett – Mentor
Ms. Elissa May – Mentor
Mr. Matthew Pilla – Mentor
Mr. Tyler Schofield – Mentor
Ms. Julianna Tucker – Mentor

Ms. Joanne Sousa – School Nurse
Ms. Marlene Hebert – School Adjustment Counselor
Ms. Ann Joyal and Ms. Erin Wurlitzer – Occupational Therapists

Ms. Betty O'Leary – Physical Therapist
Mrs. Karen Sullivan – Speech/Language Pathologist

Conclusion

2009 has been another productive and innovative year for the Special Education Department. The enthusiasm and commitment of the faculty and staff have been essential in assisting our students to work toward achieving their full potential. Through the tireless dedication of the facilitators, the special education programs in Middleborough have continued to maintain a very high standard of compliance with federal and state regulations. Their leadership and guidance have been instrumental in providing our special educators with the support they need to ensure quality services for all students. The Special Education Department's goals for 2010 include fostering personal growth for our students and staff, cultivating the spirit of inclusion and collaboration at all grade levels, and promoting our commitment to the district's mission to prepare all students to excel in life.

Respectfully submitted,

Melissa G. Deutschmann
Director of Special Education

Fine Arts Department

2009 began with the following John T. Nichols, Jr. Middle and Middleborough High School students receiving Boston Globe Scholastic Art Awards: Silver Key – Alison DeArruda (MHS), Nicholas Varjabedian (MHS), Rebecca Ward (MHS), Troy Moffatt (NMS), and Rachel Spadaro (NMS); Honorable Mention – Abigail Hindmarsh (MHS), Sarah Newton (NMS), and Tyler Kaplinger (NMS).

Musicians Zachary Dyer, Andrew Green, and Ani Varjabedian represented Middleborough High School in the Senior Southeast District Festival. Laura Varjabedian and Kamren Smith represented Middleborough High School in the Junior Southeast District Festival while Kimberley Corey represented the John T. Nichols, Jr. Middle School.

Under the direction of Ms. Traci Antil, the musical, “Damn Yankees” was performed in February. Ms. Antil also directed “That’s Entertainment” held at Middleborough High School in May. The Henry B. Burkland School Third Grade Musical Plays, directed by Mrs. Katie Iveson and Mrs. Brenda Hartford, entertained audiences. The John T. Nichols School students performed the musical “Pirates of Penzance,” under the direction of Mrs. Sally Weaver and Ms. Eliza Burnham.

In March, Speech and Theatre Workshop’s “Absurdly Grimm Fairytales (Original adaptation),” directed and adapted by Ms. Danielle Duggan, entered the Massachusetts High School Drama Guild Festival’s Preliminary Competition. Also in March, Mrs. Grammer, presented a workshop entitled “First Year (+ Beyond) Survival Kit” at the Massachusetts Music Educators Association Conference held at the Seaport World Trade Center in Boston, MA. The workshop was well attended by many first, second, and third year teachers.

The Middleborough High School Concert Choir, Band, and Orchestra under the direction of Mrs. Ruth Iampietro, Mr. Justin Pittsley, and Mrs. Judith Stoltenberg respectively, earned First Place Medals at the New York Performance Tour. Mr. Pittsley, with assistance from Mrs. Iampietro and Mrs. Stoltenberg arranged the entire trip. This was the first time in many years that the Middleborough High School Performance Groups performed at festival of this caliber. Also in March the High School Band directed by Mr. Justin Pittsley held their annual Pops Concert.

The following students represented Middleborough at the Senior Southeastern Massachusetts School Bandmasters’ Association (SEMSBA) Festival: Elaine Ezerins, Andrew Green, Zachary Dyer, Michelle Fleming, Kayla Corey, Brianna Grace, Robert Donoghue, Kaylee Schofield, Rebecca Bolton, Ani Varjabedian, Laura Varjabedian, Kamren Smith, Jack Powell, Gabriella Hornbeck, and Jennifer McKeon.

Mr. Justin Pittsley and Mrs. Ruth Iampietro conducted the SEMSBA Senior High School Festival Band and the SEMSBA Senior High School Festival Chorus respectively. Representing Middleborough at the Junior (SEMSBA) Festival were: Kathryn Black, Benjamin Brayton, Brian Green, Kimberely Corey, Michael Braddock, Nathan Phillips, Adlie Morse, and Tara Deggendorf.

The annual Visual Art Show held in May at the Town Hall was quite a success.

In the fall we welcomed Mr. Matthew Roberts, Visual Arts Teacher, and Mr. David Arruda Music Teacher, to the Middleborough Public School Fine Arts Staff.

The Concert Choir Talent Show, held in October and directed by Mrs. Ruth Iampietro, was most successful.

The Fall Show “Romeo and Juliet” directed by Ms. Danielle Duggan, took the stage in early November.

To end activities for the calendar year, the Middleborough Performing Music Groups played their annual Holiday Concerts to filled auditoriums. Groups included the Grade 6 Orchestra, Grade 6 Chorus, Grade 7 and 8 Orchestra, Grade 7 and 8 Chorus, Middleborough High School Band, Middleborough High School Orchestra, Middleborough High School Sachem Singers, and Middleborough High School Concert Choir.

We would like to recognize the contributions and hard work on behalf of the students of Middleborough by all members of the Fine Arts staff during the past calendar year. In addition, the Fine Arts staff would like to thank the people of Middleborough, including the students and their parents, for their continuing support.

Respectfully submitted,

Cynthia P. Grammer
Assistant Housemaster/Fine Arts Director

Department of Athletics, Health and Physical Education

During the 2008-2009 school year, 326 boys and 220 girls participated in the interscholastic athletics program at the Middleborough High School yielding an overall participation rate of 63%. In relationship to the gender makeup of the high school population, this represents a participation rate of 73% for male athletes and 52% for female athletes.

Budget challenges necessitated the continuation of a \$175 per sport user fee (established in 2007) applied to all Middleborough High School athletes for 2008-2009 school year. Athletes who played three consecutive seasons were allowed to play their third sport at no cost. A family provision also continued with a \$450 maximum fee for the school year. Financial need-based waivers were granted to those families who requested them. This fee structure for athletics will also exist for the 2009-2010 school year.

Given the financial shortfalls, it was not feasible to consider the restoration of the ten athletic programs (all John T. Nichols, Jr. Middle School and Middleborough High School freshman level teams) cut in 2007-2008 school year. Grades 6-8 students had intramural opportunities at the John T. Nichols, Jr. Middle School, while grade 9 students at Middleborough High School were incorporated into junior varsity and varsity level teams.

The Middleborough All Sports Boosters Association, formed in August, 2007, continued to plan and administer a series of fundraising events through the 2008- 2009 school year. The money generated by this hard-working organization was donated to support all Middleborough High School athletic teams. MASBA's important work will continue into the 2009-10 school year. Also being planned by this group is a Middleborough High School Athletic Hall of Fame. The first round of inductees to the Athletic Hall of Fame were recognized at a banquet held in November 2009.

During the 2008-09 winter sports season, our boys' basketball team qualified for the Massachusetts Interscholastic Athletic Association (M.I.A.A.) state tournament for the second consecutive year. Our indoor boys' varsity track team earned co-championship honors within the Patriot League structure. Senior James Muirhead became a two-time division III state champion in the sport of wrestling.

In the spring season, our boys' baseball team and girls' softball team once again qualified for state tournament play. The softball team earned Fisher Division championship honors within the Patriot League. The baseball team advanced in the state tournament to the South Sectional semi-final game. Our girls' tennis team, led by coach Andy Dizel, qualified for the state tournament for the first time in many years. Our boys' track and field team, led by coach Sean Kinney, also earned a Fisher Division championship within the Patriot League. At the end of the school year Middleborough High School also received the Joseph A. Masi Patriot League award for outstanding sportsmanship.

In the fall of 2009, the varsity girl's volleyball team qualified for state tournament play. This team finished their regular season with a win/loss record of 13-7, and lost to Hanover in the first round of the state tournament. Both the boys' and girls' home course records in cross country were broken this fall. Zachary Maddigan is the current course record holder for the boys while Ani Varjabledian is the female course record holder. Our cheerleading team, led by head coach Janet Black, also qualified for regional competition by virtue of their score at a Patriot League competition held in October.

Sincerely,

David Paling
Director of Athletics, Health and Physical Education