



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

Frederick W. Hartnett Middle School
Thursday, November 3, 2016
7:00 PM

Included in this transmission is the following:

- I. **Opening of Meeting**
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Introduction of Members

- II. **Report of Student Representatives**
 - a. Brittany Dwyer
 - b. Jack Keefe

- III. **Public Forum**

- IV. **Consent Agenda A**
 - a. Warrants
 - b. Field Trips
 - c. Minutes of Meeting
 - a. October 20, 2016

- V. **School Committee**
 - a. Sub-committee Update

- VI. **Report of the Superintendent and Assistant Superintendent**
 - a. Personnel Update
 - b. Loretta Braverman – Special Education Presentation and School Improvement Plan
 - c. MCAS/PARCC Results, Part 1
 - d. Elementary Report Card Update
 - e. Dr. Paul Haughey - Millville Elementary School Improvement Plan
 - f. Water Sampling Update

- VII. **Public Forum**

VIII. School Committee Forum

- a. Mrs. Erin P. Vinacco, Chair
- b. Mrs. Wendy L. Greenstein, Vice Chair
- c. Ms. Tara Larkin, District Secretary
- d. Mrs. Jane Reggio, District Treasurer
- e. Mr. William F. Chaplin, Jr., Member
- f. Mr. Steven J. Tringali, Member
- g. Ms. Jo-Anne Watson, Member
- h. Ms. Georgette A. Jarret, Member

IX. Upcoming Meetings

- a. November 17, 2016 – Public Meeting

X. Adjournment

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

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT
ALLEN W. HIMMELBERGER
SUPERINTENDENT OF SCHOOLS**

MEMO

TO: Blackstone-Millville Regional School Committee

RE: School Committee 11-3-16, Consent Agenda A

DATE: November 3, 2016

Recommended Consent Agenda A – Items

1. Warrants

- a. Payroll
 - i. Move to approve payroll voucher numbers: 10 and 1009 as submitted by the Superintendent of Schools
- b. Payables
 - i. Move to approve the payable voucher numbers: General 1889, Café 1890, and Health Reimbursement 1888 as submitted by the Superintendent of Schools

2. Field Trips

- a. Mrs. Nneji, Ms. Morgan and Ms. Carpentier requesting field trip for Grade 2 to New England Aquarium, Boston – Wednesday, May 10, 2017
- b. Ms. Olbrys requesting field trip for Grade K to Davis Farmland, Sterling, MA – Thursday, May 18, 2017
- c. Ms. Rosenbaum requesting field trip for Grade 1 to Roger William Park Zoo, Providence, RI – Thursday, June 1, 2017
- d. Mrs. Faulkner and Miss. Uppstrom requesting field trip for Grade 5 to Boston Public Library – Wednesday, June 7, 2017
- e. Mrs. Shafer and Ms. Carr requesting field trip for Grade 4 to Boston Museum of Science – Friday, June 9, 2017
 - i. Move to approve field trip for Grade 2 to New England Aquarium, as recommended by the Superintendent of Schools
 - ii. Move to approve field trip for Grade K to Davis Farmland, as recommended by the Superintendent of Schools

- iii. Move to approve field trip for Grade 1 to Roger Williams Park Zoo, as recommended by the Superintendent of Schools
- iv. Move to approve field trip for Grade 5 to Boston Public Library, as recommended by the Superintendent of Schools
- v. Move to approve field trip for Grade 4 to Boston Museum of Science, as recommended by the Superintendent of Schools

3. Minutes

- i. Move to approve the school committee minutes of October 20, 2016.

Special Education School Year '16

Loretta Braverman, MSW
Director of Special Education

Haley Carroll, BMRHS Student Intern

Vision

All students belong where a culture of a “No Excuse” spirit pervades the district’s efforts to close the gaps in achievement for diverse learners.

Special Ed Enrollment

BMR 1738	17.2
State	17.2

SY 15 Spec Ed Placement Data / Full Inclusion

BMR	48.2%
State	61.9%

Progress and Performance Index: A PPI of 75% or higher indicates the district is narrowing the gap

BMR	63%
State	51%

Preliminary Area Challenge: Observation, Staff Reports and IEP Data reveals that most students are supported in a traditional pull-out learning model. In class support is being provided almost exclusively by Para Educators. Further data analysis shows the PPI pattern has been consistent over time. The percentage of students supported in full inclusive environments is well below the state target. Achievement data shows a large gap in the performance of students with disabilities compared to all students.

Instructional Supports

School Year '15 School Year '16

- | | |
|--|--|
| <ul style="list-style-type: none">• BBST - District wide• Kid Talk (Middle School only)• Under use of 504• No use of DCAP• Special Education | <ul style="list-style-type: none">• Kid Talk (30) minutes each day among regular education and special education, Individual parent meetings twice a week. Data sheets will be collected daily and monthly; report completed by principal and given to superintendent at leadership meetings. Whereby Leadership Team will analyze data• RtI - MTSSP• Creation of 3 Tier Intervention Flip Charts• DCAP• 504-Related services only• Special Education |
|--|--|

Co-Teaching

School Year '15

School Year '16

- Voluntary PD on co-teaching
- Assessed co-teaching strengths and challenges
- Observations
- Teacher interviews
- Frequent and consistent walkthroughs in co-teaching classrooms
- Providing systematic co-teaching feedback on the six co-teaching approaches
- Informal evaluation of the co-teaching approaches
- Lisa Dieker PD April 13th (co-sponsored)
- Electronic lesson planning

Social Emotional Sub-Separate Services

School Year 2015

- Elementary Programming
- High School Programming

Small group instruction, Behavior management, Counseling, Social skills groups, Time management, Study and organizational skills development, and Occupational, Physical, Speech and Language therapies

School Year 2016

- Middle School Programming

Middle School Social Emotional Sub-Separate Services

This newly created sub-separate program will provide a consistent therapeutic milieu and rigorous academics as a foundation providing a state-of-the-art, vigorous and engaging program aligned with the Massachusetts Curriculum Frameworks

Middle School Social Emotional Sub-Separate Services:

- Housed among three adjoining classrooms, a classroom, breakout session room and sensory room
- Staffed by a special education teacher, and supported by a para educator, school psychologist and adjustment counselor
- Monthly student facilitated clinics are available to parents to ensure home to school carryover.

DIP Goal #1: Continue to refine and develop curriculum improvements to increase student achievement

Analyze schedule to create time for RTI

PD in RTI/MTSS

RTI/MTSS implemented with integrity

DIP Goal #2: Improve delivery of special education services

1. Develop and publicize district philosophy of the use of inclusive settings
 - a. Each team meeting room has DESE poster, disseminate facilitated faculty discussion
 - b. Educator Effectiveness Guidebook for inclusive practice (Evidence-based practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social Emotional Learning)
 - c. Implement through adopting inclusive model during IEP process. Director to sign off on all initial and three year IEPs to track the implementation of LRE.

DIP Goal #2 (continued)



2. Enhance and expand co-teaching model and provide protocols on the use of co-teaching method in inclusion settings. Provide PD opportunities to enhance co-teaching, co-teacher led faculty presentations and PD by Lisa Dieker. Maintain continuum of service delivery and vertical communication among Team Chairs to Director at biweekly meetings to establish patterns and trends and needs for expanding services. Increase in Tier III curriculum

- Education.com
- Scholastic Principles
- Pro Ed Software
- News to You
- Touch math
- Number world
- Lively letters
- Kurzweil

- ACE software
- Prologues to go
- Read aloud
- Super teacher - math
- I can problem solve
- Reading A-Z
- Social thinking



PARCC/ MCAS Results 2016

Blackstone Millville Regional School District

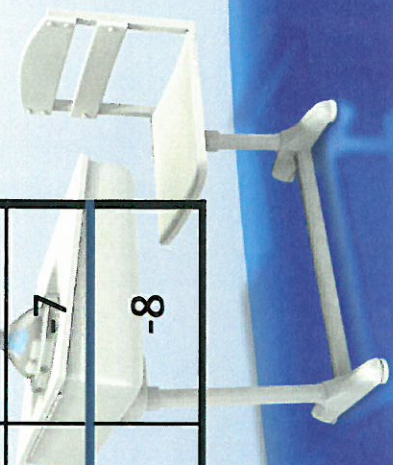


By Dr. David Thomson

2015 PARCC and MCAS Results—Statewide

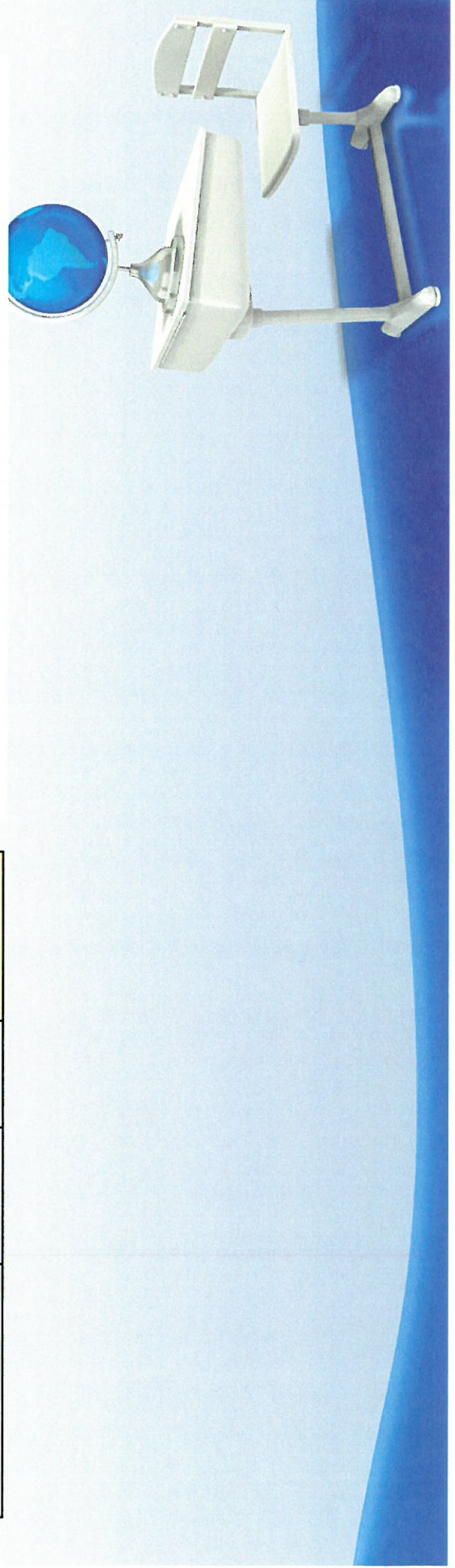
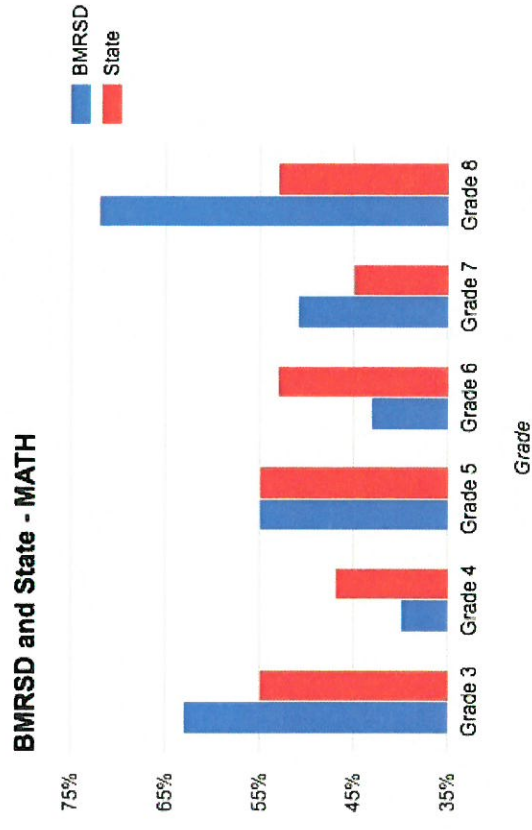
Percent of Students Scoring Proficient or Higher on MCAS or Meeting/ Exceeding Expectations on PARCC		English Language Arts		Mathematics		
	PARCC*	MCAS*	Difference	PARCC*	MCAS*	Difference
Grade 3	54%	60%	-6	55%	70%	-15
Grade 4	57%	53%	+4	47%	47%	0
Grade 5	63%	71%	-8	55%	67%	-12
Grade 6	60%	71%	-11	53%	62%	-9
Grade 7	60%	70%	-10	45%	51%	-6
Grade 8	64%	80%	-16	53%	60%	-7
All Grades	60%	68%	-8	52%	60%	-8

* Statistically representative samples were used to report state trends in grades 3-8



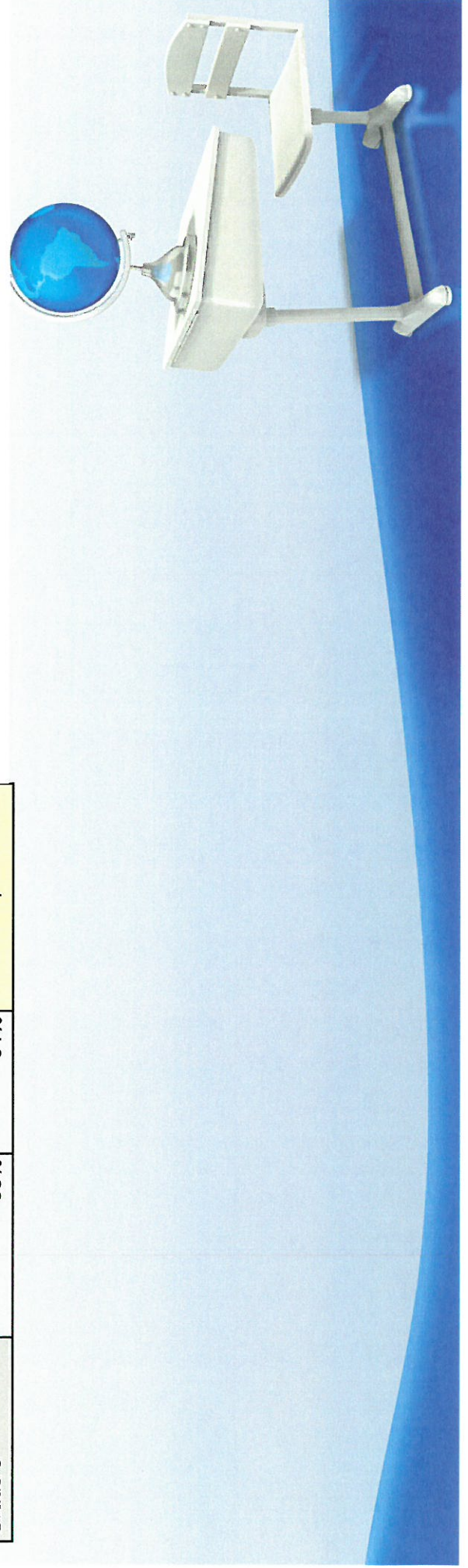
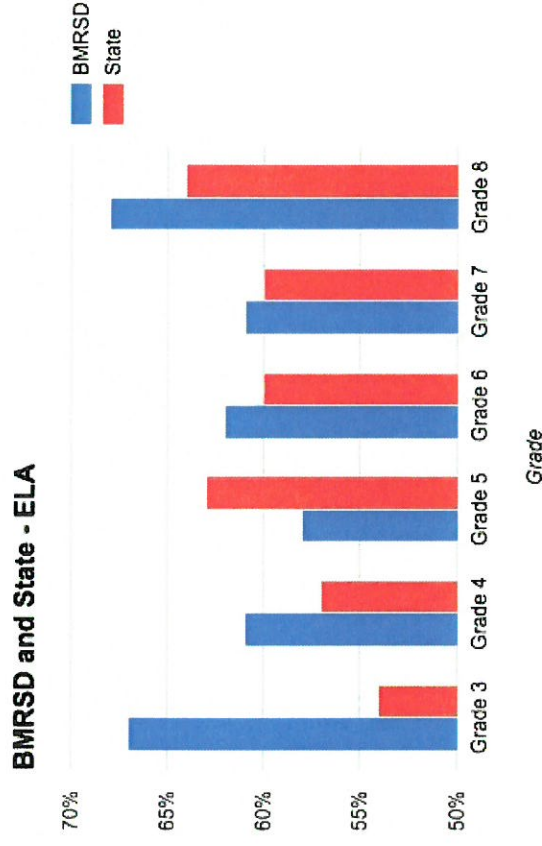
PARCC Comparison BMR vs State- Math

Grade	BMRSD	State	Difference
Grade 3	63%	55%	8
Grade 4	40%	47%	-7
Grade 5	55%	55%	0
Grade 6	43%	53%	-10
Grade 7	51%	45%	6
Grade 8	72%	53%	19

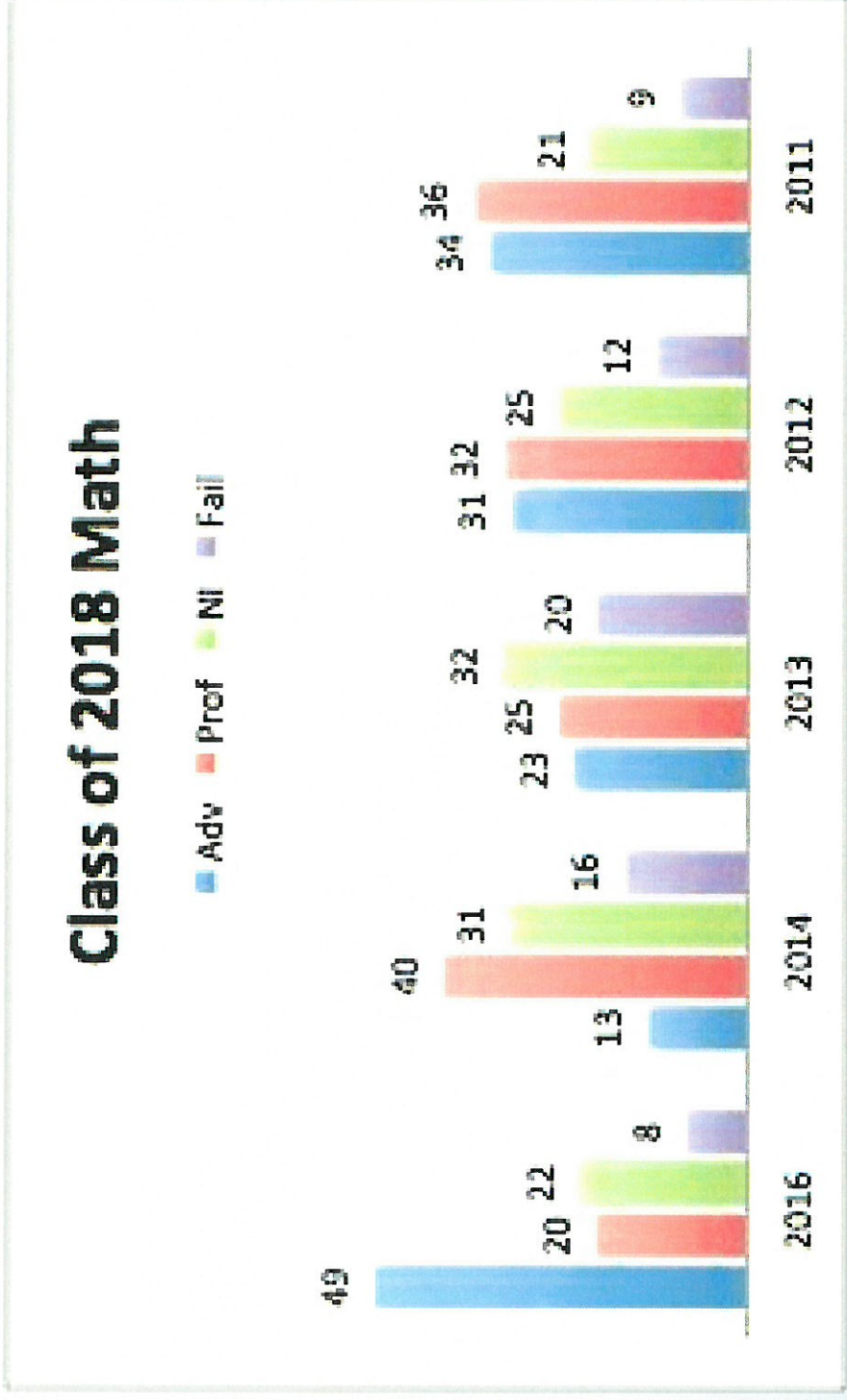


PARCC Comparison BMR vs State-ELA

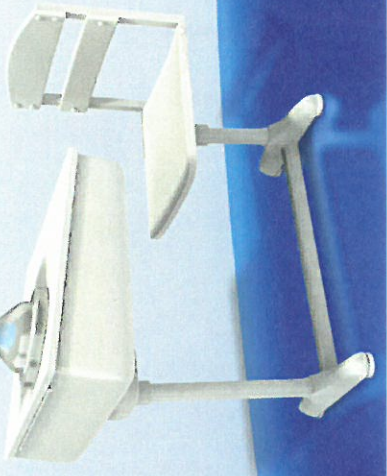
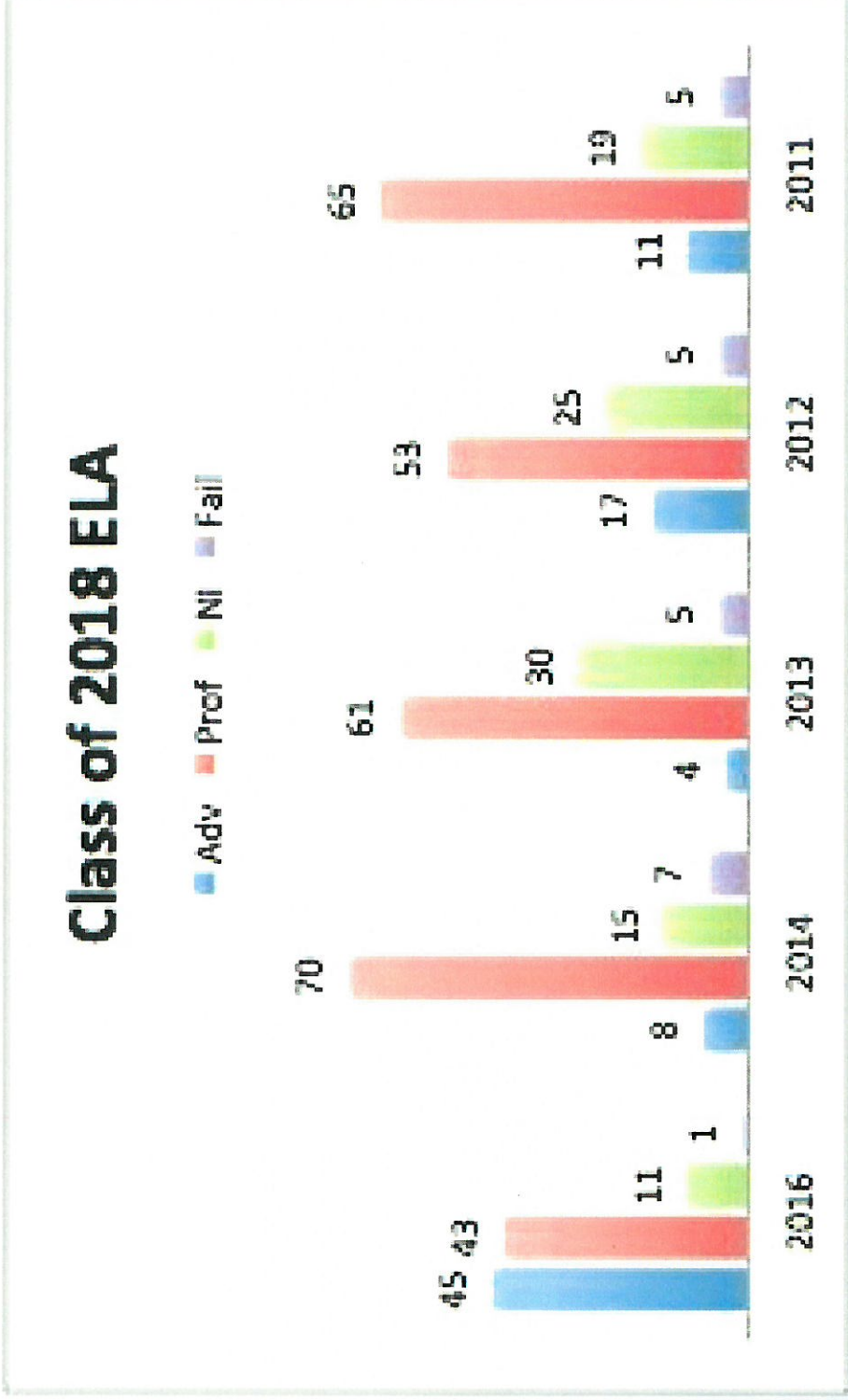
Grade	BMRSD	State	Difference
Grade 3	67%	54%	13
Grade 4	61%	57%	4
Grade 5	58%	63%	-5
Grade 6	62%	60%	2
Grade 7	61%	60%	1
Grade 8	68%	64%	4



•Math Longitudinal view Class of 2018

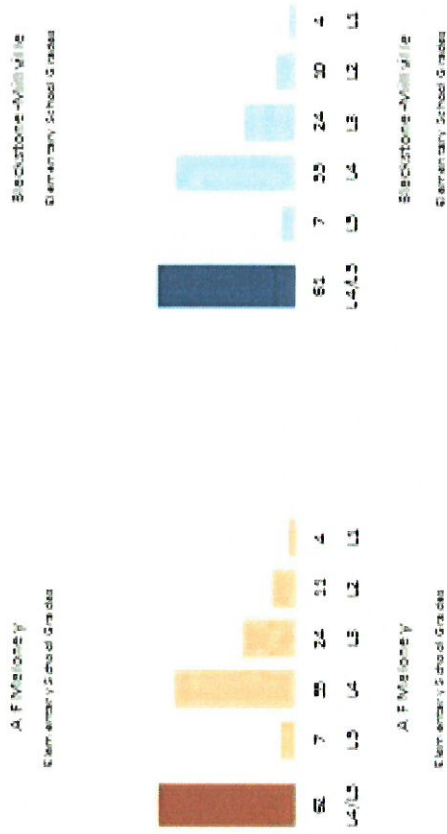


• ELA Longitudinal view for Class of 2018



BMRSD - Augustine F. Maloney Elementary

PERCENTAGE OF STUDENTS IN EACH ACHIEVEMENT LEVEL



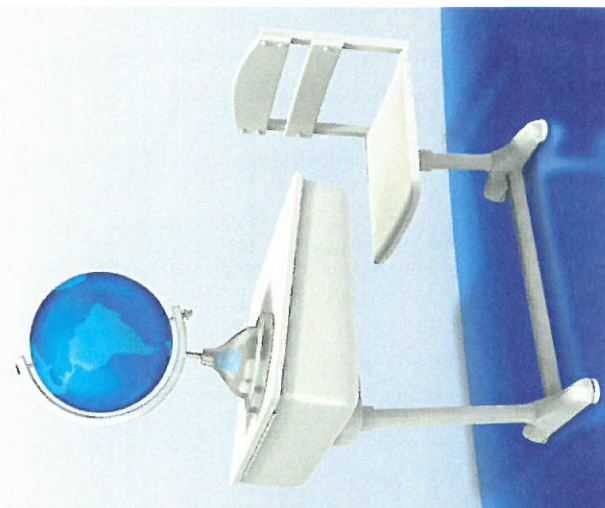
AVERAGE OVERALL SCALED SCORE



AVERAGE READING AND WRITING SCALED SCORE

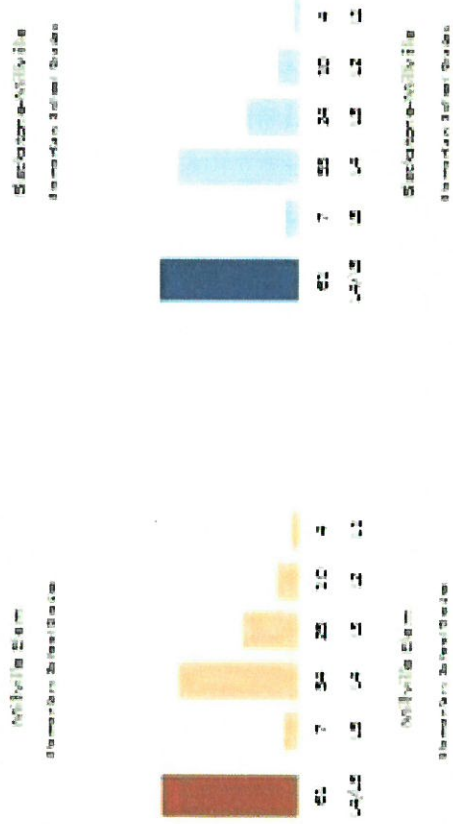
Reading (grades 1-5)	53	52	Level 1 (LE) or not yet met (650-714)
Writing (grades 1-5)	36	36	Level 2 (L2) or not yet met (650-714)

Achievement Levels	Level 5 (LS): Exceeded Expectations (750+)	Level 4 (L4): Met Expectations (700-749)	Level 3 (L3): Approached Expectations (650-699)	Level 2 (L2): Not yet met (600-649)	Level 1 (L1) or not yet met (650-699)
Reading (grades 1-5)	0	0	0	0	100%
Writing (grades 1-5)	0	0	0	0	100%



BMRSD - Millville Elementary School

PERCENTAGE OF STUDENTS IN EACH ACHIEVEMENT LEVEL



AVERAGE OVERALL SCALED SCORE



AVERAGE READING AND WRITING SCALED SCORE



Achievement Levels
 Level 1 (Not Ready for Promotion) (125-150)
 Level 2 (Basic Proficiency) (151-175)
 Level 3 (Solid Proficiency) (176-200)
 Level 4 (Advanced Proficiency) (201-225)



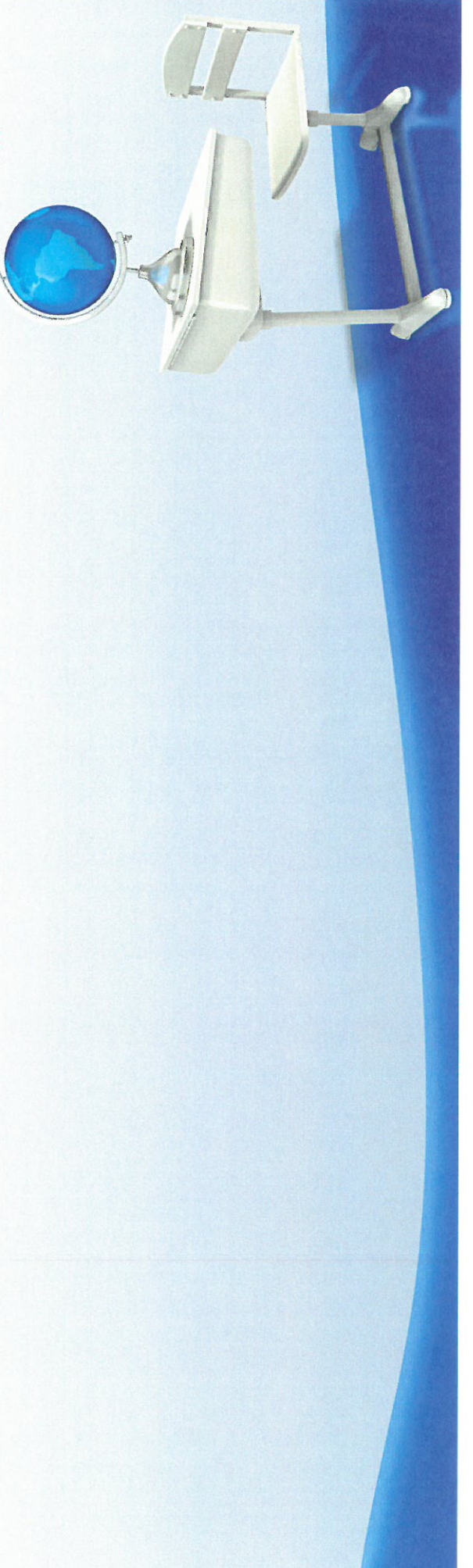
ENGLISH LANGUAGE ARTS / LITERACY - DETAILED REPORT
(BMRSD - Millville Elementary)

	Number of Students Enrolled	Partic. Rate	Number of Students Included	Achievement Levels (%)					Avg Scaled Score
				Level 4 and 5 <i>(Met or Exceeded Expectations)</i>	L5	L4	L3	L2	

All Grades	120	98%	117	61	7	54	25	10	4	755
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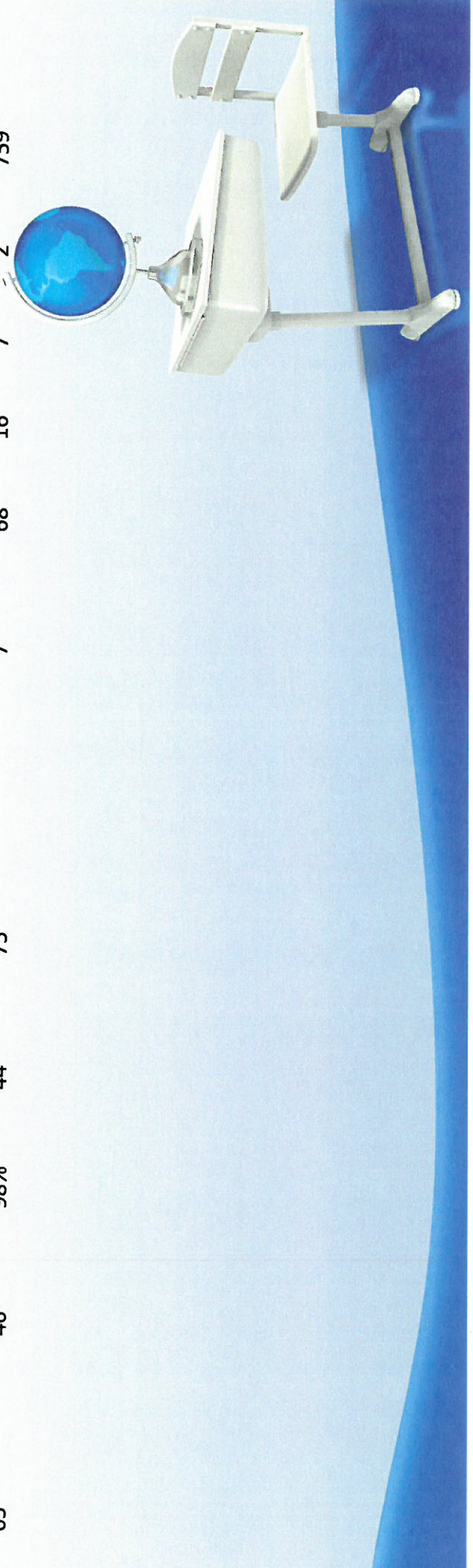
GRADE

03	46	98%	45	53	0	53	24	16	7	745
04	28	100%	28	61	11	50	25	7	7	754
05	46	98%	44	68	11	57	25	7	0	765



MATHEMATICS - DETAILED REPORT
(BMRSD - Millville Elementary)

	Number of Students Enrolled	Partic. Rate	Number of Students Included	Achievement Levels (%)					AVG Scaled Score	
				Level 4 and 5 (Met or Exceeded Expectations)						
				L5	L4	L3	L2	L1		
All Students	120	98%	117	55	5	50	32	9	4	751
GRADE										
03	46	98%	45	40	4	36	44	9	7	746
04	28	100%	28	47	4	43	36	14	4	746
05	46	98%	44	75	7	68	16	7	2	759

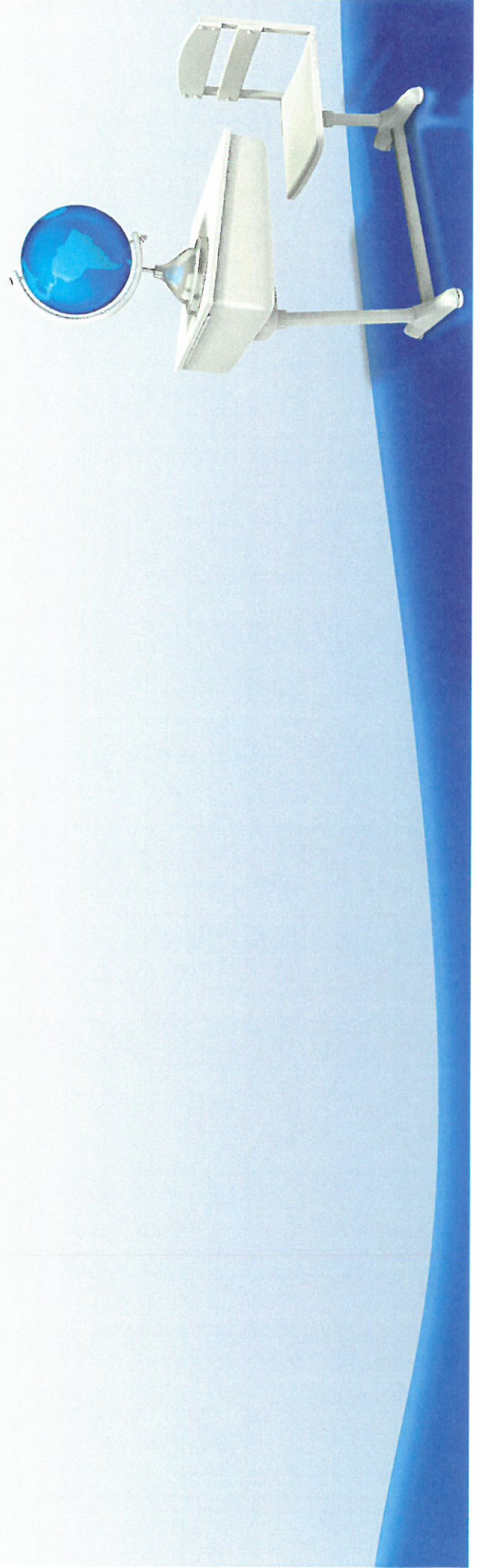


ENGLISH LANGUAGE ARTS / LITERACY - DETAILED REPORT
(BMRSD - A F Maloney)

	Number of Students Enrolled	Partic. Rate	Number of Students Included	Achievement Levels (%)					Avg Scaled Score	
				Level 4 and 5 (Met or Exceeded Expectations)						
				L5	L4	L3	L2	L1		
All Grades	278	100%	268	62	7	55	24	11	4	758

GRADE

03	92	100%	88	73	10	63	18	7	2	770
04	88	100%	86	59	7	52	20	12	9	749
05	98	99%	94	54	3	51	32	14	0	754

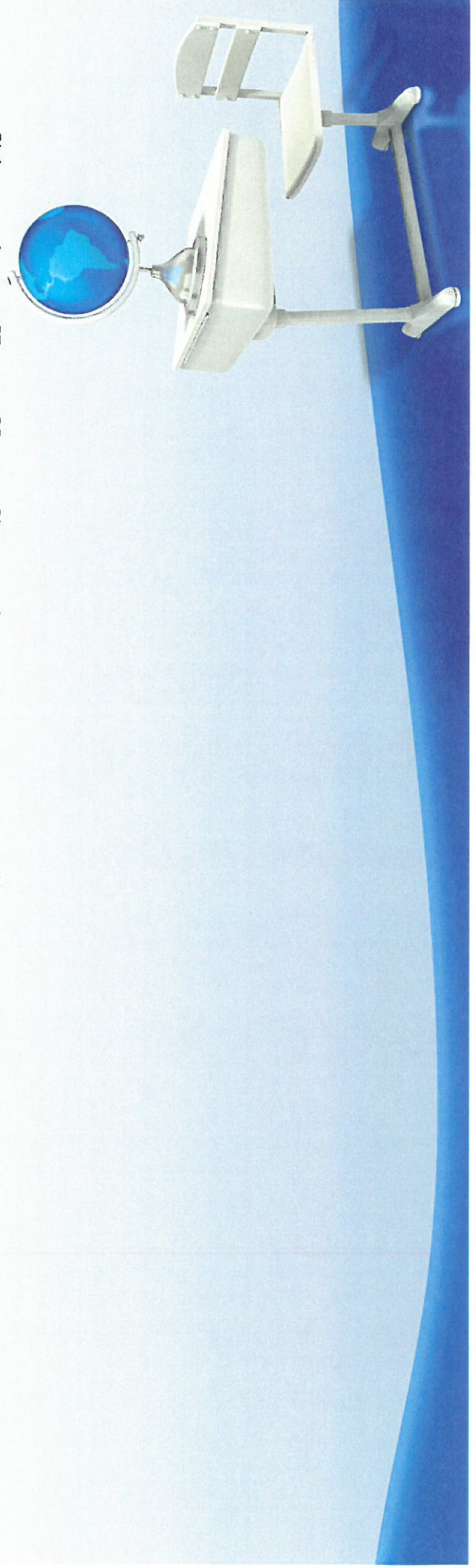


MATHEMATICS - DETAILED REPORT
(BMRSD - A F Maloney)

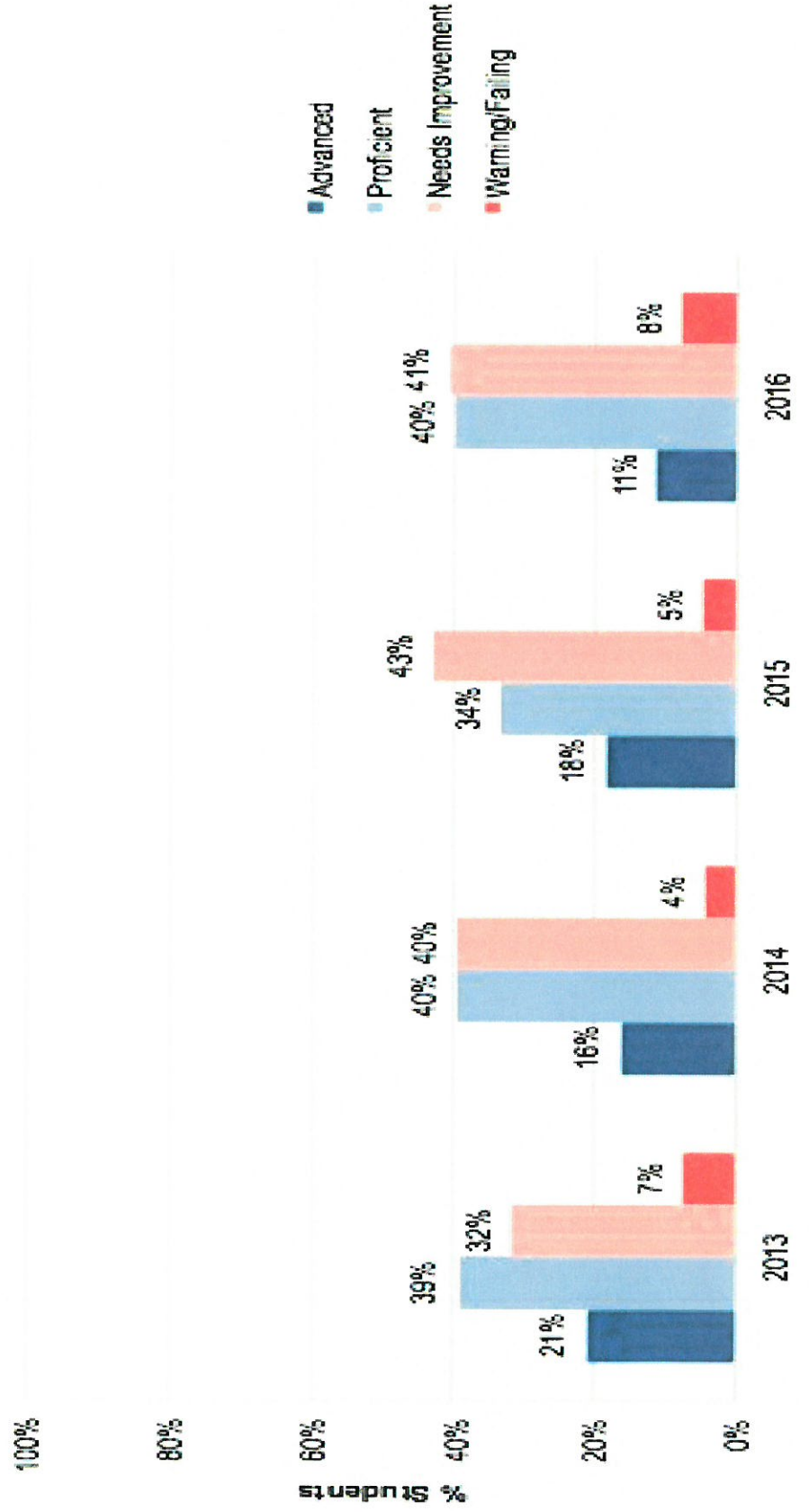
	Number of Students Enrolled	Partic. Rate	Number of Students Included	Achievement Levels (%)					Avg Scaled Score
				Level 4 and 5 (Met or Exceeded Expectations)					
				L5	L4	L3	L2	L1	
All Students	278	99%	267	54	46	28	14	4	752

GRADE

03	92	100%	88	77	59	15	7	1	768
04	88	100%	86	37	35	36	20	7	742
05	98	98%	93	47	43	33	15	4	745

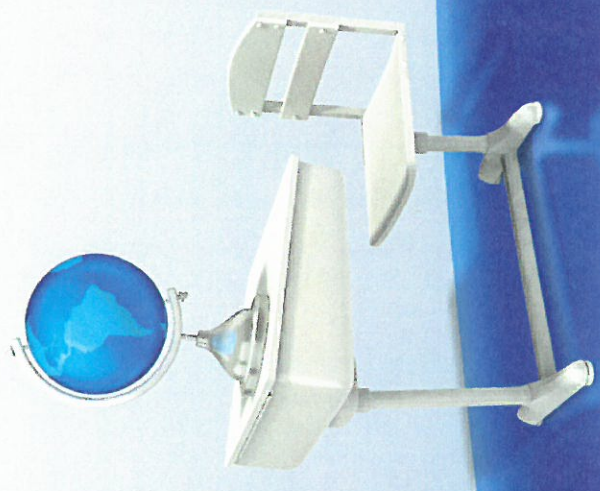


Grade 5 Science



Future Considerations for Improvement

1. **Literacy Coaching**
2. **Writing Programs (K-5)**
3. **Revise & align to new science standards**
4. **Enhance Tier II Interventions**



**Future Considerations
for Improvement (Continued)**

Determine Baseline Data (Pre-Assessment at start of school
year)

**Progress Monitor & Differentiate Instruction/MTSS (RtI)
Concluding End-of-Year-Activity: Post-Assessment**



Blackstone-Millville Elementary Schools
MCAS Improvement Plan
English Language Arts

Building a Foundation for Reading

Specific Issues to be Addressed	Action Plan	Assessments	Next Steps
<p>K-2</p> <p>Key Ideas and Details Standards:</p> <ul style="list-style-type: none"> ● Literacy (i.e. fiction) ● Reading Comprehension (i.e. non-fiction) ● Vocabulary 	<p>Staff use Common Core Standards & PARCC Performance Level Descriptors to differentiate instruction for fiction and nonfiction text</p> <p>Methodology: Character study; story elements; compare/contrast similar stories or character analysis; using illustrations to identify the relationship between text and inferences; and author's purpose</p> <p>Theme- retelling</p> <p>Vocabulary - application of words in writing and orally (interdisciplinary approach)</p> <p>Evidence from text- students need to support their responses by citing evidence from text</p>	<p>Fountas & Pinnell Formative assessments</p> <p>Pre/Post tests</p> <p>STAR (Gr.2)</p> <p>Assessment Data:</p> <ol style="list-style-type: none"> 1. Determine Baseline 2. Progress Monitor 3. Differentiation of Instruction/RTI 4. Post-Assessment 	<p>RTI</p> <p>Supportive Reading Title 1</p> <p>Targeted Instruction and practice</p> <p>Develop grade level rubrics</p> <p>-provide opportunities to calibrate rubrics for fidelity</p> <p>Pinpoint specific breakdowns in student responses (i.e. citing evidence, using specific vocabulary</p> <p>Refer to Building Based Support Team Literacy Specialists</p>
<p>3-5</p> <p>Key Ideas and Details Standards:</p> <ul style="list-style-type: none"> ● Literacy (i.e. fiction) ● Reading Comprehension (i.e. non-fiction) ● Vocabulary 	<p>Staff use Common Core Standards & PARCC Performance Level Descriptors to differentiate instruction for fiction and nonfiction text</p> <p>Theme- retelling</p> <p>Evidence from text- students need to support their responses by citing evidence from text</p> <p>Vocabulary - application of words in writing and orally (interdisciplinary approach)</p> <p>Methodology: Compare/contrast (themes, settings, plots); cause/effect; in-depth character, setting and event analysis; point of view</p>	<p>Fountas & Pinnell Formative assessments</p> <p>Pre/Post tests</p> <p>STAR</p> <p>Assessment Data:</p> <ol style="list-style-type: none"> 1. Determine Baseline 2. Progress Monitor 3. Differentiation of Instruction/RTI 4. Post-Assessment 	<p>RTI</p> <p>Supportive Reading Title 1</p> <p>Targeted Instruction and practice</p> <p>Develop grade level rubrics</p> <p>-provide opportunities to calibrate rubrics for fidelity</p> <p>Pinpoint specific breakdowns in student responses (i.e. citing evidence, using specific vocabulary</p> <p>Refer to Building Based Support Team Literacy Specialists</p> <p>Identify Tier 2 Interventions</p>

Specific Issues to be Addressed	Action Plan	Assessments	Next Steps
K-5 Writing <ul style="list-style-type: none"> • Writing Expression • Writing Conventions 	Explore various writing programs (program should require consistent terms across all grade levels) Develop an analysis that addresses strengths/weakness of programs	TBD based upon program selection	Develop budget Recommendation of Professional Development plan

Math

Building a Foundation for Critical Problem Solving

Specific Issues to be Addressed	Action Plan	Assessments	Next Steps
<p>Grades K-2 Fluency Real Life Application Model</p>	<p>Staff use Common Core Standards & PARCC Performance Level Descriptors to differentiate instruction to solidify fluency, real life application & modeling skills</p> <p>Methodology: Word problems, models, draw out answer, write explanation to demonstrate reasoning, use manipulatives to show answers, etc.</p>	<p>Formative Assessments Pre/Post tests STAR - Grade 2</p> <p>Assessment Data: 1. Determine Baseline 2. Progress Monitor 3. Differentiation of Instruction/RTI</p>	<p>Fluency- send home packets for students who require ongoing practice</p> <p>RTI</p> <p>Support/Reasoning Kindergarten: Draw your answer and/or explain your answer using math vocabulary</p> <p>Grade 1: Complete calculation and draw your answer; write a sentence to explain your reasoning using math vocabulary</p> <p>Grade 2- Write your reasoning using math vocabulary (i.e. defend the answer) and/or make a connection to real life application. Find two ways to solve a word problem.</p>

<p>Grades 3-5 Fluency Real Life Application Model</p>	<p>Staff use Common Core Standards & PARCC Performance Level Descriptors to differentiate instruction to solidify fluency, real life application & modeling skills</p> <p>Methods: Word problems, models, draw out answer, write explanation to demonstrate reasoning, use manipulatives to show answers, etc.</p>	<p>Formative Assessments Pre/Post tests MCAS/PARCC data Star</p> <p>Assessment Data: 1. Determine Baseline 2. Progress Monitor 3. Differentiation of Instruction/RTI</p>	<p>Fluency- send home packets for students who require ongoing practice</p> <p>RI//MTSS</p> <p>Solve mathematical problems with written response using correct math vocabulary and students will write a reflection to explain if their answer makes sense with real life application. Find two ways to solve a word problem.</p> <p>Students critique the validity each other responses, approaches and reasoning- teachers can discuss, which method is most efficient? Which method can you use effectively mentally (i.e. looking for skills to decompose numbers)?</p>
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Millville Elementary School

Millville, Massachusetts

Paul S. Haughey, Ed.D.

Principal

Blackstone-Millville Regional School District

2016-2017

School Improvement Plan

Strive for Excellence, Celebrate Success

School Council Millville Elementary School

In accordance with Massachusetts General Law, Chapter 71, Section 53, members of the School Council met regularly throughout the year to consult with and advise the administration of Millville Elementary School with regard to the budget, the educational needs of the students, the adoption of educational goals, and other matters including school safety, discipline, and parent involvement.

Respectfully submitted by the Millville Elementary School Council


Paul S. Haughey, Ed.D., Chairperson
Principal


Christina M. Shafer
Christina Shafer, Faculty Representative


Maribeth Haynes, Parent Representative
& School Council Secretary


Linda Moreau, Co-Chairperson


Gail Almquist, Faculty Representative


Caitlin Martufi, Faculty Representative

Mission Statement

School and Community Working in Unity

Vision Statement

The Blackstone-Millville School District embodies an appreciation of life-long learning; excellence in individual and educational programs; and shared accountability among students, staff, parents and citizens of the community. Everyone works together in an environment founded upon trust, integrity, fairness, open-communication and the belief that all individuals can learn.

**Millville Elementary School:
Home of the Mustangs!**



Mustangs must be...

**Respectful
Responsible &
Ready to Learn!**

Millville Elementary School Council

School Improvement Plan 2016-2017

School Improvement Goal 1:

Climate and Learning Environment Core Value: The goal is to create a positive classroom and school environment.

Description of Action	Rationale/Action Plan	Person Responsible	Timeline	Evaluation	Resource/ Funding
Continue meeting with School Improvement Team to address building based issues	<ol style="list-style-type: none"> 1. The School Improvement Team will select up to two areas of concern with staff input to create a plan of action throughout the year -Focus for 2016-2017- 2. "Kids Kare" monthly system for social expectations 	Principal and Staff	Monthly meetings from December - May	Documentation of progress of the two identified goals	None
Positive Contributions by school members will be recognized	<ol style="list-style-type: none"> 1. Letters of Commendation for faculty/staff. 2. Student of the Month Recognition with Lunch with the Principal 3. Spirit Days sponsored by the AOK Club 4. "Give "Em a Big Hand" Certificate Recognition with phone calls home 5. Implement "Kids Kare" 6. Update Millville Elementary School Guiding Principles (See p.2) 	Principal and Teachers	October- June	Documentation of Events	None

School Improvement Goal 2:

Academic Standards and Expectations Core Value: Students in kindergarten through grade 5 will learn and apply the mathematical concepts as identified in the Common Core Standards.

Description of Action	Rationale/Action Plan	Person Responsible	Timeline	Evaluation	Resource/Funding
Students will learn the foundational mathematical concepts and skills	<ol style="list-style-type: none"> 1. Compliance with Math Common Core Standards 2. Research and develop common core math assessments for each grade level at the beginning and end of school year 3. Review and update math lessons with the Common Core Standards 4. Implement Envisions 2.0 Math Curriculum 	Teachers and Principal	September- June	Student Performance Data STARs Data Envisions 2.0 Data	Teachers Pay Teachers website Pinterest Collaboration with Colleagues New Curriculum PD/Training
Students will demonstrate mastery of math concepts	<ol style="list-style-type: none"> 1. Collect data for each grade level three times a year 2. Develop clear RTI guidelines with progress monitoring - focus on this goal for 2016-2017 academic year- including PD and training opportunities. 3. Review math homework expectations that moves beyond fluency practice 	Teachers and Principal	September- June	Data from STARs, Teaching Strategies Gold Kindergarten Assessment, and formal/informal observations	Student Data

School Improvement Goal 3:

Academic Standards and Expectations Core Value: Students in kindergarten through grade 5 will learn and apply reading and writing strategies as identified in the Common Core Standards.

Description of Action	Rationale	Person Responsible	Timeline	Evaluation	Resource/Funding
Students will learn the foundational literacy and writing concepts and skills	<ol style="list-style-type: none"> 1. Compliance with ELA Common Core Standards 2. Curriculum Mapping Reader's Workshop 3. Review and update literacy lessons and assessments with the Common Core Standards 4. Implement Fontas and Pinnell Assessment and teaching strategies from literacy PD from "Teachers for Teachers" 	Grades K-5 staff and Principal	September- June	Student Performance Data STARs Assessment Data Fontas & Pinnell	Teachers Pay Teachers website Pinterest Collaboration with Colleagues "Teachers for Teachers" Professional Development for Grades K-2
Students will demonstrate mastery of literacy concepts	<ol style="list-style-type: none"> 1. Collect data for each grade level three times a year 2. Develop clear RTI guidelines with progress monitoring-focus in 2016-2017 academic year. 3. Review math home-work suggestions that moves beyond fluency practice. 	Teachers and Principal	September- June	Data from STARs, Fundations, Fontas & Pinnell Assessment, and Teaching Strategies Gold Kindergarten Assessment, and formal/informal assessments	Student Data

School Improvement Goal 4:

Teaching and Professional Development Core Value: Staff will investigate and apply rigorous and engaging instructional methods.

Description of Action	Rationale/Action Plan	Person Responsible	Timeline	Evaluation	Resource/ Funding
Investigate instructional practices and educational research based practice that supports rigor and active learning	<ul style="list-style-type: none"> • Use staff meetings to collaborate and discuss strategies to implement rigor • Create opportunities for interactive meetings (i.e. staff/PD) to discuss and implement research based techniques 	Principal and Teacher	October- May	Documentation	Handouts of research based articles Sheltered English Immersion- review language objectives



BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT
175 LINCOLN STREET
BLACKSTONE, MASSACHUSETTS 01504
(508) 883-4400 OPTION #9 (508) 883-9892 FAX LINE
Website: www.bmrds.net

ALLEN W. HIMMELBERGER
SUPERINTENDENT OF SCHOOLS
DAVID L. THOMSON, Ed.D
ASSISTANT SUPERINTENDENT OF SCHOOLS

October 31, 2016

To the Students, Families, and Staff of Blackstone-Millville Regional School District:

During recent lead and copper sampling, some water taps at our school had lead and copper levels that exceed the Massachusetts Action Level for lead and the Massachusetts and federal Action Level for copper in drinking water at schools and early education and child care facilities. See sample results on page 3. The Massachusetts Action Level for lead in drinking water is 0.015 milligrams per liter (also known as parts per million). The Massachusetts and federal Action Level for copper in drinking water is 1.3 milligrams per liter (also known as parts per million).

We would like to inform you about our plans to reduce potential exposure to lead and copper in drinking water at our school.

Lead is not believed to be in our water source but plumbing and fixtures in our buildings may contain lead, resulting in an increase in the lead content in tap water. Exposure to lead is a concern because lead is a toxic metal that has a range of adverse health effects.

Copper is also not believed to be in our water source but plumbing and fixtures in our buildings may contain copper, resulting in an increase in the copper content in tap water. The same mechanisms that cause plumbing to contribute lead to drinking water may also contribute copper.

Copper is a necessary micronutrient and is needed in small "trace" amounts for good health but too much copper in the diet or in drinking water may cause adverse health effects. Some people who consume drinking water with copper in excess of the EPA action level may experience nausea, vomiting, diarrhea, and stomach cramps. However, most people are unlikely to experience health problems from exposure to modestly elevated copper levels in drinking water because the human body has a natural mechanism for maintaining the proper level of copper in it. People with Wilson's disease, children less than one year old, and individuals with liver disease cannot eliminate excess copper from their bodies as well and are more likely to experience negative health effects on the liver and kidney from short-term exposure to copper levels that exceed the EPA's action level. See the MassDEP Fact Sheet on copper and your health at <http://www.mass.gov/eea/docs/dep/water/drinking/alpha/a-thru-h/copperfs.pdf>

The administration takes these results very seriously and is moving immediately to safeguard the health of the students, faculty and staff. The following information describes steps we are taking to address the issue of lead and copper in the water.

To safeguard our students and other sensitive individuals (including woman who are pregnant or nursing), our school is working closely and cooperatively with MassDEP and others and taking actions as follows:



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What we are doing:

1. We have removed from service all taps with lead or copper levels over the Action Level.
2. We are implementing a public information process that will include distribution of outreach material to all students, parents, teachers, staff and local officials.
3. We have developed a sampling plan to conduct testing at outlets (faucets, water fountains, etc.) where students and staff get water for drinking, beverage preparation and cooking.
4. We are implementing a flushing and water usage plan to safeguard against lead and copper exposure from drinking water in the school at outlets that are found to be above the Action Levels for lead and copper. This includes the daily flushing of water fountains and/or faucets at sinks and the limitation of water consumption to cold-water faucets for food and beverage preparation.
5. Through periodic reports, we will keep you informed as to the progress of our efforts. These reports will serve to let you know what has been done and what is being done to safeguard against lead and copper exposure from drinking water at our school.

A Reminder: The water system at the school is not unlike water systems found in other buildings. Older plumbing systems and fixtures, especially, can contain lead pipes or solder that can allow lead to enter tap water. Plumbing systems also contain copper. If you have questions about lead or copper in your home's water supply, and are using a private well, you can have your water tested. If you are receiving water from a public water system (i.e., if you pay a water bill) you can call your local water department for information or check the Consumer Confidence Report sent out by the public water supplier annually.

Sincerely,

A handwritten signature in blue ink, appearing to read "Allen Himmelberger".

Allen Himmelberger
Superintendent of Schools