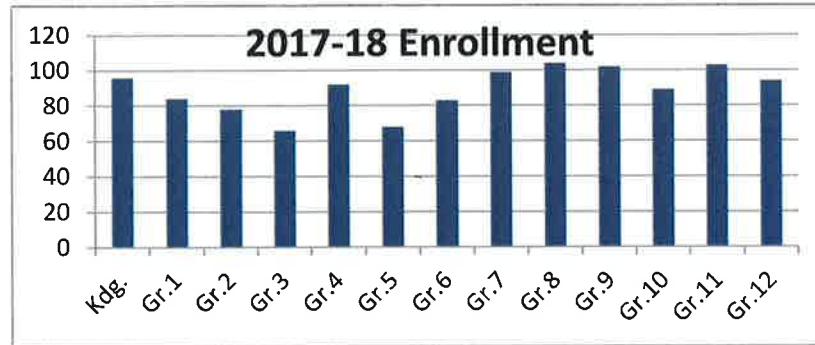


BERLIN PUBLIC SCHOOLS 2017 - 2018 ANNUAL REPORT

Demographics

Berlin Public Schools opened the 2017-2018 school year with an enrollment of 1158, grades K-12.



Kindergarten is a full day program. Class sizes average 18-24 students in grades K-8. The district hired 245 employees. The district had 56% low socio-economically deprived. 24% of the students were identified as students with disabilities, state average was 14%.

Grade levels K-2 are at Brown School, Grades 3-5 at Hillside School, Grades 6-8 at Berlin Middle School, and Grades 9-12 at Berlin High School. Special Education Pupil Services and Office of Student Wellness are at the Marston School building. The district's central office is in the Hillside School building. The district's bus fleet of 10 plus 2 minivans is at a leased garage on Hutchins St. Total miles travelled: 115,465 miles, 9,029 miles less than the previous year.

The After-School Program, in partnership with the Family Resource Center, saw growth in participation for students in grades K-8. Academic and enrichment support was provided daily in after-school programming, as well as community involvement, and serving evening dinner meal to students Monday - Thursday. The program staff collaborated with classroom teachers to ensure students increased academic achievement in the regular classroom. The number of K-8 students enrolled was 118 during the school year and 80 enrolled for summer, 2018. Funding was primarily through 21st Century Community of Learners federal grant with some funding from local budget. After-school program has been offered in the Berlin schools since 2004.

The district was presented with a demographic report by NH Public Policy Center. Trends for student enrollment are expected to be on the decline in the district and in the region. The report will support education planning for the subsequent years.

Instruction & Assessment

In the spring of 2018, all N.H. schools administered a statewide assessment called NH Statewide Assessment System (SAS).

Number of Students Tested and Percent of Students at Level 3 or Above for Students in Berlin, 2017-2018

ELA/Literacy

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3	67	39.4%
Grade 4	91	32.5%
Grade 5	68	45.4%
Grade 6	83	36.1%
Grade 7	99	49.0%
Grade 8	104	40.0%

Mathematics

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3	67	32.4%
Grade 4	91	59.2%
Grade 5	68	41.5%
Grade 6	83	11.8%
Grade 7	99	25.5%
Grade 8	104	18.3%

SAS was administered to students via an electronic platform. Though Brown School did not have a required testing grade, grade 2 students began practice and preparations for the 3rd grade assessment process with academic progress measured using NWEA MAPS testing. 57% of grades k-2 students were at or above the national norm in math, an increase of 1% over the previous year. 57% of all students were at or above national norm in reading, an increase of 6% from the previous year. Hillside School, Berlin Middle School and Berlin High School students’ progress in math and English language arts was also measured with NWEA.

Berlin Middle School students participated in a model for interventions and supports known as What I Need, (W.I.N.) groups. 55% of students made personal gains in reading. Student growth for proficiency moved from 45% in September to 57% at or above grade level by June. Reading Plus was a whole-school reading support program sponsored by Local Granite United Way and will continue to be funded for the next 5 years. Student progress was noted from 20% to 53%, sept. to June, reading at or above grade level.

The state requires the use of SAT College Board tests for all grade 11 students. This will raise awareness of the importance for all students to be focused on college and career readiness. The mean score for reading and writing was 476, state mean score was 521. The mean score for math was 466, state mean score was 512.

Formative and summative assessments, including NWEA testing, were reviewed to assist in the decision-making process of students’ instructional levels. Benchmarks were based on curriculum alignment with N.H. College and Career Ready Standards, NH Work Study Practices, and NH 21st Century Science Standards.

As the district moves to competency-based learning, teams of teachers in all schools have developed unit design plans/units of study that clearly identify what students will learn, what they will be able to do and how we will assess what they know. The unit design planning was carried out in all grades, all subject areas. Teachers continued to align instruction with competencies and continued to develop common assessments to measure student progress.

The district has a well-developed five-year Master Professional Development Plan which is based on individual professional growth needs and coordinated with a professional staff performance evaluation process. The district committee members of teachers provided training and help sessions for teachers to develop their individual 3-year professional development plans.

Professional development was provided for all staff focusing on district and school goals. Trainings and professional development activities included an emergency management framework known as A.L.I.C.E. (Alert, Lockdown, Inform, Counter, and Evacuate) and a police notification system called CopSync. All teachers used half-day in-service days to develop student competencies for math and English language arts. School-based roll out activities were initiated for culture and climate framework known as Positive Behavioral Interventions and Supports (PBIS), and evidenced-based process to increase consistent expectations of student behavior. The staff received trainings in Youth Mental Health First Aid, CPR/AED. Building level professional development was conducted for integrated use of technology for instructional practices, strategies for math and reading instruction. Teachers participated in trainings in Competency-Based Learning, Powerschool a new student management system, science coding, STEM (Science Technology, Engineering, Math) in partnership with White Mt. Science Institute, CPI (nonviolent crisis intervention), and Mindful Practices.

New courses offered at Berlin High School were Advanced Algebra and Trigonometry, Publications, and Digital Media Literacy. An academic partnership with White Mt. Community College was established for dual enrollment, running start classes, and early college.

Berlin Regional Career & Technical Education Center (CTE) offered the following programs: Automotive Technology, Building Trades, Drafting/CAD, Early Childhood Education, Family and Consumer Sciences, Graphic Arts, Health Science Technology (HST), Pre-engineering and Welding. Industry certifications were earned by students in Automotive Technology, Health Science Technology, and Welding. The business program was provided by White Mt. Community College for the second semester.

The Office of Student Wellness implemented two additional grant funded projects: Systems of Care and Restorative Justice. Systems of Care is a wraparound model creating a team of community members to support youth and families. Team members include school staff, school counselors, church members, case managers, therapists, neighbors, babysitters and friends. Some benefits include crisis and safety plans for families to use at home, connecting youth with mentors, services, activities, jobs, and positive support systems. This program is led by a school social worker, Alana Scannell. Five families are currently enrolled with six identified youth, with a total of 18 youth and parents participating.

Restorative Justice is a process for youth offenders (ages 12-17) to be held accountable, develop empathy for victims, and to make amends. Restorative programming is characterized by three key values: 1) Encounter, to create opportunities for victims, offenders, and community members who meet to discuss the crime and its aftermath; 2) Amends to expect offenders to take steps to repair the harm or damaged caused; and 3) Inclusion to provide opportunities for parties at stake to participate in

its resolution. The program coordinator is Officer Adam Marsh, Berlin Police Department. The program has served 2 students who had successful completion and 5 currently involved.

Teachers Allan Pike and Sandy Pouliot were successfully awarded grant funding to lead Robotics Teams at Berlin High School and Berlin Middle School. Teams of students were engaged in building operational robotics structures. Hillside School also has had a Robotics Team for the past few years.

Staff Accomplishments

The Berlin District Leadership Team worked to continue implementation of district K-12 goals. The team met Oct. 20, Jan. 12, Mar. 15, and May 18. The team members were: Corinne Cascadden, Martha Miller, Rosemary Rancourt, Angela Duquette, Emily Frizzell, Kevin Carpenter, Elaine Connary, Jake Moore, Bob Thompson, Julie King, Amy Huter, Brenda Lambert, Susan Griffin, Cheryl Pinette, AnnElise Record, Steve Foster, Tammy Fauteux, Jill Poulin, Nicole Arguin, Autie Hamilton, and parents Jennifer Buck, Kelli Poulin, and Karen Wheeler. The primary focus was to engage all stakeholders in district initiatives based on the school vision and mission.



School and district committees met to address: Professional Development, Wellness, District and School Goals, School Climate and Culture, Behavioral and Mental Health Supports, Emergency Management, Technology Integration, and Project A.W.A.R.E. (Advancing Wellness and Resilience Education).

The Professional Development Committee planned and coordinated professional development activities in the district and assisted with individual 3-year professional development plans. Those members included: Amelia Alton, Celine Leborgne, Amy Bugeau, Alaina Huot, Erin Crosby, Anne Kopp, Lisa Devost, Andy Rancloes, Yulia Penzina, Debbie Payeur, Martha Miller, Georgia Caron(Enriched Learning Center), Judy Arsenault(After-School Program), Nicole Plourde, Board Member, and Corinne Cascadden. This committee reviewed and shared the district’s professional development activities. Team members held help sessions to assist teachers to write individual 3-year professional development plans.

The following staff members participated on the Wellness Committee: Patty Hood, Craig Melanson, Kate Demers, R.N., Catrina Annis, R.N., Pauline Duquette, R.N, Elaine Connary, Mike Poulin, Jill Poulin, Amy Blanchette, R.N., Dana Deblois, Candy Richard, Matthew Soprano, Lynne Mercier, R.N., Judy Arsenault, After-school program, Angela Martin-Giroux, Community member, Louise Valliere, Board Member, Corinne Cascadden, Heidi Barker, UNH Coop. Ext. Service. These members coordinated CPR/AED training for staff members. Many staff members also participated in a Walking Challenge for healthy eating, regular exercise and stress management. UNH Cooperative extension service provided a family series on nutrition.

The district's Mentor Program was instrumental in providing support to beginning teachers, teachers with new assignments, and teachers new to the district. Monthly meetings and classroom observations were part of the mentor's responsibilities. Coordinator was Sandy Pouliot and the design team was Susan Griffin, and Patty Hood. In addition, trained district mentor teachers are: Emily Frizzell, Alaina Huot, Brenda Lambert, Amy Bugeau, Rosemary Rancourt, Cheryl Pinette, Nicole Arguin, Adrienne Backer, Jessica Mather, Jill Poulin, Tammy Watson, Courtney High, Ted McCormick, Jake Moore, Beth Sargent, and Roland Simard.

The district has a technology committee chaired by IT Director Autie Hamilton, members are represented from each building as well as the Technology Integrator Kayla Steady and the Network Administrator Irina Williams. Representatives from each school included: SAU3 Office: Corinne Cascadden and Bryan Lamirande. High School: Kevin Carpenter, Ted Pacheco, Tim Forestall. Middle School: Sandy Pouliot, Tammy Fauteux. Hillside School: Julie King, Eli Clemmer. Brown School: Amy Huter, Sue Griffin.

This committee worked monthly to sustain, update, and improve the district wide program of one-to-one devices K-12. The needs of the students and staff are continually assessed to provide the necessary tools to be successful in a 21st century learning environment. Parent information packets were updated and included: care and use policy guides, loan agreements, SAU3 policies on internet safety and bullying, filtering software, and other resources regarding internet safety.

The district has been proactive in increasing the use of technology for staff and students. Our inventory is currently 500 PCs, 40 iPads, and 1,200 Chromebooks. We have continued to expand our internal network capacity and speed while also increasing district-wide bandwidth in all schools to support our digital platform of one-to-one computing for all our students and staff. The district website was upgraded to ADA compliance and the team is in process of creating a more user-friendly website for parents and staff. Rotation of new Chromebooks occurs at grade 6 and grade 9. Chromebooks have become a critical piece of student's education. They depend on the devices for the majority of school work.

Project A.W.A.R.E. (Advancing Wellness and Resiliency in Education) in the Office of Student Wellness, completed its third year of implementing strategies that promote social emotional learning, increase school safety, improve school climate, connect students in need with community based mental health supports, and advance overall student wellness. Staff and community members received training in Youth Mental Health First Aid.

The School Resource Officer (SRO), funded primarily through Project AWARE (Advancing Wellness and Resilience in Education), responded to 1,134 calls for service within the schools, including home visits,

school visits, students counseled, classroom presentations, field trips, arrests/summons, incident reports, school meetings, and school patrols.

All schools strengthened their universal Positive Behavioral Interventions and Supports (PBIS) strategies this past year. Universal strategies benefited all and are based on data collected within the schools guiding decision making to develop practices and systems for improving student behaviors and school climate.

Targeted interventions for students needing extra behavioral supports in order to be successful in the natural school setting were driven largely by the Behavioral Health Intervention Teams in each school. These teams include School Administrators, Behavior Specialists, School Counselors, the School Resource Officer, Nurses, community based Mental Health Counselors, and Project AWARE staff. These teams identified students for both specialized social emotional learning groups and provided individualized supports for students identified as being high risk. Students actively engaged in community based mental health treatment increased by more than 50% since the beginning of the grant project in 2015.

Brown School Physical Education teacher coordinated “Jump Rope for Heart” and raised over \$7,000 for N.H. Heart Association.

Susan Griffin, grade 2 Teacher at Brown School was awarded the Neil and Louise Teaching Fellowship Award. Patty Hood, Health Teacher at Berlin High School was awarded the Sylvia Evans Award.

Facilities Report

The Hillside/Berlin Middle School cafeteria flooring was replaced with asbestos abatement. Berlin Middle School boys and girls locker rooms were completely renovated, the Pine St. courtyard was paved, and the intercom system at Berlin High School was upgraded. Each building was visited by a representative from Homeland Security Emergency Management to conduct a physical building assessment for safety and security recommendations. The district was successfully awarded 2 NH Public Infrastructure Fund grants, 1) Increase surveillance with securing the front and rear entrances of Berlin High School, creating a locked vestibule to limit building access and 2) Increase security by upgrading the entire district surveillance/camera system to digital with a higher resolution and adding cameras to 20 additional locations.

Student, Parent, Community, and Board Involvement

Parent and community engagement events were held at all schools, with opportunities to meet teachers and learn about expectations for the students.

Events held at Brown School and Hillside School included: Parent/Teacher Organization meetings, Book Fairs, and open houses. Brown School held a Title I Family Literacy Night themed “TechSploration” with 75 families participating. Hillside School held a Title I Family Literacy Night themed, “Superheroes”, an estimated 40 families participated. Classes visited local sites: Tin Mt., Great Glen Trails, AMC trails, Moose Brook State Park, and Horne Field.

Hillside student council members participated in the Berlin Main Street Day of Caring. A FIRST Robotics Club with 15 members from Hillside School participated in regional competition. Hillside students Isabelle Leite, Megan Knall, and Leo Zheng won the state essay contest on the NH Bicentennial of the State House.

Coos County Family Health Services continued to provide a dental hygienist to promote healthy oral health. Lessons were provided in oral hygiene, weekly fluoride rinses, free cleanings and check-ups for qualifying students on school sites.

Berlin Middle School 7th grade students participated in a financial literacy fair sponsored by Northeast Credit Union and Service Credit Union. Middle School 8th grade students participated in a Health-O-Rama sponsored by Androscoggin Valley Hospital and North Country Health Consortium. Students participated in North Country Youth Leadership and Kids in Prevention Youth Leadership (YLTA).

Berlin Middle School grade 7 and 8 students were selected for GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) programming. GEAR UP is federally funded to promote activities that encourage postsecondary education. Berlin is one of 7 state cohort groups. Upon graduation from high school each student from the cohort group will be awarded a scholarship equal to Pell Grants if they attend a 2 or 4 year NH college.

Parents of all incoming freshman at Berlin High School were invited to orientation, with 98% participation. Parents had opportunities to participate in information sessions on: college financial aid, college/understanding a financial aid award, overview of the college process, assistance with FAFSA, and Cyber Safety Presentation. In athletics, Berlin was runner-up in NH unified basketball. Individually, Joey Fodor was the NH Division III and state champion in javelin. He set the state Division III record. Evan Arsenault joined the 1,000 point club for BHS Basketball and recognized as a WMUR-TV Hometown Hero. Noah Cornish was the state champion at the NH Skills USA welding competition and represented Berlin High School at the National championships. Berlin High School student Sarah Clark was a recipient of the Sylvia Evans Award for her volunteerism and contributions to women and families.

POST SECONDARY EDUCATION

Class of	2018	2017	2016	2015
4-year college	25%	34%	35%	35%
2-year college	30%	38%	35%	28%
Military	<1%	1%	2%	4%

In partnership with North Country Health Consortium, a student leadership group was formed at both the high school and middle school levels. The high school and middle school chem-free, pro-social, experiential education Youth Leadership Through Adventure (YLTA) groups continue to flourish. These groups empower students through delivery of youth leadership development strategies and coordination of service learning projects. Berlin High School students facilitated a schoolwide climate project focused on improving kindness.

Berlin Board of Education members are: Chairperson, Nicole Plourde, Vice-Chair, Lynn Moore, Secretary, Denise Valerino, Louise Valliere, and Scott Losier. The School Board held an annual joint

meeting in October with Milan and Dummer school boards. The Berlin Board of Education also initiated conversations with SAU#20 on the exploration of regionalization and collaboration. The Board undertook three studies: Grade Reorganization and Feasibility of Building Space, City and Schools governance, Nellie Mae Community Engagement with SAU#20. The studies were a result of continued decrease in student enrollment and loss of State Aid to Education.

All school board members attended the National School Board Association Conference in April, through the award of grant funding. Members are actively working in advocacy for our public schools around NH education funding, regional collaboration with neighboring districts, and operating in a fiscally sound manner.

The city funded the FY18 general fund school budget at \$18,190,437. The School Board members and district administrators carefully examined all its programs and operational expenses in the year-long process of developing the school department budget. With a 4% decrease in state aid, the district will need to adapt staffing and operations accordingly. Staffing reductions are being made through attrition as feasible. A five-year capital improvement plan was submitted to the city with continued growth in maintaining the cities school properties. The goal is to maintain N.H. Approved Schools, to maintain High School Accreditation, to pursue state and federal funding as supplements to the city's school budget appropriation and to implement technology in all aspects of teaching and learning, with the end result for all students to be college and career ready.

Respectfully Submitted,



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Superintendent of Schools