



Superintendent-Director Mid-Cycle Report January 14, 2021

Introduction

The purpose of this Mid-Cycle Report is to provide the District Committee with a mid-year update of progress made within the context of our [Strategic Plan](#) and the Superintendent [SMARTIE](#) Goals approved by the committee in September 2020. Our goal is to continue the work in preparing our students for the skills needed to enter a competitive workforce, post-secondary institution, and be members of the larger community. In short, *academic and technical excellence*.

School Reopening

Essex North Shore Agricultural & Technical School (ENSATS) prepared for the 2020-21 school year in the midst of a worldwide pandemic. In light of this, our focus has been first and foremost on the importance of reopening school. We welcomed our staff back to 10 days of professional learning that included [Dr. Adolph Brown](#) and [Lynn Lyons](#); both experts in their respective fields.

Over the summer, we created five [Action Teams](#) to coordinate this process. We worked closely with CTE Schools and consulted with CTE Superintendents weekly. Two members of our administrative team (Jill Sawyer, Heidi Riccio) sat on the state reopening team for vocational schools, which then assisted us in the development of our plan. We created five reopening models, including a full in-person plan, three hybrid plans to maximize student in-person learning, and a full remote plan. Focusing on the need for live instruction, we recommended a hybrid model where half of our students are in the building each, one grade in CTE and the other in academics, while the other two grades are learning remotely from home.

To facilitate our in-person reopening, we prepared for the school year by

- Reworking classroom space moving from 3-feet to 6-feet social distancing to create a safe learning environment.
- Removing all non-essential furniture from classrooms, hallways, and common areas.
- Adjusting the master schedule to decrease class sizes and ensure that classes could safely fit in assigned classrooms.
- Utilizing classroom learning spaces in the newly renovated classrooms in Smith Hall and Gallant Hall for teachers to teach remotely.
- Opening a Children's Learning Center at no cost for our staff whose children were learning remotely.



In early August, the School Committee approved our recommended [hybrid reopening model](#). We have found this model to be one that helped students stay focused because they had to meet with their teachers in person the following school day.

We also created, per the Massachusetts Department of Elementary and Secondary Education (DESE), a Virtual Learning Program (VLP), which is an online school for our students who are not able to participate in the hybrid model. Our VLP provides academic and career technical content through Edgenuity, an online learning platform. Additionally, we did require all our VLP students to attend remote classes with their ENSATS CTE classes when they are learning remotely so that they were able to stay connected in this way to our work in school every other day during their CTE cycle. Finally, all VLP students are provided with after-school support from ENSATS content-area teachers and special education teachers, along with oversight from our CTE Directors to help our students negotiate this new online learning environment.

For our [school reopening](#), we made it a full team effort the weekend before Labor Day by printing in-house and placing hallway traffic stickers on the floor, positioning hall stanchions, setting up classroom sanitation stations, and adding mobile hand-washing units. Per DESE, we also provided 10-days of mandated Professional Development that centered on best practices for remote teaching, technology training, teacher planning and preparation, and our annual required state training on safety and procedures.

During the pandemic, our intention has been to promote a sense of normalcy and continuity in holding all our schoolwide traditions, from the Summer BBQ to the Virtual Pep Rally to Hawk Holiday Hope to our monthly Hawk Highlights. These activities allowed us to maintain our traditions even during an unusual school year. We were also able to become an official SAT testing site and held our first SAT test for students in December. We were one of a handful of schools to continue with PSAT testing as students and families believed it to be important to keep with timelines.

In the Summer 2020, Principal Donnelly and myself met with recent graduates to discuss race education in light of recent events across the country. An Equity Team was formed to work with staff and students to develop curriculum and professional learning opportunities related to racism, equity, and inclusion. In August 2020, an Equity Coach position was created and this person, Maria Serrano, was hired before the winter holiday break. I was selected to be on the Massachusetts Association of School Superintendent's (MASS) Planning Committee on Race

and Equity. This work will help guide the District as we review our current practices and provide equitable delivery of services and instruction to all students. Our purpose is to prepare students for a diverse workplace, community, and world. This begins upon entry to ENSATS and continues throughout their high school experience.

Next Steps

Beginning this month, we will reinstitute our Action Teams to plan for a possible reopening to a larger in-person learning model with more students in the spring. Based on Commissioner Riley's report that COVID vaccinations will move "from a trickle in February to a torrent by April," we will plan for the possibility of increasing the number of students who are here learning on campus.

Our FY21 budget work began in April with both the HFT and American Federation of State, County, and Municipal Employees (AFSCME) units. All staff worked together to reduce over \$1M from the approved 2021 budget. These reductions included instructional supplies, infrastructure projects, and technology. In addition, all staff agreed to a three-day furlough. The FY21 budget was approved in December 2020, and meanwhile we are already deep into planning our FY22 budget and will be sharing this with you in February.

Adjustment to Practice

For Integration Learning, we paused our work based on our conversations with teachers and allowed for this year to be a planning year only for Career, Technical, Agricultural, Academic Content (CTAAC) Integration Projects. This pause is in recognition that our faculty needed to focus on their remote learning skills during the pandemic. We also prioritized our subcommittee work by reducing the number of committees, making them voluntary, and focusing on what we considered to be most crucial for planning purposes. These subcommittees include: Scheduling, Professional Learning, and Equity Team.

In September, we kicked off our Dual Enrollment Understanding Higher Education course through a collaboration with North Shore Community College. Thirty-eight sophomore students will be eligible to earn college credit upon their successful completion of this course. We hope to expand this opportunity for our students each year.

We are happy to report that the New England Association of Schools and Colleges (NEASC) [approved the two-year progress report](#). In this report, it noted that curriculum mapping was an area of need. As a result, a curriculum team was formed to create a consistent document to begin

a schoolwide curriculum review, development, and implementation. This is a three-year process and has begun in the HVAC/R program. A special thank you to Principal Donnelly for her work on this.

In the second half of the year, we will focus on maximizing our co-teaching learning model, using Seaside Educational Consultants. This is a team goal of the Director of Special Education, Sue Stevens and Assistant Superintendent, Dr. Thomas O'Toole.

Strategic Plan (District) and Quality School Plan (School)

The Strategic Plan and our Quality School Plan (QSP) continue to frame what we do, including alignment to goals and developing a theory of action. We will begin our work to develop two planning teams as we move into our final year in 2021-22 of both the Strategic Plan and the QSP.

Committee Work

The following subcommittees were prioritized during this school year and now include ongoing work with Portfolio, Professional Learning, and Scheduling. These are voluntary committees and these subcommittees offer timely feedback to the district with recommendations for future decisions.

Admissions Policy

The Commonwealth is currently working on regulations that may shift admission policies at some point in the future throughout Massachusetts. In November, I presented with other stakeholders to the Board of Elementary and Secondary Education in support of enrollment expansion efforts on behalf of vocational schools and the need for adequate funding sources.

Technology Department Update

Our transition from last spring and now for this school year to remote teaching and learning has been aided by the addition of new technologies for our instructional staff. These new technologies have been paid for through various grants, including the Remote Learning Technology Grant, and the Elementary and Secondary School Emergency Relief (ESSER) Grant.

We have added a variety of camera options to fit a range of remote teaching styles. Some of these cameras include document cameras, which allow teachers to display on the whiteboard materials from their desk in real time to students who are separated in their seats according to our 6-ft. social-distancing protocols. Other assistive technologies include video conferencing



cameras that allow teachers to show a larger area, project, or demonstration in real time, along with more traditional video cameras that allow teachers to record a demonstration ahead of time and reference it during a remote learning session with students.

In addition to cameras, we have deployed large portable monitors to various instructors. These monitors allow the teacher to plug their laptop in to see their students in real time through Zoom video conferencing while also taking advantage of a conference camera during a demonstration. Additionally, these cameras and monitors are used during student in-person learning days to capture and display in large-format demonstrations that students would otherwise crowd around a particular tool or piece of equipment to see.

The Technology Department has also implemented a number of instructional apps to aid remote instructional practices. These include:

- Schoology, our new learning management system
- Zoom for Education, our preferred video-conferencing solution
- PearDeck, a presentation tool that focuses on formative assessment and real-time feedback
- Kami, a PDF editor and whiteboard application that also allows students to show their hand-written work
- Padlet, an interactive collaboration tool, and
- EdPuzzle, an app for teachers to embed questions into videos and ensure that students watch videos in their entirety.

All of these instructional apps, tools, and systems integrate well with Schoology to ensure that the tools are easily accessible to teachers and students. A variety of training options have also been offered to faculty on how to best utilize this new technology.

ERate funding is currently being utilized to replace our network switch infrastructure and expand network access to Gallant Hall. The replacement of these network switches ensures that we continue to have fast and reliable network access for our students and staff.

In September 2020, the position of Information Technology Support Specialist was included in the FY21 budget and quickly filled by Ms. Kelly Radochia. The primary responsibility of this position is to support staff and students with all of their technology needs. The addition of this position allows other members of the Technology Department to spend more time on preventative measures. Further, an internal transfer of one clerical staff member has helped the Technology Department deploy necessary technology to staff and students.

Safety and Security

This year we have continued our commitment to making the ENSATS campus as safe as possible for our students and staff with the installation of additional security equipment including cameras and keyless entry systems. Twenty-seven cameras were replaced in the hallways of the Main School building. In addition, 16 new cameras were installed on the South Campus at Gallant Hall and Alumni Gymnasium. These new cameras allow quick and easy access to live feeds and saved footage from any device that can be used by our safety and security team.

Keyless entry has also been expanded to the main door of the Alumni Gymnasium, two doors of Gallant Hall, the Electrical Program, and the Biotechnology Program. Moving to a keyless entry system allows us to restrict building access, receive real-time security alerts, and review access logs linked to individual employees.

As part of last Spring's Safer Schools and Communities Grant, the replacement of three doors on Smith Hall has been completed. The replacement of these doors ensures that all door hardware is fully functional and is less prone to not locking properly. As part of this upgrade, these doors were also transitioned to the Main School building's key system, further limiting access to the building.

Building, Farms, and Grounds Department

Despite budget constraints, the District has been able to complete a number of projects related to expansion efforts, and overall maintenance of existing buildings and our campus. The following are some of them:

Massachusetts School Building Authority (MSBA) Roof Building Project

Work began this week on the MSBA roof project at Alumni Gymnasium. The project, under budget, has expanded to include windows, doors, and fire alarm system. This was funded through 2019 E&D funds. Students in the plumbing program will rebuild existing bathrooms to make them current and ADA compliant. Additional work at Alumni will be part of the infrastructure plan for the future.

Smith Hall Renovation

The work continued throughout the summer in preparation for school reopening. A new staff kitchen, technology, split HVAC systems, staff fitness room, Children Learning Center, and admissions office were completed by August, 2020. This work was grant

funded and both students and facilities participated in the effort. The rooms are now ready for full occupancy.

Gallant Hall

Renovations began in February to create a training center for the Essex County Sheriff's department. The remaining four classrooms on the main level were completed in the summer by both students and facilities.

Plumbing Expansion Project

The plumbing expansion project began in the late summer and continues with a storage area being converted to learning space. This project is being completed by outside contractors and students and is scheduled for completion in June, 2021.

Welding Lab

In preparation of a welding adult education program, we modified a section of the Automotive Collision, Repair, & Refinishing program to include a variety of welding options, plasma cutter, and other metal fabrication equipment.

Exterior Campus

In response to renewed interest in Sustainability and Farm-to-Table growing, we have hired a new Horticulture Specialist and increased production of vegetables on campus that can be used in our Culinary Arts program and in our school lunch program. Following the same rationale, several staff members have been working on a partnership with Moraine Farms in Beverly to generate fresh produce that can be served in our school lunches Brianna will play a significant role in developing an action plan to work with the Horticulture program, local farms, and other relevant departments to expand in a thoughtful, strategic manner. The farm crew worked tirelessly this summer to install deer fencing around the perimeter of a new apple orchard. This land will be maintained by the farm crew and the agricultural students..

Special Projects

The maintenance department, working with the CTE Directors and staff, relocated the Landscaping program to its original location. This location sits next to Arboriculture and is on the east side of campus where our farm crew is housed. Students will have a greater

opportunity to work alongside the farm staff in the maintenance garage, the fields, and other landscaping related functions.

The District is working with DCAMM to look at land not being utilized by the state that can be part of further development for the school. As the south campus becomes usable learning space and the Larkin Cottage is built, the need to move transportation becomes paramount.

Budget Trends

The District began the FY21 school year with a 1/12 budget due to delays in the state budget approval process as a result of the pandemic. Prior to July 1, 2020, stakeholders were able to reduce the budget by \$1 million. Once the FY21 budget received final approval in December, we were able to bring back \$575,000 in funds that will be used for staffing and projects.

Working with DESE, the District has increased revenues for agricultural students in the amount of \$530,000 as a result of out-of-district tuition related to facilities costs. This year is the first year where we will receive tuition from our After Dark Partnership Program students. To date, this will bring in an additional \$132,000 in revenues to offset the operational costs of the program. We will look at these funds to support instructional staff members needed to provide service to our agricultural students.

On January 11, 2021, we received notification that our [E&D](#) has been certified by the Massachusetts Department of Revenue in the amount of \$920,000. We will be carefully reviewing the FY22 budget process and will determine the most appropriate use of these funds.

While we are unsure what the state budget will look like for FY22, our Directors and staff have been working toward a fiscally responsible budget, recognizing the financial challenges we face as a Commonwealth and maintaining our level of service in order to provide for a growing school population.

Teacher Evaluation Documents (Self-Assessments, [SMARTIE Goals](#), [Educator Evaluations](#))

DESE added this year to the Educator Evaluation process the creation of [two new focus elements](#) that relate to inclusion and equity. As a result, the Leadership Team worked with staff to create SMARTIE goals that are aligned to our Strategic Plan and our QSP, along with our Mission, which is to **create** a culture of academic and technical excellence, **encourage** continuous

intellectual growth, and **promote** professionalism, determination, and citizenship for all students, as they **develop** into architects, artisans, and authors of the 21st century community. These guiding documents and goals only become real when followed by observations that happen regularly and accompanied by timely feedback.

Stakeholders

Students

Having completed our graduation ceremony in person and on campus on August 1, 2020, we welcomed over 1500 students back to our campus after a statewide shutdown of in-person learning at schools in March, 2020. This was only achievable by working together as a school community. Students entered the building mid-September on an alternating schedule and have been able to adjust to this shift in their learning. From wearing masks to cleaning desks to walking in one-way traffic patterns, students recognized the importance of following protocols to keep everyone safe. Some level of athletics and extracurricular activities continued. DECA, FFA, and SkillsUSA, all national student organizations, held virtual events and look forward to the competition season in spring 2021.

Additionally, ENSATS is planning to host [Dr. Adolph Brown](#) and [Chris Herren](#) virtually this spring, pending availability, to continue our work with students on creating an inclusive community and educating them about the impact of substance abuse.

Parents

The Parent Teacher Organization (PTO) continues to expand their outreach and has held virtual fundraising events for student scholarships. They have provided gift cards for our maintenance staff to thank them for their work with the reopening of schools. As they have always done, the PTO assisted with our annual Hawk Holiday Hope (HHH) where we provided over 1200 gifts to 145 North Shore children in Salem Department of Children and Families custody. With COVID, the student need for services has increased. Additionally, we were able to take care of our Essex Tech family by providing 65 students with gift certificates through donations from faculty and the PTO.

We will be offering in the spring a parent engagement series, including [Lynn Lyons](#), [Dr. Adolph Brown](#), and [If They Had Known](#), a documentary related to recreational drug use. This series was possible due to competitive grant funding that we received.

Teachers

We have begun to work with the Hathorne Federation of Teachers (HFT) related to labor relations. These ongoing meetings have been helpful in understanding the needs of the teacher on a regular basis. Teachers have been instrumental in reopening the schools and adjusting their practice to maximize student learning in the relatively new hybrid model. The work of union leadership and instructional staff is to be commended. Our students are appreciative that they are back in school and learning under the direction of their teachers. Without our teachers learning new technologies, adjusting their practice, and being flexible, we would not have been able to open. We are happy to report that since July 2019, we have trained 41 staff members in Research for Better Teaching's The Skillful Teacher course and will continue to offer this foundational coursework this summer as well.

In the second half of the year, we will be creating a negotiating team with HFT to develop a new schedule, as identified in the Collective Bargaining Agreement.

Leadership Team

We held our annual Leadership Retreat, live and in person, with COVID protocols, in July 2020. Our summer group read was *Leading with Emotional Courage*. This book helped guide us through the summer as challenging decisions had to be made related to budget reductions, reentry plans, and preparing for students returning to campus.

We have continued to learn and grow as a Leadership Team. All Leadership Team members set goals following the [DESE Focus Indicators](#). Over the summer, our full Leadership Team read Peter Bregman's *Leading with Emotional Courage*, which helped inspire our actions in keeping our focus on students and their learning for this year. Since September, our Instructional Leadership Team is reading *Strengthening Teacher Evaluation: Taking Action to Improve Ineffective Instruction*, that is from The Skillful Leader training. We are also excited to announce that we will participate in a Skillful Leader workshop with Research for Better Teaching's Deb Reed during February vacation.

The District Leadership Team has been reading *Start With Why* by Simon Sinek and meeting regularly to integrate the ideas from this book into their practice. This year, the District team will be formally evaluating their staff, and some further work

will be done in preparing the team to do this. In February 2021, our Instructional Leadership Team will attend a two-day workshop with Deb Reed, Executive Vice President of Research for Better Teaching. This directly relates to the work she is doing with our instructional staff.

Staff and Other Stakeholders

In the summer 2020, the AFSCME contract was ratified. This has given us the opportunity to evaluate these members formally and provide relevant feedback for their growth and development. Supervisors will be working with their staff to develop goals and appropriate professional development will then be provided.

Program Advisory Committees and CTE Review

Program Advisory Committees (PAC) have continued virtually. Strong advisory committees are critical as we work on program improvement, expansion, and high quality technical programs. In the spring of 2020, four action plans were formed and overseen by CTE administrators for under-enrolled programs. As a result, three of the four were identified for partnership programs with enrollment in two of those programs. CTE administrators will continue to work with those programs and PACs that report a low number of students enrolled to determine workforce trends, curriculum and equipment needs, and further training staff may need.

Community Organizations and Governmental Officials

Site visits are not complete at this time. Due to COVID restrictions, many town offices have limited hours, or are not open for public or for appointment. I will continue to seek out visits in the second half of the year. [Community Profiles](#) have been completed and will be mailed electronically and in hard copy format to each city and town. [H4922](#) was passed into law ([Acts of 2020 Chapter 154](#)) on July 31, 2020. The District is now able to secure long-term lease agreements for renewable energy. [Acts of 2020 Chapter 151](#), [An Act Financing the General Governmental Infrastructure of the Commonwealth](#) was signed by Governor Baker on August 7, 2020. This funding will support much needed infrastructure efforts on South Campus. These are both a direct result of the District working with state legislators as both have been supported by representatives from the Massachusetts House and Senate. At this time, we have been unable to host any live events for our community, however, we hope to as soon as COVID restrictions are lifted. Despite the lack of live meetings, I have attended many virtual events for the Chambers



of Commerce, MassHIRE, Massachusetts Association of Vocational Administrators (MAVA), SkillsUSA, MASS, and state meetings to remain informed.

The Emergency Response Team met with Danvers Police and Fire to review the reopening plan. We held our ALICE training drills and fire drills as planned. Further, the District will continue to work and plan with our local first responders to keep our school community safe.

We continue to engage community partners including a training center for the Essex County Sheriff's Department and North Shore Community College (NSCC). NSCC has leased CTE space for both their Culinary Arts and Cosmetology programs respectively.

Grant Awards and Applications

As of January 2021, we have received just over \$2.7 million in competitive grants and \$1.1 million in entitlement grants. These grants have assisted in the budget reductions made as a result of COVID and provided much needed funding to reopen the school in August. Many of the grants, as indicated below, directly support expansion efforts in CTE programming. Governor Baker and the Capital Skills office have been supportive of our plan to provide exceptional career, technical, and agricultural education on the North Shore.

Entitlement:

These grants are considered, "entitlement," and are based on a number of factors.

- Title I – \$165,500
- Title IIA – \$33,036
- Title IV - \$10,617
- Perkins - \$368,874
- IDEA - \$385,118
- ESSER - \$119,907

Massachusetts Skills Capital Grant - \$1,250,000

This is a two-year grant funded through the Commonwealth of Massachusetts. Essex North Shore Agricultural and Technical School was the only school to receive a two-year grant in this award cycle. The funds will be used for the Advanced Manufacturing and Plumbing programs. The funds will allow for the expansion of the plumbing shop and for the establishment of a welding area that can be used by all CTE programs. A welding program will also be offered in the NightHawks Adult Education Program. Equipment for plumbing, welding, and machine tool technology will be purchased to provide

students with new learning experiences, making them eligible for additional industry recognized credentials and post-secondary educational & work opportunities.

Integrating Social and Emotional Learning into Academic Learning - \$10,000

This competitive grant, provided by MA DESE will fund professional development for teachers and administrators to understand what explicit teaching of Social Emotional Learning (SEL) is and have guidance in developing an integrated SEL/SL (Service-Learning) project connected to academic and technical program areas. This opportunity will interface with the initiatives the school has engaged in through the Safe and Supportive Schools, Improving Student Access to Behavioral and Mental Health Services, and Teen Dating Violence Prevention and Intervention Program Grants the school has received to create a safe and supportive learning environment for all students and staff.

Hate Crimes Prevention - \$55,332

This highly competitive grant, provided by the MA DESE, will allow the school to expand upon the initiatives it already has in place and to purchase and implement evidence based curriculum and best practices to create a more inclusive and supportive learning environment to educate students about and decrease bias-motivated conduct.

Supporting Students' Behavioral and Mental Health and Wellness, \$78,965

This grant will support students through professional development opportunities, staff stipends, curriculum development, guest speakers for students, staff, and families. It will also help support the salary of our Equity Coach.

MA DESE CTE 405 Partnership Planning Grant, \$15,000

This grant will be used to plan for expansion of the CTE After Dark Program to include Automotive Technology, Electricity, and Plumbing.

MA DESE CTE Partnership Implementation Grant, \$200,000

Funds from this grant opportunity will be used for materials and staff related to expansion efforts between ENSATS and Gloucester, Peabody, and Salem Public Schools and North Shore Community College. Working with these partners, ENSATS's focus is to expand vocational education opportunities, including higher education pathways for Automotive Collision & Repair, Design & Media Communications, Advanced Manufacturing, and Construction Craft Laborers programs.

Smith Family Foundation, \$120,000 (Year 2)

ENSATS is in Year 2 of this grant which will continue our efforts to expand efforts with Peabody and Salem Public Schools. The funds will provide instructional staff, supplies,

and a liaison to coordinate efforts. Students will receive training in Construction & Craft Laborers, Automotive Collision, Design & Media Communications, and Advanced Manufacturing.

New England Laborers Training Trust Fund, \$90,000 (Year 2)

These funds support the instructional staff in the Construction & Craft Laborers program. ENSATS and The Laborers Union is in Year 2 of this funding. The union is supporting two instructional staff members

Cummings Foundation, \$100,000 (\$33,000, Year 3)

The funds from this three year program will be used for expenses incurred with the rebuilding of Larkin Cottage. We held a virtual meeting with the Cummings Foundation to review progress of the project.

Safe and Supportive Schools, \$8,000

The use of the Screening, Assessment, and Support Services (SaSS) Tool will allow for the development of an action plan that will address the most pressing needs of ENSATS, allowing for the creation of a safer and more supportive school environment. The professional learning opportunities for faculty and staff will take place to provide them with the skills needed to recognize students with social/emotional, behavioral and/or learning needs and will also provide them with the teaching and learning tools necessary for supporting and addressing the needs of all students in the classroom, during activities, in public settings, and in after-school programs.

First Jobs - Summer 2020, \$5,661

These funds were used to provide students with job opportunities on campus during the summer assisting custodial and farm staff.

Essex County Learning Community, \$20,000 (continuation)

These funds will be used to provide a team of administrators, academic, CTE and special education teachers with the opportunity to participate in a cohort of six school districts to lift up and scale systemic approaches that will enable ENSATS to better meet the assets and needs of students of diverse learners, especially those with learning disabilities, attention issues, and exposure to trauma.



Kaleidoscope - \$27,770

This funding will support the expansion of our CTAAC integration and include stipends to staff members to develop curriculum units that are cross disciplinary.

COVID Related Grants

CvRF (Coronavirus Relief Fund) School Reopening Grant \$269,305

This grant supported salaries, opening of the Children Learning Center, tents for social distancing, PPE, acrylic dividers, among other necessary items to reopen schools in August 2020.

Remote Learning Technology - \$43,564

This grant supported the purchase of Chromebooks, hotspots, and assistive technology to assist students and staff with their technology needs during remote learning.

Summer and Vacation Learning - \$36,000

This grant began in the summer with incoming students and will continue throughout the school year to provide support to students who may have fallen behind as a result of the COVID shutdown and the sudden transition to remote learning. We will continue to give updates on the creative student integration projects funded from this particular grant.

CCTE Credit Attainment - \$21,610

This funding is to support recent graduates who were not able to earn credentials or certifications as a result of COVID shutdown.

NightHawks Adult Education Training Grants

Executive Office of Housing and Economic Development (EOHED) Grant \$65,000

NightHawks 300 Hour Welding & Metal Fabrication Industry Training Program

General Electric Foundation Grant - \$125,000

NightHawks 415 Hour Advanced Manufacturing Program: Sept 2020-Feb 2021

General Electric Foundation Grant - \$125,000

NightHawks 415 Hour Advanced Manufacturing Program: March-June 2021

TechHire Grant - \$20,000

NightHawks 415 Hour Advanced Manufacturing Program

Career Technical Institute (CTI) - amount received pending (up to \$240,000)

NightHawks 300 Hour Training for Plumbing, Automotive Technology, and Construction Craft Laborer adult education program.



In conclusion, I would like to personally thank the Leadership Team for their continued work with me as I grow in the superintendent role. Their work is often under-recognized as they are the silent cheerleaders for the district; the HFT and AFSCME units for assisting in getting our students back to school; the parents and students for trusting us to do what is in the best interest of student learning and growth; the District Committee for supporting us in our efforts to provide exceptional academic, technical, and agricultural education during a worldwide pandemic. By each stakeholder working together, we have proven ourselves to do “whatever it takes.”

Respectfully Submitted,

Heidi T. Riccio, Ed.D.
Superintendent-Director